



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**SAMBALPUR UNIVERSITY**

**SAMBALPUR UNIVERSITY, JYOTI VIHAR, BURLA  
768019  
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**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL  
BANGALORE**

**(Draft)**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

In 1967, Sambalpur University was established in a rural, agro-based, tribal- dominated and relatively underdeveloped region of India, which constitutes the western part of Odisha. Its cherished vision has been to extend the frontiers of all fields of knowledge at the global level and seek their relevance to the local needs in pursuance of the mission of improving the economic, civic and environmental conditions of the region. An equitable social order and a liberal humanist culture have been the professed goals of the University. The said vision informs the pedagogic policies and programmes pursued by the University with regard to the subjects taught, fields of research chosen and projects run.

Presently, 156 undergraduate colleges, 2 autonomous and 1 constituent college affiliated to this University with total student strength of more than 90,000. Spread over an area of 670 acres of land, the University campus is green, serene and conducive to healthy living and academic pursuit. Twenty six Post-graduate Departments on the University Campus are now offering 33 PG Courses, 23 M. Phil. Courses and 8 undergraduate courses and intergrated B.Ed.-M.Ed. Programmes besides Ph.D. Programmes. Sambalpur University Institute of Information Technology (SUIIT), established in 2010 has been offering B.Tech., and M. Tech. Programmes. The University has the faculty strength of 105 teachers and the Postgraduate Departments have 2600 students, of whom more than 80% are staying in campus hostels.

Sambalpur University encourages its faculties and students in pursuing research in local and global issues. In last five year faculty members of the University have carried out more than 60 funded-research projects amounting Rs. 23.30 crores. University has also created several research facilities including central instrument facility during the academic years 2017-2022. The concerted effort of the university in pursuit of the research is being reflected in its h-index (Web of Science h-index: 54).

### **Vision**

Sambalpur University is committed to creating and sustaining a transformative educational environment for its students, staffs and faculties in the field of Liberal Arts, Sciences and Profession studies so that they become globally competitive through competency in respective domain knowledge, research, innovation and entrepreneurship skills with heightened sense of meaningful community engagement and personal developments.

### **Mission**

- Sambalpur University shall strive to educate society for generation by providing transformative education with deep disciplinary knowledge and concern for environment.
- To develop problem solving, leadership and communication skill in student participants to serve the organization of to-day and tomorrow.
- To aim for the holistic development of the students by giving them value based ethical education with concern

for society.

- To foster entrepreneurial skills and mindset in the students by giving lifelong learning to make them responsible citizen.

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

### Institutional Strength

- The well-spread out campus of six hundred and seventy acres of land of Sambalpur University endowed with scenic beauty has great potential for future physical expansion.
- Sambalpur University is committed to curricular excellence despite its limited means and resources.
- The University is well-known as a centre of learning where no compromise is made with classroom teaching. This pedagogic strength has been advantageous to the academic growth of the students, most of whom come from relatively underprivileged and rural regions of western Odisha.
- The atmosphere prevailing on the campus is most peaceful and least distracting. By and large the students are disciplined and law-abiding.
- The University has signed as many as 55 MOUs with reputed educational institutions in India and abroad.
- Postgraduate Departments work out their academic calendars in order to ensure timely completion of the courses.
- Most Departments have good infrastructure and appropriate education technology of teaching aids, scientific laboratories and virtual laboratories. Departments are equipped with Wi-Fi enables interactive panels for ICT-enabled teaching.
- Periodic revision of syllabuses, introduction of ECS in the postgraduate syllabuses, and timely conduct of examinations and publication of results have added to the strength of the University.
- The University has its strong quality assurance system in respect of the academic and research performance of its teachers through self-appraisal mechanism.
- Green-Audit, sensitization towards issues of gender and caste-based oppression, voluntary activities of students are some healthy practices that mark the strength of extracurricular profile of the University.
- Collecting and archiving ancient palm-leaf texts and artifacts, invaluable manuscripts and publishing those pertaining to poetry, mythologies and folklore in the local language.
- Awarding annually the eminent Indian poets of national stature the 'Gangadhar National Award for Poetry' is a distinctive feature of the cultural profile of Sambalpur University.
- Sambalpur University has opened the Department of Performing Arts, the only department of its kind to be in a University in Odisha. This Department has created a vibrant atmosphere of culture and arts on the campus.
- University has established two centres of excellence on Natural Products and Therapeutics and Regional Development and Tribal Studies with the funding from World Bank.

### Institutional Weakness

- Sambalpur University is a State-funded university and majorly depends on the sanction of Government funds toward infrastructure development and maintenance.
- Despite its potential to draw best minds for teaching and research, Sambalpur University has not been able to live up to the standards of its self-expectation, owing to locational disadvantage. As a provincial

University, it has no airport or major railway junction close at hand for better communication. At times scholars from abroad and metropolitan centres of learning in India shy away from coming to the University.

- The western region of Odisha, especially a large part of the KBK region, where Sambalpur University is located, is backward in socio-economic terms. That it suffers from regional imbalances vis-à-vis most others parts of Odisha is well documented. In this regard the poor financial background of the students proves a major hindrance to the University raising the cost of education and other student facilities in order to maintain the desirable standard of services. This is definitely a point of weakness and a cause of worry.
- Rising cost of utilities like energy, water, maintenance of buildings and roads, E- governance cost and lack of commensurate enhancement of the Block Grant by the Government have resulted over the years in deficit budget despite very prudent financial planning by the University.
- Rising number of vacancies in various Postgraduate Departments as well as administration wings without fresh recruitments has impaired the academic and administrative functioning to some extent.
- Many Departments have failed to meet the criterion of the minimum faculty number of 6 and for that reason alone failed to apply for renewal of UGC-SAP funding under DRS.
- Vacancies those remain unfilled after superannuation of non-teaching employees also amount to larger administrative burden on the existing staff as well as teachers. This affects both administration and academics adversely.

## **Institutional Opportunity**

- There is a saying that adversity is the mother of invention. Ironically, Sambalpur University has turned many of its disadvantages into its favour by exploring latent opportunities in them for innovation. As it has been saddled with the responsibility of spreading higher education and catalyzing social change in a vast region of underdevelopment and poverty, Sambalpur University has introduced add-on courses, and Diploma Courses leading to multi-skill development.
- It has explored the opportunities of applying for special funding schemes of RUSA and Western Odisha Development Council (WODC) for grants, and these efforts have met with success. Sambalpur University has been successful to establish two centres for excellence, Natural Products and Therapeutics and Regional Development and Tribal Studies from the World Bank through Odisha Higher Education Program for Excellence and Equity Projects. The centre of Excellence on Natural Products and Therapeutics is working on the identification of the active ingredients from the medicinal plants of Gandhamardhan area. The species identification of medicinal plants are carrying out with the help of local Baidyas and Paikmal Ayurvedic College.
- Department of Biotechnology and Bioinformatics, Environmental Sciences, Life Sciences and Chemistry have jointly received DBT-Builder projects, which accelerates the creation of high-end instrumental facilities in the university.
- The University has been creating opportunities for students to enroll in innovative courses. The University has set up a Centre for Food Science and Technology with a grant of Rs 75,00,000/- from MOFPI, Govt of India in 2010. This Centre offers M.Sc. programmes in Food Science, and Food Science Nutrition. The University has also offers Biotechnology, Bioinformatics, Master in Social Works. Master in Performing Arts programme provides opportunity to the students interested in local arts and culture.
- The University also explores opportunities to collaborate with the industries in the adjoining areas of the campus in research projects and also offer consultancy to them. These efforts have been fruitful enough to open up career opportunities for students in some cases.

## **Institutional Challenge**

- In recent years, with the advent of globalization, there has been the emergence of Private Universities and Institutes all over India and Odisha with better infrastructure and market-savvy professional courses. These pose a threat to a State-funded institution like Sambalpur University
- Institutions like Sambalpur University, committed to the ideology of equity and social justice, subsidize education and services to the underprivileged students. Very often they fail to maintain quality of education with the minimal financial and human resources they command. Like any other institution, Sambalpur University faces the same challenge. And yet, Sambalpur University has been trying its best to generate resources by floating self-financing courses and create funds for development purposes.
- A majority of the students coming from rural-based underprivileged families face the handicap of poor English knowledge and inadequate speaking skills even as they have great potential for learning. The University tries its very best to develop the soft-skill abilities and personality of its students and inculcate in them self-confidence through curricular activities of seminars and project works. In course of time the students prepare themselves to meet the challenges of advanced- language skills as well as abilities of self-learning and research.
- With the above exercise in self-appraisal, Sambalpur University believes, it is worthwhile to prepare a road-map for its future plan and courses of action in pursuance of its vision and mission.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

- The University makes periodic assessment of its curricula, taking into account the students' needs, teaching and research potential of the faculty, emerging trends in various knowledge regimes across the globe, curricular requirements of various teaching and examining bodies in India and above all the local needs.
- While designing the curricula across all disciplines, employability of students is emphasized without compromising the core values and ethos of the disciplines. At regular interval of 2 to 3 years, the syllabuses of the University are revised for U.G. P.G. and M.Phil./ Ph.D. programmes in line with the UGC Curriculum Models, NET, GATE syllabuses, UPSC and other recruitment commissions. All the courses of UG & PG courses have undergone revision up to 20-25% during the academic years 2017-2022.
- University floats new courses to keep pace with the dynamics of the local, national, regional and global developmental needs.
- The University has adopted many innovative measures in curriculum-designing and development such as adoption of Course-Credit Semester System, and continuous evaluation through Internal Assessment, Home Assignments/Term-Papers/Dissertations, Weekly Seminars, and Research Review Presentations etc.
- The University is very particular about collecting, analyzing and improving syllabuses based on the feedback from students and other stakeholder.
- Most of the programmes have a compulsory paper on field projects, research projects and/or internships in imbibing the practical approach of problem solving.
- University pays adequate attention and maintains high standard ethics, gender and human values and environmental sustainability through its courses and activities.
- University modifies its syllabus in regular interval to accommodate courses relevant for employment

generation. During the academic years 2017-2022 more than 30% courses offered in the university have relevance for employability.

## Teaching-learning and Evaluation

- The University adopts rational, consistent and transparent methods of selecting students for different academic programmes. The University strictly adheres to the reservation rules as fixed by the Government of Odisha, which is currently 22.5% for ST and 16.25% for SC students. It also reserves seats for other special categories of candidates such as Divyangjan.
- In the Post-graduate Departments of the University remedial coaching classes are conducted. Department identifies the slow learner and advanced learners through its mentor-mentee interactions, and remedial/advanced study plans are implemented. Moreover, department takes tutorial classes for NET/GATE and other state/national level entrance examinations.
- The University has a pool of qualified and dedicated human resource, with adequate teaching and research experience and exposure to various reputed learning and research centers in India and abroad. About 94% of its teachers are having Ph.D. degrees.
- The highly experienced teachers, average teaching experience of full time teachers in the same institution, are a great strength to its teaching ambience and sustainability.
- All efforts are made to complete the courses and hold examinations and result publication in time.
- The pedagogic system of the University is student-centric, interactive, innovative, experiential and problem solving. Students' seminars are a regular feature of each programme.
- The university mostly utilizes ICT-enabled instruments for teaching, learning, training and meetings.
- The Competency-based learning outcomes (PSOs, POs and COs) are stated and displayed at the entrance of each department and communicated to teachers and students.

## Research, Innovations and Extension

- The University has a Research and Development Cell for processing of files for submission of R&D proposals, release of grants and implementation of the projects, doing liaison between investigators and various funding agencies, including industries, processing appointment of research scholars qualified for NET, GATE, INSPIRE, RGN fellowships etc. and monitoring their research activities through concerned supervisors/heads of the Nodal Centers.
- The University has state-of-the-art research facilities for advanced research in Biotechnology and Bioinformatics, Physics, Chemistry, Life Sciences, Environmental Sciences, Earth Sciences, Medical Sciences, and Engineering Sciences.
- University provides seed money to the faculty members for the pursuance of research.
- University gives priority to the students for joining Ph.D. programme who have cleared national level entrance test such NET, GATE and others.
- Multiple departments are having UGC-SAP, DST-FIST, DBT-Builder projects.
- University conducted more than 60 research projects in the academic years 2017-2022 amounting Rs. 2334.44 Lakhs.
- University has published 952 papers in Scopus journal during the academic years 2017-2022. The h-index of the university is 54 (Web of Science).
- The University's incubation centre is attempting to establish an entrepreneurial culture and ecosystem on

the campus.

- University has established Central Instrumentation Facility (CIF) during academic years 2017-2022 to invigorate the research eco-system of the university.
- University has been successful to establish two centres of excellence such as Centre for Natural Products and Therapeutics and Regional Development and Tribal Studies with the funding from World Bank.
- University regularly organizes workshops and seminars on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, and skill development.
- University has published 13 patents, 1205 papers, 406 book chapters & conference proceedings, and produced 440 Ph.Ds during the academic years 2017-2022.
- The university has well-defined consultancy rules clearly mentioned in the Consultancy Project Policy.
- Sambalpur University encourages its faculty, staff, and students to engage with the communities in its neighbourhood for holistic growth through a range of programmes. Every year, the University organizes a programme called Human Welfare Drive, in which students and staff volunteer to participate in community-based outreach efforts.
- NSS unit of Sambalpur University organizes extension and outreach programs in regular interval.

## Infrastructure and Learning Resources

Sambalpur University has Infrastructure, Planning and Development Committees, which are entrusted with the responsibility for overall developmental plans. All development programmes are centrally planned and reviewed from time to time. All decisions/resolutions are ratified and approved by the Syndicate.

- The departments are equipped with interactive panels and LCD projectors to facilitate ICT-enabled teaching and learning. The entire campus is linked through LAN/Wi-Fi for easy internet access. The current laboratory, library, and classroom infrastructures have been continuously renovated receiving from World Bank through OHEPEE, RUSA, DST-FIST, and UGC-DRS.
- The university also encourages its students to participate in cultural activities, yoga, games and sports. University has facilities like playground, gymnasium (boys & girls), yoga centre, auditorium etc. to promote these activities.
- The University has a well-equipped Health Centre and a centrally air-conditioned auditorium, To satisfy the general needs of its stakeholders, the university campus houses the State Bank of India, UCO Bank, Post Office and guest house. To accommodate the increasing number of students, more and more residential facilities have been built over the years. UGC-Human Resource Development Centre of the University conducts number of Orientation/Refreshers/Faculty Induction Programs. Sambalpur University has installed 285 kW Roof-Top Solar Power facilities and also a dedicated feeder to ensure an uninterrupted and high-quality power supply. A central instrument facility and a food court under construction. The average percentage of expenditure for infrastructure augmentation is approximately 95%. Around 63% of classrooms and seminar halls are with ICT - enabled facilities. Sambalpur University has an IT policy to manage IT Services. Its campus has a 1 Gbps leased line connectivity with an annual outlay of Rs. 50 lakhs.
- The Central Library is fully automated with the use of KOHA integrated library management software with bar-coding system for ensuring fast processing of routine activities. Library is currently using DSPACE software for its institutional repository as an online archive for collecting, preserving, and disseminating digital copies. All faculty members, students and research scholars have been provided

with OpenAthens remote access so that they can access and download various digitized contents and e-articles remotely from anywhere in the world.

## Student Support and Progression

Sambalpur University has an in-built unit in its administrative structure, which is concerned with students' affairs. This unit has statutory status and it is called the Postgraduate Council, headed by the Chairman, P.G.C. The Chairman coordinates the activities and facilities related to the students' right from the time of their admission to the completion of their courses.

The Warden of the hostels supervises the admission of the students into various hostels and residencies. To create an academic atmosphere which is equitable to students of weaker sections of society and to girl students, the University has formed various cells and adopted special measures. The university has a Sports council that initiates and executes activities relating to promotion of sports.

- About 74% percent of students are benefited by scholarships and freeships and 23% of students are benefitted by career counseling and guidance.
- For Redressal of student grievances, the university has a guideline in consonance with the UGC. Besides, the university organizes wide awareness and undertakings on policies with zero tolerance, adopts online/offline mechanisms for submission of students' grievances and timely redresses the grievances through appropriate committees.
- During the academic period 2017-2022 about 32% of students qualified in state/national level examinations during the last five years and the percentage of student progression to higher education is approximately 55%. Good number of students participated in sports / cultural activities at inter-university / state / national / international events and brought laurels to the university. A total of 85 sports and cultural events / competitions organized by the institution during these five years.
- The Sambalpur University Postgraduate Alumni Association (SUPAA) is a registered body which bridges the gap between academia and industry.

## Governance, Leadership and Management

Sambalpur University has all along cherished the vision of harnessing the needs of the region it inhabits to the trends of knowledge globally produced in several fields. Its mission has been to harness the development of local human resource and creation of cultural capital and maximal utilization of local human resource at hand. The university is making a sincere endeavour to pursue excellence in teaching and research to translate the vision into reality and accomplish the mission.

The University makes best possible effort to make quality recruitment of competent faculties despite the disadvantage of being located in the hinterland of Odisha. An academically conducive and peaceful atmosphere prevails here, together with supportive infrastructure, which helps the teachers undertake quality research and rise to eminence in their respective fields.

- The University has a formal policy to ensure quality of teaching and research of the faculties, whose performance is reviewed by the Internal Quality Assurance Cell (IQAC). This cell collects data in the prescribed format of Academic Quality Assurance Report (AQAR), which are analyzed and appropriate follow-up actions are taken.

- Sambalpur University has a well-defined and structured governance and management system with the Post Graduate Departments, Institutes, and Colleges functioning under the control of the Vice Chancellor. Heads of the P.G. Departments and principals of respective colleges run their respective institutions within the framework of participatory decision-making.
- The University's administrative power structure has been decentralized through the executive and advisory roles of Deans of faculties. There is a clear guideline for the Vice-Chancellor to act in his/her administrative capacity as per the provisions of the Odisha University Act and Statutes 1990.
- University strategic plans for Curriculum Development, Teaching and Learning, Examination and Evaluation, Research and Development, Library, ICT, and Physical Infrastructure and Instrumentation, Human Resource Management, and Industry Interaction and Collaboration are framed and executed.

## **Institutional Values and Best Practices**

Innovations and best practices are the hallmark of a good institution of higher learning, and Sambalpur University, despite its material constraints, has been innovative enough to adopt some healthy academic and cultural practices. The salient among them are broadly categorized as Environment Consciousness, Innovations and Two Best Practices.

- The University aims to help provide gender equity by conducting seminars, debates, and group discussions for both boys and girls on a single platform, and awareness programmes on women's empowerment and gender sensitivity, cybercrime and self-defense.
- University conducts external auditing for energy, gender, green and environment, and implements the recommendation of the audit report to making the campus environmentally sustainable.
- The university utilizes its kitchen wastes for the purpose of energy generation using Biogas plant installed at the Vikas Degree College (an affiliated college of the University) at Bargarh and Biomedical and plastic wastes to the incinerator installed at VIMSAR, Burla.
- University has taken necessary steps toward recharging the ground water by harvesting systems in the departments and creating ponds in the university premise. The University also maintains the natural lake present in the campus.
- University promotes using bicycle and battery powered vehicles inside the campus, carries out awareness campaign against the usage of plastic. University further maintains the landscape by planting saplings.
- The university has many healthy practices to ensure quality teaching and research as well as sound administrative functioning. The two best practices that deserve special mention are (1) Gangadhar National Award for Poetry and (2) Manuscript Conservation Programme Under the National Mission for Manuscripts (NMM), Ministry of Culture and Tourism, Govt. of India

## 2. PROFILE

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### 2.1 BASIC INFORMATION

Name and Address of the University	
Name	SAMBALPUR UNIVERSITY
Address	Sambalpur University, Jyoti Vihar, Burla
City	Sambalpur
State	Orissa
Pin	768019
Website	<a href="http://www.suniv.ac.in">www.suniv.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Bidhu Bhusan Mishra	0663-2430157	9437134777	0663-2430158	vc@suniv.ac.in
IQAC / CIQA coordinator	Pradipta Kumar Behera	-	9437093574	-	iqac@suniv.ac.in

Nature of University	
Nature of University	State University

Type of University	
Type of University	Affiliating

Establishment Details	
Establishment Date of the University	10-12-1966
Status Prior to Establishment, If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	10-12-1966	<a href="#">View Document</a>
12B of UGC	10-12-1966	<a href="#">View Document</a>

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

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Sambalpur University, Jyoti Vihar, Burla	Semi-urban	630.27	115940	UG, PG, Pre Doctoral (M.Phil.), Doctoral (Ph.D.), Post-Doctoral (D.Sc., D.Litt.,LL D)		

## 2.2 ACADEMIC INFORMATION

### Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
Law	3	1	4
Education/Teachers Training	2	1	3
Arts/Humanities/Social Sciences	0	50	50
Sciences	0	2	2
Medicine & Surgery/Ayurveda/Unani/Homeopathy/Health & Allied Sciences/Paramedical/Sciences	3	15	18
General	3	67	70
Professional	1	8	9

### Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	1
Affiliated Colleges	156
Colleges Under 2(f)	2
Colleges Under 2(f) and 12B	76
NAAC Accredited Colleges	27
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	2
Colleges with Postgraduate Departments	6
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	1

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes
SRA program	Document
NCTE	<a href="110598_9630_4_1667320960.pdf">110598_9630_4_1667320960.pdf</a>

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	26				45				82			
Recruited	9	3	0	12	19	3	0	22	37	19	0	56
Yet to Recruit	14				23				26			
On Contract	2	0	0	2	2	0	0	2	22	12	0	34

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				394
Recruited	138	28	0	166
Yet to Recruit				228
On Contract	71	17	0	88

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				29
Recruited	11	2	0	13
Yet to Recruit				16
On Contract	1	0	0	1

#### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	3	1	0	2	0	0	2	1	0	9
Ph.D.	11	5	0	18	3	0	32	13	0	82
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	0	0	0	7	5	0	12
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	1	0	0	5	2	0	9
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	10	6	0	16
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	2	0	0	1	3	0	8
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	6	5	0	11
UG	0	0	0	0	0	0	0	0	0	0

**Distinguished Academicians Appointed As**

	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Emeritus Professor	0	1	0	1
Adjunct Professor	34	8	0	42
Visiting Professor	0	0	0	0

**Chairs Instituted by the University**

<b>Sl.No</b>	<b>Name of the Department</b>	<b>Name of the Chair</b>	<b>Name of the Sponsor Organisation/Agency</b>
1	Science and Technology	Sambalpur University Chair Professor for Science and Technology	Sambalpur University
2	Humanities Social Sciences Legal Studies Management Studies and Pedagogical Studies	Sambalpur University Chair Professor of Humanities Social Sciences Legal Studies Management Studies and Pedagogical Studies	Sambalpur University

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	96	4	0	0	100
	Female	30	1	0	0	31
	Others	0	0	0	0	0
PG	Male	331	6	0	2	339
	Female	440	8	0	1	449
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	52	6	0	0	58
	Female	51	4	0	0	55
	Others	0	0	0	0	0
Post Doctoral (D.Sc , D.Litt , LLD)	Male	7	3	0	0	10
	Female	2	0	0	0	2
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	43	0	0	0	43
	Female	48	0	0	0	48
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No
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#### Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	01-09-2000
Number of UGC Orientation Programmes	14
Number of UGC Refresher Course	23
Number of University's own Programmes	7
Total Number of Programmes Conducted (last five years)	44

#### Accreditation Details

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Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	B+	75.25	<a href="#">NAAC Peer Team Report (Cycle-1).pdf</a>
Cycle 2	Accreditation	A	3.15	<a href="#">NAAC Peer Team Report (Cycle-2).pdf</a>

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Department Of Education	<a href="#">View Document</a>
Department Of Food Science And Technology	<a href="#">View Document</a>
Department Of Performing Arts	<a href="#">View Document</a>
Dr P M Institute Of Advanced Study In Education Sambalpur	<a href="#">View Document</a>
P G Department Of Anthropology	<a href="#">View Document</a>
P G Department Of Biotechnology And Bioinformatics	<a href="#">View Document</a>
P G Department Of Business Administration	<a href="#">View Document</a>
P G Department Of Computer Science	<a href="#">View Document</a>
P G Department Of Earth Sciences	<a href="#">View Document</a>
P G Department Of Economics	<a href="#">View Document</a>
P G Department Of English	<a href="#">View Document</a>
P G Department Of Environmental Sciences	<a href="#">View Document</a>
P G Department Of Hindi	<a href="#">View Document</a>
P G Department Of History	<a href="#">View Document</a>
P G Department Of Home Science	<a href="#">View Document</a>
P G Department Of Law	<a href="#">View Document</a>
P G Department Of Library And Information Science	<a href="#">View Document</a>
P G Department Of Mathematics	<a href="#">View Document</a>

P G Department Of Odia	<a href="#">View Document</a>
P G Department Of Physics	<a href="#">View Document</a>
P G Department Of Political Science And Public Administration	<a href="#">View Document</a>
P G Department Of Social Work	<a href="#">View Document</a>
P G Department Of Sociology	<a href="#">View Document</a>
P G Department Of Statistics	<a href="#">View Document</a>
Sambalpur University	<a href="#">View Document</a>
Sambalpur University Institute Of Information Technology	<a href="#">View Document</a>
School Of Chemistry	<a href="#">View Document</a>
School Of Life Science	<a href="#">View Document</a>

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	<p>Sambalpur University acknowledges and accepts the Vision of the National Education Policy which envisages providing high-quality education to develop human resources in our nation. The University has established two Centres of Excellence, namely “Centre for Natural Products and Therapeutics (CNPT)” and “Centre for Regional Development and Tribal Studies (CRDT)” with financial support from the World Bank through the Government of Odisha. The Centres are engaged in interdisciplinary research with faculty members and research scholars from across disciplines such as sociology, anthropology, economics, social work, and law for CRDT, and faculty members and research scholars from Life Sciences, Biotechnology, Chemistry, and Physical sciences for CNPT. The Department of Biotechnology and Bioinformatics admits students from various disciplines for multidisciplinary education and research. Similarly, the Department of Environmental Sciences, School of Life Sciences, Food Science and Technology, Anthropology, etc. actively engage in multidisciplinary education and research activities. The interdisciplinary approach to pedagogy is now a part of the tradition of the university as each department offers an Interdisciplinary course (IDC)</p>
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	<p>for the students of other Departments. Steps are being taken through the Boards of Studies (BoS) and Academic Council to introduce more interdisciplinary and multidisciplinary programmes and courses with an aim of diversification of curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision-making and innovation, critical thinking, and creativity. In view of the NEP, Sambalpur University has initiated new interdisciplinary centres integrating different departments in addition to its existing inter/multidisciplinary research and academic edifice. Academic programmes are redesigned to include Multidisciplinary/Interdisciplinary courses as electives. All programmes are designed in such a way that students get maximum flexibility to choose elective courses offered by other Departments. The University is proactively and steadfastly working towards the implementation of the suggestions given in the NEP.</p>
2. Academic bank of credits (ABC):	<p>Sambalpur University has registered with the National Academic Depository (NAD) of the University Grants Commission and has been uploading its Degree Certificates and Mark Sheets for all UG and PG Programmes on regular basis to the platform, <a href="https://nad.digitallocker.gov.in">https://nad.digitallocker.gov.in</a>. It has already published more than six lakh Degrees covering the period from 2015-16 to 2021-22. The University has already established a policy under which 3 credits obtained from the courses offered on MOOC platforms like SWAYAM, NPTEL, etc. may be transferred to courses offered in PG and UG programmes. Further, initiatives are being taken to formalise the system of ABC at the level of the state government which formulates common policies for all the state and public universities.</p>
3. Skill development:	<p>The National Education Policy 2020 highlights skill development as a vital factor of education for progress in India. One of the salient points drawn in the vision of the NEP 2020 is the development of skills of the learners. The university is committed to creating such programmes for the benefit of the students as it recognizes the need for skill development that can improve employment prospects. The courses/programmes offered by the university are designed for sustainable development</p>

and holistic learning. The proposed plan attempts to equip the learners with a solid theoretical knowledge base of the subject while simultaneously changing the courses/programs to be skill-oriented. Therefore, it has become mandatory to make skill development a part of each course. The thrust is on the development of discipline-specific skills of the learners. Measures to include “Skill development” as a common course across all disciplines is also under consideration. Both soft skills and hard skills will be given importance in all disciplines. The technological needs to meet the requirement of imparting soft skills to students in an effective manner will be charted out. At present Departments have adopted internship/fieldwork/industry visits in their curricula. In order to impart the required hard skills to the students, measures like introducing compulsory internships, fieldwork, workshops, industry visits, collaborations, interlinkages, and other similar means across all disciplines have been planned and will be implemented after analysing the feasibility of the measures. The university envisages to provide students with the scope for the development of scientific temper by helping them acquire hard technical skills, domain skills, and soft skills. In line with the expectation of NEP Care will be taken to impart life skills such as communication, cooperation, teamwork, and resilience to students and will be included in the curriculum as well. Specific sets of skills and values across domains will be identified for integration and incorporation at each stage of learning. During 2017-2022 the University offered value-added and skill-based courses in collaboration with the Odisha State Open University (OSOU). There will be initiatives to enrich and empower women. The training and coaching programme for NET/JRF aspirants has been successful with 404 students qualifying for NET and 183 students for GATE between 2017 to 2022. Extensive coaching programmes for competitive examinations (including NET/JRF), regular conduct of workshops on self-employment, career guidance, seminars, and expert talk with prominent personalities in the public sphere are expected to continue in the university in online and offline modes. The university has introduced a 3-credit course Entrepreneurship Development for students of all disciplines. The University has installed the

	<p>supercomputer PARAMSAVAK. The University is in the right direction to implement NEP in its true sense by aiming to pinpoint the skill gap and impart skills such as critical thinking, problem-solving, adaptability, and flexibility so as to produce skill-rich manpower. This will certainly create better opportunities for them to be useful in the nation's growth.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Sambalpur University has integrated the Indian knowledge system into the curriculum and pedagogy wherever possible. The pluralistic strength of regional languages is taught to promote India's unique heritage of linguistic bonds. This is a way forward to impart the rich diversity of the nation and a testimony to the inbuilt unity within the social system of the land. A few efforts through programmes of different departments are highlighted: I. Department of Performing Arts focuses on Indian classical dance, folk dance and folk music, and drama. The students get the opportunity to learn the rich history of Indian theatre, Indian classical music, and the vividness of folklore and other performing arts by exploring traditions along with the present global trends. II. Department of Odia offers MA in Odia Language and Literature. Odia Poetic tradition, Odia Prose Fiction, and Odia Theatre and Drama make the learners aware of the rich past of Odia and other local languages. III. The University also offers PG Programmes in Hindi and English languages and literature. The Departments of Sociology and History are imparting knowledge on ancient Indian society. They are offering courses like Issues in Indian Philosophy, Philosophy, and Cultural Studies, Sociology of Indian Society, Rural and Tribal Societies in India, and Indigenous Knowledge and Culture. The University in its policy wishes to introduce online MOOCS courses for different courses under these departments. These departments are to also offer online short-term courses in language and culture. The Centre for Regional Development and Tribal Studies (CRDT) will organise online awareness programmes on traditional medicines.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>As per the National Educational Policy (2020), effective learning requires a comprehensive approach that involves an appropriate curriculum, engaging pedagogy, continuous formative assessment, and adequate student support. The policy maintains that</p>

the curriculum must be interesting and relevant, and should be updated regularly to align with the latest knowledge requirements to meet specified learning outcomes. Bearing the NEP mandate in mind, the IQAC has taken the initiative to transform the university curriculum into Outcomes-Based Education (OBE). Bloom's Taxonomy has been well conceived to structure the learning outcomes, lessons, and assessments of the courses with the following sequence of steps. 1. Remembering: Retrieving, recognizing, and recalling relevant knowledge from long-term memory. 2. Understanding: Construct meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining. 3. Applying: Carrying out or using a procedure for executing, or implementing. 4. Analyzing: Breaking material into constituent parts, and determining how the parts relate to one another and an overall structure or purpose through differentiating, organizing, and attributing. 5. Evaluating: Making judgments based on criteria and standards through checking and critiquing. 6. Creating: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing. The OBE framework has been introduced in all post-graduate programmes of the University. The frameworks have been effectively designed by reviewing the vision and mission of the departments, defining PEO-PO/PSO-CO through stakeholders' participation, CO-PO mapping, designing attainment levels and target attainment level, calculating CO-PO attainments followed by developing teaching-learning strategies at the course level and program level. The OBE model at Sambalpur University has been implemented and the stakeholders have been updated through seminars and workshops. As per the NEP (2020), high-quality pedagogy is necessary to successfully impart the curricular material to students, and pedagogical practices determine the learning experiences that are provided to students, thus directly influencing learning outcomes. At Sambalpur University, pedagogies are adopted in most of the courses to engage the students in problem-solving and extracting the practical utility of knowledge. At Sambalpur University teachers are recognized for novel approaches to teaching that

	<p>improve learning outcomes in their classrooms, and this system will be improved further. NEP (2020) stresses that examinations would test achievement of basic learning outcomes through the assessment of core concepts and knowledge from the national and local curricula, along with relevant higher-order skills and application of knowledge in real-life situations, rather than rote learning. It also stresses that the assessment tools will be aligned with the learning outcomes, capabilities, and dispositions as specified for each subject of a given class. As a part of OBE preparedness to ensure the stated Course Outcomes (COs) lead to the intended Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) are assessed, and all faculty members were trained in the assessment of the OBE framework through a series of Workshops.</p>
6. Distance education/online education:	<p>To tackle the current and future problems of providing quality education in these challenging times as well as to accomplish the objectives envisioned in NEP 2020, Sambalpur University has already adopted ICT-based teaching. Some of the steps taken are detailed below:</p> <p>I. E-Governance Cell with enhanced digital infrastructure, including the server of the Local Area Network (LAN) to assure continuous high-speed access to e-resources. A Wi-Fi network has been set up throughout the campus.</p> <p>II. Implementation of Online learning platform:</p> <p>University has created a Learning Management System (LMS) based on the Open-Source MOODLE platform in the Open Distance Learning Cell (Centre of Distance and Online Education) for conducting LIVE classes. This facility can be accessed by the students and faculty members of different distance and online programmes offered by the university. The university has an online Examination Management System through which the students fill up their forms for examination, and download their Admit Cards. The examiners can update the marks of the examinees online, in the window created for the purpose. Every Department has an Interactive panel board system through which the course teachers conduct online classes and the students attend the classes from their locations. The university has access to a huge number of e-books, e-journals, and other learning resources through the Odisha Universities Consortium of the Odisha State Higher Education</p>

Council (OSHEC). Also, a good number of e-journals from a series of international publishers are available from E-Sodhsindhu consortium of the INFLIBNET, Gandhi Nagar, Gujarat. The university also has access to hundreds of texts and reference e-books from Oxford University Press and Cambridge University Press. All these resources are of tremendous support for the students, research scholars, and teachers of the university for self-leaning and education online.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electoral Literacy Club (ELC) of Sambalpur University consists of Faculty members and Student members. This ELC is operative under the aegis of NSS , Sambalpur University. The ELC is operative in the University Campus as well as in the campuses of 156 affiliated Colleges and one constituent college.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The ELCs are constituted from the year 2021 where some faculty members and students are the members of the ELCs.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The ELC of Sambalpur University has carried out the following activities. 1. Helped the local communities in voter registration 2. Faculty members assist the district administration in conduct of poll in different capacities 3. Students are involved in voter awareness campaign and support to voters in terms of transport and procedural details, which help in the a) Promotion of ethical voting b) Voter Registration of communities c) Enhancing participation of disabled persons and senior citizens
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The ELCs under NSS have carried out electoral related awareness drives in different localities in the territorial jurisdiction of Sambalpur University. Recently for General Election to ULB-2022 student volunteers were deployed to 121 booths of ULBs namely Bargarh Municipality, Padampur NAC, Barpali NAC and Bijepur NAC. The Department of Political Science and Public Administration has conducted electoral related research, surveys and

	have also published research projects. The important contribution from the Department is the research on Legislative participation of the Scheduled Tribe MLAs in Odisha.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The ELCs under NSS guide and help the students (who are above 18 years of age and eligible for voting rights, but their names are not in Electoral Roll) of different geographical setups under the domain of Sambalpur University, to be registered in the Electoral roll.

## Extended Profile

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### 1 Program

#### 1.1

##### Number of programs offered year-wise for last five years

2021-22	2020-21	2019-20	2018-19	2017-18
77	76	81	83	75
File Description			Document	
Institutional data in prescribed format			<a href="#">View Document</a>	

#### 1.2

##### Number of departments offering academic programmes

**Response: 26**

### 2 Students

#### 2.1

##### Number of students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1080	1112	1289	1528	1295
File Description			Document	
Institutional data in prescribed format			<a href="#">View Document</a>	

#### 2.2

##### Number of outgoing / final year students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
987	1179	1106	1231	920
File Description			Document	
Institutional data in prescribed format			<a href="#">View Document</a>	

**2.3****Number of students appeared in the University examination year-wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
768	1258	1121	1174	938
File Description			Document	
Institutional data in prescribed format			<a href="#">View Document</a>	

**2.4****Number of revaluation applications year-wise during the last 5 years**

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

**3 Teachers****3.1****Number of courses in all programs year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1104	1102	1201	1050	904
File Description			Document	
Institutional data in prescribed format			<a href="#">View Document</a>	

**3.2****Number of full time teachers year-wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
133	122	127	128	129
File Description			Document	
Institutional data in prescribed format			<a href="#">View Document</a>	

**3.3**

**Number of sanctioned posts year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
156	156	156	156	156
File Description			Document	
Institutional data in prescribed format			<a href="#">View Document</a>	

**4 Institution****4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
9503	8992	9186	8861	6947
File Description			Document	
Institutional data in prescribed format			<a href="#">View Document</a>	

**4.2****Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
558	557	667	734	673
File Description			Document	
Institutional data in prescribed format			<a href="#">View Document</a>	

**4.3****Total number of classrooms and seminar halls****Response: 88****4.4****Total number of computers in the campus for academic purpose****Response: 1137**

**4.5****Total Expenditure excluding salary year-wise during last five years ( INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
1652.07010	1483.68624	1298.69590	1186.53872	1658.62539

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

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

**Response:**

#### Assessment

The University reviews its curricula regularly, keeping in mind the needs of the students, the discipline's potential for teaching and research, emerging trends in different knowledge regimes around the world, the curricular requirements of different teaching and examining bodies in India, and most importantly, the needs of the local community.

The University has adopted many innovative measures in curriculum design and development. The Course-Credit Semester System, continuous evaluation through Internal Assessments, Home Assignments/Term Papers/Dissertations, Weekly Seminars, Research Review Presentations, and Project Work in academic institutions and industries are some of the important practices made part of the syllabi.

#### Curricula Design

The employability of students is always a priority while developing the curricula for all academic fields without sacrificing the fundamental principles and ethos of the disciplines. The University updates its curriculum for the U.G., P.G., and M.Phil./Ph.D. programmes every two to three years in line with the UGC Curriculum Models, NET syllabuses, examination patterns followed by UPSC, and other recruiting commissions/companies. All UG and PG courses have been revised up to 15 -20%.

#### Need-based Courses

In areas like Biotechnology/Bioinformatics, Applied Chemistry, Environmental Sciences and Engineering, Food Science and Technology, Applied Geology, Geo-Spatial Technology, Master in Social Work, MBA (Financial Management), Translation Studies, Performing Arts, the university has introduced several need-based courses. Students who enrol in these programmes stand a better chance of employment.

#### Professional Courses

The university has been offering professional courses in Business Administration, LLM, Library and Information Science, Education, B.Tech. and M.Tech. in IT. It has produced some of the finest young professionals in these fields.

#### Outcome Based Education

The University initiated Outcome Based Education in 2019 and has completed a cycle for the batch of

2019-2021. Each department has developed its Programme Educational Objectives and Programme Outcomes in consonance with the Mission of the University. The Course Objectives have been designed to accomplish Programme Outcomes. **Department with Special Assistance Programme**

Every Department provides elective courses that are created in accordance with the disciplinary norms and standards, academic demands, and specialisations of the faculties. The U.G.C.-SAP and FIST schemes provide departments with the scopes to create and specify their thrust areas.

The university provides consultancy services to many industries and agro-research organisations through departments like Environmental Science and Life Sciences. Department of Economics has many a time offered consultancies to the state government on regional development. Many science departments receive funding from organisations like DST-FIST, SERB, UGC, CSIR, DBT, ICSSR, BARC, etc. for their projects.

### **Interdisciplinary Programmes**

The P.G. Departments of Life Sciences, Environmental Sciences, Information Technology, Computer Sciences, Mathematical Sciences, Chemistry, etc. offer a number of interdisciplinary programmes. The university's Human Resource Development Centre provides faculty improvement training programmes, refresher courses, and orientation sessions to faculties of colleges and universities to keep them updated and provide them with the skills for new trends emerging in their respective fields.

### **Students' Feedback**

The university has a formal system in place for gathering feedback from students on the subject and relevance of the courses offered to them.

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

#### **1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.**

**Response:** 72.22

#### **1.1.2.1 How many Programmes were revised out of total number of Programmes offered during the last five years**

Response: 65

#### **1.1.2.2 Number of all Programmes offered by the institution during the last five years.**

Response: 90

File Description	Document
Minutes of relevant Academic Council/BOS meeting	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of Programme syllabus revision in last 5 years	<a href="#">View Document</a>

### **1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years**

**Response:** 30.07

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
356	354	342	324	241

File Description	Document
Programme/ Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## **1.2 Academic Flexibility**

**1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.**

**Response:** 12.12

**1.2.1.1 How many new courses were introduced within the last five years.**

Response: 222

**1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.**

Response: 1831

File Description	Document
Minutes of relevant Academic Council/BOS meeting	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).**

**Response:** 93.51

**1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.**

Response: 72

File Description	Document
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 1.3 Curriculum Enrichment

**1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum**

**Response:**

#### Gender issues

Two MA programmes, M.A. in Sociology and M.A. in Social Work, use a range of theoretical frameworks to emphasise gender issues with a focus on women's responsibilities in contemporary society. Methods and their application for women's advancement are also included in the courses. The departments of English and Political Science also provide feminism-related courses. The institution provides lectures and awareness programmes on gender issues on a regular basis to educate its students, teachers, and staff.

#### Environment issues

M.Sc. in Environmental Sciences, M. Tech. in Environmental Science and Technology, and M. Sc. in Applied Geology programmes give in-depth knowledge of human-environment interaction, as well as the techniques for studying the environment and ecology. The M. A. in Anthropology curriculum includes courses on the Indian indigenous population's environmental ecosystem. Environmental courses are available in M.Sc. programmes in Biotechnology, Bioinformatics, Applied Chemistry, Home Science, MCA, and B.Tech. programmes address themes related to Global Warming, Environmental Policy, Environmental Protection, Disaster Management, and Solid Waste Management. The university observes World Environment Day and other environment-related events to raise awareness among students about

the importance of maintaining a sustainable ecological balance.

### **Ethical issues**

PhD and M.Phil. Coursework includes a credit course on Research and Publication Ethics, which addresses themes such as intellectual property rights, research ethics, predatory journals, and other issues concerning standard ethical behaviour in higher education.

### **Value Education**

The university educates its faculty on value education through refresher courses and faculty induction programmes.

<b>File Description</b>	<b>Document</b>
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	<a href="#">View Document</a>

### **1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.**

**Response:** 5

#### **1.3.2.1 How many new value-added courses are added within the last five years.**

Response: 5

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Brochure or any other document relating to value added courses	<a href="#">View Document</a>

### **1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.**

**Response:** 2.96

#### **1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	155	60

**1.3.4 Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).**

**Response:** 72.13

**1.3.4.1 Number of students undertaking field projects or research projects or internships.**

Response: 779

File Description	Document
List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**1.4 Feedback System**

**1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni**

**Response:** A. All 4 of the above

File Description	Document
URL for stakeholder feedback report	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**1.4.2 Feedback processes of the institution may be classified as follows:**

**Response:** A. Feedback collected, analysed and action taken and feedback available on website

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Demand Ratio (Average of last five years)

**Response:** 5.3

##### 2.1.1.1 Number of seats available year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1439	1487	1772	1894	1741

File Description	Document
Demand Ratio (Average of Last five years) based on Data Template upload the document	<a href="#">View Document</a>
• Any additional information	<a href="#">View Document</a>

#### 2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years (Excluding Supernumerary Seats)

**Response:** 95.23

##### 2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
550	542	516	762	667

File Description	Document
Average percentage of seats filled against seats reserved (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.2 Catering to Student Diversity

#### 2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

**Response:**

All departments of the university have developed their own methods of student assessment that include tests, assignments, classroom debates, and various other means. These techniques of evaluation not only help students to thrive academically but also to grow as individuals. Another way is to set up tutorial classes where students can talk about their problems. The Weekly seminars, which are part of the course curriculum, provide them with ample opportunity to gain confidence. These interactions also provide an opportunity for youngsters to cultivate problem-solving abilities. This provides a platform for the development of leadership skills, mental wellness, and self-confidence.

**Mentor-mentee System**

The recently implemented mentor-mentee system has proven to be an effective technique for providing personalized and continuous support to students. In this approach, faculty members are tasked with mentoring a group of students. Mentors assist students in coping with academic assignments as well as shaping their personalities during their time at the university. Students are also exposed to such seminars and discussions, where they can interact with learned individuals who provide them with relevant insight for further research and career options.

**Encouragement for Fellowship**

Students are encouraged to apply for fellowships, scholarships, and awards to enhance their career and research opportunities. Students who demonstrate strong academic standards are encouraged to pursue dissertation projects and summer internships in prestigious institutions, universities, and industries.

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

**Response:** 8:1

**2.3 Teaching- Learning Process****2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences**

**Response:**

**Student-centric methods of teaching**

All departments have adopted student-centered strategies to meet students' goals and aspirations for meaningful knowledge that can be applied to real-world situations. Meaningful debate among students in an interactive style incorporating self-motivated and problem-solving approaches that lead to the practical utility of their knowledge is one of the university-adopted teaching-learning methods. To optimize the interactive content in teaching and learning, faculty members frequently form micro-groups among students for group discussions, project presentations, and assignments. Furthermore, lectures by invited experts from academia and industry, workshops, and webinars on current issues are held regularly to improve students' knowledge and keep them informed of worldwide academic and research advances.

## ICT-enabled Teaching, Museum, and Laboratory

The faculty uses ICT-enabled classrooms with audio-visual aids and wi-fi facilities for student-centric learning via e-learning platforms, ppts, videos, and a variety of other innovative media. Fieldwork, field surveys and studies are encouraged to help students apply classroom learning to address real problems in the fields. Students express their opinions through multimedia presentations, pictures, and posters. State-of-the-art museums in Earth Science, Anthropology, and History, as well as "well-equipped computer laboratories and advanced laboratories" in the departments of Life Sciences, Earth Science, Physics, Chemistry, and Biotechnology, provide students with hands-on learning opportunities. The University's initiative, the Mahanadi Development Project has provided an equal opportunity for all departments to involve their students in gaining on-the-ground knowledge.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

### 2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

#### Response:

Each department of the university has a Wi-Fi connected interactive panel which having dual provision of online and offline teaching. Teachers use PowerPoint presentations and stylus boards in online classes using Google Meet and Zoom platforms. In addition, the teachers supply online study materials that are accessible through MOOC, e-PG Pathshala, and other online platforms. Several YouTube videos on curricula and case studies displayed through the online platforms enrich the knowledge of the students. During disrupted phase of the normal classroom activity in 2020 and 2021, following the COVID-19 pandemic, the university mostly utilized ICT-enabled instruments for teaching, learning, training and meetings. Throughout the year, the University's IQAC held a Faculty Training Programme for the development of e-content and the use of e-resources. University students were trained and prepared for the online semester examinations. The departments use interactive panels and an LCD projector for classroom instruction, in addition to the traditional boards, to provide visual impressions of the teaching material. The blended mode of teaching has been very effective in imbibing the concepts to students. The eminent experts in different fields of science, humanities, social science, law and engineering who are not have attended the seminars and conference and workshops are delivering lectures and instructing the students through ICT enabled tools. Thus, enriching the university in ICT enabled tools has expanded the scope of effective teaching and learning process in the university.

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

### 2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )

**Response: 6:1****2.3.3.1 Number of mentors ?????????????? ???????**

Response: 194

File Description	Document
mentor/mentee ratio	<a href="#">View Document</a>
Circulars pertaining to assigning mentors to mentees	<a href="#">View Document</a>

**2.4 Teacher Profile and Quality****2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years****Response: 81.92**

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>

**2.4.2 Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. year-wise during the last five years****Response: 93.95****2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
131	124	119	116	110

File Description	Document
List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**

**Response:** 14.05

**2.4.3.1 Total experience of full-time teachers**

Response: 1869

File Description	Document
List of Teachers including their PAN, designation, dept and experience details	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years**

**Response:** 36.78

**2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
5	11	10	11	10

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of award letters (scanned or soft copy)	<a href="#">View Document</a>

**2.5 Evaluation Process and Reforms**

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

**Response:** 56.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
46	48	84	57	49

File Description	Document
List of Programmes and date of last semester and date of declaration of results	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years**

**Response:** 0

**2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years**

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

**2.5.3 IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution**

**Response:**

The university's Examination System has evolved into a strong, responsive, fair, and transparent unit with clearly defined operations and benefitting all stakeholders from a time-bound end-to-end service. The university has made all possible efforts to automatize the examination processes, student lifecycle, and related activities using IT. The e-Governance Cell and the Examination units work in consonance in bringing **IT integration and reforms in the examination procedures**.

The steps involved in the examination processes are:

- Use of Unique Paper Codes for affiliated colleges, courses, and papers to facilitate identification and training.
- Publishing Examination calendar on the university website at the beginning of academic session.
- Improving precision in the supply of theory examination question papers.
- Developing evaluation schedule and the list of examiners for assessment of answer scripts.
- Designation of evaluation centres.
- Publication of results
- Issuance of certificates (The certificates are printed on non-tearable paper with security features to prevent illegal tampering)

Major achievements in IT integration in the examination system are:

## 1. Online Management of Entrance Examination Applications and Admissions:

At present the Government of Odisha is conducting Entrance for PG admission through online and the University is assisting in the process through IT. However, for some of the self-financing courses, University is conducting its entrance test. SUIIT is admitting students through JEE. The following steps concerning the entrance examination are managed through IT

- Submission of applications Centre allocation and generation of hall tickets
- Generation of merit list for admissions
- Online admissions and Hostel room allotment

## 1. Automation of Student Lifecycle:

- Entry of student attendance in technical wing
- Online semester registration
- Online fee payments and receipts

## C. Semester Examinations, Results Processing and Exit Management:

- Online submission and analysis of student feedback
- Use of an internet gateway for examination form submission.
- Processing of end-semester examination applications
- Submission of theory, practical, and internal assessment marks online.
- Use of result processing software to produce error-free results on schedule for a large number of students.
- Declaration of results Generation of semester grade sheets and provisional certificates in digital format
- Online application for convocation
- Online dues clearance
- Use of an internet gateway for examination form submission.
- Launch of an online payment system for some services, such as mark verification/duplicate mark sheets and generation of transcripts.
- To facilitate the issuance of migration certificates, the university has launched an Online Migration Certificate portal.

## D. Theses Evaluation:

The evaluation process of M.Phil. and Ph.D. theses have gone online, saving time in contacting examiners, sending the thesis, receiving the report, etc. IT integration in the thesis evaluation process has significantly reduced the turnaround time of declaration of M.Phil./Ph.D. results through contribution in:

- Online generation of thesis submission certificates in digital format
- Automated email intimation to the selected external examiners
- Online submission of reports by the examiners, scheduling of viva voce, and declaration of results

SU also migrates the data to the National Academic Depository (NAD). Thus, IT Integration in the

examination processes and student life cycle management has helped in reducing time lag in different activities at various levels.

#### **2.5.4 Status of automation of Examination division along with approved Examination Manual**

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

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	<a href="#">View Document</a>
Current Manual of examination automation system	<a href="#">View Document</a>

### **2.6 Student Performance and Learning Outcomes**

**2.6.1 The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents**

**Response:**

Sambalpur University has clearly stated its objectives, mission, and vision on the website and placed signage stating the university's aims, mission, and vision at the entrance of each department. The University has also clearly stated its competency-based learning objectives and expected outcomes in the curriculum of each subject. The expected outcomes are made known to all the students in the beginning of the academic year by the respective departments and through induction programmes. Information regarding the competency-based learning outcomes of each department and the program are given to students at the beginning of each semester. Alumni are invited to interact with the students in the induction programme. Across all programmes, students are informed about broad objectives, learning outcomes, pedagogical practices, and modes of evaluation for the overall programme as well as each course offered in the respective semester.

The teaching–learning strategies for each subject is prepared, discussed, and approved by each department before commencement of the academic year. The learning outcomes viz. Programme Specific Outcomes (PSOs), Programme Outcomes (POs) and Course Outcomes (COs) are made clear to both students and the faculty. The balance between theory and practicals is maintained. Skill development is given weightage wherever practical learning is required. Semester wise timetables are prepared based on the curriculum and core objectives of the subject. The Competency-based learning outcomes (PSOs, POs and COs) are stated and displayed at the entrance of each department and communicated to teachers and students. This awareness on competency-based learning outcomes is strengthened through workshops, seminars, and awareness workshops.

The Heads of the concerned School/department ensure that the teaching and learning outcomes are achieved through close monitoring of the performance of the students through class work, internal

assessment and through formative and summative assessments. The performance in both formative and summative assessments and the results achieved are the indicators to consider that the stated learning outcomes have been achieved in each course. The slow learners are identified and given additional guidance wherever required through tutorial classes.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>

## **2.6.2 Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution**

### **Response:**

From curriculum creation to teaching, the University has been collecting data on the quality and relevance of various pedagogic programmes through IQAC. The success of students in several national and state-level competitions is regularly reviewed in order to assess students' ability to capture programme outcomes. For all the PG programmes offered by the University, to achieve the respective Programme Outcomes, the syllabus is designed to have appropriate objectives and methodologies. Some subjects combine theoretical inputs with practical. Under the umbrella of semester-based education, the faculty members use various direct and indirect methods to achieve the Programme Specific Outcomes for individual subject.

Active learning process by the student and his/her advancement through the achievement of competencies are periodically assessed through internal and summative assessments. On the basis of marks obtained in these tests the concerned department finds the attainment level of each student. The University also uses various other attainment test methodologies such as minor/major projects, Seminar, Industrial training etc.

The targets set for the attainment of POs, PSOs and COs are discussed in the Teachers' meeting. Teachers brainstorm to make the road-map for the attainment of POs, PSOs and COs, and the meeting outcomes are being implemented in the department level. Faculty members prepare knowledge delivery mechanisms that facilitate the attainment of programme outcomes based on the feedback received from the students and other stakeholders.

## **2.6.3 Pass Percentage of students(Data for the latest completed academic year)**

### **Response: 95.99**

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

Response: 933

### **2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.**

Response: 972

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:**

File Description	Document
Upload database of all currently enrolled students	<a href="#">View Document</a>

## **Criterion 3 - Research, Innovations and Extension**

### **3.1 Promotion of Research and Facilities**

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

##### **Response:**

The Research and Development (R&D) Cell (erstwhile Sponsored Research and Industrial Consultancy Cell) formulates policies for R&D in the University, and manages/implements research activities. The R&D Cell takes the pivotal role to mobilize the research projects, consultancy works, patent application, and technology transfers. The Cell is responsible for interacting with various stakeholders to make the research eco-system vibrant. The rules and regulation pertaining to research activities are displayed in the University website. The Sambalpur University Research Council identifies scientifically and socially significant initiatives in which the university might participate. The Committee on Research and Academic Partnership is looking into expanding collaborations with nationally recognized universities and industries.

The University has state-of-the-art research facilities for advanced research in Biotechnology and Bioinformatics, Physics, Chemistry, Life Sciences, Environmental Sciences, Earth Sciences, Medical Sciences, and Engineering Sciences. The University has been successful in establishing two centres for excellence namely, Natural Products and Therapeutics and Regional Development and Tribal Studies with the financial support from World Bank. The University encourages its faculty members and research scholars to participate in the core/interdisciplinary areas of research. The University provides a multidisciplinary academic environment, with high-quality education and research in the natural and physical sciences, the humanities, social sciences, engineering and medical sciences, business and management, and two interdisciplinary centres. Research is pursued with sophisticated instruments and experimental facilities set up in-house for specific research programs. Core infrastructure such as fluorescence microscope, XRD, FTIR, Ferroelectric Test System, Fluorescence Spectrophotometer, Time Correlated Single Photon Counting Spectrophotometer, tissue culture laboratory, cell culture facility. The University is in the process of procuring Scanning Electron Microscopy, NMR, Dynamic Light Scattering spectrometer, flow cytometer and other instruments to improve the research eco-system. The research objectives of the University are to

1. promote regional scale integrative exploratory/experimental research and its linkage to local and global levels
2. advance the research across disciplines and schools of thought, and
3. encourage collaboration in interdisciplinary research to address local and global problems.

The university Research Policy has a section that includes well-defined steps and activities for the promotion of research. In recent years the University has taken the following steps for furtherance of the Research activity in its campus

1. Institution of Chair Professor positions in Science, Humanities and Social Sciences
2. Resolved to bear the Article Publishing Fees required by some UGC-CARE/ SCOPUS/ Web of Science listed journals
3. Resolved to provide incentive to the faculty members for publication in reputed national and international journals

4. Grant of Research Projects to the faculty member on the regional issues in Science and Technology, Humanities, Social Science and Legal studies. The University has sanctioned 28 research projects with an outlay of Rs. 11.5 lakhs for research in various contemporary areas.
5. Institution of Sambalpur University Research Fellowship amounting to Rs.10,000/student/month. For this purpose, during 2021-22, the University sanctioned 20 fellowships with an outlay of Rs. 72.0 lakhs.
6. Institution of Seed Money to incumbent faculty members
7. Institution of Best Teacher Awards in Science & Technology, and Humanities.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	<a href="#">View Document</a>
URL of Policy document on promotion of research uploaded on website	<a href="#">View Document</a>

**3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)**

**Response:** 2.4

**3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**

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

File Description	Document
Minutes of the relevant bodies of the University	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	<a href="#">View Document</a>

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

**Response:** 1.1

**3.1.3.1 The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	2	1	1

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of the award letters of the teachers	<a href="#">View Document</a>

**3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the last five years.**

**Response:** 230

**3.1.4.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
78	30	38	32	52

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

**3.1.5 Institution has the following facilities to support research**

- 1. Central Instrumentation Centre**
- 2. Animal House/Green House**
- 3. Museum**
- 4. Media laboratory/Studios**
- 5. Business Lab**
- 6. Research/Statistical Databases**
- 7. Mootcourt**
- 8. Theatre**
- 9. Art Gallery**
- 10. Any other facility to support research**

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

File Description	Document
Paste link of videos and geotagged photographs	<a href="#">View Document</a>

### **3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)**

**Response:** 11.54

#### **3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST , DBT, ICSSR and other similar recognitions by national and international agencies.**

Response: 3

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-version of departmental recognition award letters	<a href="#">View Document</a>

## **3.2 Resource Mobilization for Research**

### **3.2.1 Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs).**

**Response:** 11.38

#### **3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years (INR in Lakhs).**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0.6	0.3	10.48

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of the grant award letters for research projects sponsored by non-government	<a href="#">View Document</a>

### **3.2.2 Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).**

**Response:** 2334.44

**3.2.2.1 Total Grants for research projects sponsored by the government agencies year-wise during the last five years (INR in Lakhs).**

2021-22	2020-21	2019-20	2018-19	2017-18
886.02	168.4	690.69	135.78	453.55

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of the grant award letters for research projects sponsored by government	<a href="#">View Document</a>

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

**Response:** 0.51

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

Response: 65

**3.2.3.2 Number of full time teachers worked in the institution year-wise during the last five years..**

Response: 639

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 3.3 Innovation Ecosystem

**3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge.**

**Response:**

In accordance with its Vision and Mission, the University is committed to furthering the Research and Innovation agenda and has built an environment for research, innovation, and entrepreneurship. The following are some of the notable initiatives that have been made.:

**Human Resource:** University faculty members are offered opportunities to attend Conferences, Seminars, FDPs, and Lecture Series to keep their domain-specific expertise up to date. The University encourages its academic members to participate in Orientation/Refresher/Faculty Induction Programs, Conferences, and Workshops both in India and overseas. RUSA and Odisha Higher Education Programme for Excellence and Equity (OHEPEE) funding, as well as financial support from UGC, DST, DBT, ICMR, and ICSSR, have all contributed to the development of an excellent research infrastructure on the campus. Sambalpur University has inked Memorandums of Understanding (MOUs) with several prestigious institutes in India and overseas to foster collaborations in transdisciplinary and interdisciplinary research. Sambalpur University hosts endowment talks in which eminent individuals are asked to deliver lectures and make recommendations for the advancement of the research eco-system.

**Protection and Commercialisation of Intellectual Property:** The University maintains a specialist IPR Cell that provides IPR services to all students, researchers, and faculty. The institution also covers the costs of holding consultations and filing patents.

**Sambalpur University Incubation Centre:** The University's incubation centre is attempting to establish an entrepreneurial culture and ecosystem on the campus. The centre organises Entrepreneurship Awareness Camps, Business Pitch Challenge (Hackathon), Entrepreneur Lecture Series, and Idea Camps to help students pitch their ideas. Furthermore, the centre seeks to provide students, farmers, and SSGs with entrepreneurship skills in the production of functional foods and fish farming through tank-based aquaculture (Bioflock) for their socioeconomic growth.

**Research and Development Cell:** Sambalpur University has established the R & D Cell to assist and encourage research. It promotes collaborative and multidisciplinary research in order to establish and foster a community of advanced researchers. University is also empanelled under the Skill Vigyan Programme of the Department of Biotechnology (DBT) to provide hands-on training in the development of value-added food products from natural resources.

**Sambalpur University Centre of Excellence:** Sambalpur University has received a five-crore grant from the Department of Higher Education of the Government of Odisha, via the World Bank, to build two 'Centres of Excellence,' namely 'Natural Products and Therapeutics (COE-NPT)' and 'Regional Development and Tribal Studies (COE-RDTS).' The COE-NPT is actively developing natural products based on traditional knowledge from indigenous medicinal plants from the Gandhamardan hills, a biodiversity hotspot in western Odisha. The COE-RDTS, on the other hand, is concerned with livelihood and migration patterns among Western Odisha's vulnerable tribal groups.

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

### 3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

**Response:** 91

#### 3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual

**Property Rights (IPR),entrepreneurship, skill development year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
25	25	16	12	13

File Description	Document
Report of the event	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.3.3 Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.****Response:** 22**3.3.3.1 Total number of awards / recognitions received for *research / innovations* won by institution / teachers / research scholars / students year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
8	5	3	3	3

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e- copies of award letters	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.4 Research Publications and Awards****3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee****Response:** B. 3 of the above

File Description	Document
Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website	<a href="#">View Document</a>

**3.4.2 The institution provides incentives to teachers who receive state, national and international recognitions/awards** **1. Commendation and monetary incentive at a University function**  
**2. Commendation and medal at a University function** **3. Certificate of honor** **4. Announcement in the Newsletter / website**

**Response:** C. 2 of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e- copies of the letters of awards	<a href="#">View Document</a>

**3.4.3 Number of Patents published / awarded during the last five years.**

**Response:** 13

**3.4.3.1 Total number of Patents published / awarded year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
7	3	3	0	0

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

**3.4.4 Number of Ph.D's awarded per teacher during the last five years.**

**Response:** 4.73

**3.4.4.1 How many Ph.D's are awarded within last five years.**

Response: 440

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

Response: 93

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
URL to the research page on HEI web site	<a href="#">View Document</a>

**3.4.5 Number of research papers per teachers in the Journals notified on UGC website during the last five years**

Response: 9.78

**3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
208	240	211	251	340

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

**3.4.6 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**

Response: 3.18

**3.4.6.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
94	81	72	79	80

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

**3.4.7 E-content is developed by teachers :**

**1. For e-PG-Pathshala**

- 2. For CEC (Under Graduate)**
- 3. For SWAYAM**
- 4. For other MOOCs platform**
- 5. Any other Government Initiatives**
- 6. For Institutional LMS**

**Response:** C. Any 3 of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Give links or upload document of e-content developed	<a href="#">View Document</a>

#### **3.4.8 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed**

**Response:**

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

#### **3.4.9 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution**

**Response:**

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

### **3.5 Consultancy**

#### **3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.**

**Response:**

Sambalpur University encourages its faculty members to undertake consultancy work for the effective utilization of their expertise in the interest of the society. Consultancy Project means consultancy assignment/job given by outside agency to a faculty of the University for work within mutually agreed scope. It will also include consultancy assignment/job referred to the Head of the Department or a functionary of the University which may be taken up a Consultancy Project by faculty. Consultancy projects benefit faculty members and University both academically and financially. Consultancy services

enrich the professional experience and knowledge of faculty members and thus keep them abreast with the changing socio-economic and developmental environment. While the University encourages faculty members to undertake consultancy projects, it is implied that consultancy work under any circumstance shall not hamper the primary duties of faculty involved in consultancy. The R&D Cell oversees all the consultancy projects.

### **Main objectives**

- a) To facilitate the recruitment of research personnel, procurement of equipment, and financial management with adequate autonomy to the Principal Investigator(s) and disseminate research outcomes to stakeholders and the public at large.
- b) To act as a liaison between researchers & relevant research funding agencies, extend guidance in the preparation & submission of project proposals and post-sanctioning of the grants.
- c) To have better coordination among other cells/centers dealing with University-Industry Inter Linkage, Incubation, Innovation and Entrepreneurship Development and Intellectual Property Rights (IPR).
- d) To develop an Institutional Research Information System for sharing the status of ongoing/ completed research projects/Programmes, expertise & resources, etc., making effective use of Information & Communication Technology (ICT) for preparing the database of in-house experts to provide industrial consultancy and services.
- e) To serve as nodal center for ideation and conceptualization of research topics/themes by organizing workshops and training programs and ensuring the integrity and ethical practices in research activities, including clearance of bioethical committee wherever required.
- f) To assist affiliated college in promoting research, consultancy and patent filing.

File Description	Document
Upload soft copy of the Consultancy Policy	<a href="#">View Document</a>

### **3.5.2 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).**

**Response:** 21.55

#### **3.5.2.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2021-22	2020-21	2019-20	2018-19	2017-18
0	21.05	0	0	0.5

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Audited statements of accounts indicating the revenue generated through consultancy	<a href="#">View Document</a>

## 3.6 Extension Activities

### 3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years.

#### Response:

Sambalpur University encourages its faculty, staff, and students to engage with the communities in its neighbourhood for holistic growth through a range of programmes. Every year, the University organizes a programme called Human Welfare Drive, in which students and staff volunteer to participate in community-based outreach efforts. Student Clubs organise a variety of awareness campaigns, workshops, and roadshows on topics such as health and hygiene, environmental issues, tree planting, blood donation, and the empowerment of girls and women. Continuous volunteer initiatives by students to maintain cleanliness on and around campus to create awareness about the value of a clean environment, and contributions through other extension programmes provide a link between the University and Society.

The University takes its institutional social responsibility and extension activities very seriously. Through the NSS unit, students, staff, and faculty undertake afforestation and related programs within and outside the campus. Through regular interaction with NGOs and grassroots organizations dedicated to the empowerment of marginalized sections of society, the students, faculty, and staff are not only sensitized to key socioeconomic challenges but also get the opportunity to think about creative solutions to their problems. The NSS has undertaken more than 100 awareness programmes and planted saplings close to 10,000 during 2017-2022 in different sectors under the territorial jurisdiction of Sambalpur University; this drive is an effort to combat global warming and local climatic aberrations. The students, staff, and faculty members promote the NGO, Jyoti Vihar Saskar Kendra operative at Bhuin Dungri Pada, Oram Pada, Dhudia Pada for the education of the children of the under-privileged community in terms of fiscal and physical support. This activity has brought educational growth in that community with a few students completing UG and PG education. The faculty members and staffs also support the NGO Alok which brings on Awareness seminars and publishes a quarterly children's literary magazine "Alok" in Odia language focusing on conciseness drives on fighting again social problems. The University is planning to adopt an orphanage to extend its social responsibility.

Through awareness programs, wall posters, and signage boards the University is disseminating awareness on the harmful effects of Tobacco and promulgating the benefits of its discontinuance on human health, plastic waste and its recycling, and other environmental and sustainable development issues.

During the COVID-19 pandemic, the students of the Biotechnology and Bioinformatics department helped the Veer Surendra Sai Institute of Medical Sciences and Research (VIMSAR) in the laboratory analysis and detection of the presence of Coronavirus in the patients. The NSS wing propagated awareness on the use of masks and Sanitiser through posters. Some of the units of the University were used as COVID hospitals during the pandemic. The University developed an SOP in consonance with the Central and State

Government SOPs to help combat the pandemic within its system.

Department of Biotechnology and Bioinformatics has initiated Banana Tissue Culture Facility (Sap-G9) with the financial support from NABARD. The department is training the farmers for commercial level production of banana trees using tissue culture technique.

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

**3.6.2 Number of awards received by the Institution, its teachers and students from Government/Government recognised bodies in recognition of the extension activities carried out during the last five years**

**Response:** 4

**3.6.2.1 Total number of awards and recognition received for extension activities from Government/Government recognised bodies year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>

**3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

**Response:** 116

**3.6.3.1 Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
32	20	22	21	21

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

**Response:** 974.23

#### 3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
12257	12872	11563	12415	11255

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

## 3.7 Collaboration

### 3.7.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

**Response:** 57.2

#### 3.7.1.1 Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
58	56	54	58	60

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

**3.7.2 Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.**

**Response: 55**

**3.7.2.1 Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
11	13	11	11	9

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of the MoUs with institution/ industry	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.

##### Response:

The departments are equipped with interactive panels and LCD projectors to facilitate ICT-enabled teaching and learning. The entire campus is linked through LAN/Wi-Fi for easy internet access. The current laboratory, library, and classroom infrastructures have been continuously renovated thanks to funds from RUSA, DST-FIST, and UGC-DRS. The financed projects revitalize the research laboratories. Individual faculty rooms and laboratory space are provided in all Departments. Departments have Seminar Libraries with reading areas where faculty and students can congregate for the sharing of ideas and scholarly conversation. All departments have computer labs for students, and faculty members are given LAN-connected desktops and laptops.

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

#### 4.1.2 The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)

##### Response:

##### Cultural activities

The Cultural Society of the University organises a variety of art and cultural events throughout the year. In addition, hostels organize annual cultural competitions and cultural programmes to promote students' cultural and literary talents. Due to the COVID-19 epidemic in the Academic Year 2020-2021, the majority of these events were held online. On the occasion of the University's Foundation Day, Convocation, and to honour national and international days, as well as other holidays and events unique to western Odisha, the Department of Performing Arts prepares and presents a variety of art and cultural events.

##### Literary activities

The *Horizon* and The *Pioneer* are societies at the University that publish a wall magazine and conduct debate competitions. The *Saptarshi*, the university's quarterly journal in Odia, is published to promote Odia literature and culture among students, faculty and staff, and other readers. This is one of the first Odia periodicals published by a university in the state of Odisha.

##### Yoga facilities

University offers a Yoga facility in the gymnasium, and it commemorates International Day of Yoga every

year with students, faculty, and staff. Furthermore, all programmes offered by Sambalpur University's Human Resource Development Centre (HRDC) contain a course on the value of Yoga.

## Sports facilities

The Sports Council of the University promotes sporting culture by organising various events and competitions among the colleges affiliated with the University. The Postgraduate Department has an athletic Club that conducts sporting activities for students on the Jyoti Vihar campus each year. There are playgrounds on the campus where games and sporting events are held. Every year, the University organises inter-college sports and other events not only on the Jyoti Vihar campus but also at the venues of colleges affiliated with Sambalpur University. Inter-departmental athletic meets are also held annually at the University.

Every year, the University holds Inter-College and Intra-University Tournaments for Football (Men), Hockey (Men), Cricket (Men), Volleyball (Men), Basket Ball (Men), Kho-Kho (Men and Women), Kabaddi (Men and Women), and other sports under the auspices of the Sports Council. The University has systems in place to develop university teams for various types of games depending on their success in various tournaments at the university level. Before sending participants to inter-university tournaments, the University provides special coaching for them. The University gymnasium serves the requirements of on campus athletes and sportspersons.

File Description	Document
Geotagged pictures	<a href="#">View Document</a>

### 4.1.3 Availability of general campus facilities and overall ambience

#### Response:

The University campus covers an area of 670 acres, most of which is covered by a green coverage of trees and vegetation. Visitors at the institution enjoy the magnificent canopy. Various Postgraduate Departments have been housed in independent buildings or in blocks of Humanities and Social Sciences. The administration of the campus and the linked institutions is handled by two administrative buildings of the university. The University operates a well-equipped Health Centre staffed by a Medical Officer and other clinical and non-clinical personnel.

It also has a huge Auditorium (Biju Patnaik Auditorium) and a Central Library with a computerised catalogue for books and bibliographic data. The university has relocated its library to a new building in order to create a better reading environment for its students and faculty. To satisfy the general needs of its stakeholders, the university campus houses the State Bank of India, UCO Bank, and a Post Office. To accommodate the increasing number of students and academic programmes, more and more residential facilities have been built over the years. Academic visitors can stay at the university's guest house. Sambalpur University's well-resourced UGC-Human Resource Development Centre hosts a number of Orientation/Refreshers/Faculty Induction Programs.

Sambalpur University has installed 285 kW Roof-Top Solar Power facilities on its campus (administrative

buildings, hostels, health centre, library, and other major enterprises), marking an important step towards a more environmentally friendly energy source. On campus, 23 mini-mast solar lights have also been erected. A dedicated feeder has been created for the institution to ensure an uninterrupted and high-quality power supply. The university has started the construction of a central instrument facility and a food court.

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

#### **4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)**

**Response:** 94.88

##### **4.1.4.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
1539.71151	1431.49839	1253.21695	1098.2583	1586.62366

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

## **4.2 Library as a Learning Resource**

#### **4.2.1 Library is automated using Integrated Library Management System (ILMS) and has digitisation facility**

**Response:**

Professor Bhubaneswar Behera Central Library, Sambalpur University is fully automated with the use of KOHA integrated library management software with bar-coding system for ensuring fast processing of library routine activities like charging/discharging, Web OPAC among other kind of services. The software has automated the various operational procedures of library such as acquisition, cataloguing, charging and discharging of books, serial control, and stock taking. Users find it easy to browse the availability of books in the library by title, by author, by subject, by ISBN, by ISSN, by series, and by call number. Stock taking of the library through the use of barcode with the help of KOHA integrated library management software has become easier compared to the conventional practice of library stock verification. Library automation has truly endorsed on time usage statistics, easy findings and effective utilization of books. Furthermore, the central library of the university is equipped with e-library facilities with specific a

dedicated section with 60 PCs demarcated for the purpose. An interactive library portal has been developed to disseminate information to the users' community regarding the latest arrival of books, journals, and e-resources periodically through the central library web portal.

In the process of digitization, Professor Bhubaneswar Behera Central Library is currently using DSPACE software for its institutional repository as an online archive for collecting, preserving, and disseminating digital copies of the intellectual output of the Sambalpur University. Archival of digitized contents include materials such as academic journal articles, both before (preprints) and after (post prints) undergoing peer review, as well as digital versions of theses and dissertations, conference proceedings, and book chapters. The institutional repository of Sambalpur University is linked with the central library web portal for the access of the users in a single page. The central library web portal is integrated with all the university subscribed electronic resources to facilitate digital library services to faculty, students and research scholars of the university. All faculty members, students and research scholars have been provided with OpenAthens remote access so that they can access and download various digitized contents and e-articles remotely from anywhere in the world. Hence, library automation and digitization has certainly overhauled the library systems and services of Professor Bhubaneswar Behera Central Library.

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

**4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources**

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

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

**4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)**

**Response:** 31.18

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

2021-22	2020-21	2019-20	2018-19	2017-18
112.00	0	27.65013	2.69611	13.55189

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

**4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year**

**Response:** 16.49

**4.2.4.1 Number of teachers and students using library per day over last one year**

Response: 200

File Description	Document
Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)	<a href="#">View Document</a>

**4.3 IT Infrastructure**

**4.3.1 Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)**

**Response:** 62.5

**4.3.1.1 Number of classrooms and seminar halls with ICT facilities**

Response: 55

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**4.3.2 Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility**

**Response:**

Sambalpur University has a comprehensive IT policy in place to manage IT Services, Information Security, Network Security, Risk Management, Software Asset Management, Open-Source Resources, Green Computing, and other related issues. It has an E-Governance Nodal Centre to manage IT services, with an annual budget of around Rs. 50,00,000/- (Rupees Fifty lakh). It uses 1 Gbps leased line connectivity for its campus network, which is provided by the central government's NME-NMEICT programme. All Academic Departments, Administrative Departments, Extension Centers, Central Library, Distance and Continuing Education Directorate, Residential Buildings, and Hostels have LAN access via fibre optics and UTP cables. Online full-text e-Journals databases, e-learning resources, NPTEL Video courses, and digital libraries are available to all teachers, students, and researchers.

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

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

**Response:** 1:1

#### 4.3.4 Available bandwidth of internet connection in the Institution (Leased line)

**Response:** A. ?1 GBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

#### 4.3.5 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

**Response:** B. 3 of the above

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

### 4.4 Maintenance of Campus Infrastructure

#### 4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

**Response:** 5.12

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

2021-22	2020-21	2019-20	2018-19	2017-18
112.35859	52.18785	45.47895	88.28042	72.00173

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

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

**Response:**

The University has a Development and Maintenance Section and a University Scientific Instrumentation Centre (USIC) to handle building, classroom, and laboratory maintenance. The infrastructural facilities and services are maintained by technical professionals such as Asst. Engineers and Junior Engineers who report to the Development Officer. USIC looks after the electrical installations, as well as the repair and maintenance of laboratory equipment. Odisha Police Housing Corporation, as per the guidelines of the Higher Education Department of the Government of Odisha, is responsible for all construction and restoration activities on campus. Sambalpur University has an E-Governance Nodal Centre to manage the university's IT services. The University E-Governance Nodal Centre provides a centralised facility with a network server to all students, lecturers, and university ministerial personnel. The Centre is also in charge of coordinating and maintaining the Campus Network, which includes Internet and other ancillary services.

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

**5.1.1 Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).**

**Response:** 73.56

**5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2021-22	2020-21	2019-20	2018-19	2017-18
976	904	926	994	767

File Description	Document
Upload self attested letter with the list of students sanctioned scholarship	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**5.1.2 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.**

**Response:** 22.91

**5.1.2.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	190	131	628	598

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

**5.1.3 Following Capacity development and skills enhancement activities are organised for improving**

**students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology**

**Response:** B. 3 of the above

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

**5.1.4 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases**

- 1. Implementation of guidelines of statutory/regulatory bodies**
- 2. Organisation wide awareness and undertakings on policies with zero tolerance**
- 3. Mechanisms for submission of online/offline students' grievances**
- 4. Timely redressal of the grievances through appropriate committees**

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

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 5.2 Student Progression

**5.2.1 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)**

**Response:** 31.96

**5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.) year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
181	135	142	155	110

**5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government**

**examinations) year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
489	451	427	471	412

File Description	Document
Upload supporting data for the same	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**5.2.2 Average percentage of placement of outgoing students during the last five years****Response:** 9.89**5.2.2.1 Number of outgoing students placed year - wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
105	86	106	120	112

File Description	Document
Self attested list of students placed	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**5.2.3 Percentage of student progression to higher education (previous graduating batch).****Response:** 55.32**5.2.3.1 Number of outgoing student progressing to higher education.**

Response: 546

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

**5.3 Student Participation and Activities****5.3.1 Number of awards / medals won by students for outstanding performance in sports / cultural**

**activities at inter-university / state / national / international events (award for a team event should be counted as one) during the last five years.**

**Response:** 63

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	8	4	11	37

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>

**5.3.2 Presence of Student Council and its activities for institutional development and student welfare.**

**Response:**

Before 2018-19, the university had a Student's Union that included the President, Vice-President, General Secretary, and other representatives. However, according to a Higher Education notification, the Student Unions of all State Universities and Degree Colleges have been cancelled in favour of a nomination system for students' representatives to various university committees. The University Senate features two student representatives who are elected on their academic performance. The Residence Allotment Committee, Anti-ragging Committee, and different Discipline Committees constituted by hostel employees and boarders also have student representatives. All these go a long way in encouraging students to participate in various democratic bodies in a responsible and disciplined manner. They learn to shoulder responsibilities and perform duties for the good of the entire academic community.

**5.3.3 Average number of sports and cultural events / competitions organised by the institution per year**

**Response:** 17

**5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
22	2	20	21	20

File Description	Document
Report of the event	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

#### Response:

The Sambalpur University Postgraduate Alumni Association (SUPAA) has been registered under ACT XXI of 1860 under SBL No. 6620-117 for the academic year 2020-2021. Each department has its own Alumni Association in addition to the central alumni association (SUPAA). The university alumni cell collaborates with the department alumni cell. These cells invigorate the university's bond with the former students and create a network for communication with them. SUPAA is a pioneer in bridging the gap between academia and industry. The Odisha government recently launched the 'Mo College' Portal to connect alumni with their alma maters. Sambalpur University is also involved in this amazing government project. The University accepts alumni's suggestions for improvement. Its website contains a dedicated link for its alumni.

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

### 5.4.2 Alumni contribution during the last five years (INR in Lakhs)

#### Response: E. <5 Lakhs

## **Criterion 6 - Governance, Leadership and Management**

### **6.1 Institutional Vision and Leadership**

#### **6.1.1 The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance.**

##### **Response:**

Sambalpur University is located in the western part of Odisha, a rural, Agro-based, tribal-dominated, and generally undeveloped region of India. Its treasured aim has been to broaden the boundaries of knowledge in all subjects at the global level and to seek the relevance of global knowledge to local requirements with the objective of improving the region's economic, social, and environmental situations. The university's policy objectives have been an equitable social order and a liberal humanist culture. The aforementioned vision guides the University's pedagogical initiatives in the subjects taught, research domains chosen, and projects carried out. Commitment to providing high-quality education and endeavours to provide opportunities for research and extracurricular activities in the best feasible way characterise the University's academic culture. Even though the courses are given within traditional disciplines, the curricular profile of the Postgraduate Departments at all levels, from M.A./M Sc. to PhD, demonstrates a considerable degree of relevance to the local requirements and imperatives. Local archaeology, local histories, folk literary studies, comparative literature, translation studies, the impact of industries on the local environment, regional disparity studies, research on the local flora and fauna, epidemiological studies, study of local political problems, caste and gender issues, and studies of local performing arts are examples of prioritising the local knowledge. Various academic bodies of the University, including the Board of Studies, Doctoral Advisory Committees (DAC), and Academic Council ensure that the University's mission and vision are effectively reflected in the course, even while new courses are launched, and existing courses are improved.

#### **Mission**

- Sambalpur University shall strive to educate society for generation by providing transformative education with deep disciplinary knowledge and concerned for environment.
- To develop problem solving, leadership and communication skill in student participants to serve the organization of to-day and tomorrow.
- To aim for the holistic development of the students by giving them value based ethical education with concern for society.
- To foster entrepreneurial skills and mindset in the students by giving life long learning to make them responsible citizen.

#### **Vision**

- Sambalpur University is committed to creating and sustaining a transformative educational environment for its students, staffs and faculties in the field of Liberal Arts, Sciences and Profession studies so that they become globally competitive through competency in respective domain knowledge, research, innovation and entrepreneurship skills with heightened sense of meaningful community engagement and personal

developments.

## Quality Policy

- Sambalpur University aspire to be a research university with a commitment to providing Liberal Arts, Sciences and Profession education with a cutting edge by emphasizing on innovation, creativity and continuous learning through dissemination of knowledge using effective quality management systems monitored through IQAC of the university and above all fostering employability.

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

### 6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

#### Response:

Sambalpur University has a well-defined and structured governance and management system with the Post Graduate Departments, Institutes, and Colleges functioning under the control of the Vice Chancellor. Heads of the P.G. Departments and principals of respective colleges run their respective institutions within the framework of participatory decision-making. The University's administrative power structure has been decentralized through the executive and advisory roles of three Deans of faculties, namely the Deans of Sciences, Humanities, and Social Sciences and Management. There is a clear guideline for the Vice-Chancellor to act in his/her administrative capacity as per the provisions of the Odisha University Act and Statutes 1990. The following responsibilities are devolved upon Vice Chancellor through statutory committees of Odisha University Act and Statutes:

1. Promotion Committee
2. Students' Residence and Welfare Committee
3. Finance Committee
4. Equivalence Committee
5. Statutes Committee
6. Library Committee.
7. Building Committee
8. Purchase and Sales Committee
9. Discipline Committee

10. Admission Committee

11. Academic Calendar Committee

12. Sports Committee

Additionally, the University has the following Non-Statutory Committees to help with academic administration.

1. IQAC

2. Grievance Cell

3. Gender Sensitization Cell

4. Anti-Ragging Committee

5. NSS Committee

Academic decisions on the introduction, revision, and reformulation of courses and syllabi are made by the Academic Council with input from faculties and departments. The Academic Council's composition reflects the participatory nature of the University's academics. The Departmental Council, Board of Courses and Studies, and Departmental Research Committee work together to make department-level decisions on academic and research problems. The periodic syllabus modification demonstrates the endeavour of the university to stay up with the current advancements in the disciplines. The syllabi designed by the Departmental Councils and Board of Studies from time to time have been approved by the Academic Council which is ratified by the Hon'ble Chancellor of the Universities of Odisha.

Stakeholders such as teachers, university officers, and government agencies through its nominees allow this participatory management. Leading industrialists and industry experts are sometimes co-opted as members of the bodies dealing with the industry-academia interface. All functionaries operate at various policy-making and executive bodies on a rotation basis as approved by the Hon'ble Chancellor. The University has built up a rapport with the public and ensured its credibility as well as transparency by bringing out News-letter and Annual Reports. All significant University information is available on the University website and other social media sites. Decentralization and participatory management have always been guiding principles at this university, which strives for transparency, credibility, and academic excellence.

## **6.2 Strategy Development and Deployment**

### **6.2.1 The institutional Strategic plan is effectively deployed.**

**Response:**

**Curriculum Development:** Sambalpur University values flexible and choice-based courses. The university has implemented credit-based grade point scaling on a 10-point scale. Once a year, the Boards

of Studies meet to review and update the course content. The curriculum is revised every two to three years to reflect advances in knowledge and employment requirements. Every year, Academic Council meetings are held to examine the academic standards of existing programmes and to introduce new courses on the proposal of the Board of Studies.

**Teaching and Learning:** The P.G. Council prepares an academic calendar for each academic session (June-May), which includes dates for admission, the start and end dates of various teaching programmes, official holidays, examination schedules, and the publication of results etc. Autonomous Departments plan their teaching and examination schedules within the framework of the centralised academic calendar.

**Examination and Evaluation:** To ensure that results are published on time, the institution has a central valuation system for all undergraduate courses. Postgraduate examinations have been decentralised. The autonomous departments conduct examinations and evaluate answer scripts within the framework of a set of norms.

**Research and Development:** Sambalpur University has laid down the guidelines for M.Phil., PhD, D.Sc./D. Litt. as per UGC regulations. The University has formed Research and Development Cell (RDC) for facilitating research activities, processing files for submission of R&D proposals, the release of grants and implementation of the projects, liaison between investigators and various funding agencies, including industries, and processing the appointments of research scholars. The University promotes and encourages its faculty to pursue National/International collaborations for research.

**Library, ICT, and Physical Infrastructure/Instrumentation:** Prof. B. Behera Central Library has got a large collection of books, E-Databases, E-Journals, E-Books, etc. to cater to the requirement of faculties and students. The library has been computerizing its books using the Library Automation Software. All the units of the University have LAN connectivity through fibre optics and UTP cable. The University Scientific Instrumentation Centre (USIC) provides maintenance to all sophisticated instruments. The Central Instrumentation Facility (CIF), having provision to set up sophisticated equipment to strengthen research and training is in the final stage of completion.

**Human Resource Management:** The University insists on recruiting faculty as per UGC norms and makes all efforts to improve its academic standards in respect of teaching and research. Academic audit, internal quality assurance, and evaluation of the teachers by the students are measures adopted by the University. The offering of incentives to achievers and performers, and also a word of caution to the non-performers are some strategies to enhance teaching standards. The HRDC conducts training programmes to update the skills of its faculties. Government of Odisha norms are followed for recruiting staff.

**Industry Interaction/Collaboration:** The Research and Development Cell (RDC) coordinates the industry-academia relationship and helps to promote collaborative research as well as consultancy works. Departments of Environmental Sciences and School of Life Sciences have been actively collaborating with the national and multi-national industries in different areas of environmental research. Representatives from industries are in various Boards of Studies.

File Description	Document	
Strategic Plan and deployment documents on the website	<a href="#">View Document</a>	

**6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.**

**Response:**

The Vice Chancellor is the leader of the University in an academic and administrative sense as empowered by the Odisha University Act and Statutes. He is the Chief Executive of the university management system, assisted by the Registrar as regards the general administration. The financial affairs and examination affairs of the University are handled by the Comptroller of Finance (COF) and Controller of Examinations (COE), respectively. As far as the academic programmes are concerned, these are run by the Chairman, PG Council, and the Heads of different PG Departments. The residential affairs of students are managed by the Warden of the hostels. From time to time, the structure and function of the University are reviewed, and measures are taken to improve them within the framework of the Odisha Universities Act and Statutes and Odisha Universities Accounts Manual.

The University is governed by the rules and regulations as prescribed by the University Grants Commission and the Department of Higher Education (DHE), Government of Odisha. Direct recruitment of faculties is being made as per UGC regulations and state Government rules currently through Odisha Public Service Commission (OPSC). Career advancement of faculties is being carried out by the university following UGC guidelines. Fresh appointment of non-teaching staff is conducted by Staff Selection Board, Bhubaneswar, whereas the university follows Odisha University Recruitment and Promotion (OURP) 1992 rules for the promotion of non-teaching staff.

The University pursues various policies for the periodic review of academic and administrative functioning. The University has policies of reviews and mid-term appraisal for various academic and administrative programmes. Each Head of the Department makes a periodic review of teaching and other relevant matters, whereas the Chairman, P.G. Council, reviews the academic functioning of the Departments periodically. For their part, the Boards of Studies pursue policies of reviewing the syllabuses as well as the names of examiners and suggesting recommendations. The Registrar, the Comptroller of Finance, and the Controller of Examinations also review the functioning of various administrative wings working under them. Board policy matters within the framework of the vision and mission of the University are discussed by the Syndicate, and Academic Council. Policies of review are followed in respect of

- Timely finishing of teaching assignments.
- Reviewing the syllabuses and suggesting changes.
- Smooth conduct of examinations.
- Budget estimates, and timely expenditures under various heads.
- Review of UGC-SAP, DST-FIST, and Research Projects.
- Review of the PhD research work.
- Review of the PhD fellowship under various schemes of UGC, CSIR, etc.
- Offering new courses and opening new Departments
- Review of the administrative functioning of various wings of the university administration.

According to the University Statutes, the Head of each Department acts as the team leader for the academic and administrative functioning of the departments. The Chairman of the Postgraduate Council coordinates the teaching and learning processes of various Departments.

The Chairman, PG Council holds meetings periodically with the Heads of the Department to review the teaching and learning activities.

File Description	Document
Link to Organogram of the University webpage	<a href="#">View Document</a>

### 6.2.3 Institution Implements e-governance covering following areas of operation

- 1. Administration**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examination**

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

File Description	Document
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1 The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .

**Response:**

At the end of each academic session, all the teachers submit their Annual Confidential Report (ACR) to the immediate controlling officer, i.e., the Head of the Department for the teachers and Chairman, P.G. Council for the Head of the Department. Apart from its requirement as a vital document for the promotion of the faculty members, this report also takes into account the teaching-learning profile, research performance, co-curricular activities, association with different professional bodies, a course taught, research project handled, participation in the national and international conferences, papers and books published, honours and awards conferred on etc. After receiving the ACR from the teachers, the Reporting officer (HoD) submits that to the Reviewing officer (Chairman, P.G. Council) with due remarks on the performance of the teachers. The Reviewing officer finally submits the ACR to the Vice Chancellor, who is the accepting authority. Any observations received from the Reporting officers are submitted to the accepting authority and the decision arrived at is further communicated to the concerned faculty members. The maintenance of the ACR system in the University is highly transparent which encourages the teachers to become more responsible and accountable and motivated for further improvement. For the non-teaching staff, the respective Controlling Officer writes CCR and submits it to the University authority for further action. The University follows the UGC norms while granting promotion to the faculties, and Odisha University Recruitment and Promotion (OURP) 1992 rules for the promotion of non-teaching staff.

University maintains its supportive atmosphere by providing several welfare schemes for both teaching and non-teaching staff that includes a Group Insurance Scheme, Health Care facilities, Free Medicines, Festival Advance, subsidised conveyance for staff and students, rehabilitation scheme for the families of deceased employees, accommodation of teachers and non-teaching staff in university quarters etc.

Apart from this, the university also extends reimbursement of medical expenses, clothes for class IV staff, sick and maternity leave, Sports facility and Gymnasium, library facilities, 24-hrs internet connectivity, Day Care Centre for the children teaching and non-teaching staff within the campus.

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

**6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.**

**Response:** 5.14

**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	1	11	17

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.**

**Response:** 10.2

**6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
19	7	8	6	11

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	<a href="#">View Document</a>
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP) during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).**

**Response:** 42.91

**6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
119	85	24	10	37

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	<a href="#">View Document</a>
Details of teachers attending professional development Programmes during the last five years (Data Template)	<a href="#">View Document</a>

**6.4 Financial Management and Resource Mobilization**

**6.4.1 Institutional strategies for mobilisation of funds and the optimal utilisation of resources**

**Response:**

**Funds from the Government and other sources**

The University has a very efficient strategic plan for the mobilisation of funds and utilisation of its resources. Though a major share of the funds needed by the university comes from the state Government, University also approaches different industries and companies operating within its territorial jurisdiction either directly or through district administration for grants under the CSR scheme. University also receives grants from UGC and Central Government in the form of RUSA grants. Apart from this, teachers also receive grants from different funding agencies in the form of research projects and consultancies. University also collects fees from the students and utilises them as Infrastructure Development Fund. University also receives funds from World Bank through the Higher Education Department, Government of Odisha.

### **Student-centric approach in the mobilization of funds**

To maintain its student-centric approach, the university mobilizes its resources for providing a better academic ambience to the students. To cater to the need for residential accommodation of its ever-increasing strength of girl students, the university has built ladies' hostels in the recent years. University has dedicated buses for the field trips and industrial visits of its students. University established two centres of excellence and a Central Instrument Facility from the funding of the World Bank to invigorate the research eco-system of the university and find solutions to socially relevant challenges. Similarly, the RUSA fund is also used to develop the infrastructure of the university and procurement of scientific equipment.

### **Green Energy**

Sambalpur University has set up 285 kW Roof-Top Solar Power facilities on its premises (Administrative Building, Hostels, Health Centre, Library and other important establishments) to move toward an eco-friendly source of energy. In addition, solar 23 mini-mast lights have been installed on the campus. A dedicated feeder for the university has been installed for an uninterrupted and quality power supply. University has started building its state-of-art building for the central instrument facility and food court.

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

**Response:** 3085.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
549.37	954.68	20.83	1109.13	451.29

File Description	Document
Details of Funds / Grants received from government bodies during the last five years (Data Template)	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### **6.4.3 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)**

**Response:** 27.25

6.4.3.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
27.25	0	0	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:**

The University has an efficient mechanism of internal and external audits of all auditable accounts/expenditures in line with the rules in the Odisha University Accounts Manual (OUAM) and the UGC audit guidelines.

##### **Internal Audit**

An internal Audit is conducted by the internal auditors of the University before the finalization of payments. Generally, expenditures worth Rs. 15,000/- and above are subjected to Pre-Audit as per the rules of the Department of Finance, Government of Odisha.

##### **External Audit**

The accounts of the University are subjected to the Local Fund Auditor (LFA), Department of Finance, Government of Odisha as per the statutory provisions made by Accountant General, Government of

Odisha. The University also gets its accounts audited by external agencies like Chartered Accountants as per the guidelines of central funding agencies like UGC, DST, SERB and others whenever necessary.

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

## 6.5 Internal Quality Assurance System

**6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals.**

**Response:**

Sambalpur University has an Internal Quality Assurance Cell (IQAC) in consonance with the UGC guidelines for National Assessment and Accreditation Council (NAAC). This Cell ensures sustenance and enhancement of the quality of the academic and administrative functioning of the University. The primary objectives of IQAC are to audit the academic and administrative performances at the micro and macro levels and to catalyze reforms and implement various directives by the regulative educational agencies at the national and State levels for the proper academic growth of the University.

The IQAC has reviewed the teaching and research of individual teachers as well as the functioning of the Departments. The University has conducted an annual academic audit by collecting data in a prescribed format through IQAC to assess the quality and relevance of various pedagogic programmes. Students' feedback about the pedagogic performance of teachers has also been taken into account to work out corrective measures and improvement.

The IQAC has conducted the performance audit of various departments in the prescribed format of Self Appraisal Report of the faculties and the Annual Quality Assurance Reports (AQAR) of the Departments to urge and prod the teachers to make sustained efforts for improvements in the standards of teaching and research; encourage them to raise their professional skills, capacities, motivational levels; review the functioning of Departments and their infrastructure, facilities and programmes; encourage the faculty to bring about innovations in the curricular and so on.

The IQAC has also made some suggestions for quality sustenance and enhancement which the University has been trying to follow up on. They are:

- Contacts to be made with some distinguished alumni and involving them in the decision-making process of the University in various fields.
- Young faculty members are encouraged to apply for a greater number of Research Projects, apply for foreign fellowships/scholarships and improve their academic profiles.
- Recommendations of BOS (Board of Studies) are to be given due importance.
- Professional ethics are to be strictly followed.

- Diversity and cultural heritage of the region to be maintained
- Annual report and annual accounts to be made up-to-date.
- Obsolete items in each Department should be disposed of as per the rules.
- The backlog on the issue of mark sheets and certificates being cleared.
- The Departments to strengthen the functioning of their Alumni Associations.
- The University to have a common Alumni Association
- Exploring new areas of the university-industries interface

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

**6.5.2 Institution has adopted the following for Quality assurance 1. Academic Administrative Audit (AAA) and follow up action taken 2. Conferences, Seminars, Workshops on quality conducted 3. Collaborative quality initiatives with other institution(s) 4. Orientation programme on quality issues for teachers and students 5. Participation in NIRF 6. Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).**

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

File Description	Document
Upload e-copies of the accreditations and certifications	<a href="#">View Document</a>
Upload details of Quality assurance initiatives of the institution (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:**

**Ensuring the appointment:** As per the Odisha Universities (Amendment) Act and Statute, 2020, the appointment of teaching and non-teaching posts has been initiated by the Higher Education Department Government of Odisha through Orissa Public Service Commission and Staff Selection Board, respectively. University has already submitted the vacancy lists for the teaching and non-teaching staff to the Higher Education Department.

**Research projects, consultancy and collaboration:** All the faculty members are regularly encouraged to apply for projects. University has streamlined the implementation of projects through its Research and

Development Cell (RDC). Sixtyfive research projects amounting to Rs.23.30 crore are now being conducted by the university faculties. University has funded 26 research projects to its faculty members amounting to Rs11.5 lakhs. Moreover, two centres of excellence, namely, Natural Products & Therapeutics and Regional Development and Tribal Studies are functioning from World Bank Funds through OHEPPE in order to provide a platform for carrying out collaborative research. The university has taken steps to provide financial support toward the Article Processing Charges and also giving incentive for publishing research papers in SCOPUS indexed journals. University has instituted University Research Fellowship for PhD students and providing seed grant to the newly joined faculties. The RDC coordinates the industry-academia relationship and helps to promote collaborative research as well as consultancy works

**Placement Cell activities:** A full-time Placement Officer looks after the 'On-Campus' recruitment process. The Cell is conducting placement related activities regularly. Students are participating in 'On-Campus' and 'Off-Campus' interviews, and many students have been placed in reputed companies.

**Soft and life skills of students:** University has signed MoU with Odisha State Open University to introduce soft and life skills to the PG departments. University has also established a studio equipped with advanced technologies to record lectures of different eminent resource persons in collaboration with Odisha State Open University in the Sambalpur University Institute of Information Technology campus.

**ICT for teaching-learning and administration:** Taking the opportunity of online classes due to the onset of the COVID pandemic, the university has strengthened ICT-enabled teaching. Presently, all departments are equipped with Interactive Panel Board (IPB) connected with internet, overhead projectors and computers. Students are accessing e-journals through the INFLIBNET portal. University is planning to implement e-office which will be operational very soon.

**Central facilities for research:** The Central Instrument Facility (CIF) building is already completed and the university has started procuring sophisticated equipments through the OHEPPE project.

**Alumni association:** University has a registered central Alumni Association in the name of Sambalpur University Postgraduate Alumni Association (SUPAA) vide Regd. No. SBL No. 6620-117 of 2020-2021 under the Societies Registration Act (No. XXI 1860). Each department is also having an individual Alumni Association I order to involve their alumni in different development programmes.

**Data analysis to track development:** Student activity data are being collected at the department level, which is collated and analysed and maintained by the IQAC. Moreover, the university is planning to introduce Learning Management System (LMS) to track and analyse academic activity more efficiently.

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

##### Response:

The safety and Security of women in the university is one of the foremost concerns of the university authority. 24-hour CCTV surveillance is maintained in some of the departments and strategic areas in the university. It helps to keep a check on antisocial activities. The security of the women students on the campus is strictly monitored by the deployment of security persons in and around the hostels. Specifically in Ladies' Hostels security persons are deployed round the clock. Males are not allowed in the hostels. Visiting parents/relatives of the boarders are allowed to the visiting room of the respective ladies' hostels after due approval from the hostel administration. An entry/exit register is maintained in all the hostels where all entry/exits are recorded. Outside the hostel boundary, male guards are deployed to restrict the movement of any outsider into the hostels. A separate hostel mess for girls is available within the hostel. The mess serves the girls tiffin, lunch, and dinner as well as tea, coffee, and snacks.

University shows utmost concern for the physical and mental well-being of students. To address student stress, career advice, and family concerns, the departments have the mentor-mentee system. Faculties are assigned the responsibility of mentoring and counseling students both boys and girls. Each faculty looks after the matters of a group of 10 to 15 students. If any problem is there both boys and girls are counseled as per their requirements individually. A qualified lady doctor is appointed by the university who provides both the physical and mental health care more specific to the women students. The services are open to all students free and totally confidential. The girl students facing anxiety and feeling uneasy come to meet the lady doctor. Confidentially the doctor talks to her and does the treatment and counseling.

The university has some common room for women in some of the P.G. Departments. Fairness of treatment for women and men according to their needs is maintained in the university. From the admission process to the end of the course in the department gender equity is maintained. Different departments take initiative to organize a different program on gender equity and discuss it through seminars, and meetings for its promotion. The university sensitizes the women students through the lectures given by the resource persons funded by National Commission for Women. The university has conducted twenty such programs in the last few years.

File Description	Document
Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	<a href="#">View Document</a>
Annual gender sensitization action plan	<a href="#">View Document</a>

#### 7.1.2 The Institution has facilities for alternate sources of energy and energy conservation

**measures**

- 1. Solar energy**
- 2. Biogas plant**
- 3. Wheeling to the Grid**
- 4. Sensor-based energy conservation**
- 5. Use of LED bulbs/ power efficient equipment**

**Response:** A. 4 or All of the above

File Description	Document
Geotagged Photographs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

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

**Response:**

**Solid waste management**

Solid wastes generated by the university and its residential complexes are collected and segregated in different containers. University has entered into an MoU with Vikash Group of Institutions, Bargarh to utilize kitchen wastes of canteens, hostel mess and employee quarters to generate biogas. University will transport wastes to the respective biogas-generating plant. Plastic wastes are being collected by the Veer Surendra Sai Institute of Medical Sciences and Research, Burla for incineration. Wastes other than kitchen and plastic are being collected by the Sambalpur Municipal Corporation Burla Unit through battery-driven vehicles.

**Liquid waste management**

Domestic liquid wastes are collected in a pit and recycled for irrigation purposes.

**Biomedical waste management**

Biomedical wastes are collected in different colour-coded bags and sent to Veer Surendra Sai Institute of Medical Sciences and Research, Burla for safe disposal. University has entered into an MoU for the said purpose.

### **E-waste management**

E-waste is collected at regular intervals and assigned to vendors for disposal through official tendering.

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

University does not allow the use of radioactive material for its research and other activities. Hazardous chemicals like concentrated acids and bases are segregated in different containers and disposed of collectively at a central place.

<b>File Description</b>	<b>Document</b>
Geotagged photographs of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

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

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

<b>File Description</b>	<b>Document</b>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>

#### **7.1.5 Green campus initiatives include:**

- 1. Restricted entry of automobiles**
- 2. Use of Bicycles/ Battery powered vehicles**
- 3. Pedestrian Friendly pathways**
- 4. Ban on use of Plastic**
- 5. Landscaping with trees and plants**

**Response:** B. 3 of the above

<b>File Description</b>	<b>Document</b>
Various policy documents / decisions circulated for implementation	<a href="#">View Document</a>
Geotagged photos / videos of the facilities	<a href="#">View Document</a>
Any other relevant documents	<a href="#">View Document</a>

**7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:**

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

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

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View Document</a>
Certification by the auditing agency	<a href="#">View Document</a>
Certificates of the awards received	<a href="#">View Document</a>

**7.1.7 The Institution has disabled-friendly, barrier free environment**

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

**Response:** C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>

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

**Response:**

Sambalpur University is known for its diversity of students, staffs, faculties with respect to gender and caste. Interestingly, almost 50% of its students are girls. Sambalpur University is dedicated to sensitising its students to the cultural, regional, linguistic, communal and socio-economic diversities. University conducts an orientation programme at the beginning of the academic year to interact among the diverse groups to create an ambience of inclusive and respectful workplace. University's initiatives toward

fostering an inclusive socio-cultural and socio-economic environment include:

1. Annual student fests and gatherings: Students from different communities and backgrounds join to celebrate the annual student fest. Each department conducts welcome and farewell functions for incoming and outgoing students
2. University celebrates local as well as national festivals through the participation of the students, staff and faculties to harmonize people from several parts of the country. Ganesh Chaturthi, Sarawati Puja, Dussehra, Diwali, Maha Shivaratri, Holi, Birth of Prophet Mohammad, Id-Ul-Zuha, Muharram, Christmas etc. are celebrated with much devotion and joy.
3. Patriotic events: Independence Day, Republic Day, Gandhi Jayanti, and Dr. B.R. Ambedkar Jayanti, Subash Chandra Bose Jayanti, Veer Sunrendra Sai Jayanti, etc. are celebrated by students and staff.
4. National Service Scheme (NSS) Cell undertakes many socially responsible drives in the areas of charity initiatives towards the underprivileged in society. NSS activities expose students to the problems of socio-economically deprived populations as well as that of the physical environment.
5. Utkal Diwas: On 1st April Utkal Diwas is celebrated to provide platform for expression of State's contribution in Nation building.
6. International Day of Yoga (21st June) is observed.
7. Community services: Vaccination programmes as well as blood donation camps are taken up in the community. Students of the university have formed a voluntary service organization called 'Sanskara Kendra' under the auspices of which they teach children of the nearby villages.
8. Swachh Bharat Abhiyan: An Eco-club has been constituted in the University. Students, Staff and Faculty members of diverse culture join hands and undertake different activities for "Clean Environment" under this Eco-club
9. University publishes a quarterly magazine in the Odia language 'Saptarishi' to promote the linguistic skills of its stakeholders in their mother tongue.

Because of its constant effort in maintaining a sustainable ecosystem for its stakeholders across castes and faith, Sambalpur University has never faced any communal unrest on its campus.

#### **7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).**

##### **Response:**

NEP 2020 envisages that the curriculum and pedagogy of Indian Higher Education institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world. It has the vision to "instill among the learners a deep-rooted pride in being Indian, not

only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen”.

Sambalpur University sensitizes the students and the employees of the institution to the constitutional obligations of values, rights, duties, and responsibilities of citizens, which enables them to conduct as a responsible citizen. It equips students with the knowledge, skill, and values that are necessary for sustaining one's balance between a livelihood and life by providing an effective, supportive, safe, accessible, and affordable learning environment. These elements are inculcated in the university's value system through policies that reflect core values and Code of Conduct that everyone follows.

The programmes include courses like Professional ethics and human values, Constitution of India, Environmental Studies, and Disaster Management as a step to inculcate constitutional obligations among the students. The university conducts various cultural, traditions, values, duties, and responsibilities programs by inviting prominent people and awareness programs on the ban on plastics, cleanliness, **Swachh Bharat Abhiyan**, etc. The preamble of the constitution in both Odia and English Languages is portrayed in the Administrative wing. The staff is trained about the work environment ethics. The HRDC includes lectures on Disaster management, Community medicines, Office management, and a training session on Yoga in all its Induction, Orientation, and Refresher programmes.

Guest lectures and workshops are arranged by eminent personalities to deliver lectures on ethics, values, duties, and responsibilities and on saving the environment. ethical values, rights, duties, and responsibilities of citizens are some topics enlisted in Elocution, debates, and class presentation. Gender sensitivity and concern for physically challenged persons and flora and fauna are some areas in which the students learn to be conscious during their stay on campus.

The Odisha Environmental Consciousness Society and the Eco Club sensitize the students and staff to Environmental issues. The Environmental Science Department conducts seminars on these issues. The Sustainable Millennium Goals 2030 and solutions to other sensitized issues of the environment and society are displayed on signage boards installed in and outside the university campus.

During 2017-2022 Vigilance Awareness Week and Women's Day were observed and Seminars on COVID-2019 were conducted. The NSS wing as well as the students and staff of different departments conducted several community services. The NSS wing undertook plantation programmes in and outside the campus and community service in the Birkera village. The students and staff of the university were associated with uplifting the poor village community through physical and fiscal support.

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

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

**Response:** C. 2 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	<a href="#">View Document</a>
Code of ethics policy document	<a href="#">View Document</a>

**7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).**

**Response:**

There is a great tradition of the University regarding the celebration of national and international commemorative days, events and festivals. It has a tradition of celebrating Republic Day, and Independence Day with full vigour and enthusiasm, also International Yoga Day, Earth Day, Science Day, Environmental Day and other national festivals. The university has installed a National Flag in front of the Administrative Building to inculcate patriotism and a sense of belongingness to the country in its students, staff and teachers. The NSS unit campaigns for tobacco-free campuses at regular intervals. The Institute celebrates Teachers Day on the birth anniversary of Dr Sarvepalli Radhakrishnan

File Description	Document
Geotagged photographs of some of the events	<a href="#">View Document</a>

**7.2 Best Practices**

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

**Response:**

## **BEST PRACTICE-I**

**Title of the Practice**

Award of the “Gangadhar National Award for Poetry” to a poet of all-India stature every year on the occasion of the foundation day of the University.

**Objectives of the Practice**

In order to fulfill its humanist objectives, Sambalpur University considers the promotion of art and culture to be just as crucial as the creation of theoretical and applied knowledge. The ultimate goal of higher

education is the holistic and comprehensive development of human civilization, a goal that the University has continuously worked towards by recognizing, appreciating, and promoting the poets of different languages.

The Gangadhar National Award is given by Sambalpur University to distinguished poets of national repute for their works in Indian languages and English.

## **The Context**

Sambalpur University has been highlighting the cultural ethos of western Odisha by presenting one of the greatest poets of Odisha, Swabhaba Kabi Gangadhar Meher, the cultural icon of western Odisha, at the national level in accordance with its vision and mission, which seeks to integrate the local cultural resources with the national and global systems. The "Gangadhar National Award for Poetry" is an annual homage given by the university to Indian poets of distinction as a manner of paying respect to the great poet, Swabhaba Kabi Gangadhar Meher.

The prize was established by Sambalpur University in 1991 as part of the university's celebration of the silver year of its founding. Ali Sardar Jafri was the first to get this highly sought-after award. Since then, until 2021, thirty poets writing in various Indian languages have been honoured with this award. While receiving the awards they have the opportunity to be familiar with the poetry of Gangadhar Meher in English translation, a task that has been accomplished by the English Department of the University.

## **The Practice**

Sambalpur University claims its uniqueness as the only higher education institution in the entire nation to have established a national award for poetry the "Gangadhar Meher National Award".

### ***Details of Nomination and the Prize***

The selection procedure for "Gangadhar National Award for Poetry" is an elaborate, rigorous, and time-taking process. It involves short-listing of names of potential awardees at various stages.

The names of the poets for the award are proposed by the Council of Jurors, which consists of the Vice Chancellor, recipients of the Central Sahitya Akademi Awards for Poetry in major Indian languages (other than Oriya), previous recipients of the Gangadhar National Award for Poetry, and twenty other members (including three reputed teachers of literature and literary critics of Odisha nominated by the Vice-Chancellor). The names are processed and scrutinized through preliminary and final rounds of selection by a duly constituted Processing Committee, resulting in the finalization of the name of the poet carrying the highest number of nominations for the "Gangadhar National Award".

The award carries a cash prize of Rs 1,00,000, *angavastra*, a citation, a memento, and a copy of *Gangadhar Meher: Selected Works* (An anthology of Gangadhar Meher's Poetry in English translation).

Every year, during the first week of January, Sambalpur University celebrates its Foundation Day with a ceremony to present the Gangadhar National Award. The prize-giving ceremony is witnessed by a sizable crowd of faculty members, students, notable invitees, well-known writers, residents of western Odisha, and members of the media. They also hear the citation being read out when the person receives the award. The award-acceptance speech is then given by the winner.

The list of recipients since 1991 is provided below in tabular format. There is a one-year gap between the year for which the award is intended and the year in which it is presented because of the long and elaborate process of finalizing the name for the Gangadhar National Award.

### **Evidence of Success**

As the awardees of the Gangadhar National Award come from all over the country, it has enabled Sambalpur University to establish itself in the national circles of poets, literary critics, poetry readers, and intellectuals. Similarly, Gangadhar Meher has now become a well-known name in the literary scene of India. He prominently features in the numerous catalogs and encyclopedias that highlight Indian poetry. His poetry has been translated into English and has been published in a number of English-language periodicals and anthologies. Moreover, Gangadhar Meher's poetry is taught in Visva-Bharati, Shantiniketan, and the University of Delhi's comparative Indian literature courses.

This practice has also helped in promoting and transmitting not only Odia language and literature but also the other cultural practices of the state, especially of western Odisha to the other parts of the state.

### **Problems Encountered and Resources Required**

The University has no issues when it comes to the gathering of resources for the Gangadhar National Award for Poetry. The award money, angavastra, drafting of the citation, travel, and hospitality of the Gangadhar awardee are all covered by particular budgetary provisions. The fund allotment is periodically updated to take care of the increasing expense of holding the Award Ceremony. The Prize money which was Rs.50,000/- (Rupees Fifty Thousand Only) was enhanced to Rs. 1,00,000 (Rupees One Lakh) in 2018.

The only issue the university faces is that, if the poets are elderly or disabled, they sometimes choose not to attend the award ceremony due to the university's distance from their homes. This problem to some extent has been solved in recent years because of the air connectivity of the nearest town called Jharsuguda. However, the airport does not have direct flights to most of the prominent cities of the country. In such cases, special efforts are given by the Vice Chancellor to visit the poet at his/her place of residence and give the award.

Web Site: <https://www.suniv.ac.in/NAAC/Best%20practices/Best%20Practice-I.pdf>

## **BEST PRACTICE-II**

### **Title of the Practice**

“Manuscript Conservation Programme” (Under the National Mission for Manuscripts (NMM), Ministry of Culture and Tourism, Govt. of India)

### **Objectives of the Practice**

Sambalpur University has been working on Manuscript Conservation Programme for the past 14 years.

This programme is one of the most significant archive initiatives. It has been run by the Manuscript Conservation Centre (MCC) in the Department of History, since 2004 with funding from the National Mission for Manuscripts (NMM) under the Ministry of Culture and Tourism, Government of India, New Delhi. In view of the fact manuscripts document different aspects of Odisha's pre-modern socio-cultural life, folklore, and indigenous systems of knowledge, through said programme MCC has been engaged in archiving and documenting manuscripts from throughout the state of Odisha. The Sambalpur Manuscript Conservation Center has been modernized and changed to a Manuscript Resource Center. For MRC purposes, the NMM has approved a sum of Rs. 15 lakhs at a rate of Rs. 5 lakhs annually. Now the Manuscript Conservation Center has been upgraded and Converted into a Manuscript Resource Center. The MCC programme funding ended in the year 2017 and the MRC recognition started in the year 2018. The NMM has sanctioned an amount of Rs.15 lakhs @ Rs. 5 lakhs per annum for MRC activities.

The MCC/MRC has been pursuing the following objectives:

- To conduct curative conservation of manuscripts in the Department of History, different other institutions, and private repositories
- To impart training to students and researchers in the conservation of manuscripts
- To arrange workshops on preventive conservation
- To organize campaigns for spreading awareness amongst the public about the importance of manuscript conservation
- To network with repositories and labs engaged in conservation work and to introduce emerging and appropriate techniques in the field of manuscript conservation

## **The Context**

Since the beginning of time, Indian culture and knowledge have been derived from palm-leaf manuscripts. These have played a crucial role in the indigenous intellectual, cultural, and artistic traditions' survival over the years. These priceless manuscripts have occasionally also served as transcriptions of a lively oral culture that was rich in both cultural and intellectual treasures.

The problem with palm-leaf manuscripts is that, in tropical climates, they can survive the ravages of time for no more than 350 to 400 years. These are likely to be lost and become useless if they are not preserved. Manuscripts are frequently regarded as sacred objects that should only be worshipped rather than preserved scientifically and deciphered as intellectual tools.

Against the above background, NMM has endeavored to retrieve and archive the palm-leaf manuscripts, and Sambalpur University has been running the MRC (earlier named MCC) at the local level to save the heritage of the local resources of culture and knowledge from extinction.

## **The Practice**

India has the biggest manuscript reserve in the world. Unlike the western countries, manuscripts in India are scattered not only in institutional repositories but also in private collections, temples, monasteries, libraries, and private households. National Mission for Manuscripts (NMM) was established by the Dept. of Culture, Ministry of Tourism and Culture, Govt. of India, through a gazette notification in 2003, and it came into existence on the 7th of February 2003. Since then, NMM has been engaged in the documentation, conservation, digitization, publication, and dissemination of manuscripts. It pursues the goals of identifying, preserving, conserving, and making accessible to researchers and antiquarians the

scriptural heritage of the country, creating awareness about manuscripts among scholars and the public at large, publishing unpublished manuscripts, and building a National Manuscript Library. It is a national-level unified initiative that strives to conserve and disseminate the manuscripts available across the length and breadth of the country. Since its inception, NMM has been working at multiple levels and has been involved in diverse activities. It has under its jurisdiction more than 50 centers (MRCs) and also 50 MCCs throughout the country that are engaged in the survey and post-survey activities for the purpose. The MCC at the Department of History, Sambalpur University is one of them.

The MRC is the only unit operative under the umbrella of the University System in Odisha state. In MRC, information about the manuscripts is collected through a survey and post-survey activities, conservation projects, awareness campaigns, preventive measures-related workshops, and curative workshops conducted by the MCC/MRC.

### **Evidence of Success**

Since its inception, the Manuscript Conservation Centre at the P.G. Department of History has been engaged in identifying, preserving, conserving, and creating awareness about manuscripts among scholars and the public at large.

- It has already organized 09 awareness camps in different parts of western Odisha regarding the importance of manuscript preservation. There are four technically trained persons engaged in MRC for preventive and curative works, and they have completed 891830 preventive works and 25480 curative works of palm-leaf manuscripts.
- The MRC has also 07 nos. of MCPC (Manuscripts Conservation Partner Centres) in different areas for the extension works.
- It has also a conservation laboratory.

The above measures have produced the combined effects of the spread of awareness of the importance of cultural antiquities, the building up of conservation capacity through the creation of skilled personnel, and above all the promotion of historical consciousness among the populace at large.

### **Problems Encountered and Resources Required**

The MRC in P.G. Department of History has plans to preserve and conserve manuscripts in digitized form, although there is a resource crunch to build the infrastructure for this. A separate building and a well-equipped laboratory are to be part of such infrastructure. The MRC also needs more personnel to expand its volume and range of activities.

Web Site: <https://www.suniv.ac.in/NAAC/Best%20practices/Best%20Practice-II.pdf>

File Description	Document
Best practices in the Institutional web site	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

### 7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

#### Response:

Since its establishment in 1967, Sambalpur University has been working towards the holistic development of Western Odisha through research, teaching, and other related activities. The institution, in addition to doing research and compiling information about local and tribal cultures in the area, places a high priority on the rapidly developing worldwide innovation ecosystem. Schools and Departments of Sambalpur University are continuously focused on research on regional resources and social issues with an aim to improvise the socio-cultural and socio-economic condition of the region. The University is dedicated to establishing and maintaining a transformative educational environment in the fields of liberal arts, sciences, and professional studies for its faculty and students. The expertise of its faculty is reflected in the realms of subject knowledge, research, innovation, and entrepreneurial abilities in line with the current trends in the systems of knowledge and innovations. Sambalpur University strives to develop into a research university dedicated to providing cutting-edge education and professional training with a thrust on innovation and creativity contributing to a lifetime learning of an individual.

The University has focused on gathering data and researching the indigenous population over the last ten years. With the establishment of new departments and changes in policy, the university ventured into studying the health status of the community suffering from sickle cell anaemia, and the use of herbal medicines from the Gandhamardhan areas of Bargarh and Balangir districts. The recent collaboration between the Department of Biotechnology and Bioinformatics and Aryurvedic College at Balangir promises a rich research output in the form of orally administered medicines for kidney diseases, filariasis, blood sugar, tuberculosis, and other medical conditions. These medicines are currently awaiting patent rights. The other areas of development and research are regional biodiversity and other natural resources abundantly present in the region.

The research space of Environmental sciences also has expanded. Under the auspices of the Mahanadi River Project of the University, the aquatic regime of the Mahanadi River channel has recently been examined with a focus on pollution and its potential effects on socio-biologic life along the bank of the river. Documentation of the area's social life and rich cultural heritage is another part of the research. Department of Environmental Sciences is working in the industry-academia interface. The Department of Business Administration has immense contributions through doctoral research in marketing, traditional knowledge management, and economics and has been helping in the management of traditional knowledge related to Sambalpuri textiles. The School of Chemistry is actively engaged in research on pollution and dye chemistry, both of which are crucial to the region. SUIIT is carrying out technological research relating to Power Grid management and optimization of the different processes of local industries. Departments of Physics, Mathematics and Statistics are also involved in exploratory research in the regional context. Department of Earth Sciences is doing exploration in unexplored areas. Department of Economics has been contributing on the issues of state finance, social sector development, and forest and livelihood.

Numerous research projects have been conducted in recent years to record the sociocultural perspectives of tribal life. Social Sciences departments (Anthropology, Sociology, Home Science, Social work, Performing Arts) are doing research primarily concerned with the social, economic, cultural, educational, and health issues of the local communities. A ‘*Cultural Repository of Western Odisha*’ for ethnographic

documentation of the undivided Sambalpur region has been planned. Documentation of folk dances and songs of the area such as *Dalkhai*, *Madali*, *Dhap*, and *Danda Nacha* is in progress. Identifying the expertise required for cottage and craft-based industries, local people are imparted skill-based training. The current research is focused on the bamboo crafts, terracotta and pottery, and the communities involved in these activities, and also on the world-famous Sambalpuri textile and its weaving community. The Department of Law is providing solutions on local legal issues.

The university has undertaken intensive study to develop nutritious millet-based food recipes as millet has been the staple food for many tribal communities and one of the most popular foodgrains among other communities of the region. A millet-based nutritional food supplement has been patented by the Department of Home Science and School of Chemistry. Rice is the other notable crop grown in western Odisha. School of Life Sciences conducting collaborative research with the Odisha University of Agriculture and Technology for creation of hybrid rice strains for cultivation in the area.

There are many different communities and cultures in western Odisha. Studies on the development of the Odia language, and its different dialects have received considerable attention. The departments of languages and literatures (English, Odia, Hindi) of the University are doing studies on how oral and tribal languages of Odisha are getting into the literary tradition of the state. History Department is actively involved in archaeological excavations with a focus on local historical sources. The university has built an incubation centre where entrepreneurial skills are imparted to support local businesses. The department of Library and Information Science is enhancing the documentation skills of students and helping in the preparation of data repositories.

Besides academics, Sambalpur University excels in sports and cultural activities. It often organizes inter-university sports meets and interstate youth festivals in addition to annual sports and cultural events. These have helped students of the region in excelling in various national and international competitions, including the Olympics. The International Stadium planned on the campus is another feather to the sporting achievements of the University. During the period 2017-2022, the University has won accolades in sports. The NSS has been actively involved in restoring the environmental equilibrium of Western Odisha through cleanliness drives and plantation programmes. More than 100 awareness programmes and 10000 plantations have been carried out by NSS during 2017-2022.

Sambalpur University has immensely contributed to the development of the region, and its initiatives have paved the way towards International Education and Research partnerships. Various Memorandums of Understanding have been signed with national and international agencies and institutions in the last five years to expand research activities and knowledge exchange. Currently, the university is hosting international students from different countries.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

The Sambalpur University is an affiliating university and its territorial jurisdiction covers 6 districts of the state of Odisha namely Sambalpur, Sundargarh, Jharsuguda, Deogarh, Bargarh, Boudh and Athamallik Sub-Division of Angul District. University oversees 157 colleges including one constituent college. The University expands PG teaching and advanced research through its 26 PG departments, and has produced commendable output and recognition in terms of progression of students. Recently, Department of Biotechnology and Bioinformatics has started 'Production of Tissue Culture Banana and Their Supply to Farmers of Western Odisha' project with the financial support from NABARD. University has been successful in establishing two centres for excellence, namely, Natural Products and Therapeutics and Regional Development and Tribal Studies with the financial support from World Bank through Odisha Higher Education Program for Excellence and Equity. To maintain and promote cultural heritage of Odisha, University has opened Department of Performing Arts, which is a one of its kind in the state. Sambalpur University publishes quarterly Odia magazine, Saptarshi since 1972 to promote the mother tongue, Odia, among students, teachers, staffs and other stakeholders. University has achieved name and fame in nurturing hockey players, who have immensely contributed to Indian Hockey Team. The alumni of the university have spread all over the world in various academic and administrative positions. It is our proud privilege to mention that one of our alumni was a senior member in the control team of Chandrayaan 2 mission.

### Concluding Remarks :

Sambalpur University is the outcome of the long-cherished dreams of western Odisha for the establishment of a University. The university has grown into a citadel of excellence in teaching and research in the last 56 years reflected in its advanced and dynamic curriculum and research output. Sambalpur University has made its niche in sports, especially in hockey. Our students have achieved laurels and accolades at the national and international levels. A detailed criteria-wise analysis of Self Study Reports endorses that the University catalyzes the multi-faceted growth and development of its students, teachers, employees, and other stakeholders. The par excellence achievements have been recognized through funding from the World Bank under the program of Odisha Higher Education Program for Excellence and Equity.

Sambalpur University fosters youth by making them capable individuals with high social values. The university is equipped with highly accomplished and dedicated faculty members and staff, and cutting-edge teaching and research facilities. Overall, the university strives for superiority, innovation, commitment, integrity, and inclusiveness. Toward achieving this goal, Sambalpur University makes all-out efforts to generate capable and skilled human resources to meet local and national challenges.

## DVV Clarification History

HEI Name: SAMBALPUR UNIVERSITY

Request Date: 11/03/2023

Number of Clarifications: 14

AISHE ID: U-0362

Response Date: 01/04/2023

### Extended Profile Deviation

Extended ID	Deviation Details and HEI Response																				
1.1	<p><b>Number of programs offered year-wise for last five years</b></p> <p>HEI Input:</p> <table border="1"><tr><td>2021-2022</td><td>2020-2021</td><td>2019-2020</td><td>2018-2019</td><td>2017-2018</td></tr><tr><td>77</td><td>76</td><td>81</td><td>83</td><td>75</td></tr></table> <p>Recommended Input:</p> <table border="1"><tr><td>2021-2022</td><td>2020-2021</td><td>2019-2020</td><td>2018-2019</td><td>2017-2018</td></tr><tr><td>40</td><td>41</td><td>47</td><td>48</td><td>45</td></tr></table> <p>Remark: Input edited as multiple M.Phil. and Ph.D. programme to be considered as one each only.</p>	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	77	76	81	83	75	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	40	41	47	48	45
2021-2022	2020-2021	2019-2020	2018-2019	2017-2018																	
77	76	81	83	75																	
2021-2022	2020-2021	2019-2020	2018-2019	2017-2018																	
40	41	47	48	45																	
3.3	<p><b>Number of sanctioned posts year-wise during last five years</b></p> <p>HEI Input:</p> <table border="1"><tr><td>2021-2022</td><td>2020-2021</td><td>2019-2020</td><td>2018-2019</td><td>2017-2018</td></tr><tr><td>156</td><td>156</td><td>156</td><td>156</td><td>156</td></tr></table> <p>Recommended Input:</p> <table border="1"><tr><td>2021-2022</td><td>2020-2021</td><td>2019-2020</td><td>2018-2019</td><td>2017-2018</td></tr><tr><td>153</td><td>153</td><td>153</td><td>153</td><td>153</td></tr></table> <p>Remark: Input edited as per supporting documents</p>	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	156	156	156	156	156	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	153	153	153	153	153
2021-2022	2020-2021	2019-2020	2018-2019	2017-2018																	
156	156	156	156	156																	
2021-2022	2020-2021	2019-2020	2018-2019	2017-2018																	
153	153	153	153	153																	

4.1	<p><b>Number of eligible applications received for admissions to all the programs year-wise during last five years</b></p> <p>HEI Input:</p> <table border="1"> <thead> <tr> <th>2021-2022</th><th>2020-2021</th><th>2019-2020</th><th>2018-2019</th><th>2017-2018</th></tr> </thead> <tbody> <tr> <td>9503</td><td>8992</td><td>9186</td><td>8861</td><td>6947</td></tr> </tbody> </table> <p>Recommended Input:</p> <table border="1"> <thead> <tr> <th>2021-2022</th><th>2020-2021</th><th>2019-2020</th><th>2018-2019</th><th>2017-2018</th></tr> </thead> <tbody> <tr> <td>9189</td><td>8716</td><td>8986</td><td>8612</td><td>6784</td></tr> </tbody> </table> <p>Remark: Input edited Excluding Ph.D.</p>	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	9503	8992	9186	8861	6947	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	9189	8716	8986	8612	6784
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9503	8992	9186	8861	6947																	
2021-2022	2020-2021	2019-2020	2018-2019	2017-2018																	
9189	8716	8986	8612	6784																	

## Matrix Level Deviation

Metric ID	Deviation Details and HEI Response
1.1.2	<p><b>Percentage of Programmes where syllabus revision was carried out during the last five years.</b></p> <p><b>1.1.2.1. How many Programmes were revised out of total number of Programmes offered during the last five years</b></p> <p>HEI Input: 65</p> <p>Recommended Input: 57</p>
1.2.2	<p><b>Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</b></p> <p><b>1.2.2.1. Number of Programmes in which CBCS / Elective course system implemented.</b></p> <p>HEI Input: 72</p> <p>Recommended Input: 38</p> <p>Remark: Input edited Excluding M.Phil. and Ph.D.</p>
1.4.1	<p><b>Structured feedback for design and review of syllabus-semester-wise / year-wise is received from</b></p> <p><b>1) Students, 2) Teachers, 3) Employers, 4) Alumni</b></p> <p>HEI Input:</p> <p>A. All 4 of the above</p> <p>Recommended Input:</p> <p>B. Any 3 of the above</p> <p>Remark: Input edited as HEI provided the filled-in sample forms for only three</p>

2.1.1	<p><b>Demand Ratio (Average of last five years)</b></p> <p><b>2.1.1.1. Number of seats available year-wise during the last five years</b></p> <p>HEI Input:</p> <table border="1"> <thead> <tr> <th>2021-2022</th><th>2020-2021</th><th>2019-2020</th><th>2018-2019</th><th>2017-2018</th></tr> </thead> <tbody> <tr> <td>1439</td><td>1487</td><td>1772</td><td>1894</td><td>1741</td></tr> </tbody> </table> <p>Recommended Input:</p> <table border="1"> <thead> <tr> <th>2021-2022</th><th>2020-2021</th><th>2019-2020</th><th>2018-2019</th><th>2017-2018</th></tr> </thead> <tbody> <tr> <td>1337</td><td>1401</td><td>1631</td><td>1806</td><td>1664</td></tr> </tbody> </table> <p>Remark: Input edited Excluding Ph.D.</p>	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	1439	1487	1772	1894	1741	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	1337	1401	1631	1806	1664
2021-2022	2020-2021	2019-2020	2018-2019	2017-2018																	
1439	1487	1772	1894	1741																	
2021-2022	2020-2021	2019-2020	2018-2019	2017-2018																	
1337	1401	1631	1806	1664																	
2.1.2	<p><b>Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.)as per applicable reservation policy during the last five years</b></p> <p><b>(Excluding Supernumerary Seats)</b></p> <p><b>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years</b></p> <p>HEI Input:</p> <table border="1"> <thead> <tr> <th>2021-2022</th><th>2020-2021</th><th>2019-2020</th><th>2018-2019</th><th>2017-2018</th></tr> </thead> <tbody> <tr> <td>550</td><td>542</td><td>516</td><td>762</td><td>667</td></tr> </tbody> </table> <p>Recommended Input:</p> <table border="1"> <thead> <tr> <th>2021-2022</th><th>2020-2021</th><th>2019-2020</th><th>2018-2019</th><th>2017-2018</th></tr> </thead> <tbody> <tr> <td>292</td><td>305</td><td>339</td><td>385</td><td>347</td></tr> </tbody> </table> <p>Remark: Input edited as Filled seats not to exceed the earmarked one</p>	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	550	542	516	762	667	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	292	305	339	385	347
2021-2022	2020-2021	2019-2020	2018-2019	2017-2018																	
550	542	516	762	667																	
2021-2022	2020-2021	2019-2020	2018-2019	2017-2018																	
292	305	339	385	347																	
2.3.3	<p><b>Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)</b></p> <p><b>2.3.3.1. Number of mentors</b></p> <p>HEI Input: 194</p> <p>Recommended Input: 133</p> <p>Remark: Input edited as per metric 3.2</p>																				

2.4.2	<p><b>Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. year-wise during the last five years</b></p> <p><b>2.4.2.1. Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years</b></p> <p>HEI Input:</p> <table border="1"> <thead> <tr> <th>2021-2022</th><th>2020-2021</th><th>2019-2020</th><th>2018-2019</th><th>2017-2018</th></tr> </thead> <tbody> <tr> <td>131</td><td>124</td><td>119</td><td>116</td><td>110</td></tr> </tbody> </table> <p>Recommended Input:</p> <table border="1"> <thead> <tr> <th>2021-2022</th><th>2020-2021</th><th>2019-2020</th><th>2018-2019</th><th>2017-2018</th></tr> </thead> <tbody> <tr> <td>124</td><td>119</td><td>116</td><td>110</td><td>105</td></tr> </tbody> </table> <p>Remark: Input edited as per supporting documents</p>	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	131	124	119	116	110	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	124	119	116	110	105
2021-2022	2020-2021	2019-2020	2018-2019	2017-2018																	
131	124	119	116	110																	
2021-2022	2020-2021	2019-2020	2018-2019	2017-2018																	
124	119	116	110	105																	
3.3.2	<p><b>Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, and skill development during the last five years.</b></p> <p><b>3.3.2.1. Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, and skill development year-wise during the last five years.</b></p> <p>HEI Input:</p> <table border="1"> <thead> <tr> <th>2021-2022</th><th>2020-2021</th><th>2019-2020</th><th>2018-2019</th><th>2017-2018</th></tr> </thead> <tbody> <tr> <td>25</td><td>25</td><td>16</td><td>12</td><td>13</td></tr> </tbody> </table> <p>Recommended Input:</p> <table border="1"> <thead> <tr> <th>2021-2022</th><th>2020-2021</th><th>2019-2020</th><th>2018-2019</th><th>2017-2018</th></tr> </thead> <tbody> <tr> <td>05</td><td>09</td><td>05</td><td>03</td><td>05</td></tr> </tbody> </table> <p>Remark: Input edited as per supporting documents</p>	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	25	25	16	12	13	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	05	09	05	03	05
2021-2022	2020-2021	2019-2020	2018-2019	2017-2018																	
25	25	16	12	13																	
2021-2022	2020-2021	2019-2020	2018-2019	2017-2018																	
05	09	05	03	05																	
3.4.5	<p><b>Number of research papers per teachers in the Journals notified on UGC website during the last five years</b></p> <p><b>3.4.5.1. Number of research papers in the Journals notified on UGC website during the last five years.</b></p> <p>HEI Input:</p> <table border="1"> <thead> <tr> <th>2021-2022</th><th>2020-2021</th><th>2019-2020</th><th>2018-2019</th><th>2017-2018</th></tr> </thead> <tbody> <tr> <td>208</td><td>240</td><td>211</td><td>251</td><td>340</td></tr> </tbody> </table>	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	208	240	211	251	340										
2021-2022	2020-2021	2019-2020	2018-2019	2017-2018																	
208	240	211	251	340																	

	<p>Recommended Input:</p> <table border="1"> <tr> <th>2021-2022</th><th>2020-2021</th><th>2019-2020</th><th>2018-2019</th><th>2017-2018</th></tr> <tr> <td>208</td><td>213</td><td>181</td><td>186</td><td>143</td></tr> </table> <p>Remark : Input edited as Calendar year publication has to be considered</p>	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	208	213	181	186	143										
2021-2022	2020-2021	2019-2020	2018-2019	2017-2018																	
208	213	181	186	143																	
3.4.6	<p><b>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</b></p> <p><b>3.4.6.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years</b></p> <p>HEI Input:</p> <table border="1"> <tr> <th>2021-2022</th><th>2020-2021</th><th>2019-2020</th><th>2018-2019</th><th>2017-2018</th></tr> <tr> <td>94</td><td>81</td><td>72</td><td>79</td><td>80</td></tr> </table>	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	94	81	72	79	80										
2021-2022	2020-2021	2019-2020	2018-2019	2017-2018																	
94	81	72	79	80																	
	<p>Recommended Input:</p> <table border="1"> <tr> <th>2021-2022</th><th>2020-2021</th><th>2019-2020</th><th>2018-2019</th><th>2017-2018</th></tr> <tr> <td>94</td><td>39</td><td>49</td><td>42</td><td>52</td></tr> </table> <p>Remark : Input edited as Calendar year publication has to be considered</p>	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	94	39	49	42	52										
2021-2022	2020-2021	2019-2020	2018-2019	2017-2018																	
94	39	49	42	52																	
3.6.4	<p><b>Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years</b></p> <p><b>3.6.4.1. Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.</b></p> <p>HEI Input:</p> <table border="1"> <tr> <th>2021-2022</th><th>2020-2021</th><th>2019-2020</th><th>2018-2019</th><th>2017-2018</th></tr> <tr> <td>12257</td><td>12872</td><td>11563</td><td>12415</td><td>11255</td></tr> </table> <p>Recommended Input:</p> <table border="1"> <tr> <th>2021-2022</th><th>2020-2021</th><th>2019-2020</th><th>2018-2019</th><th>2017-2018</th></tr> <tr> <td>1080</td><td>1112</td><td>1289</td><td>1528</td><td>1295</td></tr> </table> <p>Remark : Input edited as per metric 2.1</p>	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	12257	12872	11563	12415	11255	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	1080	1112	1289	1528	1295
2021-2022	2020-2021	2019-2020	2018-2019	2017-2018																	
12257	12872	11563	12415	11255																	
2021-2022	2020-2021	2019-2020	2018-2019	2017-2018																	
1080	1112	1289	1528	1295																	

5.1.3	<p><b>Following Capacity development and skills enhancement activities are organised for improving students capability</b></p> <ol style="list-style-type: none"> <li><b>1. Soft skills</b></li> <li><b>2. Language and communication skills</b></li> <li><b>3. Life skills (Yoga, physical fitness, health and hygiene)</b></li> <li><b>4. Awareness of trends in technology</b></li> </ol> <p>HEI Input: B. 3 of the above</p> <p>Recommended Input: C. 2 of the above</p> <p>Remark: Input edited as HEI has not provided any supporting document for verification.</p>
7.1.2	<p><b>The Institution has facilities for alternate sources of energy and energy conservation measures</b></p> <ol style="list-style-type: none"> <li><b>1. Solar energy</b></li> <li><b>2. Biogas plant</b></li> <li><b>3. Wheeling to the Grid</b></li> <li><b>4. Sensor-based energy conservation</b></li> <li><b>5. Use of LED bulbs/power-efficient equipment</b></li> </ol> <p>HEI Input: A. 4 or All of the above</p> <p>Recommended Input: B. 3 of the above</p> <p>Remark: Input edited as per supporting documents</p>
7.1.5	<p><b>Green campus initiatives include:</b></p> <ol style="list-style-type: none"> <li><b>1. Restricted entry of automobiles</b></li> <li><b>2. Use of Bicycles/ Battery powered vehicles</b></li> <li><b>3. Pedestrian Friendly pathways</b></li> <li><b>4. Ban on use of Plastic</b></li> <li><b>5. Landscaping with trees and plants</b></li> </ol> <p>HEI Input: B. 3 of the above</p> <p>Recommended Input: C. 2 of the above</p> <p>Remark: Input edited as per supporting documents</p>