

7.3.1 Institutional Distinctiveness

The primary objective of Guru Ghasidas Vishwavidyalaya is to provide high-quality higher education to students by launching new academic programs and courses, as well as organizing academic and extracurricular activities. GGV is fostering research by establishing state-of-the-art research facilities and forming academic partnerships with prestigious institutions. The University has two distinguishing characteristics: first, Guru Ghasidas Ji, the great Satnami Saint after whom it is named, and second, its location in the tribal-dominated state of Chhattisgarh. Guru Ghasidas Ji founded Satnam Panth to challenge contemporary discriminatory social order and to advocate for social equality. Inspired by the teachings of Saint Guru Ghasidas Ji of “Mankhe Mankhe Ek Samaan” (meaning that all human beings are the same), the university has an inherent value that considers quality higher education as an important tool for establishing egalitarian society by empowering the deprived sections of the society. This value is even more important because this university is located in Chhattisgarh, a socially and economically challenged state with 32% of the population belonging to Scheduled Tribes, 12% to Schedule Castes, 45% to OBCs, and 39% of total population is living below the poverty line. The following are some of successful efforts made by the University that makes the University unique and distinct: In order to promote increased access to quality higher education to deprived sections of the society, the university conducted Vishwavidyalaya Entrance Test (VET) at 16 different centres including remote tribal areas and the effort yielded positive results. The total number of applicants for VET (excluding B.Tech. and MBA programmes) was 18666 in 2019-20 and 20718 in 2020-21. In 2019-20, out of 7676 students enrolled in the university, 1199 (15.62%) belong to SC, 761 (9.91%) belong to ST, 3106 (40.46%) belong to OBC. The university has completed two batches of B.Ed. Special courses in learning disabilities and hearing impairment, bridging the gap between demand and supply of qualified teachers for Divyang Jans. The rural-urban divide has been narrowed by integrating tribal knowledge into contemporary domains of knowledge, as well as the application of technology developed for the benefit of rural people. To accomplish this objective the university has initiated documentation, preservation and promotion of the traditional knowledge of Chhattisgarh Baigas (the local traditional healers) by organizing in-residence workshop that allow students to interact with Baigas and document their inherent knowledge for scientific validation. Under the “Unnat Bharat Abhiyaan,” a team of faculty members maintains constant liaison with tribals from nine villages to improve their health and hygiene, education, and other support systems.