



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

GANGADHAR MEHER UNIVERSITY

**GANGADHAR MEHER UNIVERSITY, AMRUTA VIHAR, SAMBALPUR
768004**

www.gmuniversity.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Gangadhar Meher University (GMU), Sambalpur came into existence on the 30th May 2015 as a unitary institution of higher learning [The Government of Odisha Order No.11598/HE Dated 30.05.2015]. That was a momentous event for the people and student community of the Western Odisha, fulfilling their long cherished dream and aspirations. The newly formed University replaced the erstwhile Gangadhar Meher College (Autonomous). Consequently, the entire teaching and nonteaching staff of the G.M. College were deployed to G.M. University and became the stakeholders. This transition was indeed the crowning glory for an institution that had a humble beginning at its inception in the pre-independence era i.e.1944.

Initially known as Sambalpur College, it was later renamed in 1949 after Gangadhar Meher, renowned Odia poet and worthy son of the soil. The College started on a modest scale with a student strength of only 192. It went on expanding and growing in stature with the passage of time. In 1944, degree programs in Arts and Commerce were introduced, while B.Sc. programs were added in the year 1957. The College reached a milestone in 1964 when Post-graduate departments were opened. Another landmark was achieved when the institution offered M.Phil. programs in various disciplines from 1983 onwards. Pre-doctoral coursework was also introduced in 2012 in four subjects. It is important to note here that UGC identified the institution as the “College with potential for excellence (CPE)” in the session 2004-05. The institution added another feather in its cap when the NAAC accredited it with “A” grade in 2015-16. The newly instituted G.M. University has taken over from the autonomous College and is poised to achieve excellence. The University runs Undergraduate, Post-Graduate, and Research programs enrolling more than 6300 students with necessary emphasis on program outcomes, skill sets and employability. Within a span of five years, it has made its mark conducting national and international level seminars workshops and conferences regularly under the dynamic leadership, long-term vision and missionary zeal of the incumbent Vice-Chancellor.

Vision

- To make quality higher education accessible to the students without discrimination
- To develop and nurture the intellectual capital
- To promote self-learning and self assessment through adopting technology-intensive education system
- To expand the areas of higher education through inclusion of both basic and applied disciplines
- To promote professional programs with industry collaboration, PPP model

Mission

- To adopt inclusive policy in enrolment
- To offer incentives to girl students pursuing higher education/research
- To ensure flexibility in syllabus by involving representatives of students and alumni in syllabus framing
- To promote student centric learning by developing hi-tech classrooms with high speed Internet connections
- To provide the students with the congenial research ecosystem with the target to solve local and global issues and problems

- To evolve mechanisms to explore the diversity in talent and counsel career development in congruence with their talents
- To train the graduating students in finishing schools to make them society-ready
- To offer online and offline certificate courses for enrichment and refinement of their skills
- To offer certificate courses in foreign languages and computer literacy for attaining global competency

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Wide range of programme options right from UG to Ph. D. in most of the disciplines in liberal Arts, Basic Sciences and Professional Subjects: Including Psychology, Philosophy, Management, Computer and Information Science, Education, Sanskrit among others
2. Historic legacy and illustrious alumni since pre-independence period with current strength of 6400 students .
3. As a Govt. institution catering to higher education needs of SC/ST/OBC communities from distant tribal / rural areas.
4. As many as 09 hostels for both boys and girls strengthening residential character of the institution.
5. Located at the heart of the town with good communication facilities.
6. Disciplined and uniformed Student community
7. Promising and hard working faculty
8. A pool of dedicated administrative staff
9. Large number of value added courses with students-friendly environment.
10. Potential for wider industry-academia collaboration.

Institutional Weakness

1. Old structure of the main building with saturated campus
2. Space crunch for academic engagements of stakeholders
3. Limited numbers of regular teaching and non-teaching staff
4. Need for more academic infrastructure
5. Dependence on the government for developmental initiatives
6. Maintenance management system still to be fully developed
7. Feedback management systems and practices are to be fully developed.
8. Inadequate sports & games infrastructure.
9. Need for mechanism for partnering with knowledge Hubs or skill-oriented institutions.
10. Need to further personality development, professional ethics, human values and effective communication skills of students from rural areas.

Institutional Opportunity

1. Unitary university with locational advantage
2. Situated in a region with industrial concentration, job opportunities are available.
3. Positive public perception with local support of intellectuals, institutions and alumni
4. Opportunity for better linkage with R & D labs and industries for improving the research and

consultancy.

5. Upgradation of all departments into full-fledged Research Centre of Excellence
6. Scope for tying up with public & private institutions / NGOs for academic and extra-curricular enrichment of students and staff
7. Being a unitary University scope for skill-oriented from local community-based activities like Sambalpur textiles / Art & culture etc.
8. Being a Wi-Fi enabled campus, the institution is in a position to put in place IT & It-enabled system, practices courses, courses oral services for pedagogical excellence and academic engagement across institutions nationally & globally as well.
9. Academic and human resource management practices through implementation of Employees Recourse Planning (ERP) as MIS is slated to be introducing very shortly.
10. Socio-economic & Cultural upliftment of weaker section like SC & ST / OBC

Institutional Challenge

1. Enhancing employability of our graduates
2. Human resource management, both quantity and quality-wise
3. Digitization of end-to-end academic activities of the campus.
4. Conservation and development of regional cultural heritage and literature
5. Soft skill development among the rural/tribal students.
6. Strengthening the placement cell and its activities
7. Progressive academic engagement with foreign higher educational institutions.
8. Developing the university as a knowledge hub and center of excellence.
9. Maintenance of the vast campus of the ancient heritage building.
10. Collaboration and partnership with other Knowledge Hubs / Centers of Excellence.
11. Putting in place a financially sustainable model for research development and expansion.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

One of the Premier Higher Educational Institutions in the State of Odisha, Gangadhar Meher University offers 77 Undergraduate, Post Graduate and Doctoral programs totalling 1237 courses. The curriculum of different programmes are designed at the Departmental level Board of study, followed by approval of the Academic council. Gangadhar Meher University follows the curricular framework of UGC, NCTE, NEP for design, revision and implementation of curriculum. In the year 2019, the entire Undergraduate courses of GMU have been modified as per the direction of Odisha Higher Education council for implementation of State model syllabus with 20% flexibility. Similarly, in the year 2021, all the courses of Post Graduate programme were redesigned as Per OBE. While designing curriculum, the local, regional, national and global needs are kept in focus for meaningful curricular input. Revision, addition, alternation and modifications of existing courses are done timely for increasing employability, entrepreneurship and skill development aspects of curriculum. The existence of these aspects in the curriculum is made explicit by marking different colours for employability, entrepreneurship and skill. The curricular change inputs also come from the feedback from primary stakeholders, i.e. students, teachers, Alumni, and Employers. 442 new courses, which include 56 Value-added courses, have been introduced in the last five years by the University. Choice-based credit systems and academic flexibility are the essential features of GMU curriculum design. Along with enriched theoretical

knowledge content, all the programmes have practical or internship aspects. Maximum Undergraduate programmes have one course named DSE-IV, which is a field project; at the graduate level, a dissertation is compulsory for all; in programmes like B.Ed., MCA, and MBA, an internship is an essential component.

Teaching-learning and Evaluation

The university offers educational opportunities to marginalized rural and tribal communities, facilitating smooth transition from school to higher education through orientation and induction programs. The institution differentiates between advanced and slow learners based on academic performance, offering remedial classes for slow learners and encouraging advanced learners to pursue extra credits, engage in peer teaching, and participate in discussions. The university's counselling cell and a structured mentor-mentee program assist students in overcoming learning difficulties and addressing emotional needs. Experiential learning is incorporated into both classroom and laboratory instruction, promoting practical skills development through field studies, projects, and internships, extending knowledge beyond the curriculum. Students engage in various curricular and extracurricular activities, such as seminars, workshops, training programs, sports, and cultural events, to enhance teamwork, leadership, and management skills. The institution is dedicated to promoting awareness of socio-economic and environmental issues through field activities, fostering responsibility and practical solutions for real-world problems. Faculty members create lecture plans in line with the university's academic calendar, promoting the use of ICT in the classroom for effective teaching and learning. Wi-Fi-equipped classrooms, LCD projectors, and smart classrooms are available, and faculty members are proficient in using ICT platforms like G Suite, Google Classroom, Dropbox, and PowerPoint. The university employs qualified staff, with over 90% of permanent faculty members holding Ph.D. degrees and diverse teaching and research experience, in line with UGC and HED norms. Faculty performance is regularly assessed through student feedback and IQAC assessments. The university has embraced online classes and examinations, ensuring a transparent, effective, and student-friendly process during the pandemic lockdowns. Recent reforms aim to reduce examination days, provide supplementary exams for final-year students, and streamline the grievance resolution process. Partial automation of the examination and evaluation process ensures efficient administration. Program outcomes (POs) and program educational objectives (PEOs) are clearly defined. The PEOs of each program align with the institution's graduate attributes, which, in turn, support the college's vision and mission. The attainment of POs and course outcomes (COs) is measured through the marks obtained in various structured tests and assignments

Research, Innovations and Extension

For promotion of research innovation and extension, the university has a well-defined research policy that caters to the needs of the community and improves their quality of life. During the last five years, the quality of research has improved due to translational research, innovation, and start-up ecosystems. The university has provided Rs 62 lakhs in the form of research seed money to its faculty through OHEPEE and GMU seed fund grants. An amount of Rs 12,3,78,000 has been received by the faculties of the university through OURIIP, MRI, ICHR, and ICSSR. Chair professor, namely Bhima Bhoi Research Chair, has been instituted by the university with grants of Rs. 66.3 lakhs in the last five years. The research output from the faculty members includes 88 funded research projects, 572 indexed publications, 200 books, and book chapters. The university has an average citation H index of 16 based on the Scopus and Web of Science database searches. During the last five years, 450 numbers of international/national seminars, conferences, workshops, symposia, lecture series, and outreach programs have been conducted. A total of 40 numbers of MoUs are functional and at the implementational stage. Currently, 72 numbers of JRF/SRF/research associates are pursuing their research in

various schools of the university, and 241 numbers of scholars are enrolled for PhD with priority to NET-qualified candidates. Policy for research promotion comprising IT policy, IPR policy, consultancy, startup, and innovation cell (SIC) is operational and well implemented. The research quality and quantity of the university are promoted through faculty development programs, equipping research laboratories, and utilizing the funds received from agencies like UGC, ICSSR, RUSA, OHEPEE, etc. The university research facilities also include a greenhouse, museum, business lab, research and statistical databases, start-up and innovation centre, and incubation centre to support research activities. The university has an Institutional Ethics Committee with strict adherence to a code of ethics in conducting experiments on animals.

Infrastructure and Learning Resources

Gangadhar Meher University (GMU) has taken care of all the necessary aspects of teaching and learning, including providing ICT-enabled classrooms, laboratories, offices, waiting places, lavatories, a central library and libraries at the departmental level, Mission Sakti Café, a multipurpose utility centre, internet connections with high-speed WIFI, and necessary software.

The University has distinct departments for each discipline with designated classrooms, workspaces for research scholars, a separate faculty lounge, laboratories for science and social science departments, smart class rooms and other amenities needed for high-quality instruction and research.

There are ample waiting places for guests and students in administrative buildings. For staff and students with disabilities as well as male and female pupils, each building/block provides a separate, well-maintained lavatory. Every administrative segment has its computer as well, and the University has fully digitized and operational e-governance.

The institution has adequate facilities for Games, and Sports (Indoor and Outdoor), Yoga centre, auditorium, Gymnasium and other facilities towards fostering holistic development through adequate facilities for cultural activities. It has also hostels, Bank and ATM, Canteen, Crèche, Solar Panels, parking places, elevators .and surveillance cameras.

The University library, named after well-known litterateur and former Principal Mayadhar Mansingh, is the central hub of Knowledge. The university library operation is automated using e-Granthalaya ILMS of National Informatics Centre. The Library occupies a 13780 square feet space, boasting a well-equipped and expansive reading room. The library's rich collection comprises over 125766+ books and reference material. The library has subscriptions to EBSCO and ScienceDirect through the Odisha University Consortium by the Odisha State Higher Education Council (OSHEC) which provides access to a wide variety of e-resources. It has the institutional membership with INFLIBNET and effectively utilises platforms like Shodhaganga, e-Shodhasindhu, VIDWAN and IRINS and a subscription to DELNET (Developing Library Network). The library has a spacious E-resource centre which is equipped with 73 Windows desktops with high-speed internet access and power backup.

The IT infrastructure at Gangadhar Meher University is developed, maintained, and used by a clear set of guidelines to ensure the ethical use of technological assets and to guarantee the safety and security of data.

Student Support and Progression

The University adopts learner-centric initiatives and provide all kinds of support to students in the form of academic guidance, career counselling and extracurricular activities.

A significant percentage of students benefit from scholarships and freeships provided by the university, government bodies, non-government agencies, industries, and philanthropists over the last five years. Proper counselling is provided on career growth, competitive examinations, personality development and day-to-day difficulties using mentor –mentee approach. Several motivational lectures are organized to boost the morale of students. Several grievance committees are constituted for timely redressal of the grievances including sexual harassment and ragging cases, organisation wide awareness and undertakings on policies with zero tolerance on ragging and sexual harassment; mechanisms for submission of online/offline students' grievances are in place.

The students of Gangadhar University consistently perform well in various state, national, and international examinations, including IIT, JAM, NET, SLET, GATE, GMAT, CAT, civil services, and state government exams. Additionally, many students have earned awards and medals for their exceptional performance in sports and cultural activities at inter-university, state, national, and international events over the past five years. The university is proud to be the alma mater of globally recognized individuals who have made significant contributions in various fields. Alumni representatives, serving in national level institutions like BARC and ICAR, are regularly invited as visiting faculty to share their expertise, ideas, and experiences, inspiring and motivating current students.

Governance, Leadership and Management

Gangadhar Meher University (GMU) has a clearly stated vision and mission, which are reflected in its academic and administrative governance. While the Vice-Chancellor serves as the Academic Head and the Registrar as the Administrative Head, the University decentralizes responsibilities among the Postgraduate Council, the Office of the Controller of Examinations, the Office of the Comptroller of Finance, Heads of Schools, and various cells and committees, i.e., Committee for Complaints against Sexual Harassment, Internal Complaints Committee for SC/ST/OBC, University Discipline Committee and Anti-Ragging Committee in alignment with Acts/Statutes applicable to different departments/sections. The University's Strategic Plan (IDP) for 2023-2028 aligns with its vision and mission, addressing all aspects of development, including teaching, research, human resources, infrastructure, and community engagement, reflecting local, national, and global needs. The University has implemented e-governance in areas of Administration, Finance and Accounts, Student Admission, and Examinations. Moreover, GM University adheres to UGC guidelines, implementing the Career Advancement Scheme (CAS) and providing welfare measures like pension schemes, leave benefits, seed funding for research, and grievance redressal committees. As regards financial administration, GMU primarily relies on state government grants for salaries, pensions, infrastructure, and maintenance. It also secures additional funding from sources like Rashtriya Uchchar Shiksha Abhiyan (RUSA), the World Bank, and the Mo College Abhijan campaign. Further financial support comes from initiatives like OURIP, OHEPEE, and various research councils. GM University generates internal funds through self-financing programs and a Corpus Fund from donations while regularly conducting internal and external financial audits. Additionally, the Internal Quality Assurance Cell (IQAC) has played a crucial role in institutionalizing quality assurance strategies by regularly reviewing the teaching-learning process. Key advancements include the implementation of Outcome-Based Education (OBE) and the expansion of online education through digital platforms like Zoom, Google Meet, ICT-enabled smart classrooms, ProQuest, and SWAYAM. IQAC has systematically analyzed feedback from various stakeholders, fostered collaborations through MOUs, and organized workshops on NEP, OBE, and best teaching practices. It has also led the University's participation in national and international ranking frameworks and conducted academic and administrative audits for

continuous quality assessment.

Institutional Values and Best Practices

Gangadhar Meher University is committed to fostering a gender-equitable and respectful environment for all its members. The institution has implemented various initiatives to support women's rights and address harassment issues, including the Gender Sensitization Committee Against Sexual Harassment (GSCASH) and an Internal Complaints Committee for managing grievances.

The university also emphasizes environmental stewardship by integrating renewable energy solutions such as solar power, a biogas facility, sensor-based energy management systems, and LED lighting to enhance energy efficiency. Regarding waste management, Gangadhar Meher University is dedicated to sustainable practices, targeting zero organic waste through sophisticated processing and disposal methods. The university advocates for waste-to-energy techniques to effectively handle and utilize organic waste. Water conservation is prioritized with initiatives like rainwater harvesting, recharge systems for borewells and open wells, and the construction of water storage tanks and bunds. The university supports a green campus initiative by restricting vehicle access, promoting the use of bicycles and electric vehicles, creating pedestrian pathways, enforcing a plastic ban, and maintaining extensive green spaces with trees and plants. Routine environmental audits are carried out, and the university has received accolades for its dedication to maintaining a clean and green campus. Gangadhar Meher University also extends its environmental consciousness beyond its grounds.

The University also provides support for students with disabilities by ensuring accessibility through ramps, tactile pathways, and clear signage, thus creating an inclusive and barrier-free campus environment. Initially founded to assist underprivileged tribal students, the university has evolved into a leading educational institution in Odisha, focusing on fairness, safety, and comprehensive development. The university promotes cultural awareness and inclusivity, educating students and staff about constitutional rights and responsibilities. It also plays a significant role in promoting local heritage by maintaining historic sites, organizing awareness campaigns, and conducting heritage walks. Gangadhar Meher University's commitment to cultural conservation and accessible education underscores its prominent status in the region.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	GANGADHAR MEHER UNIVERSITY
Address	GANGADHAR MEHER UNIVERSITY, AMRUTA VIHAR, SAMBALPUR
City	SAMBALPUR
State	Orissa
Pin	768004
Website	www.gmuniversity.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	N. Nagaraju	0663-2403413	9437367644	-	vc@gmuniversity.ac.in
IQAC / CIQA coordinator	Gyanaranjan Swain	0663-2520886	9439864092	-	director.iqac@gmuniversity.ac.in

Nature of University	
Nature of University	State University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	30-05-2015
Status Prior to Establishment, If applicable	Autonomous College
Establishment Date	07-07-1944

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	21-10-2018	View Document
12B of UGC	26-08-2019	View Document

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	GANGADHAR MEHER UNIVERSITY, AMRUTA VIHAR, SAMBALPUR	Urban	106.5	49056	UG, PG, MPhil, PhD		

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
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Furnish the Details of Colleges of University

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

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes				
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>NCTE</td> <td>113148_15200_4_1716276103.pdf</td> </tr> </tbody> </table>	SRA program	Document	NCTE	113148_15200_4_1716276103.pdf	
SRA program	Document				
NCTE	113148_15200_4_1716276103.pdf				

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	23				35				86			
Recruited	2	0	0	2	4	5	0	9	30	26	0	56
Yet to Recruit	21				26				30			
On Contract	0	0	0	0	1	0	0	1	5	6	0	11

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				88
Recruited	27	21	0	48
Yet to Recruit				40
On Contract	30	4	0	34

Technical Staff				
	Male	Female	Others	Total
Sanctioned				144
Recruited	36	31	0	67
Yet to Recruit				77
On Contract	6	6	0	12

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	4	5	0	25	22	0	58
M.Phil.	0	0	0	0	0	0	5	4	0	9
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	1	0	0	0	0	0	1
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	3	3	0	6
PG	0	0	0	0	0	0	1	1	0	2
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	2	0	0	2
Visiting Professor	6	1	0	7

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	BHIMA BHOI RESEARCH CENTRE	BHIMA BHOI RESEARCH CHAIR	DEPARTMENT OF HIGHER EDUCATION GOVERNMENT OF ODISHA

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	697	0	0	0	697
	Female	775	0	0	0	775
	Others	0	0	0	0	0
PG	Male	370	0	0	0	370
	Female	614	0	0	0	614
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	12	2	0	0	14
	Female	8	1	0	0	9
	Others	0	0	0	0	0
Certificate / Awareness	Male	12	0	0	0	12
	Female	17	0	0	0	17
	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	Nil
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Anthropology	View Document
Biotechnology	View Document
Botany	View Document
Business Studies	View Document
Chemistry	View Document
Commerce	View Document
Computer Science	View Document
Computer Science And It	View Document
Economics	View Document
Education	View Document
English	View Document
Geography	View Document
Hindi	View Document
History	View Document
Library And Information Science	View Document
Mathematics	View Document
Odia	View Document
Philosophy	View Document
Physics	View Document
Political Science	View Document
Psychology	View Document
Sanskrit	View Document
Sociology	View Document
Statistics	View Document
Zoology	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Gangadhar Meher University, a leading higher
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educational institution in western Odisha with large number of students from tribal and other socio-economically disadvantaged regions has undertaken effective initiatives to align its academic programs with the objectives of the National Education Policy (NEP) 2020. The University has made significant strides and aspires to be a model institution in the state for the implementation of NEP goals. The academic ambience of the university in its long history has absorbed traditional learner friendly ethos to enhance current pedagogical approaches. The educational framework prioritizes teacher-student interaction and is predominantly centered on personalized instruction, experiential learning, and mentorship. The curriculum is strategically designed to foster holistic development of students, with a strong emphasis on imparting 21st-century skills. At both the undergraduate and postgraduate levels, the curriculum is structured to cultivate a comprehensive range of capacities, including intellectual, aesthetic, social, physical, emotional, and ethical dimensions, in a cohesive manner. Interdisciplinary initiatives have been introduced in various academic schools to bridge the gap between the humanities and sciences. For example, programs involving guest lectures and presentations by subject matter experts have been organized to impart fundamental scientific knowledge to students of the humanities. The institution's curriculum is characterized by its flexibility and innovation, incorporating credit-based courses and projects in areas such as community engagement, environmental education, and value-based education. Extension programs are a consistent component of the academic agenda across all Schools. Furthermore, the university mandates the completion of a dissertation at both the undergraduate and postgraduate levels, necessitating fieldwork and empirical data collection. Internship programs are also integrated into the academic requirements of most Schools. The institution actively commemorates events of local, national and international significance, including Gangadhar Jayanti, Yoga Day, Human Rights Day, Women's Day, Road Safety Awareness, and Environment Day, providing platforms for students and faculty to engage in discourse on critical issues. Gangadhar Meher University is committed to providing education with national ethos and seeks to unlock the full range of

	<p>human potential—intellectual, aesthetic, social, physical, emotional, and moral—in a holistic manner. In accordance with NEP 2020, the university has assumed a mentorship role in the development of syllabi, collaborating with the State Higher Education Council. Notably, the university’s School of Chemistry was tasked with designing the NEP-aligned chemistry syllabus for the entire state of Odisha, a project that has been successfully completed and disseminated to undergraduate chemistry students statewide. Faculty members from the university have actively contributed to NEP syllabus development committees across various state institutions. To ensure the effective implementation of NEP at the university, a senior faculty member has been appointed with dedicated oversight responsibilities.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The Academic Bank of Credit (ABC) is a significant initiative by the Government of India, designed to allow students to pursue courses of their choice from any institution and facilitate the completion of their degrees. This system enables students to gain exposure to multiple institutions, thereby broadening their academic experience. Gangadhar Meher University is an official member of the National Academic Depository, a government-led initiative under the Digital India Programme that provides an online repository for all academic awards. Since 2021, the university has been uploading students’ mark sheets and degree certificates via the NAD platform at https://nad.digilocker.gov.in/. Gangadhar Meher University has implemented the semester-based Choice-Based Credit System (CBCS) for all its undergraduate and postgraduate programs since 2019. The syllabus has been designed in accordance with UGC Regulations. The university has actively promoted the courses offered through the SWAYAM Platform, highlighting their advantages in the context of the credit transfer policy. Currently, over 500 students are benefiting from SWAYAM Platform courses, and the credits earned have been successfully integrated into the university’s grading system. In compliance with ABC requirements, courses at the university have been categorized into core, elective, and allied courses, with content periodically revised and updated by the respective Boards of Studies (BoS). The composition of the</p>

	<p>Boards is a balanced blend of both senior faculty members from the university and experts from nationally reputed institutions. In tune with the National Education Policy (NEP) 2020, the Odisha Government has introduced a new syllabus at the undergraduate level for all subjects. Newly admitted students are encouraged to obtain an ABC ID, which will enable them to take courses from other institutions and successfully transfer the credits towards their degrees. Gangadhar Meher University is committed to create ABC IDs for all enrolled students and to encourage each student to choose at least one course from an outside institution by the end of the academic year 2024.</p>
3. Skill development:	<p>The University rigorously adheres to the guidelines set forth by the National Curriculum Framework and has integrated several vocational training programs on campus. The primary objective of adopting this framework is to empower students by providing training in specific skills of their choice, thereby enhancing their employability in the future. The institution is committed to delivering quality vocational education by combining formal classroom instruction with experiential learning through industry engagement and internships in business enterprises. This approach emphasizes the integration of knowledge acquisition with the development of practical skills, aiming to create a new generation of employable youth. The university has already implemented skill-based courses across various semesters and programs, designed to meet the demands of the job market. Additionally, under its employability and skill development initiatives, the university has introduced a range of courses to better equip students for competitive employment environments. The university has signed memoranda of understanding with three councils of skill development. The institutional efforts, particularly through the dedicated Skill Development Center, have significantly benefited students from marginalized communities, who often struggle to sustain themselves in the job market due to a lack of additional training. As a result, many of these students have secured prestigious positions in high-profile jobs. Leading industries have shown considerable interest in providing skill development training and internships to students from marginalized</p>

	<p>backgrounds. Notable collaborations include training programs conducted by the Nandi Foundation, the Aditya Birla Group, and several esteemed national institutions such as IIM Sambalpur, IIM Bangalore, IIM Kolkata, NIT Rourkela, and XIMB Jamshedpur. These partnerships have successfully enhanced the employability of our students. The Skill Development Center at the university has also successfully conducted numerous short-term courses focused on developing soft skills. The School of English has taken the initiative to improve students' communication skills, preparing them for the competitive global environment. Similarly, the School of Psychology has introduced several short-term courses and training programs aimed at enhancing students' emotional intelligence. The university has also implemented leadership development courses, with many students participating in Ministry of Defense-sponsored leadership camps. We proudly acknowledge that many of these students are now serving in the Indian Army. Furthermore, the university's Skill Development Center collaborates closely with the Ministry of Skill Development and Entrepreneurship, Government of India. The ministry has identified specific courses for implementation, which the university is rolling out in multiple batches.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The Indian Knowledge System (IKS) embodies in the evolution of our living civilization richly diverse cultures and multiple faith systems, showcasing the continuity of knowledge traditions from ancient to contemporary times through a scientific lens. The philosophical concept of Vasudhaiva Kutumbakam epitomizing India's belief in cultural pluralism and universal humanity accompanies this living tradition. Gangadhar Meher University has been at the forefront of integrating the Indian Knowledge System into its academic programs, making it a vital component of the university's learning culture. The institution has placed particular emphasis on Sanskrit, one of the most ancient languages, recognizing its importance in understanding and preserving our cultural heritage. The university has initiated courses in Sanskrit DTP (Desktop Publishing) to encourage students to submit academic papers typed in Sanskrit. This initiative underscores the importance of Sanskrit proficiency in the research process, especially when</p>

engaging with ancient texts that remain unpublished and largely inaccessible. The university has also introduced courses on Vastu Vigyana, as detailed in various Puranas, to revive and promote ancient knowledge systems among the youth. In addition to these efforts, the university has committed to the preservation and scientific study of ancient texts. The Research Centre on Bhima Bhoi has conducted extensive research on Mahima Dharma, a 19th-century religious movement in Odisha that advocates universal humanism and equality. This movement, particularly significant during a period of heightened social inequality, attracted marginalized communities seeking to escape the bonds of untouchability. The Mahima Cult, as part of the Indian Knowledge System, represents a rich area for research, and the Centre at Gangadhar Meher University is poised to deepen its engagement in this field. The Centre has translated numerous texts by the great saint-poet Bhima Bhoi, and prominent Mahima saints have visited the campus to discuss the relevance of the Indian Knowledge System in contemporary contexts. Beyond these specific initiatives, the university offers courses that delve into India's ancient past. The School of History and the School of Political Science, with their specialized expertise in ancient Indian thought and archaeology, have made significant contributions at national forums. The School of History, very relevantly, played a crucial role in discovering ancient urbanization structures in Barpali, Asurgarh, in the Bargarh district of western Odisha. Faculty members have also conducted substantial research on Ancient Odisha's navigation systems, which were pivotal to sustaining the region's economy in antiquity. The university also prioritizes the development and promotion of the Odia language. The School of Odia has taken numerous initiatives to encourage the study of Odia, including promoting bilingual instruction among faculty members. To further support this goal, the university exempts students admitted to the School of Odia from paying admission fees, in line with the institution's broader commitment to promoting native languages and encouraging serious engagement with the Odia language and culture. This initiative is a testament to the education model that Gangadhar Meher University follows, which supports the preservation and promotion of indigenous

<p>5. Focus on Outcome based education (OBE):</p>	<p>knowledge and languages.</p> <p>Gangadhar Meher University has consistently strived to fulfill the mandate of the National Education Policy (NEP) 2020. In 2021, the university undertook a comprehensive revision and redesign of its entire syllabus, aligning it with the Outcome-Based Education (OBE) . This process involved the participation of external experts, ensuring that the syllabus was structured in accordance with the OBE framework and the principles of Bloom’s taxonomy. The OBE model, in contrast to traditional teaching-learning models that emphasize syllabus completion and examination, focuses on defining specific learning outcomes and developing teaching and learning practices to achieve these outcomes. The core of OBE lies in measuring the knowledge, skills, and competencies that students are expected to attain by the end of a course. This evidence-based approach has demonstrated positive results in terms of academic and holistic development, offering long-term advantages through its emphasis on outcome attainment. Gangadhar Meher University has rigorously followed Outcome based education at every stage of its academic programs. From syllabus updates to the assessment of outcome attainment, faculty members are committed to implementing the OBE model. All programs at the university are designed with a clear understanding of regional and global needs, and the curriculum is crafted with well-defined Programme Outcomes (POs), Programme-Specific Outcomes (PSOs), and Course Outcomes (COs). These outcomes are centered on cognitive abilities—Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating—while also integrating domain-specific skills, social responsibility, ethics, and entrepreneurial skills to ensure that students contribute meaningfully to the economic, environmental, and social well-being of the nation. The university’s teaching pedagogy is recognized as one of the best in the state for its multi-directional, discussion-oriented approach. Faculty members are encouraged to prepare detailed lesson plans that outline lecture content, teaching methods, and evaluation strategies. Feedback from students, parents, and alumni is regularly collected and meticulously analyzed, guiding the revision of courses in subsequent academic years. The</p>
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	<p>university's value-added courses, introduced after careful consideration of student feedback, are a testament to this responsive approach. The introduction of the OBE syllabus and its effective implementation has garnered significant interest from industries in campus placements. Leading industrial houses now actively engage with the university for recruitment, contributing to the strong placement record the university has achieved in recent years.</p>
<p>6. Distance education/online education:</p>	<p>The COVID-19 pandemic significantly accelerated the adoption of online education, revealing its potential as an effective mode of instruction. Prior to the pandemic, the scope and impact of online education were largely unexplored. However, COVID-19 necessitated a shift in pedagogical approaches, compelling institutions to integrate digital platforms into their teaching methodologies. Gangadhar Meher University played a pivotal role in promoting online education during this period. Faculty members were required to transition to online teaching, with assessments also conducted in an online format. To address the challenges posed by the COVID-19 pandemic and to align with the objectives of the National Education Policy (NEP) 2020, Gangadhar Meher University extensively utilized digital platforms for conducting classes, meetings, seminars, and conferences. Key initiatives undertaken by the University to enhance online education include:</p> <ol style="list-style-type: none"> 1. Curating Online Resources: Each School was tasked with compiling a list of online lecture resources available on the university website. These resources were regularly disseminated in classrooms and student WhatsApp groups. 2. Expanding Digital Library Access: The university library significantly increased its digital resources, acquiring access to over 15,000 e-books from various publishers and providing access to 199,158 e-books through Proquest. Additionally, the library now offers access to more than 20,000 e-journals and 50,000 back volumes, accessible both on-campus and off-campus. 3. Enhancing ICT Infrastructure: The University bolstered its existing ICT facilities, including smart classrooms and video conferencing capabilities, to ensure the seamless conduct of online meetings, conferences, and classes. 4. Developing the GMU Learning Management Portal: Faculty members were encouraged to utilize this portal to upload PDFs,

PowerPoint presentations, lecture notes, study materials, and model questions with answers. The university also promoted the use of the open-source MOODLE platform, integrating it with tools such as Google Meet, Webex, and Zoom for live classes and examinations. 5. Workshop and Training: In support of these digital initiatives, the University organized a two-week workshop focused on creating e-content and utilizing the MOODLE platform for teaching. Additionally, the Controller of Examinations (COE) section emphasized the automation of examination processes, prioritizing the procurement of the necessary infrastructure for this purpose. The University has established a comprehensive policy to promote online education. Notably, the credits earned by students through the SWAYAM Platform have been recognized and integrated into the academic framework. Faculty members regularly post information about relevant courses on notice boards of their Schools, encouraging students to enrol in these courses and submit their completion certificates to their respective Schools.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. Electoral Literacy Club has been established by Gangadhar Meher University in the year 2022.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, vide letter number 2600/GMU dated 22.06.2022, Ms. Singh Subhalaxmi Baidhar, Assistant Professor of the School of Political Science has been appointed as faculty coordinator along with Ms. Rojalin Pradhan (UG 2nd Year) and Ms. Karanmaya Sahu (UG 3rd Year) from the School of Political Science as students' coordinator by the University.
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,	A. Debate Competition was organised by the club among the students to know about their knowledge and understanding related to electoral activities. Through the debate competition students were able to develop their critical thinking of the election process. This broadens awareness and promotes tolerance for diverse opinions in the political process. B. Art Competition was organised by the club to inspire artists to create pieces that reflect the values of

<p>commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>democracy, the significance of voting, or the impact of political decisions, encouraging broader participation. C. Street Play was organised by the club to inform people about the importance of participating in elections, explain the voting process, and highlight critical community issues. D. Election-based Quiz competition was organised by the club to spark interest among younger audiences who are just starting to learn about their civic responsibilities. This engagement early on can help build lifelong habits of political participation. E. Voter's awareness rally was organised by the club as many potential voters are unaware of important aspects of the voting process, such as registration deadlines, voting locations, or how their vote impacts local and national issues. A rally serves as a platform to educate the public about these crucial details. F. Village Extension Program was organised by the club to educate villagers about the election process, ensuring transparency and fostering trust in democratic institutions. Village communities may have specific concerns, such as land rights, agricultural policies, or access to healthcare. A Village Extension Program can provide a platform to discuss these local issues in the context of the election, helping voters understand how the election outcomes could impact their daily lives. G. Nukkad Natak was organised by the club to spread awareness about the importance of elections, voting rights, and the democratic process in an accessible and entertaining way. They can simplify complex political issues and reach a wide audience, including those who may not have used traditional media.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>An awareness drive was conducted in Thapapali Village to enhance political participation among the people. This process educates people about election rules, such as how to identify and report irregularities like vote-buying, coercion, or manipulation. This ensures a more transparent and fair electoral process by empowering citizens to be vigilant and proactive.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The systematic Voters Education and Electoral participation programme was organised by the club to educate students about political systems, candidate platforms, and pressing social and economic issues. This helps young voters make informed, thoughtful decisions rather than relying on limited knowledge or peer influence.</p>

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
6449	6021	6039	5974	5787
File Description		Document		
Institutional Data in prescribed format		View Document		

1.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
2070	2147	2157	2063	1938
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
87	93	105	123	123
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

Response: 136

File Description	Document
Institutional data in prescribed format	View Document

3 Institution

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
1721.21	1483.73	2301.72	821.42	1580.84

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

Gangadhar Meher University prioritizes excellence in teaching, learning, research, and extension activities. GMU offers a comprehensive array of 77 academic programs across 26 departments at the undergraduate, postgraduate, and doctoral levels. Each program's curriculum is meticulously designed, developed, and delivered to address local, regional, national, and global needs. In alignment with the National Education Policy (NEP) 2020, the curriculum integrates interdisciplinary and multidisciplinary approaches, particularly through the inclusion of Discipline-Specific Electives (DSE) and Interdisciplinary (IDSE) courses. Program Outcomes (POs), Program-Specific Outcomes (PSOs), and Course Outcomes (COs) for all programs are structured according to the Outcome-Based Education (OBE) model, ensuring alignment with diverse needs across multiple scales.

Curricular design, development, revision, and modification decisions are initially undertaken by the Board of Studies and subsequently ratified by the Academic Council. The Board of Studies plays a crucial role in assessing stakeholder needs, societal shifts, industrial requirements, and revising curricular objectives accordingly. GMU's curricular frameworks are designed to meet the needs of different levels through the introduction of new courses and academic activities. The process of curriculum revision is grounded in academic discipline, philosophical orientation, student psychology, and societal demands, with significant consideration given to feedback from key stakeholders, including students, alumni, parents, and employers.

GMU offers a range of courses designed to address specific local needs, including Differential Equations, Numerical Analysis, Operations Research in Mathematics, Odisha Economy, Higher Education in Odisha, Working with Community, Psychology of Crime and Violence, Psychology of Social Issues, and Local Textile Technology. Initiatives such as the observation of Sambalpuri Day, the introduction of student uniforms crafted from Sambalpuri fabric, the Memorandum of Understanding (MOU) with Sambalpuri Bastralaya to provide value-added courses on Sambalpuri saree-making, student projects on local socio-cultural and economic issues, and the School of History's efforts to preserve historical heritage sites in the Sambalpur District, further contribute to meeting local needs.

Regional needs are addressed through specific courses such as Education in Odisha, Pedagogy of Odia, Social Issues of Odisha, History of Odisha, National Movement in Odisha, Art and Architecture of Odisha, History of Odia Literature, Political and Cultural History of Odisha, State and Politics of Odisha, Geography of Odisha, Regional Development and Planning, Environmental Biotechnology and Ecology of Odisha, and Environmental Chemistry.

At GMU, the School of Odia offers undergraduate and postgraduate programs in Odia Language and Literature, with the Language Departments undertaking significant translation work, such as translating Kannada texts into Odia. To address national needs, the University provides courses such as Higher Education in India, Indian Economy, Financial Institutions of India, Indian Society, Social Change in India, Freedom Movement in India, Indian Bio-Instrumentation, Industrial and Organizational Psychology, Health Psychology, and Organic, Inorganic, and Physical Chemistry.

Finally, the University's commitment to addressing global needs is reflected in its course offerings in Macroeconomics, Globalization and Education, International Trade, International Relations, Comparative Politics, Global Politics, Contemporary Global Issues and Challenges, Functional Analysis, History of Economic Thought, Polymer Chemistry, Analytical Chemistry, and Environmental Chemistry.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.1.2

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

Response:

The vision and mission statement of Gangadhar Meher University sets employability, entrepreneurship, and skill development at its core. The university envisions developing and nurturing intellectual capital and promoting professional programs. The target of all the programs offered by Gangadhar Meher University is to foster employment, entrepreneurship, and skill development among students. Additionally, some programs aim at the development of social, intellectual, and research skills. The professional programs offered by Gangadhar Meher University, such as MCA, MBA, Integrated B.Ed., and Information Science and Technology, have significant components of employability. The MBA and MCA programs, in particular, develop entrepreneurship skills among students for startup development. The courses within these programs are regularly revised to incorporate these aspects. Courses such as Introduction to Matlab, Programming in C++, Web Technology, Museology and Archives, Sahityik Patrakarita, Remote Sensing and GIS, Machine Learning, Cloud Computing, Sociological Foundations of Education, Teacher Education, ECCE, Advanced Econometrics, Fuel Chemistry, Bio-Process Engineering, Survey Sampling, Indian Official Statistics, and many others develop employment skills among students.

Courses like Polymer Chemistry, Advanced Educational Statistics, Financial Economics, Corporate Law, Entrepreneurship Development and Business Ethics, IoT, Regional Planning and Development, Disaster Management, Hindi Cinema Aur Uska Adhyayan, Management of Library and Information Centres, Intellectual Property Rights and Copyrights, Graph Theory, Operational Research, Practical Ethics, Introduction to Public Administration, Organizational Behaviour, and many more have direct

implications for the development of entrepreneurship skills among students. Courses such as Educational Assessment and Evaluation, ICT in Education, Management Principles and Applications, Java Programming, Data Science, Academic Writing and Composition, Communication Skills, Creative Writing, Cartography, and Remote Sensing and GIS Applications develop various soft and technical skills among students. At GMU, Skill Enhancement Course-I and Skill Enhancement Course-II are compulsory papers for undergraduate students.

In addition to the courses, the Schools conduct workshops, seminars, field studies, and industry visits to develop employability, entrepreneurship, and various types of skills among students. The university partnered with Nandi Foundation to run a flagship employability skill-training program in the academic year 2023-24. As many as 227 students have completed the course and are eligible for certification.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 39.13

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

Response: 484

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

Response: 1237

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The Sustainable Development Goals (SDGs) and the National Education Policy (NEP) 2020 emphasize emergent cross-cutting issues such as professional ethics, gender equality, human values, environmental sustainability, and resource optimization. Gangadhar Meher University (GMU) integrates these crucial themes within its curricular content and activities. A majority of the programs offered by GMU include courses on gender equality, environmental issues, professional ethics and human values.

Courses such as Women's History, National Response to Colonial Rule, Sociology of Education, Feminist Theory and Practice, New Frontiers in Economics, Sociology of Gender, Gender and Society, Gender Psychology, Human Ecology, Social Movements in India, Environmental Psychology, History of Ecology and Environment in India, Plant Ecology and Phytogeography, Industrial and Environmental Microbiology, Environmental Toxicology and Waste Treatment, Environmental Economics, Human Rights, Ethics, Business Ethics, Professional Ethics, Indian Ethics, Applied Ethics, Research and Publication Ethics are integral to GMU's curriculum.

Since the academic year 2019-20, GMU has been offering a compulsory course on "Ethics and Values" at the undergraduate level, titled 'MULYA PRAVAH', in accordance with Universal Human Values (UHV) and UGC guidelines. Additionally, GMU mandates a course on "Environmental Studies" as AECC-1 for undergraduate students to educate them on contemporary environmental issues.

The School of Economics offers courses such as Gender Economics and Environmental and Resource Economics, while the School of Geography provides courses on Disaster Management, Environmental Geography, and Climatology. To further raise awareness among students about social issues, GMU

organizes various academic activities, including panel discussions on women's reproductive rights and health, workshops on transgender rights and seminars on gender, conflict, marginality and the experiences of women on the periphery of Indian society.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

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

Response: 56

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

1.3.3

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

Response: 100

1.3.3.1 Total Number of programmes that have components of field projects / research projects /

internships (without repeat count) during the last five years

Response: 77

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

Response: 77

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

1.4 Feedback System**1.4.1**

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 94.99

2.1.1.1 Number of sanctioned seats year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
2570	2410	2442	2542	2396

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

2023-24	2022-23	2021-22	2020-21	2019-20
2456	2273	2287	2419	2306

File Description

Document

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 77.7

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

2023-24	2022-23	2021-22	2020-21	2019-20
927	830	714	839	760

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

2023-24	2022-23	2021-22	2020-21	2019-20
1035	1056	1096	978	1073

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Catering to Student Diversity**2.2.1**

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

Response:

Gangadhar Meher University, Sambalpur, recognizes the diverse learning abilities of its students and is

committed to providing an inclusive environment that caters to the needs of all. The university has established a comprehensive framework to identify and support both advanced and slow learners. To accurately assess students' learning levels, the university employs a combination of quantitative and qualitative measures. Mid-term exam results are analyzed to classify students scoring less than 65% as slow learners and those scoring above 80% as advanced learners. Additionally, faculty members evaluate student engagement and performance in the classroom, contributing to a reliable identification process.

For slow learners, the university offers various support services, including remedial classes and academic counseling. Teachers are encouraged to adopt personalized learning approaches, providing support and feedback to help students progress at their own pace. Remedial classes are integrated into the timetable to ensure focused support.

Advanced learners are presented with opportunities to accelerate their academic growth. The university encourages them to enroll in advanced courses offered by platforms like NPTEL, SWAYAM, and IIRS, exposing them to higher levels of complexity and expertise. Research-oriented assignments and projects are promoted to cultivate critical thinking, problem-solving, and writing skills. Additionally, the university supports participation in competitive examinations like NET, JRF, GATE, and others to prepare students for higher studies.

Peer learning is a cornerstone of the university's approach. By fostering collaboration among students, advanced learners can share knowledge and skills, while slow learners benefit from diverse perspectives. Various platforms, such as study groups and peer tutoring, are encouraged to facilitate this exchange.

Leveraging technology, the university provides accessible learning resources through platforms like Google Classroom and MS OneDrive. Students can access study materials, complete assignments, and take quizzes at their convenience. Mentorship programs connect students with faculty and industry professionals, offering guidance and support for career development.

To enhance the academic experience, Gangadhar Meher University systematically organizes workshops, seminars, and conferences specifically designed for advanced learners. These platforms facilitate intellectual development, foster professional networking, and provide exposure to the latest advancements in research. Through these comprehensive initiatives, the university is committed to cultivating a rigorous and intellectually stimulating environment that enables all students to reach their full potential.

File Description	Document
Provide link for additional information	View Document

2.2.2

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

Response: 74.13

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

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Gangadhar Meher University (GMU) is undergoing a significant transformation, redefining its classrooms as dynamic centres of experiential learning. The university is shifting from a traditional teacher-centric model to an outcome-based approach that empowers students as active participants in their educational journey.

GMU facilitates active knowledge assimilation processes, fostering an environment that encourages students to explore, question, and innovate. The university's pedagogy is anchored in practical learning, with an emphasis on hands-on activities, group projects, role-plays, and real-world simulations that integrate theoretical knowledge with practical applications. Faculty members play a crucial role in bridging the gap between classroom instruction and real-world challenges, ensuring that education is both relevant and engaging.

To enhance the learning experience, GMU employs a diverse array of tools and strategies. Students are actively involved in presentations, debates, and assignments, collaborating with experts and industry professionals. Workshops, seminars, and industrial visits offer opportunities for in-depth learning and skill development, while case studies and micro-research projects foster critical thinking and problem-solving abilities. Beyond traditional academic pursuits, GMU promotes holistic development through co-curricular activities. Student clubs organize events that enhance social awareness, cultural exchange, and leadership skills. Initiatives like the "Mathsprit: Solve and Conquer" quiz exemplify GMU's integration of fun and competition into learning, assessing knowledge while fostering teamwork, communication, and time management skills.

Interdisciplinary learning is a fundamental aspect of GMU's educational approach, equipping students with the skills needed to collaborate effectively in a globalized world. The university's robust Placement Cell emphasizes experiential learning and personality development, ensuring that graduates are well-prepared for the job market.

Technology is integral to enhancing the learning experience at GMU. The university leverages ICT tools to create a collaborative and interactive environment, with online platforms and resources facilitating seamless communication, information access, and flexible learning opportunities. The ICT lab at GMU provides students with cutting-edge technology to support research and innovation. By integrating ICT with diverse teaching methodologies, GMU has revolutionized the learning process, making students more engaged, connected to real-world applications, and equipped to excel in the digital age.

GMU's commitment to creating a conducive environment for learning, research, and overall academic excellence is evident through its transformative initiatives. These efforts not only shape the future of its students but also establish a new benchmark for higher education, where learning is an exciting and rewarding journey.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.3.2

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

Response:

Gangadhar Meher University (GMU) recognizes the pivotal role of mentorship in fostering holistic student development. The institution has implemented robust Mentor-Mentee schemes that address both the academic and psychological well-being of students. The university believes that a strong mentor-mentee relationship can significantly impact a student's academic journey. The Mentor-Mentee program at GMU is designed to provide academic guidance, career counseling, and research support. Mentors, comprising experienced faculty members and industry professionals, offer invaluable insights into academic challenges, research methodologies, and career paths. Regular mentoring sessions and workshops are conducted to equip students with essential skills for academic success.

Beyond academics, the program focuses on addressing the psychological well-being of students. Mentors are trained to identify signs of stress, anxiety, or depression among students and provide the necessary support. The program emphasizes creating a safe and supportive environment where students can openly discuss their concerns without fear of judgment. Mentors play a crucial role in connecting students with counseling services if required. The university has implemented a comprehensive evaluation mechanism

to assess the effectiveness of the Mentor-Mentee program. Regular feedback is collected from both mentors and mentees to identify areas of strength and improvement. The program's impact on students' academic performance, career outcomes, and psychological well-being is measured through various parameters.

To ensure the sustainability and continuous improvement of the program, GMU has established a dedicated Mentor-Mentee Cell. This cell is responsible for coordinating mentor-mentee pairings, conducting training programs, and monitoring the program's effectiveness. The university also organizes regular mentoring workshops and conferences to enhance the skills and knowledge of mentors. The Mentor-Mentee scheme at GMU has yielded positive outcomes. Students have reported increased academic confidence, improved career prospects, and enhanced psychological well-being. The program has also fostered a strong sense of belonging among students, contributing to a positive and supportive campus culture. The university remains committed to strengthening the Mentor-Mentee program and exploring innovative approaches to address the evolving needs of students. By investing in mentorship, GMU aims to create a holistic learning environment that empowers students to achieve their full potential.

File Description	Document
Upload any additional information	View Document
List of Active mentors	View Document
Provide Link for Additional Information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 73

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

2023-24	2022-23	2021-22	2020-21	2019-20
144	144	144	144	144

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

2.4.2

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

Response: 79.41

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

Response: 108

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Copies of Ph.D./D.M/M.Ch./D.N.B Superspeciality awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.3

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

Response: 10.97

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

Response: 954

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response: 17.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
33	17	17	12	8

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

2.5.2

Percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years

Response: 0.23

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

2023-24	2022-23	2021-22	2020-21	2019-20
21	18	0	30	64

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

2023-24	2022-23	2021-22	2020-21	2019-20
12039	11461	11946	11666	11428

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

2.5.3

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

Response: B. Only student registration, Hall ticket issue & Result Processing

File Description	Document
The screenshot should reflect the HEI name and the name of the module.	View Document
The report on the present status of automation of examination division including screenshots of various modules of the software.	View Document
Institutional data in the prescribed format (data template)	View Document
Copies of the purchase order and bills/AMC of the software.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Gangadhar Meher University has been diligently implementing Outcome-Based Education (OBE) since 2018-19 for undergraduate programs and 2021-22 for postgraduate programs. This pedagogical shift aligns with the UGC's graduate attributes. Program Outcomes (POs), Course Outcomes (COs), and Program Specific Outcomes (PSOs) form the backbone of OBE at GMU. POs are collaboratively framed by university stakeholders, while COs and PSOs are meticulously designed at the departmental level. The course curriculum, enriched with approved COs, is disseminated widely. To ensure effective communication, POs, PSOs, and COs are prominently displayed on the university website, in curriculum booklets, and on departmental notice boards. Orientation programs at the beginning of each semester reinforce students' understanding of these outcomes. Faculty members play a crucial role in elucidating the significance of COs during class introductions and unit completions.

Continuous evaluation and improvement are integral to GMU's OBE journey. Regular assessments of PO attainment levels are conducted at various levels, including department staff council meetings, heads' meetings, and interactions with the Chairperson, PG Council and Vice-Chancellor. Strategic interventions are implemented to bridge gaps and enhance overall outcomes. Through these concerted efforts, GMU is committed to providing students with a robust education that equips them with the necessary knowledge, skills, and attributes to excel in their chosen fields.

Gangadhar Meher University employs a comprehensive approach to assess the attainment of Program Outcomes (POs) and Course Outcomes (COs). The methodology combines direct and indirect assessment methods. Direct assessment is primarily based on academic performance, including end-term and mid-term examinations, assignments, and lab records. CO attainment is benchmarked against a university-defined standard of 60% of maximum marks. Levels of CO attainment are categorized as Satisfactory (40% of students above benchmark), Moderate (50% of students above benchmark), and Good (60% of students above benchmark). A weighted average of assessments determines the overall CO attainment.

To assess PO and PSO attainment, a CO-PO and CO-PSO matrix is utilized. The contribution of each CO to the respective PO and PSO is determined. By aggregating the CO attainments, overall PO and PSO attainment levels are calculated. These levels are categorized similarly to CO attainment levels. This approach enables the university to monitor the effectiveness of its academic programs, identify areas for improvement, and demonstrate its commitment to student success and stakeholder satisfaction.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

2.6.2

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

Response: 86.81

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

Response: 1797

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload any additional information	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

Gangadhar Meher University (GMU), Sambalpur, has a well-defined research policy for the promotion of robust research eco-system, approved by the University Academic Council and regularly updated. The objectives of the research policy are as follows:

- To establish an administrative structure within the University to support research and innovation activities.
- To set norms for conducting research and streamline administrative processes to improve the overall quality of research for the betterment of society and scientific community.
- To motivate faculty members, staff, and students towards cutting-edge research, innovations, and incubation.
- To encourage the undertaking of research projects from various funding agencies.
- To promote collaborative and interdisciplinary research.

Various aspects of the Research facilities and Promotion Policy are as follows:

Since its establishment, the university is continuously upgrading its research facilities for both fundamental as well as advanced researches. A central instrumentation centre (CIC) has been established at the GMU. The centre is committed to carryout research in different fields such as photovoltaics, photocatalysis, non-linear optics, polymer science, agrophysics, bio-technology etc. The centre has been well equipped with instruments such as Fourier-transform infrared spectroscopy (FTIR), Fluorescence Spectrophotometer, and advanced computational facilities etc. University is having computer laboratories facilities with access to e-journals and digital databases like EBSCO, Pro-Quest etc. Seed money also provided to the faculty members to conduct various research projects. Financial support is provided to faculty members for attending conferences, workshops, and seminars.

The university with the support of Govt. of Odisha has established the following one of its kind of centre of excellences for inter-disciplinary researches:

- Odisha Centre for Geriatrics and Gerontology (OCGG)
- Bhima Bhoi Research Chair (BBRC)

Other important aspects of the policy are:

Research Inventiveness

Faculty members are encouraged to apply for research projects from various funding agencies and to undertake research leading to quality publications, presentations, invited talks, generation of intellectual property rights, and socially useful outcomes. The policy also promotes collaborative and interdisciplinary research.

Research Publications

Faculty members are encouraged to publish their research findings in Web of Science, Scopus-indexed and UGC care listed journals. Faculty members are also promoted to present their research papers in national, international conferences and seminars, such as those organized by IEEE, IICHE, ASME, AICHE, ICSSR and ICE etc. The University has MoUs with various research organizations and academic institutions at national and international levels to support academic and research activities.

Research Ethics

The University is committed to adhere ethical research norms as laid down by UGC and OSHEC. While conducting researches on human and animal subjects, faculty and scholars are required to obtain prior approval from the “Institutional Ethics Committee (IEC)” of the University. University believes in zero tolerance policy towards plagiarism and unethical research practices. Before dissemination of theses, dissertations, project work, or research papers, scholars are compulsorily required to check for plagiarism of their work in UGC approved software.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

3.1.2

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

Response: 12.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
59	0	3	0	0

File Description	Document
Sanction letters of seed money to the teachers is mandatory	View Document
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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: 14.71

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

Response: 20

File Description	Document
List of teachers who have received the awards along with the nature of award, the awarding agency etc.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copies of the award letters of the teachers.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.1.4

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

Response: 29.88

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

Response: 72

3.1.4.2 Number of PhD Scholars enrolled during last five years

Response: 241

File Description	Document
List of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows along with the details of the funding agency is to be provided.	View Document
Institutional data in the prescribed format (data template)	View Document
E copies of fellowship award letters (mandatory)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2 Resource Mobilization for Research

3.2.1

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

Response: 457.08

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2.2

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

Response: 0.66

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

Response: 90

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc.	View Document
Institutional data in the prescribed format (data template merged with 3.2.1)	View Document
E-copies of the grant award letters for research projects sponsored by government agencies.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3 Innovation Ecosystem

3.3.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Gangadhar Meher University (GMU) has developed an effective and dynamic ecosystem for innovation and interdisciplinary researches in emerging areas . As a part of Institutional Development Programme (IDP), the university has established different centre of excellences, centre for innovation and incubation for holistic/inclusive research, growth and development. Furthermore, the university has set up a Start-Up and Innovation cell (SIC) for promotion of start-ups and creating a dynamic ecosystem for entrepreneurship development and innovation. The SIC offers services to the budding start-ups ranging from pre-incubation, incubation, acceleration, co-working spaces, seed funding, advisory support, mentoring support, market linkage, training and handholding. The University has taken several efforts for the promotion of start-up and innovation activity, particularly it has given full financial support for the development of commercialize prototype products in very cost-effective manner. By this practice the students of various semester have been guided to develop their course related experimental set-up (ESU) like diode characteristics ESU, transistor characteristics ESU, solar cell ESU, Photodiode ESU, laser light diffraction ESU, bandgap determination ESU etc. As such ESU were developed from the component, it not only increased the designing/creating/trouble ability of the students but also increased

their depth of understanding of the subject. The cost of ESUs developed in such innovative practice is almost 1/5 of similar ESUs available in the market.

In response to Indian Knowledge System (IKS) redesigning curricular structures, method of transaction, Institutional ecology as per enriched Indian Cultural tradition is the priority of National Education Policy-2020. Gangadhar Meher University has higher value in this aspect. In the Academic Departments like Sanskrit, Odia, English various courses have been designed as per Indian Knowledge system, culture and values. Gangadhar Meher University is highly dedicated to preserve, transmit Indian rich cultural heritage, and knowledge system in Art, Literature, Science, Economy, governance system, management etc. Indian Philosophy is the compulsory paper for students of Philosophy and Education, Vedanta, Naya Vesesikha, Buddhism and Jainism are part of curriculum of Gangadhar Meher University. Number system of Ramanujan, Indian socio-cultural system, Indian economy, Indian agrarian system, seed preservation, historical land reforms and tax collection system are the essence of knowledge institutionalization. Yoga is compulsory for all students and faculties of Gangadhar Meher University. Spoken Sanskrit and functional Hindi are provided as value added course to students of different academic background. University has successfully translated works of great poet Bhima Bhoi into other languages.

GMU has a dedicated IPR cell and modified IPR policy to help protect and promote IPR in a number of ways including

- Creating awareness about patents, technology copyrights and filing procedure.
- Conducting seminars, conferences and workshops on IPR.
- Assisting to simplify and streamline of IP process and enhancing IPR awareness with their commercialization aspects.
- Lastly, the scope of IPR is not just limited to science and technology but all the faculty on the campus from the humanities commerce and management interdisciplinary studies. The importance of IPR for the university has been highlighted through its weightage in NIRF ranking Times Higher Education ranking and another accreditation process.

File Description	Document
Upload any additional information	View Document
Link for Additional Informationa	View Document

3.3.2

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

Response: 40

File Description	Document
Institutional data in the prescribed format (data template)	View Document
e- Copies of award letters issued by the awarding agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Research Publications and Awards

3.4.1

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

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

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

Response: A. All of the above

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

3.4.2

Total number of Patents awarded during the last five years**Response: 6**

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

3.4.3**Number of Ph.Ds awarded per recognized guide during the last five years****Response: 1****3.4.3.1 How many Ph.D s were awarded during last 5 years**

Response: 69

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

Response: 69

File Description	Document
PhD Award letters to PhD students.	View Document
Letter from the university indicating name of the PhD student with title of the doctoral study and the name of the guide.	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

Response: 4.21**3.4.4.1 Number of research papers published in the Journals as notified on UGC CARE list during the last five years**

Response: 572

File Description	Document
List and links of the papers published in journals listed in UGC CARE list and	View Document
Institutional data in the prescribed format (data template)	View Document
Link to the institutional website where the first page/full paper (with author and affiliation details) is published	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.5**Number of books and chapters in edited volumes published per teacher during the last five years****Response:** 1.47**3.4.5.1 Total Number of books and chapters in edited volumes published during the last five years**

Response: 200

File Description	Document
List of chapter/book with the links redirecting to the source website	View Document
Institutional data in the prescribed format (data template)	View Document
E-copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

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

Response: D. Any 2 of the above

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

3.4.7

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science

Response: 6.73

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.8

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

Response: 18

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

3.5 Consultancy

3.5.1

Revenue generated from consultancy and corporate training during the last five years

Response: 140.25

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

2023-24	2022-23	2021-22	2020-21	2019-20
4.45	2.3	0	130	3.5

File Description	Document
Letter from the beneficiary of the consultancy along with details of the consultancy fee.	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.6 Extension Activities

3.6.1

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

Response:

Gangadhar Meher University (GMU), Sambalpur is committed to develop not only good human resources but also sensible citizens. GMU sensitizes its students for various social issues also besides providing the cutting-edge technical knowledge for their holistic development. To achieve this,

university has a dedicated National Social Service (NSS) which takes care of various activities in campus as well as in its neighbourhood community. Besides NSS, the University has YRC (Youth Red Cross) which organizes several events for blood donation and social activities. The NSS and YRC undertakes various activities in university campus.

The NSS of the university encourages the students as well as neighbourhood residents to obey the traffic rules and aware about the hazards of environmental pollution. Tree plantation activities are been done from time to time. Besides this we encourage every individual of University to avoid use of plastic bags. Swachhata Abhiyaan under the initiative of Swachh Bharat Abhiyan (SBA) is regularly carried out in University and nearby villages as well to motivate the village people for cleanliness and hygiene.

Social issue like Dowry, Gender Equality, girl education etc. are taken up by University time to time through various activities like nukkad natak, seminar, symposium, etc. Blood donation camps are regularly organized in the campus by YRC in association with NGOs like in which active participation of faculty members, staff members and students are ensured. In line with Fit India movement, an initiative of Govt. of India for the well-being and good health, International Yoga Day is celebrated in the University campus every year. The event is participated by the students, staff, faculty members and large members from communities with a huge enthusiasm. Casting vote is very important in democracy. In order to strengthen democratic system of our country the Voter Awareness Program is conducted, whenever there is any election scheduled. This sensitizes the common mass about his/ her right to vote. Specifically, the events presented below are celebrated in every year. The events typically comprise extension activities in the neighbourhood community in order to sensitize the students to address the social issues and holistic development. The university plays the role of a facilitator by adopting nearby village by each school to promote livelihood, security and assistance of quality life among villagers. These activities under the extension program is integrated into the teaching and learning programs that the university offers. The intervention in the neighbourhood community is designed to address the Sustainable Development Goals (SDGs) of UNDP. These activities connect students with varying local issues in the community and makes them socially responsible and sensitive leading to their holistic development.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

3.6.2

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

Response: 115

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

2023-24	2022-23	2021-22	2020-21	2019-20
32	11	5	1	66

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Geo-tagged Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Detailed list and report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.7 Collaboration

3.7.1 Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years Response: 40	
File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List and Copies of documents indicating the functiona MoUs/linkage/collaboration activity-wise and year-wise	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate infrastructure facilities for

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

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

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

Describe the adequacy of facilities within a maximum of 500 words

Response:

Classrooms and Smart Classrooms: The University has clearly defined and distinct departments for each discipline, with designated classrooms, workspaces for research scholars, a separate faculty lounge, laboratories for science and social science departments, and other amenities required for high-quality instruction and research. It has adequate provision of Smart Classrooms equipped with LCD projectors and interactive smart boards, along with uninterrupted high-speed Wi-Fi facilities.

General Outlets: The institution provides ample staff rooms, classrooms, and office spaces in each department. Common areas in academic buildings are well-designated. There are sufficient waiting areas for guests and students in administrative buildings. Each building/block is equipped with separate, well-maintained lavatories for staff and students with disabilities, as well as male and female students, in addition to common toilets.

Laboratories of Science Schools: The institution has updated laboratories designed to foster experimentation, discovery, and innovation across various disciplines. The Science Schools are particularly well-equipped with the latest laboratory equipment. These laboratories are maintained, and equipment is purchased through various funds received from the Higher Education Department, ICSSR-funded projects, the University Grants Commission, and other funding agencies.

Laboratories of Social Science Schools: Disciplines such as the School of Commerce and Management have fully functioning Business Labs with LAN/Wi-Fi internet facilities. The School of Education and Statistics have designated computer labs. Additionally, the library houses a computer lab providing IT services to stakeholders.

Internet and Software: Each School is equipped with computers connected to a high-bandwidth optical fibre network of 1 GBPS. Faculty and researchers commonly use statistical tools such as E-Views, SMART PLS, AMOS, etc.

Sports Facilities: The university offers a range of sporting facilities on its premises, including equipment and provisions for various sports. Regular inter- and intra-university tournaments for both

girls and boys are conducted in Athletics, Badminton, Chess, Cricket, Football, Hockey, Table Tennis, Kabaddi, Kho-Kho, and Volleyball. Year-round access to carrom, chess, and table tennis facilities is provided in the girls' and boys' hostels. The University has employed two regular Physical Education Officers, one male and one female, to train students and oversee games and sports activities.

Yoga Facility: The university features a state-of-the-art Yoga complex, providing an ideal environment for Yoga practice. Regular Yoga camps are conducted under the supervision of certified Yoga instructors.

Facilities for Cultural Activities: The university has a large central auditorium with a seating capacity of 1,200, a versatile utility centre, an open-air stage accommodating up to 1,500 attendees, and two smaller auditoriums, each with a seating capacity of 200. Additionally, there are three conference complexes, each accommodating over 100 participants and five open-air pavilions connected to the hostels.

Gymnasium: The university features an expansive outdoor gymnasium accessible to all students. Some hostels have their own gym equipment, available for use during morning and evening sessions. Both the hostel and university gymnasiums are well-equipped with essential fitness apparatus to meet the fitness needs of students and staff.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.1.2

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

Response: 52.9

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

2023-24	2022-23	2021-22	2020-21	2019-20
919.67516	658.90106	1173.37058	229.7578	1202.2385

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

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The University library is the central hub of knowledge, indispensable in higher education by facilitating research, promoting critical thinking, and providing vibrant spaces for academic growth.

The central library of Gangadhar Meher University (GMU), originally established in 1944 as the Gangadhar Meher College Library, was renamed the Central Library on October 20, 2020, in honour of the late Dr. Mayadhar Mansingh, an eminent poet and versatile writer of Odia literature. It is one of the oldest libraries in western Odisha. The library occupies a 13,780-square-foot space, featuring a well-equipped and expansive reading room, along with dedicated areas for Acquisition, Technical Services, Circulation, Reference, Periodicals, and e-library services. The library holds a substantial collection of print and electronic resources, including books, print journals, magazines, dictionaries, encyclopaedias, biographies, competitive exam books, project reports, theses, newspapers, e-books, and e-journals.

The library's extensive collection comprises over 125,766 books and reference materials. It provides both physical and virtual access to resources through digital platforms. Subscriptions to EBSCO and Science Direct are available through the Odisha University Consortium, facilitated by the Odisha State Higher Education Council (OSHEC). The consortium also offers Open Athens remote access, allowing users to access online resources from anywhere at any time. The library's digital resources include approximately 16,448 e-journals and magazines, 237,368 e-books, 28,477 non-journal contents, 1,484 newspapers, and, through Science Direct, about 34,897 e-books, 5,090 e-journals, 363 e-textbooks, and 6 million articles. The library is open from 10 AM to 8 PM on all working days.

The Central Library maintains institutional memberships with INFLIBNET and utilizes platforms such as Shodhaganga, e-Shodhasindhu, VIDWAN, and IRINS. It also holds a subscription to DELNET (Developing Library Network). The library features a spacious e-resource centre equipped with 73 Windows desktops, high-speed internet access, and power backup. Library operations are automated using e-Granthalaya (3.0) ILMs from the National Informatics Centre (NIC). This open-source library management software offers comprehensive functionality, including basic and advanced search options. It handles all aspects of library management, such as book and journal acquisition, cataloguing, searching, serial control, patron registration and management, barcode and spine label generation, OPAC, circulation, bibliography compilation, holds and reserves, and report generation. Built using library standards and protocols such as MARC 21, UNIMARC, and Z39.50, e-Granthalaya ensures interoperability with other systems and technologies while supporting existing workflows and tools. The library also features an OPAC (Online Public Access Catalogue), allowing readers to search for required documents.

File Description	Document
Upload any additional information	View Document
Provide the Paste link for additional information	View Document

4.2.2

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

Response: 3.75

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

2023-24	2022-23	2021-22	2020-21	2019-20
0.45372	62.20242	32.01061	1.70314	200.02896

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

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

Every computer system at Gangadhar Meher University is connected via a ring network that spans all buildings on campus. The management of the university's internet services and IT infrastructure is overseen by the System Manager Cell (SMC), which is staffed by two system managers on a regular basis. The Computer Centre handles the network management, including the operation of email, web, and application servers, as well as firewall security.

The entire Gangadhar Meher University campus is equipped with Wi-Fi, with internet service provided by BSNL. The total bandwidth available from BSNL for Wi-Fi is 1 Gbps (leased line-to-one).

The university's IT policy encompasses technology managed centrally by the institution, individual departments, and information services provided by the administration, departments, and other university members. This IT policy also covers resources managed by the university's core administrative departments, including the library, computer centres, laboratories, offices, hostels, and residence halls, wherever the university provides network infrastructure.

Additionally, the university equips its students with cutting-edge IT tools to enhance their learning and

productivity. The institution regularly updates its IT infrastructure, including classrooms, labs, seminar halls, and auditoriums, to support this. Smart classrooms are outfitted with audio-visual facilities and LCD Multipurpose Interactive Boards.

1. Classrooms at the university are equipped with Wi-Fi access, ensuring that students and faculty members can stay connected and access online resources seamlessly. Computer labs also provide both LAN and Wi-Fi connectivity to support uninterrupted internet services for students and faculty engaged in business-related activities.
2. Sufficient Wi-Fi access points are installed across the university campus. Students and faculty members are provided with IDs and passwords to access these networks, facilitating their work and studies.
3. Business labs also have LAN/Wi-Fi facilities to ensure continuous internet access. There are 141 Wi-Fi access points throughout the university campus, with IDs and passwords issued to students and faculty.
4. The university campus is under CCTV surveillance, with 150 cameras installed for security and safety purposes. There are three CCTV control centres to monitor the campus.
5. The School of Library and Information Science features a dedicated lab with 73 computers, offering audiovisual capabilities suitable for students in library and information science. The School of Statistics has a specialized lab with 8 computers, equipped with audiovisual tools to meet the needs of statistics students. The School of Commerce and Management also has fully functional business labs.
6. The university has a dedicated leased line internet connection of 1 Gbps (1024 Mbps) from BSNL.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.3.2

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

Response: 13.08

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

Response: 493

File Description	Document
Stock register/extracts highlighting the computers issued to respective departments for student's usage	View Document
Purchased Bills/Copies	View Document

4.3.3

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

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

Response: A. Any 7 or more of the above

File Description	Document
Videos and geo-tagged photographs of each of the facilities available in the HEI. Details of the structures of each of the facilities available in the HEI.	View Document
Purchase Bill / stock register, entry for lecture capturing system, mixing equipment, software for editing	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of the subscription letter for database is essential for Option Research/Statistical Databases	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years

Response: 43.04

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

2023-24	2022-23	2021-22	2020-21	2019-20
760.655328	738.32206	1087.81465	525.7834	291.54653

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

4.4.2

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

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

Response:

Gangadhar Meher University has a robust system and policy for maintaining its physical, academic, and IT support facilities. This infrastructure is managed carefully through adherence to and implementation of Standard Operating Procedures (SOPs).

University Building Development and Maintenance Committee: The University Building Development and Maintenance Committee oversees the upkeep and utilization of physical, academic, and support facilities, including laboratories, the library, sports complexes, roads, buildings, and classrooms. This committee supervises the engineering staff and is responsible for planning, purchasing, condemning, and managing physical resources under the Registrar's guidance. It conducts regular inspections to ensure efficient functioning and handles routine maintenance of civil works such as masonry, plastering, painting, carpentry, plumbing, restroom upkeep, approach roads, and overall campus maintenance.

Cleanliness of Campus: The sanitation and horticulture sections employ sufficient in-house staff to

maintain the campus's greenery, hygiene, and cleanliness, providing a healthy and conducive learning environment. Classrooms, faculty and staff rooms, seminar halls, laboratories, and other areas are regularly cleaned by non-teaching staff assigned to each school. Washrooms and restrooms are well-maintained, with dustbins placed in strategic locations. OIC, Hygiene and Sanitation take care of the overall supervision.

Maintenance of Laboratories: The Head of the Department (HOD) is responsible for the upkeep of all laboratory equipment. Laboratory personnel submit regular reports to the HOD regarding repair and maintenance needs. The university has annual maintenance contracts for sophisticated equipment. Logbooks and issue registers document the usage of equipment and components. Each lab is staffed with trained personnel and lab demonstrators who oversee safety protocols and ensure the protection of sensitive equipment, including regular checks of lab earthlings. Laboratories are open 24/7 for inter-departmental use.

Maintenance of Computers and IT Facilities: The Systems cell handles technical issues related to computers. Standard operating procedures are established for maintaining IT and related infrastructure. All departmental computer systems are equipped with antivirus software and protected by firewall network security systems to prevent unauthorized access.

Campus Safety: The security office manages campus security and safety under the guidance of a dedicated committee supported by strategically placed CCTV cameras.

Sports Complex and Related Facilities: Since its establishment, Gangadhar Meher University has maintained state-of-the-art sports infrastructure. The university allocates a dedicated budget for repairs and maintenance, which is efficiently utilised by engineering and technical staff responsible for civil and electrical upkeep. A proactive planning system is in place, with the maintenance unit collaborating with all departments to ensure the proper upkeep of teaching and learning infrastructure.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 18.72

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

2023-24	2022-23	2021-22	2020-21	2019-20
2348	1755	1443	121	0

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

5.1.2

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

Response:

To provide comprehensive career counseling, including e-counseling and guidance for competitive exams, institutions often implement a variety of strategies and programs which are as follows:

1. Dedicated Career Development Cell

- Institutions has set up a dedicated career development cell to guide students in identifying their career interests, strengths, and potential career paths. The Career Development Cell also looks after the placement to assist students in securing internships and job placements.

2. E-Counseling Services

- **Online Counseling Platforms:** Institution has adopted digital platforms to provide career counseling services like video calls and email counseling, making career guidance accessible to students who may not be able to visit the campus in person.

3. Guidance for Competitive Exams

- **Exam Preparation Workshops:** Institutions conduct workshops and seminars focused on preparing students for various competitive exams like NET, GATE, OPSC UPSC, Banking etc. These workshops often include strategies for time management, problem-solving techniques, and subject-specific coaching.

4. Career Awareness Programs

- **Career Counseling Workshops:** Institutions regularly organize workshops on various career paths, emerging industries, and the skills required for these fields. These workshops are often conducted by industry professionals.
- **Alumni Interaction Programs:** Inviting successful alumni to share their experiences and insights on various careers can provide current students with real-world perspectives and inspire them in their career choices.

These efforts are aimed at ensuring that students are well-prepared to enter the job market or pursue further studies, armed with the knowledge and skills they need to succeed in their chosen fields.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.1.3

Following capacity development and skills enhancement activities are organised for improving students' capability

1. Soft skills
2. Language and communication skills

3. Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**4. Awareness of trends in technology****Response:** A. All of the above

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

5.1.4

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

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students during the last five years

Response: 6.9

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

2023-24	2022-23	2021-22	2020-21	2019-20
140	169	167	41	44

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order (the above list should be available in institutional website)	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

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

Response: 22.86

5.2.2.1 Number of outgoing students progressing to higher education

2023-24	2022-23	2021-22	2020-21	2019-20
661	487	401	330	364

File Description	Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education. (the above list should be available in institutional website)	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.3

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

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

Response: 3.63

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

Response: 377

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 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: 72

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

2023-24	2022-23	2021-22	2020-21	2019-20
45	14	8	1	4

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

5.3.2

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

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

Response:

Prior to the 2018-19 academic year, the university operated a Student Union consisting of the President, Vice-President, General Secretary, and other representatives. This system allowed students to formally participate in university affairs, organize events, and express their concerns to the administration. In 2019, the Higher Education authorities implemented a significant reform, replacing the Student Union with a nomination-based system for selecting student representatives on university committees. This change aimed to integrate students into various university bodies in a more structured manner, ensuring that the most capable and committed students are chosen to represent their peers. Under this new system, student representatives are selected based on their academic performance rather than through elections, promoting a more meritocratic and effective approach to student governance.

Under the revised system, the University Syndicate includes two student representatives chosen for their academic excellence. These representatives play a critical role in shaping university policies and decisions. Additionally, student representatives participate in several key committees, offering them opportunities to demonstrate leadership and teamwork skills. Committees such as the Anti-Ragging Committee, the Project Committee under the Rashtriya Uchcharat Shiksha Abhiyan (RUSA), Board of Studies (BoS) of all Schools and the Discipline Committees provide platforms for students to contribute significantly and develop personally.

These changes are intended to enhance student involvement in university governance and decision-making. By engaging in these committees, students acquire valuable experience in administrative and organizational roles, fostering a sense of responsibility and discipline. The transition from a traditional Student Union to a nomination-based system reflects an effort to increase student engagement and align representation with academic merit, ultimately benefiting both the academic community and students' future careers.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.3.3

The institution conducts / organizes following activities:

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

Response: A. All four of the above

File Description	Document
Report of the Technical fest/academic fests along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Sports competitions/events along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Cultural competitions/events along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Any other events through active clubs and forums along with photographs appropriately dated and captioned year- wise.	View Document
List of students participated in different events year wise signed by the head of the Institution.	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of circular/brochure indicating such kind of activities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.4 Alumni Engagement

5.4.1**Alumni contribution during the last five years to the University through registered Alumni Association****Response:** 71.68**5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2023-24	2022-23	2021-22	2020-21	2019-20
21.04	6.17	35.27	4.7	4.5

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	View Document
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

The university proudly boasts a distinguished history of producing some of the most eminent individuals who have gained worldwide recognition for their contributions across various fields. The university's strong alumni network plays a crucial role in maintaining and enhancing its reputation. Representatives from this illustrious alumni group are frequently invited to serve as visiting faculty. They bring their vast expertise, innovative ideas, and professional experiences to the university, providing valuable insights that inspire and motivate current students.

In addition to their involvement as visiting faculty, alumni actively participate in the university's developmental projects. A notable initiative is the "Mo College Abhiyan," through which alumni contribute financially and support various university projects. Their involvement extends beyond mere contributions; they also offer feedback and suggestions that are integral to the planning and execution of

the university’s programs and activities. This engagement ensures that the university’s initiatives align with contemporary needs and standards, benefiting from the real-world perspectives of its successful former students.

Former university faculty members also contribute generously, often by establishing scholarships for undergraduate (UG) and postgraduate (PG) students. These scholarships provide essential financial support, enabling deserving students to pursue their education with fewer financial constraints. This tradition of giving back highlights the enduring connection and commitment of former faculty to the institution.

A notable example of alumni generosity is Dr. Narayani Panda, a distinguished alumna and renowned gynaecologist. Dr. Panda made a substantial donation of 30 lakhs to the university as a gesture of “Gurudakshina,” a traditional form of respect and gratitude. This donation has been utilized to construct an IT Skill Centre, which offers training to students at a nominal fee. This centre aims to equip students with valuable technological skills, enhance their employability, and bridge the gap between academic learning and industry requirements.

Overall, alumni's involvement in various capacities—through teaching, financial contributions, and feedback—plays a significant role in the university’s ongoing development and success, creating a supportive and dynamic academic environment.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

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

Vision

- To make quality higher education accessible to the students without discrimination
- To develop and nurture the intellectual capital
- To promote self-learning and self-assessment through adopting technology-intensive education system
- To expand the areas of higher education through inclusion of both basic and applied disciplines
- To promote professional programs

Mission

- To adopt inclusive policy in enrolment
- To offer incentives to girl students pursuing higher education/research
- To ensure flexibility in syllabus by involving representatives of students and alumni in syllabus framing
- To promote student centric learning by developing hi-tech classrooms with high-speed Internet connections
- To provide the students with the congenial research ecosystem with the target to solve local and global issues and problems
- To evolve mechanisms to explore the diversity in talent and counsel career development in congruence with their talents
- To train the graduating students in finishing schools to make them society-ready
- To offer online and offline certificate courses for enrichment and refinement of their skills
- To offer certificate courses in foreign languages and computer literacy for attaining global competency

The principle of "True progress lies in the direction of decentralization" underpins the Participative Management model at GM University. While the Vice-Chancellor serves as the Academic Head and the Registrar as the Administrative Head, the University distributes responsibilities among various committees in alignment with Acts/Statutes applicable to different departments/sections. Administrative and financial tasks adhere to the Odisha General Financial Rules (OGFR), with department heads/Officers in Charge handling routine matters which exemplifies a decentralized approach.

Leadership involvement in the development of the management system is structured around decisions made by statutory bodies such as the Syndicate and Academic Council. Subordinate bodies efficiently support this process, including:

Admission and Examination: The Central Admission Committee, led by the Chairperson of the Postgraduate Council, formulates admission policies. The Controller of Examinations oversees the academic calendar, examination conduct, evaluation, and result declaration.

Academic Administration: Teachers actively contribute to decisions regarding course introduction, structure, syllabi revision through the BoS and implementation of NEP 2020 with alumni involvement. Committees like the University Research Committee and Departmental Research Committees execute decisions related to research.

Office Administration: The Vice-Chancellor's and Registrar's offices manage academic and administrative functions, respectively.

Financial Administration:

The Office of the Comptroller of Finance oversees budgetary and financial advisory roles, compiling budgets and estimates based on input from all stakeholders.

Integration of Leadership with Stakeholders:

The university fosters inclusivity, innovation, and a shared commitment to excellence by engaging faculty, staff, students, alumni, and external partners. Leadership integration with stakeholders is exemplified in initiatives like collaborative curriculum development, student feedback mechanisms, and industry partnerships for research and conduct of workshops and seminars. All student grievances are effectively addressed at various cells and committees, such as Committee for Complaints against Sexual Harassment, Internal Complaints Committee for SC/ST/OBC, University Discipline Committee, and Anti-Ragging Committee.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The University's Strategic Plan (IDP) for 2023-2028 aligns with its vision and mission, addressing all aspects of development including teaching, research, human resources, infrastructure, and community engagement. The IDP reflects local, national, and global needs, integrating innovations essential for future educational progress.

Developmental Objectives:

- Curriculum excellence is prioritized, ensuring alignment with industry demands and academic standards.
- Infrastructural development is key to maintaining a conducive learning environment.
- Stakeholders' involvement is crucial for holistic institutional growth.
- Effective manpower management supports recruitment and retention of qualified staff.
- Social outreach programs highlight the institution's commitment to community engagement.
- Monitoring and evaluation mechanisms track progress and identify areas for improvement.
- Inclusivity and diversity are promoted by supporting students from disadvantaged backgrounds.

The institutional perspective plan is efficiently implemented, with institutional bodies functioning according to UGC guidelines, Odisha University First Statutes 1990, and Odisha Universities Amendment Act 2020. GMU's Syndicate, Academic Council, and Board of Studies include esteemed external members from national institutions and industry.

Some significant strategic initiatives include:

- GMU expands with the Second Campus, reaffirming its commitment to world-class education, innovation, and opportunity.
- Preparation and updating of syllabi as per the NEP-2020 framework
- Adding new academic units in line with the GOI's educational objectives-Institute for vocational Studies (Kaushal Kendra).
- Facilities for the Dibyangjan students in terms of ease of access and other services
- Maximizing IT and IT-enabled services for academic, administrative, and financial management systems and practices.
- The Research Promotion Cell (RPC) fosters innovation and scholarship, while the Bhima Bhoi Research Chair (BBRC) and the Centre of Excellence on Geriatrics and Gerontology (OCGG) drive advancements in cultural heritage and elder care, respectively.
- The National Academic Depository (NAD) integration ensures secure and reliable storage and verification of academic credentials.
- Lab to Land Initiatives bridge the gap between academia and industry, promoting the practical application of research for societal benefit.
- GMU's commitment to excellence is demonstrated through best practices that enrich the academic experience. Active student involvement in extension activities, supported by the NSS Wing, ensures holistic development and amplifies the university's social impact.

File Description	Document
Upload any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Provide the link for additional information	View Document

6.2.2

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

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies**6.3.1**

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

- The Internal Quality Assurance Cell (IQAC) has developed a performance-based appraisal system (PABS) in alignment with the UGC guidelines. This system emphasizes self-assessment by faculty members, evaluating them based on several criteria: (i) the number of teaching hours, (ii) knowledge enhancement, (iii) involvement in research and project-based activities, (iv) contributions to organizational development, (v) participation in seminars, workshops, and conferences, (vi) paper presentations and research publications, (vii) research supervision, and (viii) taking on additional responsibilities.
- In addition to this, the university follows the UGC's Career Advancement Scheme (CAS) for career promotions. During the reporting period, all eligible teaching and non-teaching staff received promotions to higher grades under CAS.
- The university also provides various welfare measures for its employees, including:
 - Research and Career Enhancement: Faculty members receive seed funding for research projects, and access to lab and library facilities is extended to promote research activities.
 - Social Security and Health Facilities: The university offers maternity, paternity, and child-care leave to its staff. Additionally, it ensures preferential services for Divyaang (persons with disabilities).
 - Gender Sensitization and Sexual Harassment Prevention: In accordance with the UGC regulations of 2013, and the Sexual Harassment of Women at Workplace Act, the university has established a Gender Sensitization Committee Against Sexual Harassment (GSCASH) with a dedicated office to address such issues.
 - Grievance Redressal: The university has established various committees to address the grievances of both teaching and non-teaching employees. The Establishment section of the University Administration also manages pensions, provident fund (PF) schemes, GIS and related matters for retired employees.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.3.2**Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years****Response:** 10.73**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**

2023-24	2022-23	2021-22	2020-21	2019-20
57	0	0	0	0

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format (data template)	View Document
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.	View Document

6.3.3

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

Response: 30.89

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

2023-24	2022-23	2021-22	2020-21	2019-20
37	51	34	41	1

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

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

Response:

Gangadhar Meher University (GMU), a State Unitary University, is sustained by routine grants provided by the State Government which cover essential needs such as salary, pension, infrastructure development, and maintenance, ensuring the University's smooth operation. Additionally, GMU has secured significant funding from the Rashtriya Uchchar Shiksha Abhiyan (RUSA) and the World Bank, which have bolstered the University's financial resources.

The University also benefits from two flagship initiatives of the Government of Odisha: the Odisha University Research and Innovation Incentivization Plan (OURIIP) and the Odisha Higher Education for Equity and Excellence (OHEPEE). Through these initiatives, GMU has received financial support for faculty members and OURIIP fellowships for Ph.D. scholars, fostering a strong research culture within the institution. Additionally, GMU's faculty members have secured research grants from various government agencies, including the Board of Research in Nuclear Sciences (BRNS), Indian Council of Philosophical Research (ICPR), Indian Council of Social Science Research (ICSSR), Indian Council of Historical Research (ICHR), and the ICSSR-Eastern Regional Centre (ICSSR-ERC).

Financially, GMU is further strengthened by contributions from various funding agencies, including both state and central government agencies and Public Sector Undertakings (PSUs) such as the Western Odisha Development Council (WODC), Mahanadi Coalfields Limited (MCL), Indian Oil Corporation Limited (IOCL), Aditya Birla Group, and UCO Bank.

In addition to external funding, GMU has established self-financing programs and courses offered by its various departments and schools. These programs generate internal funds, which are primarily used for maintaining and upgrading the University's infrastructure and facilities. GMU also collects development fees from students at the time of admission, contributing further to its financial resources.

Moreover, the University has created a Corpus Fund through endowments and donations from generous individuals. The interest earned on these deposits is used to institute medals, prizes, scholarships, and fellowships for research, thus supporting academic excellence.

A significant initiative that reflects GMU's commitment to financial sustainability is the Mo College Abhijan (My College Campaign), launched by the State Government in 2019. This campaign encourages alumni contributions in both cash and kind, with the State Government matching cash donations with double the amount.

To further generate income, GMU has constructed a Utility Centre on campus, leasing portions to a bank, post office, and co-operative stores. Additionally, the University plans to rent out its auditorium for public events, seminars, workshops, and training sessions.

GMU receives grants from the Ministry of Education, Government of India, through the Public Financial Management System (PFMS).

The funds mobilized through these various means are managed thoughtfully and judiciously, with decisions made by the Syndicate and Finance Committee. The University has also implemented a convergence approach for schemes like RUSA and the World Bank Programme, particularly in common research areas, optimizing the use of these funds to enhance research outcomes and overall institutional development.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.4.2

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

Response: 97.78

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

2023-24	2022-23	2021-22	2020-21	2019-20
29.51259	31.60302	20.33911	9.52479	6.79925

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

6.4.3

Institution regularly conducts internal and external financial audits regularly

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

Response:

Internal Audit Mechanism:

The University gets its Accounts audited regularly by internal auditor(s). The University has a full-time Finance/Accounts Section to ensure the maintenance of Annual Accounts and Audits. The State Government deposes a team of Auditors/Auditor to conduct internal audit on a permanent/temporary basis. The internal audit activity evaluates risk exposures related to the governance of the University to ensure efficiency and effectiveness of operations, reliability, and integrity of financial information, safeguarding of assets, and compliance with laws, rules, and regulations.

? The Internal Audit Wing(s) of the University focus on financial compliance through various audits:

1. Transaction Audit: Examines receipts and expenditures based on vouchers and bank statements.
2. Compliance Audit: Checks if rules and regulations are followed as per directives.
3. Pre-Audit: Conducts audits before any payment release.
4. Financial Review: Reviews the income & Expenditure account and Balance Sheet according to

accounting standards.

External Audit Mechanism:

With the objective to ensure legality, regularity, economy, efficiency, and effectiveness of financial management, at the end of each financial year, a team of Auditors from the Local Fund Audit, Finance Department, Odisha conducts regular and details audit of Accounts of all Units of the University. Besides, the Accountant General, Odisha performs Test Audit as needed for various reporting purposes, focusing on academic and quality aspects.

? The Accountant General's audit includes a thorough review of:

1. All income, including fees, donations, grants, contributions, interest, and investment returns.
2. All expenses, including payments to staff, vendors, contractors, students, and other service providers.

The findings and objections from these external audits are documented in their reports. These are reviewed by the relevant sections, the Accounts Section, and the Heads of the concerned departments. The compliance reports are then submitted to the Comptroller of Finance to finalize the University's compliance report.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

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

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

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

Response:

The Internal Quality Assurance Cell (IQAC) at Gangadhar Meher University functions in alignment with UGC guidelines, focusing on institutionalizing quality assurance measures. Two major academic advancements have resulted from IQAC's interventions.

Outcome-Based Education (OBE)

First, the university undertook a comprehensive curriculum overhaul in 2021, aligning with the National Education Policy (NEP) and adopting the Outcome-Based Education (OBE) model. This transition involved extensive revisions of syllabi across all university schools, guided by workshops organized by IQAC that included external experts to ensure alignment with the OBE framework and Bloom's taxonomy. The university's adherence to OBE standards is evident at every stage of its academic programs, from syllabus updates to the assessment of outcome attainment. Programs are designed with a clear focus on regional and global needs, incorporating well-defined Programme Outcomes (POs), Programme-Specific Outcomes (PSOs), and Course Outcomes (COs). These outcomes emphasize cognitive abilities—Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating—alongside domain-specific skills, social responsibility, ethics, and entrepreneurial skills. This comprehensive approach ensures students are equipped to contribute to the nation's economic, environmental, and social well-being.

The university's pedagogy, recognized as one of the best in the state, emphasizes a multi-directional, discussion-oriented approach. Faculty members are required to prepare detailed lesson plans, and regular feedback from students, parents, and alumni is used to revise courses. The university's introduction of value-added courses, based on student feedback, exemplifies its responsive approach. The implementation of the OBE syllabus has significantly increased industry interest in campus placements, with leading companies actively engaging with the university for recruitment. Additionally, the examination process has been reformed to align with OBE principles, ensuring that questions reflect the course outcomes. Examiners now measure the attainment level of each course post-evaluation, enhancing the effectiveness of the assessment process.

Online education and Digital Platforms

Second, the IQAC played a crucial role in advancing online education, especially during the transition to remote learning. Faculty members were encouraged to adopt online teaching methods using platforms like Zoom and Google Meet, supported by informal training sessions with experienced scholars. Each School was tasked with compiling and disseminating online lecture resources, which were made available on the university website and shared via WhatsApp groups. The IQAC also facilitated access to digital platforms like ProQuest and expanded ICT-enabled smart classroom facilities, now totalling 25. The GMU Learning Management Portal, where faculty members post educational materials, further supports blended learning. Additionally, IQAC organized training on e-content development and promoted the integration of SWAYAM platform credits into the academic framework. Faculty members actively encourage students to enroll in relevant MOOC courses, further enriching the university's academic offerings.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5.2

Institution has adopted the following for Quality assurance:

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

Response: A. Any 5 or more of the above

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

6.5.3

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

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

The Internal Quality Assurance Cell (IQAC) at Gangadhar Meher University has implemented several measures to enhance the academic environment. These measures are as follows:

1. **Strategic Coordination:** IQAC holds regular meetings with IQAC Coordinators from each school to disseminate the latest updates and strategize on quality enhancement initiatives.
2. **Infrastructure:** Adequate infrastructure facilities have been added in the last five years including new administrative building, Narayani Panda IT Skill Centre, Central Instrumentation Centre, Auditorium with 1500 sitting capacity, smart classes, New Ekalabya Hostel for ST/SC students, Utility building and Teachers' cabins.
3. **Feedback Analysis:** IQAC systematically analyzes feedback from students, alumni, parents, and employees. Based on this analysis, it recommends actionable improvements, with the results of these analyses posted regularly on the University's website.
4. **Collaborative Initiatives:** To foster quality improvement, IQAC collaborates with various agencies, facilitating the signing of Memoranda of Understanding (MOUs) with nationally significant institutions. These MOUs support collaborative research and faculty exchange programs. As a result of IQAC's efforts, numerous faculty members have secured project grants from prestigious national funding bodies such as BARC and ICSSR. Faculty members are now engaged in collaborative research with institutions like JNU, Utkal University, and Jammu University.
5. **Quality Education Workshops:** IQAC prioritizes the organization of workshops focused on quality education. It has conducted workshops on various critical topics, including the National Education Policy (NEP), achieving attainment levels, Outcome-Based Education (OBE), and best practices for quality teaching and teacher education.
6. **Participation in National Rankings:** IQAC has spearheaded the University's participation in national and international ranking frameworks, including NIRF and Times Higher Education Rankings, to ensure continuous quality assessment.
7. **Academic and Administrative Audits:** To monitor and assess institutional progress, IQAC regularly conducts academic and administrative audits. From the 2019-2020 to 2023-2024 academic sessions, these audits have been successfully implemented. IQAC has established a robust mechanism to address issues identified in audit reports, striving to rectify deficiencies annually. Notable developments such as the establishment of the Central Instrumentation Lab, Utility Building, Gymnasium, and the enhancement of e-resources in the Library have emerged from academic audit recommendations. Furthermore, the University office has been fully digitalized, with file movement now conducted via the E-Parichay platform, a transformation driven by administrative audit inputs. Additionally, the creation of a disability-friendly campus is another initiative resulting from the administrative audit's insights.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

The University fosters a gender-friendly environment that supports a congenial learning atmosphere. It has implemented various measures to address the needs and dignity of women and girl students. Equal treatment is extended to staff, students, and faculty without bias based on gender, caste, or color. The Gender Sensitization Committee Against Sexual Harassment (GSCASH) is responsible for preventing and investigating cases of sexual harassment and privacy breaches. GSCASH includes faculty, staff, two student members, and three external members—a senior academician, an NGO representative, and a legal advisor. This committee conducts gender sensitization programs addressing issues such as gender equality, equal opportunities for women in education and employment, and reservation policies for women in positions and services.

The University has an Internal Complaints Committee (ICC) which is a statutory body for registering and resolving complaints of harassment. The ICC, alongside the NGO PATANG, organizes various awareness programs and workshops for students and staff on sexual harassment at the workplace. Adequate spaces are provided for open discussions on topics like women and labor, gender and sexuality, violence at home, media influence, laws and rights, and health and hygiene. Each department also holds events aligned with the institution's mission to empower young women.

Special Measures Taken:

Safety and Security of Women:

- 24/7 security services for women's hostels
- Campus-wide CCTV surveillance
- Barrier-free campus regardless of gender, caste, creed, or religion
- Zero tolerance for sexual harassment
- Emergency helpline availability
- Ladies' wardens and matrons in girls' hostels
- GSCASH is led by a senior female faculty member and an NGO representative (PATANG), including adequate women representation from faculty, staff, and students.

Internal Compliance Facility: The Internal Complaints Committee (ICC) plays a critical role in preventing and addressing sexual harassment, discrimination, and misconduct, fostering a culture of trust and respect. It ensures that all employees can thrive in an inclusive environment.

Safety and Security Measures: The University prioritizes the safety and security of its students and staff. All students' identity cards are checked at the main entrance to prevent unauthorized access. CCTV cameras are installed throughout the campus for tight security.

Counseling: The University collaborates with NGO PATANG to conduct regular programs on gender, women's rights, and empowerment. It also arranges counseling for students on women's empowerment, gender sensitivity, and other related issues. Anti-Sexual Harassment Committees are established at the institutional level to address gender safety grievances.

Day Care Centre: Facilities are available for the children of faculty and staff, supervised by trained professionals, with provisions for children's comfort and amusement. Maternity leave is also provided for University employees.

Additional Provisions:

- Non-discriminatory, gender-neutral policies and governance
- Maternity benefits as per the Maternity Benefit Act
- Separate lavatory facilities for men and women
- Gender sensitization and awareness programs
- Self-defense training for female students and staff
- A dedicated security agency manages campus security at all entrances, departments, hostels, and administrative blocks
- Female security guards are stationed in all girls' hostels
- A dedicated Counseling Centre, established in 2020, provides support to mentally distressed students of all genders.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

7.1.2

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

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

Response: A. Any 4 or more of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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:

Gangadhar Meher University has undertaken waste management initiatives with the objective of providing an end-to-end solution to the waste generated at its campus through an environmentally sound processing and disposal technology. The final goal is to have 'zero' organic waste, which is primarily processed in the campus. The waste-to-energy concept is promoted in order to process the organic waste generated.

Special scope of waste management includes

- Supporting innovative ideas on the treatment and disposal of solid waste.
- Develop outreach programs through the creation of resources and training material; impart training to various sections of the people by creating awareness on correct segregation and disposal methods and promoting the concept of 3R: Reduce, Recycle and Recover.
- Conducting awareness campaigns to sensitize inhabitants on proper disposal of wastes, on maintenance of a clean and green environment, the adverse effects of the use of polythene bags, the rampant felling of trees, etc., in the locality.
- The solid waste management initiative would develop G. M. University as a working example of adopting environmentally sound principles for managing all categories of waste.
- Plastic-free, polythene-free campus

Handling/disposal of different waste streams

- In 2022, GMU developed a Vermicomposting organic waste project to produce a low-cost, environmentally friendly alternative to expensive synthetic fertilizers like NPK. This initiative has empowered members of the local underprivileged community by training them to treat and manage waste to produce and sell vermicompost. We have pits around 50 sqft. (a closed 2-D shape) near the School of Botany.
- Chemical and biological waste materials are properly disposed of with necessary precautions. No hazardous chemicals and radioactive waste are generated on the campus. Biodegradable and food waste are composted on a daily basis.
- Disposal of e-waste through auction and buy-back arrangements.
- The university ensures a zero-waste campus, with its staff ensuring the complete conversion of food waste and garden waste into compost to be utilized for Gardens and Farms.

The waste generated is segregated and is best used in waste bins. In each building, several dustbins are placed from where housekeeping staff takes the waste. The Sambalpur Municipal Corporation (SMC) takes the construction, plastic and other recalcitrant solid wastes. Biodegradable waste is effectively converted and composted inside the campus. Paper waste is disposed of through vendors. The university promotes digital platforms to reduce the usage of paper for communication and document sharing.

Liquid Waste Management

Liquid waste generated by the University is of two types: 1. Sewage waste. 2. Laboratory, residential washing and canteen effluent. The liquid waste is mainly drained to improve the ground level of water. The university does not have any sewage treatment plant yet.

Biomedical Waste Management

Biomedical waste is generated in very negligible quantity. Hence, it is safely disposed of as per the norm.

E-Waste Management

Obsolete and out-of-order appliances are disposed of through authorized vendors. In case of a new procurement, the Buy-Back option, especially for computers and peripherals, photocopiers, and scientific equipment, is preferred for technology upgradation.

Hazardous Waste Management

No hazardous or radioactive substance is used on the university campus; however, chemicals are disposed of according to the guidelines.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geo-tagged photographs of the facilities	View Document

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: B. Any 3 of the above

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

7.1.5**Green campus initiatives include**

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

Response:

Gangadhar Meher University is active in taking Green campus initiatives within the campus through its various programs and policies, especially designed to make GMU campus environmentally friendly and sustainable. These initiatives focus on reducing the ecological footprint of the university, promoting sustainability education and engaging the campus community in environmentally responsible practices.

Some common green campus initiatives are –

Energy Efficiency:

- GMU is active in installing green energy instruments since 2018, such as installing solar panels on all buildings.

- GMU has biogas plant to process the biodegradable waste generated in campus.
- The newly constructed buildings are energy efficient as they have been fitted with energy-efficient systems such as LED lighting and HVAC (Heating, Ventilation, and Air Conditioning) systems.
- GMU conducts regular energy audits to identify areas for improvement and reduce energy consumption.

Waste Reduction

- GMU substantially discourages use of plastic within the campus.
- Different types of bins have been placed across the campus for waste disposal as per their types. GMU strictly practice comprehensive recycling programs for all sorts of wastes.
- Staffs and students have GMU are encouraged to use composting facilities for food waste and organic materials.
- Reuse and recycle materials are encouraged such as reusing papers, files, folders and stationeries; and recycling old wooden materials to make students beds and tables.

Water Conservation & Sustainable Landscaping

- GMU has installed faucets and taps with low-flow fixtures to reduce water usages.
- **The Rainwater Harvesting System is used in** collecting and using rainwater for irrigation and other non-potable uses.
- **GMU has created Water-Efficient Landscaping and that too within the least cost possible** using native plants and drought-tolerant landscaping to minimize water use.
- GMU host a small patch for medicinal plant encouraging local sustainable practices.

Sustainable Transportation

- The campus has pedestrian and bike friendly pathways with special bike parking areas.
- GMU has battery powered electric vehicles to transport students from gate to important locations within the campus.
- The university does not allow polluting vehicles within its campus.

Sustainable Food Practices

- GMU is sourcing food from local and organic producers to reduce the carbon footprint associated with food transportation. The campus now host a *full-fledged eatery under Mission Sakti* that provide healthy and local food e.g. food made up of millets.
- GMU also cooperates with local NGOs such as *Robin Hood Army* to donate surplus food to those in need, reducing food waste.

Sustainability Education and Research

- **Schools of Geography, GMU offers a specialized course on ‘Sustainable Development’ under General Elective named as for to all UG – 1st semester students.**
- **Different departments regularly organize events encouraging sustainable practices in campus and beyond. E.g. Celebration of Earth Day / Environment Day.**

Other than these, GMU is committed to encourage Student and Community Engagement under green campus initiatives, Carbon Neutrality through reducing carbon emission and following Green Procurement Policies while addressing its needs.

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Institutional data in the prescribed format (data template)	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

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

Response: B. Any 3 of the above

File Description	Document
Report on environmental promotional activities conducted beyond the campus with geo-tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency.	View Document
Institutional data in the prescribed format (data template)	View Document
Green audit report of all the years from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.7

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

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

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

Response:

Gangadhar Meher University (GMU) has a Divyangjan friendly environment. Inclusive education offers a barrier free environment to Divyangjan. It is important not only for students, scholars and academics with disabilities, but the societies they live in, as it helps to combat discrimination and promote diversity and participation. GMU has disabled friendly environment with ramp, signage including tactile path, display boards and sign boards. All the authorities of the institute are striving to extend a helping hand towards the differently abled so as to ensure the benefits of ground programs, administrations and activities. GMU has also implemented a series of initiatives to ensure a disabled friendly campus that supports the needs of students with various disabilities. GMU provides barrier-free environment where people with disabilities can move about safely and freely and use the facilities within the built

environment. The environment supports the independent functioning of individuals so that they can participate without assistance in everyday activities within the campus.

RAMP:

Ramp facilities have been installed at key locations across the campus to ensure easy access for students with mobility challenges. These ramps provide a barrier-free environment, allowing disabled students to navigate the campus independently. Ramp-Rails, an inclined plane, are built in addition to staircases in the Administrative Block and Academic Block. The ramps are carefully designed as per specifications to be used by the differently abled people.

LIFT

Various buildings of the University have provision of lift for barrier free access for students, staff, visitors and differently abled people. There are two lifts, one in new Administrative Building and the other in New Academic Block.

DIFFERENTLY ABLED FRIENDLY RESTROOM

There are two differently abled friendly restrooms in in the university. These accessible restrooms carry the fixtures and fittings that are comfortable and convenient to the differently abled people. Nonslip floor, sliding door and grab bars provide easy access to the differently abled people.

SIGN BOARDS

Sign boards ensure visually impaired persons are able to familiarize with the road and path. Tactile sign on handrails at the ends of a staircase, guide the visually impaired.

Scribes for Writing University Examinations

To support disabled students during examinations, the college offers the assistance of scribes. Scribes aid students who may require help with writing or other exam-related tasks, ensuring equal opportunities for academic success.

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

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5.Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading

File Description	Document
Upload supporting document	View Document

7.1.8

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

Response:

It was a momentous event for the people and student community of Western Odisha when the earlier college was upgraded into Gangadhar Meher University (GMU), Sambalpur. The primary mission of the institution was to cater to the needs of the poor and underprivileged students of this tribal-dominated region of the State. The institution performed the role with great distinction in the subsequent years. It made rapid strides to emerge as a premier institution of the State in the domain of higher education, culminating in its elevation as a Unitary University. It provides an equitable, rational, fair and encouraging environment for students to realize their full potential. Towards this, the utmost care has been taken to involve students in extension activities that prepare them for the needs of society. The university is extra vigilant in providing a safe and secure environment to female students. The Women Cell, the internal complaint cell (ICC), NSS and NCC Youth Red Cross units are working sincerely in organizing awareness programmes about different feminine issues and are proactive in maintaining gender neutrality on campus. The gender-based issues are also taught as part of the university curriculum in various departments to make students aware of the need for equitable social conditions. Students gain values and skills which contribute to their holistic development, such as Leadership values, Ethical and moral understanding, Knowledge of solutions, Teamwork, Self-confidence, working under constraints, the economic diversity of the society and the societal needs of the application of their education. The University considers the opinions of all stakeholders to formulate the plan of action, taking into account the multiple voices irrespective of caste, creed, religion, gender, or language. It seeks to provide an inclusive environment where everybody has the freedom to express their views commensurate with the responsibilities to discharge. The university also fosters diverse cultures within an environment of respect

and cultural awareness by permitting all religious practices. The university focuses on community-oriented clean-up activities in line with Swachh Bharat and people-centred celebrations; events such as blood donation camps, gender equity and empowerment, disaster rescue and relief, and other activities that have involved hundreds of students and teachers with their diverse skills and cultures working together for a common cause are held. Special focus has been given to women's and men's empowerment on campus, as well as activities to scale this up to community outreach in villages. Students & volunteers are oriented about their tasks and the goals to be achieved during their visit to nearby villages to undertake social welfare activities. The University organises sensitization and awareness programmes, international conferences, workshops and other events to foster tolerance and harmony among themselves and to make the institution a peaceful place for cohabitation & learning.

Students are taught to respect diverse languages, values, and life experiences. The School of Odia publishes a Magazine, 'Sabdaganga,' where students are encouraged to express their views and opinions on various social, educational, economic, environmental, and cultural issues in the magazine.

File Description	Document
Any other relevant information	View Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9

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

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

Response:

Gangadhar Meher University is committed to educating students as well as staff, both teaching and non-teaching, as constitutionally aware citizens sensitized to their Fundamental Rights and Duties. Departments and societies organise various programmes and activities. The university celebrates the constitution day on 26th November each year to mark the occasion. The values, rights, and responsibilities of citizens, as stated in the constitution, are elaborated, and the contributions, suffering, and sacrifices of freedom fighters are remembered. In various humanities and social sciences programmes, constitutional rights and responsibilities have been introduced as courses to create awareness among students about constitutional obligations and to sensitize the students and employees to their constitutional rights and duties. It maintains students' knowledge, skills, and values by providing an effective, supportive, safe, accessible, and affordable learning environment through education or by conducting different value-based programmes. The students are inspired by participating in different programs related to culture, traditions, values, duties, and responsibilities by inviting prominent people. Additionally, some social sciences departments offer "add on" courses, as optional courses, to students of

other programmes, on the constitution of India, Ethics and Values. The departments and hostels of GMU celebrate the Independence Day and republic day every year. Different cultural programs and events are performed which aim at highlighting the constitutional spirit of liberty, equality, justice and fraternity. Several plays with themes based on freedom fighters are staged to familiarize stakeholders about their struggle and sacrifice these freedom fighters gave for the nation. Moreover, parades and patriotic song competitions are also organized among students to spur the love for the motherland. On the occasion of celebration of 75 years of independence of India, *Azadi ka Amrut Mohotsav* organised by NSS cell of the university. In this activity, students and staff actively participated.

GMU realizes that value oriented education is the very essence of the vision and mission of our institution that aims towards the holistic development of our students. This objective is realized through introduction of number of core and noncore courses as a part of curriculum. Certain departments, cells, clubs and other units organize structured activities to develop qualities of Character, Secular Outlook, Spirit of Adventure and the ideals of Selfless Service amongst the Youth of the Country and thus prepare the youth for Nation building. GMU takes pride in the fact that apart from preparing a sound academic foundation of the student community; the university constantly works upon to develop them as better citizens of the country.

In this regard, the University, apart from imparting professional education, inculcates a feeling of oneness among the student community through various practices and programs. Various faculties have always been in the practice of organizing activities that not only initiate but also motivate the students to adopt various practices that promote the “Unity in Diversity” of our motherland. The University ensures that the students participate very enthusiastically in all such activities.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	View Document
Any other relevant information	View Document

7.1.10

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

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

Response: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

Sambalpur is home to numerous heritage buildings and cemeteries, many of which have fallen into disrepair due to a lack of awareness and conservation efforts. These once-priceless monuments are now in a state of neglect. To address this, Gangadhar Meher University has taken significant steps to preserve and promote the city's rich heritage. The university organizes heritage walks, cleaning drives, and awareness programs at various ruined heritage sites to engage school and college students, as well as local residents. Gangadhar Meher University has adopted several tangible heritage sites, including Rajabakhri, Ranibakhri, Bezbarua, and Victoria Hall. The university not only maintains these sites but also frequently organizes awareness campaigns to educate the community about Sambalpur's historical significance. Additionally, the university has explored and excavated certain historical sites, such as Asur Garh, which has since been taken up by the Archaeological Survey of India. Beyond heritage

preservation, the university's various departments have adopted local schools around Sambalpur to help students better understand their subjects and raise awareness on important issues such as health and hygiene, academic pressure, and safety. The university's outreach extends to village development as well, with departments adopting villages to support their overall development. With a student body of over 6,000 in integrated and postgraduate courses, the university has encouraged the voluntary use of local Sambalpuri fabric as a uniform, promoting harmony and discipline while also supporting the local weaving community through increased sales and visibility. The university is also deeply engaged in research and the popularization of Mahima Dharma, particularly through the works of saint-poet Bhima Bhoi, which emphasizes social harmony and ecological consciousness, especially among marginalized communities. The university observes all important national days and festivals, with particular emphasis on the birth and death anniversaries of Shri Gangadhar Meher.

Commemorating days, events and festivals of national importance honors the great heritage of India. Recognising the momentous contributions of historical figures to freedom and justice, likewise, inspires the youth. GMU observes several nationally and internationally significant occasions to educate our students on the history, traditions and practices of India in engaging and participatory ways. GMU celebrates India's Independence Day with much fanfare, usually on a prior working day. Students, teachers and administrative staff join in the celebrations, which commence with the singing of the National Anthem, and include cultural performances carefully curated by the Indian Cultural Society. As a tribute to the father of our nation, on 2nd October, the birth anniversary of Mahatma Gandhi, programmes by the Peace Society, Green Society, NSS, etc., familiarize students with the life and philosophy of Gandhiji. Since its launch on 2nd October 2014, as part of the *Swachh Bharat* Abhiyan which seeks to accomplish one of the cherished principles of Gandhiji, GMU undertakes several measures to enlighten students about the importance of hygiene and sanitation on an individual, local, regional and national level.

Dr. Sarvepalli Radhakrishnan's birth anniversary on 5th Sept, observed nationally as Teacher's Day, is celebrated at both the department and university level. Numerous programmes organized by our students on the occasion remember and pay homage to the valuable contributions of the teaching community. Sardar Vallabhai Patel's birthday on 31st October is commemorated as National Unity Day. National integration activities like Run for Unity and Unity Pledge are organized to honour the 'Iron Man of India'. Peace Society, GMU, organizes different motivational events on Swami Vivekananda's life and teachings on 12th January, his birthday, observed as National Youth Day. In December 2014, the United Nations General Assembly Resolution adopted 21st June as International Yoga Day. Since 2016, GMU celebrates this day, acknowledging the transnational role of Yoga, an ancient Indian knowledge system, in promoting physico-mental health. International Girl Child's Day is celebrated on 11th October by WSC and NSS through various events sensitizing students to the challenges faced by a girl child in our society. The WSC also commemorates International Women's Day on 8th March with street plays, student seminars and discussions to honour the historical and contemporary struggles of women for empowerment. On 25th January, National Voter's Day, NSS, GMU strives to spread awareness about the importance of elections and the role of citizens as voters. School of History observes various important days like World Heritage Day, Museum Day and conducted various heritage walks in Sambalpur. Our Hindi Department observes Hindi Diwas on 14th September to commemorate the adoption of Hindi as an official language of India by the Constituent Assembly in 1949.

GMU celebrates other regional festivals like Utkal Divas, Gangadhar Meher Jayanti, Pakhal Divas, Sambalpuri Day to inculcate a sense of respect for our religio-cultural diversity among students. The students, staff, and faculty members celebrate each significant festival like Makar Sankranti, Holi, Dussehra, Diwali, Saraswati Puja, Ganesh Puja, Idul- Fitr, Good Friday, and Christmas every year. This includes activities that ensure creating an inclusive, tolerant, enriching, and friendly atmosphere within the University and across its campuses.

File Description	Document
Any other relevant information	View Document
Best practices as hosted on the Institutional website	View Document

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:

The most distinctive feature of Gangadhar Meher University (GMU) is its deep-rooted commitment to promoting and preserving Odisha's cultural heritage, particularly the Sambalpuri culture. GMU also provides accessible and affordable higher education to students from rural and semi-urban areas. This unique combination of cultural focus and educational inclusivity sets GMU apart from other universities in the region.

- **Cultural Heritage:** Named after the renowned Odia poet Gangadhar Meher, the university actively promotes Odia's language, literature, and traditions. It integrates cultural studies into its academic programs and campus life, fostering a strong sense of layered identity among students.
- **Inclusive Education:** GMU plays a crucial role in making higher education accessible to a broader population, especially those from economically and socially disadvantaged backgrounds. Its affordable fee structure, along with its strategic location in Sambalpur, makes it a vital educational hub for students who might otherwise have limited access to quality education.

This dual focus on cultural heritage and inclusivity is what makes Gangadhar Meher University truly distinctive.

The thrust of Gangadhar Meher University (GMU) lies in its commitment to **regional cultural preservation and academic inclusivity**. These guiding principles shape the university's mission and vision, driving its efforts in various domains:

Cultural Preservation and Promotion

- **Regional Focus:** G M University is deeply committed to preserving and promoting the rich cultural heritage of Odisha, particularly the Sambalpuri culture. The university integrates the study of Odia language, literature, and arts into its academic programs, ensuring that students gain a deep understanding of their cultural roots.
- **Cultural Events and Activities:** The university regularly hosts cultural festivals, literary events, and seminars that highlight the traditions, folklore, and arts of Odisha. This not only enriches the learning experience but also fosters a sense of pride and identity among students.

Academic Inclusivity and Accessibility

- **Broad Access to Education:** GM University focuses on providing accessible and affordable higher education to students from rural and semi-urban areas, particularly those who may face financial or social barriers to education. The university's inclusive policies ensure that a diverse student body can benefit from its academic offerings.
- **Affordable Education:** The university's fee structure is designed to be within reach of economically weaker sections, ensuring that financial constraints do not hinder a student's pursuit of higher education. The university also offers scholarships and financial aid to support deserving students.

Research and Regional Development

- **Focus on Regional Issues:** G M University emphasizes research which addresses the socio-economic challenges of the region. This includes studies on rural development, local governance, and social justice. The university's research initiatives are often aligned with the needs of the local community, contributing to regional development.
- **Interdisciplinary Approach:** The university encourages interdisciplinary research, allowing students and faculty to explore complex issues from multiple perspectives. This approach is particularly evident in the university's efforts to integrate social sciences, humanities, and environmental studies in addressing regional concerns.

Community Engagement

- **Social Outreach:** The university is actively involved in community engagement, with programs aimed at improving the livelihoods of local populations. This includes educational outreach, health camps, and environmental initiatives, which not only benefit the community but also provide students with practical, real-world experience.

Student-Centric Approach

- **Holistic Development:** GM University is committed to the holistic development of its students, providing a balanced education that combines academic rigor with extracurricular activities. The university's supportive environment encourages personal growth, leadership, and social responsibility.

In summary, the thrust of Gangadhar Meher University is its dedication to **cultural conservation and promotion** and **academic inclusivity**, with a strong emphasis on **regional development** and **community engagement**. These focus areas define the university's unique identity and guide its efforts to contribute to the broader growth and welfare of the society.

File Description	Document
Any other relevant information	View Document
Appropriate webpage in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Gangadhar Meher University is developing its second campus with more than 70 acres of land. With the compound wall completed, the campus already has a fully built academic building to house two schools of instruction and two hundred seated hostels, to be part of the educational hub of Western Odisha at Sambalpur. thus making it ready to be operationalised soon. The Higher Education Department, Government of Odisha, has, in principle, agreed to institute a chair in the name of Gangadhar Meher, the poet whose name this university has taken. University has already got a chair in the name of saint poet Bhima Bhoi, a culturally relevant figure in Western Odisha. This chair is likely to be upgraded to a centre. Odisha Centre for Geriatric Studies has created new research milestones emphasizing cutting-edge research processes. The University, in the last Syndicate meeting, passed a resolution for the establishment of the Deen Dayal Centre for Public Policy and Research. The centre promises to research interdisciplinary socio-political issues focusing on Western Odisha. Western Odisha Development Council, the premier agency of the Government of Odisha for the development of Western Odisha, has established a 1200-seated state-of-the-art Auditorium. Further, the University has added a fully automatic well-furnished conference hall to its growing facilities. The university has successfully used the first phase of the RUSA grant for its infrastructural development and is now actively considered the next phase of PM USHA by the Government.

Concluding Remarks :

Gangadhar Meher University (GMU) has taken a pioneering role in the implementation of the National Education Policy (NEP) 2020 in Odisha since 2021. Despite structural challenges, GMU has decisively integrated NEP 2020 into its institutional framework, driving significant reforms in pedagogy. Since its inception, the university has made substantial strides in both physical infrastructure and academic development. The establishment of new Schools and two dedicated research centres has notably enhanced GMU's research output. A key aspect of GMU's distinctiveness is the strong rapport between faculty, administrative staff, and students, fostering a vibrant academic environment beyond the classroom. The institution has evolved from its tradition of promoting academic excellence to becoming a hub for innovation and entrepreneurship. GMU Learning Management Portal, modernization of library, with special provisions for Divyangana students, and the introduction of "Smart Classrooms" have enhanced interactive learning. Narayani Panda IT Centre, which accommodates 500 students per day, has further contributed to skill development. GMU has led academic digitization in the state with examination reforms that include providing online forms, processing admit cards, and mark sheets. Faculty members have published in many reputed indexed journals. Student residences have been upgraded with internet access and enhanced library facilities. The School of History has gained recognition for its efforts in excavating and preserving significant ancient sites and heritage in the region. Alumni contributions, amounting to Rs. 78 lakhs, have played a crucial role in advancing the university's infrastructure and academic development. The University has created a sustainable ecosystem promoting solar energy, rainwater harvesting, and waste management. The most notable reform process is upgrading the University administration to E-Governance, most prominent feature of which is filing through E-Parichaya Mode. The construction of a new administrative building with modern amenities addresses the evolving needs of both students and faculty. These progressive changes in GMU's infrastructure and learning environment have positioned it as a leading institution in Odisha.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>864</td> <td>735</td> <td>928</td> <td>825</td> <td>965</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>927</td> <td>830</td> <td>714</td> <td>839</td> <td>760</td> </tr> </tbody> </table> <p>2.1.2.2. Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	864	735	928	825	965	2023-24	2022-23	2021-22	2020-21	2019-20	927	830	714	839	760	2023-24	2022-23	2021-22	2020-21	2019-20					
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2.6.2	<p>Pass percentage of students (excluding backlog students) (Data to be provided only for the latest completed academic year)</p> <p>2.6.2.1. Total number of final year students who passed the examination conducted by Institution. Answer before DVV Verification : 1800 Answer after DVV Verification: 1797</p>																														
3.1.3	<p>Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.</p> <p>3.1.3.1. Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years Answer before DVV Verification : 24 Answer after DVV Verification: 20</p> <p>Remark : Input edited as per supporting documents</p>																														
3.2.1	<p>Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)</p>																														

Answer before DVV Verification :
 Answer After DVV Verification :457.08
 Remark : Input edited as per supporting documents

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**

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
56	16	10	1	19

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
45	14	8	1	4

Remark : Input edited as per supporting documents

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
21.2	10.2	36.4503	5.4	4.7

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
21.04	6.17	35.27	4.7	4.5

Remark : Input edited as per supporting documents

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
99	132	81	95	1

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
37	51	34	41	1

7.1.6 **Quality audits on environment and energy are regularly undertaken by the institution**
The institutional environment and energy initiatives are confirmed through the following

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : Input edited as per supporting documents

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of final year outgoing students year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>2070</td> <td>2147</td> <td>2157</td> <td>2178</td> <td>2045</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>2070</td> <td>2147</td> <td>2157</td> <td>2063</td> <td>1938</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	2070	2147	2157	2178	2045	2023-24	2022-23	2021-22	2020-21	2019-20	2070	2147	2157	2063	1938
2023-24	2022-23	2021-22	2020-21	2019-20																	
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2023-24	2022-23	2021-22	2020-21	2019-20																	
2070	2147	2157	2063	1938																	
2.1	<p>Number of full time teachers in the institution year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>85</td> <td>91</td> <td>103</td> <td>122</td> <td>125</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>87</td> <td>93</td> <td>105</td> <td>123</td> <td>123</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	85	91	103	122	125	2023-24	2022-23	2021-22	2020-21	2019-20	87	93	105	123	123
2023-24	2022-23	2021-22	2020-21	2019-20																	
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2023-24	2022-23	2021-22	2020-21	2019-20																	
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