

HEI ID: HEI-U-0084

Name of HEI:
Dr. C.V. Raman University

Type of HEI:
Private, Dual mode

Annual Report

OF

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

PROGRAMMES UNDER

**OPEN AND DISTANCE LEARNING
MODE**

<2024-2025>


Director (CIQA)
CDOE
Dr.C.V.Raman University
Kargiroad, Kota, Bilaspur (C.G.)



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Part – I: General Information**1.1 Date of notification of the Centre(attach a copy of the notification):**[Annexure 1.1](#)**1.2 Details of Director, CIQA**

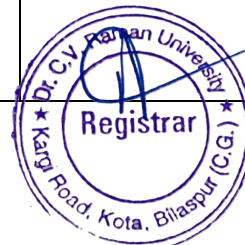
- Name: Dr. Vivek Bajpai
- Qualification: Ph.D Management
- Appointment Letter and Joining Report: [Annexure 1.2](#)

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	Dr. Pradeep Kumar Ghosh, Ph.D.	Civil Engineering	21/04/2025
b.	Three Senior teachers of HEI	Member 1	Dr. A. K. Srivastava Ph.D	Physics	21/04/2025
		Member 2	Dr. V. P. Mishra, Ph.D	Sanskrit	30/03/2024
		Member 3	Dr. Anshul Srivastava, Ph.D.	Management	21/04/2025
		Member 4	Dr. Ritesh Mishra Ph.D.	Education	30/03/2024
c.	Head of three Departments or School of Studies from which programme is being offered in ODL and Online mode	Member 4	Dr. Abhishek Pathak, Ph.D.	Management	30/03/2024
		Member 5	Dr. Shahid Hussain, Ph.D.	Hindi	30/03/2024
		Member 6	Dr. S. Jabir Hussain, Ph.D.	Commerce	14/10/2024
d.	Two External Experts of ODL and/or Online Education	Member 7	Dr. Pushkar Dubey, DLit.	Management	30/03/2024
		Member 8	Dr. Sumit Prasad, Ph.D.	Management	30/03/2024

Vivek Bajpai
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e.	Officials from departments of HEI • Administration • Finance	Member 9 Administration	Dr. Arvind Kumar Tiwari, Ph.D	Computer Science	30/03/2024
		Member 10 Finance	Mr. Neeraj Kashyap	Management	30/03/2024
		Member 11 Finance	Mr. Anup Shukla	Commerce	14/10/2024
		Member 12 Finance	Dr. Abhishek Shukla , Ph.D	Management	21/04/2025
f.	Director, CIQA	Member Secretary	Dr. Vivek Bajpai , Ph.D	Management	14/10/2024

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

If No, reason thereof

YES

1.4 Number of meetings held and its approval:**a. No. of meetings held every year:****b. Meeting details:**

Meetings	Date-Month-Year	No. of External Expert Present	Minutes	Approval of Minutes
Meeting 1	13/11/2024	01	Annexure 1.4.1	
Meeting 2	24/02/2025	01	Annexure 1.4.2	

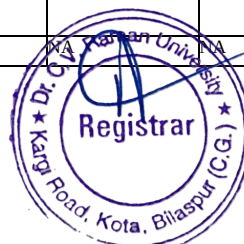
1.5 Number of programmes started at Certificate level as per Regulation 24 of UGC(ODL Programmes and Online Programmes) Regulations, 2020:

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)	No. of Learner Support Centre Operationalized as per territorial jurisdiction*/ Off Campus	Number of learners admitted (Male/Female/Trans-gender)			
									M	F	TG	Total
1.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	Na

(Signature)
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HEI ID: HEI-U-0084**Name of HEI:**
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Private, Dual mode***Not for Private University****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)	No. of Learner Support Centre Operationalized as per territorial jurisdiction */Off Campus	Number of learners admitted (Male/Female/Trans-gender)			
									M	F	TG	Total
1.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Not for Private University*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	No. of Learner Support Centre Operationalized as per territorial jurisdiction */Off Campus	Number of learners admitted (Male/Female/Trans-gender)			
								M	F	TG	Total
1.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Not for Private University*Note: Mention details separately for <Month, Year>academic session, as applicable, as above.**


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Private, Dual mode**1.8 Number of programmes started at Undergraduate Degree Programmes as per Commission Order:**

From <October, 2024 (Revised From July-August 2024)>academic session: 2024-25

Sr. No.	Under - Graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	No. of Learner Support Centre Operationalized as per territorial jurisdiction*/ Off Campus	Number of learners admitted (Male/Female/Trans-gender)			
								M	F	TG	TOTAL
1	Bachelor of Business Administration (BBA)	3 year	120	12th Pass in any Discipline (Gen- 45%, ST,SC,OBC -40%)	15400	F.No30-30/2023(DEB-II) Date: 13 nov 2024		0	0	0	0
2	Bachelor of Commerce (B.Com.)	3 year	120	12th Pass with Commerce, Maths (Gen- 45%, ST,SC,OBC 40%)	11160	F.No30-30/2023(DEB-II) Date: 13 nov 2024		1	0	-	1
3	Bachelor of Library and Information Science (B. Lib.)	1 Year	40	Graduate in any Discipline (Gen- 50% ST,SC,OBC -45%)	15940	F.No30-30/2023(DEB-II) Date: 13 nov 2024		0	0	0	0



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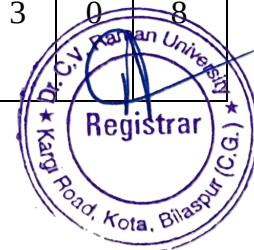
From <February, 2025 >academic session: 2024-25

Sr. No.	Under - Graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	No. of Learner Support Centre Operationalized as per territorial jurisdiction*/Off Campus	Number of learners admitted (Male/Female/Trans-gender)			
								M	F	TG	TOTAL
1	Bachelor of Business Administration (BBA)	3 year	120	12th Pass in any Discipline (Gen- 45%, ST,SC,OBC -40%)	15400	1-6 /2025(DEB-NER) Date: 2 nd April-2025		1	0	0	1
2	Bachelor of Commerce (B.Com.)	3 year	120	12th Pass with Commerce, Maths (Gen- 45%, ST,SC,OBC 40%)	11160	1-6 /2025(DEB-NER) Date: 2 nd April-2025		0	1	0	1
3	Bachelor of Library and Information Science (B. Lib.)	1 Year	40	Graduate in any Discipline (Gen- 50% ST,SC,OBC -45%)	15940	1-6 /2025(DEB-NER) Date: 2 nd April-2025		0	0	0	0

Not for Private University*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 <October, 2024 (Revised From July-August 2024)>academic session: 2024-25

Sr. No.	Post-graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	No. of Learner Support Centre Operationalized as per territorial jurisdiction*/Off Campus	Number of learners admitted (Male/Female/Trans-gender)			
								M	F	TG	Total
1	Master of Business Administration (MBA) Specialization	2 year	80	Graduate in any Discipline (Gen- 50% ST,SC,OBC	29900	F.No30-30/2023(D EB-II) Date: 13 nov 2024		5	3	0	8


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s- HR, Finance & Marketing			-45%)							
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From <February, 2025 >academic session: 2024-25

Sr. No.	Post-graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	No. of Learner Support Centre Operationalized as per territorial jurisdiction*/Off Campus	Number of learners admitted (Male/Female/Trans-gender)			
								M	F	TG	Total
1	Master of Business Administration (MBA) Specialisations- HR, Finance & Marketing	2 year	80	Graduate in any Discipline (Gen- 50% ST,SC,OBC-45%)	29900	1-6 /2025(DEB-NER) Date: 2 nd April-2025		14	6	0	20
2	Master of Commerce (M.Com.)	2 Year	80	Graduate in Commerce Discipline (Gen- 45%, ST,SC,OBC-40%)	14400	1-6 /2025(DEB-NER) Date: 2 nd April-2025		0	0	0	0
3	Master of Arts (Hindi Literature)	2Year	80	Graduate in any Discipline (Gen- 50% ST,SC,OBC-45%)	12300	1-6 /2025(DEB-NER)		0	0	0	0
4	Master of Arts (English Literature)	2 Year	80	Graduate in any Discipline (Gen- 50% ST,SC,OBC-45%)	15500	1-6 /2025(DEB-NER) Date: 2 nd April-2025		0	0	0	0

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Virendra Singh
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Dr. C.V. Raman University**Type of HEI:**
Private, Dual mode**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	Dr. C.V. Raman University Centre for Distance and Online Education has a fully-fledged Learner Support Division (LSD) to provide guidance and help to its learners. As soon as the learner is admitted to a specific Distance learning Programme, Self Learning Material (SLM) and Programme Guide is sent through registered post to the learner's address. WhatsApp groups are created for each programme individually by the programme co-coordinators, with all the learners admitted in the respective programme. In the WhatsApp Group all the necessary information is passed on to the registered learners i.e. Self Learning Material (SLM), Programme Guide, Notices and all other required information, Also the learners can communicate their queries through their respective WhatsApp groups. As per the ODL Regulations Contact classes are organized in the University campus for the learner's doubt removal sessions and Queries. Also all the Necessary information is passed on to the registered learners through modern means of communication as SMS, website and e-mail. For the convenience of learner, computer, photocopy machine, internet, WIFI facilities etc. has also been provided. The learner support division has a web center and learners could seek clarifications regarding problems by sending message on 9302969342. Bulk SMS are sent to learners regarding their registration details, dispatch of study, material timetable for contact class, submission of examination forms, examination schedule etc. from time to time. Important information and necessary material are also sent through e-mail and through regular post. Website of Dr. C.V. Raman University www.cvr.u.ac.in also provides information about various programme being offered by the institute of open and distance education, the syllabus, assignment, programme guide, guidelines for project report, faculty details, study materials, academic calendar, admission process, exam related information and other important information. For assisting the learners, help desk (9302969342, 9617772312, lsd@cvru.ac.in) has been established.	Annexure 2.1.1.1 Annexure 2.1.1.2 Annexure 2.1.1.3

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2.	Self-evaluative and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institution	The Centre for Internal Quality Assurance (CIQA) at Dr. C.V. Raman University undertakes regular self-evaluative and reflective exercises to ensure continuous quality enhancement in Open and Distance Learning (ODL) programmes. Learners' feedback is collected through Personal Contact Programmes (PCPs), WhatsApp groups, emails, and ODL examinations, while examination results are analysed and benchmarked with other HEIs. The University annually reviews, updates, and edits Self-Learning Materials (SLMs), and continuously strengthens Learner Support Services such as SLM distribution, grievance redressal mechanisms, and other learner-centric facilities. Standard benchmarks are followed in teaching, learning, and evaluation, with reforms including mandatory Tutor Marked Assignments (TMA), Term-End Examinations (TEE), and provisions for practicals, projects, and field work as per programme requirements. Counsellors, programme coordinators, and faculty members provide consistent guidance and academic support to learners. Through these measures, CIQA ensures systematic feedback integration, effective learner support, and continuous improvement in the quality of ODL education at Dr. C.V. Raman University.	Annexure 2.1.2.1 Annexure 2.1.2.2 Annexure 2.1.2.3
3.	Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality	The following are the key areas identified by CIQA for quality enhancement in session 2024-25: 1. Curriculum Aspects 2. Teaching Learning and Evaluation 3. Research Innovation and Extension 4. Infrastructure and Learning Resources 5. Learning Support and Progression 6. Governance Leadership and Management 7. Institutional value and Best practices	
4.	Mechanism devised to ensure that the quality of Open and Distance Learning programmes matches with the quality of relevant programmes in conventional mode (For Dual Mode HEIs)	Dr. C.V. Raman University, being a recognized Dual Mode University, has adopted uniform academic standards across both its Conventional and Open and Distance Learning (ODL) programmes. The entry-level qualifications required for admission into ODL programmes are the same as those prescribed for conventional mode programmes, ensuring consistency and equality in access to higher education. The curriculum followed in the ODL mode is fully aligned with that of the conventional programmes, with no dilution or deviation in course content, objectives, or learning outcomes. Similarly, the teaching-learning scheme adopted for ODL maintains academic rigor and mirrors the strategies implemented in regular programmes, incorporating self-learning materials, learner support services, and interactive sessions. The pattern of question papers used in end semester or term-end examinations in ODL mode is also identical to that used in conventional programmes, thereby ensuring that the assessment process is unbiased and adheres to the same evaluative standards. Furthermore, the pass/fail criteria for learners enrolled in ODL mode are consistent with those applicable to learners in conventional mode, reflecting the university's commitment to maintaining uniformity in academic benchmarks. In addition, the curricular aspects,	Annexure 2.1.4.1


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		assessment criteria, and credit framework for the award of undergraduate and postgraduate degrees, through ODL, have been evolved and implemented by adopting the same academic standards as followed in the conventional mode. This alignment ensures that the quality, integrity, and recognition of degrees awarded through the ODL mode are at par with those delivered through the traditional classroom mode. Dr. C.V. Raman University has meticulously adopted and implemented all these provisions, thereby ensuring that the ODL programmes offered under the dual mode structure are robust, credible, and compliant with the regulatory guidelines set by the University Grants Commission (UGC) and other statutory authorities.	
5.	Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.	The university organizes free admission counselling for learners, where they are guided on various aspects such as the programmes offered, fee structure, employability, future scope, and even personal concerns. After this pre-admission counselling, students take admission to the university. Following admission, learners receive further counselling related to the university's vision and mission, programme details, learning outcomes, curriculum and syllabus, programme structure, continuous assessment and evaluation, personal contact programmes, and other academic support activities. The University employs many methods to gather feedback from all stakeholders. The Learner Support Division distributes feedback forms to learners via WhatsApp and Email. A feedback form is offered in the end part of Self Learning Material to collect the opinions of learners regarding the content. Feedback is gathered from learners following their Contact Classes. The university website features organized feedback forms for learners, counselors, and educators, allowing all stakeholders to conveniently submit their opinion. The University disseminates crucial information to learners via SMS, WhatsApp and Email and website notifications.	Annexure 2.1.5.1 Annexure 2.1.5.2 Annexure 2.1.5.3 Annexure 2.1.5.4 Annexure 2.1.5.5


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6.	Measures suggested to the authorities of Higher Educational Institution improvement	Organizing Workshops for Faculty: Regular workshops should be organized for faculty members for the Design and development of quality Self Learning Materials (SLMs) to enhance academic content and self-study resources. Training for Counselors and Non-Academic Staff: Special training sessions must be conducted for counselors and non-academic staff to ensure effective learner support and administrative functioning. Strengthening of Learner Support Division: A dedicated Learner Support Division had already been established to resolve learner queries and provide academic as well as administrative assistance throughout the academic cycle. Effective Use of WhatsApp Groups: Programme-wise WhatsApp groups should be formed for all enrolled learners to ensure prompt dissemination of important academic information and updates. Encouraging Participation in Campus Activities: Distance learners should be informed and encouraged to participate in conferences, workshops, and cultural activities organized on the university campus to enhance their engagement and overall development. Feedback-Based Improvements: Continuous improvements should be made in curriculum design, teaching-learning processes, and evaluation methods based on structured feedback received from faculty, learners, parents, counselors, and industry stakeholders.	
7.	Implementation of its recommendations through periodic reviews	Quality assurance is ensured through the implementation and regular monitoring of all recommendations from the University's statutory bodies, including the Academic Council and Board of Management.	


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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.	The CIQA, part of the Centre for Distance and Online Education at the University, organizes a range of workshops, seminars, and faculty development programs for its stakeholders to provide quality education in the 2024–25 session. Reports on these initiatives are disseminated during CIQA meetings and communicated to all via newsletters, the university website, and social media platforms. All necessary information regarding workshops and seminars is promptly communicated to learners, educators, and other stakeholders. These events are proactively announced on the university website. Subsequent to the events, comprehensive reports and outcomes are compiled and disseminated as required. The results of these programs are disseminated through media to enhance public awareness of the university's initiatives.	Annexure 2.1.8.1
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	Dr. C.V. Raman University, Chhattisgarh, is committed to provide accessible and high-quality higher education while fostering ongoing enhancement in academic and administrative procedures. The University consistently reviews and revises its curriculum to meet with industry standards, integrating novel pedagogical approaches and encouraging feedback from alumni and staff. Learner support division have been built to facilitate learners' access to study materials, assignments, and help. These services are continuously analyzed to ensure efficacy and learner satisfaction. The University facilitates faculty growth through training programs, workshops, and promotes engagement in national and international seminars, conferences, and research projects, while implementing a performance-based appraisal system to acknowledge excellence. In the context of assessments and examinations, several evaluation methods are employed to ensure openness, equity, and promptness, supplemented by structured feedback channels for further enhancement. The University fosters a robust research and innovation culture by offering resources, incentives, and promoting multidisciplinary collaborations with other universities. Quality assurance and enhancement are core priorities, characterized by a robust internal quality assurance structure, periodic self-assessments, and audits, complemented by the sharing of best practices among stakeholders. Infrastructure and facilities undergo continual enhancements, prioritizing accessibility, inclusivity, and environmentally sustainable approaches. The University actively participates in community development and social responsibility initiatives, promoting faculty and learner involvement in projects and collaborations that tackle local and global challenges, while incorporating ethical values into academics and institutional culture. CDOE - Dr. C.V. Raman University ensures continuous	Annexure 2.1.9.1   Director (CIQA) CDOE

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		academic advancement, quality improvement, and learner-centered education through the use of integrated best practices, hence achieving its purpose of providing inclusive, beneficial, and high-quality higher education to learners from many backgrounds.	
10.	Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the programme(s).	The University prioritizes a data-driven methodology to assess and enhance program quality. • Data collecting is conducted systematically from academics, learners, alumni, and employers. • Learners Information Systems (LIS) facilitates effective data administration. • Continuous surveys and feedback facilitate the evaluation of learner satisfaction and program efficacy. • Data is compiled within the Central Internal Quality Assurance (CIQA) system. • Key performance indicators (KPIs) assist the arrangement and interpretation of data. • The analysis encompasses trends, benchmarks, and data visualization for enhanced understanding. • Key focus areas encompass academic success, faculty development, learners satisfaction, employability. • Quality statistics are disseminated to stakeholders and utilized in planning and communication. • Continuous improvement is ensured by regular evaluation, transparency, and stakeholder participation.	
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	Dr. C.V. Raman University has taken a number of important steps to make sure that each program's Programme Project Report (PPR) follows the University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020. These include setting up Programme-wise Boards of Studies (BOS), regularly updating the curriculum to meet regulatory requirements, faculty development program, doing internal reviews on a regular basis, and having an organized way for learners to give input. The academic programs are continuously improved through regular reviews, feedback, and updates to keep them relevant and high-quality.	Annexure 2.1.11.1


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12.	Mechanism to ensure the proper implementation of Programme Project Reports	The Centre for Distance and Online Education at Dr. C.V. Raman University has developed a strong and comprehensive system to ensure the successful implementation of Programme Project Reports (PPRs). Programme Project Reports (PPRs) are developed by programme coordinators with the help of subject expert in accordance with the University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020. The proposed PPRs undergo first review by the Expert Committee and the Board of Studies (BoS) for comprehensive assessment, thereafter; the BoS recommendations are submitted to the Academic Council and Board of Management (BoM) for final approval. After approval by the regulatory authorities, the programmes are officially implemented under the supervision of the Director (CIQA). The Centre for Internal Quality Assurance (CIQA), in collaboration with relevant divisions and departments, performs regular follow-up meetings, inspections, and audits to ensure proper implementation and compliance with quality standards. This continuous monitoring system helps in evaluating implementation progress and enables prompt corrective actions as necessary.	Annexure 2.1.12.1 Annexure 2.1.12.2
13.	Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.	CIQA holds responsibility for the preparation of the Centre for Distance and Online Education's Annual Plans and Annual Reports, as well as the maintenance of the corresponding records. Each CIQA meeting includes a review of CIQA activities and the Action Taken Report from the most recent meeting.	Annexure 2.1.13.1 Annexure 2.1.13.2
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 at Dr. C.V. Raman University has proposed inputs for restructuring curricula to enhance their relevance to the job market, which include developing courses aligned with current market expectations. The Centre has emphasized the importance of skill development by incorporating both technical and interpersonal skills into the program. It has also advocated for the provision of career guidance, placement assistance, and social events to link learners with employment prospects. The provision of diverse electives and specializations is proposed to correspond with learners' specific professional objectives. The Centre promotes the implementation of e-learning and blended learning methodologies to enhance accessibility, personalization, and cost-efficiency in education. The development of study materials in regional languages has been prioritized to facilitate inclusive learning and enhance understanding for various learner profiles. The Centre provides essential inputs such as regular curriculum evaluations and updates, ongoing faculty development, encouragement of entrepreneurship and innovation, emphasis on high-growth emerging sectors, and a multidisciplinary learning approach to ensure that learners are adequately prepared for	  Director (CIQA) CDOE

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		current and future job markets.	
15.	Facilitated system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.	Dr. C.V. Raman University employs a system-based research approach to foster a learner-centric environment and improve quality throughout all operations. The university employs individualized and cooperative learning frameworks facilitated by technology, ensures regular feedback and evaluation, and offers comprehensive academic support services. The curriculum is consistently revised to reflect industry changes, and faculty development initiatives enhance teaching quality. Investments in contemporary infrastructure, research advancement, and creative methodologies foster academic excellence, while a robust quality assurance framework and active community involvement ensure relevance and societal impact.	
16.	Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.	The University achieved a significant milestone by earning an NAAC "A" grade with a CGPA of 3.17 in its second cycle of accreditation, as indicated by the accreditation certificate issued on December 15, 2023, under the single Mode University category.	Annexure 2.1.16.1


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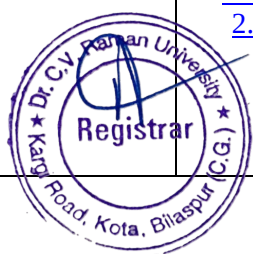
HEI ID: HEI-U-0084**Name of HEI:**
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17.	Measures adopted to ensure internalization and institutionalization of quality enhancement practices through periodic accreditation and audit	In order to ensure the internalization and institutionalization of quality enhancement practices, following measures have been implemented by university through periodic accreditation and auditing: CIQA Establishment: CIQA has been established for dedicated plans, implements, and monitors quality initiatives. Quality Policy: A clear policy defines the university's commitment to excellence. Internal Meetings: Regular reviews assess performance in academics, research, and support services. Benchmarking: Compare performance with national and international standards to adopt best practices. Faculty Development: Regular training enhances teaching quality and research skills. Stakeholder Feedback: Collect and use feedback from learners, faculty, alumni, and industry. Outcome-Based Education: Focus on measurable learning outcomes and their regular assessment. Curriculum Review: Periodic updates keep programs relevant and industry-aligned. Technology Integration: Use digital tools to improve teaching, learning, and engagement. Research & Innovation: Promote research culture with resources, funding, and collaborations. Community Engagement: Strengthen partnerships to address societal needs. Monitoring & Evaluation: Track, assess, and adjust quality initiatives for continuous improvement.	Annexure 2.1.17.1 Annexure 2.1.17.2
18.	Steps taken to coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines	CDOE - Dr. C.V. Raman University ensures effective coordination with the University Grants Commission (UGC) through various strategic measures aimed at maintaining and enhancing academic quality. A UGC Liaison Officer is appointed to facilitate regular communication, disseminate important updates, and coordinate institutional compliance with UGC directives. The university has established a Centre for Internal Quality Assurance (CIQA) to oversee quality initiatives and ensure adherence to UGC regulations/guidelines in collaboration with the Liaison Officer. Periodic reports are submitted to the UGC to detail progress, compliance status, and any challenges encountered. Faculty and staff are encouraged to actively participate in UGC-organized workshops, seminars, and conferences to gain insights into best practices. The university ensures the timely implementation of UGC regulations and seeks funding and support for the development of its Open and Distance Learning (ODL) programmes. It also promotes collaboration with other institutions to share and adopt best practices. A strong Grievance Redressal mechanism is in place to resolve issues related to UGC guidelines. Committed to continuous improvement, Dr. C.V. Raman University regularly monitors institutional performance and updates its policies in accordance with evolving UGC standards.	Annexure 2.1.18.1 

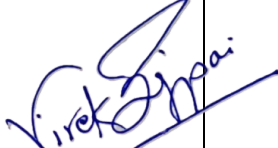
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19.	Information obtained from other Higher Educational Institutions on various quality benchmarks or Parameters and best practices.	In its pursuance of academic excellence, the Centre for Distance and Online Education at Dr. C.V. Raman University actively benchmarks quality parameters by examining reputable higher educational institutions that are recognized for their innovative practices and best practices in open and distance learning. It identifies institutions with comparable missions and values, particularly accredited state open universities, to ensure relevance and applicability. MOUs, faculty exchanges, joint research, and regular academic interactions, such as seminars and conferences, are used to establish collaborative relationships. The Centre conducts a systematic collection of data on quality benchmarks, such as course completion rates, learner satisfaction, and quality assurance processes. This is the basis for the adoption and implementation of best practices, including advanced learner support services, efficient administrative systems, and blended and project-based learning. A robust monitoring and evaluation framework is in place to assess the impact of these practices. This framework utilizes stakeholder feedback and performance indicators to refine strategies and ensure ongoing institutional development.	Annexure 2.1.19.1 Annexure 2.1.19.2
20.	Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.	The University was permitted to offer distance education programs until January 2020. In the absence of a NAAC 'A' Grade, the University was not authorized to conduct distance education programs thereafter. Subsequently, after securing a NAAC 'A' Grade, the University obtained approval in October 2024 to restart distance education programs from the academic session 2024–25. The activities of the Centre for Internal Quality Assurance (CIQA) for the academic sessions 2018–19 and 2019–20 are available on the University website in the form of annual reports.	Annexure 2.1.20.1
21.	Submitted Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of each academic session.	The Annual Report of CIQA is submitted after each academic session for review and approval by the Statutory authority of the University.	Annexure 2.1.21.1
	(a) Submitted a copy of report in the format as specified by the Commission, duly approved by the statutory authorities of the Higher Educational	The reports for the years 2018-19 and 2019-20 were submitted online in the prescribed format of the Commission by the due date.  Director (CIQA) CDOE Dr.C.V.Raman University Kargiroad, Kota, Bilaspur (C.G.)	Annexure 2.1.21.2 

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	Institution annually to the Commission.		
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	The University fosters academic excellence with robust quality assurance measures implemented by the Centre for Internal Quality Assurance (CIQA). The Strategic Role of Administration involves providing direction, establishing objectives, and aligning CIQA activities with the University's mission and strategic goals. • Resource Allocation — Provides financial, human, and infrastructural support for CIQA operations. • Monitoring and Evaluation — Consistently assesses CIQA activities, reports, and progress; provides input for enhancements. • Approval of Reports - Administration examines, assesses, and approves CIQA reports following a comprehensive study of findings and suggestions. • Feedback Implementation - Delivers helpful recommendations, amends policy, and promotes novel initiatives informed by CIQA results. • Progress Tracking - Evaluates the execution of approved suggestions and measures their effect on institutional quality. The outcome enhances continuous improvement, data-driven decision-making, and the overall quality of programs and services for the advantage of learners and stakeholders.	
23.	Facilitated adoption of instructional design requirements as per the philosophy of the Open and Distance Learning decided by the statutory bodies of the HEI for its different academic programmes	Dr. C.V. Raman University is committed to the advancement of excellence in Open and Distance Learning (ODL). The philosophy of ODL and instructional design requirements are incorporated into all academic programs to ensure quality, relevance, and learner-centricity, in accordance with the statutory bodies of the University. <u>Adoption of Instructional Design for Open Distance Learning</u> Curriculum Development: The curriculum is developed with flexibility and accessibility in mind, ensuring that learners are at the centre of the process. This includes well-defined objectives, assessment strategies, and support resources. Technology Integration: The University utilizes digital tools, multimedia, and ICT to improve collaborative learning, interactivity, and accessibility.	 

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Faculty Training and Support: In order to enhance faculty proficiency in the integration of technology and ODL pedagogy, workshops and seminars are implemented on a continuous schedule.

Assessment and Evaluation: In order to ensure an equitable and transparent evaluation that is consistent with ODL principles, the University implements formative and summative assessment methods, online evaluations, and peer reviews.

Continuous Improvement: Systematic application of data analysis and feedback mechanisms to evaluate program effectiveness and implement evidence-based enhancements.

Collaboration with Statutory Bodies: In order to ensure that instructional design practices are consistent with national and international standards, the University collaborates closely with statutory bodies. The University's dedication to maintaining academic excellence in distance education is further strengthened by its consistent involvement in accreditation and quality assurance processes.

24. Promoted automation of learner support services of the Higher Educational Institution

Dr. C.V. Raman University Chhattisgarh is committed to offering comprehensive learner support services to its learners, with a particular emphasis on those who are enrolled in open and distance learning (ODL) programs. Dr. C.V. Raman University has actively promoted the automation of a variety of support functions in order to improve the accessibility and effectiveness of these services. This method employs technology to simplify procedures, minimize manual duties, and provide learners with a more convenient and efficient support experience.

The entire admission process is conducted online, enabling learners to apply and enroll from anywhere with reduced paperwork and faster processing.

Regularly updated with academic calendars, course details, exam schedules, and announcements to provide quick and easy access to information.

Virtual sessions via video conferencing and forums allow learners to interact with faculty, advisors, and peers for personalized guidance.

Assignment questions are uploaded to the university website for easy access, ensuring timely completion of coursework.

Examination results are displayed online, allowing learners to access their academic records without visiting the campus.

Technology-driven processes reduce manual workload, streamline operations, and improve service delivery.

[Annexure 2.1.24.1](#)



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		Automation initiatives enhance accessibility, convenience, and overall support for distance education learners.	
25.	Coordinated with external subject experts or agencies or organizations, the activities pertaining to validation and annual review of its in-house processes	1 Introduction - Dr. C.V. Raman University in Chhattisgarh is dedicated to upholding high standards in academic and administrative operations. The University consistently pursues external validation and assessment by collaborating with subject matter experts, agencies, and organizations to facilitate continuous improvement. This external interaction offers impartial feedback, strengthens trust, and amplifies the overall effectiveness of the University's processes. 2 Collaboration with External Subject Experts - The University incorporates academic experts from diverse areas in its decision-making entities, including the Board of Studies, Academic Council, Board of Management and CIQA Committee. These specialists provide their expertise and experience to ensure that curricula, pedagogical approaches, and evaluation techniques remain current, relevant, and in accordance with present-day academic standards. 3 Collaboration with External Agencies and Organizations - The University partners with external agencies, organizations, and other institutions of higher education, in addition to individual experts. These collaborations facilitate the dissemination of best practices, knowledge transfer, and academic interaction, hence fostering continuous improvement of academic and administrative procedures. 4 Annual Review of Processes - On a yearly basis, the University conducts an internal process review to evaluate its effectiveness and specify areas for enhancement. The following are the contents of this review. • The process of gathering feedback from stakeholders, including learners, faculty, staff, external experts, and partners. • Performing an analysis of performance indicators, including learner retention, graduation rates, and satisfaction levels. • Evaluating the manner in which processes are in accordance with the strategic objectives of the University. • Formulating action plans to resolve the gaps that have been identified. 5. Conclusion - The quality and credibility of Dr. C.V. Raman University is assured by the continuous review, validation, and improvement of its academic and administrative systems through consistent engagement with external experts, agencies, and institutions.	Annexure 2.1.25.1 Annexure 2.1.25.2
26.	Coordinated with third party auditing bodies for quality audit of programme(s)	 NO Director (CIQA) CDOE Dr.C.V.Raman University Kargiroad, Kota, Bilaspur (C.G.) 	The University has received recognition to conduct programmes in distance mode from October 2024-25.

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			Quality Audit of programmes by third Party Auditing bodies will be performed soon.
27.	Overseen the preparation of Self- Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution	In 2023, Dr. C.V. Raman University applied for accreditation with the National Assessment and Accreditation Council (NAAC) as a single-mode university. The University was awarded an 'A' Grade by NAAC on 15 December 2023. Subsequently, the University applied for recognition to offer distance education programs from the academic session 2024–25 and was duly granted approval to conduct these programs.	Annexure 2.1.27.1
28.	Promoted collaboration and association for quality enhancement of Open and Distance Learning mode of education and research therein	• Dr. C.V. Raman University implements numerous initiatives to foster collaboration and association in order to improve the quality of open and distance learning and research. • The university forges advantageous connections with national institutions to facilitate the exchange of ideas, the sharing of resources, and the collaboration on research. • Academic staffs are exposed to innovative research techniques and instructional methods through faculty exchange programs with other universities. • Access to the most recent trends, best practices, and global discourse in ODL is ensured through active participation in professional associations. • Community outreach and extension activities provide learners with practical experience while simultaneously addressing social and environmental challenges. • These initiatives enhance the quality of education, promote research, and equip learners to make meaningful contributions to the global knowledge economy.	
29.	Facilitated industry institution linkage for Providing exposure to the learners and enhancing their employability.	Dr. C.V. Raman University implements numerous initiatives to improve the employability of learners and promote industry-institution collaborations. In order to acquire practical experience, field work, case studies, learners participate in industrial training and project work in association with industries. Exposure to current trends and best practices is facilitated by guest lectures and seminars conducted by industry professionals. The placement cell coordinates with industry partners to identify employment opportunities, organizes drives, and provides career counseling. Entrepreneurship development programs provide courses, mentorship, and networking opportunities to assist business startups.	 

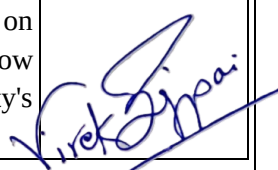
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Learners are provided with industry-relevant competencies through skill development programs and certifications.

These initiatives serve as a connection between academic education and the practical demands of the industrial sector. They collectively enhance their potential for self-employment, industry readiness, and economic growth.

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

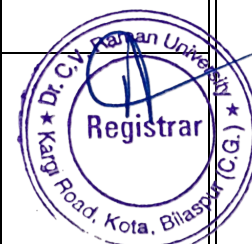
S.No.	Provisions in Regulations	Action taken in respect of ODL	Upload relevant document
1.	Governance, Leadership and Management: a. Organization Structure and Governance b. Management c. Strategic Planning d. Operational Plan, Goals and Policies	Organisation Structure and Governance: The Centre for Distance and Online Education functions as an integral part of the University's well-defined organisational framework. All positions mandated by the Commission are duly filled, ensuring compliance with regulatory norms. To strengthen efficiency and transparency, the University has implemented an in-house developed e-Governance system, enabling effective administration and smooth functioning. Management: The University's management and leadership are continually evaluating and examining the operations of its divisions to ensure alignment with the institution's vision, purpose, and objectives. This is accomplished by periodic meetings, consistent evaluations, engagement with stakeholders, and a comprehensive feedback mechanism. Strategic Planning: Strategic Planning: The University has established an e-Governance system connected with an Outcome-Based Planner (OBP) to facilitate strategic planning, encompassing both academic and administrative areas. Strategic Planning: Goals, Policies, and Operational Plans: The Planning and e-Governance Division of the University makes sure that the annual goals and strategic plans made by different divisions are based on outcomes. At the end of every academic year, it evaluates at how well these divisions performed in respect to the University's vision, mission, and goals.	 

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2.	Articulation of Higher Educational Institution Objectives	"The University's vision and mission clearly align with its objectives for delivering programmes through the ODL mode."	Annexure 2.2.2.1
3.	Programme Development and Approval Processes a. Curriculum Planning, Design and Development b. Curriculum Implementation c. Academic Flexibility d. Learning Resource e. Feedback System	The University has a defined procedure for developing and approving ODL programs that includes planning, designing, developing, implementing, getting feedback, and reviewing the curriculum. The Programme Project Reports (PPRs) keep track of these steps. They include information about the scheme, the syllabi (which were made under the Credit Based Choice System to provide students more academic freedom), and the learning resources/media that would be used. The creation of Self-Learning Materials (SLMs) strictly follows the rules that have been set up to make sure they are of high quality before they are finally approved. There are several ways for stakeholders to give input and interact with each other about academic and administrative activities, facilities, and resources. You can get feedback through face-to-face conversations and online tools like the University website, email, and WhatsApp.	Annexure 2.2.3.1
4.	Programme Monitoring and Review	CIQAC and BoS actively contribute to the Programme Monitoring and Review process by finalizing the Schemes, Syllabi, and Programme Project Reports of various ODL mode Programmes prior to the commencement of each academic session.	Annexure 2.2.4.1 Annexure 2.2.4.2 Annexure 2.2.4.3 Annexure 2.2.4.4
5.	Infrastructure Resources	The University possesses sufficient and scalable physical facilities along with robust ICT infrastructure to ensure effective delivery of ODL programmes and to provide necessary support services to all stakeholders.	Annexure 2.2.5.1
6.	Learning Environment and Learner Support	Dr. C.V. Raman University Centre for Distance and Online Education has a fully-fledged Learner Support Division (LSD) to provide guidance and help to its learners. As soon as the learner is admitted to a specific Distance learning Programme, Self Learning Material (SLM) and Programme Guide is sent through registered post to the learner's address. WhatsApp groups are created for each programme individually by the programme co-coordinators, with all the learners admitted in the respective programme. In the WhatsApp Group all the necessary information is passed on to the	Annexure 2.2.6.1



(Signature)
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		registered learners i.e. Self Learning Material (SLM), Programme Guide, Notices and all other required information, Also the learners can communicate their queries through their respective WhatsApp groups. As per the ODL Regulations Contact classes are organized in the University campus for the learner's doubt removal sessions and Queries. Also all the Necessary information is passed on to the registered learners through modern means of communication as SMS, website and e-mail. For the convenience of learner, computer, photocopy machine, internet, WIFI facilities etc. has also been provided. The learner support division has a web center and learners could seek clarifications regarding problems by sending message on 9302969342. Bulk SMS are sent to learners regarding their registration details, dispatch of study, material timetable for contact class, submission of examination forms, examination schedule etc. from time to time. Important information and necessary material are also sent through e-mail and through regular post. Website of Dr. C.V. Raman University www.cvr.u.ac.in also provides information about various programme being offered by the institute of open and distance education, the syllabus, assignment, programme guide, guidelines for project report, faculty details, study materials, academic calendar, admission process, exam related information and other important information. For assisting the learners, help desk (9302969342, 9617772312, lsd@cvru.ac.in) has been established.	
7.	Assessment and Evaluation	The University conducts the Term-End Examination (TEE) twice a year, corresponding to its two admission cycles, alongside a continuous evaluation system that emphasizes learners' understanding and application of knowledge. The University has a clearly structured Assessment and Evaluation system for its ODL programmes, designed in accordance with the guidelines of statutory authorities and regulatory bodies.	Annexure 2.2.7.1 Annexure 2.2.7.2

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Evaluation system:

The system of evaluation in Open & Distance Learning System is also different from that of conventional system. CVRU has a multi- tier system of evaluation given as follows:

1. Self-assessment exercises within each unit of study.
2. continuous evaluation mainly through assignment which are tutor marked, practical assignments & seminar /workshops / extended contact programmes /Field work / Community engagement.
3. End semester examination/Term End Examinations
4. Project works.

The evaluation of learners depends upon various instructional activities undertaken by them. A learner has to write assignment responses compulsorily before taking End semester examination/term-end examination from time to time to complete an academic programme.

A learner has to submit TMA responses to the University counseling centre (UCC) at CDOE, Dr. C. V. Raman University. A learner should keep duplicate copies of assignment responses of TMA that may be required to be produced at Learner Evaluation Division on demand. End semester examination/Term-end examination will be conducted at various examination centre approved by institute of open and distance education Dr. C. V. Raman university spread all over the Chhattisgarh. The weightage for End semester examination/Term End Examination will be 70% and weightage for Internal Assessment will be 30 % for this Programme.

(a) Internal Assessment (continuous Assessment i.e. Home Assignment): 30 % weightage.

(b) End semester examination/Term End Examination 70 % weightage.

The University conducts End semester examination/Term-end Examination in semester system & held in the month of Nov/Dec and may/June every year. learners will be permitted to appear in



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		End semester examination/term-end examination subject to the conditions that: 1) Registration for the programme, in which they wish to appear is valid, 2) Minimum Time to pursue these courses is elapsed & 3) Submission of required number of assignments in respective courses by the due date.	
8.	Teaching Quality and Staff Development	CIQA organizes a number of workshops and orientation programs on quality-related issues for the professional development of faculty and staff. Dr. C.V. Raman University applies best practices in designing curriculum, development, delivery, and evaluation across all of its programs to help learners improve their higher-order thinking, decision-making, and logical reasoning skills. Knowing that the curriculum is a big part of good education, the University makes sure that its programs and outcomes are in line with its vision and goal. Faculty members consistently engage in research by publishing regularly, while the University hosts seminars, conferences, and workshops on various themes that tackle contemporary societal issues and programme requirements. Learners' feedbacks are used to improve the SLM, contact classes, and if there are real problems, plans are made to fix them.	Annexure 2.2.8.1


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S.No.	Provisions in Regulations	Action taken in respect of ODL	Upload relevant document
1.	Academic Planning	The administrative strength of CDOE - Dr. C.V. Raman University is guided by well-defined policies framed under the University Act, Statutes, Ordinances, and Regulations, and is supported by its academic and administrative bodies such as the Board of management (BoM), , Academic Council, and Board of Studies (BoS). The Board of management, with internal and external representation, functions as the apex authority for approving programmes, courses, admissions, evaluation methods, and academic standards, . The BoS, constituted for each subject, approves course structures and syllabi, ensuring academic relevance and quality. Academic departments act as key units for programme delivery, development of Self-Learning Materials (SLMs), timetables, contact classes, induction and counseling sessions, assessment, evaluation, research guidance, as well as organization of seminars, workshops, training, and capacity-building programmes. To ensure quality assurance across all academic and administrative domains, the Centre for Internal Quality Assurance (CIQA) has been established as per UGC (ODL) norms, fostering continuous improvement and institutional effectiveness.	Annexure 2.3.1.1 Annexure 2.3.1.2
2.	Validation	All the offered programs by the University are formulated based on the requirements of Learners of State and cater to the rural population's needs. Statutory authorities duly approve the offered programmes like the Board of Studies, Academic Council, and board of management.	


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3.	Monitoring, Evaluation and Enhancement Plans a. Reports from Learner Support Centres (for Open and Distance Learning programmes) b. Reports from Examination Centres c. External Auditor or other External Agencies report d. Systematic Consideration of Performance Data at Programme, Faculty and Higher Educational Institution levels e. Reporting and Analytics by the Higher Educational Institution	a) NA b) The University's examination centers are located at its campus, as well as in government colleges and schools across Chhattisgarh. To ensure fairness and prevent malpractice, strict guidelines are provided to invigilators, and a Center Superintendent is appointed for each sessional examination. Continuous communication is maintained with all exam centers throughout the examination period c) The University carries out regular internal academic audit and monitoring through CIQA and other statutory bodies. d) Teacher performance is evaluated using the standardized Academic Performance Indicators (API), which constitute the Performance-based Appraisal System (PBAS) implemented for the Career Advancement Scheme (CAS) as established by the UGC as an objective evaluation instrument. e) The University has a structured feedback mechanism to collect learners' input, and the feedback analysis is used to evaluate the effectiveness of the implemented curriculum.	Annexure 2.3.3.1
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Vick Singh
Director (CIQA)

CDOE

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f. Periodic Review	f) The university periodically evaluates its curricula, considering the curricular requirements of various teaching and examining bodies in India, the learners' needs, industry demands, the teaching and research potential of the faculty, emerging trends in various knowledge institutions across the globe, and local needs.	
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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, at least Associate Professor

Mention details such as Regular Employee, Designation, Qualification, Salary (Attach appointment letter and joining report) View Annexure 3.1	
1 Name: Dr. Vivek Bajpai	
2 Designation: Director	
3 Highest Qualification: Ph.D.	Annexure 3.1
4 Nature of Appointment: Regular	
5 Date of Joining: 24-08-2024	
6 Salary: 46,940/-	

3.2 Compliance status of “Human Resource and Infrastructural Requirements” – 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 and physical infrastructure exclusively/independently, as mentioned in the Annexure-IV of the Regulations. In addition, the faculty details shall be provided in the following format:

Compliance against the requirements in terms of Staffing norms as per Regulations made. Faculty details provided in the given format.


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Programmes Name	No. of Faculty required	No. of Faculty appointed	Complied Yes/No	If no. reason thereof
Bachelor of Business Administration (BBA)	3	3	Yes	
Master of Business Administration (MBA) Specialisations- HR, Finance & Marketing				
Bachelor of Commerce (B.Com.)	3	3	Yes	
Master of Commerce (M.Com.)				
Bachelor of Library and Information Science (B. Lib.)	2	2	Yes	
Master of Arts (Hindi Literature)	2	2	Yes	
Master of Arts (English Literature)	2	2	Yes	

S. No.	Programme Name	No. of Full time- Dedicated faculty for ODL	Names	Designation	Qualification	Experience in CVRU	Type (Regular/ Contract) with gross salary/month			Date of joining programme and Joining Report
							Type	Gross Salary/Month	Contract Period	Annexure 3.2.1
1	Bachelor of Business Administration (BBA)	3	DR. ABHISHEK PATHAK	PROFESSOR	Ph.D, MBA	15 Years, 11 Months	44,850/-			02-09-2021
			DR. ARCHANA AGRAWAL	ASSOCIATE PROFESSOR	PH.D., MBA, B.SC.	14 Years, 09 Months	30,950/-			06-06-20218
2	Master of Business Administration (MBA) Specializations- HR, Finance & Marketing		DR. SATISH KUMAR SAHU	ASSISTANT PROFESSOR	Ph.D, M.Phi1, MBA, B.Com, PGDCA	3 Years, 08 Months	27,000/-			18-05-2024
3	Bachelor of Commerce (B.Com.)		DR.S JABIR HUSSAIN	ASSISTANT PROFESSOR	Ph.D, M.Com, B. Com, PGDBM, PGDCA	11 Years, 04 Months	21,078/-			05-04-2016
			DR. SUPRIYA SINGH	ASSISTANT PROFESSOR	Ph.D, M.Com, B. Com	03 Years, 09 Months	27,500/-			13-05-2024
4	Master of Commerce (M.Com.)		DR. ASHIMA FRANKLIN	ASSISTANT PROFESSOR	Ph.D, M.Com, B.Com	07 Years, 03 Months	20,000/-			05-06-2018



Virek Singh
Director (CIQA)
CDOE
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5	Bachelor of Library and Information Science (B. Lib.)	2	DR. MANISH BHARDWAJ	ASSISTANT PROFESSOR	Ph.D., M.LIB	15 Years, 03 Months	31,000/-	03.04.2010
			DR. ANJANEESARAF	ASSISTANT PROFESSOR	Ph.D., M.Phil, M.Lib, B.Lib, B.Sc, PGDCA	09 Years, 10 Months	20,522/-	14.09.2015
6	Master of Arts (Hindi Literature)	2	DR. AANCHAL SHRIVASTAVA	ASSOCIATE PROFESSOR	Ph.D., MA(Hindi), B.Sc	07 Years, 04 Months	25,500/-	05.03.2018
			MSS. PRAGYA SHARMA	ASSISTANT PROFESSOR	M.A.(Hindi), B.A., UGC NET	02 Years, 08 Months	20,522/-	02.11.2022
7	Master of Arts (English Literature)	2	PROF. MANISHA DWIVEDI	PROFESSOR	Ph.D., MA(Eng1ish), B. Ed, BA	14 Years, 06 Months	33,800/-	17.01.2011
			DR. OMPRAKASH TIWARI	ASSOCIATE PROFESSOR	Ph.D., M.A(Eng1ish), BA, MPhil, MBAMarketing, PGDMM	13 Years, 09 Months	33,490/-	26.09.2011

3.3 Details of Administrative staff

Number of Administrative staff available exclusively for ODL programmes at HQ & at LSCs

Admin Staff	Required (up to 5,000 learners)	Available
Deputy Registrar	1	3
Assistant Registrar	1	4
Section Officer	1	4
Assistants	2	14
Computer Operator	2	14
Multi-Tasking Staff	2	3

(Attach duly attested photocopy of appointment letter with salary details) [Annexure 3.2.2](#)

Note:

- In case of the enrolment higher than 5,000 the number of positions in the Centre for Distance and Online Learning may be increased by the HEI appropriately.
- Private University eligible to offer ODL programmes through its Head Quarters only, and duly recognized off-campus centers; not through any Learner Support Centre.

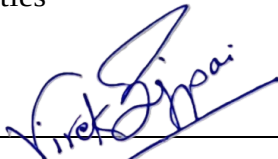


Director (CIQA)
CDOE

Dr.C.V.Raman University
Kargiroad, Kota, Bilaspur (C.G.)

HEI ID: HEI-U-0084**Name of HEI:**
Dr. C.V. Raman University**Type of HEI:**
Private, Dual mode**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	NA
2.	For ensuring transparency and credibility, the full time faculty of the Open and Distance Learning mode Higher Educational Institutions or qualified faculty from University Grants Commission recognized Higher Educational Institutions only should be associated to function as invigilators, examination superintendents, as observers etc.	Yes	NA
3.	All Examinations for Open and Distance Learning mode programmes shall be conducted within the Institution where the Study Centers or Learner Support Centers is located under the direct control and responsibility of the Open and Distance Learning mode Institution. No Examination Centers shall be allotted to any private organizations or unapproved Higher Educational Institutions.	Yes	NA
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 learners.	Yes	NA
5.	The number of examination centres in a city or State must be proportionate to the learner enrolment from the region	Yes	NA
6.	Building and grounds of the examination centre must be clean and in good condition.	Yes	NA
7.	The examination centre must have an examination hall with adequate seating capacity and basic amenities	Yes	NA


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S.No.	Provisions in Regulations	Whether complied Yes/No	If No, Reason thereof
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	NA
9.	The Examination Centre shall have adequate and comfortable seating capacity and amenities including adequate lighting, ventilation and clean drinking water facilities	Yes	NA
10.	Safety and security of the examination center must be ensured	Yes	NA
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	NA

4.2 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.	Examinations are administered within the Territorial Jurisdiction of the University. These are administered centrally from the University Campus by the Division of Examination. All examinations are adequately proctored in accordance with UGC regulations.	



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Dr. C.V. Raman University

Type of HEI:
Private, Dual mode

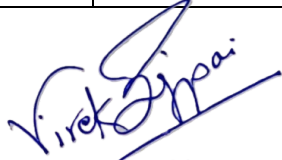
2.	A Higher Educational Institution offering Open and Distance Learning Programmes shall have a mechanism well in place for evaluation of learners enrolled through Open and Distance Learning mode and their certification.	Annexure 4.2.2.1 Annexure 4.2.2.2	
3.	The evaluation shall include two types of assessments continuous or formative assessment and summative assessment in the form of end semester examination or term end examination: Provided that no semester or year-end examination shall be held unless: 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; ii) For Open and Distance Learning mode: the learner has minimum attendance of 75 per cent. in the programme specific Personal Contact Programme (excluding counselling) and lab component of each of the programmes; and detailed attendance records have been maintained by Learner Support Centre/Regional Centre/ Higher Educational Institution	Yes Annexure 4.2.3.1 Annexure 4.2.3.2	


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Private, Dual mode

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
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 Open and Distance Learning mode shall be evolved by adopting same standards as being followed in conventional mode by the dual mode Higher Educational Institutions and in Open Distance Learning mode by the Open Universities	Yes	
5.	The weightage for different components of assessments for Open and Distance Learning 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.	Annexure 4.2.5.1 Annexure 4.2.5.2	
6.	The Higher Educational Institution shall notify all assessment tools to be used for formative and summative assessments	Annexure 4.2.5.1	
7.	Marks or grades obtained in continuous assessment and end semester examinations or term end examinations shall be shown separately in the grade card	Annexure 4.2.7.1	

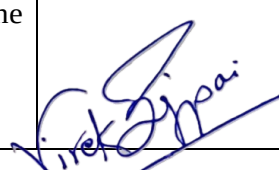

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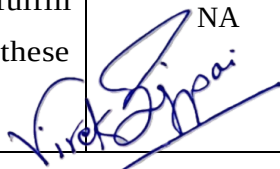


HEI ID: HEI-U-0084**Name of HEI:**
Dr. C.V. Raman University**Type of HEI:**
Private, Dual mode

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
8.	A Higher Educational Institution offering a Programme in Open and Distance Learning 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 that no part of the syllabus is left out of study by a learner.	Annexure 4.2.8.1	
9.	The examination of the programmes in Open and Distance learning 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.	Annexure 4.2.9.1	
10.	(a) The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television (CCTV) recording of the entire examination procedure.	Yes	
	(b) Availability of biometric system	Yes	
	(c) The attendance of examinees shall be authenticated through biometric system as per Aadhaar details or other Government identifiers of Indian learners	Yes	
	(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 centre to the Higher Educational Institution	Yes	


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11.	The Higher Educational Institution shall retain all such Closed- Circuit Television recordings in archives for a minimum period of five years	Yes	
12.	(a) There shall be an observer for each of the Examination Centre appointed by the Higher Educational Institution and	Annexure 4.2.12.1	
	(b) It shall be mandatory to have observer report submitted to the Higher Educational Institution	Annexure 4.2.12.2	
13.	(a) All end semester examinations or term end examinations for programmes offered through Open and Distance Learning mode shall be conducted through proctored examination (pen- paper or online or computer based testing) within Territorial Jurisdiction, in the examination centre as mentioned in these regulations.	Yes	
	(b) The Exams shall be under the direct control and responsibility of the Open and Distance Learning mode Institution	Yes	
14.	The Examination Centre shall be located in Government Institutions like Kendriya Vidyalaya(s), Navodaya Vidyalaya(s), Sainik School(s), State Government Schools, etc. can also be identified as examination centre(s) under direct overall supervision of a Higher Educational Institution offering education under the Open and Distance Learning mode including approved affiliated colleges under the University system in the Country and no Examination Centres shall be allotted to private organisations or unapproved Higher Educational Institutions	Yes	
15.	The Learner Support Centres, as defined in the regulations and within the territorial jurisdiction, can also be used as examination centres provided they fulfill the criteria of an examination centre as defined in these regulations	NA 	As per University Grants Commission (Open and Distance Learning Programmes and Online Programmes)

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HEI ID: HEI-U-0084**Name of HEI:**
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			Regulations, 2020. A Private University shall not offer programmes under Open and Distance Learning mode through any Learner Support Centre.
16.	The 'Examination Centre' shall be established within the territorial jurisdiction of the Higher Educational Institution	Yes	
17.	(a) Each award of Degree at undergraduate and postgraduate level and post graduate diploma for Open and Distance Learning shall be assigned a unique identification number and shall have i. Photograph ii. Aadhaar number or other government recognised identifier or Passport number, as applicable, iii. Other relevant details of the learner along with the Programme name.	NA	In 2023, Dr. C.V. Raman University applied for accreditation with the National Assessment and Accreditation Council (NAAC) as a single-mode university. The University was awarded an 'A' Grade by NAAC on 15 December 2023. Subsequently, the University applied for recognition to offer distance education programs from the academic session 2024-25 and was duly granted approval to conduct these programs.
	(b) Each award shall also be uploaded on the National Academic Depository	Yes	


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Private, Dual mode

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
18.	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 Learner Support Centres (only for Open and Distance Learning); (v) Name and address of all examination centers	Yes	

4.1 Whether any examination held through online mode.

If yes, provide details regarding technology enabled online test with all the security arrangements ensuring transparency and credibility of the examinations, or through the Proctored Examination

NA

4.2 Result and Learner Progression**For UG, PG and PGD programmes**

Semester beginning	Programme name	No. of learners admitted	No. of learners appeared in exams	No. of learners progressed to next year	% of learners passed	% of learners passed in first class
<October, 2024>	1.					
	N.	9	9	9	100	100
<Month, Year>	1.					
	N.					

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Part – V: Programme Project Report (PPR) and Self-Learning Material (SLM)

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.

All programmes conducted by the University have been developed in compliance with the Programme Project Report (PPR) following “Annexure - V of University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020”. Programme Project Reports (PPRs) are developed by programme coordinators with the help of subject expert in accordance with the University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020. The proposed PPRs undergo first review by the Expert Committee and the Board of Studies (BoS) for comprehensive assessment, thereafter; the BoS recommendations are submitted to the Academic Council and Board of Management (BoM) for final approval. After approval by the regulatory authorities, the programmes are officially implemented under the supervision of the Director (CIQA). The Centre for Internal Quality Assurance (CIQA), in collaboration with relevant divisions and departments, performs regular follow-up meetings, inspections, and audits to ensure proper implementation and compliance with quality standards. This continuous monitoring system helps in evaluating implementation progress and enables prompt corrective actions as necessary.

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.

According to the Annexure - VI of University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020, CDOE Dr. C.V. RAMAN University offers directives to authors and editors for the development of Self Learning Materials (SLM) and E Content.

Programs encompass graduate and postgraduate degrees.

The syllabus designates question papers from the traditional teaching system as course alternatives. The syllabus comprises printed modules, audio-visual instructional materials, assignments and exercises, counseling sessions, project work, and more.

Each course material is structured into four blocks, with each block comprising self-learning content printed on 40 to 60 A4-sized pages. The page numbers are modified in accordance with the curriculum. A unit consists of a combination of components. Each unit has 10 to 15 pages. Modifications to their page numbers are discretionary. Each block is

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Type of HEI:
Private, Dual mode

constructed by incorporating 2 to 3 units. The self-directed learning material is developed with emphasis on the cognitive level, social context, and geographical surroundings of the learners. It is essential to recognise that this text material is intended for learners, not for teachers. Particular emphasis is placed on the clarity of the language used in the text, as it is readily comprehensible to pupils lacking conventional schooling. In the remote education framework, self-learning materials are created under specific guidance, as the learners utilising them are predominantly employed and have limited time for intensive study. This study material is easy to understand clear, concise, and comprehensive. The course content is elucidatory for the learner. The study material is prepared with consideration for the learners' average proficiency. A conversational style is used in the writing, while maintaining standard language usage.

5.3 Compliance status in respect of Self-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.

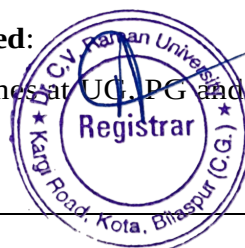
CDOE Dr. C.V. Raman University develops self learning material and e-learning resources in accordance with University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020, ensuring they are self-explanatory, self-directed, self-motivating, self-contained and self-evaluative. Method employed for the preparation of Self Learning Material (SLM), the material is tailored to accommodate learners' backgrounds, use simple language, illustrative examples, and images to enhance comprehension. Self-assessment practice questions are provided, and the units are organized for self-directed learning. Development of educational resources by competent authorities takes into account learner profiles across Chhattisgarh, including literacy levels and ICT skills, resulting in the effective completion of Self Learning Material (SLM).

The preparation of Self Learning Material (SLM) at the university follows a systematic process. First, the curriculum for each programme is approved by the Board of Studies and the Academic Council. After this approval, the Hon'ble Vice-Chancellor constitutes expert committees for different courses. Workshops and training programs are then organized for writers, editors, and subject experts involved in SLM development. The materials are prepared and reviewed by the team according to the prescribed format and quality standards. Once developed, the SLMs are checked for compliance with these standards by the Board of Studies and experts. Finally, all SLMs approved by the Board of Studies and the Academic Council are sent for printing.

Part – VI: Programme Delivery through Learner Support Centre (LSC)

6.1 Details of personal contact programmes implemented:

Please provide information in respect of programmes at UG, PG and PGD Programmes



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HEI ID: HEI-U-0084**Name of HEI:**
Dr. C.V. Raman University**Type of HEI:**
Private, Dual mode

S. No.	Programmes name	Centre Name	No. of centres conducted PCP	No. of PCP held every year	Total no. of learners registered in the programme	No. of Learners Attended on an average basis
1	UG	Dr. C.V. Raman University Head Quarter	1	3	3	3
2	PG	Dr. C.V. Raman University Head Quarter	1	3	28	27

6.2 Compliance status of 'Learner Support Centre' - As per Annexure - VIII of UGC(ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention the process followed for identification of LSCs and the agreement terms for providing support to the learners thereby ensuring compliance to the LSCs provisions of the Regulations. The explicit details of approval by its Statutory Authorities/CIQA shall also be mentioned.

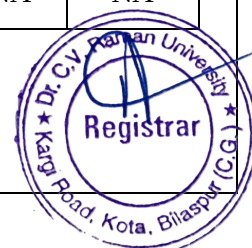
University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020. A Private University shall not offer programmes under Open and Distance Learning mode through any Learner Support Centre.

6.3 LSC wise enrollment details (Not for Private University)

Sr. No.	Name & Address of College/ institute where LSC is established (with Pin Code)	This LSC is of how many HEIs? (No. and Names)	If yes, All the HEIs in same State as that of the LSC?	Name of HEI to which College/ institute is affiliated (where LSC is established)	Whether the College/ institute is private or Govt(whether LSC is established)	Name and Contact Details of Coordinator and Counsellor	Qualification of Coordinator and Counsellor	No. of Counsellors	Programmes offered	Total Enrolled learner.
1.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
N.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

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Dr.C.V.Raman University
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Private, Dual mode

Note: In case of Science Programmes, programmes shall be offered from the Head Quarters and/or only from such Learner Support Centres which are offering same programme under conventional mode atleast for seven years.

Whether LSC is offering same programme under conventional mode	If Yes, then years since when being taught in conventional mode	No. of years	7 years condition complied Yes/No
NA	NA	NA	NA

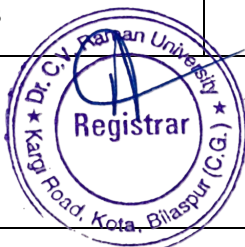
6.4 Off campus details (For Deemed to be University)

Sr. No.	Name & Address of Off campus (Pin Code)	Approval of Govt of India through notification published in the Official Gazette	Name and Contact Details of Coordinator and Counselor	Qualification of Coordinator and Counselor	No. of Counsellors	Programmes offered	Total Enrolled learner.
1.	NA	NA	NA	NA	NA	NA	NA
N.	NA	NA	NA	NA	NA	NA	NA

6.5 Delivery of Self-Learning Material

Delivery of Self Learning Material to learners for ODL programmes as defined in Annexure-VI and Annexure-VII of Regulations

Type	Date of Admission (for July and January)	Date of delivery SLM	Whether SLM delivered to learners within a fortnight from the date of admission
Printing Material	November 2024 February-March 2025	November 2024 March-April 2025	Yes
Audio-Video Material	December 2024	Placed on University Website	Yes
Online Material	https://cvru.ac.in/iode_study_material		
Compute based Material	Yes	Yes	Yes



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Dr.C.V.Raman University
Kargiroad, Kota, Bilaspur (C.G)

HEI ID: HEI-U-0084**Name of HEI:**
Dr. C.V. Raman University**Type of HEI:**
Private, Dual mode**6.6 Whether any course in a particular programme was allowed through OER/
Massive Open Online Courses: Y/N**

a. Provide details as under:

S. No.	Program me Name	Courses allowed through OER/ MOOC	Name of Platform	Na of HEI me offer ing 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 wise – programmes wise)
1	BBA	Principles of Management	EPG pathshala		3Years	4	100
		Fundamentals of Entrepreneurship	EPG pathshala		3Years	4	70
		Organizational Behaviour	EPG pathshala		3Years	4	100
2	MBA	Human Resource Management	EPG pathshala		2 Years	2	100
		Marketing Management	EPG pathshala		2 Years	2	100
		Management Process and Organizational Behavior	EPG pathshala		2 Years	2	70
3	BCOM	Principles of Management	EPG pathshala		3Years	4	100
		Development of Entrepreneur	EPG pathshala		3Years	4	70

b. Upload approval of statutory authorities of the Higher Educational Institution: [Annexure 6.6.1](#)**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**

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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	Annexure 7.1.1.1
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 Open and Distance Learning mode	Yes	Annexure 7.1.2.1 Annexure 7.1.2.2
3.	Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities	Yes	Annexure 7.1.3.1
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	Yes	Annexure 7.1.4.1
5.	Programme-wise information on syllabus, suggested readings, contact points for counselling/mentoring, programme structure with credit points, programme-wise faculty details, list of supporting staff, list of Learner Support Centers with addresses and contact details (for Open and Distance Learning mode), their working hours and counselling (for Open and Distance Learning mode) Schedule;	Yes	Annexure 7.1.5.1 Annexure 7.1.5.2
6.	Important schedules or date-sheets for admissions, registration, re-registration, counselling/mentoring, assignments and feedback thereon, examinations, result declarations etc.	Yes	Annexure 7.1.6.1



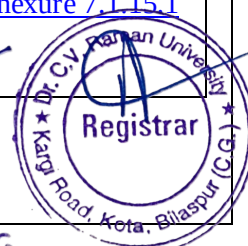
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7.	The feedback mechanism on design, development, delivery and continuous evaluation of learner-performance which shall form an integral part of the transactional design of the Open and Distance Learning mode programmes and shall be an input for maintaining the quality of the programmes and bridging the gaps, if any	Yes	Annexure 7.1.7.1
8.	Information regarding all the programme recognized by the Commission	Yes	Annexure 7.1.8.1
9.	Data of year-wise and programme-wise learner enrolment details in respect of degrees and/or post graduate diplomas awarded	Yes	Annexure 7.1.9.1
10.	Complete information about 'Self Learning Material' including name of the faculty who prepared it, when was it prepared and last updated for Open and Distance Learning Programmes;	Yes	Annexure 7.1.10.1
11.	A compilation of questions and answers under the head 'Frequently Asked Questions' with the facility of online interaction with learners providing hyperlink support for Open and Distance Learning Programmes	Yes	Annexure 7.1.11.1
12.	List of the 'Learner Support Centres' along with the number of learners who shall appear at any examination centre and details of the Information and Communication Technology facilities available for conduct of examination in a fair and transparent manner, for Open and Distance Learning programmes	Yes	NA
13.	List of the 'Examination Centres' alongwith the number of learners in each centre, for Open and Distance Learning programmes	Yes	Annexure 7.1.13.1
14.	Details of proctored examination in case of end semester examination or term end examination of Open and Distance Learning programmes	Yes	Annexure 7.1.14.1
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.	Yes	Annexure 7.1.15.1

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Dr. C.V. Raman University**Type of HEI:**
Private, Dual mode

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	Yes	Annexure 7.1.15.1
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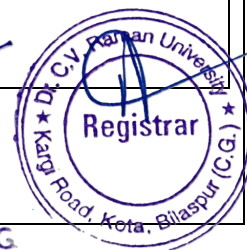
Part – VIII: Admission and Fees

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

S. N.	Provision	Whether being complied Yes/No
1.	The intake capacity under Open and Distance Learning mode for a programme under science discipline to be offered by a Dual Mode University shall be three times of the approved intake in conventional mode and in case of Open University, it shall be commensurate with the capacity of the Learner Support Centres (for Open and Distance Learning only) to provide lab facilities to the admitted learners:	NA
2.	Enrolment of learners to the Higher Educational Institution, for any reason whatsoever, in anticipation of grant of recognition for offering a programme in Open and Distance Learning mode, shall render the enrolment invalid	Yes
3.	A Higher Educational Institution shall, for admission in respect of any programme in Open and Distance Learning 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

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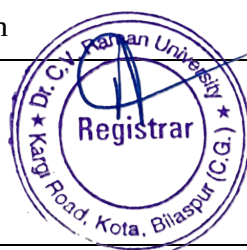
HEI ID: HEI-U-0084**Name of HEI:**
Dr. C.V. Raman University**Type of HEI:**
Private, Dual mode

4.	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
5.	The fee waiver and/or scholarship schemes for Scheduled Caste, Scheduled Tribe, Persons with Disabilities category of learners and learners from deprived section of society shall be in accordance with 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	Yes
6.	Admission of learners to a Higher Educational Institution for a programme in Open and Distance Learning 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: Provided that a Learner Support Centre shall not admit a learner to any programme in Open and Distance Learning for or on behalf of the Higher Educational Institution	Yes
7.	Every Higher Educational Institution shall– (a) record Aadhaar details or other Government identifier(s) of Indian learner and Passport for an International Learner; (b) maintain the records of the entire process of selection of candidates, and preserve such records for a minimum period of five years; (c) exhibit such records as permissible under law on its website; and 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.	Yes
8.	Every Higher Educational Institution shall publish, prior to the date of commencement of admission to any of its programme in Open and Distance Learning mode, a prospectus (print and in e-form) containing the following for the purposes of informing those persons intending to seek admission to such Higher Educational Institutions and the general public, namely, as mentioned at sr. no. '8(a)' to '8(k)' below	Yes

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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 Open and Distance Learning 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 Open and Distance Learning 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 admission to each programme of study and the amount of fee to be paid for the admission test	Yes
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



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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 in the Commission Order	Yes
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 Open and Distance Learning 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 Open and Distance Learning 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 Educational Institution	Yes



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14.	No Higher Educational Institution shall, issue or publish- (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; (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	Yes
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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.

Dr. C.V. Raman university has different set of mechanisms exists for addressing learners' concerns. Grievance Redressal occurs at the university headquarters. A organized approach exists for addressing grievances of learners in different areas, including admission, examination, and the distribution of self-learning materials. The University has established rapid provisions through the learners support division to address any learner enquiries regarding the admission process and the completion of admission forms. The University has necessary provisions to address any learner dissatisfaction with exam results and inaccuracies in mark sheets following the release of Term End Examination results. Issues faced by learners with study materials, including not having materials, incorrect address records, or receipt of inaccurate materials, are being identified through their enquiries and addressed swiftly. Grievances pertaining to academic activities are addressed at the programme level by the programme coordinator, subject experts and counselors. Letter-box/ complaint register is available in the Center for Distance and Online Education as well as an online Grievance Redressal System is also available. Where learners can register their complaints online and can also check their status online 24 x 7. Complaints received through various mediums are resolved within 5 working days. To remain informed about the learners' problems, many channels such as WhatsApp, email, inquiry counter, grievance form on the CVRU website, and phone calls are available to the learners.

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Name of HEI:
Dr. C.V. Raman University

Type of HEI:
Private, Dual mode

9.2 Details of Grievance received

Numbers of Grievance Received	Numbers of Grievance Resolved
0	0

9.3 Complaint Handling Mechanism

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

An established system exists for addressing learner grievances. The grievance handling procedure is conducted at the headquarters (HQ). The university has established a learner grievance redressal committee, chaired by a Nodal Officer, for the aim of addressing complaints. Learners may submit their grievances via the UGC's 'Online Learners Grievance Redressal Portal., Complaint box established in CDOE, WhatsApp Group operated by concerned Programme Coordinator, CVRU's Portal, E-Mail: lsd@cvru.ac.in' The constituted committee of the university addresses these submitted grievances. To remain informed about the learner's complaint, several channels such as social media, WhatsApp, email, inquiry counter, and phone calls are made available to the learners.

Part – IX: Grievance Redressal Mechanism

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HEI ID: HEI-U-0084**Name of HEI:**
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9.2 Details of Grievance received

Numbers of Grievance Received	Numbers of Grievance Resolved
0	0

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9.4 Details of Complaints received from UGC (DEB)

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Registrar
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HEI ID: HEI-U-0084**Name of HEI:**
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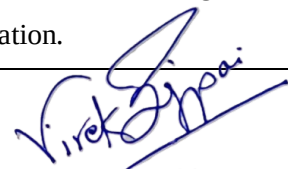
Numbers of Complaint Received	Numbers of Complaint Resolved	Whether Complaint was resolved within stipulated time i.e. 60 days? (yes/No)
0	0	NA

Part – X: Innovative and Best Practices

10.1 Innovations introduced during academic year

1. Enrichment of Program Guide for ODL learners at CDOE: - CVRU program guide are more effective for further learner's benefit and following points are added i.e. reference book, details, instructions for submitting assignments, date schedule for submitting assignments and guideline for preparation of project report.
2. Formation of Learner-centric group (WhatsApp / Email-ID repository) for all the approved ODL programmes at an individual manner: To Solve any kind of academic issues, learners' knowledge base question, assignment related information or questions or any issues related to e-learning materials, SLM etc. CVRU-CDOE has framed small subject-based group for all programmes and makes a sketch of the different element of the ODL model to the specific subject area. Then explains what the function of the elements is in the process, further makes a plan for the tutoring and assessment process.
3. Ensuring quality content delivery: by making accessible academic and technical advisers who can assist learners throughout the duration of the program.
4. In order to enhance ODL learners' awareness of industry trends and skill development, renowned experts were invited to conduct guest lectures and workshops.
5. Information about seminars, conferences, workshops, and other academic events organized for the regular mode learners of the university is also shared with learners enrolled in the distance mode, enabling them to take advantage of these opportunities. In addition, the university has established various centers and clubs related to research and innovation, science and technology, entrepreneurship, environment, Indian knowledge traditions, and community engagement. Distance mode learners are connected to these centers and clubs through telephone, WhatsApp groups, and email. This ensures not only their academic development but also their overall growth, enabling them to contribute meaningfully to the development of the state, society, and the nation.

10.2 Best Practices of the HEI


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Quality Initiatives and Technology Integration in ODL at CVRU-IODE

1. Raman Radio 90.4 – First University Community Radio in Central India Provides audio lecture delivery for various courses across different disciplines.

Serves as an accessible medium for distance learners.

2. Technology & Media Implementation in ODL Mode

Random and innovative use of technology and media in various ODL activities such as:

- Learner Support Centre (LSC) activities
- Curriculum & Self-Learning Material (SLM) development
- Personal Contact Programmes
- Placements, examinations, and evaluation processes
- Aims to enhance quality and ensure continuous improvement.

3. Learner-Centric Communication Groups

Formation of WhatsApp groups and Email-ID repositories for each approved ODL programme.

Purpose: To address academic issues, answer learner queries, share assignment-related information, and resolve problems related to e-learning materials and SLMs.

Groups are subject-specific to ensure focused and effective communication.

4. Full-time Active CVRU-ODL Helpdesk

Dedicated helpdesk to resolve:

- Learner queries
- ODL guidelines
- Admission procedures
- Continuous information support

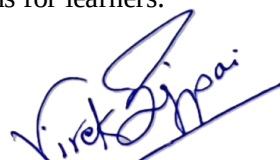
5. ICT-based Continuous Counselling

Use of ICT tools and platforms to conduct regular counselling sessions for learners.

6. Online Feedback Mechanism

Collects feedback from learners and counsellors regarding:

- Support and services


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HEI ID: HEI-U-0084

Name of HEI:
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Type of HEI:
Private, Dual mode

- Infrastructure and facilities

Followed by feedback analysis and preparation of an Action Taken Report.

7. Capacity Building for Academic & Non-Academic Staff

Regular workshops, training programmes, Faculty Development Programmes (FDPs), and seminars based on ODL quality tools.

Encouragement for staff to participate in training organized by government-approved bodies and institutions in India and abroad.

10.3 Details of Job Fairs conducted by the HEI

After receiving an NAAC “A” grade, Dr. C.V. Raman University has been granted recognition to conduct distance education programmes for the October 2024–25 session. As it is the first year, the university has not organized a job fair for learners admitted through the distance mode. However, for the 2025–26 session, the university has proposed to organize a job fair for these learners.

10.4 Success Stories of learners of ODL mode of the HEI

NA

10.5 Initiatives taken towards conversion of SLM into Regional Languages

Dr. C.V. Raman University is developing Self-Learning Materials (SLMs) in both English and Hindi for its learners. Since Hindi, along with Chhattisgarhi, is widely spoken in the state of Chhattisgarh, the university has prepared Hindi SLMs for many programmes.

10.6 Number of learners placed through Campus Placements

NA

10.7 Details of Alumni Cell and its activity

NA

10.8 Any other Information

NA


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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: Dr. Vivek Bajpai

Seal:

Director (CIQA)
CDOE
Dr.C.V.Raman University
Kargiroad, Kota, Bilaspur (C.G.)

Date: 29/08/25

Signature of the Registrar:

Name: Dr. Arvind Kumar Tiwari

Seal:



Date:

29/08/2025

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.