

Annual Report

OF

**CENTRE FOR INTERNAL QUALITY ASSURANCE
(CIQA)**

PROGRAMMES UNDER

ONLINE MODE

<2024-25>

Contents

Part – I: General Information	3
Part – II: Requirements as per Centre for Internal Quality Assurance (CIQA) Functioning	7
Part – III: Human Resources and Infrastructural Requirements	14
Part – IV: Examinations.....	18
Part – V: Programme Project Report (PPR) and e-Learning Material (e-LM).....	27
Part – VI: Programme Delivery through Learning Platform	28
Part – VII: Self Regulation through disclosures, declarations and reports.....	30
Part – VIII: Admission and Fees	34
Part – IX: Grievance Redressal Mechanism	40
Part – X: Innovative and Best Practices.....	41
DECLARATION	42

Part – I: General Information

1.1 Date of notification of the Centre(attach a copy of the notification):

1.2 Details of Director, CIQA

- Name: **Prof. Amit Kumar Saxena**
- Qualification: **PhD**
- Appointment Letter and Joining Report: Upload (PDF)

1.3 Details of CIQA Committee:

a. Composition as per Regulations

S. No.	Designation	Nomination as	Name and Qualification	Specialization	Date of Nomination in CIQA Committee
a.	Vice Chancellor of the University	Chairperson	Prof. Alok Kumar Chakrawal, PhD	Management, Commerce, Finance, Marketing, Research, etc.	04/06/2024
b.	Three Senior teachers of HEI	Member 1	Prof. C. S. Vazalwar	Education	04/06/2024
		Member 2	Prof. Anupama Saxena	Public Policy	04/06/2024
		Member 3	Prof. B. D. Mishra	Management	04/06/2024
c.	Head of three Departments or School of Studies from which programme is being offered in ODL and Online mode	Member 4	Prof. Brajesh Tiwari	Library Science	04/06/2024
		Member 5	Prof. Sambit Padhi	Education	04/06/2024
		Member 6	Dr. Ratnesh Prasad Shrivastava	Computer Science	04/06/2024
d.	Two External Experts of ODL and/or Online Education	Member 7	Prof. Jagdish Joshi		04/06/2024
		Member 8	Prof. V. K. Saraswat		22/08/2025

e.	Officials from departments of HEI	Member 9 Administration	<ul style="list-style-type: none"> • Prof. A.S. Ranadive, Registrar; • Shri Sampooranand Jha, COE; • Prof. Alok Kumar Singh Kushwaha, Director, MMTTC • Prof. Bharti Ahirwar, OSD Development • Prof. Manish Shrivastava, Director, CDOE 		22/08/2025
		Member 10 Finance	Prof. Budheshwar Prasad Singhraul, Finance Officer	Commerce	22/08/2025
f.	Director, CIQA	Member Secretary	Prof. Amit Kumar Saxena,	Computer Science	22/08/2025

b. Whether members mentioned at 'b' to 'e' changed every 2 years? (Y/N)

If No, reason thereof – N/A

1.4 Number of meetings held and its approval:

a. No. of meetings held every year: One

b. Meeting details:

Meetings	Date-Month-Year	No. of External Expert Present	Minutes	Approval of Minutes
Meeting 1	23/08/2025	One	upload	upload

1.5 Number of programmes started at Certificate level as per Regulation 24 of UGC(ODL Programmes and Online Programmes) Regulations, 2020:

From <Month, Year> academic session:

Sr. No.	Name of the Department	Certificate Title	Duration (months)	No. of Credits	Admission Eligibility	Fee (Rs.)	Approval of statutory Authority (s) (DD-MM-YYYY) of HEI/Regulatory authority (if required)	Number of students admitted (Male/Female/Trans-gender)			
								M	F	TG	Total
1.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note: Mention details separately for <Month, Year>academic session, as applicable, as above.

1.6 Number of programmes started at Diploma level as per Regulation 24 of UGC(ODL Programmes and Online Programmes) Regulations, 2020:

From <Month, Year> academic session:

Sr. No.	Name of the Department	Diploma Title	Duration (months)	No. of Credits	Admission Eligibility	Fee (Rs.)	Approval of statutory Authority (s) (DD-MM-YYYY) of HEI/Regulatory authority(if required)	Number of students admitted (Male/Female/Trans-gender)			
								M	F	TG	Total
1.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note: Mention details separately for <Month, Year>academic session, as applicable, as above.

1.7 Number of programmes started at Post Graduate Diploma level as per Commission Order:

From <Month, Year>academic session: TO BE EXTRACTED FROM WEBPORTAL

Sr. No.	Post Graduate Diploma Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	Number of students admitted (Male/Female/Trans-gender)			
							M	F	TG	Total
1.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note: Mention details separately for <Month, Year>academic session, as applicable, as above.

1.8 Number of programmes started at Undergraduate Degree Programmes as per Commission Order:

From <Month, Year>academic session: TO BE EXTRACTED FROM WEBPORTAL

Sr. No.	Under - Graduate Degree Title (Jan. 2025 Batch)	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.) (Total Fee)	UGC Recognition Letter No. and date	Number of students admitted (Male/Female/Trans-gender)			
							M	F	TG	Total
1.	BACHELOR OF COMPUTER APPLICATIONS (BCA)	Six Semester (3 Years)	140	Minimum 50% aggregate at 10+2 level from any recognized Board or equivalent.	Rs. 1,47,200	F.No. 1-6I2O25(DEB-NER), Dated, 02/04/2025	0	0	0	0
2.	Bachelor of Library & Information Sciences(Library Science)	Two Semester (1 Years)	48	Min. 50% aggregate at Graduation or Post Graduation from any recognized university/ institution	Rs. 33,200	F.No. 1-6I2O25(DEB-NER), Dated, 02/04/2025	1	1	0	2
3	BACHELOR OF COMMERCE (HONS) (B.Com.)	Six Semester (3 Years)	133	Minimum 50% aggregate at 10+2 level from any recognized Board or equivalent.	RS. 81,200	F.No. 1-6I2O25(DEB-NER), Dated, 02/04/2025	0	0	0	0

Note: Mention details separately for <Month, Year>academic session, as applicable, as above.

1.9 Number of programmes started at Post-graduate Degree Programmes as per Commission Order:

From <Month, Year>academic session: TO BE EXTRACTED FROM WEBPORTAL

Sr. No.	Post-graduate Degree Title (Jan. 2025 Batch)	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	Number of students admitted (Male/Female/Trans-gender)			
							M	F	TG	Total
1.	MASTER OF ARTS (ENGLISH LITERATURE)	Four Semester (2 Years)	82	B.A. (Hons)/ B.A. under 10+2+3 pattern with minimum 50% marks in aggregate or equivalent with English as one subject from any recognized University/inst itution	Rs. 55,200	F.No. 1-6I2O25(DEB-NER), Dated, 02/04/2025	1	1	0	2
2.	MASTER OF COMPUTER	Four Semester (2 Years)		B.Sc./B.Tech./ BCA/Any	Rs. 1,27,200	F.No. 1-6I2O25(DEB-	1	0	0	1

	APPLICATIONS (MCA)			Graduate (With pure and applied Sciences/Relevant Engineering subject with Computer Science / Information Technology as one subject) under 10+2+3 or 10+2+4 pattern from recognised University/Institution, securing a minimum of 50%marks in aggregate or equivalent.		NER), Dated, 02/04/2025				
3.	MASTER OF BUSINESS ADMINISTRATION (MBA)	Four Semester (2 Years)	120	Graduates from any disciplines with 50% marks in aggregate (45%for SC/ST candidates) or above in aggregate at the First Graduate or Post Graduate Degree Examination.	Rs. 1,47,200	F.No. 1-612025(DEB-NER), Dated, 02/04/2025	7	4	0	11
4.	MASTER OF ARTS (JOURNALISM & MASS COMMUNICATION)	Four Semesters (2 Years)	80	Any graduate with 10+2+3 or 10+2+4 pattern with Minimum 50 % marks in aggregate or equivalent from recognized university/institution	Rs. 55,200	F.No. 1-612025(DEB-NER), Dated, 02/04/2025	1	1	0	2
5.	MASTER OF LIBRARY & INFORMATION SCIENCE (M.lib. & I.Sc.)	Two Semesters (1 Year)	48	B. Lib. & Inf. Sc. with 50% marks or equivalent from any recognized university / institution.	Rs. 39,200	F.No. 1-612025(DEB-NER), Dated, 02/04/2025	3	0	0	3

6.	MASTER OF COMMERCE (M.Com.)	Four Semesters (2 Years)	82	B.Com (Hons)/B.Com /BBA/BBM/Any graduate under 10+2+3 or 10+2+4 pattern with accounting as one subject with Minimum 50 % marks in aggregate or equivalent from recognized university/institution	Rs. 75,200	F.No. 1-6I2025(DEB-NER), Dated, 02/04/2025	0	1	0	1
7.	MASTER OF ARTS (ECONOMICS)	Four Semesters (2 Years)	80	Any graduate with 10+2+3 or 10+2+4 pattern with Minimum 50 % marks in aggregate or equivalent from recognized university/institution	Rs. 55,200	F.No. 1-6I2025(DEB-NER), Dated, 02/04/2025	0	0	0	0
8.	MASTER OF ARTS (HISTORY)	Four Semesters (2 Years)	79	Any graduate with 10+2+3 or 10+2+4 pattern with Minimum 50 % marks in aggregate or equivalent from recognized university/institution	Rs. 55,200	F.No. 1-6I2025(DEB-NER), Dated, 02/04/2025	1	1	0	2
9.	MASTER OF ARTS (POLITICAL SCIENCE)	Four Semesters (2 Years)	90	Any graduate with 10+2+3 or 10+2+4 pattern with Minimum 50 % marks in aggregate or equivalent from recognized university/institution	Rs. 55,200	F.No. 1-6I2025(DEB-NER), Dated, 02/04/2025	1	0	0	1
10.	MASTER OF SOCIAL WORK (MSW)	Four Semesters (2 Years)	137	Any graduate with 10+2+3 or 10+2+4 pattern with Minimum 50 % marks in aggregate or	Rs. 55,200	F.No. 1-6I2025(DEB-NER), Dated, 02/04/2025	2	1	0	3

				equivalent from recognized university/institution						
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Note: Mention details separately for <Month, Year>academic session, as applicable, as above.

Part – II: Requirements as per Centre for Internal Quality Assurance (CIQA) Functioning

2.1 Action taken on the functions of CIQA:-

S.No.	Provisions in Regulations	Details of Action taken by CIQA and Outcome thereof (Not more than 500 words)	Upload Relevant Document
1.	Quality maintained in the services provided to the learners	<p>The Centre for Distance and Online Education (CDOE) at Guru Ghasidas Vishwavidyalaya, Bilaspur, has taken concerted steps to ensure that learners receive quality academic services at par with national and international standards. Guided by the CIQA framework and the University's NAAC A++ accreditation benchmarks, quality assurance is integrated into every stage of program design, delivery, assessment, and learner support.</p> <p>Action Taken by CIQA:</p> <ol style="list-style-type: none"> Curriculum Design and Approval: All 13 programs offered under CDOE, including 10 postgraduate and 3 undergraduate courses, are designed in line with NEP 2020 guidelines and approved by the statutory bodies of the University. The curriculum is periodically reviewed to reflect contemporary academic and professional requirements, ensuring relevance and employability. Digital Learning Infrastructure: To guarantee seamless delivery, programs are hosted on the SWAYAM platform, a nationally recognized government digital learning initiative. CIQA ensures that 	

		<p>the content uploaded adheres to structured module formats, integrating e-lectures, reading materials, self-assessment exercises, and discussion forums.</p> <p>3. Quality of Learning Resources: Faculty members, recognized experts in their respective fields, are responsible for developing course materials. These resources undergo peer review before being uploaded, thus ensuring accuracy, comprehensiveness, and learner-centric pedagogy. The course is also aligned with Outcome-Based Education (OBE) principles.</p> <p>4. Learner Support Mechanisms: Dedicated helpdesks and online support teams are established to address academic and administrative queries. Interactive sessions, webinars, and periodic doubt-clearing classes provide direct faculty-learner engagement. CIQA monitors learner feedback systematically to strengthen services.</p> <p>5. Capacity Building of Faculty: Regular orientation programs and training workshops are organized for faculty involved in online education. The focus is on innovative digital pedagogies, ICT-enabled teaching, and assessment integrity.</p> <p>6. Transparent Assessment and Evaluation: Online examinations, continuous assessments, and project work are conducted in accordance with UGC norms. Strict protocols ensure fairness, transparency, and timely declaration of results.</p> <p>7. Holistic Learner Development: Beyond academics, learners are encouraged to participate in online seminars, skill enhancement workshops, and value-based sessions, in line with the University's vision of fostering socially responsible graduates.</p> <p>Through systematic CIQA interventions, CDOE ensures that every learner experiences not only academic excellence but also holistic development, thereby upholding the</p>	
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		University's commitment to inclusive, accessible, and transformative education.	
2.	Self-evaluative and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institution	<p>Guru Ghasidas Vishwavidyalaya (GGV), through its Centre for Distance and Online Education (CDOE) and the Centre for Internal Quality Assurance (CIQA), places strong emphasis on systematic self-evaluation and reflective practices to ensure sustained quality enhancement across academic and administrative systems.</p> <ol style="list-style-type: none"> Regular Academic Audits: Periodic internal academic audits are conducted to assess curriculum relevance, teaching-learning effectiveness, and learner outcomes. These reviews also evaluate alignment with UGC-DEB guidelines and the objectives of NEP 2020. Faculty Self-Reflection: Faculty members engage in reflective exercises through workshops, peer review sessions, and self-assessment forms, which encourage innovation in pedagogy, digital content creation, and evaluation practices. Benchmarking with Best Practices: GGV benchmarks its distance and online programs against national and international standards, enabling identification of gaps and adoption of emerging best practices. Continuous Digital Monitoring: The SWAYAM-based delivery system allows data-driven evaluation of learner participation, course completion rates, and assessment performance, which informs continual improvement strategies. <p>Through such reflective and evaluative practices, GGV ensures that quality improvement is not episodic but a sustained and integral process across all dimensions of higher education.</p>	
3.	Contribution in the identification of the key areas in which Higher Educational	Guru Ghasidas Vishwavidyalaya (GGV), through the Centre for Distance and Online Education (CDOE) and the Centre for Internal Quality Assurance (CIQA), has adopted a structured approach to identifying the key areas where sustained quality must be maintained. This process ensures that all	

	<p>Institution should maintain quality</p>	<p>academic and administrative functions remain aligned with national standards, institutional objectives, and learner expectations.</p> <ol style="list-style-type: none"> 1. Curriculum and Learning Resources: Recognizing curriculum design as the cornerstone of quality, CIQA emphasizes relevance, outcome-based orientation, and alignment with employability and research needs. Course materials are reviewed for accuracy, accessibility, and learner-centric pedagogy. 2. Digital Infrastructure and LMS: Given the online mode of delivery, CIQA identifies the efficiency, reliability, and user-friendliness of the digital platform as a critical quality area. Accessibility for learners from diverse socio-economic backgrounds remains a priority. 3. Learner Support Services: Quality in admissions, orientation, academic counseling, grievance redressal, and timely communication has been highlighted as essential for sustaining learner satisfaction and retention. 4. Faculty Preparedness and Engagement: Continuous faculty development, reflective practices, and capacity-building workshops have been identified as key to ensuring effective delivery and learner engagement in online environments. 5. Assessment and Evaluation Systems: Transparency, fairness, and robustness of examinations, continuous assessments, and project-based learning are identified as major areas requiring rigorous quality checks. 6. Monitoring and Feedback Mechanisms: Regular feedback from learners, faculty, and stakeholders is recognized as vital for driving continuous improvement and evidence-based decision-making. <p>This systematic identification has enabled the University to prioritize quality benchmarks across teaching, technology, learner support,</p>
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		and governance. By focusing on these key areas, GGV ensures that its distance and online education programs remain inclusive, relevant, and in tune with evolving higher education standards.	
4.	Mechanism devised to ensure that the quality of Online programmes matches with the quality of relevant programmes in conventional mode (For Dual Mode HEIs)	<p>Guru Ghasidas Vishwavidyalaya (GGV), as a dual-mode institution, is committed to ensuring that the quality of its online programmes under the Centre for Distance and Online Education (CDOE) is equivalent to that of its conventional on-campus programmes. The University has established robust mechanisms that translate the strengths of the offline mode into the digital environment, maintaining consistency across both delivery modes.</p> <ol style="list-style-type: none"> 1. Curriculum Parity: The curriculum of online programmes is identical to that of conventional courses, approved by statutory bodies and aligned with UGC-DEB guidelines. Learning outcomes, course credits, and evaluation frameworks are kept uniform across modes. 2. Faculty Engagement: The same experienced faculty who teach in regular classrooms design and deliver the online courses. This ensures academic continuity, expertise, and adherence to established standards of teaching. 3. Digital Course Material: Offline lecture notes, textbooks, and reference materials are transformed into e-modules, recorded lectures, and interactive digital content. Peer review of these resources ensures quality, accuracy, and learner-friendliness. 4. Pedagogical Equivalence: Classroom practices such as interactive lectures, tutorials, assignments, and group discussions are replicated in the online mode through live webinars, discussion forums, and collaborative projects. 5. Assessment Integrity: Evaluation structures—continuous assessments, term-end examinations, and project submissions—mirror those in conventional programmes, with 	

		<p>added emphasis on transparency, fairness, and technology-enabled proctoring.</p> <p>6. Learner Support: Academic counseling, grievance redressal, and mentoring services available to offline students are equally extended to online learners through digital helpdesks and faculty-student interaction sessions.</p> <p>These mechanisms ensure that learners in online programmes receive the same academic rigor, faculty expertise, and institutional support as their on-campus counterparts. By embedding parity at every level—curriculum, pedagogy, resources, and assessment—GGV safeguards its reputation for quality education while extending its reach through technology-enabled learning.</p>	
5.	<p>Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.</p>	<p>Guru Ghasidas Vishwavidyalaya (GGV) has instituted systems to ensure meaningful interaction with all stakeholders for quality improvement. Learners are engaged through orientation sessions, online feedback forms, and dedicated support channels. Teachers and staff contribute via departmental meetings, CIQA consultations, and peer discussions. Parents and society are reached through counseling initiatives and community-oriented programs. Government and regulatory feedback is integrated through compliance submissions and periodic reviews. These mechanisms collectively enable the University to cultivate an inclusive, responsive, and quality-focused academic environment.</p>	

6.	Measures suggested to the authorities of Higher Educational Institution for qualitative improvement	Within Guru Ghasidas Vishwavidyalaya (GGV), the Centre for Distance and Online Education (CDOE) functions as an integral part of the academic system, and measures for qualitative improvement are developed collaboratively through CIQA and statutory bodies. Focus areas include strengthening digital infrastructure, enhancing faculty capacity in online pedagogy, enriching learner support services, and ensuring curriculum parity with conventional programmes. Continuous monitoring, stakeholder feedback, and benchmarking with national standards guide refinements. This collective approach ensures that qualitative improvements are embedded in the University's overall vision of providing inclusive, technology-enabled, and learner-centric higher education.	
7.	Implementation of its recommendations through periodic reviews	Guru Ghasidas Vishwavidyalaya (GGV), through its CIQA, ensures that recommendations for quality enhancement are systematically implemented and reviewed at regular intervals. Periodic meetings are held to assess academic delivery, learner support, and digital infrastructure, with follow-up actions	

		documented and monitored. Feedback from learners and faculty is analyzed to refine teaching practices and improve online resources. Progress is reviewed against benchmarks set by UGC-DEB and institutional quality standards. This cycle of recommendation, action, and review enables the University to maintain accountability, ensure consistency, and foster continuous improvement across its distance and online education programmes.	
8.	Workshops/ seminars/ symposium organized on quality related themes, ensure participation of all stakeholders, and disseminate the reports of such activities among all the stakeholders in Higher Educational Institution.	Guru Ghasidas Vishwavidyalaya (GGV), through its Centre for Distance and Online Education (CDOE) and Centre for Internal Quality Assurance (CIQA), recognizes workshops, seminars, and symposiums as crucial platforms for fostering quality culture across the institution. These activities not only enhance faculty and staff capacity but also ensure that quality assurance becomes an institutionalized, participatory process. One landmark initiative was the Two-Day Workshop on Development of Self-Learning Material (SLM) organized by CDOE on 13th and 14th December, 2024 . The workshop was conducted under the guidance of	

		<p>eminent resource persons from STRIDE, IGNOU—Prof. Anit Priyadarshini, Director, and Dr. G. Mythili, Additional Director—who brought extensive expertise in distance education pedagogy.</p> <p>Objectives and Focus: The workshop aimed to:</p> <ul style="list-style-type: none"> • Build capacity of faculty and course writers in preparing self-learning materials aligned with UGC (ODL and Online Programmes) Regulations 2020 and NEP 2020. • Review and refine ODL course materials already under development at GGV. • Promote learner-centric instructional design, integration of technology, and adherence to academic integrity. <p>Stakeholder Participation: The event saw active participation from faculty members across disciplines, course coordinators, and academic staff engaged in online and distance education. Senior administrators, including the Vice Chancellor, Registrar, and Director</p>	
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		<p>of CDOE, also took part, underlining the importance accorded to quality in ODL initiatives. This collective involvement ensured that perspectives from academic leadership, faculty, and support staff were represented, making it a truly inclusive exercise.</p> <p>Workshop Activities:</p> <ul style="list-style-type: none"> • Day 1 focused on understanding regulatory frameworks, principles of instructional design, writing measurable learning outcomes, and ensuring plagiarism-free content. • Day 2 emphasized hands-on practice where participants drafted and refined SLM units under the guidance of experts, receiving personalized feedback. • Sessions on integrating Open Educational Resources (OER) and leveraging multimedia tools reinforced the importance of technology-enabled, interactive learning. 	
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		<p>Key Outcomes:</p> <ol style="list-style-type: none"> 1. Faculty gained practical skills in developing learner-friendly, structured, and outcome-based SLM. 2. Greater awareness was created about NEP 2020's focus on inclusivity, flexibility, and modular learning. 3. Participants acquired strategies to maintain academic integrity and avoid plagiarism. 4. The workshop bridged theory and practice by enabling faculty to produce draft SLM units during the sessions itself. 5. A culture of innovation and reflection was fostered, equipping faculty to better meet the expectations of diverse learners. <p>Dissemination of Report: To ensure institutional learning, a detailed report of the workshop was prepared and disseminated among stakeholders, including participating faculty, school and department heads, and statutory</p>	
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		<p>bodies. Highlights were also shared with regulatory authorities, reinforcing GGV's commitment to quality compliance.</p> <p>Dissemination within the University community allowed faculty who could not attend to benefit from the key takeaways and recommendations.</p> <p>Contribution to Quality Culture:</p> <p>By organizing such workshops, GGV ensures that quality enhancement becomes a shared responsibility rather than an isolated exercise. The emphasis on faculty development, learner-centric approaches, and integration of technology directly contributes to the University's mission of democratizing education through robust and inclusive online programmes.</p> <p>In sum, the SLM workshop of December 2024 was a significant milestone for CDOE and the University at large, ensuring that capacity-building, stakeholder participation, and transparent dissemination become integral to the institutional culture of quality assurance.</p>	
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9.	Developed and collated best practices in all areas leading to quality enhancement in services to the learners and disseminate the same all concerned in Higher Educational Institution	Guru Ghasidas Vishwavidyalaya (GGV), through its Centre for Distance and Online Education (CDOE) and CIQA, has initiated the development and collation of best practices to enhance learner services. Key practices include maintaining curriculum parity between online and conventional modes, ensuring learner-friendly self-learning materials, adopting transparent admission and grievance redressal systems, and promoting faculty training in digital pedagogy. These practices are systematically documented and shared with all concerned stakeholders through reports, workshops, and review meetings. Dissemination ensures consistency, fosters accountability, and builds a culture of continuous improvement across departments and support systems.	
10.	Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the programme(s).	The Centre for Distance and Online Education (CDOE), Guru Ghasidas Vishwavidyalaya, has established mechanisms to collect, collate, and disseminate accurate statistics regarding programme quality. For the January 2025 batch , data was compiled for all 13 approved programmes (3 UG and 10 PG), covering programme duration, credits, eligibility, fee	

		structure, and enrolment demographics. A total of 26 learners (17 male and 9 female) were admitted across disciplines, with the highest intake in MBA (11 students). These statistics are documented, validated against UGC-DEB approvals, and shared with academic authorities and stakeholders to ensure transparency and evidence-based quality monitoring.	
11.	Measures taken to ensure that Programme Project Report for each programme is according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the programme	The Centre for Distance and Online Education (CDOE), Guru Ghasidas Vishwavidyalaya, prepares Programme Project Reports (PPRs) in strict conformity with the UGC (ODL and Online) Regulations, 2020 and other relevant regulatory frameworks. Each PPR includes programme objectives, curriculum design, credit structure, eligibility, fee details, learner support, and evaluation mechanisms. This systematic process ensures that all programmes adhere to prescribed norms and meet standards of quality, transparency, and accountability.	

12.	Mechanism to ensure the proper implementation of Programme Project Reports	To ensure the effective implementation of Programme Project Reports (PPRs), the Centre for Distance and Online Education (CDOE), Guru Ghasidas Vishwavidyalaya, has instituted a structured mechanism. Once approved, each PPR is operationalized through detailed course outlines, allocation of qualified faculty, and preparation of self-learning materials aligned with the curriculum. Academic and administrative units coordinate to manage admissions, learner support, and assessment systems as per the PPR. Continuous monitoring by CIQA, periodic review meetings, and feedback from stakeholders help verify compliance with PPR provisions, thereby ensuring fidelity to design, academic rigour, and learner-centric delivery.	
13.	Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.	The Centre for Distance and Online Education (CDOE), Guru Ghasidas Vishwavidyalaya, follows the University's established practice of preparing Annual Plans and Annual Reports in alignment with institutional goals and statutory requirements. Although the Centre is newly established, mechanisms have already been put in place for systematic record-keeping, periodic review,	

		and generation of actionable reports. These include maintaining digital records of activities, structured documentation of academic and administrative processes, and alignment with the University's IQAC and CIQA frameworks. This preparedness ensures that as the Centre progresses, its annual reviews will lead to evidence-based quality enhancement.	
14.	Inputs provided to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market.	The Centre for Distance and Online Education (CDOE), Guru Ghasidas Vishwavidyalaya, actively contributes inputs for aligning programmes with contemporary job market demands. Regular consultations with faculty experts, industry professionals, and academic bodies help identify emerging skill requirements. Based on these insights, programmes emphasize employability by integrating digital skills, management competencies, and applied knowledge. Suggestions such as inclusion of practical components, case studies, project work, and industry-oriented electives are communicated to the University for consideration. This ensures that programme structures remain dynamic, responsive, and relevant to learners'	

		career aspirations and evolving employment opportunities.	
15.	Facilitated system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.	The Centre for Distance and Online Education (CDOE), Guru Ghasidas Vishwavidyalaya, has initiated steps to promote system-based research focused on fostering a learner-centric environment. Faculty and programme coordinators are encouraged to explore innovative pedagogical practices, such as modular course design, integration of ICT tools, and adoption of self-paced learning models. The workshop on Self-Learning Material development (December 2024) served as a platform to introduce best practices in instructional design and learner engagement. Such initiatives are paving the way for research-driven improvements, ensuring that the entire academic system evolves towards inclusivity, flexibility, and high-quality learner experiences.	
16.	Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.	The Centre for Distance and Online Education (CDOE), Guru Ghasidas Vishwavidyalaya, functions as the nodal coordinating unit for ensuring compliance with quality standards prescribed by statutory bodies. Steps have been initiated to align all programmes with UGC (ODL & Online) Regulations, 2020 and	

		the broader NAAC framework. Programme Project Reports (PPRs), learner support mechanisms, and academic delivery systems are documented in line with accreditation requirements. Coordination with the University's IQAC facilitates the collection of data, preparation of quality reports, and periodic reviews. These measures lay the foundation for future assessment and accreditation by designated bodies such as NAAC.	
17.	Measures adopted to ensure internalisation and institutionalisation of quality enhancement practices through periodic accreditation and audit	The Centre for Distance and Online Education (CDOE), Guru Ghasidas Vishwavidyalaya, has adopted a proactive approach to embed quality enhancement practices within its systems. Mechanisms are being developed for regular internal reviews, compliance checks with UGC regulations, and documentation of processes in line with accreditation and audit requirements. Coordination with the University's IQAC ensures that quality benchmarks are not treated as one-time exercises but integrated into routine academic and administrative practices. Periodic internal audits, faculty orientation workshops, and stakeholder feedback are institutionalised to	

		build a culture of continuous improvement, thereby ensuring long-term sustainability of quality initiatives.	
18.	Steps taken to coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines	<p>The Centre for Distance and Online Education (CDOE), Guru Ghasidas Vishwavidyalaya, ensures effective coordination with the University Grants Commission (UGC) for quality-related initiatives and compliance. Regular communication is maintained to stay updated with guidelines, circulars, and notifications issued by the Commission. Programme structures, Programme Project Reports, and learner support systems are aligned with UGC (ODL & Online) Regulations. Reports on activities such as workshops, enrolment, and quality monitoring are submitted as required. This systematic liaison not only ensures regulatory compliance but also enables the University to adopt best practices and innovations promoted by the Commission. In this regards Director, CDOE of Guru Ghasidas Vishwavidyalaya Participated in a two days work shop on developing Best Practices for Quality Assurance In Open, Distance and Online Learning, which was held on 25th and 26 august 2025 the event</p>	

		was organized by National Assessment and Accreditation Council and IGNOU, New Delhi.	
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19.	Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.	The CDOE actively engages with other Higher Educational Institutions to learn from their quality benchmarks and best practices. Interactions during workshops, conferences, and academic exchanges provide insights into innovative pedagogical methods, learner support systems, and digital tools. Such inputs are studied and adapted to strengthen programme design, delivery, and overall quality assurance at the University.	
20.	Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.	The Centre for Internal Quality Assurance (CIQA) will systematically document its quality assurance activities in the form of an annual report. This report would record initiatives such as faculty development programmes, learner support activities, curriculum alignment, and compliance with UGC regulations. It would serve as a reference for monitoring progress, ensuring accountability, and guiding future improvements in distance and online education.	

21.	(a) Submitted Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of each academic session.	N/A (1 st Session is in Progress)	
	(b) Submitted a copy of report in the format as specified by the Commission, duly approved by the statutory authorities of the Higher Educational Institution annually to the Commission.	N/A	
22.	Overseen the functioning of Centre for Internal Quality Assurance and approve the reports generated by Centre for Internal Quality Assurance on the effectiveness of quality assurance systems and processes	N/A	
23.	Facilitated adoption of instructional design requirements as per the philosophy of the Online learning decided by the statutory bodies of the HEI for its different academic programmes	The Centre for Internal Quality Assurance (CIQA) has facilitated the adoption of instructional design requirements in line with the philosophy of online learning as approved by the statutory bodies of the University. Emphasis is placed on modular content, clear learning outcomes, interactive elements, and learner-centric approaches. These standards ensure that each academic programme maintains academic rigor while being accessible, engaging, and aligned with UGC and NEP 2020 guidelines.	

24.	Promoted automation of learner support services of the Higher Educational Institution	The CIQA has promoted the automation of learner support services to enhance efficiency, transparency, and accessibility. Key initiatives include digitized admission and fee payment processes, automated learner queries through online helpdesks, digital dissemination of study materials, and online communication channels for academic and administrative support. These measures ensure timely assistance and strengthen the overall learner experience.	
25.	Coordinated with external subject experts or agencies or organisations, the activities pertaining to validation and annual review of its in-house processes	The CIQA coordinated with external subject experts to validate and review its in-house processes, ensuring transparency and objectivity. Notably, in the CIQA meeting held on 23rd October 2025, Prof. Jagdish Joshi, an eminent external member, actively participated in the deliberations. All annual activities of the Centre were placed before the committee, reviewed critically, and formally approved. This external validation strengthened the credibility of processes and aligned them with quality benchmarks.	
26.	Coordinated with third party auditing bodies for quality audit of programme(s)	The CIQA has coordinated with third-party bodies to strengthen quality audit mechanisms for its programmes. A	

		<p>significant initiative was the two-day workshop by IGNOU STRIDE experts, which validated and enhanced the academic quality of self-learning materials in line with national standards. Additionally, through an MoU with IIT Madras, the University is being onboarded onto the SWAYAM platform, ensuring that programmes meet technological, pedagogical, and accessibility requirements prescribed by national regulators. These collaborations serve as external quality audits, reinforcing credibility and compliance of CDOE programmes with best practices in distance and online education.</p>	
27.	Overseen the preparation of Self-Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution	<p>As the Centre is in its formative phase, the preparation of a Self-Appraisal Report (SAR) for submission to accreditation agencies has not yet been undertaken. However, groundwork has been laid through documentation of academic and administrative processes, conduct of quality-related workshops, and initiation of systematic record-keeping. These preparatory measures will enable smooth formulation of the SAR in subsequent years as per accreditation requirements.</p>	

28.	Promoted collaboration and association for quality enhancement of Online mode of education and research therein	The Centre has actively promoted collaboration and association with reputed institutions and agencies to strengthen quality in online education and related research. Notably, resource persons from IGNOU's STRIDE contributed to capacity-building workshops on Self-Learning Material development. Further, an MoU with IIT Madras for onboarding courses and reading materials on the SWAYAM platform has expanded academic reach and ensured adherence to national standards for quality online education.	
29.	Facilitated industry-institution linkage for providing exposure to the learners and enhancing their employability.	The Centre has initiated steps to facilitate industry-institution linkage aimed at enhancing learners' employability and practical exposure. Discussions are underway with local industries and service organizations to design add-on modules, guest lectures, and project-based learning opportunities. The inclusion of skill-oriented components in Programme Project Reports reflects the commitment to align academic content with industry requirements and evolving job market demands.	

2.2 Compliance of Quality Monitoring Mechanism – As per Annexure-I (Part V (2)) of UGC (ODL Programmes and Online Programmes) Regulations, 2020 :

Sr.No.	Provisions in Regulations	Action taken in respect of online programmes	Upload relevant document
1.	<p>Governance, Leadership and Management:</p> <p>a. Organisation Structure and Governance</p> <p>b. Management</p> <p>c. Strategic Planning</p> <p>d. Operational Plan, Goals and Policies</p>	<p>Governance, Leadership and Management</p> <p>All academic, administrative, financial and other procedures of GGV including the online program 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.</p> <p>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</p>	

		<p>minimal pending objections. IQAC and CIQA have 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. GGV 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</p> <p>Vision</p> <p>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.</p> <p>Mission</p> <p>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.</p>	
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		<p>Objectives</p> <p>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.</p> <p>CIQA Constitution</p> <p>In pursuance to the UGC (ODL and Online programmes) Regulations, 2020, with competent approval, via order No. 2068/Estt/Adm/2024 dated 04.06.2024, the Centre for Internal Quality Assurance Committee (CIQA) is constituted for managing the entire operation of ODL/Online programmes in Guru Ghasidas Vishwavidyalaya. CIQA is involved in all strategic Planning and formulation of policies related to online education in Guru Ghasidas Vishwavidyalaya.</p>	
2.	Articulation of Higher Educational Institution Objectives	<p>Guru Ghasidas Vishwavidyalaya (GGV) is committed to providing inclusive and equitable access to quality higher education, particularly catering to the needs of students from diverse and underprivileged backgrounds. Its objectives include promoting excellence in teaching, learning, and research; fostering innovation and skill development; advancing interdisciplinary studies; and contributing to regional and national development. The University also emphasizes holistic student growth, ethical values, and alignment with the vision of the National Education Policy (NEP) 2020.</p>	

3.	<p>Programme Development and Approval Processes</p> <p>a. Curriculum Planning, Design and Development</p> <p>b. Curriculum Implementation</p> <p>c. Academic Flexibility</p> <p>d. Learning Resource</p> <p>e. Feedback System</p>	<p>a. Curriculum Planning, Design and Development All programmes are developed in line with UGC-ODL/Online Regulations and NEP 2020 guidelines. Curriculum design involves faculty experts, statutory bodies of the University, and external subject specialists to ensure academic rigor, learner-centricity, and market relevance.</p> <p>b. Curriculum Implementation The approved curriculum is implemented through a blended approach combining self-learning materials (SLM), online platforms, and interactive learner support. Faculty coordinators ensure timely delivery, monitoring, and continuous evaluation.</p> <p>c. Academic Flexibility CDOE ensures flexibility through modular courses, multiple entry-exit options, choice-based learning, and interdisciplinary approaches as per NEP 2020. This allows learners to pursue programs aligned with their interests and career aspirations.</p> <p>d. Learning Resources High-quality SLM, e-resources, and OERs are developed and uploaded on digital platforms (including SWAYAM, through IIT Madras onboarding). Workshops and training ensure faculty preparedness in creating engaging and interactive resources.</p> <p>e. Feedback System A structured feedback mechanism is in place to gather inputs from learners, faculty, and external experts on curriculum, delivery, and support services. Feedback is analyzed by CIQA for actionable improvements and periodic curriculum revisions.</p>	
4.	<p>Programme Monitoring and Review</p>	<p>The Centre ensures programme monitoring and review through periodic meetings of coordinators and faculty, focusing on teaching-learning progress, learner engagement, and compliance with UGC norms. Feedback from learners and faculty is systematically collected and analyzed for improvements. External validation, such as expert workshops from IGNOU STRIDE and onboarding with SWAYAM through IIT Madras, strengthens academic</p>	

		standards. Recommendations emerging from reviews are documented, placed before CIQA, and acted upon for continual enhancement. This structured process enables programmes to remain learner-centric, relevant, and aligned with national quality benchmarks.	
5.	Infrastructure Resources	Guru Ghasidas Vishwavidyalaya (GGV) is a Central University with a well-developed residential campus spread over 650 acres, equipped with modern infrastructure to support both on-campus and online learning. The university has state-of-the-art academic blocks, central library, computer centers, laboratories, auditoriums, hostels, and sports facilities. The Centre for Distance and Online Education (CDOE) is supported with ICT-enabled classrooms, digital platforms, and e-resource access. These resources ensure smooth delivery of programmes, facilitate learner-centric approaches, and strengthen GGV's commitment to inclusive and quality higher education.	
6.	Learning Environment and Learner Support	GGV ensures a holistic and learner-centric environment through its blended academic ecosystem, integrating classroom, distance, and online modes of education. The Centre for Distance and Online Education (CDOE) provides interactive self-learning materials, access to digital resources, and online support services. Learners are supported through academic counseling, mentoring, discussion forums, and grievance redressal mechanisms. Orientation programmes and workshops familiarize students with learning platforms and assessment systems. Emphasis on inclusivity, flexibility, and accessibility ensures that all learners, including those from remote and diverse socio-economic backgrounds, receive continuous support for their academic progression and overall development.	
7.	Assessment and Evaluation	The assessment framework at GGV adopts a comprehensive approach combining formative and summative evaluation. Formative assessment carries 30 marks and includes assignments, projects, quizzes, and participation in discussion forums, enabling continuous monitoring of learner progress	

		and timely feedback. Summative assessment, with a weightage of 70 marks, is conducted through end-term examinations to assess overall understanding and academic rigor. Together, this 30:70 ratio ensures fairness, transparency, and learner-centric evaluation. The process is supported by digital platforms for submission, evaluation, and feedback, maintaining academic integrity and aligning with national standards in higher education.	
8.	Teaching Quality and Staff Development	GGV emphasizes continuous improvement of teaching quality through regular training, capacity-building workshops, and orientation programmes for faculty engaged in online and distance education. Faculty members are encouraged to adopt innovative pedagogies, ICT-enabled teaching tools, and learner-centric practices. Collaborations with external experts, such as workshops by IGNOU STRIDE, provide additional exposure to best practices. The university also promotes research engagement and professional development to enhance subject expertise. These initiatives ensure that teaching remains dynamic, interactive, and aligned with national standards, thereby strengthening both academic delivery and the learner experience.	

2.3 Compliance of Process of Internal Quality Audit – As per Annexure-I (Part V (3)) of UGC (ODL Programmes and Online Programmes) Regulations, 2020 :

Sr.No.	Provisions in Regulations	Action taken in respect of online programmes	Upload relevant document

1.	Academic Planning	Academic planning at GGV follows a systematic procedure designed to maintain quality and adherence to UGC norms. The process begins with curriculum design and Programme Project Report (PPR) preparation, which undergoes approval from the university's statutory bodies. Annual academic calendars are prepared to structure admissions, teaching-learning schedules, formative and summative assessments, and result declaration. Resource planning ensures timely availability of digital platforms, study materials, and faculty support. Periodic review of programme delivery and learner progress enables refinement of academic processes. This structured approach ensures smooth functioning and consistency across conventional, distance, and online modes.	
2.	Validation	Validation of programmes at GGV ensures that each course offered is academically viable, socially relevant, and aligned with the standards defined by the UGC and other statutory bodies. Before approval, Programme Project Reports (PPRs) undergo thorough scrutiny to assess curriculum design, credit structure, eligibility, duration, and employability potential.	

		Benchmarking is carried out with national frameworks to ensure equivalence with conventional programmes. This process guarantees that academic quality, learner outcomes, and regulatory compliance are maintained, thereby reinforcing the credibility and recognition of programmes delivered through distance and online modes.	
3.	<p>Monitoring, Evaluation and Enhancement Plans</p> <p>a. Reports from Examination Centres</p> <p>b. External Auditor or other External Agencies report</p> <p>c. Systematic Consideration of Performance Data at Programme, Faculty and Higher Educational Institution levels</p> <p>d. Reporting and Analytics by the Higher Educational Institution</p> <p>e. Periodic Review</p>	<p>GGV has laid down mechanisms for systematic monitoring and evaluation to ensure quality assurance. Reports from examination centres and feedback from learners will serve as primary inputs once assessments commence. External audits and reviews by regulatory agencies are part of the quality cycle to ensure compliance and improvement. Institutional processes also emphasize analysis of programme-level performance data and reporting through digital analytics for transparency. Periodic reviews are built into the framework to refine curriculum delivery and learner support. These enhancement plans ensure readiness for continuous improvement and long-term quality assurance.</p>	

Part – III: Human Resources and Infrastructural Requirements**3.1 Name and details of Director of Centre for Distance and Online Education (Dual Mode University) - Regular, full time, atleast Associate Professor****Prof. Manish Shrivastava, (Regular Employee), PhD, Director, CDOE**

Salary (Attach appointment letters and joining report)

3.2 Name and details of Deputy Director of Centre for Distance and Online Education (Dual Mode University) - Full time or contractual basis, atleast Associate Professor
Or**Name and details of Deputy Director of Centre of Online Education - Full time or contractual basis, not below the rank of an Associate Professor****Prof. C. S. Vazalwar, (Regular Employee), PhD, Deputy Director, CDOE****3.3 Name and details of Assistant Director of Centre for Distance and Online Education (Dual Mode University) - Full time or contractual basis, not below the rank of an Assistant Professor**
Or**Name and details of Assistant Director of Centre of Online Education - Full time or contractual basis, not below the rank of an Assistant Professor****Dr. Ashutosh Singh, (Regular Employee), PhD, Assistant Professor, Assistant Director, CDOE**

3.4 Compliance status in respect of Human Resource – As per Annexure – IV of UGC (ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention compliance details against the requirements in terms of Staffing norms, as mentioned in the Annexure-IV of the Regulations. In addition, the faculty details shall be provided in the following format:

Designation	Name
Director	Prof. Manish Shrivastava
Director, CIQA	Prof. Amit Kumar Saxena
Deputy Director	Prof. C. S. Vazalwar
Deputy Director	Dr. Ashutosh Singh
Academic Coordinator	Dr. Amit Kumar Gupta
Program Coordinators	Prof. Amit Kumar Gupta Prof. Anupama Saxena Prof. Brajesh Mishra Prof. B.D. Mishra Prof. Praveen Kumar Mishra Prof. Namita Sharma Prof. Anurag Chauhan Dr. Amrendra Kumar Dr. Sasmita Patel Dr. Dhiraj Shukla
Technical Staff	Mr. Vikas Sharma Mr. Harsh Saundarshan Mr. Abhishek Kaushik Mr. Anmol Gupta

i. Programme name:

a. Programme Coordinator

S. No.	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/ month	Date of joining programme
1	Dr. Amrendra Kumar	Ph.D.	12 Years	Regular	2024
2	Prof. A.K. Saxena	Ph.D.	35 Years	Regular	2024
3	Prof. Brajesh Tiwari	Ph.D.	33 Years	Regular	2024
4	Dr. Sasmita Patel	Ph.D.	19 Years	Regular	2024

5	Prof. Anupama Saxena	Ph.D.	35 Years	Regular	2024
6	Prof. B. D. Mishra	Ph.D.	28 Years	Regular	2024
7	Prof. Anurag Chauhan	Ph.D.	30 Years	Regular	2024
8	Dr. Dhiraj Shukla	Ph.D.	18 Years	Regular	2024
9	Prof. Pravin Kumar Mishra	Ph.D.	23 Years	Regular	2024
10	Prof. Namita Sharma	Ph.D.	17 Years	Regular	2024

a. Course Coordinator

S. No.	Course name	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/ month	Date of joining programme
1	MBA	Sanjay Pandey (Prof.)	Ph.D.	25 Years	Regular	2024
2	MBA	Sachin Viswakarma (Assi.Prof.)	Ph.D.	16 years	Regular	2024
3	MBA	S.M Das(Assi.Prof.)	Ph.D.	24 Years	Regular	2024
4	MBA	Chandrawati Nirala(Assi Prof.)	Ph.D.	19 Years	Regular	2024
5	MBA	P.S Dwivedi (Assi Prof.)	Ph.D.	12 Years	Regular	2024
6	MBA	Ashok K.Mishra(Prof.)	Ph.D.	27 Years	Regular	2024
7	MA in History	Prof. Pravin Kumar Mishra (Prof.)	Ph.D.	17 years	Regular	2024
8	MA in History	Prof. Seema Pandey(Prof.)	Ph.D.	25 Years	Regular	2024
9	MA in History	Dr. Ghanshyam Dubey(Assi.Prof.)	Ph.D.	18 Years	Regular	2024
10	MCA	Prashant Vaishnav (Assi.Prof.)	Ph.D.	17 Years	Regular	2024

11	MCA	Shreemat K. Das (Prof.)	Ph.D.	18 Years	Regular	2024
12	MCA		Ph.D.	18 Years	Regular	2024
13	MCA		Ph.D.	18 Years	Regular	2024
14	MCA	Amitesh jha (Assi.Prof.)	Ph.D.	12 Years	Regular	2024
15	MCA		Ph.D.	18 Years	Regular	2024
16	MSW	Dr. Archana Yadav (Assi Prof.)	Ph.D.	12 years	Regular	2024
17	MSW	Prof. Pratibha J Mishra(Prof.)	Ph.D.	25 Years	Regular	2024
18	MSW	Dr. Sasmita Patel (Assi.Prof.)	Ph.D.	19years	Regular	2024
19	MSW	Dr. Sangya Tripathi (Assi.Prof.)	Ph.D.	10 Years	Regular	2024
20	MSW	Dr. Sandeep Kumar Morishetty (Assi.Prof.)	Ph.D.	12 Years	Regular	2024
21	BCA	Ashutosh Singh (Assi Prof.)	Ph.D.	18 Years	Regular	2024
22	BCA	Babita Manjhi (Assi Prof.)	Ph.D.	14 Years	Regular	2024
23	BCA	Pushpalata Pujari(Assi Prof.)	Ph.D.	12 Years	Regular	2024
24	BCA	Vineet Awasthi (Assi. Prof.)	Ph.D.	4 Years	Regular	2024
25	BCA	Vivek Kumar Sarathi (Assi. Prof.)	Ph.D.	5 years	Regular	2024
26	B.COM	Dr. Kumar Aditya(Assi Prof.)	Ph.D.	11 Years	Regular	2024
27	B.COM	Dr. Munshi Ram (Assoc.Prof.)	Ph.D.	13 years	Regular	2024
28	B.COM	Dr. Satya Prakash (Assi.Prof.)	Ph.D.	3 years	Regular	2024

29	B.COM	Dr. Anamika Tiwari(Assi. Prof.)	Ph.D.	18 Years	Regular	2024
30	B.COM	Dr. Venkateswara Rao Bhanotu (Assoc Prof.)	Ph.D.	9 Years	Regular	2024
31	B.COM	Dr. Shailesh Kumar Dwivedi (Assi Prof.)	Ph.D.	07 Years	Regular	2024
32	B.COM	Dr. Vinod Kumar Vishwakarma (Assis. Prof.)	Ph.D.	15 Years	Regular	2024
33	B.COM	Dr. Manish Seth (Assoc Prof.)	Ph.D.	12 Years	Regular	2024
34	M.COM	Dr. Utkarsh Kumar (Assi. Prof.)	Ph.D.	5 years	Regular	2024
35	M.COM	Dr. Manish Seth	Ph.D.	12 Years	Regular	2024
36	M.COM	Dr. Sanjay Kumar Patel (Assi. Prof.)	Ph.D.	18 Years	Regular	2024
37	M.COM	Dr. Amrendra Kumar (Assoc. Prof.)	Ph.D.	12 Years	Regular	2024
38	M.COM	Dr. Mukesh Agrawal (Assi Prof.)	Ph.D.	18 years	Regular	2024
39	M.COM	Dr. Anup Kumar Roy (Assi Prof.)	Ph.D.	5 Years	Regular	2024
40	M.COM	Dr. Vanita Kumari Soni (Assi Prof.)	Ph.D.	4 Years	Regular	2024
41	M.COM	Dr. Anamika Tiwari (Assi Prof.)	Ph.D.	14 Years	Regular	2024
42	MA in Political Science	Dr. Amit Kumar Gupta(Assoc Prof.)	Ph.D.	17 Years	Regular	2024
43	MA in Political Science	Dr. Ram Babu (Assi. Prof.)	Ph.D.	7 Years	Regular	2024
44	MA in Political Science	R.k Pradhan (Prof.)	Ph.D.	14 Years	Regular	2024

45	MA in Political Science	Nahid Hassan (Assi Prof.)	Ph.D.	4 Years	Regular	2024
46	MA in Political Science	Santwana Pandey (Prof.)	Ph.D.	11 Years	Regular	2024
47	MA in Economics	Dilip Jha (Prof.)	Ph.D.	18 Years	Regular	2024
48	MA in Economics	Namita Sharma (Prof.)	Ph.D.	14 Years	Regular	2024
49	MA in Economics	T.R Ratre (Assi Prof.)	Ph.D.	18 Years	Regular	2024
50	MA in Economics	R.K Nagwanshi (Assoc Prof.)	Ph.D.	17 Years	Regular	2024
51	MA in Journalism & Mass Communication	Dr. Dhiraj Shukla (Assi Prof.)	Ph.D.	18 Years	Regular	2024
52	MA in Journalism & Mass Communication	Dr. Vikas Rajpopat (Assi Prof.)	Ph.D.	10 Years	Regular	2024
53	MA in Journalism & Mass Communication	Dr. Anupama Kumari (Assi Prof.)	Ph.D.	10 Years	Regular	2024
54	MA in Journalism & Mass Communication	Dr. Shiv Kripa Mishra (Assi Prof.)	Ph.D.	11 Years	Regular	2024
55	MA in English Literature	R. SUBRAMONY (Prof.)	Ph.D.	22 Years	Regular	2024
56	MA in English Literature	Prof. Anurag Chauhan (Prof.)	Ph.D.	28 Years	Regular	2024
57	MA in English Literature	Dr. Shiv Kumar (Assi Prof.)	Ph.D.	8 Years	Regular	2024
58	MA in English Literature	Dr. Shabana Yasmeen Khan (Assi Prof.)	Ph.D.	10 Years	Regular	2024
59	B.Lib.& Information Science	Brijesh Tiwari (Prof.)	Ph.D.	33 Years	Regular	2024
60	B.Lib.& Information Science	RAJNIKANT DONGRE (Assi Prof.)	Ph.D.	05 Years	Regular	2024
61	B.Lib.& Information Science	SWATI TIWARI (Assi Prof.)	Ph.D.	05 Years	Regular	2024
62	M.Lib.& Information Science	Brijesh Tiwari (Prof.)	Ph.D.	33 Years	Regular	2024
63	M.Lib.& Information Science	RAJNIKANT DONGRE (Assi Prof.)	Ph.D.	05 Years	Regular	2024
64	M.Lib.& Information Science	SWATI TIWARI (Assi Prof.)	Ph.D.	05 Years	Regular	2024

b. Course mentor

S. No.	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/ month	Date of joining programme
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	N/A	N/A	N/A	N/A	N/A
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Any other details

3.5 Details of Administrative staff**a. Number of Administrative staff available exclusively for Online programmes**

Admin Staff	Required	Available
Deputy Registrar	1	1
Assistant Registrar	1	1
Section Officer	1	1
Assistants	3 (2 for DM Universities)	1
Computer Operator	2	2
Multi Tasking Staff	2	1

(Attach duly attested photocopy of appointment letter with salary details)

b. Number and details of Technical Support for Online Programmes as per Annexure -IV:**i. Technical Team for Development of e-Content as Self-Learning e- Modules:**

Post	Required	Available
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Technical Manager (Production)	1	1
Technical Associate (Audio- Video recording and editing)	1	0
Technical Assistant (Audio- Video recording)	1	1
Technical Assistant (Audio- Video editing)	1	1

ii. **For Delivery of Online Programmes:**

Post	Required	Available
Technical Manager (LMS and Data Management)	1 (per Centre)	1
Technical Assistant (LMS and Data Management)	2	2

iii. **For Admission and Examination for Online mode:**

Post	Required	Available
Technical Manager (Admission, Examination and Result)	1 (per Centre)	1
Technical Assistant (Admission, Examination and Result)	2	2

(Attach duly attested photocopy of appointment letter with salary details)

Part – IV: Examinations

4.1 Information of formative and summative assessments/examinations conducted with the actions taken to ensure sanctity of examinations:

S.No.	Provisions in Regulations	Whether complied Yes/No	If No, Reason thereof
1.	All processes of assessment of learners in different components of Examination shall be directly handled by the concerned Institution and no part of the assessment shall be outsourced	Yes (1 st Examination is yet to be conducted)	
2.	For ensuring transparency and credibility, the full time faculty of the Online mode Higher Educational Institutions or qualified faculty from University Grants Commission recognised Higher Educational Institutions only should be associated to function as invigilators, examination superintendents, as observers etc	Yes	
3.	A Higher Educational Institution offering programme through Online mode shall conduct examinations either using Computer based test or pen and paper test in a proctored environment in designated test centre with all the security arrangements ensuring transparency and credibility of the examinations. It can also conduct online examination through technology mediated proctoring.	Yes	
4.	The examination centre must be centrally located in the city, with good connectivity from railway station or bus stand, for the convenience of the students.	Yes	
5.	The number of examination centres in a city or	Yes	

S.No.	Provisions in Regulations	Whether complied Yes/No	If No, Reason thereof
	State must be proportionate to the student enrolment from the region		
6.	Building and grounds of the examination centre must be clean and in good condition.	Yes	
7.	The examination centre must have an examination hall with adequate seating capacity and basic amenities	Yes	
8.	Fire extinguishers must be in working order, locations well marked and easily accessible. Emergency exits must be clearly identified and clear of obstructions	Yes	
9.	The Examination Centre shall have adequate and comfortable seating capacity and amenities including adequate lighting, ventilation and clean drinking water facilities	Yes	
10.	Safety and security of the examination centre must be ensured	Yes	
11.	Restrooms must be located in the same building as the examination centre, and restrooms must be clean, supplied with necessary items, and in working order	Yes	
12.	Provision of drinking water must be made for learners	Yes	
13.	Adequate parking must be available near the examination centre	Yes	
14.	Facilities for Persons with Disabilities should be available	Yes	

4.2 Compliance of facilities required for the conduct of Online examination for online programmes

S.	Provisions in Regulations	Whether	If No,
No.		being complied Yes/No If yes, please provide details and upload relevant documents	Reason thereof
1.	Requirements at Test Centres (as mentioned in provision II (B)(13)(i) of Annexure II)	N/A (Online, Proctored Examination will be conducted)	
2.	Requirement of proctors (as mentioned in provision II (B)(13)(ii) of Annexure II)	N/A	
3.	Security arrangements in the testing centre (as mentioned in provision II (B)(13)(iii) of Annexure II)	N/A	
4.	Remote Proctoring (as mentioned in provision II (B)(13)(iii) of Annexure II)	N/A	

4.3 Compliance status of 'Evaluation' and 'Certification' – As per Regulations 15 and 16 of UGC (ODL Programmes and Online Programmes) Regulations, 2020

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof

1.	The Higher Educational Institution shall adopt the guidelines issued by the Commission for the conduct of proctored examinations.	Yes (1 st Examination is yet to be conducted)	
2.	A Higher Educational Institution offering Online programmes shall have a mechanism well in place for evaluation of	Yes (1 st Examination is yet to be conducted)	
	learners enrolled through Online mode and their certification.		
3.	<p>The evaluation shall include two types of assessments continuous or formative assessment and summative assessment in the form of end semester examination or term end examination:</p> <p>Provided that no semester or year-end examination shall be held unless:</p> <p>i) The Higher Educational Institution is satisfied that at least 75 per cent. of the programme of study stipulated for the semester or year has been actually conducted;</p> <p>ii) For Online mode: the learner has minimum participation of 75 per cent. in all the activities of Online programme prior to end semester examination or term end examination.</p>	Yes	

4.	The curricular aspects, assessment criteria and credit framework for the award of Degree programmes at undergraduate and postgraduate level and/or Post Graduate Diploma programmes through online mode shall be evolved by adopting same standards as being followed in conventional	Yes	
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S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
	mode/ODL mode by the dual mode Higher Educational Institutions and in Open Distance Learning mode by the Open Universities		
5.	The weightage for different components of assessments for Online mode shall be as under: (i) continuous or formative assessment (in semester): Maximum 30 per cent. (ii) summative assessment (end semester examination or term end examination): Minimum 70 per cent.	Yes (1st Examination is yet to be conducted)	
6.	The Higher Educational Institution shall notify all assessment tools to be used for formative and summative assessments	Yes	
7.	Marks or grades obtained in continuous assessment and end semester examinations or term end examinations shall be shown separately in the grade card	N/A (1st Examination is yet to be conducted)	
8.	A Higher Educational Institution offering a Programme in Online mode shall adopt a rigorous process in development of question papers, question banks, assignments and their moderation, conduct of examination, evaluation of answer scripts by qualified teachers, and result declaration, and shall so frame the question papers as to ensure	N/A (1st Examination is yet to be conducted)	

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
	that no part of the syllabus is left out of study by a learner.		
9.	The examination of the programmes in Online mode shall be managed by the examination or evaluation Unit of the Higher Educational Institution and shall be conducted in the examination centre as given under these regulations.	N/A (Online, Proctored Examination will be conducted)	
10.	(a) The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television (CCTV) recording of the entire examination procedure.	N/A	
	(b) Availability of biometric system	N/A	
	(c) The attendance of examinees shall be authenticated through biometric system as per Aadhaar details or other Government identifiers of Indian learners and Passports for International learners	N/A	
	(d) In case of non-availability of the Closed-Circuit Television facilities, the Higher Educational Institution shall ensure that proper videography be conducted and video recordings are submitted by particular incharge of examination	N/A	

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
	centre to the Higher Educational Institution		
11.	The Higher Educational Institution shall retain all such Closed- Circuit Television recordings in archives for a minimum period of five years	N/A (1st Examination is yet to be conducted)	
12.	(a) There shall be an observer for each of the Examination Centre appointed by the Higher Educational Institution and	N/A	
	(b) It shall be mandatory to have observer report submitted to the Higher Educational Institution	N/A	
13.	An Higher Educational Institution offering programme through Online mode shall conduct examinations either using technology enabled online test with all the security arrangements ensuring transparency and credibility of the examinations, or through the Proctored Examination and in conformity with any other norms for such examination as may be laid down by the Commission	Yes (Online, Proctored Examination will be conducted)	
14.	As restriction of territorial jurisdiction is not applicable for Online learning, such Higher Educational Institutions which are recognised to enroll international learners shall endeavour to conduct proctored	Yes	

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
	examinations for such learners		
15.	<p>(a) Each award of Degree at undergraduate and postgraduate level and post graduate diploma for Online mode shall be assigned a unique identification number and shall have</p> <ol style="list-style-type: none"> Photograph Aadhaar number or other government recognised identifier or Passport number, as applicable, Other relevant details of the learner along with the Programme name. 	YES (1st Session is in Progress)	
	(b) Each award shall also be uploaded on the National Academic Depository	Yes	
16.	It shall be mandatory for Higher Educational Institution to mention the following on the backside of each of the degrees/certificates and mark sheets issued by the Higher Educational Institution to the learners (for each semester certificate and at the end of the programme): (i) Mode of delivery; (ii) Date of admission; (iii) Date of completion; (iv) Name and address of all Examination Centres	Yes (1st Session is in Progress)	

Result and Student Progression: **(1st Session is in Progress)**

4.4 For UG, PG and PGD programmes

Semester beginning	Programme name	No. of students	No. of students	No. of students	% of student	% of students
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		admitted	appeared in exams	progressed to next year	s passed	passed in first class
<Month, Year>	1.	N/A	N/A	N/A	N/A	N/A
		N/A	N/A	N/A	N/A	N/A
	N.	N/A	N/A	N/A	N/A	N/A
<Month, Year>	1.	N/A	N/A	N/A	N/A	N/A
		N/A	N/A	N/A	N/A	N/A
	N.	N/A	N/A	N/A	N/A	N/A

Part – V: Programme Project Report (PPR) and e-Learning Material (e-LM)

5.1 Compliance status of ‘Guidelines on Programme Project Report’ – As per Annexure - V of UGC (ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention the process followed to ensure that PPRs are prepared as per the guidelines mentioned in the Regulations. The explicit details of approval by its Statutory Authorities shall also be mentioned.

Each of the Program Coordinators are entrusted with the task of preparing the Programme Project Report as per Annexure - V of UGC (ODL Programmes and Online Programmes) Regulations, 2020. A Sample of M.COM and B.Com Program is uploaded for reference.

5.2 Compliance status of ‘Quality Assurance Guidelines of Learning Material In Multiple Media And Curriculum And Pedagogy’ – As per Annexure - VI of UGC (ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention compliance details against the requirements in terms of learning material (Print Media), Audio-Video Material, Online Material, Computer-based material and Curriculum and Pedagogy, as mentioned in the Annexure-VI of the Regulations for ODL programmes.

The CDOE of Guru Ghasidas Vishwavidyalaya complies with the ‘Quality Assurance Guidelines of Learning Material In Multiple Media And Curriculum And Pedagogy’ – As per Annexure - VI of UGC (ODL Programmes and Online Programmes) Regulations, 2020. The Swayam Portal is used for the purpose. A Sample is uploaded for reference.

5.3 Compliance status in respect of e-Learning Material– As per Annexure - VII of UGC (ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention the process followed to ensure that SLMs are prepared as per the guidelines mentioned in the Regulations. The explicit details of approval by its Statutory Authorities shall also be mentioned.

The CDOE of Guru Ghasidas Vishwavidyalaya has ensured that the due process as per Annexure VII has been followed for the preparation of SLMs. The authority approval and the respected minutes are being uploaded for reference.

Part – VI: Programme Delivery through Learning Platform

6.1 Details of Learning Platform

Please provide link and details of Learning Platform opted by HEI.

- In case of SWAYAM Learning Platform, In case of SWAYAM Learning Platform, details of HEI having access to SWAYAM for the proposed programmes of study (with respective link), duly approved by the statutory bodies of the Higher Educational Institution empowered to decide on academic matters, for - Learner Authentication, Learner Registration, Payment Gateway and Learning Management System*

https://online-degree.swayam2.ac.in/univ_details

- In case of Non-SWAYAM Learning Platform, evidence to ensure that it is not used in any franchise arrangement with a private service provider and HEI has the ownership of offering Online programmes including all the required components of Online education and compliance to all the provisions of the regulations*

N/A

6.2 Compliance status in respect of the Programme delivery

HEI shall mention mechanism followed to ensure the learner's participation at least for two hours every fortnight as per provision 13 (C) (5) of the Regulations, 2020. Further, details of the norms followed by HEI for delivery of courses in Online mode in Teaching-Learning scheme (as per table 3, Annexure – VII)

Mechanism for learner participation:

GGV ensures two-hour fortnightly participation through the **SWAYAM platform** and **Institutional LMS**, which track login reports, time spent, and activity in lectures, forums, quizzes, and assignments. Learners engage in both **synchronous sessions** (live classes, webinars, doubt-clearing) and **asynchronous activities** (assignments, quizzes, forum postings). Faculty coordinators periodically review activity reports and provide remedial support to inactive learners.

Norms for online course delivery (as per Table 3, Annexure–VII):

Courses follow the **four-quadrant model**—video lectures, e-content, self-assessment, and discussion forums—delivered via SWAYAM/LMS. Weekly modules and lesson plans are uploaded in advance. Faculty conduct regular interactive sessions, continuous internal assessments are held online, and end-term exams are conducted in **technology-enabled proctored mode**, ensuring transparency and compliance.

6.3 Whether e-learning material of any course in a particular programme was sourced through OER/ Massive Open Online Courses: Y/N

a. Provide details as under:

S. No.	Programme Name	Courses allowed through OER/ MOOC	Name of Platform	Name of HEI offering the course (if any)	Duration of the Course	No. of Credits assigned to the Course	Percentage of total courses in a particular programme in a semester (Semester wise – programmes wise)
1	BCA	Mooc	Swayam	GGV	3 Years	140	--
2	B.Lib.& Information Science	Mooc	Swayam	GGV	1 Year	48	
3	B.Com	Mooc	Swayam	GGV	4 Years	133	
4	MBA	Mooc	Swayam	GGV	2 Years	120	
5	MCA	Mooc	Swayam	GGV	2 Years	100	
6	M.Com	Mooc	Swayam	GGV	2 Years	82	
7	M.Lib.& Information Science	Mooc	Swayam	GGV	1 Years	48	
8	MSW	Mooc	Swayam	GGV	1 Years	137	
9	MA in English Literature	Mooc	Swayam	GGV	2 Years	82	
10	MA in Journalism & Mass Communication	Mooc	Swayam	GGV	2 Years	80	
11	MA in Political Science	Mooc	Swayam	GGV	2 Years	90	
12	MA in History	Mooc	Swayam	GGV	2 Years	79	
13	MA in Economics	Mooc	Swayam	GGV	2 Years	80	

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b. Upload approval of statutory authorities of the Higher Educational Institution:

Upload

Part – VII: Self Regulation through disclosures, declarations and reports

7.1 Compliance status of Regulations 9 of UGC (ODL Programmes and Online Programmes) Regulations, 2020 – Self-regulation through disclosures, declarations and reports

S.No.	Provision	Complied Yes/No with explicit link address	If no. Reasons, thereof
1.	Joint declaration by authorised signatories, Registrar and Director of Centre for Internal Quality Assurance has been displayed on HEI website authenticating that the documents from Sr. No. '2' to '17' have been uploaded on the HEI website?	Yes	N/A
Uploading of the following on HEI website (Mention link)			
2.	The establishing Act and Statutes there under or the Memorandum of Association, as the case may be or both, of the Higher Educational Institution, empowering it to offer programmes in Online mode	https://www.ggu.ac.in/section/cdoe/	N/A
3.	Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities	https://www.ggu.ac.in/section/cdoe/	N/A

4.	Programme details including brochures or programme guides inter alia information such as name of the programme, duration, eligibility for enrolment, programme fee, programme structure	https://www.ggu.ac.in/section/cdoe/	N/A
5.	Programme-wise information on syllabus, suggested readings, contact points for	https://www.ggu.ac.in/section/cdoe/	N/A
	counselling/mentoring, programme structure with credit points, programme-wise faculty details, list of supporting staff, their working hours and mentoring (for Online mode) Schedule		
6.	Important schedules or date-sheets for admissions, registration, re-registration, counselling/mentoring, assignments and feedback thereon, examinations, result declarations etc.	https://www.ggu.ac.in/section/cdoe/	N/A
7.	Detailed strategy plan related to Online programme delivery, if any including learning materials offered through Online and learner assessment system and quality assurance practices of Online learning programmes	https://www.ggu.ac.in/section/cdoe/	N/A
8.	The feedback mechanism on design, development, delivery and continuous evaluation of learner-performance which shall form an integral part of the transactional design of the Online programmes and shall be an input for maintaining the quality of the programmes and bridging the gaps, if any	https://www.ggu.ac.in/section/cdoe/	N/A

9.	Information regarding all the programmes recognised by the Commission	https://www.ggu.ac.in/section/cdoe/	N/A
10.	Data of year-wise and programme-wise learner enrolment details in respect of degrees and/or post graduate diplomas awarded	https://www.ggu.ac.in/section/cdoe/	N/A
11.	Complete information about 'e-Learning Material' including name of the faculty who prepared it, when was it prepared and last updated for Online Programmes;	https://www.ggu.ac.in/section/cdoe/	N/A
12.	A compilation of questions and answers under the head 'Frequently Asked Questions' with the facility of online interaction with learners providing hyperlink support for Online Programmes	https://www.ggu.ac.in/section/cdoe/	N/A
13.	List of the 'Examination Centres' along with the number of learners in each centre, for Online programmes	N/A	N/A
14.	Details of proctored examination in case of end semester examination or term end examination of Online programmes	https://www.ggu.ac.in/section/cdoe/	N/A
15.	Academic Calendar mentioning period of the admission process along with the academic session, dates of continuous and end semester examinations or term end examinations, etc	https://www.ggu.ac.in/section/cdoe/	N/A

16.	Reports of the third party academic audit to be undertaken every five years and internal academic audit every year by Centre for Internal Quality Assurance	https://www.ggu.ac.in/section/cdoe/	N/A
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Part – VIII: Admission and Fees

8.1 Compliance status of 'Admissions and Fees' – As per Regulations 14 of UGC (ODL Programmes and Online Programmes) Regulations, 2020

S.No.	Provision	Whether being complied Yes/No
1.	Enrolment of learners to the Higher Educational Institution, for any reason whatsoever, in anticipation of grant of recognition for offering a programme in online mode, shall render the enrolment invalid	Yes
2.	A Higher Educational Institution shall, for admission in respect of any programme in online mode, accept payment towards admission fee and other fees and charges- (a) as may be fixed by it and declared by it in the prospectus for admission, and on the website of the Higher Educational Institutions; (b) with a proper receipt in writing issued for such payment to the concerned learner admitted in such Higher Educational Institutions; (c) only by way of online transfer, bank draft or pay order directly in favour of the Higher Educational Institution.	Yes

3.	It shall be mandatory for the Higher Educational Institution to upload the details of all kind of payment or fee paid by the learners on the website of the Higher Educational Institution.	Yes
4.	The fee waiver and/or scholarship schemes for Scheduled Caste, Scheduled Tribe, Persons with Disabilities category of learners and students from deprived section of society shall be in accordance with	Yes
	the instructions or orders issued by Central Government or State Government: Provided that a Higher Educational Institution shall not engage in commercialisation of education in any manner whatsoever, and shall provide for equity and access to all deserving learners	
5.	Admission of learners to a Higher Educational Institution for a programme in Online mode shall be offered in a transparent manner and made directly by the Head Quarters of the Higher Educational Institution which shall be solely responsible for final approval relating to admissions or registration of learners	Yes

6.	<p>Every Higher Educational Institution shall–</p> <p>(a) record Aadhaar details or other Government identifier(s) of Indian learner and Passport for an International Learner;</p> <p>(b) maintain the records of the entire process of selection of candidates, and preserve such records for a minimum period of five years;</p> <p>(c) exhibit such records as permissible under law on its website; and</p> <p>(d) be liable to produce such record, whenever called upon to do so by any statutory authority of the Government under any law for the time being in force.</p>	Yes
7.	<p>Every Higher Educational Institution shall publish, prior to the date of commencement of admission to any of its programme in Online mode, a prospectus (print and in e-form) containing the following for the purposes of informing those persons intending to seek admission to</p> <p>such Higher Educational Institutions and the general public, namely, as mentioned at sr. no. '8(a)' to '8(k)' below</p>	Yes
8. (a)	Each component of the fee, deposits and other charges payable by the learners admitted to such Higher Educational Institutions for pursuing a programme in online mode, and the other terms and conditions of such payment	Yes

8. (b)	The percentage of tuition fee and other charges refundable to a learner admitted in such Higher Educational Institutions in case such learner withdraws from such Higher Educational Institutions before or after completion of programme of study and the time within, and the manner in, which such refund shall be made to the learner	Yes
8. (c)	The number of seats approved in respect of each programme of online mode, which shall be in consonance with the resources	Yes
8. (d)	the conditions of eligibility including the minimum age of a learner in a particular programme of study, where so specified by the Higher Educational Institution	Yes
8. (e)	The minimum educational qualifications required for admission in programme(s) specified by the Commission or relevant statutory authority or councils, or by the Higher Educational Institution, where no such qualifying standards have been specified by any statutory authority	Yes
8. (f)	The process of admission and selection of eligible candidates applying for such admission, including all relevant information in regard to the details of test or examination for selecting such candidates for	Yes
	admission to each programme of study and the amount of fee to be paid for the admission test	
8. (g)	Details of the teaching faculty, including therein the educational qualifications and teaching experience of every member of its teaching faculty and also indicating therein whether such member is employed on regular or contractual basis or any other	Yes

8. (h)	Pay and other emoluments payable for each category of teachers and other employees	Yes
8. (i)	Information in regard to physical and academic infrastructure and other facilities, including that of each of the learner support centres (for ODL programmes) and in particular the facilities accessible by learners on being admitted to the Higher Educational Institution	Yes
8. (j)	Broad outline of the syllabus specified by the appropriate statutory body or by higher educational institution, as the case may be, for every programme of study	Yes
8. (k)	Activity planner including all the academic activities to be carried out by the higher educational institution during the academic sessions	Yes
9.	Higher Educational Institution shall publish information at sr. no. '8' above on its website, and the attention of the prospective learners and the general public shall be drawn to such publication on its website and Higher Educational Institution admission prospectus and the admission process shall necessarily be over within the time period mentioned	Yes

	in the Commission Order	
10.	No Higher Educational Institution shall, directly or indirectly, demand or charge or accept, capitation fee or demand any donation, by way of consideration for admission to any seat or seats in a programme of study conducted by it	Yes
11.	No person shall, directly or indirectly, offer or pay capitation fee or give any donation, by way of consideration either in cash or kind or otherwise, for obtaining admission to any seat or seats in a programme in Online mode offered by a Higher Education Institution	Yes
12.	No Higher Educational Institution, who has in its possession or custody, any document in the form of certificates of degree, diploma or any other award or other document deposited with it by a person for the purpose of seeking admission in such Higher Educational Institution, shall refuse to return such degree, certificate award or other document with a view to induce or compel such person to pay any fee or fees in respect of any programme of study which such person does not intend to pursue or avail any facility in such Higher Educational Institution	Yes
13.	In case a learner, after having admitted to a Higher Educational Institution, for pursuing any programme in online mode subsequently withdraws from such Higher Educational Institution, no Higher Educational Institution in that case shall refuse to refund such percentage of fee deposited by such learner and within such time as notified by the Commission and mentioned in the prospectus of such Higher	Yes

	Educational Institution	
14.	<p>No Higher Educational Institution shall, issue or publish-</p> <p>(a) any advertisement for inducing learners for taking admission in the Higher Educational Institution, claiming to be recognised by the appropriate statutory authority or by the Commission where it is not so recognised;</p> <p>(b) any information, through advertisement or otherwise in respect of its infrastructure or its academic facilities or of its faculty or standard of instruction or academic or research performance, which the Higher Educational Institution, or person authorised to issue such advertisement on behalf of the Higher Educational Institution knows to be false or not based on facts or to be misleading</p>	Yes

8.2 Whether Higher Educational Institution provided the details of all International learners enrolled immediately after the beginning of the academic session to the Ministry of External Affairs, Ministry of Education and University Grants Commission: Yes/No

If No, reason thereof:

N/A, because no international learners have enrolled for the Program being offered in the CDOE, Guru Ghasidas Vishwavidyalaya.

Part – IX: Grievance Redressal Mechanism

9.1 Compliance status of ‘Grievance Redressal Mechanism’ – As per Annexure - X of UGC (ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention the mechanism put into place along with brief details of grievances received and actions taken thereof. Also mention that how the learners have been made aware about this mechanism.

9.1 Compliance status of ‘Grievance Redressal Mechanism

Mechanism in Place:

The Higher Educational Institution (HEI) has established a Grievance Redressal System for learners enrolled in Open and Distance Learning (ODL) and Online programmes. The policy and procedure are published on the HEI portal and updated regularly. Learners can submit grievances online and track their status. The HEI monitors, assesses, and reviews the effectiveness of this mechanism to ensure timely resolution.

Key Features of the Grievance Redressal System:

1. Unbiased, understandable, and learner-friendly policy.
2. Defined timelines for each stage of grievance handling.
3. Accessibility of the policy for learners with disabilities.
4. Confidential handling of complaints and protection of complainant identity.
5. Provision to withdraw complaints without prejudice.
6. Proper escalation and communication mechanism maintained through the online portal.
7. Timely information to learners regarding the status of their grievance.

Learner Rights and Responsibilities:

- Learners can submit complaints related to programme quality, learning resources, learner support, teaching, learning, and assessment.
- Complaints can be submitted individually or collectively via the online portal or Learner Support Centres (for ODL programmes).
- Learners are required to provide reasons for dissatisfaction and reference the Online Grievance Registration Number.

Responsibilities of HEI:

- Investigate grievances thoroughly and take corrective measures.

Encourage resolution at the Learner Support Centre level whenever possible.

- Maintain privacy and confidentiality.
- Provide timely written responses to learners with actions taken.

Awareness Creation:

- The HEI informs learners about the Grievance Redressal Mechanism during enrolment and through notifications on the website.
- A dedicated link titled “Complaint Handling Mechanism” is available on the HEI homepage for easy access.
- All UGC instructions regarding timely and fair resolution of complaints are followed

9.2 Details of Grievance received

Numbers of Grievance Received	Numbers of Grievance Resolved
0	N/A

9.3 Complaint Handling Mechanism

HEI shall mention the mechanism adopted for Complaint Handling Mechanism as per Regulations. Also, mention details of Nodal Officers.

The UGC (Redress of Grievances of students) Regulation, 2019 to redress the grievances of the students has been adopted by the University as per the norms of the regulation, an Institutional Student Grievance Redressal committee (ISGRC) is constituted from time to time. For the CDOE Program, Prof. Manish Shrivastava, Director, CDOE is the nodal Officer.

9.4 Details of Complaints received from UGC (DEB)

Numbers of Complaint Received	Numbers of Complaint Resolved	Whether Complaint was resolved within stipulated time i.e. 60 days? (yes/No)
0	N/A	N/A

Part – X: Innovative and Best Practices

10.1 Innovations introduced during academic year

During the academic year, GGV introduced several innovations to strengthen the quality and effectiveness of its distance and online learning programmes. A key innovation has been the seamless translation of conventional classroom teaching into the online mode, ensuring parity in curriculum, pedagogy, and assessment. The university initiated the use of Learning Management Systems (LMS) to host interactive e-content, discussion forums, and digital resources, thereby enhancing learner engagement. In addition, onboarding onto the SWAYAM platform in collaboration with IIT Madras was facilitated to provide wider access to high-quality reading materials and MOOCs. Faculty were encouraged to adopt blended pedagogical practices, integrating recorded lectures with live interactive sessions, ensuring both flexibility and personal connect. The emphasis on formative assessment through continuous evaluation further reinforced learner-centric education. These innovations reflect the institution's commitment to providing accessible, technology-enabled, and nationally benchmarked higher education.

10.2 Best Practices of the HEI

Guru Ghasidas Vishwavidyalaya (GGV) has developed a strong culture of best practices rooted in social responsibility, inclusivity, and holistic student support. Flagship initiatives such as the **GGV-Sudama Yojana** provide financial assistance to economically disadvantaged students, while the **Swabhimani Thali** ensures access to nutritious meals at minimal cost. Programmes like **Swalambhi Chhattisgarh Yojana** and **GGV Saarthi Yojana** empower learners with skills and eco-friendly mobility solutions, aligning education with sustainability and employability. Community engagement is strengthened through **Rakt Sambandh Sanskar**, supporting thalassemia patients with regular blood donation drives, and **GGV Shravan Line**, which connects students with senior citizens for social and emotional support. The **GGV-HUM initiative** promotes mental health and well-being, placing the university at the national forefront of wellness rankings. Collectively, these practices highlight GGV's commitment to combining academic excellence with equity, compassion, and sustainable development for learners and society.

10.3 Details of Job Fairs conducted by the HEI

GGV's Placement Cell organizes campus recruitment drives, skill-building workshops, and industry interaction sessions to enhance employability. While large-scale job fairs are planned, these initiatives already connect students with recruiters, provide career guidance, and create pathways for internships and employment opportunities across diverse sectors.

10.4 Success Stories of students of Online mode of the HEI

1st Session is going on.

10.5 Initiatives taken towards conversion of e-LM into Regional Languages

N/A

10.6 Number of students placed through Campus Placements

N/A

10.7 Details of Alumni Cell and its activity

N/A

10.8 Any other Information

Guru Ghasidas Vishwavidyalaya, through its Centre for Distance and Online Education, is committed to expanding access to quality higher education by blending academic rigor with technology-enabled learning. With learner-centric practices and strong institutional support, GGV strives to build inclusive, future-ready educational opportunities for diverse stakeholders.

HEI ID: HEI-P-U-0085

Name of HEI: GURU GHASIDAS
VISHWAVIDYALAYA

Type of HEI: CENTRAL
UNIVERSITY

DECLARATION

I hereby declare that the information given above and in the enclosed documents is true, correct and nothing material has been concealed therein. In case information provided is found to be contrary to the fact, it will result in cancellation of recognition to offer ODL programmes, along with initiation of action as per provision of the UGC (ODL Programmes and Online Programmes) Regulations, 2020 and its amendments.

Signature of the Director:

Name: Prof. Manish Chandra Singh

Seal:

Date:

Director

Center for Distance and Open Education

Guru Ghasidas Vishwavidyalaya, Bilaspur (C.G.)

Signature of the Registrar:

Name:

Seal:

Date:

कुलसचिव (कार्यवाहक)

Registrar (Acting)

गुरु गणेशदास विश्वविद्यालय

(केन्द्रीय विश्वविद्यालय) बिलासपुर (छ.ग.) 495 009 भारत

Guru Ghasidas Vishwavidyalaya

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Note: Kindly take the print out of dully filled CIQA report and submit it to UGC DEB office (after getting it approved by Statutory Authorities of the HEI) and upload the same on HEI's website also. Please refer provisions regarding CIQA mentioned in UGC (ODL Programmes and Online Programmes) Regulations, 2020 and its amendments.

