



# **SELF STUDY REPORT**

**FOR**

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

**UTKAL UNIVERSITY**

VANI VIHAR, BHUBANESWAR, ODISHA, PIN 751004

751004

[www.utkaluniversity.ac.in](http://www.utkaluniversity.ac.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**July 2022**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Utkal University, the 17th oldest University of undivided India and the mother University of Odisha, was established on 27th November, 1943. The foundation stone for the present campus at Bhubaneswar was laid by Dr. Rajendra Prasad, the first President of India, on 1st January 1958, and was inaugurated by Dr. S. Radhakrishnan, the second President of India, on 2nd January, 1963.

A teaching, research-cum-affiliating and examining university offering 50 undergraduate, post graduate, M.Phil. and Ph.D. programmes, the university has a staggering number of 381 affiliated colleges. At present it has 4501 students including international students, 179 teaching and 336 non-teaching employees on its rolls.

Spread over nearly 399 acres, the campus at Bhubaneswar has 30 teaching departments. As a first-of-its-kind in Odisha, the university now has a second campus at Chandikhole, 70 kms away from Bhubaneswar. The new campus is fast emerging as a center of skill development, vocational and management education focusing on creating employment opportunities for students of peripheral regions. Currently, the new campus offers job-oriented courses such as MBA in Rural Management and B.Sc. in Nursing.

With the help of a team of qualified and dedicated teachers and scholars, the university has been able to develop human resources with global competency and achieve research output of international standards. A large number of its alumni have distinguished themselves in all spheres of excellence like law, civil services, literature, science, politics and mass media.

Utkal University has experienced the foot fall of many dignitaries in the last five years. To name a few, during the platinum jubilee celebration (2018-19), the university was graced by the visit of his Excellency, the President of India, Shri Ramnath Kovind; his Excellency the Governor of Odisha, Shri Ganeshi Lal; the then Minister of Petroleum and present Minister of Education Shri Dharmendra Pradhan; the Chief Justice of India, Justice Deepak Mishra; the Chief Minister of Odisha, Shri Naveen Pattnaik, besides noted litterateurs like Shri Manoj Das and Gyanpeeth awardee Dr. Pratibha Ray. The Vice President of India, Shri Venkaiah Naidu was the Chief Guest in the 50th Convocation of the University in 2021 during which the university conferred Honoris Causa on Shri Shaktikanta Das, the Governor of RBI; Shri Girish Chandra Murmu, the CAG of India; DrAjit Kumar Mohanty, Director, Bhaba Atomic Research Centre and Justice Sanju Panda, Justice, Odisha High Court. The Minister of Education, Government of India, Shri Dharmendra Pradhan, was the Chief Guest on the occasion of the Foundation Day of the University on 27 November, 2021.

At present, Utkal University ranks 87th among the top 100 universities in India (NIRF Ranking 2021). It has been accredited with A+ grade with 3.53 score (December 2016) by the National Assessment and Accreditation Council (NAAC) and also considered as a category 'One' university. The University has gained the distinction of being one of the ten Universities for academic partnership with National Research Laboratories of India and is the recipient of Rs. 100 crores *Rashtriya Uchchatar Shiksha Abhiyan* Grant.

### **Vision**

Over the last 79 years, Utkal University has contributed immensely towards building a modern nation by

upholding traditions of excellence in research and teaching. The symbols in the Crest of the University, i.e., the Ship, the Stalk of Corn, the Mount and the Fort, the Lamp and the Book - represent trade and commerce, agriculture, the bounty of nature and past military glory, learning and enlightenment, respectively.

In keeping with the fundamental ethos of higher education in the country, the university is passionately committed to the following vision and mission:

- To be a center of excellence in higher education with a focus on innovative teaching, learning, research, consultancy and extension activities for building a creative, enlightened and productive civil society.

## **Mission**

- To provide the students with knowledge, skills, values and sensitivity necessary for successful citizenship
- To create and disseminate knowledge through interdisciplinary research and creative inquiry in developing a meaningful and sustainable society
- To equip students with problem-solving, leadership and teamwork skills and inculcate in them a sense of commitment to quality, ethical behavior and respect for others
- To provide a platform for free flow of ideas, where discovery and creativity will foster professional growth and usher in a better world
- To ensure academic excellence in a dynamic knowledge economy by exposing students to new ideas, new ways of understanding, and new ways of knowing in their journey of intellectual transformation

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

### **Institutional Strength**

- Spread over 399 acres of land in the heart of Bhubaneswar city with close proximity to several research and educational institutes.
- Well experience as well as young faculty members sharing an affable relationship with the stakeholders.
- Eleven Centre of Excellence under RUSA and OHEPEE programmes
- Significant research output in last five years in form of publications and patents
- Rigorous teaching and learning process
- Fairly adequate infrastructure and Wi-fi campus with 1 GBPS connectivity.
- Decentralised and Participative Governance and leadership
- Well placed alumni with strong desire to support for development of the University

### **Institutional Weakness**

- Shortage of faculty, key non-teaching positions and supporting staff.
- Being a state University, there is limited scope to attract diverse students from other states
- Limited university-industries linkages

- e-governance is in progress
- Being University predominantly offering PG programme, there is limited scope for student progression to higher education.
- More infrastructure (student and faculty residences, hospital and general amenities) and maintenance.
- Lack of international funding

### **Institutional Opportunity**

- Implementation of full-fledged NEP-2020.
- Converting the research output for filing of more patents and possible technology transfer.
- More National and International Collaborations.
- Effective teaching-learning through Learning Management System (LMS)
- Raising funds from different government and non-government organizations as well as through consultancy projects.
- Expansion of University-Society interaction through various programmes.
- Strengthening alumni connect for academic and developmental initiatives
- Strengthening incubation centre for skill based programmes and entrepreneurship.

### **Institutional Challenge**

- Imparting quality education at per global standard keeping the fee structure reasonable to accommodate students from all socio-economic backgrounds
- Growing number of private universities focusing more on professional/job-oriented courses to attract students.
- Filling up vacant teaching and non-teaching posts to maintain the student-teacher ratio and reduce the pressure on the faculty for non-academic work.
- Setting the University the goal of achieving the status of a University with Potential for Excellence
- Strengthening association with industries and world class institutions
- Coordination with 400+ affiliated colleges spread over nine districts for carrying out academic and research activities
- Reaching out academic programme to international community to attract more foreign students.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Curriculum designs and objectives are well laid out and effectively communicated to all the stakeholders of the

University. The curricular dimensions of the Choice Based Credit System are local and international, application-oriented and need-based.

The syllabi incorporate the learning goals and objectives in a multidimensional way and are generally unitized. The University runs 113 programmes (Under Graduate, Post-Graduate, MPhil and PhD) with 1362 courses. It offers two Integrated Post graduate programmes, namely, Integrated MBA and Integrated MCA. It adheres to the model UGC curriculum at both UG and PG levels setting apart 20% of the curriculum for serving local needs. It is one of the few universities who in the year 2013 adapted the model CBCS (Choice Based Credit System) UGC curriculum at UG and subsequently at PG levels with further modifications in the year 2017-2018 and 2020-2021. For professional courses, it follows the guidelines of regulatory bodies like AICTE, NCI, PCI and NCTE. The University has introduced some new courses such as Masters in Public Health and Rural Management etc.

Need-based and relevant changes, revisions and updating the syllabi constitute an important part of the university's regular academic practices. Revision of syllabi is based on reviewing in the light of feedback from students and discussions during academic audits, and is consistent with the University's vision and mission. During the last five years 90% syllabi were revised with addition of 22% new courses.

To ensure flexibility, the university allows choice of free electives and scoring of academic credits from outside the parent Department, thus lending it cross-disciplinary character. Inter-disciplinary content has been introduced in most programmes and skill components have been accorded priority in curriculum design. About 59 skill development/value-added courses have been offered during the last five years. Value addition to education is also ensured through yoga, sports, cultural and extension activities. The university has introduced NCC as an elective for the first time in India. The University Academic Council ensures the quality and the validity of a programme and endorses its course curriculum.

### **Teaching-learning and Evaluation**

Merit and inclusiveness are the hallmarks of the university's admission policy. Admission into Post-Graduate courses is based on career and marks secured in entrance tests with MCQ. Since 2020, entrance examinations are conducted centrally by Government of Odisha under Common PG Entrance Test (CPET). M.Phil. and Ph.D. coursework includes personal interviews. For admissions, relevant notices are published in national and regional newspapers and uploaded on the university website. Members of the admission committees and Heads of departments discuss admission modalities. UGC guidelines are followed for registration into the Ph.D. programme. Candidates are admitted to professional courses like MCA, MBA and Pharmacy on the basis of Odisha Joint Entrance Test results (OJEE). Nursing students are selected through NCI. The state government's reservation policy for admission is strictly followed.

Induction programmes are conducted to introduce the freshers to the university system. An academic calendar of more than 200 instructional days is followed. The university adopts a hybrid system of dissemination of classroom knowledge through lectures, discussions and case studies. Facilities like smart classrooms, LCD projectors and internet connectivity are available in all the departments. The teaching methodology focuses on transforming students from passive recipients to active and involved stakeholders. Besides, experiential and participative learning, outside the class room and problem-solving methods are adapted for teaching. The course curriculum is divided into units for each semester. Assignments, quizzes, internships, fieldtrips/Industry exposure and projects have been integrated with the teaching-learning-and evaluation process.

The internal assessment carries 30% marks, which include parameters like midterm examination, group-discussions, team-project and quiz as a part of continuous evaluation. End-term examination is of 70% marks, which includes theory, practical and projects/internship. The evaluation methods and schedules are communicated to students in the form of syllabi, teaching plans and regular notices through e-mails/displays on notice boards. The learning levels of the students are assessed and special programmes are organized for advanced and slow learners through mentoring system. Under student-mentoring system, each student is assigned to a teacher for academic and career-related counselling. The student prepares for his/her seminar, project and other activities in consultation with the mentor. The progress of students is closely monitored through seminars, surprise tests, mid-term examinations, and their performance in semester examinations, debates, and interest they display during practicals/field visits.

Special software is available for visually impaired students. Students' feedbacks are collected, analysed and implemented to bring about improvement in the teaching-learning process.

### **Research, Innovations and Extension**

To excel in research, the university has been providing institutional support to its faculty and encourages them for interdisciplinary/multidisciplinary/ interdepartmental research activities. Resource sharing and collaborative research are actively promoted.

During last five years the university has witnessed growth in the sphere of funding, project implementation and research output. The university has provided around Rs 35.15 lakh in the form of research seed money to its faculty through Odisha Higher Education Programme for Excellence & Equity (OHEPEE) grants. An amount of Rs.1767.4 lakhs as extramural research funding have been received by faculty members towards 74 research projects from various funding agencies. Seven departments have received research support grants under DST-FIST; DBT; CAS and UGC-SAP schemes. Eleven Centers of Excellence have been established under the financial support from RUSA and OHEPEE to promote interdisciplinary research.

A Population Research Centre (PRC) acts as a research centre and offers consultancy services to the State Government and Non-Government Organizations. One International office has been established in the year 2018 to facilitate internationalization of higher education which is an integral part of National Education Policy (NEP 2020).

Two chair professors namely Buxi Jagabandhu and Reserve Bank of India (RBI) have been instituted by the University with grants of Rs. 500 Lakhs (Ministry of Culture, Govt. of India) and 319.8 Lakh (RBI), respectively.

The University has taken several steps to facilitate research which includes setting up the Central Instrumentation Centre, Media Laboratory/Studio, Business Lab, Research/Statistical Databases, Animal/Green House, Museum, Moot court and Theatre. The Language Lab is under renovation. The Central Instrumentation Centre is in the process of acquiring required equipment to improve quality of research.

191 research fellows enrolled for PhD programme are receiving fellowships. More than 1000 candidates have been awarded Ph.D. degrees during the last five years. Faculty members have published 1391 research papers in Scopus indexed/UGC CARE listed journals; 432 Book Chapters/Conference proceedings and 44 Books. Twenty five National/International patents have been granted during this period.

The University has set up the 'Centre for Innovation and Incubation' (CII) and onboarded 24 startups under the Udyam Incubation Program and from different departments.

## **Infrastructure and Learning Resources**

Utkal University has adopted the policy of creating adequate infrastructural assets and ensuring their optimal use through regular maintenance and up gradation to meet the growing learning needs of students, faculty, staff and researchers. The University has a sprawling green campus spreading over 399 acres with a built-up area of about 5,000 sq. meters. There are more than 100 class rooms, 27 seminar halls, 58 laboratories, 177 faculty rooms, 27 research scholars' rooms and 30 libraries in the teaching departments. There are 14 hostels for girls and boys.

Some of the new/renovated units of the campus include Dharmapada Convocation Hall, Biju Patnaik Sports Complex, MKCG Auditorium, Mahatma Gandhi Ahimsa Sthala, the Outreach Centre, New Academic Block, New Administrative Block, Language Block, HRDC Building, Central Instrumentation Centre and E-Library.

Classrooms and labs are wi-fi enabled and technology equipped. Smart classrooms and roof-mounted LCD projectors facilitate effective teaching. The Computer Centre extends support through networking and information resources. The Wi-Fi Network of the campus is part of the Edurom Project of ERNET, India having 442 access points.

The Parija Library (central) owns a rich collection of standard text books (> 2 lakh); rare manuscripts (5500+); e-books from publishers like Emerald, Taylor & Francis, IOP Science and Sage India (14000+) and e-books from Proquest (1,99,158); Journal back volumes (50,000) and e-journals (20,000+). During last five years 4875 Ph.D. theses submitted to the University have been uploaded to Shodhganga. The library has adapted E-Granthalaya Library Automation package of National Informatics Centre, Govt. of India.

With the renovated Biju Patnaik stadium, the new sports complex providing different indoor and outdoor gaming facilities and sports hostels, the university has nurtured talented sportspersons in various fields. Over the last five years, five inter-university sporting events and 120 inter college events were organized and the University has bagged 31 prestigious prizes. Extra-curricular, cultural events and other celebrations are held regularly in the 500 seated MKCG Auditorium.

## **Student Support and Progression**

The University extends all possible support to its students in the form of academic guidance, career counselling and extracurricular activities. More than 50% female students have enrolled in different programmes during last five years. The university has achieved significant growth in terms of scholarships, financial assistance, career counseling, skill development and personality development.

The university has regulatory and statutory bodies for grievance redressal with suitable action plans. Sustainable good practices as well as the well-conceived best practices effectively support the students and contribute to their optimal progression. The University has been promoting inclusive practices to promote social justice and better stakeholder relationships.

The University has a strong central and department-based alumni network, many of which are registered. The

celebration of the Platinum Jubilee of the University in November, 2019, drew more than 10,000 alumni, who were addressed by His Excellency the President of India, the Governor and Chief Minister of the state, central and state ministers, among others. The Departmental alumni support various activities such as institution of prizes, awards, scholarships, memorial lectures, and financial support for enriching libraries. The alumni have proved to be an invaluable asset to their alma mater.

The University provides assistance to SC, ST, differently abled and minority through the direct benefit system. The differently abled students are entitled to complete tuition fee waiver along with free food and accommodation in the hostels.

The Placement Cell is active and functions energetically for facilitating placements. It organized capacity building and skill-development programmes to enhance the employability of students. In the last five years 40.2% students were placed through on/off campus recruitment. About 38% students have taken up higher studies and research qualifying national/international level examinations. During last five years, 1162 students have qualified the national level NET/GATE etc. examinations and 108 students have received awards and medals for their outstanding performance in sports, extracurricular and cultural activities at state and national level.

The School of Women's Studies, Centre for Ambedkar Studies and the Centre for study for Social Exclusion and Inclusive policy of the University are associated with empowerment of women and socially backward students, respectively.

### **Governance, Leadership and Management**

The University Acts, Statutes, and Ordinances govern the functioning of the University. The Governor of Odisha is the Chancellor of the University, and the Vice-Chancellor is the Head of the Institution. The University has a dynamic and participative management and leadership. The University takes policy decisions through its statutory bodies such as Syndicate, Academic Council, Finance Committee, Post Graduate Council, College Development Council etc. besides various committees. The University has introduced automation/e-governance in almost all areas of its operation, namely Utkal University Examination Management System (UUEMS), Integrated Financial Management System (IFMS), Shiksha Net: University Automation System and e-Office; digitization of certificates and integration with National Academic Depository (NAD) and On Time Graduation (OTG), Digitized Library etc.

The university departments function under the aegis of various faculties. They conduct curricular/co-curricular activities, identify core areas of research through recommendations of Board of Studies as per university guidelines. The evaluation of the performance of students in examinations and the declaration of results are coordinated by Controller of Examinations. Teaching and Non-teaching staff contributes to decision-making processes through representative bodies. Internal Complaints Committee, Post Graduate Council, Director, Students' Welfare are assigned the responsibility of addressing specific grievances. Procurement related issues are dealt with by Departmental/Central Purchase Committees.

The University has a defined Strategic Plan, which is implemented through various Centres of Excellence created under RUSA and OHEPEE; Utkal Entrepreneurship & Career Hub and Centre for Innovation and Incubation.

Teaching and non-teaching staff are appointed through Government of Odisha and their promotion are carried



out as per UGC Guidelines and Departmental Promotion Committee, respectively. GIS, GPF/CPF/EPF, pension, and other welfare schemes are effective as applicable.

The University meets its financial needs with the grant-in-aid of State Government in Plan and Non-plan Schemes on regular basis besides RUSA, OHEPEE and infrastructural grants from state Government. The University has an internal/external audit mechanism in place.

IQAC of University has strengthened key aspects of quality culture across an array of issues like teaching-learning, governance, research and development, student-support, and outreach deliberation. Around 40 meetings/activities (conferences, academic audit, orientation programmes etc.) have been organised during last 5 years.

### **Institutional Values and Best Practices**

The University believes in progressive growth achieved through maintaining excellence, integrity, accountability, responsiveness, transparency and equity in all its activities. It regularly organises gender sensitization programmes and a non-discriminatory and safe environment has been created for girls and women in the campus.

University promotes green practices to make the campus eco-friendly. Installation of solar panel/power-efficient LED lights and electrical appliances, restricted entry of automobiles, encouraging people to use bicycles, regular monitoring of air quality, sensitizing minimum uses of single use plastic have significantly contributed to the initiative to keep the campus clean. The University has launched its e-office platform to become paperless. Energy/green audits involving external members are carried out to improve the energy conservation measures and greenery in the campus.

Utkal University recognizes the importance of sustainable waste management practices. Some of these include generation of biogas from food waste, and vermicompost from biodegradable wastes. An agreement has been signed with Sulabh International/BMC for cleaning solid waste /solid waste management. Facilities for rain water harvesting, open well recharge, and wastewater recycling for further use have been created in the campus to achieve waste water sustainability.

The University seeks to render life easier for differently abled persons by installing lifts and constructing ramps in buildings and hostels. There is provision for wheel chairs, audio books and screen-reading software. These students are exempted from admission and accommodation fees.

The institutional code of conduct for students and employees are displayed on the university website besides organization of professional ethics and awareness programmes.

University undertakes a variety of extension activities (blood/organ donation camps, environmental promotion etc.) and organizes events on occasions like Independence/Republic Day, Constitution Day, International Yoga day/Women's day, Utkal Diwas, etc. These aim to inculcate the human values in students and make them aware of their rights and duties. The University maintains transparency in its financial, academic, administrative and allied functions.

Institutional best practices include creating a state-of-art virtual lab for development of e-contents, fostering an interdisciplinary research eco-system for increasing research competency, organizing research conclaves for

promoting vibrant research culture/collaborations, developing entrepreneurship, promoting organ donation etc.

## 2. PROFILE

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### 2.1 BASIC INFORMATION

<b>Name and Address of the University</b>	
Name	UTKAL UNIVERSITY
Address	Vani Vihar, Bhubaneswar, Odisha, PIN 751004
City	BHUBANESWAR
State	Orissa
Pin	751004
Website	<a href="http://www.utkaluniversity.ac.in">www.utkaluniversity.ac.in</a>

<b>Contacts for Communication</b>					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Sabita Acharya	0674-2567700	9437015893	0674-2567850	vc@utkaluniversity.ac.in
IQAC / CIQA coordinator	Pravati Kumari Mahapatra	0674-2548882	9437281982	0674-2567850	iqacuu@utkaluniversity.ac.in

<b>Nature of University</b>	
Nature of University	State University

<b>Type of University</b>	
Type of University	Affiliating

<b>Establishment Details</b>	
Establishment Date of the University	27-11-1943
Status Prior to Establishment, If applicable	

<b>Recognition Details</b>		
<b>Date of Recognition as a University by UGC or Any Other National Agency :</b>		
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>
2f of UGC		
12B of UGC		

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

<b>Location, Area and Activity of Campus</b>							
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>	<b>Programmes Offered</b>	<b>Date of Establishment</b>	<b>Date of Recognition by UGC/MHRD</b>
Main campus	Vani Vihar, Bhubaneswar, Odisha, PIN 751004	Urban	399	328301.4	UG, PG, MPhil, PhD		

## 2.2 ACADEMIC INFORMATION

### Affiliated Institutions to the University

<b>Type of Colleges</b>	<b>Permanent</b>	<b>Temporary</b>	<b>Total</b>
Education/Teachers Training	10	9	19
Business Administration/Commerce/Management/Finance	0	44	44
Universal/Common to All Disciplines	161	157	318

### Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	1
Affiliated Colleges	381
Colleges Under 2(f)	249
Colleges Under 2(f) and 12B	132
NAAC Accredited Colleges	87
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	16
Colleges with Postgraduate Departments	19
Colleges with Research Departments	15
University Recognized Research Institutes/Centers	8

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>AICTE</td> <td><a href="#">106683_7852_1_1644071828.PDF</a></td> </tr> <tr> <td>NCTE</td> <td><a href="#">106683_7852_4_1649821596.pdf</a></td> </tr> <tr> <td>PCI</td> <td><a href="#">106683_7852_6_1644072064.pdf</a></td> </tr> <tr> <td>INC</td> <td><a href="#">106683_7852_7_1649821561.pdf</a></td> </tr> <tr> <td>DEB-UGC</td> <td><a href="#">106683_7852_21_1648908147.pdf</a></td> </tr> </tbody> </table>	SRA program	Document	AICTE	<a href="#">106683_7852_1_1644071828.PDF</a>	NCTE	<a href="#">106683_7852_4_1649821596.pdf</a>	PCI	<a href="#">106683_7852_6_1644072064.pdf</a>	INC	<a href="#">106683_7852_7_1649821561.pdf</a>	DEB-UGC	<a href="#">106683_7852_21_1648908147.pdf</a>	
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### Details Of Teaching & Non-Teaching Staff Of University

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	47				76				134			
Recruited	16	11	0	27	33	4	0	37	44	30	0	74
Yet to Recruit	20				39				60			
On Contract	0	0	0	0	0	0	0	0	21	23	0	44

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				701
Recruited	221	31	0	252
Yet to Recruit				449
On Contract	33	9	0	42

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				279
Recruited	79	10	0	89
Yet to Recruit				190
On Contract	6	3	0	9

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

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	2	0	0	0	0	0	1	0	0	3
Ph.D.	16	11	0	33	4	0	66	29	0	159
M.Phil.	0	0	0	0	0	0	5	1	0	6
PG	0	0	0	0	0	0	5	6	0	11
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	3	1	0	17	7	0	28
M.Phil.	0	0	0	0	0	0	2	3	0	5
PG	0	0	0	0	0	0	3	14	0	17
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
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**

	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Emeritus Professor	4	0	0	4
Adjunct Professor	0	0	0	0
Visiting Professor	3	0	0	3

#### **Chairs Instituted by the University**

<b>Sl.No</b>	<b>Name of the Department</b>	<b>Name of the Chair</b>	<b>Name of the Sponsor Organisation/Agency</b>
1	Analytical and Applied Economics	RBI Chair	Reserve Bank of India

**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	46	7	0	0	53
	Female	101	5	0	0	106
	Others	0	0	0	0	0
PG	Male	764	7	0	0	771
	Female	866	5	0	0	871
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	44	0	0	0	44
	Female	48	0	0	0	48
	Others	0	0	0	0	0

<b>Does the University offer any Integrated Programmes?</b>	Yes
<b>Total Number of Integrated Programme</b>	2

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	70	0	0	0	70
Female	50	0	0	0	50
Others	0	0	0	0	0

**Details of UGC Human Resource Development Centre, If applicable**

Year of Establishment	01-07-1987
Number of UGC Orientation Programmes	15
Number of UGC Refresher Course	48
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	63

### Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	B++	80.10	<a href="#">NAAC 1st Cycle Report Cycle 1_Utkal_1107.pdf</a>
Cycle 2	Accreditation	A+	3.53	<a href="#">NAAC Certificate Cycle 2.pdf</a>

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Analytical And Applied Economics	<a href="#">View Document</a>
Ancient Indian History Culture And Archiology	<a href="#">View Document</a>
Anthropology	<a href="#">View Document</a>
Bio Technology	<a href="#">View Document</a>
Botany	<a href="#">View Document</a>
Business Administration	<a href="#">View Document</a>
Chemistry	<a href="#">View Document</a>
Commerce	<a href="#">View Document</a>
Computer Science And Application	<a href="#">View Document</a>
Department Of Law	<a href="#">View Document</a>
Directorate Of Distance And Continuing Education As Constituent College	<a href="#">View Document</a>
English	<a href="#">View Document</a>

Geography	<a href="#">View Document</a>
Geology	<a href="#">View Document</a>
History	<a href="#">View Document</a>
Library And Information Science	<a href="#">View Document</a>
Mathematics	<a href="#">View Document</a>
Odia	<a href="#">View Document</a>
Personnel Management And Industrial Relation	<a href="#">View Document</a>
Philosophy	<a href="#">View Document</a>
Physics	<a href="#">View Document</a>
Political Science	<a href="#">View Document</a>
Psychology	<a href="#">View Document</a>
Public Administration	<a href="#">View Document</a>
Sanskrit	<a href="#">View Document</a>
School Of Nursing And Allied Health Science	<a href="#">View Document</a>
Sociology	<a href="#">View Document</a>
Statistics	<a href="#">View Document</a>
University Department Of Pharmaceutical Science	<a href="#">View Document</a>
University Department Of Teachers Education	<a href="#">View Document</a>
Women Studies	<a href="#">View Document</a>
Zoology	<a href="#">View Document</a>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The vision of National Education Policy, to provide high quality education to develop human resources in our nation as global citizens, is well taken by the University. From the beginning the University was proactive to send its suggestions/views after detailed deliberation on draft NEP 2020 in a meeting held on 15th July, 2019. Being a member of the Eastern Zone Committee for implementation of NEP 2020, the Vice Chancellor of Utkal has actively participated in several meetings for strategy development and action plan for effective implementation of NEP 2020 in the</p>
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	<p>north-eastern states. In this regard, the University has organised in-house meetings in addition to meetings with the Principals of different affiliated colleges for implementation of NEP 2020. NEP envisages a broad-based multi-disciplinary holistic education to develop well-rounded individuals with capacities in different fields in an integrated manner. In view of the NEP 2020, the University has established eleven interdisciplinary/multidisciplinary centers of excellence integrating different departments and other regional/national institutions of repute with the support of RUSA 2.0 and Odisha Higher Education Programme for Excellence and Equity (OHEPEE) funding to promote interdisciplinary research in the University. The University also provides internal funding to faculty for multidisciplinary/interdisciplinary research work. The University regularly organizes Research Conclaves to promote scientific and social interaction among faculty, research scholars and students of different disciplines to strengthen interdisciplinary research ecosystem in the University. Existing academic programmes in different subjects, wherever possible, have been redesigned to include multidisciplinary/interdisciplinary elective/allied courses in the syllabi for greater flexibility to the students to choose the courses offered by other Departments. This improves their multidisciplinary/interdisciplinary learning. All P.G. programmes include compulsory internship and projects as part of the curricula that facilitates a community engagement for the students. University has provision of teaching of some courses by interdepartmental faculty of the University as well as faculty, experts from other institutions, industry or professional organizations. As a whole, the University is proactively working towards implementation of NEP.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Utkal University is an official member of the National Academic Depository which is a government endeavor to offer an online repository for all academic awards under the Digital India Programme. We upload students' mark sheets and degree certificates through the <a href="https://nad.digilocker.gov.in/platform">https://nad.digilocker.gov.in/platform</a> since 2021. Utkal has already implemented the semester pattern choice-based credit system for all its UG and PG</p>

programmes with syllabi structures as per UGC regulations, and credit transfers within the university are in place for PG programmes. Efforts are being made to implement credit transfers with other institutes/universities. Some integrated programmes have also been offered by the University. As per the requirements of the proposed ABC, courses have been categorised into core courses, elective, allied etc. and contents are revised/updated as per requirement by the respective Board of Studies (BoS) which includes faculty from department as well as external experts. The University in principle accepted to undertake courses offered through online modes such as SWAYAM, NPTEL for credit accumulation. The University has been making every effort for internationalization of education by establishing an International Office in 2018 which facilitates international exposure of the University. The University has already signed Memorandums of Understanding (MoU) about six Institutions/Universities abroad including University of California, Berkley; North Eastern University, Boston, USA; Department of Anthropology, East Germany University, Tubingen, and Goethe University, Frankfurt, Germany; Department of Bio-technology along with Science and Engineering research board (SERB-DST) and Baylor College of Medicine, Houston, Texas, USA and is in the process of signing MoU with several other institutions.

3. Skill development:

One of the major objectives of NEP 2020 is to make the youth self-reliant (Atmanirbhar) through skill-based education. To make it practically viable, more vocational courses will be added to the curriculum and will be taught in every university/college across the country. These short job-oriented vocational courses will play a vital role in producing skilled graduates in tune with the industrial/technological revolution. The University makes an all-out effort to strengthen the skills of students in line with National Skills Qualifications Framework. Realizing the importance of skills in enhancing employability and getting the students ready for the job market, all departments conduct various subject specific skill enhancement courses on a regular basis. Skill based programmes for personality development, enhancing the computational skills by use of appropriate softwares, improving language and communication

skills and soft skills etc. are routinely conducted by the individual departments as well as by the Placement Cell of the University. The University is also offering a master degree programme in Human Consciousness & Yogic science and practicing yoga on regular basis involving students to lead a healthy and stress free life and to become a valuable human resource for the society. A large number of 'Add on courses on diverse themes' are also offered by different departments from time to time for imparting requisite skills to students beyond the regular curriculum. As a part of its 'skilling the students' initiative, the University has already developed an innovative and unique experimental platform (living lab) 'Rural Technological Park' under RUSA 2.0 programme which facilitates skill enhancement of students, entrepreneurs and faculty through capacity building programmes with better use of local resources, technology and entrepreneurial skill. The park also showcases a large number of rural technologies for its demonstration, dissemination and adoption to benefit a larger group of people. Under RUSA 2.0 programme, the University has also established the Utkal Entrepreneurship and Career Hub/Entrepreneurship Development Cell (EDC) to create awareness about entrepreneurship among the students and faculty, and the Centre for Innovation and Incubation (CII) which is open to all the individuals, companies, researchers, NGO's, Government and non-Government establishments for startups and entrepreneurship/technology development/transmission to industry. The center has forged collaborations with more than 15 private and government institutions for promoting and nurturing startups in different domains.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

Odisha is a land of art and architecture and is endowed with a rich heritage. Odia, the spoken language of the state, is the sixth Indian language to be accorded the status of a Classical Language on the basis of its long literary history and not having borrowed extensively from other languages. The earliest known inscription in Odia dates back to the 10th century. Utkal University has separate language departments namely Sanskrit (established in 1957; <http://utkaluniversity.ac.in/departments/sanskrit/>) and Odia (established in 1969; <http://utkaluniversity.ac.in/departments/odia/>) which

offer PG, M.Phil. and Ph.D. programmes besides being recognized at national and international levels for their research outcomes. Masters programme in Hindi is also offered by Department of Sanskrit. Besides, Utkal also has a department of Ancient Indian History, Culture and Archaeology (established in 1996; <http://utkaluniversity.ac.in/departments/ancient-indian-history-culture-and-archaeology/>) for teaching and research in art, archaeology and culture of India. The UG programmes of the University are being transacted in both English and Odia. The examinations are also held in bilingual mode there by giving the students the comfort of learning in mother tongue, an important focus of the NEP, 2020. Under the RUSA 2.0 funding, a Virtual Tutorial Project (VTP) has been launched by the University where video tutorials are prepared for the UG students in bilingual mode for ease of understanding of the students.

5. Focus on Outcome based education (OBE):

NEP-2020 emphasises effective learning through comprehensive approach which involves appropriate curriculum, engaging pedagogy, continuous formative assessment, and adequate student support. It further stresses that the curriculum should be interesting and relevant, and regularly updated with the latest knowledge requirements and also meets specified learning outcomes. Keeping the NEP mandate in mind, the University presently offers 117 outcome- based educational programmes across Humanities, Law, Science, Social Sciences and Business and Management Studies. All these programmes are designed considering the local, regional, national, global and societal needs with clearly stated Programme Outcomes, Programme Specific Outcomes and Course Outcomes (COs) (<https://utkaluniversity.ac.in/>). In the setting of question papers, care is taken to ensure unit wise coverage as per weightage and specification of COs and Bloom Taxonomy levels.

6. Distance education/online education:

The Directorate of Distance and Continuing Education (DDCE) of Utkal University came into existence on 15 October 1996 (<http://www.ddceutkal.org/>). Over the years, DDCE introduced a number of traditional and professional programmes. These includes three UG programmes (BA, B.COM. and BBA), twelve Post-Graduate programmes and two technical programmes (MBA

and MCA, AICTE approved) in distance and continuing modes. DDCE has developed adequate infrastructure for imparting quality teaching and at present 10000+ diversified students are pursuing different programmes of study at DDCE. The long tradition of distance education at Utkal will help in fulfilling the goal of transforming higher education institutions into multidisciplinary institutions with the inclusions of the structure and the system of Open and Distance Learning (ODL) Institutions. In order to tackle prevailing situations like Covid-19 pandemic as well as to achieve the goal envisioned in NEP 2020, Utkal University, like other institutions, has extensively used digital platforms for engaging classes, conducting meetings, seminars/conference, examinations etc. Some of the steps taken by the University for promoting online education include: (i) established a virtual tutorial facility for developing e-content for UG and PG courses and make them available in the website of University and Odisha State Higher Education Council, (ii) University library has purchased the access to 14000+ e-books from different publishers besides providing access to over 199158 e-books through Proquest, e-journals (20000+) and back volumes (50000+) on campus as well as off campus. (iii) Strengthen the existing ICT facility (smart class rooms, Video conferencing facility for smooth conduct of online meetings/conference as well as classes, (iv) the University has already initiated the process of creating a Learning Management System (LMS) through Open Source MOODLE platform and connect with Google Meet, Webex, Zoom etc. for conducting live classes and examinations, (v) procurement of requisite infrastructure for automation in the examination processes. Faculty members have been encouraged to offer MOOC courses at Utkal which promotes the blended learning system.



# Extended Profile

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## 1 Program

### 1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
50	44	43	43	43
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 1.2

**Number of departments offering academic programmes**

**Response: 30**

## 2 Students

### 2.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
3847	3396	3514	3531	3341
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
1770	1590	1624	1614	1498
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

## 2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
1824	1639	1709	1689	1582
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

## 2.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	11	14	11	5

## 3 Teachers

### 3.1

#### Number of courses in all programs year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1362	1336	1258	1197	1141
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 3.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
179	166	175	185	193
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 3.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
257	257	257	257	257
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

## 4 Institution

### 4.1

#### Number of eligible applications received for admissions to all the programs year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
60022	28893	22134	19512	18478
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
964	833	895	905	873
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 4.3

#### Total number of classrooms and seminar halls

Response: 145

### 4.4

#### Total number of computers in the campus for academic purpose

Response: 406

## 4.5

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

2020-21	2019-20	2018-19	2017-18	2016-17
2742.0	4194.0	1087.0	1222.0	1787.0

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 1.1 Curriculum Design and Development

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

**Response:**

The curricular aspect of Utkal University is characterised by an urgent emphasis to meet the local, regional, national and international developmental needs. The courses are designed for the collective wellbeing of the humanity at large that could be achieved by application of state of the art knowledge inherent in the components or the units constituting the courses. Since the aim of University is to bring better solutions to the current or upcoming issues that affect the world at large, more than half of the courses in all Programmes aim at catering to the regional, national and global needs prevailing at the moment. The UN Millennium Development Goals (MDGs) such as People, Planet, Prosperity, Peace and Partnership are the driving forces behind curriculum designing of courses having global relevance. This is true for all Programmes offered in Arts and Humanities, Physical Sciences, Social Sciences, Business Studies and Management, Law and so on. Besides, the universally alarming issues such as sustainability, climate change, natural resources depletion, environmental pollution and the like remain the underlying focus in designing of the courses.

So far as the regional and national relevance of the Programmes and Courses are concerned, Indian context has served as the reference point. For instance, poverty, inequality, social exclusion, human right violation, health compromising behaviours, mental illness and the like are the important points of focus. Therefore, many of the courses are designed to highlight the art, architecture, culture, natural resources, and ideologies that constitute the pride of India. The socio-economic conditions characterising the nation have motivated the inclusion of such application based programmes as Agri-business, Women's Studies, Social Work, Nursing, Yoga, Rural Management etc.

In terms of the demographic composition, Odisha has the third largest population of Scheduled Tribes in India. With a glorious history of multiplicity of art, language, culture, sports, religion, long coastline, the state also takes pride in being one of the information and technology hubs of the country. The Department of Ancient Indian History, Culture and Archaeology have included the Temple City of Bhubaneswar into its research focus. Similarly 'Fish and Fisheries Biology' feature prominently in the Zoology curriculum. Study of Tribes in Odisha, comprises the teaching and research interest of most of the social sciences curriculum. The aspect of analysis varies of course with the disciplinary focus, i.e. for instance, while tribal culture comprises the courses in Anthropology, the aspect of tribal cognitive development is included in the Psychology curriculum.

The recent pandemic related causes and consequences have also found a place in curriculum revision to address the developmental needs of the humanity. Both physical and psychological parameters of health concerns in COVID-19 have been reflected in the curriculum of many Physical and Social Sciences. To sum up, the dynamism of the curriculum at Utkal University makes it one of the most sought after educational destinations of the country.

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

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

**Response: 100**

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

Response: 50

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

Response: 50

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

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

**Response: 96.36**

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

2020-21	2019-20	2018-19	2017-18	2016-17
1313	1287	1212	1153	1100

<b>File Description</b>	<b>Document</b>
Programme/ Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
MoU's with relevant organizations for these courses, if any	<a href="#">View Document</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 1.2 Academic Flexibility

<b>1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</b>	
<b>Response:</b> 21.88	
<b>1.2.1.1 How many new courses were introduced within the last five years.</b>	
<b>Response:</b> 298	
<b>1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.</b>	
<b>Response:</b> 1362	
<b>File Description</b>	<b>Document</b>
Minutes of relevant Academic Council/BOS meeting	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

<b>1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</b>	
<b>Response:</b> 100	
<b>1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.</b>	
<b>Response:</b> 50	
<b>File Description</b>	<b>Document</b>
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

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

#### Response:

- 1.Utkal University strongly carries with it a mission to provide the students with the knowledge, skills, values, and sensitivity necessary for successful citizenship. To give a fillip to this mission, the university has tried to orient the curriculum with a wide range of courses that integrate cross-cutting issues relevant to gender, environment and sustainability, human values, and professional ethics and try to instil these values among the students both in terms of theory and practice.
- 2.A total no. of **125** papers of the curriculum of different departments(A&A Economics, Anthropology, AIHS and Archaeology, B.ED ., Biotechnology, Botany, English, Environmental Science, Geography, Geology, History, Odia, Law, MBA in Rural Management, Philosophy, PMIR, Political Science, Psychology, Sociology, Zoology, UDPS and Women’s Studies,) relate to environmental ethics, a total no. of **85** papers (Agri-Management, AIHCA, Anthropology, Biotechnology, Commerce, Education, MBA, IMBA, MBA in Finance, M.P.H., MSW, Law, PMIR, Psychology UDPS, MCA ) pertain to professional ethics. Almost the core courses of Masters, M. Phil. and PhD. Coursework contains papers on professional ethics by offering a full paper on Philosophy and Ethics in Research. **94** papers (A&A Economics Anthropology, English, History, Odia, Law, Philosophy, Political Science, Psychology Sociology, and Women’s Studies) carry with them a focus on gender ethics and human values.
3. Further to translate the classroom prophecy into a programme of action, the University organizes outreach programmes like gender sensitization programmes, mental health day programmes, programmes for transgender communities, ethics for media practitioners to engage students with the issues and challenges faced by the marginalized communities of the society and to develop care and empathy towards these members of the society and try to sensitize them with their rights and mainstream them into the society. The Department of Law, the School of Women’s Studies, the Rural Outreach Division, the Department of Psychology, the Department of Sociology, the Department of Political Science, the Center for Social Exclusion and Inclusion, and the NSS Unit of the University specifically take the lead in sensitizing the women and other vulnerable communities on their human rights and the laws that they can take advantage of. Similarly, the Department of Botany, Environmental Science, Zoology, Biotechnology, UDPS organise programmes on environmental awareness. The School of Women’s Studies undertakes mass gender awareness programmes and the national workshops for the states of the Easter and central zone to train officers, teachers, NGO functionaries on the process of gender budgeting. (Visit: <https://utkaluniversity.ac.in/news-events-archive/page/2/3>)
- 4.The School of Women’s Studies by signing an MoU with OXFAM, India was organizing a gender champion programme on the campus on the First Saturday of each month, bringing student representatives from across various departments and making them aware of the gender issues and the ways to tackle them.
- 5.Professional ethics, environmental ethics and gender ethics also occupy places of centrality in various workshops and seminars organised by various departments.
- 6.Further, a mega Women’s Day programme and the VAW week is celebrated within the campus to bring gender sensitivity among staff, faculty and students every year.



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

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

**Response: 59**

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

Response: 59

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

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

**Response: 14.51**

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

2020-21	2019-20	2018-19	2017-18	2016-17
2255	144	120	120	96

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

**Response: 51.49**

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

Response: 1981

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

## 1.4 Feedback System

<p><b>1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni</b></p> <p><b>Response:</b> B. Any 3 of the above</p>	
<b>File Description</b>	<b>Document</b>
URL for stakeholder feedback report	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	<a href="#">View Document</a>

<p><b>1.4.2 Feedback processes of the institution may be classified as follows:</b></p> <p><b>Response:</b> A. Feedback collected, analysed and action taken and feedback available on website</p>	
<b>File Description</b>	<b>Document</b>
URL for feedback report	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

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

**Response:** 14.66

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

2020-21	2019-20	2018-19	2017-18	2016-17
2186	1906	1979	1992	1908

#### File Description

#### Document

Demand Ratio (Average of Last five years) based on Data Template upload the document

[View Document](#)

• Any additional information

[View Document](#)

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

**Response:** 72.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
697	609	639	665	626

#### File Description

#### Document

Average percentage of seats filled against seats reserved (Data Template)

[View Document](#)

Any additional information

[View Document](#)

### 2.2 Catering to Student Diversity

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

**Response:**

The University assesses the learning levels of the students largely through the mentoring system and organizes special programmes for advanced and slow learners.

Mentoring primarily means the process of overseeing effective realization of one's potential in terms of goals, skill-set, practical knowledge, confidence, social and ethical values. Since the students come from diverse educational, social, economic, and cultural background, it is necessary to create a level playing field for each of them.

The University, has therefore, designed a rigorous system of student mentoring where each of the students is assigned a Mentor (a faculty member), who keeps in touch with the student through regular meetings.

However, the mentors of the University firmly believe that openly acknowledging a student as “slow learner” can have a detrimental effect on the mental well-being of the student resulting in a reticent and withdrawn personality. Mentors, therefore, refrain from disclosing to the students their learning levels and the mentor's assessment remains confidential from the students and is shared only with other members of faculty.

- Mentor-Mentee list with the details of the Mentor (email and phone number) are given to the mentees. The list is displayed in the Notice Boards and uploaded to the web page of respective departments.
- The level of learners is identified by the mentors through personal discussion, classroom and home assignments.
- The mentor assesses the learning level by tracking the mentee's scoring pattern in departmental examinations.
- The mentor tries to devise special classes like remedial tutorials for the slow learners and encourages them to participate in seminar presentations, group discussions and classroom debates.
- Add-on and Value-added courses are offered to enhance the skill-set of slow learners
- The impact of the steps adopted by the mentor, especially in connection with slow learners, is finally evaluated by comparing the difference in the mentee's scores in the 1st term and end term examinations.
- For both slow and advanced learners, teachers devote extra hours after classes for doubt-clearing, discussion and counselling
- Advanced learners are encouraged to undertake summer internships and publish papers to aid in research activities.

While the traditional one-to-one mentoring system is very much robust in the University, some departments like the Department of English have undertaken special initiatives by creating a group mentoring system in the form of a 'Reading Group, ARIEL (Ardent Readers and Interpreters of English Literature)' which has been functional for the past 10 years. The group is an apt example of the continuation of mentoring system even after a student has completed his Masters in the department. The group is a healthy mix of members of faculty—current and retired—and students—old and new—of the department of English. Some members of faculty and senior teachers of the department have helped in mentoring the students as a result of which many of the student-members are now active book reviewers at the web portal:<https://odishabytes.com/>.

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

<b>2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)</b>	
<b>Response:</b> 21.49	
File Description	Document
Any additional information	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

<p><b>2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences</b></p> <p><b>Response:</b></p> <p>The teaching methodology adopted by teachers of the University focuses on transforming students from passive recipients to active and involved stakeholders in the teaching-learning process. Such an approach to learning makes the student an active agent in the learning process, thereby, facilitating experiential and participative learning. This has helped our students to “learn by doing” and has encouraged them to reflect on the experience.</p> <p><b>Experiential learning:</b></p> <p>Carefully supervised and assessed experiential learning programmes have promoted professional and intellectual skills in our students.</p> <ul style="list-style-type: none"> <li>• The courses offered by various departments of the University have either a <b>regular laboratory or project component</b> as part of the course requirement. Hands-on-laboratory experiments as well as the writing of a project are prime examples of “learning by doing”.</li> <li>• Some departments undertake “<b>study tours</b>” and have mandatory “<b>fieldwork</b>” embedded in their course structures.</li> <li>• Students of departments like Biotechnology, Zoology, Agri-Business, Sociology participate in <b>internship</b> programmes at IIPH, RMRC and NGOs respectively.</li> <li>• Students are encouraged to participate in various <b>workshops</b> on Scientific paper writing; Software learning “R”, and other hands-on-trainings, conducted regularly by institutions like CSIR-IMMT, DBT-ILS.</li> </ul> <p><b>Participative learning:</b></p> <p>Members of faculty encourage participative learning where the focus is on the students to become actively involved in their learning process. It works both inside and outside the classroom:</p>
--

**Inside the classroom:**

- **Group discussions:** students are encouraged to discuss a topic in the class based on a reading, video, or a problem. The reading group at the Department of English encourages students of the department to participate in book discussions with members of faculty
- **Brainstorming** on various social, scientific issues and problems through panel discussions are conducted regularly as part of participatory learning.
- **Group presentations** provide an opportunity for students to learn with their peers, encourage team work, and instil self-confidence.

**Outside the classroom:**

- Student participation in debates and discussions over issues of topical interest, through Weekly Students' Seminar

Encouraging students to learn foreign languages like German, French, Italian and Japanese which are facilitated by the International Office and Department of Anthropology

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

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

Information communication technologies (ICT) have transformed the teaching-learning process across the globe. They are being increasingly recognized as catalysts for a form of superior change especially in connection with teaching methods, learning approaches and research. Utkal University is aware of the fact that the learning approaches of the current generation students are largely inclined towards digital, web and mobile based technologies.

The teaching-learning process at the University was largely ICT based even prior to the pandemic, which enabled the complete shift to e-learning easier and effective. Members of faculty have also been able to successfully adapt to innovative digital aids to ensure quality teaching and learning during the pandemic. The University has likewise, realigned and redefined the integration of ICT by digitizing the teaching-learning process on a massive scale. All Departments have classrooms equipped with LCD projectors and screens to enable teaching through PowerPoint presentations, in addition to black/white boards.

- Faculty members are provided with a personal computer/laptop, printer and scanner with internet connection.
- E-learning resources are made available for effective teaching through online videos/study

materials developed by faculty members (<https://vtputkal.odisha.gov.in/> and <https://utkaluniversity.ac.in/e-lectures/>)

- The library has subject specific databases, interactive learning software and e-learning resources for the benefit of the students and the faculty. Students are also exposed to open-source reference materials and online educative resources.
- The e-books and e - journals are made available to the students and faculty members through University's IP determined access. The university library has 1,19,000 e- books, and e- journals.
- The University has a computer centre, where each computer has internet connection with free access to all the students. The Computer Center remains open from 10 AM to 6 PM on all working days. The Computer Center has five Servers, forty Desktops and two Laptops. There are two L3 Switches, fifty-Eight L2 Switches, thirty Wi-Fi accesses to indoor and outdoor access point across the campus, two Firewalls and two Routers with Windows 2012 Server. The software's available at the Computer Center are Linux, window 10, 8.1&7, Oracle, SPSS, Microsoft Office, Visual Studio and SQL SERVER.
- The University provides facilities to prepare computer aided teaching materials like computer lab, recording studio, audio visual aids, micro phones, LCD projectors, high resolution cameras, Scanners, and LCD televisions.
- The University has an intranet facility where besides other academic, administrative information; lectures could also be uploaded, so that students have an access to them whenever required.
- The University faculty members have access to SWAYAM Online courses and e-PG Pathshala which hosts high quality, curriculum-based, interactive e-content for Post Graduate disciplines of social sciences, arts, fine arts and humanities, natural & mathematical sciences.

Constant innovations in teaching have been a matter of great pride for the University faculty and many innovative teaching approaches/methods are practiced in the University.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide link for webpage describing the " LMS/ Academic management system"	<a href="#">View Document</a>

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

**Response:** 21.49

#### 2.3.3.1 Number of mentors ?????????????? ???????

**Response:** 179

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	<a href="#">View Document</a>
mentor/mentee ratio	<a href="#">View Document</a>
Circulars pertaining to assigning mentors to mentees	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years	
<b>Response:</b> 69.88	
File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

2.4.2 Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. year-wise during the last five years											
<b>Response:</b> 81.93											
2.4.2.1 Number of full time teachers with <i>Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.</i> year wise during the last five years											
<table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>140</td> <td>135</td> <td>146</td> <td>155</td> <td>160</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	140	135	146	155	160	
2020-21	2019-20	2018-19	2017-18	2016-17							
140	135	146	155	160							
File Description	Document										
List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years	<a href="#">View Document</a>										
Any additional information	<a href="#">View Document</a>										

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



**Response:** 11.26

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

Response: 2015

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

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

**Response:** 15.03

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	05	5	10	1

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

## 2.5 Evaluation Process and Reforms

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

**Response:** 44.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
42	39	58	38	44

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

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

**Response:** 0.54

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	11	14	11	5

File Description	Document
Number of complaints and total number of students appeared year wise	<a href="#">View Document</a>

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

**Response:**

#### Management Information System:

Utkal University has an efficient management information system especially in connection with Admission and Examinations. The Office of the Controller of Examinations utilizes information systems under the rubric e-Admission, UUEMS and the e-Lokseva Portal of CMGI (Centre for Modernising Government Initiative) under Govt. of Odisha to address matters pertaining to admission, examinations, registration of students and publication of result.

The Office of the Chairperson, P.G. Council and Office of Controller of Examinations imports all relevance information from a centralized e-admission system (SAMS), an initiative by Govt. of Odisha which has brought transparency in admission in a time bound manner. Students of UG courses from all strata of society get equal opportunity which include

- Online application and payment of fees for entrance examination/registration via the web portal for admission and/or examination,
- Online verification of candidates seeking admission to various courses,
- Maintenance of student record for further use,

- Online declaration of entrance results for admission into various courses etc.

Since 2020 admission into post-graduation courses has been taken up by the central selection committee under SAMS by Govt. of Odisha through Common PG Entrance Test (CPET).

#### UUeMS:

The **Utkal University Examination Management System (UUeMS)** has been created with the objective to assist its affiliated colleges to monitor examination schedules, to stay informed about important announcements in connection with examinations through an online platform. UUeMS is used by the University to declare results of all undergraduate semester exams, and also makes provision for the availability of various download-able forms for grievances and all issues related to filling up of forms, issue of admit cards, publication of results, issue of certificates, marksheets and migration certificates. Each affiliated college is provided with a unique user id and password to access specific information concerning examinations, results and certificates for their students. This apart, UUeMS is also responsible for **On Time Graduation Report (OTG)** monitoring which provides an abstract of the number of students taking admission in the 1st semester of each year in different streams and the pass percentage of students for a particular year. UUeMS has helped the University move away from paper-based forms and manual methods in managing information regarding examinations and results and maintaining these records in a digital format.

- The issue of admit card, processing and publication of result for all P.G. Courses are taken care by the in-house examination computer cell.
- The project on examination automation for total online service and linking of examination portal to official website of Utkal University <https://utkaluniversity.ac.in/> is in process with the assistance of World Bank-OHEPEE programme.

Utkal University has already been registered to the National Academic Depository (NAD) for sharing of data relating to students' results and certificates for verification of different stakeholders. Till now data relating to more than seven lakh students who have successfully completed different courses in the last five years and so, have been uploaded in the NAD portal.

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

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

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

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

## 2.6 Student Performance and Learning Outcomes

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

### Response:

Utkal University has an orientative framework of educational outcomes in place which takes into account graduate attributes which are broader and more encompassing than mere “employability”, and helps in developing academic, citizenship and career competencies. One of the driving impulses behind this framework was the idea that students should possess the knowledge, skills, and values to enable them to cope with dynamic employment opportunities, but at the same time they must also understand through the benefits and constraints of their disciplinary perspectives, who they are and their role as active citizens in the emerging knowledge economy. To that end, some common graduate attributes identified by the University community have been highlighted in the framework of educational outcomes of the University:

- Critical thinking skills, such as intellectual curiosity, analytical reasoning, problem-solving and reflective judgement
- Research and inquiry skills
- Effective communication
- Leadership and teamwork skills
- Information and digital literacy
- Understanding diversity, regional, national and global perspectives
- Personal attributes such as self-awareness, self-confidence, personal autonomy/self-reliance, flexibility and creativity
- Personal values such as ethical, moral and social responsibility, integrity and cross-cultural awareness

Graduate attributes can be best realized through an outcome-based teaching learning process. Currently, all the programmes of Utkal University have the generic **Programme Objectives (PO)** that ensures the attainment of the above-outlined graduate attributes. The programmes also have **Programme Specific Outcomes (PSO)** which addresses the programme specific requirements. The PSOs are formulated by a team of senior faculty members of the programme during the curriculum design stage itself. The PSOs are approved by the respective Board of Studies (BoS) after due deliberation.

At the course level, all courses of the programme have well-defined course objectives and outcomes. The

**course outcomes** are formulated during the syllabus design by members of faculty and later deliberated and approved by the Board of Studies. The course objectives and outcomes are designed to cover the entire syllabus along with designated and allied competencies. Based on the specific requirements of courses the numbers of course outcomes vary accordingly. All the methods used for evaluating the student performance, including assignments, quizzes, continuous assessment tests, projects, field work, internships, and final examinations are mapped to Specific Course Outcomes. This enables the precise quantitative valuation of attainment of course outcomes based on students' performance.

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

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

#### **Response:**

The attainment of Programme Outcomes, Programme Specific Outcomes and Course Outcomes is calculated through Programme and course-related assessments. The assessment process uses both direct and indirect methods to measure the attainment of each outcome. The Direct and Indirect methods used in the assessment are as follows:

#### **Direct assessment is calculated through**

- Examinations results
- Assignments and quiz
- Projects, Field work
- Internships and Placements
- Students co/extracurricular achievements
- Awards, Fellowships, Scholarships for students
- Academic progression to national and international institutes of repute

#### **Indirect Assessment**

A formal student feedback is obtained manually/online every year which also has a course survey embedded in it. This survey generates formal feedback from students for the courses offered in a semester and provides objective information to the faculty for self-appraisal, self-improvement and development.

By undertaking Course Assessment at the end of each course, and finding out the strengths and shortfalls of the learning taken place, necessary changes in the Teaching-Learning process, Course Content etc. are proposed by the course committee of the programme. The same is discussed during the Academic audit and subsequently recommended by the concerned board of studied and approved by the Academic Council of the University. These are taken into consideration whenever this course is offered in subsequent semesters.

Most of the programmes/courses offered by the University are designed with outcomes that focus on students' gaining in-depth knowledge in the field with possible interdisciplinary/transdisciplinary or cross domain perspectives and capacity building for creativity, innovation, skill enhancement and employability. The focus is also to improve the analytical and problem-solving competencies, decision-making capabilities by utilizing personal/IT skills.

Apart from the traditional Humanities, Science, Social Science & Management courses, Professional courses have been designed to encourage job/entrepreneurial capabilities, together in order to inculcate integrity, honesty, cross cultural understanding of diversity through values of inclusion, responsibility and ethics. These play a critical role in producing a good human being who is committed to the community, society, environment with a commitment to Nation building.

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

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

**Response:** 97.04

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

Response: 1770

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

Response: 1824

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

## 2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:** 3.35

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

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

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

##### **Response:**

The University promotes fundamental and translational research for the benefit of society and scientific community. University provides all necessary facilities in terms of infrastructure, equipment, library, journals and skilled human resources to conduct and promote research activities in the frontier areas of science and technology, management, humanities and social sciences. University adopts UGC guidelines and the related SOP as developed by State Higher Education Council from time to time and has a dedicated research policy to promote research infrastructure and quality research. Various research-monitoring committees, Department Research Committee (DRC), University Research Committee (URC) and Research Advisory Committee (RAC) recommend for implementation of policy for promotion of interdisciplinary and collaborative research leading to quality publication, patents and products.

University also has a Internal Quality Assurance Cell (IQAC) for quality assurance of the research and Intellectual Property Rights (IPR) cell for patent related issues. University has a dedicated Research and Development (R&D) cell and Director, R&D acts as a dean of research to look after the overall research activities of the University including MoUs and research collaborations. 11 Centre of Excellences (CoEs) have been established for interdisciplinary and collaborative research activities, supported under RUSA (Rastriya Uchhatar Shiksha Abhiyan) and WB-OHEPEE (World Bank-Odisha Higher Education Programme for Equity & Excellence).

Faculty members are encouraged to apply for various extramural, industrial and consultancy projects for funding. In addition, the faculty members also avail the research support through University Seed grants.

Faculty members are usually encouraged for collaborative research within the Departments and with other National/International Institutes. Several Departments are funded by central government funding agencies like DST, DBT, UGC and ICSSR etc. The University has signed several Memorandum of Understandings (MoUs) with different International, National institutes for generation of knowledge, interdisciplinary research and technology development. The apex administrative body of the University, the Syndicate, has emphasised upon interdisciplinary and collaborative research. It has made resolutions to promote long-term research support to the CoEs from the University grant.

As per the letter from the Office of Principle Scientific Advisor, Government of India, Utkal University is privileged to be identified as one of the top ten highly graded Universities to collaborate with National Institutes for academic and research collaborations.

Further, to promote research, the University provides special funds for development of research infrastructure in different Departments. In addition, a Central Instrumentation Facility (CIF) has been established with various laboratories and equipment for interdisciplinary research. The University also has green house, cell culture laboratory, museum and animal house to conduct different experiments. Besides, to ensure the originality of research documents, the text/Ph.D. thesis are screened through dedicated software before submission of thesis. To promote research temperament and exchange of knowledge, the

University organises Research Scholar Conclave involving Research scholars of various Institutes and University.

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

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

**Response:** 7.03

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

2020-21	2019-20	2018-19	2017-18	2016-17
22.50	0	0	12.65	0

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

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

**Response:** 5.79

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



2020-21	2019-20	2018-19	2017-18	2016-17
10	3	13	13	13

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

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

**Response:** 191

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

2020-21	2019-20	2018-19	2017-18	2016-17
30	35	36	39	51

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

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

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

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

File Description	Document
Upload the list of facilities provided by the university and their year of establishment	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

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

Response: 23.33

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

Response: 7

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

## 3.2 Resource Mobilization for Research

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

Response: 1026.33

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

2020-21	2019-20	2018-19	2017-18	2016-17
599.825	410.0	1.00	15.5	0

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

### 3.2.2 Grants for research projects sponsored by the government agencies during the last five years

(INR in Lakhs).

**Response:** 1767.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
90.75	50.98	790.19	152.18	683.30

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

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

**Response:** 1.68

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

Response: 60

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

Response: 179

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

### 3.3 Innovation Ecosystem

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

**Response:**

Utkal University has developed a dynamic research ecosystem involving interdisciplinary research of both fundamental and translational potential. As a part of Institutional development programme (IDP) university

has proposed for the establishment of different centre of excellences and centre for innovation and incubation for holistic/inclusive research, growth and development.

Utkal University has set up a ‘Centre for Innovation and Incubation’ (CII) for promotion of start-ups and creating a dynamic ecosystem for entrepreneurship development and innovation. The CII business incubator that is operational since 2021 comes under Utkal Entrepreneurship and Career Hub (UECH), supported by the RUSA Ministry of HRD, Govt. of India, New Delhi.

The CII 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. Thrust areas for CII are Agriculture, Food Processing, and allied sectors, including science based innovative ideas those have commercial/translational potential.

Presently, we have boarded 18 start-ups under our Udyam Incubation Program. CII-Utkal has also on boarded 6 student start-ups from different Departments of Utkal University. CII-Utkal has forged collaborations with more than 15 private and government institutions for promoting and nurturing startups of different domains. In past two years, the CII of Utkal University has organized several networking programmes to link with people from different stratas of society.

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

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

**Response:** 254

#### 3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
65	38	59	46	46

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

### 3.3.3 Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.

**Response:** 75

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

2020-21	2019-20	2018-19	2017-18	2016-17
26	21	12	05	11

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

### **3.4 Research Publications and Awards**

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

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

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

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

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

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

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

**Response: 21**

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

2020-21	2019-20	2018-19	2017-18	2016-17
21	0	0	0	0

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

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

**Response: 4.55**

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

Response: 496

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

Response: 109

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

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

**Response: 8.02**

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

2020-21	2019-20	2018-19	2017-18	2016-17
293	277	209	241	420

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

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

**Response:** 2.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
88	52	59	65	114

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

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

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

**Response:** B. Any 4 of the above

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

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

**Response:** 43.98

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

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

**Response:** 46

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

## 3.5 Consultancy

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

**Response:**

Utkal University has a policy to encourage consultancy services that can benefit the institutions through engagements with industries, entrepreneurs, public sector organizations, Government bodies and areas of professional service. There is provision for involving all the Departments, Centres of Excellence (CoEs), Special Project vehicles (SPVs), full-time and part-time members of staff.

Service work relating to consultancy involves the provision of analytical, testing or other services for third parties involving any use of University facilities, equipment, IT research capabilities, data sets of any description and associated staff resources. Typically the work is initiated/co-initiated by and confidential to the contracting party, which owns the outputs including any IP generated.

The University would not normally seek rights to publish the outputs or to reuse them in their research or education activities. Such activities should be arranged through the Utkal University Consultancy Cell. Utkal University Consultancy Cell is a wholly owned consulting division of the Utkal university. The cell's remit is to lead the University's interactions with industry at all levels from consultancy, through contract and collaborative research with industry to IP, licensing and company formation.

Under the aegis of RUSA 2.0 (Ministry of Education, GoI), Utkal University, Bhubaneswar, Odisha has set up a business incubator under Utkal Entrepreneurship and Career hub, christened as 'Centre for Innovation and Incubation' (CII) for promotion of startups and creating a thriving ecosystem for entrepreneurship development and innovation. The Centre for Agri Management (CAM) has been appointed as the partner institution of this SPV. Centre for Innovation & Incubation (CII – Utkal) located in the University campus has started its operation from 1st Sept, 2021. CII has been envisaged to offer a host of 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 hand holding. Thematically, although the key technology focus areas for CII are Agriculture, Food Processing, and allied sectors, it will also



incubate and nurture any good Science based innovative idea which has commercial potential. Presently, the centre has boarded 13 startups under its Udyam Incubation Program. The Centre has also on boarded 5 startups into the Pre Incubation (Upakram) Programme along with 6 more student startups in the month of March and April, 2022. CII-Utkal has forged collaborations with more than 15 private and government institutions for promoting and nurturing startups of different domains.

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

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

**Response:** 280.03

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

2020-21	2019-20	2018-19	2017-18	2016-17
280.025	0	0	0	0

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

## 3.6 Extension Activities

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

**Response:**

Utkal University has always been committed to the cause of social and community issues/concerns as well towards sensitizing the students about such issues by organizing various extension activities during the last five years involving the students, neighborhood communities, and the socially and economically disadvantaged sections of our society. The NSS unit as well as the Post Graduate departments of the University have been the frontrunners in coordinating various extension and outreach activities as mentioned below:

- Awareness programme on Food and Hygiene in slum areas and rural pockets of the city;
- Awareness programme on Gender Equality;

- Awareness programme on Body & Organ donation coordinated by the NSS Wing;
- Orientation on Disaster Risk Reduction and Management;
- Life skill and leadership on Adolescent Health;
- Youth Skill Development and Empowerment;
- International Yoga Day celebration;
- COVID-19 vaccination drive, RT-PCR testing, awareness programme and management;
- Awareness programme on climate change, sustainability and public health;
- Plantation drive in and around University campus;
- Swacch Bharat Campaign;
- Eco-friendly Ganesh Idol immersion during Ganesh Puja Festival
- Street plays on issues relating to Prevention of Domestic Violence, Mental Health, Save Girl Child, Clean and Green Earth and so on by the Department of Psychology every year.

Besides the above mentioned activities, the new campus of Utkal University at Sia, Chandikhole, nearly 70 kilometers from Bhubaneswar, is emerging as a centre of skill development, vocational education and management, mainly focusing on rural communities. A technology outreach centre for Rural Areas has been established by the University and a MoU in this regard has been signed with the Bhaba Atomic Research Centre.

Apart from the initiatives taken as mentioned above, every P.G. department of the University, the Centre for the Study of Social Exclusion and Inclusive Policy (CSSEIP), the Centre for Ambedkar Studies, the Population Research Centre (PRC) and the various Centres of Excellence supported by RUSA and the World Bank-OHEPEE program organize various extension activities during important days such as Ambedkar Jayanti, Constitution Day, World Environment Day, International Women's Day, National Science Day, Gandhi Jayanti, Consumer Rights Day and International Yoga Day, to mention a few. The prime objective of these extension activities, thus organised by the University, is to generate awareness amongst the vulnerable and weaker sections of the society about social issues of concern and the ways and means to deal with them effectively while also encouraging the students to participate in these programs in order to instill a sense of responsibility and respect in them towards the larger social cause of healthy and holistic development.

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

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

**Response:** 4

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	0	0	1

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

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

**Response:** 105

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

2020-21	2019-20	2018-19	2017-18	2016-17
26	6	11	36	26

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

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

**Response:** 44.73

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

2020-21	2019-20	2018-19	2017-18	2016-17
1344	915	944	3412	1279

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

### 3.7 Collaboration

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

Response: 22.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
36	29	8	17	22

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

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

Response: 10

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

2020-21	2019-20	2018-19	2017-18	2016-17
08	1	1	0	0

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

## Criterion 4 - Infrastructure and Learning Resources

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### 4.1 Physical Facilities

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

**Response:**

Utkal University is the first university of Odisha and the 17th oldest university in India. Over the last 79 years the University has contributed immensely towards building a modern nation by upholding a tradition of excellence. Spread over nearly 399 acres, the present campus of the University at Bhubaneswar has 30 teaching departments. It has two constituent colleges—Directorate of Distance and Continuing Education and the University Law College. As a first-of-its-kind in Odisha, the University now has a second campus at Chandikhole, 70 kms away from Bhubaneswar. The new campus is fast emerging as a centre of skill development, vocational education and management focusing on creating employment opportunities for students of peripheral regions. Currently, the new campus offers many job-oriented courses like MBA in Rural Management, B.Sc. in Nursing & etc.

**Classrooms:**

Utkal University has 145 classrooms which cater to the needs of students enrolled in PG, PhD and other self-financing programs. Most classrooms have smart projectors, wi-fi connectivity and equipped with smart board as well as the traditional white and black board. This facilitates multimedia presentation and which makes teaching and research effective and learning convenient for the students.

**Teaching and Research Laboratories:**

Utkal University is very well equipped with 58 laboratory facilities for hands-on training of PG students and for Ph.D scholars to carry out their research work. In addition to these laboratories, the University has seminar halls, 30 research scholars' room, 177 faculty rooms and 30 well stocked departmental and university libraries to cater to the different requirements of the teaching-learning process. The University has CIF which has State-of-art infrastructure with high end equipment to enhance the quality of research.

**Computing Equipment:**

The University Computer Center (established in 1971) oversees the design and maintenance of the ICT infrastructure at the University and helps in the daily maintenance of a fully wi-fi enabled campus. It is responsible for maintaining the National Knowledge Network (NKN) across the campus. It provides computational facilities to the members of faculty and research scholars of the University and extends laboratory facilities to the students of different sponsored programs. This apart, the University Computer Center is actively associated with the Library Automation and maintenance of the University central library database. The equipment available at the computer centre are as follows:

**Hardware:** 5 Servers, 406 Computers.

**Networking Equipment:** Two L3 Switches, 58 L2 Switches installed across the campus, 442 Wifi indoor and outdoor access points across the campus

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

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

**Response:**

The importance of extracurricular activities on institute campus is well established. The institute encourages and facilitates the students to participate in various activities to ensure skill like leadership, team spirit and holistic development. A qualified physical director along with team of faculty members looks after the extracurricular activities of the University. The University has developed over the years a number of facilities for the students to opt and participate in a variety of sports events.

To promote the interest of students in sports the University has developed a sports complex named BijuPatnaik Sports Complex. The sports complex has facilities for both indoor and outdoor games. In the sports complex 15 acres of land (52,525 m<sup>2</sup>) has been allotted exclusively for outdoor games. It consists of a Basketball Court (39m × 26m), Kho-Kho/ Kabadi Complex(50mtr × 50 mtr). For indoor games it has one wooden Badminton Court (20 m × 12 m), one Gymnasium Hall (16 m × 10 m) and facilities for Handball. The University organizes different inter university as well as intra university sports and cultural events for enhancing the talent of youth. To accommodate the participants of the event the University has six big halls furnished with Bed and Mats for boys and special hostel facilities for girls. One changing room(5 m × 12 m) is also available in the sports complex for the players. Students have participated and bagged 31 prizes during the past 5 years under different inter university competitions.

Yoga practice is a gift of Indian heritage to peaceful global life. It is conducted in Biju Pattanaik Sport's Complex. Yoga classes are conducted every morning 6.00 am to 8.00 am and International yoga day is also celebrated to create awareness about healthy life style. Yoga day is celebrated in in open space in the campus.

This apart, the University has a fully air conditioned, 500 seating auditorium which goes by the name of MKCG Auditorium where the University organizes cultural events and University Foundation Day celebrations. The University also has a specially constructed Convocation Hall, Dharmapada to confer degrees and awards to students and scholars.

The students, staff and faculty members take the participation in different events like Plays, Mimes, Folk Dance, One Act Plays, Street Plays etc. in university at State and National level.

The University has organized 5 inter university games and 120 inter college Games and competitions for songs, paintings, debates, acting and other co-curricular activities such as BasantUtsav, NuaKhai Vet ghat, celebration are organized from time to time to harness the talent of the youth.

The annual cultural function is also celebrated in each Departments, Hostels and Centres each year. For

this participation, students of university are provided with expert trainers' guidance available in the premises. A separate cultural committee is formed in each Department which maintains the record of the same. University organizes various cultural activities like youth festival ,NSS day, Gandhi Jayanti, Women's day, Fresher day, Talent hunt, Dance competition and other such activities to explore the talented creativity of students.

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

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

##### Response:

The main campus of Utkal University is located at VaniVihar, Bhubaneswar which has been surrounded by Research Institutes and IT industries of Bhubaneswar. The campus is spread over 399 acres of land. The campus has been beautifully landscaped. Trees, lawns and park make the campus environment distinctly green. Large academic and administrative edifices with open corridors and large playground in the campus invite academics and scholars to indulge in creative and innovative activities, and prepare students to cultivate immensity of purpose. The campus provides for the faculty and students a serene ambience to learn, teach, acquire skills and develop their personality.

Since majority of the students in Utkal University have Odia background and they belong to the first generation of learners, Bhubaneswar serves as the best destination for them to have exposure to cosmopolitan life, and to have multiple avenues and opportunities to progress in their lives after the completion of their study programmes. Utkal University's aim is to reach the unreached and its academic thrust lies in its unique service of providing education from Post Graduate level to Doctoral levels as well as Post Doctoral level.

To avoid wastage of rain water and reduce degradation of water, a major reservoir is there which is spread over around 2 acres, with an average depth of 20 feet to drain the rain water passing through different parts of the campus and adjoining areas. The natural landscape ambience has been protected and maintained while constructing new buildings in the campus. Numerous parking facilities have been also provided in the campus.

Utkal University has a basic Health Care Centre to provide medical support to needy students, faculty and staff. Further, it has empanelled various super specialty hospitals to provide medical facilities to its staff. Most of the buildings in the campus have ramps for differently-abled students. Efforts are underway to provide these facilities in all the buildings in the campus. All the class rooms are well furnished and ventilated.

The campus also has a Bank, Post office, ATM, a central canteen, and a shop for basic amenities.

Presently, there are Fourteen Hostels for girls and boys having boarding facilities of more than 4500

students. There is a well-equipped auditorium for organizing seminars/conferences/workshops. It is pertinent to mention here that University is on the process to have a Day Care Centre which provides care to children of the staff and students from infancy to school going age.

University has Teaching, Non-teaching and Staff Officers Associations as well as Students Union. There are various committees to redress students/staff grievances. Every attempt is made by the University to ensure that all students find Utkal University a lively and resourceful community to enrich their stay at the University.

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

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

**Response:** 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
2742.0	4194.04	1087.02	1222.0	1787.02

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

## 4.2 Library as a Learning Resource

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

**Response:**

The Central library of Utkal University, named after its first Vice Chancellor, Professor PranakrushnaParija, is one of the finest libraries in the state of Odisha. Set up first in 1946 at Cuttack, it was shifted to the campus of Utkal University at Bhubaneswar in 1962. The five-floor building of the library, an impressive edifice, is spread over 28,000 square foot and comprises a large Reading Room, Periodical section, Reference section, Manuscript section, Documentation section, Text-book section and



Administrative section. The holdings of the library consist of more than two lakh seventy thousand books and 5857 rare manuscripts. The E-Library, serves the information needs of its large number of users in a globalised world and provides the usersthe much needed access to e-resources.

Parija Library has been computerised by using E-Granthalaya Library Automation package of National Informatics Centre, Govt of India. The software is useful for automation of all in-house activities of libraries and provides various services to its members. The software provides built-in Web OPAC interface to publish the library catalogue over internet. The Web OPAC provides facilities to access bibliographic database by taking Author, Title, Subject & Publisher as input parameters over the internet.The faculty, students, research scholars and employees of the University find Parija Library and the E-Library a vibrant and welcoming learning space.

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

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

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

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

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

**Response:** 168.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
213.0	181.0	168.0	150.0	130.0

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

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

**Response:** 3.4

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

Response: 137

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

### 4.3 IT Infrastructure

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

**Response:** 59.31

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

Response: 86

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

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

**Response:**

Utkal University's Computing Facilities are related to symbolic computations, communications and network access, but not limited to, e-mail and Internet access. Computer Centre (CC) provides these services to facilitate the research, education and administrative efforts of its members and staff. To this end the Computer Centre (CC) provides support in networking and information resources for its teaching as well as administrative community. The Computer Centre undertakes security and monitoring measures to preserve the integrity and performance of its networking and computing resources. Since 1971, an IBM 1130 computer was commissioned inside the premises of P.G. Department of Physics, marking the establishment of the Computer Centre of Utkal University. The above computer was one out of eleven such systems installed in the country at that time. Besides meeting the academic use all over the state, the

computing facilities have also been used for nonacademic purposes by the Orissa State Electricity Board, Rourkela Steel Plant, FCI Talcher Heavy Water Project, Talcher and CRESSIDA etc.

Use of any UTKAL UNIVERSITY technology resource can be made by authorised persons as long as this usage is in compliance with University IT policy and all local, state and central government laws governing telecommunication. Failure to comply may result in the closure of an account, with further discretionary action taken by the Vice-Chancellor of the University, if necessary. In order to protect the integrity of the UTKAL UNIVERSITY communications network and its systems, any proof of unauthorized or illegal use of any UTKAL UNIVERSITY network device and/or computer and/or its accounts can warrant an investigation. Users may voluntarily cooperate with the Computer Centre staff in such investigations. If necessary, User's files, accounts and/or systems will be investigated only by a person, persons or a committee designated for each case separately by the Vice Chancellor of UTKAL UNIVERSITY.

The University Computer Centre gets 13 Lacs Indian Rupees in each financial year and gets approval as a part of the annual budget of the University. These funds are generally utilised towards the maintenance of the Campus Network, spanning over the 32 Departments, 3 administrative buildings and 14 residential hostels. Recently, University has got the Wi-Fi Network as a part of the Edurom Project of ERNET, India. As a result the University established a Wi-Fi Network throughout the Campus to facilitate the students and faculty members in terms of internet access from everywhere. During the project implementation of ERNET-India, University has commissioned 442 nos of wireless access points installed at different premises of the University and different locations in the campus. Four Cisco Server were also installed at the computer centre along with one IPS and one ASA as part of that project.

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

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

**Response:** 9.48

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

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

**Response:** A. ?1 GBPS

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

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

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

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

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

#### 4.4 Maintenance of Campus Infrastructure

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

**Response:** 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
2742	4194	1087	1222	1787

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

##### 4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic

**and support facilities - laboratory, library, sports complex, computers, classrooms etc.**

**Response:**

Utkal University has a set of established procedures and policies for maintaining and utilizing physical and academic support facilities like library, sports complex, classrooms, computers, guest house, auditorium and conference halls by the University Community. The facilities are available for use at any time of the year and maintenance work is usually carried out on a priority basis. However, the University ensures optimal allocation and utilization of available financial resources for maintenance and upkeep of different facilities by holding regular meetings of various committees constituted for this purpose. The overall maintenance of the above-mentioned properties of the University, including classrooms and laboratories are executed by the University Engineer and the Development Officer (DO). The work of the University Engineer and the DO is to look after the repair and maintenance of the University buildings on the basis of allocation of funds for maintenance.

Utkal University ensures optimal allocation and utilization of the available financial resources for maintenance and keep up different facilities by holding regular meetings of various committees constituted for this purpose and using grants received as per requirements in the interest of students. Physical facilities including laboratories, classrooms and computers etc. are made available for students. Utilization of physical, academic and support facilities is open for students during working hours which vary school/department wise. The teaching schedule begins at 10.00 am at the campus and in the noon there are practical sessions. Laboratories are kept open especially for research scholars till late in the evening and the Directors/Faculty of the school are empowered to extend timings in the interests of the students. In addition to that a university fund / non salary grants are allocated for the maintenance of the laboratories and classrooms which are part of teaching-learning processes. The cleaning of the classrooms and the laboratories are done with the efforts of the non-teaching staff and sometimes university goes for the maintenance contract with local firms.

Access to central library is permitted against deposits as caution money which remains open from 9.30 am to 6.00 pm on all working days. The reading hall can accommodate 400+ students at a time and is well-furnished with individual partition where students can sit and study undisturbed. The reading room remains open for 18 hours per day throughout the year without any holiday. This timing is further extended up to 24/7 during examination on demand from students. There is a special reading room for the differently-able persons. Apart from that, reading rooms are also available in reference section, periodical section, circulation section and newspaper section. Maintenance activities like fumigation and library cleanliness is done on regular basis by library staff. Budgetary provision for library maintenance is made accordingly. The sports grounds, indoor hall and gym are open for students who have to produce their identity cards to avail these facilities. These facilities are usually availed in the morning and evening by the students. ICT devices, computers and related systems are maintained with annual maintenance contract of corresponding service provider/other agencies.

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

**Response:** 47.41

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

2020-21	2019-20	2018-19	2017-18	2016-17
2077	1511	1719	1404	1666

#### File Description

#### Document

Upload any additional information

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Link for additional information

[View Document](#)

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

**Response:** 22.04

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

2020-21	2019-20	2018-19	2017-18	2016-17
764	776	809	744	781

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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) 4. Awareness of trends in technology**

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

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

**5.1.4 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees**

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

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

## 5.2 Student Progression

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

**Response:** 40.66

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

2020-21	2019-20	2018-19	2017-18	2016-17
200	269	263	237	193

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

2020-21	2019-20	2018-19	2017-18	2016-17
587	539	597	573	569

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

**5.2.2 Average percentage of placement of outgoing students during the last five years**

**Response:** 41.57

**5.2.2.1 Number of outgoing students placed year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
687	724	643	487	805

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

**5.2.3 Percentage of student progression to higher education (previous graduating batch).**

**Response:** 19.44

**5.2.3.1 Number of outgoing student progressing to higher education.**



Response: 344

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

### 5.3 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:** 64

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

2020-21	2019-20	2018-19	2017-18	2016-17
26	15	08	11	04

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

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

**Response:**

1. Each constituent department of the university has 2 nominated representatives for each batch (4 representatives per department at least) who lend a supportive hand to the extra-curricular activities of the departments round the year. Be it celebration of national or international events, or celebration of different Pujas such as Ganesh Chaturthi, Navaratri, Basanta Panchami etc or organisation of field trips and visits for the batches, observation of annual days of the departments, these representatives play a pivotal role. They also help the authorities in finalising the schedule of examinations ensuring that the students do not miss out on examinations beyond the university, may be for a fellowship, or for higher studies or for a placement. They constitute a students'

council and are a part of all university level activities too.

2. These students, who are the natural leaders, lend a hand in the smooth functioning of the university too. They act as student volunteers in all the university level events such as the University Foundation Day, Convocation, and Research Conclaves etc. During 2018 and 2019, when the University celebrated its Platinum Jubilee, completing 75 years of its establishment, these student leaders took the initiative in the celebrations. Their cooperation and support has been praiseworthy in all these occasions. They also act as the bridge between the students and the administration in bringing the relevant issues of the students before the authorities and in arriving at a solution at the earliest.
3. Students' Union Elections were last held during 2016 – 2017 academic session. Thereafter, elections for constitution of a Students' Council (or Students' Union, as it is referred to in our state) has been banned in the state by the Department of Higher Education, Government of Odisha owing to large scale students' unrest following infighting among various groups, and, last but not least, the prevailing Covid-19 pandemic.

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

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

**Response:** 134

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

2020-21	2019-20	2018-19	2017-18	2016-17
83	150	150	147	140

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

## 5.4 Alumni Engagement

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

## Response:

- Utkal University since its establishment in the year 1943 has produced numerous students who constitute the alumni database.
- Each of the regular PG teaching departments has its old students' association (alumni association), some are registered and some are not. These associations used to meet at least once a year to help the departments conduct various activities, i.e. Blood Donation Camp, Organ Donation Camp, Tobacco Free Campaign, Green and Clean Campus Drive (Swachha Bharat Abhijan) etc involving their existing students, besides promoting their career through competitions such as Debate, Essay, Quiz, Music, Dance, Art etc.
- The micro level organizations still exist and make their presence felt, even though a macro level alumni association has been formed and registered since 2020 (Regn. No. 216/18202000024 of 2020 – 22). It could all happen during the celebration of Platinum Jubilee of the University in November, 2019 when the seed of formation of an Alumni Association encompassing the students across all the departments and batches was sown. Soon after the Platinum Jubilee, steps were initiated and finally the Association under the name and style “Alumni Association – Utkal University” was registered by the Registrar of the Societies, Cuttack in August, 2020 with Shri B. K. Patnaik, IAS and former Chief Secretary of the Govt. of Odisha at its helm (first President) and Prof. Asoka Kumar Das, a former distinguished Scientist of BARC and former Vice Chancellor of the Utkal University as its first General Secretary. The Association has opened an account in the SBI located inside the campus. A website, namely, [www.utkalalumni.in](http://www.utkalalumni.in) has been inaugurated by the Hon'ble Governor of Odisha and Chancellor of Utkal University Prof. Ganeshi Lal Ji from the premises of Odisha Raj Bhavan on 16th of February, 2021. With the logistic support and cooperation from the University, the Association, with a view to carrying forward its activities, has formed 7 committees as follows:
  - Membership Enrolment
  - Office Management
  - Academics, Research and Innovation
  - Career counselling and Industry Connect
  - Sustainability and Green Campus
  - Governance including e-Governance
  - Projects and Finance
- Each committee has a designated convenor and members. The committees are determined to serve the University to the best of their abilities.
- While membership drive is making a steady headway in terms of no. of registrations, other activities are being carried out at regular interval of time. Some of the activities are outlined below:
  - Foundation Day of the University was observed on 26.11.2020 by holding a webinar entitled “What can I do for my University” which was well attended by eminent alumni.
  - On 30.01.2021, “Zero single use plastic campaign” was successfully implemented.
  - Eight Lectures under “Meet the Alumni” and Alumni Connect were conducted during the period, delivered by eminent alumni with the objective of inspiring the students of the university.
  - In addition to the above events, a session on opportunities in Banking, Insurance and Finance and mentoring sessions with Political Science students was also organized.

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

<b>5.4.2 Alumni contribution during the last five years (INR in Lakhs)</b>	
<b>Response:</b> D. 5 Lakhs - 20 Lakhs	
File Description	Document
Any additional information	<a href="#">View Document</a>
Link for any additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

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### 6.1 Institutional Vision and Leadership

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

**Response:**

The Utkal University was set up in the year 1943 as State University and was recognised by UGC (2F & 12B). It is the Mother University of Odisha and 17th University of the country. Utkal is an affiliating University covering nine districts of Odisha situated in the State Capital of Bhubaneswar and offering PG programmes on its Vani Vihar Campus and its Rural Campus (at Chandikhole).

**VISION:** To be a centre of excellence in higher education with a focus on innovative teaching, learning, research, consultancy and extension activities for building a creative, enlightened and productive civil society.

**MISSION:**

- To provide the students with knowledge, skills, values and sensitivity necessary for successful citizenship.
- To create and disseminate knowledge through interdisciplinary research and creative inquiry in developing a meaningful and sustainable society.
- To equip the students with problem solving, leadership and teamwork skills and inculcating a sense of commitment to quality, ethical behaviour and respect for others.
- To provide a platform for free flow of ideas where discovery and creativity will foster professional growth and will usher in a better world.
- To ensure academic excellence in this dynamic knowledge economy by exposing the students to new ideas, new ways of understanding, new ways of knowing in their journey of intellectual transformation.

The Vision and Mission of the University are reflected in its academic and administrative governance which are given below:

- 1.The University is enabling teaching-learning infrastructure through upgradation of classrooms, laboratories and centralised knowledge system for faculties and students.
- 2.The University has adopted a blended mode of teaching – learning system for welfare of students.
- 3.To enhance the University's excellence as an institution of higher learning through outstanding research and competent teaching fraternity which can in turn produce holistic knowledge bearing graduates.
- 4.The University has signed several MoUs with reputed national and international universities like University of California, University of Tuebingen and University of Germany, North Eastern University, USA and Turku University, Finland.
- 5.For the advancement of knowledge and dissemination of research and instructional facilities of the University, the institution constantly strives for unique provisions in its courses and leadership manifestation as well.
- 6.The University aspires to provide them lifelong abilities to remain competent in their own

disciplinary space and to exemplify pioneering leadership within the society at large.

7. The academic and administrative governance of the University constantly strives to establish efficiency and transparency which is deeply rooted in its value system of functioning. The institution also aims to engage itself in more accessible academic spaces and administrative equity for bridging the gap between academia and administration.
8. The University has introduced skill-based and value-added courses to enhance students' employability.
9. The University has also set up 11 Centre of Excellence (CoEs) focusing multi-disciplinary research for contributing to a sustainable society.

The University is engaged in various extension activities through social outreach programmes like village adoption, rural outreach programme division aiming at rural development, and gender sensitisation programme.

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

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

#### **Response:**

The competent leadership with well-defined procedural supports at organizational levels has strengthened the academic and administrative system. The University adheres to a decentralized and participative management approach in all kinds of activities. The Acts, Statutes, and Ordinances govern all the procedures of the university.

The Governor of Odisha is the Chancellor of the University by virtue of post; while the Vice-Chancellor acts as the Head of the Institution, takes all the executive decisions with policy guidance from the senate, syndicate, academic council, finance committee, residence committee, etc. The University is aiming to provide transparent governance through automation and digitalization.

The University is administered by various functionaries as per the Act and Statute, which was promulgated by the Odisha Legislative Assembly from time to time.

The University is thriving by adhering to the mandates given in the Statute. The above outlined vision and mission also speaks of our present and for the future. Effective Leadership has been reflected in various institutional practices such as decentralization and participative management in the day-to-day governance of the University.

Different functionaries were created by the Statute to discharge the responsibilities. The Syndicate and the Academic Council are the highest bodies responsible for the formulation and implementation of policies. The other important bodies include College Development Council (CDC) and Post Graduate Council.

- Vice-Chancellor is assisted by designated officers like Registrar, Deputy Registrar, Chairman of the Post Graduate Council, Deans, Directors, Controller of Examinations, Comptroller of Finance, Principals, Heads of the Departments besides several other Administrative Officers.
- The University has implemented Public Finance Management System software in the finance department to bring all the accounting transaction online. The University has also implemented e-governance plans to streamline admission process, result publication, and attendance.
- Heads of Departments and Deans of Faculties periodically review the progress of academic activities and also identify bottlenecks, if any, in administering various programmes.
- The Post Graduate Council and the Departmental Teacher’s Council constantly interact with the teachers. The PG council works through a number of committees that facilitates and monitors all aspects of student activities.
- The Director, College Development Council (CDC) interacts with affiliated colleges through local enquiry committees, visits and Principal’s conferences.
- Participatory management is built in to the University administrative system. It is democratic and participative and non-bureaucratic.

Every activity in the university – academic, research, student welfare, infrastructure development, procurement, maintenance etc. – is carried out in a decentralized manner. There are different committees for the smooth governance of the university. These are Board of Studies, Departmental Research Committee (DRC), Anti-ragging committee, Equal opportunities cell, Admission committee, Finance committee, Diary & Publication committee, ICT committee, Discipline & Grievance Redressal committee, Internal complaint committee, Prospectus & Information bulletin committee, Internal committee for the students with disabilities, Student mentoring & support cell, Building committee, Purchase committee, Equivalence committee etc.

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

## 6.2 Strategy Development and Deployment

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

#### Response:

The University emphasizes excellence in research and development. It provides seed fund to encourage young faculties for undertaking societal and need-based research projects. The University has strategic plans under RUSA 2.0 and Odisha Higher Education Programme for Excellence and Equity (OHEPEE). Though RUSA 2.0 was planned for a period of two years from 2018 to 2020, it was subsequently extended. In a bid to inspire and work with aspiring entrepreneurs to shape up business ideas into commercial start-up companies, the University has set up an incubation centre. The Centre for Innovation and Incubation (CII) is open to all the individuals, companies, researchers, NGOs, government & non-government establishments. Through the intervention of seed-funding, incubation, mentoring, training and knowledge dissemination, CII helps entrepreneurs turn ideas into viable businesses.

**Major achievements under these programmes are as follows:**

- Eight centres of excellence were constituted under RUSA 2.0 having their own vision, mission and objectives to boost the research activities of university.
- Utkal Entrepreneurship & Career Hub (UECH) was established with an objective of improving the quality and bringing excellence and equity in the higher education scenario of Utkal University.
- Addressing the increase in the potential of start-ups, Utkal University & Incubation Centre, Centre for Innovation and Incubation (CII) was established in 2020 under UECH supported by the RUSA 2.0. Outreach programme on rural development and gender sensitization was also initiated under RUSA 2.0.
- Utkal University has signed a MoU with the Higher Education Department (HED), Government of Odisha to implement the OHEPEE to improve quality of students' education and equitable access to Higher Education Institutions (HEIs) and improve governance of the higher education system in Odisha.
- Three COEs were formed focusing on multi-disciplinary research under OHEPEE.
- In order to internationalize Utkal University, an International Office has been established in 2018 with specific objectives and goals under OHEPEE.
- Strengthening Affiliated Colleges (SAC) under OHEPEE.
- Undertaking civil work in the university campus and non civil activities for the university under OHEPEE.

**The Strategic Plan is implemented through the following:**

- BARC- UU Outreach Programme
- Centre of Excellence created under RUSA & OHEPEE
- UECH and CII created under RUSA 2.0.

<b>RUSA</b>	<a href="https://utkaluniversity.ac.in/rusa-2-0/">https://utkaluniversity.ac.in/rusa-2-0/</a>
<b>World Bank</b>	<a href="https://utkaluniversity.ac.in/ohepee/">https://utkaluniversity.ac.in/ohepee/</a>
<b>Centre for Innovation</b>	<a href="https://utkaluniversity.ac.in/rusa-2-0/">https://utkaluniversity.ac.in/rusa-2-0/</a>

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

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

**Response:**

The functioning of the University has been clearly stated in the 1st Statute of University and its subsequent amendments. The University has clear and well defined statutory bodies like Syndicate, Board of Studies (BOS), Academic Council, PG Council, DRC for academic decisions, Finance Committee for fund management and Syndicate for policy decision making. The officers of the University viz., the Chancellor, Vice-Chancellor, Registrar, Controller of Examinations, and Finance Officer act within the jurisdiction of the Act and Statutes of the University. The University strictly follows the GFR and PFMS guidelines for



all its financial practices and procedures.

The appointments of teachers and other non-teaching staff were made as per the procedures laid down in the statute. Now the appointment of teachers is done by the Department of Higher Education, Government of Odisha through Odisha Public Services Commission as per the Odisha Universities Amendment Act-2020. The selection of non-teaching posts is done through the Staff Selection Board. The University follows the Service Rules (Manual) of the State Government for all service matters.

The following institutional bodies are there to look after other procedural decision making. These are Anti-ragging committee, Equal opportunities cell, Admission committee, Finance committee, Diary & Publication committee, ICT committee, Discipline & Grievance Redressal committee, Internal Complaints committee, Prospectus & Information bulletin committee, Internal committee for the students with disabilities, Student mentoring & support cell, Building committee, Purchase committee, Equivalence committee etc.

### **1. Syndicate:**

- (a) It is the major policy formulation, assessment and amending body of the University.
- (b) Formulating yardsticks for creation of different posts and managing promotion aspects of it.
- (c) Induction and assessment of affiliated colleges / institutions of the University and dispensing standing orders for any imminent necessity towards change of regulation.
- (d) To enter into agreement with government or any other management for academic collaboration or any other purposes deemed necessary and,

### **2. Academic Council:**

- (a) It gives proposal to the Syndicate for academic development and innovation in learning process, establishment of specialized institutions, centers and laboratories etc.
- (b) Formulation and modification of schemes for developments of teaching and framing regulations on academic matters and setting agendas for it.

### **3. Board of Studies (BoS):**

- (a) It is the recommending body for creation of text books, preparing syllabi for the University and Department(s) course of studies and revising it at regular intervals.
- (b) The BoS also recommends eligible persons fit for preparation of examination question papers and examiners for PG and PhD courses for the University.

### **4. Post Graduate Council:**

- (a) It is the apex member's body of all the Heads of the Departments headed by a Chairman which determines the general policy with regard to the Post-Graduate studies and research.

(b) The PGC determines principles and dispensation of fellowships and maintains students discipline and welfare.

(c) The Council promotes inter-disciplinary and inter-faculty collaborations and enforces the guidelines of UGC on subjects of work and responsibility of teachers.

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

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

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

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

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

## 6.3 Faculty Empowerment Strategies

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

**Response:**

The University has a well established promotional system for both the teaching and non-teaching staff. As per the provisions of the Statute, APAR (Annual Personal Appraisal Report) for Teachers of the Utkal University is adopted for appraisal of the teachers in alignment with UGC guidelines. Similarly, performance appraisal method is designed for the non-teaching staff. Teachers of the University apply for CAS (Career Advancement Scheme) promotions as per UGC Guidelines, which are then scrutinised by duly appointed Committees and placed before the authorities for consideration of promotion. The non-teaching staff promotions are taken care by DPC (Departmental Promotion Committee). Promotions were given almost in time.

The University has a defined list of **welfare measures** for both teaching and non-teaching staff. All teaching and non-teaching staff of the university are covered with Group Insurance Scheme (GIS). All the employees of the University are given coverage under GPF / CPF / EPF schemes as a social security measure. Apart from that, all the employees are covered under either Family Pension Scheme (old) or New

Pension Scheme. Gratuity and Leave encashment provisions are there as per Government notification from time to time. The University provides puja advance, vehicle advance and computer advance to its teaching and non-teaching staff.

The employees including their families and retired employees can avail free health treatment facility at the University Health Centre located on the campus. Vaccination and other health drives were also conducted by the health centre.

The University has its own Guest House building on the campus having adequate facilities like conference room, kitchen and air-conditioned single and double rooms with parking facilities.

The University Non-Teaching Cooperative Society (Thriffs Society) is in existence for more than 30 years. Employees of the University may avail of a loan facility from the Society at the time of need. The University also has a 'Faculty Club' for recreation and a '*Shradha Mandap*' for the use of the employees in different occasions.

An outdoor stadium having facilities of playground for playing football, cricket and basketball is encircled by a walking path. In addition to this, an indoor stadium is made functional with facilities of the badminton court, table tennis court, yoga, and other sports amenities including separate gymnasiums for male and female. The University offers residential accommodation for the teaching and non-teaching staff on the campus.

The campus boasts of an amusement park (Gandhi Park) for the students and staff members. Further, a rock garden is developed in the premises of Geology Department with corporate support. In addition, a Living Lab is maintained by the Centre for Agri-Management on the premises of PG Department of Business Administration.

All the buildings on the campus are having ramps to be used by the physically challenged persons. A battery operated vehicle is in operation for these people. In the University Library, a separate facility / section is created for them.

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

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

**Response:** 2.09

**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**

2020-21	2019-20	2018-19	2017-18	2016-17
0	6	2	0	11

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

Other Upload Files	
1	<a href="#">View Document</a>

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

**Response:** 12.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
11	16	12	13	10

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

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

**Response:** 9.94

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

2020-21	2019-20	2018-19	2017-18	2016-17
29	16	11	21	12

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	<a href="#">View Document</a>
IQAC report summary	<a href="#">View Document</a>
Details of teachers attending professional development Programmes during the last five years (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

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

#### Response:

The University receives the routine grants for salary & pension, infrastructure development and maintenance as per the provision made in the budget of state government. However, the University remained fortunate to avail a handsome grant given under RUSA and OHEPEE. The University has also got some financial assistance from various funding agencies including corporate houses for different development programmes. The University has well established self-financing programmes managed by various departments to generate internal funds which are mostly used for maintenance of the infrastructure and facilities.

In addition, University is collecting different types of development fees from the students at the time of admission. A corpus fund for the University has been created through endowments / donations provided by some generous individuals for instituting medals and prizes out of the interest money of such deposits.

The Alumni Association of the University has contributed financially and otherwise for the development of the institution. Plans are also envisioned by the association to contribute more in helping the University in future.

Being an affiliating university, it also collects prescribed affiliation fees from affiliated institutes. Adding to above examination fees and interest on fixed deposits of the surplus fund are also sources of fund mobilization. The Fund mobilized through fee receipts and other resources are used very thoughtfully and judiciously for the purpose for which they are meant as per the decision of syndicate and finance committee.

The University is receiving grants from UGC and Ministry of Education, GOI through Public Financial Management Systems (PFMS). Convergence approach for schemes like RUSA and OHEPEE in common areas of research has been implemented.

The University is envisaging forging link for industry collaborations to get research grants and support for its developmental activities.

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

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

**Response:** 3691.89

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

2020-21	2019-20	2018-19	2017-18	2016-17
356.27	1067.395	844.558	1067.395	356.27

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

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

**Response:** 64.25

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

2020-21	2019-20	2018-19	2017-18	2016-17
52.0	10.25	1.0	0	1.0

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

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

##### Response:

The University get its accounts audited regularly both by the internal auditors and external auditors. A team of auditors are deputed from Government (LFA Department) to conduct regular audit at the end of every financial year for all the departments / the units of the University. Time and again, audit by the Accountant General is conducted for various reporting purposes. A broad coverage of the areas includes academic and quality audit.

##### Internal Audit Mechanism:

While the university has a full-time Finance / Accounts Section to ensure maintenance of annual accounts and audits, the State Government deposes a team of auditors to conduct internal audit of the university on permanent basis. The internal audit activity evaluates risk exposures relating to the Governance of the University in order to ensure efficiency and effectiveness of operations, reliability and integrity of financial information, safeguarding of assets and complies with laws, rules and regulations. The internal audit wings of the University mainly focus on financial compliance while conducting different types of audits, such as transaction audit which includes examination of all relevant vouchers of receipts and expenditure as per the cashbook / Bank statement to establish the expenditure with reference to the activities.

##### External Audit Mechanism:

A team of auditors are deputed from Government (Local Fund Audit) to conduct regular audit at the end of every financial year for all the PG departments and other units of the University. Audits by Accountant General are conducted for various reporting purposes. The areas broadly include academic and quality audit. Accountant General conducts statutory audit covering university's all financial and accounting activities including all receipts from fee, donations, grants, contributions, interest earned and returns on investments; and all payments to staff, vendors, contractors, students and other service providers. All observations/objections of the external audit are communicated through their reports. The compliance is submitted to the Comptroller of Finance for finalizing the compliance report of the university.

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

## 6.5 Internal Quality Assurance System

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

## **Response:**

Internal Quality Assurance Cell (IQAC) of Utkal University was established in the year 2008. The primary objective of IQAC is to act as a catalyst to improve the quality of teaching, research, infrastructure and learning resources, boarding and placement. It attempts to create an awareness for quality because quality is a journey not a destination. Our credo is: Teachers Teach, Students Learn, All others facilitate the process. Various aspects are accessed by regular Academic Audits of teaching Departments which helps in enhancing quality measures

IQAC is instrumental in analysis of feedbacks collected from stakeholder. Recently it has taken up an initiative towards an online feedback management system. This apart, the IQAC has conducted different audits including Energy, Environment, Water and Gender and has come up with various suggestive measures. The cell has conducted meetings with faculty members and officials for measures to be taken towards upgrading the status of the University in the form of organizing conferences, seminars and workshops related to quality of teaching, research, publication, cyber safety, health care, intellectual property right, participation in National Institution Ranking Framework and importance of photography. It has also collaborated with Government agencies like Department of higher Education, Govt. of Odisha, the International publisher Elsevier etc for organizing events. Two practices which have been institutionalized as a result of IQAC initiatives are regular Academic Audit and Feedback analysis.

### **1. Academic audit**

Academic Audits were conducted regularly by IQAC along with Committee members Chaired by the Vice-Chancellor.

Summary of Action taken based on discussion and interaction during academic audits

- 298 new courses, 59 value added course were introduced during the last five years.
- Syllabi along with objective and course outcome have been uploaded to the University website and the University question bank is updated for reference.
- E-content (Study materials) developed by the Faculty members has been uploaded to University Website
- Mentorship for students continues as a healthy practice
- Alumni activities of all the departments are recorded.

### **2. Feedback after analysis**

Feedback system has helped in

- **Restructuring the Course Curriculum**

Based on student feedback, the University upgraded the PG Courses in 2017-18 and 2020-21.

The Departments have also started paying Special attention to the weaker students, through counseling, mentoring, etc.

Special Coaching for SC/ST students are conducted to compete in various competitive examinations.



**@. Redesigning the infrastructural support system**

@.he University has established the E-library and procured e-journals/e- books. Dedicated spaces/facilities are provided for research scholars

Separate common rooms, wash rooms for girl students have been developed by all Departments.

- **Inculcating more field/industry exposure**

Depts. are more careful about field exposure / Project work of their students.

Industrial Tours, summer internships, Project writings, in-house interactions by arranging talks, seminars, workshops, skill development programmes, etc. with invited speakers from different fields have become regular features in the Departments.

- **Taking steps for placement of students**

Steps were taken by University placement Cell to connect students and organize training programmes for better on/off campus placement.

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

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

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

<b>File Description</b>	<b>Document</b>
Upload e-copies of the accreditations and certifications	<a href="#">View Document</a>
Upload details of Quality assurance initiatives of the institution (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>
Paste web link of Annual reports of University	<a href="#">View Document</a>

**6.5.3 Incremental improvements made for the preceding five years with regard to quality (in case of**

**first cycle), Post accreditation quality initiatives (second and subsequent cycles).**

**Response:**

The NAAC Peer team visited Utkal University in their first cycle from 28th to 31st October, 2003 and the University obtained B++ grade. Based on the recommendation of the NAAC peer team the University undertook appropriate measures and in the second cycle during 17th to 19th November, 2016 it was graded as A+ with CGPA 3.53. Recommendations of the peer team members were considered and several measures have been taken for improvement of the University. Summary of action taken is stated below.

Sl.No	Suggestions	Action Taken	
1.	Government may be approached to sanction early appointment of all faculty positions	Steps have been initiated and 25 faculty members have joined different departments being a part of ongoing process.	joined
2.	Related Departments may be clubbed into School of Studies & Research to facilitate inter departmental teaching and Research programmes.	Interdepartmental teaching has started for several allied courses. Interdisciplinary research is in practice.	and
3.	Some of the strong departments/schools could emerge as Centre of Excellence	Eleven Centers of Excellence namely High Energy & Condensed Matter Physics; Advanced Materials and Application; Environmental Studies; Change and Public Health; Public Policy and Governance; Non-communicable diseases; Global Centre for Rural Studies; Unorganized labour studies; language, Literature and Culture; Integrated omics and genomics; Biology; Studies on Tribal & Marginalized Communities, Health and Development have been established under the financial support from Uchchatar Shiksha Abhiyan (RUSA) and Odisha Higher Education Society for Excellence & Equity (OHEPE) to promote interdisciplinary research.  One International Centre has been established to facilitate internationalization of higher education.	
4.	University Departments may be decoupled from the affiliated colleges	Steps initiated	
5.	Transfer of Technology to industry	The University has set up the 'Centre for Innovation and Incubation' providing a platform for startups and creating an ecosystem for entrepreneurship/technology development for transmission to industry.	
6.	Linkage between University Library and Seminar Library	Linkage has been established. Recently the university has made all Books available to the students centrally. Besides, more than 50,000 Journal back volumes and more than 20,000 E-books are accessible to students and research scholars.	
7.	Higher budgetary allocation for research such as seed grant	Seed grants sanctioned to teachers	
8.	Consideration of the Department of Pharmacy for grant-in-aid status	University has approached the state Government for status up gradation of Dept. of Pharmacy.	up gr
9.	Various programmes to be clubbed	Programmes in Computer Science have been clubbed	
10.	English Communication skill, leadership and personality	About 59 Skill based/value added courses have been offered in various departments	offered

	development etc. to be strengthened	
11.	A perspective plan may be prepared and pursued in a phased manner	Planning has resulted in receiving grants from RUSA and development of infrastructure and strengthening research and teaching activities.
12.	State Government to take steps for overall development of the University	An amount of Rs.110crores have been funded by Govt. of Odisha for structure development, maintenance and overall development of the University

## Criterion 7 - Institutional Values and Best Practices

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### 7.1 Institutional Values and Social Responsibilities

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

##### **Response:**

Being a Co-educational institution, the University is proactive in fostering gender sensitivity and gender equality at all levels and it takes a balanced perspective of social structures to reduce gender gap and discrimination.

University has a School of Women's Studies (SWS) which offers Masters and Ph.D. programmes in Women's Studies. In addition, several departments of the University have courses relating to gender equity and sensitization as part of curricula at different levels. The SWS also undertakes Gender Audit and its recommendations are implemented.

Several gender sensitization programmes like seminars/conferences/workshop, training, special lectures, extension activities etc. are organized to promote gender equity on and off campus and create more awareness about the rights of girl students/women employees.

Inclusive representation of women has been ensured in all important Committees and in decision making positions to supervise various activities of the University

##### **Specific facilities provided for women in terms of:**

Utkal University has been in the forefront to cater the educational needs of girl students since inception. Over the years, the number of girl students has progressively increased and is above 53% at present. Accordingly, the University has been taking appropriate measures to protect the interests of the girl students in the campus.

##### **Safety and Security**

The University ensures the presence of security at all main entry/ exit gates and at strategic locations within the campus. CCTV surveillance at sensitive locations, departments, hostels and administrative buildings are installed to add further security.

There are seven ladies hostels on the campus to accommodate girl students. Entry and exit in the girls' hostel is strictly maintained. Female faculties of the University remain in charge of each ladies hostel as Superintendents along with a matron and other supporting staff.

Most of the teaching/non-teaching staff and senior administrators live on the campus and are approachable by students in case of emergency. University provides 24x7 medical facilities with resident doctors, and ambulance service. Separate washrooms for female staff are available at all locations on campus. Ragging in any form is strictly prohibited in University campus. Internal Complaint Committee is functional and its regulations are displayed on the University website.

The faculties of the University are not only engaged in academic activities but also help students in dealing with various stressful events. Under the mentor-mentee scheme all the students of the University are assigned one teacher-mentor from their respective departments who look after their overall progress.

Besides academic counselling and mentoring, the University also provides counselling with active help from the faculty of Department of Psychology to the students and staff of the University on different issues related to mental stress, depression, academic performance etc.

### Common Rooms

Almost every building has facilities for students' common rooms and adequate number of washrooms for male/female students and PWD students in each block/building. Special facilities for providing ease of access to PWD students are also available.

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

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

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

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

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

### 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:**

University takes special attention to maintain a clean and green campus for which Swacch Bharat Abhiyan are conducted regularly by the departments and NSS bureau. University also promotes for use of eco-friendly materials in seminars/conferences/workshops and other meetings as far practicable. Single use plastics are banned in the campus. Use of paper for routine correspondence is discouraged in all academic/administrative departments. Depending on the type of waste the University adopts different disposal practices.

**Solid wastes** are collected separate dustbins, placed at strategic locations, office and Departments, as degradable and non-degradable waste materials which are finally collected by authorized agency (Jagruti Welfare Organisation) of Bhubaneswar Municipal Corporation (BMC). Food wastes are collected separately for use of bio-gas plant located near ladies hostels. Garden waste, in the form of leaf litter and other plant waste, is used for transforming in to vermicompost at Agro business department. Civil construction wastes, are stored in a particular place and are cleared either by the constructing agency, land filling or disposed by auction. Examination paper waste and used newspapers are auctioned periodically.

**Liquid wastes** from wash rooms and kitchen is connected to the leach pits in the respective buildings/hostels and care is taken to see that the waste does not create problems on campus. Liquid waste from ladies is being treated through a bio-filter based treatment facility and treated water is being used for irrigation purpose. All sewerage and drainage lines are now connected to underground clearing lines constructed under Japan International Cooperation Agency (JICA)-assisted Odisha Integrated Sanitation Improvement Project (OISIP) and will be operated soon.

For **E-Waste**, the University adopts the guidelines and policies issued by state and central in disposing e-wastes. In addition, e-wastes along with electrical wastes generated in the residential area are collected once in week (Saturday) by BMC.

**Hazardous chemical and bio-wastes** are disposed by following the guideline set by the University and standard available guidelines. No **radioactive waste** is generated in the campus.

<b>File Description</b>	<b>Document</b>
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Geotagged photographs of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**

**4. Waste water recycling****5. Maintenance of water bodies and distribution system in the campus****Response:** A. Any 4 or all of the above

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

**7.1.5 Green campus initiatives include:**

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

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

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

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

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

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

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

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

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

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

File Description	Document
Policy documents and information brochures on the support to be provided	<a href="#">View Document</a>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Details of the Software procured for providing the assistance	<a href="#">View Document</a>

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

**Response:**

The University believes in creating a level-playing field for all its students and staff irrespective of their gender, caste, religion and region. The following activities reflect inclusiveness of the University.

The University practices inclusiveness by extending admissible access to the students from socially disadvantaged communities, differently-abled and women in various ways such as (i) strict adherence of all the reservation norms as per Government guidelines at all levels of admissions, (ii) allotment of hostel seats, (iii) scholarships under different schemes, (iii) waiving of admission fee in hostels for students under DA category etc. Different committees such as Admission Committee, Residential committee, Anti-ragging Committee, Internal Committee for students with disabilities, Caste Discrimination Prevention Committee and an Internal Complaint Committee, Discipline and Grievance redressal committee etc. are constituted to maintain inclusive environment on the campus.

Members from all categories are included in all administrative bodies and committees of the University as per regulatory requirement.

By celebrating days of National and International importance, remembering eminent personalities on their birth & death anniversaries, and celebrating events and festivals of cultural and historical importance, the institution aims at bringing students, teachers and staff with diverse backgrounds on a single platform and fostering the qualities of tolerance and harmony. To inculcate and strengthen a sense of patriotism and fellow-feelings as Indians, diverse programmes like Independence Day, Republic Day, Gandhi Jayanti, Dr.



Ambedkar Jayanti etc. are organized.

To develop the emotional and religious feelings among the students and the faculty, commemorative days are celebrated on the campus with the active support of the management to generate the feeling of oneness and social harmony.

Students of different regions, linguistics and backgrounds organise different functions as per their belief, culture and tradition to generate at-home feeling on the campus.

The University, Departments and NSS units also organize seminars/conferences; motivational lectures of eminent persons in relevant fields; on-field activities by involving students, faculty and staff on a regular basis to transform students into responsible citizens.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>

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

**Response:**

Utkal University while focusing to provide the students with knowledge and skills, also sensitizes the students and the employees about the rights, duties, and human values for responsible citizenship through various curricular, co/extra-curricular and extension activities from time to time.

The courses offered by some departments at the post graduate and Ph.D. levels inculcate the constitutional obligations (values, rights, duties and responsibilities of citizens) among the students. Several departments also offer open elective courses for students to further strengthen the knowledge of students regarding constitutional obligations.

The University takes many initiatives every year like conducting awareness campaigns, organizing orientation programmes, training programmes, debate/essay competitions, seminars and workshops and observation of days of national importance to sensitize the students and staff to inherit human values in accordance with the constitutional obligations.

Observation of Gandhi Jayanti to sensitize about the values of nonviolence, compassion, truth and righteousness; Independence and Republic Day to instill the spirit of nationalism and patriotic feelings are routine annual activity.

Constitution Day is celebrated every year on 26th November to remind the principles of humanitarian values, rule of law, equality and dignity of the individual, liberty, harmony, and justice as enshrined in our constitution.

World Environment Day, Van Mahotsav week, Plantation drive, Swachha Bharat Abhiyan etc. are organized to spread awareness among the stakeholders on the importance of protection and conservation of environment and sustainable development.

Different departments, centres and NSS Bureaus/units of University actively undertake different activities/community outreach programmes throughout the year to inculcate values for being responsible citizens.

The Utkal Alumni Cell regularly, through “Meet the Alumni” talk, arranges talks of distinguished alumni of the University who share their journey involving ethics, values, hard work, teamwork, and responsibilities towards the institution, society and nature.

Other Details are available at the link: <https://utkaluniversity.ac.in/criterion-7-institutional-values-and-best-practices/>

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

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

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

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

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

**Response:**

The University celebrates National festivals and birth/death anniversaries of our National leaders with patriotic fervour and nationalistic spirit to recall the sacrifice and service done by them, and ignite the spirit of selfless service to the nation among the students and staff. It follows the protocols in celebrating Republic Day, Independence Day, Utkal Divas and other national holidays. In addition, the birth and death anniversaries of eminent personalities are marked by garlanding of their portraits/bust/statue in the presence of students and staff.

Gandhi Jayanti and Ambedkar Jayanti are observed to acknowledge their outstanding contributions to the country and to encourage everyone to adopt the values of nonviolence, truth, social equity, inclusiveness and harmony in their life. University celebrates the Constitution Day every year with special programmes to remind everyone about the rights, duties and responsibilities as Indian citizens.

Since its declaration in 2015, the University observes International Yoga Day with active participation of students and staff of the University inviting experts to raise awareness about the many benefits of practicing yoga.

National Science Day is observed every year with a special talk to develop scientific temper among the students. As a mark of respect to the teachers, the students celebrate Teachers' Day every year.

Every year, the School of Women's Studies organizes various programmes on special days like International Women's Day, World Menstrual Hygienic Day, World mental health days etc.

To develop environmental consciousness among the students and staff, the University/concerned department observes World Environment Day, Ozone day, Bana Mahotsav week etc. with special programmes like plantation, cleanliness drive, rally etc.

Durga Puja, Ratha Yatra and other festivals are celebrated on the University campus annually with great enthusiasm and devotion.

In the academic year 2020-21 with prevailing Covid 19 pandemic, many of the events were celebrated in online mode or in the presence of a few members while following all the COVID-appropriate protocols.

<b>File Description</b>	<b>Document</b>
Geotagged photographs of some of the events	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Annual report of the celebrations and commemorative events for the last five years	<a href="#">View Document</a>

## 7.2 Best Practices

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

**Response:**

**BEST PRACTICE - I**

**Title of the Practice: Promotion of e-Content Development**

## 1. Objectives of the Practice

Utkal University, as part of activities under RUSA and virtual tutorial programme of Government of Odisha, sets the following objectives to develop e-contents.

- To establish a state-of-art virtual tutorial lab for developing e-content
- To prepare Audio-Video based syllabus and problem solving contents at +3 level in bilingual mode (Odia and English) and also for P.G. level.
- Dissemination of academic and Knowledge content through Social Media and Digital Platforms.
- To make students effectively involved in the learning process by evolving alternate methods supplementing the traditional lecture methods.

## 2. The Context

Information and communication technology (ICT) has brought tremendous opportunities for capturing, storing, disseminating and communicating a wide variety of information. MHRD and UGC have taken several novel initiatives in recent years to promote information and communication technology (ICT) in education. One of the major components in ICT based teaching-learning process is the quality content development which promote self-learning and helped the students to gain knowledge at their own pace.

Introduction of the Choice Based Credit System (CBCS) with Innovative, application oriented, and skill-based courses in all disciplines further highlights that the conventional pedagogy will not be able to cater the requisites of the curriculum in terms of teaching and learning.

Utkal University in association with Department of Higher Education, Government of Odisha aimed to develop e-content and provide a platform for establishing learning equity amongst students of Odisha across disciplines and across Universities through a digital mechanism. This will provide supplement to classroom teaching to colleges with inadequate teachers or otherwise. Use of models, animation software, and bilingual mode as per requirement will help them better understanding of the concept.

### 1. The Practice

A virtual tutorial studio with latest infrastructure required for recording of audio-video lectures have been developed and necessary technical training has been obtained.

Eleven undergraduate honors subjects of science, arts and commerce streams under CBCS have been selected for recording the audio-visual lectures and at first stage core paper of 1st, 2nd and 3rd semesters were planned to cover. Accordingly, a panel of experienced teachers from Utkal University and its affiliated colleges has been prepared as per course content. Some teachers from other Universities have also been in the panel of teachers.

Necessary technical knowhow has been provided to the teachers before recording. The developed e-contents have been uploaded in a webportal [www.https://vtputkal.odisha.gov.in](https://vtputkal.odisha.gov.in).

Altogether 3512 audio-video lectures in different subjects have been uploaded and used by the students across the state. These e-content greatly help and compensate the academic loss of the students during the prevailing Covid-19 pandemic situation. Recording of audio-video lectures of remaining courses and subjects are in process and will be uploaded in due course of time. Moreover, it is expected these video lectures can also act as supplement to classroom teaching in colleges with inadequate teachers.

Training programmes/workshops have been conducted to understand the different tools to be used for multimedia material development for teachers.

Audio-video lectures by our faculty on different subjects of post graduate programmes, using the virtual tutorial studio, have been recorded and uploaded in the ILMS of Utkal University for use. Beside this the faculty members have extensively used Google Classroom, Google Meet, MS Teams, Zoom etc. for online lectures, whose recordings have shared to students through e-mail or university website. In the quest for “any time anywhere” teaching- learning experience, the faculty members have also been advised to adopt the use of ICT as far as practicable in their lecture delivery.

### **3. Evidence of Success**

- In order to develop the e-contents, Utkal University has created a state of art VIRTUAL TUTORIAL STUDIO with inbuilt Audio-visual facility at DIRECTORATE OF DISTANCE AND CONTINUING EDUCATION of the University for developing e-contents under RUSA fund. The details of facility developed are available at:
- More than 3500 video contents (lectures) for the core papers of 1st, 2nd and 3rd semesters in different under graduate honours subjects as per CBCS syllabus have developed so far and video lectures for other semester are in progress..
- The developed video contents have been uploaded in the web portal: [www.https://vtputkal.odisha.gov.in](http://www.vtputkal.odisha.gov.in) for use of undergraduate students across the state and beyond.
- In COVID-19 pandemic, thousands of students have been benefitted from these videos.
- Video lecture recording of the remaining core papers and other semesters in different subjects are in process and will be uploaded to the dedicated web portal.
- Besides under graduate level, the facility has been regularly used for recording video lectures in P.G. subjects by the faculty of Utkal University and uploaded the in the University ILMS.
- In addition to the curriculum, the facility is also extended for recording of lectures on research in specific area, faculty development programmes, seminars etc.

### **4. Problems encountered and resources required**

- Workshop/Awareness to bring the attitudinal changes and impression on effectiveness of methodologies other than the conventional classroom chalk and talk teaching among faculty is required.
- The online teaching-learning through ICT platforms cannot completely compensate for the face-to-face lively interactions
- Although most of our faculty members are familiar with the effective use of modern tools and technologies, some faculty members lack technical knowhow and facing challenges to conduct online classes and in creating e-contents.
- Strengthening the virtual tutorial studio with more infrastructure and technical persons.

## 5. Notes (Optional)

- Remarkable improvement has been noticed in faculty members using ICT tools in their teaching learning process and higher order thinking skills,
- ICT based lectures may provide creative and individualized options for students to express their understandings, and leave students better prepared to deal with ongoing technological change in society and the workplace.
- The University has also installed several video conference facility and in process of more smart class rooms with facility of taking classes on blended mode for effective use by the faculty members.
- Students have also responded very well to the newly adopted ways of education as they are more confident while giving presentations and having access of contents at anytime and anywhere.

## Best Practice-II

### Title of the Practice: Fostering Interdisciplinary Research Eco-system

#### Objectives of the Practice

- To strengthen the research base scientific interactions among faculty members for interdisciplinary/multidisciplinary cutting edge research in the areas catering local national and global needs.
- To develop traditional and culture driven scientific thinking among research scholars for future interdisciplinary scientist and faculty.
- To undertake evidence-based social and natural science research to empower and engage communities.
- To facilitate interdisciplinary research linking social science, natural science humanities and management to formulate new policy to improve existing public policy.
- To inculcate innovative research culture within the University and to achieve global competency in academics and research.
- To augment national/international collaborations/MoU, extramural fundings, quality output in terms of patent/publications/products.

#### The Context

To address the dynamic needs of society and associated problems in the areas of water, health, environment & climate change, energy, societal issues, cyber security etc., inter/multi disciplinary approach is required.

Brainstorming of research scholars, faculty members of different disciplines at a common platform is essential for the development interdisciplinary research platform. Interdisciplinary research will boost the funding to strengthen the research base, quality research work, and output.

The ultimate objective is to provide an inclusive and interdisciplinary research ecosystem for tangible outcome and knowledge generation.

### **The Practice**

- To promote interdisciplinary research work along with works in the core areas, the University and faculty members proactively pay more attention to create state-of-art facilities for science based research.
- Utkal University is privileged to be identified as one among top 10 highly graded Universities in the country to foster actual collaboration with national institutes for synergistic growth of partner institutes and mutual benefit as per letter received from office of the Principal Advisor, GOI..
- Faculty members and research scholars from different discipline actively participated to select certain common interdisciplinary problems and applied for funding from different funding agencies including RUSA and Department of Higher Education (DHE), Govt. of Odisha for funding.
- Sincere efforts have been made to establish a central instrumental facility with adequate space to house all high-end equipment/computing facility under one roof.
- Establishment of different centres of excellence under the RUSA 2.0 and WB-OHEPEE (Odisha Higher Education Programme for Excellence & Equity) programmes to carry out science, social science, management, and language based interdisciplinary research work.
- Regular meetings and brainstorming sessions for discussion to shape up research progress and future planning and writing research articles.
- Organisation of research conclave at regular intervals facilitating scientific and social interaction among faculty and research scholars from the state in different disciplines to strengthen interdisciplinary as well as collaborative research.
- Centre for Innovation and Incubation (CII) has been established under RUSA 2.0 programme to encourage student and faculty to take up innovative projects and startups.
- Formal MoUs with reputed Institutions/Universities within the country and abroad for research collaborations as well as faculty/student exchange besides collaboration with faculty/scientist of 100+ organizations/Universities at individual level to undertake research in topics of mutual interest.
- Establishment of Air Quality Monitoring System (AQMS) and Automatic Weather System (AWS) monitoring in the University Campus for real time air quality monitoring and provide data for National and regional scale Chemical Transport Modelling (CTM).

### **Evidence of Success**

- Based on Institutional Development plan, the University received considerable amount of fund under RUSA 2.0 and WB-OHEPEE programmes for establishment of eleven different centers of excellence (CoEs) at Utkal University with active participation of faculty members of different disciplines. About 20 well experienced post-doctoral fellows and research assistant have been recruited for different CoEs. In a brief period, 65+ research articles with cumulative impact factor of 220+ have been published/in press by the PDFs and faculty involved in these CoEs (For details visit: <https://utkaluniversity.ac.in/rusa-2-0/>; <https://utkaluniversity.ac.in/ohepee/> )
- A dedicated Central instrumental facility building has been constructed with an estimated cost of Rs. 4.9573 crore utilizing grant received from DHE, Govt. of Odisha grant and now it is functioning.
- Instrumental facility like Micro Raman Spectrometer has already been installed and procurement of

several other sophisticated instruments is already in pipeline.

- 25 patents awarded, one product has been developed and transferred for commercialization. A few more patents are in pipeline. (<https://utkaluniversity.ac.in/ipr-cell/> )
- University organises Research conclave every year since 2016 involving participants from Utkal University and nearby institutes to promote scientific and social interactions among faculty and research scholars of different disciplines to strengthen interdisciplinary research. In 2021, Odisha Research Conclave was organized during 13-14 November in collaboration with OSHEC. More than 200 faculty and students have actively participated and presented their research work through posters.(<https://utkaluniversity.ac.in/research-conclave/> )
- Inter department and inter-institutional collaborations have increased to a great extent during last few years. Many of our faculty members are engaged in interdisciplinary research in collaboration with faculty of other University/Institutes on various common research problems and success of it is manifested through number of research publications in the journals of international repute.
- An inter-institutional research project with sanctioned amount of 48.5 lakhs from Ministry of Ayush has been awarded. Another joint Indo-Norwegian project amounting Rs. 2,39,22,600/- with Utkal University share amount of Rs. 79, 52,800/- has been sanctioned in 2017. A few more collaborative proposals submitted to different funding agencies are in pipeline.
- Multidisciplinary approach in social science helped to better understand the complex social issue from a holistic perspective useful for addressing human differences in areas such as health, education and environment.
- Real time air quality monitoring data generated at Air Quality Monitoring System (AQMS) and Automatic Weather System (AWS) have been widely acknowledged.

### Problems Encountered and Resources required

- Dedicated technical manpower for operating and maintaining high end equipment.
- Lack of Industry participation to work on live problems useful for society.
- Each CoE should proactively plan for submitting proposals to get funds for their sustainability. The University has earmarked Rs. 10 crores as corpus fund for supporting the CoEs as recurring grant out of the accrued interest.

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

## 7.3 Institutional Distinctiveness

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

**Response:**

#### Exploration and excavation of Archaeological Sites and Monuments in Odisha

Established in 1943, Utkal University embodies the educational aspirations of its people. It is the seventeenth oldest University of India. The University has established its reputation as a hub of cutting-



edge research and high-quality teaching. It has equipped itself to measure up to the challenges posed by a rapidly expanding knowledge society. Every effort has therefore, been made to harness emerging and new technologies for storing, retrieving and disseminating knowledge. For over seventy eight years now, Utkal University has been rendering a splendid service to the nation through the advancement of knowledge.

Being the ‘Mother University’ of the state, it has taken on to itself the study of the rich cultural heritage of the state as an area distinctive to its priority and thrust. Odisha’s rich archaeological remains in the form of sites and monuments were fast disintegrating. The loss of any heritage is irrevocable. Initially, the P.G. Department of History (1959) and P.G. Department of Anthropology (1958) took initiatives to explore many archaeological sites. However, through careful planning and initiatives coupled with the recommendation of the UGC in 1996 (8th Plan), the P.G. Department of Ancient Indian History, Culture and Archaeology (AIHCA) was established with a view to carry forward teaching and research exclusively in this field. It is the only department of its kind in Odisha.

Exploration is an integral aspect of archaeology and it enables us to identify unknown sites and to understand its potentiality. It helps in knowing the past and bridges the missing link of our history by which the archaeologist establishes the cultural sequence of a region. It helps us to know and understand the life style of the then people. Due to lack of awareness we are fast losing our heritage, which ought to be preserved for posterity.

Keeping in line with one of the Missions of the University to provide a platform for free flow of ideas through ‘discovery,’ the Department of AIHCA has a component of rigorous field study and exploration embedded in its basic curricular framework. Department of AIHCA along with the departments of History and Anthropology have ‘discovered’ several sites of historical importance through field studies and exploration.

Odisha as we all know is rich in archaeological remains. Field study and exploration help in attaining the following objectives:

- The idea of carrying out exploration and excavation by the students under the supervision of the teachers makes them aware of our rich past.
- It enables the students to know ways to preserve it for posterity.
- The study of archaeological remains helps in creating awareness and disseminating knowledge to the society.
- Through exploration, we bring new sites to public reckoning and unravel the rich cultural heritage.
- To enable students and scholars to independently identify and carry out their research.

In the post independence phase, lot of work was done in India which is reflected in Subarao’s book *Personalities of India*. Up to the 80’s this work of field exploration was being carried forward by eminent scholars like P. Acharya, K.C. Panigrahi, K.N. Mohapatra, R.P. Mohapatra and others. Thereafter this tradition was continued by Prof. K.S. Behera of our University when in 1977 after a preliminary survey, and a trial trench at Lalitagiri yielded excellent evidence of a Buddhist site. Subsequently, the site was taken up for excavation by Archaeological Survey of India realising its potentiality which later became one of the locations in the diamond triangle. Presently, this practice is being intensely carried forward by the faculties of the Departments. Teachers and students have done extensive survey within Odisha and have identified numerous sites belonging to the different phases of history and geographical timescale.

Keeping this in mind the syllabus has been framed to impart training in methods of exploration and

excavation to the students. The students get an experiential learning and training of what they are taught in the classroom. They learn how to identify a site, distinguish artifacts and antiquities. It helps them in knowing things much better than mere theoretical knowledge. This creates awareness among the students about the value of our heritage which they discover in the process. Detailing of the site/monument is done and articles are presented in seminars, conferences and journals. This gives the students an excellent exposure to archaeology. Moreover Google Earth helps in locating mounds and making preliminary investigations. In this process large numbers of sites have been explored across the state of Odisha.

The method adopted in training the students has definitely yielded success and has brought the institution and its students to the forefront, nationally. A few outcomes are as follows:

1. The Archaeological Survey of India has a training wing “Institute of Archaeology” in Delhi. Students from the institution have successfully completed the course and at present many of them are in service in ASI and the Department of Culture, Govt. of Odisha.
2. By way of exploration and finding of surface artifacts, the Department has reported huge number of sites and has helped in establishing the Chalcolithic horizon in Odishan context.

Among the archaeological excavations conducted in recent years by various Universities and Institutions, quite a few of the sites were reported by the Departments of the University. Mention can be made of a few:

1. **Harirajpur** near Jatani, Khurda – excavated by the Department of Anthropology, Utkal University and Deccan College, Pune (2013).
2. **Suabarei** by Archaeological Survey of India (2015).
3. **Parbatihuda**, Ostapur, Khurda, by Deccan College, Pune and Department of Anthropology, University of California, Los Angeles (2015).
4. **Bharatihuda**, Niali in Cuttack by Archaeological Survey of India (2018).
5. **Kankeikuda**, Khalikot in Ganjam by Deccan College, Pune and Department of Anthropology, University of California Los Angeles (2019).
6. **Asuradhipa**, Kanchila, Khurda by Deccan College and Department of Anthropology, University of California Los Angeles (2020).
7. **Durgadevi**, Balesore / Mayurbhanj by Odishan Institute of Maritime and South East Asian Studies, Department of Odia Language, Literature and Culture, Govt. of Odisha (2021).

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

## 5. CONCLUSION

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### **Additional Information :**

Eleven Centers of Excellence namely High Energy & Condensed Matter Physics; Advanced Materials and Application; Environmental Studies, Climate Change and Public Health; Public Policy and Governance; North East India studies; Global Centre for Rural Studies; Unorganized labour; Study of language, Literature and Culture; Integrated omics and computational Biology; Studies on Tribal & Marginalized Communities, Human Capital Development have been established under the financial support from RUSA and OHEPEE to promote interdisciplinary research.

### **Concluding Remarks :**

Utkal University has excelled in several spheres in the last 5 years. National and international publications by the faculty have brought great distinction and global visibility carrying forward our academic legacy. The University to its credit has a number of patents, innovations.

Creating excellent infrastructural facilities has been a major strength of the university attracting quality enrolment and has contributed to the emergence of Bhubaneswar as an educational hub. Student population in the University has grown more diverse in subsequent years. A responsive administration coupled with an effective mentor-mentee system with a deep concern for slow learners, differently-abled students, and students from marginal communities have immensely contributed to the impressive success of the University. The Directorate of Distance and Continuing Education caters to the educational needs through its efficient and accessible extension services.

However, the University cannot afford to rest on its laurels; it has to work harder on certain fronts. The potential for academy-industry linkage should be exploited vigorously. Faculty-student ratio must be improved to make the teaching-learning process more meaningful and productive. Hostels need to be upgraded and modernized in terms of facilities and management strategies.

While gross enrolment in the university has increased, the low student count in a few departments is a cause for concern and some social sciences departments need to be made professionally attractive and worth investing for students. More interdisciplinary programmes need to be introduced. All departmental and division buildings should provide facilities for differently-abled students.

The university is fully aware of the urgent need to address the emerging challenges in order to realise the potential of its faculty, staff and students. It has never fallen short of quality brainstorming exercise by its think-tank across all its ranks in order to meet the challenges and survive the hurdles. It is one of the unique centres of learning that has fused traditional scholarship with cutting edge research to brace the larger world. From pre-independence goals to contemporary imperatives in the world of academics, it has gradually accommodated cross currents in every discipline and strived towards achieving a distinct name of its own.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	<p><b>Percentage of Programmes where syllabus revision was carried out during the last five years.</b></p> <p><b>1.1.2.1. How many Programmes were revised out of total number of Programmes offered during the last five years</b>            Answer before DVV Verification : 45            Answer after DVV Verification: 50</p> <p><b>1.1.2.2. Number of all Programmes offered by the institution during the last five years.</b>            Answer before DVV Verification : 50            Answer after DVV Verification: 50</p> <p>Remark : DVV has made the changes as per EP-1.1</p>
1.2.2	<p><b>Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</b></p> <p><b>1.2.2.1. Number of Programmes in which CBCS / Elective course system implemented.</b>            Answer before DVV Verification : 46            Answer after DVV Verification: 50</p> <p>Remark : DVV has made the changes as per ep-1.1</p>
1.4.1	<p><b>Structured feedback for design and review of syllabus – semester-wise / year-wise is received from</b></p> <p><b>1) Students, 2) Teachers, 3) Employers,</b></p> <p><b>4) Alumni</b></p> <p>Answer before DVV Verification : A. All 4 of the above            Answer After DVV Verification: B. Any 3 of the above            Remark : DVV has select B. Any 3 of the above as per shared report by HEI.</p>
1.4.2	<p><b>Feedback processes of the institution may be classified as follows:</b></p> <p>Answer before DVV Verification : B. Feedback collected, analysed and action has been taken            Answer After DVV Verification: A. Feedback collected, analysed and action taken and feedback available on website            Remark : DVV has made the changes as per 1.4.1</p>
2.3.3	<p><b>Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )</b></p> <p><b>2.3.3.1. Number of mentors ?????????????? ???????</b>            Answer before DVV Verification : 154</p>

Answer after DVV Verification: 179

Remark : DVV has made the changes as per 3.2

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

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

Answer before DVV Verification : 1895

Answer after DVV Verification: 2015

Remark : DVV has made the changes as per 2.3.3

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
9	12	9	11	3

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
6	05	5	10	1

Remark : DVV has excluded participation / presentation certificates in workshops / conferences etc.,

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
599.825	500	1	15.5	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17

599.825	410.0	1.00	15.5	0
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Remark : DVV has converted the value into lakhs.

**3.3.3 Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
53	24	27	11	14

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
26	21	12	05	11

Remark : DVV has excluded Participation / presentation certificates in workshops /conferences/appreciation awards.

**3.4.2 The institution provides incentives to teachers who receive state, national and international recognitions/awards**

**1. Commendation and monetary incentive at a University function**

**2. Commendation and medal at a University function**

**3. Certificate of honor**

**4. Announcement in the Newsletter / website**

Answer before DVV Verification : A.. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : DVV has select C. 2 of the above as per shared report by HEI.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
25	0	0	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
21	0	0	0	0

Remark : DVV has excluded beyond assessment period patent (June 2021).

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
4	4	2	2	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	0	0	1

Remark : DVV has made the changes as HEI has not provided E-copies of the certificates for the validation.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
14	2	1	1	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
08	1	1	0	0

Remark : DVV has considered upto assessment period June 2021.The majority of MoUs for the year 2020-2021 are beyond the assessment period.

**4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during**

**the last five years (INR in Lakhs)**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2742	4194	1087	1222	1787

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2742.0	4194.04	1087.02	1222.0	1787.02

Remark : DVV has converted the value into lakhs only.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
213	181	168	150	130

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
213.0	181.0	168.0	150.0	130.0

Remark : DVV has converted the value into lakhs only.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2383	1511	1719	1404	1666



Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2077	1511	1719	1404	1666

Remark : DVV has made the changes as per ep-2.1

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has select B. 3 of the above as per shared report by HEI.

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 events (award for a team event should be counted as one) year - wise during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
41	20	19	19	09

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
26	15	08	11	04

Remark : DVV has considered awards at Inter-university/state/national/international level only from the e-copies.

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

Answer before DVV Verification : B. 50 Lakhs - 100 Lakhs

Answer After DVV Verification: D. 5 Lakhs - 20 Lakhs

Remark : DVV has select D. 5 Lakhs - 20 Lakhs as per HEI considered membership fee as contribution.

6.3.4	<p><b>Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).</b></p> <p>6.3.4.1. <b>Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 472 1046 607"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>54</td> <td>32</td> <td>20</td> <td>26</td> <td>23</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 685 1046 819"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>29</td> <td>16</td> <td>11</td> <td>21</td> <td>12</td> </tr> </tbody> </table> <p>Remark : DVV has considered above 5 days programs and one teacher once in a year.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	54	32	20	26	23	2020-21	2019-20	2018-19	2017-18	2016-17	29	16	11	21	12
2020-21	2019-20	2018-19	2017-18	2016-17																	
54	32	20	26	23																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
29	16	11	21	12																	
6.4.3	<p><b>Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)</b></p> <p>6.4.3.1. <b>Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1178 1046 1312"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>93.82</td> <td>124</td> <td>1</td> <td>0</td> <td>7.64</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1391 1046 1525"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>52.0</td> <td>10.25</td> <td>1.0</td> <td>0</td> <td>1.0</td> </tr> </tbody> </table> <p>Remark : DVV has not considered MCL, Syndicate Bank, NALCO,IOCL,GAIL ONGC are public Sector organization their contribution not to be consider under this metric.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	93.82	124	1	0	7.64	2020-21	2019-20	2018-19	2017-18	2016-17	52.0	10.25	1.0	0	1.0
2020-21	2019-20	2018-19	2017-18	2016-17																	
93.82	124	1	0	7.64																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
52.0	10.25	1.0	0	1.0																	

## 2.Extended Profile Deviations

ID	Extended Questions										
1.1	<p><b>Number of students year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1921 987 2033"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>2077</td> <td>1806</td> <td>1890</td> <td>1917</td> <td>1843</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	2077	1806	1890	1917	1843
2020-21	2019-20	2018-19	2017-18	2016-17							
2077	1806	1890	1917	1843							

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3847	3396	3514	3531	3341

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2742	4194	1087	1222	1787

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2742.0	4194.0	1087.0	1222.0	1787.0