



# **SELF STUDY REPORT**

**FOR**

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

**MAHARAJA SRIRAM CHANDRA BHANJA DEO  
UNIVERSITY**

**SRIRAM CHANDRA VIHAR, TAKATPUR, BARIPADA, MAYURBHANJ  
757003  
[www.nou.nic.in](http://www.nou.nic.in)**

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**(Draft)**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

The Maharaja Sriram Chandra Bhanja Deo University (MSCB University) - formerly North Orissa University (NOU)- was established by the Government of Orissa, under the Section 32 of the Odisha University Act, 1989, on 13th July 1998. The present campus was inaugurated by His Excellency Dr A.P.J. Abdul Kalam, President of India on 15th May 2003. Its jurisdiction over two districts – Mayurbhanj and Keonjhar – with a concentration of tribal people, their rich heritage and sustainable development, raising the aspiration of first-generation tribal students of the area as change makers, Similipal Biosphere Reserve, its conservation and management are some unique issues and challenges for the University.

### Location

The main campus University is situated in an area of 99.54 acres at the outskirts of Baripada town, Mayurbhanj district of Odisha. The campus is situated very close to NH 18. It is about 250 km south of Kolkata and about 260 km north of the state capital Bhubaneswar. It is also well-connected to all places of the State. The 2nd Campus is at Suleikhamar (13.05 acres) in Keonjhar since 6th November 2015 and became academically functional with effect from 2017-2018 academic session.

### Type of Institution

It is a fully state-funded affiliating University having 28 on-campus Departments (25 programmes), 104 affiliated degree colleges, 3 Autonomous Colleges, 2 Law Colleges, 3 Teachers' Education (B.Ed.) Colleges, 2 Medical Colleges. It is recognized by the University Grants Commission under Sections 2(f) and 12(B) of UGC Act, 1956 with effect from 15th February 2000 and 21st June 2006, respectively. The university is also recognized by Bar Council of India, DEC, IGNOU, NCTE and included in the list of Association of Indian Universities and Association of Commonwealth Universities.

### Vision

- To emerge as a Unique Centre of Learning where a global perspective informs, guides and grounds the thought and action at a local level.
- To be a leader amongst HEIs in the creation and dissemination of knowledge by synergising excellence with equity, education with experience, research with innovation and livelihood with dignity amongst the young students of the University.
- To groom the students to be intellectually responsive, socially responsible, ethically sensitive and professionally competent in becoming a good citizen

### Mission

- Using education as a catalyst for the promotion of self-esteem and as an instrument of change for all its

students with special attention to those from areas under the jurisdiction of the University namely, Mayurbhanj and Keonjhar districts.

- Providing our students a safe and functional space conducive to learning, working, and conducting research by virtue of professionalism, excellence, teamwork and environmental stewardship in consonance with national needs and global standards
- Providing a clean, efficient, sensitive and transparent system of administration and governance for all its stake holders.
- Enabling the University to exemplify the highest ideals of social equity, gender justice and compassion for the weak and disadvantaged.
- Fostering functional and outcome-based academic linkages with national /and global organizations (including industry) for advancing stakeholder engagement, social development through research, innovation, consultancy and outreach.
- Nurturing an ecosystem for holistic education where natural science, technology, social sciences, liberal arts and human values blend in a harmonious manner in facilitating nation building and a sustainable planet.

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

### Institutional Strength

- The University is strategically located on the border of three states – Odisha, Jharkhand and West Bengal -enabling student diversity
- Its jurisdiction covers Similipal Biosphere Reserve and mineral-rich areas with tribal concentration
- It has a verdant campus with green cover and natural surroundings as stated in University website (Campus Biodiversity Report)
- There are qualified, well trained and dedicated faculty members having national and global perspectives on teaching-learning and research, and capable of bringing such perspectives on the needs of local and regional contexts
- Relevant curriculum evolved through feedback from various stake holders and academic audit with focus on experiential learning and some aspects of New Education Policy 2020
- A vibrant research eco-system with strong R&D activity with extramural projects in sciences and social sciences enhances student's exposure to research skills
- Inter-and-multidisciplinary teaching-learning and research helps in imparting holistic education
- The locality is a reservoir of Indian Knowledge System in the form of Tribal Knowledge System which is being documented and researched for giving value addition through modern science
- Ours is the only University in the State in having a specific department relating to tribal language and literature (Santali) and wild life (Department of Wildlife and Biodiversity Conservation)
- It has a Multi-Disciplinary Similipal Research Centre with experienced teachers and researchers contributing to biodiversity conservation & management, and sustainable development strategies for tribal communities around it
- Adhering to the institutional social responsibility, it has undertaken socially relevant extension activities (including National award-winning NSS Programme) and innovative practices, like Teach-Mayurbhanj,

Save Similipal Campaign (including dowsing of forest fire), Awareness against superstition of witchcraft, especially in tribal areas

- It has adequate and well managed infrastructure with ICT and internet facilitated laboratories
- Physical education facilities include play-ground, Gymnasium and Auditorium, full-fledged indoor, outdoor and yoga facilities
- Implementation of e-office and finance automation is meant for transparency in governance and speedy delivery

### **Institutional Weakness**

- There is less number of Social Science departments
- There is shortage of Human Resource due to Incompletion of recruitment process of sanctioned teaching and non-teaching staff
- There is no air connectivity and inadequate rail connectivity in the region
- Because of tribal concentration, GER and Literacy rate is less in comparison to national average which affects the students' intake
- There is limited residential facility for teaching and non-teaching staff
- Alumni Association needs to be strengthened

### **Institutional Opportunity**

- The tribal children of the area have a natural flair for games and sports which needs to be identified and strengthened.
- There is scope for the Centre for Similipal Studies for emerging as a National Centre/ multidisciplinary Centre of Excellence in the field of biodiversity conservation & management as well as Bio-resource development
- There is scope for Centre of Excellence in Tribal Studies of the Ministry of Tribal Affairs, Government of India
- Value addition of tribal knowledge system by validating/improvising through bio-technology and attempting to translate them into marketable products may strengthen the livelihood options of tribal population
- There is rich scope for national and international collaboration on research and IPR with regard to biodiversity, natural resources, climate change, tribal cultures and heritage, traditional knowledge including ethno-medicine
- As a HEI, the University has responsibility towards Improvement of Human Resource Development of Mayurbhanj and Keonjhar districts through education and skill-development
- Skill development training in targeting tribal community; improvement of digital literacy among SC/ST students, women and minorities are other such opportunities.
- New interdisciplinary subjects relating to conservation, heritage management and cutting-edge areas of science and technology will be of immense importance
- More options for tribal languages as Mother India Language(MIL) in Undergraduate Courses, Translation of tribal literature into other languages and strengthening of tribal literature in the library are other needs of the hour.

### **Institutional Challenge**

Some of the important challenges for the University include

- To raise the aspiration of first-generation tribal students by means of higher education for their emergence as change makers in their respective communities
- To pursue specialized as well as job-oriented research pertaining to the socio-economic aspects of the region
- To motivate, guide and enrich students to compete national level examinations
- To strengthen the industry-institute collaboration for translation of local knowledge into product, its marketing and development of entrepreneurship among tribal people.
- Coordinating and organizing campus selection process
- Improving the language and communication skills of the students coming from rural-based under privileged families
- Containment of student drop out caused due to financial problems, low-income and uneducated parents
- To enhance national and international collaboration for facilitating faculty and student-exchange programme
- To promote skill development and self-employment schemes
- Integrating Games and sports and traditional games into main stream education.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

The University offers 25 P.G. programs, 12 M.Phil. programs and 12 Ph.D. programs, 25 certificate courses. The curriculum of various programs emphasizes discipline-specific knowledge, logical thinking, ethics, problem-solving, collaboration & teamwork, information & digital skill, and community participation for the holistic development of the students and grooming them as global citizens based on their language, culture, and history as per the requirement of NEP-2020. The POs, PSOs and COs of various programmes are designed keeping in view the local, regional, national and global needs as well as promoting equity, inclusiveness, and excellence through multidisciplinary, interdisciplinary, and holistic education.

The University introduced Choice Based Credit System with elective courses within the subjects and open elective courses across the Departments. Nearly 94 % of the Syllabus of various programmes are revised during last five years taking into consideration the feedbacks from various stakeholders.

Currently a total of 736 courses are taught across all programmes and in the last five years 290 new courses were added. 591 number of courses are focused on employability/ entrepreneurship/ skill development. A total of 152 courses have components of professional ethics, 26 courses contain gender issues, 98 courses have components of human values, 63 courses contain environmental issues, 25 value added courses.

Some of the programs like Santalifirst of its kind in the state of Odisha, and Anthropology & Tribal Studies are engaged in promotion of the distinct tribal language, emphasizing the importance of rich heritage of local tribes and to study these local tribal communities inhabiting the Similipal Biosphere respectively. In addition, Environment, Climate change, Biodiversity and its Conservation and Sustainable development are also the

focused area.

Activity based learning (ABL), continuous evaluation system (CES), field study and internships also form a part of the curriculum. The project/dissertation work involved the practical application of the courses taken by students, thereby promoting experiential learning. A total of 814 students (100% final year students) undertook field projects/internship in the last year. Group discussions and assignments nurture leadership qualities, harmony and problem-solving abilities.

Students are also involved in various co-curricular and extra-curricular activities like debates, essays, poster/seminar competitions, clubs, cultural and sports activities.

## **Teaching-learning and Evaluation**

### **Student Enrolment & Diversity**

The University admits students through a Common P.G. Entrance Test (CPET) conducted by the State Government and for programmes like Integrated B.Ed-M.Ed, M.Phil & Ph.D. the University conducts its own entrance examination. Average demand ratio for last five years is 8.64. Reservation policy for SC, ST and PwD is strictly followed as per Government of Odisha guidelines in the admission process. A total of 914 students were admitted during the last five years from reserved category.

### **Teaching-Learning Process**

Induction Programmes are conducted for newly admitted students. Learning levels of its students are measured from the very first day of their admission based on entrance merit, and; and the department takes appropriate action to fill the gap for slow learners and provides opportunities for advanced learners. Mandatory Mentor-mentee and counseling system for career options and opportunities has been followed for benefit of its students.

Teaching methods include experiential, participatory, problem-solving methodology, and integrated interdisciplinary knowledge. These are practiced through interactive classroom teaching, didactic lectures, interactive sessions, problem-based learning, assignments, case resolution, lab demonstrations, field visits and seminar presentations. Compulsory projects/dissertations/reviews/field work integrated into the curriculum of P.G. programmes which constitute the core experiential learning mechanism. In classroom teaching, teachers are encouraged to make the learning multilaterally interactive or participatory. Since last 10 years the mentor-mentee system has been in practice. In general the mentor mentee ratio was 1: 20

### **Teacher Profile and Quality**

There are 51 permanent faculty members, 33 temporary, and 7 adjunct/visiting faculty members teaching in P. G./M.Phil./Ph.D. courses. 98% permanent faculty members and 62% of the temporary faculty members have Ph.D. degrees. The average teaching experience is 7.49 years. Average 81.66% of the full time faculty members have received award/honor from different agencies.

### **Evaluation Process and Reforms**

Students are assessed through a Continuous evaluation system in ABL process with internal and semester pattern of examinations that carry 20% and 80% marks for each course respectively. Projects/dissertations/field

works/reviews are assessed by the external examiners who are appointed through the board of studies. The innovation in their project is evaluated through thesis, viva-voce and questionnaires. A total of 770 (99.1%) students passed their final semester examination in the year 2021-22.

Students Satisfaction Survey is conducted for improving Teaching-Learning process

## **Research, Innovations and Extension**

### **Research**

Financial assistance obtained from various funding agencies including both state as well as central agencies has been instrumental in improving the research output of the University in the last five years in terms of quality and quantity. Research facilities available include Central Instrumentation Centre, Animal Room, Green House, Museum, Media laboratory/Studios, Business Lab, Research/Statistical Databases. The intellectual output from the faculty members include 16 number of Patents, 41 funded research projects, 638 publications (407 indexed research papers), 299 books and book chapters. In terms of quality index, the average Impact Factor stand at 2.02, the average Citation Index at 5.715 and the h-index of the University is 28. In last five years 94 Seminars/conferences/Workshops/Symposia/Lecture Series conducted, Eight (08) MoUs have been signed. Currently, there are 58 JRF/SRF/Research associates engaged in research in various departments. 153 Ph.D scholars were enrolled in last five years. A Research Promotion Policy comprising of various constituent policies on IT, IPR, Consultancy, Incubation Innovation & Startup and Research Centres is in place and implemented. A total of 38 faculty members received international/national fellowship during last five years and 41 research projects of rupees 370.37 lakh were received. Faculty members have undertaken 122 collaborative research work with National and International Institutions.

### **Innovation**

The University has created platforms for research innovation, incubation and start-up facilities to faculty members and researchers. Various research promotion policies on different issues like IT, start-up are in place and practiced in toto. There is provision for providing seed money to two numbers of young faculty members below 40 years per year. The IPR, Consultancy, innovation, incubation and start-up policies enable faculty members to pursue research in any potential areas of research which can lead to a product, process, patent, copyright and revenue generation. Activity Clubs have been constituted to promote/encourage innovative and creative activities amongst the students. A teacher in-charge and other members mentor these clubs. Financial incentives are provided to encourage and nurture innovation among students.

### **Extension**

The extension is one of the mottos of the University meant for knowledge sharing and community engagement. The University bagged the national award from the President of India for its NSS activities in 2018. A total of 98 workshops were organized during last five years. Male and female PG-Units and Open Unit of NSS and Bureau conduct various extension activities. Teach Mayurbhanj program and Save Similipal Campaign, distributing warm clothing to villagers inside SBR, dousing Forest fire, blood donation, and anti-witchcraft campaigning Rath our recent activities.

The University has spent 4217.09 lakh in the last five years on infrastructure augmentation.

## **Infrastructure and Learning Resources**

### **Classrooms**

Classes are conducted in Academic Blocks having 76 general and 28 ICT-enabled classrooms with smart boards, LCD-projectors, and audio-visual systems.; 14 ICT-enabled seminar halls.

### **Laboratory**

A Central Instrumentation Facility, 53 laboratories, 25 special research laboratories, 01 Business Laboratory, 01 Computer Centre and 09 Departmental Computer Lab.

### **Sports, Gymnasium, Yoga and Cultural activities**

All types of outdoor sports facilities like Hockey, Kabbadi, Volleyball, Badminton, Football and Cricket along with indoor games like Table Tennis, Carrom and Chess are made available for the students and local players of importance.

One well-equipped Gymnasium with all advanced sophisticated instruments for boys, one for women, one Open-Air Gymnasium earmarked for Ladies, and a Yoga Centre are made available

Two air-conditioned auditoriums (1000 and 200 seated) to host major meetings, conferences and cultural activities, 6 academic blocks each with 100 seated conference halls used for academic and cultural activities.

### **Library**

University Central Library being the heart of effective knowledge resourcing for students is made student-friendly through automation and has Integrated Library Management System (ILMS) using SOUL, version 2.0. It has a 100-seated air-conditioned reading room, an e-Resource Centre with 20 passive terminals. It has 53,815 books and 80 Journals. Subscriptions to access 2,18,640 eBooks and 16,446 e-journals through Elsevier, EBSCO. Digitization facility includes a Book Eye-4 Scanner and a reprographic facility. CCTV surveillance. The University spent 264.35 lakh on Books/Journals/e-journals.

### **IT Infrastructure**

51% of class rooms are ICT enabled, one University Computer Centre. Administrative, Finance, Examination and Library are automated with e-office packages. 500 Computers, 9 Servers, 40 Projectors, 65 Printers, 17 Photocopiers are available. 1 Gbps connectivity, LAN (400 nodes), 35 Wi-Fi access points. A Media Centre with mixing equipment and software for editing. Software such as SPSS, Origin, GraphPad Prisms, Arch-GIS, MATLAB are available to students and researchers.

### **Accommodation and Amenities**

5 Ladies', 2 Gents' and 01 Research Scholars' Hostel accommodating 330 male and 690 female students, 14 quarters for teachers, 3 for officers, 6 for non-teaching staff, and Vice Chancellor's residence, 01 Guest house and the HRD Centre with a residential facility of 50 guests. Health centre, parking, conference hall, classroom, bank, post office, footpath, walking provision, gymnasium and canteen are made available.

### **Purchase & Maintenance**

University follows a transparent procurement system for purchase of books, equipment, furniture through open tender and GEMs. Rs 6875.48 lakh was incurred in last five years towards maintenance.

### **Student Support and Progression**

#### **Student Support**

The University follows a system of student counseling and mentoring for the purpose of personal, academic, career opportunities and grievance redressal. It has created a student-friendly atmosphere on campus: fellowships for students, scholarships, and freeships to majority of PG students. In the last five years 29.78% of students were benefited by receiving scholarships under the government schemes. During last 5 years a total of 2490 students benefited under various government and state govt schemes like Prerana, Medhabruti, IMA, ICSSR, Inspire, OURIIP. An average of 39.67 % students benefited from career counseling and guidance for competitive examinations. 100% of students were provided with capacity development and skills enhancement activities like Soft skills, Language and communication skills, Life skills (Yoga, physical fitness, health and hygiene) and awareness of trends in technology.

#### **Student Progression**

Two hundred fifty-four students qualified in various state/ national/ international level examinations and 18.46 % of the outgoing students found placement. 42.64% students progressed to higher education in last year batch.

#### **Student Participation and Activities**

Twenty one number of students won awards or medals for outstanding performance in sports/cultural activities at inter university/state/national/international events. University has organized 349 sports and cultural events/competitions. Students have active representation in academic administrative bodies and various committees of the University to facilitate the function and discharge of duties of the P.G. Council. University has 11 clubs which conduct various extra-curricular activities to bring out the creativity of the students on a public platform.

#### **Alumni Engagement**

The University has a registered Alumni Association named MSCBU-Alumni. The members are connected through Mailing List: [mscbu-alumni@googlegroups.com](mailto:mscbu-alumni@googlegroups.com), Whatsapp group, and the website is <https://mscbu-alumni.blogspot.com/> University Alumni. Members of Alumni offer placement assistance and orient juniors for appropriate jobs and internships/training. Also donate books to the Seminar library of the departments. In terms of money, last year the Alumni members donated Rs. 96,400/- for the university. The Alumni members also participate in the syllabus modification through feedback system.

## **Governance, Leadership and Management**

The University has a clearly stated vision & mission and has a multi-layered system of academic governance. His Excellency Governor of Odisha is the Chancellor of the University. The Syndicate under the chairmanship of the Vice-Chancellor, is the apex governing body.

### **Academic Governance**

Teaching-learning and research activities are managed through Academic Council, Post Graduate Council, Board of Studies, Subject Research Committee, University Research Committee, Ethics Committees with representatives from professionals, industry/experts along with other statutory committees are in place.

### **Examination**

The Controller of Examinations in consultation with concerned departments and BoS prepares the academic calendar for all U.G. and P. G. programmes, issues circulars, reviews ABL & CLS, appoints examiners, and manages the examination and publication of results.

### **Administration and Finance**

University follows guidelines of UGC, Govt. of Odisha and Odisha Universities Accounts Manual for administration and finance. The e-governance is implemented for administration(e-office & e-despatch), finance(PFMS), procurement(GeM), also in the examination system. Registrar is the head of the office. Comptroller of Finance is responsible for all financial transactions. Decentralization and Participative management are in practice.

### **Strategy Development and Deployment**

The University has framed a five-year strategic “Institutional Development Plan” (IDP) which is in conformity with the vision and mission.

### **Faculty Empowerment Strategies**

Career Advancement Scheme is regularly practiced following the guidelines of UGC and 28 teachers have benefitted in the last five years. 20 teachers were given financial support to attend conferences/workshops. University organized 29 professional development /administrative training Programmes for teaching and non-teaching staff. Faculty members attended 108 Professional Development Programmes such as Orientation/Refresher/Short-Term courses during the last 5 years.

### **Financial Management and Resource Mobilization**

The major financial resources of the University are mobilised through grants received from the State Government/RUSA/OHEPEE; fees from Self Financing Courses, admission, readmission, examination, hostel, affiliated colleges; overhead costs from extramural funding, donations, bank interest; lease rent.

Rupees 3698.59 lakh Funds / Grants received from government bodies and Rs. 1.7825 lakh during the last five years.

### **Internal and external financial audits**

The accounts are continuously audited by internal auditors for day-to-day transactions. State Government appointed local fund auditors take annual audits. The extramural grants are audited by a certified Chartered Accountant.

### **IQAC Initiatives**

The IQAC remained active in all quality reforms and monitoring initiatives for holistic development of the University. It has been conducting various activities related to academics, research, sports, extension and administration. The major quality assurance strategies include revision of syllabus and implementation of value-added courses and initiatives based upon feedback; workshops on NEP, NIRF, Academic Audit and NAAC Parameters, PARAMARSH, Gender Equity etc., and CAS promotion of teachers. Also, the cell conducted academic, administrative, gender, environmental, green, energy, PwD audit, handholding meetings with affiliated Colleges and signing of academic MoUs.

### ***Post accreditation quality initiatives***

Seed Funding provided to young faculty members from the University's own fund. 10 SFC departments have been regularized with 55 sanctioned faculty strength. MoU signed with Info creative Services PVT. LTD. for University-Industry interface. Financial incentives for selected innovative ideas(13 in number) by students with a faculty mentor.

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

#### ***Promotion of gender equity, safety and security***

University has a conducive environment for gender equity without any gender discrimination. During last five years 60.7% of students, 30.1% of faculty members, and 22.2% of non-teaching employees are women. Equal Opportunity Cell, Anti-Sexual Harassment Cell, Internal Compliant Committee, Grievance Redressal Cell and Anti-Ragging Cell ensure that no discrimination takes place on the basis of gender.

The University campus and the Hostels are secured with a boundary wall guarded round the clock, by security personnel, and under CCTV surveillance. Female security personnel is deployed in the ladies' hostels.

The University follows a system of student counseling and mentoring for the purpose of personal, academic, career and grievance redressal.

Provision of Common, in academic block and hostel, Day Care Centre on the campus, dedicated Gymnasium for women, and an open Gymnasium in the ladies' hostel campus

The reservation policy of the Government of Odisha for women is strictly followed in the appointment of teaching and non-teaching staff.

#### ***Strategies for energy conservation***

The University has installed Solar energy, Sensor-based energy conservation and use of LED bulbs/ power

efficient equipment for energy conservation.

### ***Waste management and environmental consensuses***

The municipality agencies collect and dispose of various types of Solid waste, Liquid waste and E-waste. Cleanliness drives and plastic-free campus initiatives are undertaken as part of Swachh Bharat Abhiyan. Burning of leaves, vegetable wastes and general wastes is totally banned. A clean and green, disabled-friendly campus that is pollution free, with a serene ambience is maintained. Waste management policy is in vogue. Paperless office is adopted. Rain water harvesting, pond and water bodies add to the betterment of environment. Power saving initiatives include Solar Powered street-lighting and CFL lamps at various locations. Green campus initiatives include: Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles, Pedestrian Friendly pathways, and landscaping with trees and plants

University conducts Green audit, Energy audit, Environment audit, and beyond-the-campus environmental promotion activities

### ***Important Outreach Programmes or Inclusive Environment***

- 'Teach Mayurbhanj'
- Save Similipal
- Dousing of Forest Fire
- Awareness against Witchcraft
- Padhe Bharat Bhade Bharat
- Blood Donation Camp
- Free Eye Camp
- Health Camp for Underprivileged class
- Swachha Bharat
- Street Play
- Warm Cloth Distribution
- Beti Bachao Beti Padho
- Kausal Bharat Kushal Bharat

### ***Human values***

In order to foster a sense of good citizenship among the students and employees, a number of activities are conducted by the University for sensitizing them towards constitutional obligations in the form of values, rights, duties, and responsibilities of citizens.

### ***Inclusion and Situatedness***

No discrimination is followed in the process of admission of students on the basis of gender, community or religion. However, in order to safeguard the interest of vulnerable sections of society, the University follows the reservation policy of the Government on SC, ST, and Divyangjan categories in admission, and recruitment of teaching and non-teaching staff.

### ***Best Practices***

- Teach Mayurbhanj: A Need Based Educational Drive

- Blending Community Knowledge and Generic Skill with Modern Science: Experiencing Similipal Plant Biodiversity (Medicinal plants in the campus)

NAAC

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the University	
Name	Maharaja Sriram Chandra Bhanja Deo University
Address	Sriram Chandra Vihar, Takatpur, Baripada, Mayurbhanj
City	Baripada
State	Orissa
Pin	757003
Website	<a href="http://www.nou.nic.in">www.nou.nic.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Kishor Kumar Basa	06792-240029	9437570288	06792-240024	vconou@rediffmail.com
IQAC / CIQA coordinator	Hima Bindu Maringanti	6792-240029	9861569765	06792-240024	profhbnou2012@gmail.com

Nature of University	
Nature of University	State University

Type of University	
Type of University	Affiliating

Establishment Details	
Establishment Date of the University	13-07-1998
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	15-02-2000	<a href="#">View Document</a>
12B of UGC	21-06-2006	<a href="#">View Document</a>

<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	Sriram Chandra Vihar, Takatpur, Baripada, Mayurbhanj	Urban	99.54	51196.37	M.A/M.Sc , M.Phil, Ph.D, Integrated B.Ed- M.Ed		
Off Campus	Suleikhamar, Keonjhar	Urban	21.21	11791	M.A./M.Sc., M.Phil, Ph.D	13-07-1998	15-02-2000

## 2.2 ACADEMIC INFORMATION

### Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
Law	2	0	2
Education/Teachers Training	2	1	3
Business Administration/Commerce/Management/Finance	1	2	3
Medicine & Surgery/Ayurveda/Unani/Homeopathy/Health & Allied Sciences/Paramedical/Sciences	0	5	5
General	70	21	91

### Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	104
Colleges Under 2(f)	3
Colleges Under 2(f) and 12B	56
NAAC Accredited Colleges	26
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	3
Colleges with Postgraduate Departments	4
Colleges with Research Departments	2
University Recognized Research Institutes/Centers	1

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)		: Yes				
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>NCTE</td> <td><a href="#">106251_8921_4_1653719014.pdf</a></td> </tr> </tbody> </table>		SRA program	Document	NCTE	<a href="#">106251_8921_4_1653719014.pdf</a>	
SRA program	Document					
NCTE	<a href="#">106251_8921_4_1653719014.pdf</a>					

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	19				39				57			
Recruited	2	2	0	4	10	4	0	14	24	9	0	33
Yet to Recruit	15				25				24			
On Contract	0	0	0	0	0	0	0	0	10	1	0	11

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				103
Recruited	42	15	0	57
Yet to Recruit				46
On Contract	85	20	0	105

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				7
Recruited	2	3	0	5
Yet to Recruit				2
On Contract	5	0	0	5

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	1	0	0	0	0	0	1
Ph.D.	5	2	0	10	6	0	19	7	0	49
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	1	0	0	1
Ph.D.	0	0	0	0	0	0	13	4	0	17
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	5	9	0	14
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>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

**Distinguished Academicians Appointed As**

	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Emeritus Professor	0	0	0	0
Adjunct Professor	1	0	0	1
Visiting Professor	6	1	0	7

**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	nill	nill	nill

**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
PG	Male	608	10	0	0	618
	Female	969	4	0	0	973
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	47	1	0	0	48
	Female	38	0	0	0	38
	Others	0	0	0	0	0
Certificate / Awareness	Male	246	0	0	0	246
	Female	355	0	0	0	355
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	20	0	0	0	20
	Female	19	1	0	0	20
	Others	0	0	0	0	0

<b>Does the University offer any Integrated Programmes?</b>	Yes
<b>Total Number of Integrated Programme</b>	1

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	58	0	0	0	58
Female	87	0	0	0	87
Others	0	0	0	0	0

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

Year of Establishment	Nil
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

### Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	B	2.05	<a href="#">Peer-Team-Report-2010-1stCycle.pdf</a>
Cycle 2	Accreditation	B+	2.56	<a href="#">NaaC Peer Team Report-2017_compressed.pdf</a>

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Anthropology And Tribal Studies	<a href="#">View Document</a>
Biotechnology	<a href="#">View Document</a>
Botany	<a href="#">View Document</a>
Business Administration	<a href="#">View Document</a>
Chemistry	<a href="#">View Document</a>
Computer Application	<a href="#">View Document</a>
Computer Science	<a href="#">View Document</a>
Economics	<a href="#">View Document</a>
Education	<a href="#">View Document</a>
English	<a href="#">View Document</a>
Geology	<a href="#">View Document</a>
Hindi	<a href="#">View Document</a>
Integrated Bed Med	<a href="#">View Document</a>
Library And Information Science	<a href="#">View Document</a>
Material Science	<a href="#">View Document</a>
Mathematics	<a href="#">View Document</a>
Odia	<a href="#">View Document</a>
Physics	<a href="#">View Document</a>
Remote Sensing And Gis	<a href="#">View Document</a>
Sanskrit	<a href="#">View Document</a>
Santali	<a href="#">View Document</a>
Social Work	<a href="#">View Document</a>
Wild Life And Biodiversity Conservation	<a href="#">View Document</a>
Yoga And Naturopathy	<a href="#">View Document</a>
Zoology	<a href="#">View Document</a>

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The Maharaja Sriram Chandra Bhanja Deo
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	<p>University (erstwhile North Orissa University) welcomes the New Education Policy 2020. An online deliberation was organized on NEP 2020 on 16th September 2020 in virtual mode using the google-meet link: <a href="https://meet.google.com/rqu-yfng-jfe">https://meet.google.com/rqu-yfng-jfe</a> with pre-submitted opinions from all the stakeholders, including Principals of Affiliated Colleges, faculty, research scholars and few senior students. The vision of the University has been multi-disciplinary research and currently, with the introduction of NEP 2020 policy, multi-disciplinary learning and expertise. To cater to this goal, the value added certificate courses have been introduced into the curriculum, since then. Eight value added courses and 17 certificate courses have been augmented to the curriculum, in addition to Heartfulness campaign and a course on Life Skills, which have been started during this session. Steps have been taken in the respective Board of Studies, to integrate humanities and Sciences with Technology (STEM), as is evident from the Open Elective course offered by each department. Some excerpts of this integration include Computer Application for Economic Analysis, Drug abuse and Prevention, Yoga for all, Assessment of Biodiversity &amp; Conservation, Business Environment and Law, Communication Skills, Organization and Processing of Library Resources, Operations Research, Environmental Impact Assessment and Management Plan, in which eligibility is open across disciplines. This concept encapsulates the principle of NEP's multi-disciplinary/ inter-disciplinary exposure and expertise, leading to horizontal research endeavors, across domains.</p>
2. Academic bank of credits (ABC):	<p>In the last academic session, the concept of extra credits those can be earned by the students was discussed and reforms in the examination system and concerned documents is planned. The enrolment of students in MOOCS courses, those are non-credited is the first step taken, followed by the credited Certificate courses, whose credits are not added for the award of the Degree. In future, ABC will be implemented with appropriate policy decision making by appropriate bodies like Academic Council and Board of Studies (BoS) and approved by the Syndicate.</p>
3. Skill development:	<p>Various skill development courses have been designed and offered as Certificate courses to</p>

	<p>students, enhancing their skills and so also their employability. All programs include skill based courses. 25 value based courses are being offered to students; these encompass human values, ethics, constitutional rights and scientific temper including like skills for their overall development. Blended mode of learning has been adopted due to Covid. The University organised an innovative, community service Programme, “Teach Mayurbhanj”, in schools mainly in tribal areas in which the students of Integrated B.Ed.-M.Ed. and Education Departments (pupil-teacher) taught courses for a month in schools lacking sufficient teachers. The pupil-teachers got an authentic platform to enhance their teaching skill and experience</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Programmes in Indian languages like Odia, Sanskrit, Hindi and Santali(tribal language) are being offered at PG level, including courses on culture, traditions, art and artefacts of the region and local language. Departments of Santali, Anthropology &amp; Tribal Studies, Botany, Social Work, Wild Life &amp; Biodiversity Conservation deal with tribal knowledge system which is an important component of Indian knowledge system. Normal classrooms are delivered in both English and Odia; language courses are taught in English/Odia/’Sanskrit’ or ‘Santali’ or ‘Hindi’ etc. in both offline and online mode.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The university has adopted CBCS in which each course has defined objectives and outcomes.. Learning outcomes stated during curriculum design are kept in mind during course delivery and their attainment ensured through deployment of ICT and assessed through CIE and through students’ success in state and national level examinations. Lesson plan of Teachers with defined aims and objectives, experiential learning through project/field work/internship which are evaluated</p>
<p>6. Distance education/online education:</p>	<p>Online mode of teaching through google meet, Zoom, social media platform, conduct of seminars and lectures through blended mode. Online education was successfully implemented during pandemic where teaching learning, conduct of examination and evaluation were carried out on virtual platform. Adoption of MOOCS courses for outside-the-classroom learning is encouraged. Faculty also are motivated to attend SWAYAM-MOOCS for Quality</p>

enrichment.

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## Extended Profile

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### 1 Program

#### 1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
49	46	47	46	46
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.2

##### Number of departments offering academic programmes

Response: 28

### 2 Students

#### 2.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
1591	1611	1675	1634	1330
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
777	754	845	735	534
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2021-22	2020-21	2019-20	2018-19	2017-18
777	746	779	675	510
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	16	10	13

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

2021-22	2020-21	2019-20	2018-19	2017-18
736	689	689	684	632
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2021-22	2020-21	2019-20	2018-19	2017-18
88	77	78	76	79
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**3.3**

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

2021-22	2020-21	2019-20	2018-19	2017-18
115	115	115	115	51
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2021-22	2020-21	2019-20	2018-19	2017-18
7927	20941	4826	4777	3841
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2021-22	2020-21	2019-20	2018-19	2017-18
398	444	448	451	425
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**4.3****Total number of classrooms and seminar halls****Response: 90****4.4****Total number of computers in the campus for academic purpose****Response: 425**

## 4.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
4808.81	5192.35	4471.19	5547.88	5296.3

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## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

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

**Response:**

Ours is a state-funded multidisciplinary University offering 25 P.G. programs, 12 M.Phil. programs and 12 Ph.D. programs in two campuses one each in Mayurbhanj and Keonjhar district. Besides, the University offers 25 certificate courses emphasizing skill and value-based education as mentioned in the University Graduate Attributes. The POs, PSOs and COs of various programmes are designed keeping in view the local, regional, national and global needs as well as for promoting equity, inclusiveness and excellence through multidisciplinary and holistic education.

- Similipal Biosphere Reserve (SBR), mining and concentration of tribal population are important features of the locality and region. The Department of Santali is the only Department in the state of Odisha engaged in promotion of a distinct tribal language emphasizing the importance of rich heritage of local tribes in its curriculum. Besides, Departments such as Anthropology & Tribal Studies, Wild Life and Biodiversity Conservation, Social Work, Economics and Geology deal with regional and local needs
- The Departments like Sanskrit, Yoga & Naturopathy, Santali, Anthropology & Tribal Studies, Biotechnology, Botany (Ethno botany) emphasize various facets of Indian Knowledge system to foster a sense of pride of our nation The courses offered by the Departments of Computer Science, Business Administration as well as all foundation courses in Physics, Chemistry, Mathematics and Computer Sciences as well as social sciences follow current national standard, global norms and employability requirements.
- Some of the courses like Archaeological Anthropology and Museology; Anthropology of Gender; Tribal Movement in India; Status and Empowerment of Tribal; Tribal Culture and Its Transformation; Tribal Demography, Health and Nutrition and Field Work Training and Fieldwork & Dissertation are having both the local and regional importance where a significant emphasis is given to study these local tribal communities of Similipal Biosphere Region (this being a unique biosphere in the country).
- The global issues such as Environment, Climate Change, Biodiversity and its Conservation, Sustainable Development and professional ethics are included in the syllabi of Wild Life and Biodiversity Conservation, Botany, Zoology, Biotechnology, Remote Sensing & GIS, Economics, Anthropology & Tribal Studies, Social Work, Computer Science & Application and Material Science
- Value-added and Certificate Courses of more than 30 hours duration are also offered to students. These include 'Computer Application for Economics Analysis', 'Yoga for all', 'Mind Matters', 'Youth Empowerment', 'Community Health' etc. They not only enrich the curriculum, but also help to develop student's skills in their respective field as well as making them responsible human

beings.

- The curriculum of most programs by their design emphasizes logical thinking, ethics, problem solving, collaborative & team work, information & digital skill, community participation aiming at holistic development and grooming of students as global citizens.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Link for 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:** 93.88

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

Response: 46

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

Response: 49

File Description	Document
Minutes of relevant Academic Council/BOS meeting	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of Programme syllabus revision in last 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<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:** 65.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
501	451	451	446	397

File Description	Document
Programme/ Curriculum/ Syllabus of the courses	<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>
Any additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

<p><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></p> <p><b>Response:</b> 39.4</p>	
<p><b>1.2.1.1 How many new courses were introduced within the last five years.</b></p> <p>Response: 290</p>	
<p><b>1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.</b></p> <p>Response: 736</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meeting	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
<p><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></p> <p><b>Response:</b> 77.55</p>	
<p><b>1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.</b></p> <p>Response: 38</p>	

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

In order to facilitate a holistic development and equip the students with the capability to face the real-world challenges, the University has incorporated various cross cutting issues into the contents of the syllabus and the teaching learning process.

#### Professional Ethics:

- In all programmes, professional ethics is a necessary component as they are dealing with project/field work/internship and interaction with people.
- A total of 152 courses have components of professional ethics in the syllabi. Some of the examples are, Business Administration: Organizational Behaviour I and II (BA- 405 & BA-406), Business Ethics and Corporate Governance (BA- 504); Labour Legislation (BA – 534). Anthropology and Tribal Studies: Research Methodology in Anthropology-I, Biotechnology: Bioethics, IPR and Bio-Entrepreneurship (BT-504), Computer Application: Organisational Behavior (CA-506-A). In 12 courses of M.Phil. and 12 Pre-Ph.D courses professional ethics is a part of the syllabi
- Professional ethics is also part of the teaching process in class room and laboratories; Dissertation work

#### Gender Issues:

- A total of 26 courses contain gender issues and Gender mainstreaming in the syllabi. Some examples are Anthropology and Tribal studies: Courses Anthropology of Gender (ATS-412 ), Status and Empowerment of Tribal Women (ATS-509); Education: Sociological Perspectives in Education (EDN-403); Santali: Kabya Sahitya (SNT-407). Gender sensitization issues are is also addressed in co-curricular and extra-curricular activities.

#### Human Values:

- A total of 98 courses have components of human values. Anthropology and Tribal Studies: Tribal Movement in India (ATS-507 ); English: Life-Writing In India, (ENG604B); Social Works: Social Problems, Policy and Legislation (SW-501), Counselling and Social Work (SW-504); Education: Life Skill Education (EDN-507); Yoga and Naturopathy: Srimad Bhagabata Gita (YN-501) and Yoga Darshan and Indian Culture (YN -505). All language subjects such as Odia: OD-402,

Sanskrit: Sans-403, Santali, Hindi and English have component relating to human values

### Environment and Sustainability

- A total of 63 courses contain environmental issues. Natural resources, biodiversity, alternate energy sources, pollution, causes and effects of human actions, and preservation and protection of the environment have been inculcated in various courses like Anthropology and Tribal Studies  
Biotechnology: Courses such as BT -502, BT-507; Botany: BOT-402 & BOT-501; ZO-408; Economics: ECO-402, ECO-505 & ECO- 506; Chemistry: CH-501, Yoga and Naturopathy: YN-507, YN-509; Social Work: ; Wild Life and Biodiversity Conservation; RSGIS: Santali

The University through its sports council and PG council conducts various extra- curricular and co-curricular activities both on intra-and-inter university scale. In fact, the Odisha Inter University Games were conducted by MSCB *University early this year with great participation from our university students.* Our students also participated in Inter-University athletics at Berhampur University and cultural meet at Utkal University. Games, cultural activities, debates etc inherently brings in Inculcation of various crosscutting value systems for the students.

File Description	Document
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:** 25

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

Response: 25

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

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

**Response:** 24.34

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

2021-22	2020-21	2019-20	2018-19	2017-18
601	358	798	166	52

**1.3.4 Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).****Response:** 51.16**1.3.4.1 Number of students undertaking field projects or research projects or internships.****Response:** 814

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

**1.4 Feedback System****1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni****Response:** A. All 4 of the above

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

**1.4.2 Feedback processes of the institution may be classified as follows:****Response:** A. Feedback collected, analysed and action taken and feedback available on website

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

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## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

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

**Response:** 8.64

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

2021-22	2020-21	2019-20	2018-19	2017-18
990	980	990	990	935

#### 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:** 42.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
199	242	137	194	142

#### 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 admits students primarily through a Common P.G. Entrance Test (CPET) under the supervision of the Govt. of Odisha and conducted by state universities on a rotation basis. The University however, conducts its own entrance test for programmes like Integrated B.Ed-M.Ed, all M.Phil. and Ph.D. The admitted students come from diverse educational, social, economic, and cultural background and also have different learning levels. The University pays attention to identify the different learning levels of its students and takes appropriate measures to fill the gap for slow learners and provides opportunity for advanced learners.

**Identification of slow and advanced learners**

- The university has on its rolls a sizable number of first generation learners who need additional support. On the basis of rank secured by students in Common Entrance Test, class room performance & participation, mark secured in the internal assessment examination and first semester examination, the University identifies advanced learners as well as learners who need some additional teaching support/ hand holding (the university feels it is not fair to classify someone as a slow learner)
- Besides, such identification is made through personal discussion in mentor-mentee meetings on the basis of their background, confidence levels and academic record in different qualifying examinations.

**Support for students who need additional learning facilitation (slow learners):**

- The faculty mentors review academic progress of all learners and counsel them to improve their performance depending on one's need;
- Special remedial classes arranged to improve their basic knowledge, communication skills etc. beyond routine hours;
- Besides, arrangement of extra classes and doubt clearing sessions undertaken;
- Supply of study materials in the form of PPTs, e-books, and hand notes etc.;
- Departments conduct group discussion and weekly seminar to enhance their learning and communication skill;
- Chairman P.G Council and HODs of the University closely monitor the teaching and learning outcomes through different examination process.
- The primary aim in all these is not only meant to encourage their participation in various academic activities, but in providing moral boost and enhance self esteem of each student.

**Steps for advanced learners**

- Need of advanced learners identified and they are encouraged to further enhance their knowledge to achieve their goals;
- The students supplied with advanced lecture notes, encouraged to participate in discussion/seminar/workshop on problem-based topics/issues in their subject areas and possible solutions thereof, both within and outside the University;
- The students trained for different competitive examinations conducted by both State Government and Central Government; Special coaching classes arranged for NET/GATE.
- Distribution of problem-solving assignments, discussion of previous year questions from different competitive examinations and informing them about different MOOC's classes like SWAYAM,

NPTEL etc.

- The advanced learners gain exposure about researches undertaken in the University through Research Scholars' Conclave; also encouraged to participate in various clubs for participatory learning.
- Support is provided for their future career plan, opportunity for higher studies and jobs.

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

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

**Response:** 18:1

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

## 2.3 Teaching- Learning Process

### 2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

**Response:**

The teaching-learning methodology of MSCB University firmly ensures that the learning process is student-centric through convergence of all its teaching plans, ICT-mediated resources and the pedagogy for overall benefit of students; Theory classes made more illustrative and interactive through teaching videos, PPTs and online platforms; Teaching methods include didactic lectures, interactive sessions, problem-based learning, assignments, case resolution, lab demonstrations, field visits and seminar presentations; Stress on Practical/tutorial sessions for imparting professional skills to the young minds with the aim of transforming them into useful human resources.

#### (A) Experiential learning

- Compulsory **projects/dissertations/reviews/Field work** integrated into the curriculum of P.G. programmes which constitutes the core experiential learning mechanism;
- Departments like Anthropology & Tribal studies, Geology, Social Work, Education, Integrated B.Ed-M.Ed. and Wild Life and Biodiversity Conservation have field work embedded in their course structures;
- Learning through doing main thrust in the Yoga & Naturopathy programme;
- The applied dimension of computing given primacy in the Department of Computer Application;
- Applied research an important component in various biological, physical, chemical, social sciences
- Many programs include **practical classes** in their curriculum enabling hands-on experience to

students;

- Students gain experiential learning through activities of cultural, photography, research and innovation clubs

### **(B) Participatory learning**

- In Field work, projects, seminars and practical work in related subjects, student learning both experiential and participatory, this is encouraged.
- In classroom teaching, teachers encouraged to make the learning multilaterally interactive or participatory;
- Students encouraged to participate in **group activities both inside and outside the classroom** like seminar presentation, Quiz, Group Discussions, and Workshops; These are regular and periodic features which enhance quality of learning and team spirit.
- Students take **lead role** in organising various extra-and-co-curricular events, which contribute to the development of life skills and leadership qualities.
- Special programs such as International Women's Day, International Yoga Day, Teacher's Day, Education Day, National Science Day, etc. organized by students leading to the refinement of their didactic quotient;

### **(C) Problem solving methodologies**

- Departments follow problem-solving methodologies by challenging students with regular assignments to check their level of understanding on the subject.
- Teachers provide subject related challenging tasks/assignments at the end of a course to inculcate thought-inducing and problem-solving skills.
- Departments like Social Work, Zoology, Biotechnology, Economics, Business Management provide case-study analysis in their classes

### **(D) Integrated / interdisciplinary learning**

- International standard of CBCS curriculum with **vertical and horizontal connectivity** to allied disciplines that enhances job opportunities of students;
- **Open elective courses** designed to enhance interdisciplinary knowledge of students;

### **(E) Self-directed learning**

- University motivates students for **self- learning** through ICT-enabled technologies. Since the onset of Pandemics, the university requires 25% of theory course is handled as guided self-learning where the student learns by self study followed by directed tutorials and internal assessment to facilitate that learning;
- **Internet** facility in the department and online books and journals provided for self- learning;
- **Competitions** such as elocution, essay writing, debates, etc. are organized periodically.

File Description	Document
Upload any 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:

The ICT-mediated teaching, learning and evaluation process has become an integral part of teaching learning. This became most useful during the COVID-19 pandemic during the academic sessions 2019-20 and 2020-2021. In order to be ICT enabled, teachers underwent training through refresher courses conducted by other universities and online teacher's training programmes in our University through different online platform. Students were trained for learning through ICT-mediated teaching, learning and evaluation process.

#### ICT-mediated resources

- All academic blocks are modernized with ICT-enabled class room facilities such as (i) smart boards, (ii) LCD-projectors, (iii) audio-visual systems (iv) computers etc. In addition, free domain specialized software such as ZOOM, google meet, google class rooms etc. are used.
- The University has campus wide LAN connection, WiFi connection and Servers with passive terminals for e-Resource centre and 1 gbps broadband internet connectivity.
- The University has its own Learning Management System (LMS) where teachers have generated their own e-Resources and made them available to students for learning.
- Central library is also ICT enabled which includes: RFID integrated ILMS with RFID tagging, RFID reader, equipped with passive terminals to access on-line journals, e-books freely available in public domain with facility to download
- E-Resources have been available through ProQuest aggregation until 2020 and from EBSCO aggregation till to date. Science Direct ess10 is also made available through University Library in both IP based as well as remote user mode making these easily accessible to students and faculty both. In addition, EBSCO based e-book library is recently made available to students for online reading.
- Software such as SPSS, Origin, GraphPad Prisms, Arch-GIS, MATLAB are available to students and researchers
- Reprographic facility is available in the central library

#### Practice of Teaching

- Judicious use of smart projectors and classroom lecture
- Complex pictures through smart board and explanation by teachers through verbal mode
- Reference materials and Lecture notes are provided through social media and University LMS
- Teachers and students use social media platforms such as WhatsApp, Youtube and Google page
- Soft copies of Study materials are provided to students
- Issues and return of books in the Central Library is facilitated through RFID
- Equipped with high-end computers to access on-line journals, e-books freely available in public domain with facility to download
- Provided computing facility with a high speed fiber optic internet connection to promote independent learning.
- Anti -plagiarism software such as Turnitin until 2020 and URKUND (OURIGINAL) till to date is used.

- The University also facilitates conduct of Ph.D viva-voce through virtual mode on a need assessment basis.

File Description	Document
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:** 20:1

#### 2.3.3.1 Number of mentors

Response: 80

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

**Response:** 86.46

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

**Response:** 75.27

**2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
71	59	59	58	53

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:** 7.49

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

Response: 659

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:** 81.66

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	15	15	10	8

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:** 43.46

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

2021-22	2020-21	2019-20	2018-19	2017-18
17.68	45.12	57	39.43	58.09

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:** 1.22

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	16	10	13

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

The University offers 49 Programmes of study at various levels, viz., P.G, M. Phil, and Ph.D. It has made all possible efforts to automate the student career management, examination processes and related activities using IT. During last 5 years IT integration and e-governance has enhanced the teaching learning activities in the University. The University conducts the examination of both U.G, and P.G. programmes using IT. Submission of applications, centre allocation and generation of hall tickets, generation of merit list for admissions, admission of students and student's counseling is being conducted by using IT platform. This has brought down the time taken for declaration of results, grievance management, handling malpractices and reduced the level of difficulty faced by stakeholders.

#### 1. Internal assessment, Semester examinations and Results processing

- Use of IT in the examination system: **Form fill up** and **online payment** of examination fee; Online examination and submission through email to the concerned Head of Department; Tabulation and publication of results **online** speedening the publication of results
- Internal examination was conducted using Google forms and submission was online, with automatic evaluation and result analysis
- During pandemic, the University followed online examination for both UG and PG programs using a **Standard Operating Procedure (SOP) developed by the University for the purpose**. Principals and superintendents of examinations from all affiliated colleges were given **training** for effective conduct of online examinations and evaluation of answer scripts. A mock test was conducted for students to get a feel of the upcoming examinations

#### 2. Evaluation of M.Phil and PhD theses

- The M.Phil dissertation examination and Ph.D. viva-voce is conducted through virtual mode
- **Plagiarism check:** software like TURNITIN and URKUND (OURIGINAL) are used by both teachers and research scholars for checking authenticity of research papers and Ph.D. theses, before submission.
- Certificates of Undergraduate Courses are deposited in Digilocker through the National Academic Depository (**NAD**).
- The IT integration into the examination has enabled the examination section to display On Time Graduation (**OTG**) of undergraduate students of affiliated colleges on the University website

File Description	Document
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>

## 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:

The institution has well defined graduate attributes, publicized through notice boards and the website. The graduate attributes are well-integrated into the curriculum of various Programmes offered by the University and defined in the POs, PSOs, COs. The university follows a continuous and comprehensive assessment for all its Programmes. Discipline specific knowledge in various Programmes is assessed through continuous internal evaluation (CIE) through formative and summative assessment. It enables the students with high level qualities, skills and understandings that a student requires to compete in the job sectors.

### Formal method of assessment

#### 1. Curricular

- Teaching-learning activity of the P.G. students are assessed through semester examination which is divided into (i) internal and (ii) semester examinations that carry 20% and 80% marks for each course respectively.
- In internal examination, students are evaluated by the respective teacher for each course to identify the advanced and slow learners
- Semester examination is evaluated by the external examiners
- Marks from both internal and semester examination are added up to calculate the merit of each student
- Projects/dissertations/field works/reviews are assessed by the external examiners those are appointed through the board of studies. The innovation in their project are evaluated through thesis, *viva-voice* and questioners
- Activity based learning enabled through group assignments and case studies
- The students are continually assessed and evaluated throughout the semester
- Improved Result and Placement of students is attained

#### 2. Extracurricular

Extracurricular activities are evaluated through the following competitive programmes organized at the Department and University level.

- Critical Thinking, coherence, expression in writing and speaking

- Value education, skill education, quiz, seminar presentation, problem solving
- Annual day prizes to encourage the young students in participatory learning
- Debate and Essay writing competitions
- Organization of Sports and Games
- Inter-departmental project collaboration
- Initiative and innovative skills
- Digital literacy skills
- Personal values and ethical responsibilities
- NSS – outreach and community service; empowerment of women
- Social activities such as forest conservation, forest fire management, floods and crowd management during Rathayatra and Jagadhatri mela
- Various district, state and national-level participation and awards are achieved
- Involvement of more students in these activities is attempted
- Organization of co-curricular and extra curricular events like BRNS outreach programme and Inter-University Sports Meet have been successful

#### **Non-formal method of assessment**

- Weekly mentor-mentee meetings are held for P.G. and M.Phil students
- The students (mentee) are evaluated by the mentors through discussions and counselling
- The diversity of learners from the mentee assigned to each mentor are identified and guided respectively to enhance their skills and qualities

#### **(C) Publicity of learning outcomes and graduate attributes**

- The PO, PSO, Cos are displayed, published and disseminated in the syllabi of each program's course through the University website.
- In order to get a comprehensive idea about learning outcomes, the Programme objectives, programme specific learning outcomes, course structure, syllabi and detailed course outline in semester are made available on the University website.
- Brief description of Program outcomes is made available to all in the successive admission brochure published by the University.

File Description	Document
Paste link for 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:**

Clear identification of Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course outcomes (COs) of all the programmes in the University enables the students and the faculty to stay focused on the course objectives. Some subjects combine theoretical inputs with practicals and some have only theory. To achieve the POs/PSOs for the subject, teachers design their lesson plan to include various

direct or indirect methods in an optimized manner to attain overall pedagogical objectives. Gradual evolution of the new competency-based PG curriculum emphasizes the acquisition of competencies as a pre-requisite for progression in the course. Active learning process by the student and his/her advancement through the achievement of competencies/pre-determined tasks are periodically assessed through internal and summative assessments.

#### **(A) Efforts of the University curriculum for the attainment of POs, PSOs and COs**

University uses various theoretical/practicals/skill based methods to increase its student's competencies. The most important techniques are

- Internal examination
- Question pattern in semester examinations
- Assignments
- Dissertation/Project work
- Field visits
- Seminar / Journal Club presentations
- Class tests
- Art and media productions
- Practical knowledge
- Participation in Social Service & Ethics

#### **(B) Evaluation methods for POs, PSOs and COs**

- The curriculum is evaluated round the year through semester-wise internal and end-semester examination with 20 % and 80 % weightage respectively.
- The performance index of all students are evaluated at the end of each semester
- The University evaluates the student's aptitude to orient them for employment, research, critical thinking, social awareness and ethics through mentor and teachers
- Students are evaluated through a process of Continuous Internal Evaluation (CIA) through quizzes, home assignments, mid-semester and final-semester examinations and personal interactions as per the requirement of POs, PSOs and COs.
- Students' performance in different courses in the Departments is also undertaken from time to time during their project/field work assignments, participation in the interface programmes, conferences, seminar and workshops.
- After completion of their courses, number of students admitted for research work in high-ranking national institutions through competitive examinations, selection in the internship programmes, employment in various sectors, qualifying NET/GATE/Other national level tests etc., are considered as metrics to assess the attainment of the course outcomes or programme outcomes.
- The attainment of outcomes is also assessed through organizing seminar presentations, debates on topics related to current development in science and social, economical, environmental issues at department level.

#### **(C) Measures taken to improve POs, PSOs and COs**

- The consistent academic audit is another parameter to assess the attainment of POs, PSOs and COs. The observations and recommendations of the Academic Audit Committee, Teachers' Council and student-feedback are taken into account for syllabus revision and modification in order to attain the

desired outcomes

- The targets set for the attainment of POs, PSOs and COs are discussed in the Departmental Teachers' Council (DTC) meeting which also discusses various steps to be taken in increasing the target level for the attainment of stated POs, PSOs and COs.
- In addition to regular curriculum, MSCB University has introduced several certificate/value-added courses for holistic development including their programme-specific skills for employability

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:** 99.1

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

Response: 770

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

Response: 777

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

## 2.7 Student Satisfaction Survey

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

**Response:**

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

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

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

**Response:**

University research activities framed and revised to conform to National Education Policy-2020;

During last five years, significant changes for facility creation and policy implementation for research promotion and creation of a research innovation ecosystem;

Financial assistance from Odisha Higher Education Department for implementation of Institutional Development Plan, DST-FIST and state and national research funding agencies improved research facilities which include

- **Central Instrumentation Facility:** with modern equipment, Central computation facility (Computer centre), e-resources facility and Wi-Fi campus.
- **Departmental Research:** individual laboratories for specific extramural research, specialized laboratories such as tissue culture, cell culture, molecular biology, microbiology, material science, nanoscience lab etc. These are also available for use by other departments on request.
- **Library:** well equipped with updated digital e-resources like National Digital Library, ProQuest (until 2020), EBSCO, Science Direct ESS 10 and designated space for research scholars; Own seminar library in many Departments with more flexibility of operation.
- **Business Laboratory:** helps in market analysis, case study analysis of banking and insurance sectors, e-marketing, corporate affairs, using software like R, SPSS and Graphpad Prism.
- University has Research Promotion Policy approved by the Syndicate and uploaded on the University website at <http://nou.nic.in/R&D.htm>
- Code of Ethics abiding for researchers to pursue research in the campus and six Institutional Ethics Committees constituted to this effect and uploaded on the website at <http://nou.nic.in/IEC.pdf>
- Centre for Similipal Studies established to facilitate networking, internship, multi-disciplinary and interdisciplinary research collaborations with a focus on Similipal Biosphere Reserve; Various multi-and-inter-disciplinary research and publications and other activities like workshops and seminars are being carried out; <http://nou.nic.in/CSS.pdf>
- Global Warming Reduction Centre provides an awareness on global warming and also enables a research platform; <http://nou.nic.in/GWRC.pdf>
- Fluorosis Research Centre started in 2017; preliminary survey and data collection carried out on children in the neighborhood for dental and skeletal fluorosis symptoms and found its prevalence in drinking water; <http://nou.nic.in/FRC.pdf>
- A full-fledged R & D cell with Director and Deputy Director to frame, upgrade, promote and implement research policies, to develop a strong and vibrant research-ecosystem with an emphasis on innovation, technology development and transfer;
- Monitoring, assessing and providing support by encouraging, and improving research proposals of faculty members for funding and collaborators;
- R & D cell co-ordinates various activities like brain storming sessions, outreach activities,

seminars, workshops, conferences, Research Scholar Conclaves

- 13 MOUs signed with ZSI, Dept. Agriculture, ICAR-CIFA, KIIT University, Higher Education Department, Govt of Odisha, Department of Planning and Convergence, Govt. of Odisha, EBSCO, Infilnet, ProQuest and ICFAI(2) and Infocreative Services PVT. Ltd. Most MOUs are active and functional.
- 41 individual and Collaborative research projects
- More than 600 research Publications (Nearly 400 papers in high impact international and national journals indexed in Scopus/Web-of-Science/UGC-CARE) and 20 joint research scholar supervisions.
- Filed/published 18 patents
- Plagiarism Policy for Ph. D thesis submission
- Quantitative score sheet for Ph. D Theses evaluation
- Research & Innovation Clubs with provision of *Seed funding*
- Guest House accommodation for visiting scientists, researchers, eminent scholars
- Young Researchers' Seed Funding scheme @ Rs.1lakh each for 2 researchers
- Shodhganga Repository for Ph.D Theses

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:** 2.17

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

2021-22	2020-21	2019-20	2018-19	2017-18
7.57	3.28	0	0	0

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

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

**Response:** 9.55

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	2	7	8	11

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>
Any additional information	<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:** 153

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

2021-22	2020-21	2019-20	2018-19	2017-18
58	25	12	17	41

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>

### 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:** 7.14

#### 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: 2

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: 1**

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	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: 370.37**

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

2021-22	2020-21	2019-20	2018-19	2017-18
49.77	62.31	79.67	39.13	139.49

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

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

**Response: 0.52**

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

**Response: 41**

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

Response: 398

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

**3.3 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:**

MSCB University supports and promotes innovations made by faculty, research scholars and students.

**Centres and facilities for innovation**

- University has developed state of the art infrastructure facility for research and innovation through RUSA, World Bank Schemes and financial assistance from extramural sources like DST, DBT, UGC, ICSSR,
- Further, research centres such as Centre for Similipal Studies, Global Warming Reduction Centre and Fluorosis Research Centre are established to promote multi-disciplinary and interdisciplinary research amalgamating with Corporate Social Responsibility. The faculty and students at these research centres are encouraged to transform knowledge gained through research into applicable policies and products.

**Priority areas of Research and Innovation**

- Thrust areas where faculty members are up-scaling their innovations by utilising the facilities of the University include:
  - Biodiversity conservation and sustainable development
  - Organic synthesis and material chemistry
  - Fermentation technology
  - Biofuel and Biopharma
  - Nanoscience, Nano-drug conjugates, nanocomposite
  - Diagnosis and Medical Healthcare
  - Biofertilizers /Organic manure
  - Artificial intelligence & Machine Learning
  - IoT

### **Policies and activities promoting innovation**

- Provision for providing seed money to two young faculty members below 40 years
- The IPR, Consultancy, Innovation, Startup and Incubation policies enable faculty members to pursue research in **any potential areas of research which can lead to product, process, patent, copyright and revenue generation**
- Several MoUs are functional for joint research projects, faculty development programmes, training and joint-publications.
- Faculty members share their knowledge and experience in their domain of research, encouraging prospective inter-disciplinary collaborations in the **MSCBUConnect Forum**.
- have been constituted to promote innovative and creative activities amongst the students. A teacher in-charge and other members mentor these clubs.
- Researchers are encouraged to participate in the **Boot Camp, Research Scholars' Conclave, outreach programmes, awareness camp, disaster management etc**
- Faculty members are given the autonomy of undertaking multi-disciplinary and interdisciplinary research activities in association with researchers from other universities and research organizations, with intimation to the authority.

### **Incubation and start up facility**

- University has created platforms for research innovation, incubation and start up facility for research innovation and transfer of indigenous/technological knowledge
- Faculty members, students, alumni and other stake holders are encouraged to generate new ideas for incubation/start-up.
- Faculty members from Botany, Zoology, Biotechnology, Computer Sciences are already associated with incubation facility of the University.
- Citing a few incubation/start-up initiatives, organic manuring, mushroom farming, medicinal plant gardening have been taken up by faculty members.
- Incentives like leave with pay for faculty members for presentation of their innovation in various fora
- Incentives in the form of seed money @ Rs. 5000/- is sanctioned to 13 student innovative ideas

### **Creation and transfer of knowledge**

- The research ambience and related endeavours are actively facilitated by R & D cell leading to quality publications in high impact journals, Patents and Products.
- Organized several national and international seminars, workshops, hands on training, outreach for sharing, exchanging and strengthening knowledge, novel ideas among faculty and research scholars
- During these 5 years, one of such activities led to the development of a bio fertilizer which has been distributed among farmers in a programme organized by Department of Agriculture, Government of Odisha.

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:** 94

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

2021-22	2020-21	2019-20	2018-19	2017-18
49	20	17	6	2

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:** 158

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

2021-22	2020-21	2019-20	2018-19	2017-18
53	26	39	19	21

File Description	Document
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

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

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

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

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

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

**Response:** 18

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	3	7	0	1

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

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

**Response: 5.55****3.4.4.1 How many Ph.D's are awarded within last five years.**

Response: 183

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

Response: 33

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

**3.4.5 Number of research papers per teachers in the Journals notified on UGC website during the last five years****Response: 5.11****3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
104	89	76	66	72

File Description	Document
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: 3.82****3.4.6.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
67	68	59	51	59

File Description	Document
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:** D. Any 2 of the above

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

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

**Response:**

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

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

**Response:**

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

## 3.5 Consultancy

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

#### Response:

The University has a clear-cut policy on consultancy for encouraging the faculty members to undertake various assignments/consultancy projects in the domain of their expertise as freelance expert and/or financial assistance. As the University is situated in the tribal region of Mayurbhanj and Keonjhar districts, collaborative linkages between professional academia and government and non-government organizations for the promotion of sustainable development of the region is given primacy over revenue sharing with a specific focus on the livelihood development (skill and workforce development), education, impact assessment, environmental monitoring and health, etc.

#### Consultancy work undertaken

Faculty members of the Departments of Biotechnology, Botany, Zoology, Wild Life & Biodiversity Conservation, Remote Sensing & GIS, Computer Science, Business Administration have undertaken various consultancy activities in the functional areas of Biodiversity Conservation of Similipal Biosphere Reserve, Ecological Restoration, Plantation/transplantation of trees, Medicinal Plants, Environmental and Ecological Impact Assessment, Climate Change issues, Soil Conservation, Grasslands, Land use and Land cover mapping of Iron ore mines, Short Term Research/Survey on forest fire related issues, tackling poverty and Livelihood development and empowering individuals through Aquaculture, Pisciculture, Managing Aquatic Animals, Health sector, Sloth Bear, etc. Some of the prominent associations with various Govt. and non-govt organisations that need mention are as follows:

- FDA-NAP, Govt. of India,
- Vision Tech Pvt. Limited,
- Biodiversity Management Committees,
- Centre for Envotech & Management Consultancy (CEMC) Pvt. Ltd,
- NABET Accredited Global Consultancy,
- Engineering and Management- Innovation and Entrepreneurship Development Cell (Funded by DST Govt. of India),
- Digital Cartography Services Pvt. Ltd,
- Flyingsys Technologies, Bhubaneswar, etc.

File Description	Document
Upload soft copy of the Consultancy Policy	<a href="#">View Document</a>
Upload minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy	<a href="#">View Document</a>
Paste URL of the consultancy policy document	<a href="#">View Document</a>

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

**Response: 1.5**

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	0.5	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>
Any additional information	<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:**

The University is deeply engaged in extension activities through University-Neighborhood-Community network for sensitizing students to social issues and their holistic development through various community-oriented programmes and activities that ensure Institutional Social Responsibility. In recognition of such activities, the University received the *best NSS Award 2017* from the **Hon'ble President of India**.

Departments like Education, Integrated B.Ed./M.Ed., Social Work, Santali, Anthropology & Tribal Studies are actively engaged in shaping students into responsible citizens through various programmes. Some of the flagship initiatives of the University include

1. *Save Similipal Biosphere Reserve* (from forest fire, poaching, deforestation)
2. *Teach Mayurbhanj: A Need-Based Educational Drive* (A massive educational drive for a month by 162 People-Teachers of the University in 69 schools, covering six blocks of the Mayurbhanj district, benefitting 2346 students.)
3. **Blind Belief and Superstitions (a chariot moved to various areas against witchcraft)**
4. *Padhe Bharat-Badhe Bharat*
5. *Beti-BachaoBeti-padhao*
6. *Koushal Bharat- Kushal Bharat*
7. *Adivasi literary, traditional, cutural skill mining and exhibition*
8. *Promotion of Santali language*
9. *Programme on Role of Tribal Leaders in Indian Struggle for Independence and Art Exhibition*

Various awareness programs, workshops, crusades and road shows with issues pertaining to social reforms, social justice, community development, nationalism, yoga and meditation, women empowerment, Gandhian perspective, social upliftment activities, 'AzadiKa Amrit Mahotsav', adult education, green environment, etc.;

The University operated through a number of platforms like NSS and various clubs of University for promotion of the following programmes:

1. Swachhata Abhiyan /Swachhata Hi Seva/Swachh Pakhwada,
2. COVID-19 management/Pandemic and Stress management/Pulse Polio Programme Drive /Vaccination Awareness Programmes/AIDS Awareness Programmes/Blood Donation Camps/ Organ donation
3. Personal Health and Hygiene issues among students of University /adopted villages/ women in the neighbourhood
4. Programmes such as Road Safety Awareness, Environmental Awareness / Plantation, Women Empowerment through Training of Rural Women, Career Guidance and Counselling
5. World Yoga Day celebration/ Fit India/ National Sports Day
6. World Tobacco Prohibition Day/Drug awareness rally
7. World Population Day
8. World Water Conservation Day
9. International Day of World's Indigenous Peoples
10. Farmer Training on sustainable agricultural practices
11. Street plays on issues related to Child safety at various locations
12. Sanitation and medical relief during Floods
13. Distribution of warm clothes to tribal population
14. Awareness about govt. schemes such as Pradhan Mantri MUDRA Yojana-PMMY, Pradhan Mantri Kaushal Vikas Yojana- PMKVY)

### **Impact & Sensitization:**

- The activities helped in the promotion of the value of education especially girl child in tribal communities
  - Created awareness in the biodiversity conservation, environmental related issues especially in Similipal Biosphere region including fight against forest fire.
  - Sensitized people against witchcraft and superstitions
  - Created awareness about personal hygiene and cleanliness among tribal communities

### **Learning outcomes of the activity**

- Students Gained substantial experience in real world societal issues and their solutions.
- Developed self-awareness, self-discipline and various skills such as communication, management, leadership, and analytical skills, for solving various problems
- Helped in the development of logical thinking, collaborative & team work, , community participation for the holistic development
- Exposure of students to contemporary issues relating to professional ethics, gender, human values, environment ethics and sustainability in becoming a global citizen.

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: 8

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

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

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

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

Response: 120

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	22	31	26	22

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

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

**Response:** 128.86

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

2021-22	2020-21	2019-20	2018-19	2017-18
1374	1117	2336	2625	2507

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

### 3.7 Collaboration

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

**Response:** 24.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
33	36	18	21	15

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:** 12

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	2	3	1	0

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

MAAAC

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

With an extensive green cover, the University has an ambient atmosphere that spans an area of 99.54 acres at Main campus, Baripada and 21.21 acres at 2nd campus, Keonjhar. The University provides adequate infrastructure to nurture the academic interest conducive to teaching, learning and holistic development of students and researchers in curricular, co-curricular and extracurricular activities.

**Classrooms**

- Academic Blocks have 44 general and 32 ICT enabled classrooms; 14 ICT enabled seminar halls for students, scholars and faculty to conduct seminars, conferences, workshops and various brainstorming sessions for sharing of ideas in groups; Well-ventilated and spacious classrooms to provide a better learning ambience.

**Laboratory**

- University level Central Instrumentation Facility (CIF) for students, researchers and faculty members (CCR, Powder XRD, LCR, HPLC, FTIR, etc.)
- 53 laboratories including 25 special research laboratories. Instrumentation facility in Science Departments through SAP and FIST programmes (UV-VIS spectrophotometer, TGDTA, Fluorescent microscope, Fluorescent spectrophotometer, real time PCR, Cryomicrotome, Gas Chromatography, Sonicator, Phase Contrast Microscope, AAS, BOD incubator, DLS, Laminar airflow, Ice-flaker, Stereo zoom Trinocular Research microscope, Gel Doc etc.)
- Log books maintained for major equipment to monitor their usage on regular basis.
- Safety arrangements in Laboratories with “Do’s and Don’t posters; students trained and instructed at the beginning of academic session on the lab safety procedures.

**Computing facilities**

- University Computer Centre available for students, researchers and faculty members; 40 computers with internet connectivity (1 Gbps bandwidth); Wi-Fi enabled campus for students and faculty; P.G. Departments have 403 computers (PCs), 16 laptops, 06 Server, 49 printers, 18 scanners, and 10 photocopiers to facilitate students’ use for academic purpose.
- Software like MATLAB, SPSS, Arc-GIS, ORACLE, Origin, Graphpad PRISM, R, ERDAS, Python, Tally ERP9, Java etc to cater to needs of students, researchers and faculties.

**Library**

- 100 seated air conditioned reading room including an e-Resource centre with 20 passive terminals (1Gbps internet connectivity) for accessing online journals, data bases and reading materials; A separate reading room for research scholar and faculty members with computing facility; a

reprographic unit and computer unit for students and staff use.

- University Central Library: 54126 volumes of books in various subjects and 58 no. of Journals in different titles; some Department have seminar library; current subscriptions to journals magazines, newspapers etc. and access to 218640 eBooks and 16,446 E-journals through Elsevier, EBSCO and facilitated by Odisha State Higher Education Council. Remote Access Facility has been initiated to extend e-resources 24 x 7 to the subscribers.

### Park, Herbarium and Museum

Zoology Department: a museum; Botany Department: a herbarium and Dr. APJ Abdul Kalam biodiversity park for use of students and teachers; Anthropology & Tribal Studies Department: a museum showcasing regional folk and tribal cultural heritage. All these museums and parks are used as teaching aid and for extension activities.

### Other General Facilities

parking areas for faculty, students, guests; Hygienically maintained washrooms and regularly serviced water coolers; Canteen with hygienic food at subsidised rates; Hostel facility for both boy and girl students; Surveillance Cameras are installed in the campus to monitor discipline; Gymnasia; Yoga Centre; Medical facility; Guest House

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

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

##### Response:

##### Facilities for cultural activities

- The University has two air conditioned auditoriums (1000 seated and 200 seated) to host the cultural activities of the students.
- The auditoriums are furnished with branded sitting chairs, excellent acoustics and lighting system. The auditoriums are equipped with fire safety measures for safety purposes.
- Each academic block has 100 seated conference hall numbering 6, which are also used for cultural activities.
- One open air theatre is available for conducting cultural events for large gatherings. Many tribal events are organised by Department of Santali and Anthropology & Tribal Studies to encourage exchange of tribal cultural values and ethics between the local tribal and the non-tribal students of the University. Both the Departments organise cultural activities such as Bidhu Chandan Puja and International Day for Indigenous People.

- The Literary/Cultural Club organizes events like debate, essay, chancellor debate, NYK extempore, Vivekananda National essay competition, painting and drawing, dance, drama, classical and folk dance like Jhoomar and Chhau, etc. throughout the year.

### Sports and Games

- The University being located in an area of substantial tribal population, lays stress on promotion of games and sports. Accordingly, the University has developed infrastructure facility for indoor and outdoor sports activity for catering to the needs and development of holistic growth of its students inside the campus. To facilitate further one outdoor stadium of the University is under construction and sanction has been received for the construction of an indoor stadium.
- Facilities for outdoor sports such as Kabbadi, Volleyball, Badminton, Football and Cricket are present inside the campus along with indoor activities such as Table Tennis, Carom and Chess are accessible to the students and faculties.
- Annual sports meet and inter University sports events are organized regularly by the University and its affiliated colleges.
- The University has hosted the First all Odisha Inter University Competitions Games & Sports from 11-14, March 2022.

### Gymnasium and Yoga Centre

- There are two separate gymnasium (Gents and Ladies) equipped with modern instruments to promote fitness opportunities to the young students as well as faculty members. Equipment in gymnasium include 3 Tread Mill (Aerofit), 1 set Six Station Multi Gym (Aerofit), 1 Incline Bench Press (Aerofit), 48 Dumbbells with Rubber coated, 42 P. U. Plate (Aerofit), 2 Recumbent Bike (Aerofit), 1 Decline Bench, 1 Flat Bench (Aerofit), 2 Smith Machine (Aerofit), etc. A trainer has been hired by the University for providing assistance, guidance and proper training in the Gymnasium.
- An exclusive Open-Air Gymnasium facility for the boarders of Ladies Hostel is established inside the Ladies Hostel Complex with all-weather double skiing machine, Leg pressing bars, Twisters and Rowing Machines.
- A Yoga Centre is present in the University campus which is managed by the Dept. of Yoga and Naturopathy with regular yoga sessions for faculty members, research scholars and students of the University.

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

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

**Response:**

The University has created a student friendly infrastructure to cater to its curricular and extra-curricular activities and maintained an aesthetic ambiance for nurturing the young minds. Proper attention is also given for creating a working environment for its employees.

- 5 Ladies' Hostels, 2 Gents' Hostel, and one Research Scholars' Hostel accommodating 330 male and 690 female students.
- 14 quarters for teachers, 3 quarters for officers, 6 quarters for non-teaching staff, and Vice Chancellor's residence.
- Guest house with all amenities for university guests and visitors
- The HRD Centre with residential facility of 50 guests
- 5 conference halls, each with a capacity of 100 in different Academic Blocks.
- an auditorium (1000capacity), one conference hall (200 capacity), and a conference hall at the HRD building for academic and extracurricular activities purposes.
- In the campus, Branch of Bank of India with ATM facilities, a Sub-Post Office for postal services.
- Radon Geo station installed by BARC in the campus for recoding radon anomaly for modelling a precursor of seismographic signals and predicting earthquake.
- Centrally located canteen providing snacks and meals to students, staffs, faculty and visitors of the University.
- Drinking water facility in all buildings (office and departments) of the University.
- There is a central computer centre with 40 work stations which provide the computing facilities to students and faculty members.
- Exclusive open gymnasium and indoor gymnasium is available for female student, and staff and one indoor gymnasium for male student and staff. A trainer is appointed for handing equipment and guiding students.
- For indoor games and sports, badminton and volley ball courts, chess, carom are available inside the campus.
- Ramps in different blocks, books in Braille, wheel chairs, are available for differently abled persons.
- Biometric systems are installed in important locations (office and departments).
- There are 2 shaded parking spaces present, one near academic and one near administrative blocks.
- Solar Energy based street light is used in academic, administrative, hostel campuses, guest house and Vice Chancellor's residence. LED lamps are used to reduce energy consumption.
- CCTV Surveillance in all parts of campus gives all inhabitants of campus a sense of security.
- Power back-up facility (DG sets) helps in ensuring uninterrupted electricity supply to all academic, administrative blocks and hostels.
- Guide map in the campus guides people to navigate to their destination.
- Dr. APJ Abdul Kalam Biodiversity Park and a Sacred Grove has been established in the University premises for nature lovers.
- Seating arrangement in the clean and green campus gives the students and visitors a sense of environment friendliness.
- There is a dispensary with amenities available to support primary health needs of the student, staffs of the University.
- There is a Day care centre present to support staff and research scholars.
- The rain water harvesting system helps to protect the wastage of rain water.
- In order to nurture equity, inclusiveness, gender symmetry among students, there exists SC/ST Cell,

equal opportunity cell, career counselling cell, anti-sexual harassment cell and NSS units both for Gents and Ladies.

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

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

**Response:** 16.57

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

2021-22	2020-21	2019-20	2018-19	2017-18
828.37	911.42	603.67	916.63	957.00

File Description	Document
Upload audited utilization statements	<a href="#">View Document</a>
Upload any additional information	<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 University has a Central Library with a reading room for 100 users. An e-resource Centre has been established in the Library consisting of 20 passive nodes and a server to enable students to access e-Resources and LMS. The e-Resources are facilitated through a common initiative by Odisha Higher Education Council having MoU with EBSCO and Elsevier. The Library Computing facility is connected with 1 Gbps internet connectivity through NKN support. A Separate research scholar reading section and faculty reading section with computing facility is available. Reprographic unit offer reprography services to student and faculty members.

#### Integrated Library Management System (ILMS)

- The Library uses SOUL- ILMS software, version 2.0 which was fully automated in 2017. This

software is integrated with RFID based book issue and return facility. It is maintained in a dedicated DELL windows server to keep track of the issue-return data. 40,000 books are fixed with RFID tags to facilitate AUTO issue-return facility. The main entry gate of Central Library is fixed with RFID security gate to capture unauthorised (not issue) passage of student through it.

- The Online Public Access Catalogue (OPAC) module of the software allows online search of the library database by entering preferred terms and is mainly used for information retrieval.

### Digitisation facility

- The Library has Book Eye-4 Scanner which scans the worn-out books, thesis and collections and digitizes them to make available to the students.
- Identity card printer is available to print student ID cards.
- Reprographic facility is made available for the benefit of students

### Support facility for Library

- The Library is supported with continuous power back-up with 10 KVA online UPS for computing equipment and a DG set for the whole building.
- To ensure original writing among students and teachers, the Library also has access to a fully automated software, Turnitin (through a common initiative by Odisha Higher Education Council-upto 2020) and URKUND (OURIGINAL) which checks submitted text for plagiarism.
- The Central Library is under the Surveillance of IP based CCTV (Bullet and fish eye camera) system to monitor student activities and infra structure of the Library. CCTV can be remotely monitored.
- Apart from the above other general services like drinking water, fire extinguisher, separate toilet facility for boys and girls.
- For Differently abled people, wheel chair, ramp and toilet facility is available

In addition to Central Library there are Departmental Seminar Libraries which are used by students of concerned Departments. Project reports and field reports prepared by students are also kept there.

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

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

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

File Description	Document
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:** 52.87

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

2021-22	2020-21	2019-20	2018-19	2017-18
89.97	22.68	22.45	27.44	101.81

**File Description****Document**

Institutional data in prescribed format

[View Document](#)

Audited statements of accounts

[View Document](#)**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:** 15.19

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

Response: 255

**File Description****Document**

Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)

[View Document](#)**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:** 51.11

4.3.1.1 Number of classrooms and seminar halls with ICT facilities

Response: 46

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

MSCBU has a clear policy regarding Information Technology. The University has always been in the forefront adopting technologies and providing IT enabled service to all its stakeholders. The policy provides a framework to use IT infrastructure and also lays down a process in making all its tasks IT-enabled. It also outlines a mechanism for establishing and maintaining the IT infrastructure at MSCBU campus. The university has appropriate budgetary provision for expansion and updating its IT facilities including Wi-Fi.

##### Hardware infrastructure:

- 500 Computers
- 9 Servers
- Projectors (40 no.s)
- 65 Printers
- 17 Photocopiers

##### Networking infrastructure:

- LAN (400 nodes)
- Wi-Fi network 35 access points.
- Active and passive components for networking
- Core Switch
- Firewall Security System, Internet applications

The University has campus network and Wi-Fi facility with around 400 physical nodes. BSNL and NKN Fiber optic cables are available for faster and efficient connectivity. Old and outdated computers are upgraded periodically. They are either replaced or enhanced with respect to configuration. Additional computing facilities are added based on the need arising out of requirements of students, research scholars and faculty.

1. Bandwidth details: Three 300 Mbps internet leased lines, 1 Gbps NKN line.
2. Computer information (Number of computers both for academic and administrative purpose): 500 Computers which include desktops, laptops and servers.
3. LAN Facility details 400 nodes LAN with OFC backbone
4. Wi- Fi details: Centralised controller with 35 Access points
5. Firewall; L1 and L2 Switches
6. Library Server

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: 4:1

File Description	Document
Student – computer ratio	<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:** 27.27**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
1389.43	1591.27	1274.14	1342.07	1278.57

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:****Maintenance procedure for Physical facility**

Following Government rules and policies, maintenance is managed by Building and Infrastructure Committee for repair of buildings, roads, equipment, staff quarters, guest house and hostels; Finance Committee plans budgetary provisions for infrastructure maintenance; Small items repaired at Departmental level;

University-level Space Committee allocates staff quarters; Warden allocates hostel seats to students; Regular cleaning crew for general campus upkeep; Dedicated trash cans for biodegradable and non-biodegradable wastes; Periodic painting and beautification of buildings and labs, upkeep of gardens, and overall landscaping undertaken to enhance ambience

**Maintenance and Utilisation**

*Laboratory:* Well-equipped laboratories provided for conducting practical classes; The laboratory technicians maintain the laboratory in consultation with concerned faculty members; Stock and issue register maintained which keeps track of all laboratory equipment and chemicals; AMC undertaken for some major equipment; Equipment repair as and when required; Log books for major equipment maintained indicating usage and working status; Do's & Don't, implying lab rules properly placed in lab

*Library:* Books, manuscripts separately maintained by library staff; all books marked, classified, and systematically placed on the racks for easy retrieval; Librarian supported by the Library Advisory Committee supervises the requirements and maintenance of the Central Library and updates it to meet changing needs of academic community; Stock verification; Rules of opening and closing hours; a reading room facility with text books; Separate reading space for Teachers and Research Scholars; e-Resource facility, Foot falls recorded every day; EBSCO for the utilization by Students, Research Scholars and

Teachers.

*Sports complex:* A multipurpose playground and other specific sports areas managed by PET; Separate Gymnasium for men and women managed and maintained by a professional trainer; Equipment serviced as and when necessary; Play-ground used for annual sports activities and events monitored by PET; Opening and closing time fixed for Gymnasium utilization; Open Air Gymnasium facility in the Ladies Hostel Campus for women; Outdoor stadium under construction and indoor stadium sanctioned;

*Computers:* ICT facility maintenance by external authorised service providers; Campus Wi-Fi facility established over 1 Gbps bandwidth fiber optic and maintained by BSNL and supervised by Computer Application Department; Opening and closing time for University Computer Centre; Allocation of distinct timing for students of each department; Timely software updates and installation of anti-virus packages by the Computer Centre;

*Class rooms:* Dedicated class rooms assigned to each batch to avoid overlapping; Classes managed by time table; All class rooms spacious, well ventilated & sufficient lighting and public addressing facility; Regular monitoring and maintenance of cleanliness and proper arrangements of class rooms by menial staff; One class room of each department ICT enabled;

### **Purchase**

University follows transparent purchase/procurement system for purchase of books, equipment, furniture by inviting sealed quotations through open tender published in newspaper and University website or through GEMs portal. Quotations are evaluated by a Purchase Committee. After purchase, equipment and furniture etc. are entered into stock registrar and books in a catalogue.

Recently emphasis on procurement of e-Resources through EBSCO by Higher Education Council has been stressed upon and successfully completed.

File Description	Document
Upload any 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:** 29.78

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

2021-22	2020-21	2019-20	2018-19	2017-18
568	956	698	91	177

#### File Description

#### Document

Upload self attested letter with the list of students sanctioned scholarship

[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:** 39.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
492	387	914	1074	496

#### File Description

#### Document

Institutional data in prescribed format

[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>
Link to Institutional website	<a href="#">View Document</a>

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

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

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

## 5.2 Student Progression

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

**Response:** 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
77	48	81	31	17

**5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg:**

**IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
77	48	81	31	17

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:** 18.46**5.2.2.1 Number of outgoing students placed year - wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
271	107	196	80	49

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>

**5.2.3 Percentage of student progression to higher education (previous graduating batch).****Response:** 42.64**5.2.3.1 Number of outgoing student progressing to higher education.**

Response: 388

File Description	Document
Institutional data in prescribed format	<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:** 21

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	3	3	2	4

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

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

**Response:**

Students have active representation in academic administrative bodies and various committees of the University to facilitate the function and discharge of duties of the P.G. Council and to bring about healthy interaction between the administration and the students.

The Student Union Elections were held in the academic year 2017-18 for various posts such as President, Vice-President, General Secretary, Asst. General Secretary, Secretary Cultural Club, Secretary Social Service Guild, Editor-Banani Editorial Board, Secretary Athletic Club, and Asst. Secretary Athletic Club as per the guidelines of the Lyndogh Committee. Election or Selection are the two modes of forming the Students' Council. Since then the student union elections are not held as per the directive of the state government. In order to enable students to take part in various extra-curricular activities and to inculcate in them a spirit of democracy, various constituent clubs have been formed and their representation is ensured in various committees, thus forming a Selection Committee.

#### **Aims and Objectives of Students' Union**

- 1.To uphold high academic standards in the University jointly with teachers and the administrative staff.
- 2.To bring notice to the University authorities any academic and other students related issues to bring out required changes and improvement.
- 3.To carry out co-curricular and extra-curricular activities and programmes for the all-round development of the students.

- 4.To foster the spirit of nationalism and national unity among the students of the University with respect to all the communities.

### Student Clubs

- 1.Currently, the University has 15 clubs which are managed by Teacher in Charge of the designated club
- 2.Under the clubs, various activities are being conducted/organized with a plan to showcase their inner talents in student fora. The Clubs have organized extra-curricular activities to bring out the creativity of the students on a public platform.

### Student representation in various committees:

- **RUSA PMU**
  - Students are part of the RUSA Project Management Unit in formulating various strategies towards utilizing the RUSA fund for the benefit of the students
- **Seminar**
  - Each of the Departments in the University has a student Seminar body run by students with the due appointment of a Seminar Secretary and Asst. Seminar Secretary. Under the supervision of faculty members, students organize weekly seminars. They also help in organizing different extracurricular activities in the Department.
- **Hostel Administration**
  - Students provide strong support in the administration and management of hostel affairs. Each hostel has a Mess Committee, Cultural Committee, Sports Committee and Cleanliness Committee. Students manage the entire functioning of the cooperative mess and organize extra-curricular events and competitions throughout the year.
- **NSS**
  - The NSS volunteers undertake both regular and special camping programmes including environmental enrichment, health awareness, blood donation, personality development and literacy programme regularly. Many NSS Volunteers of PG Units have been awarded IG NSS award, State level NSS award and University level NSS award for their contribution towards Social Services through NSS.

File Description	Document
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:** 69.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
105	48	85	64	47

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

## 5.4 Alumni Engagement

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

#### Response:

The University has a registered Alumni Association working towards alumni networking, and alumni engagement and thus is the connecting link between alumni and alma mater. Individual departments of the University have their own alumni associations. Among them, the Alumni Association of the Department of Zoology is a registered one. The Alumni help the University maintain liaisons with various industrial, business, government, and R&D establishments. Alumni members are helping students in terms of providing placement information, internship opportunities, career counseling, rendering hand-holding support, and providing financial support to students in person at times. They also donate books to the Seminar library of the departments. Alumni feedback plays a major role in curriculum design and development. The alumni network is active through different social media platforms, WhatsApp group, and a mailing list.

#### Connectivity and meeting

The Alumni connect of the university operates in two ways- (1) through University Alumni Association and (2) through Mo Viswavidyalaya Abhiyan. Besides each Department has its own Alumni groups.

**University Alumni Website:** <https://mscbu-alumni.blogspot.com/>

**University Alumni Mailing List:** [mscbu-alumni@googlegroups.com](mailto:mscbu-alumni@googlegroups.com)

**University Whatsapp group:** MSCBU-Alumni

Both at the University and Department level Alumni members meet once a year.

#### Contribution

The Alumni contribution comes through financial and non-financial means;

1) **Placement and Career Guidance:** They support and guide the students on how to choose career options in various domains, skills required, and ways to crack interviews.

- 2) **Alumni Interaction:** Alumni members share with the students their experiences, and expertise with respect to skills, recent market requirements, newer technologies, trends in the corporate world, and so on.
- 3) **Book Donations:** Alumni members contribute books to their respective department seminar library.
- 4) **Financial Assistance to the needy students:** The Alumni Association provides financial assistance to needy students. Specifically, during the Covid-19, the alumni contributed Rs. 96,400.00 towards the readmission fee of distressed students.
- 5) **Alumni Meet:** Alumni meets are arranged every year by the University to connect and facilitate a healthy interaction with the students, old friends, and Alma mater. It helps students learn about new trends in the market and the job sector. It also helps alumni members reminisce their old memories in the University.
- 6) **Promoting Social Responsibility:** The Alumni are geared towards Social Responsibility by creating a learning atmosphere and contributing substantially to the classroom teaching in various schools of Mayurbhanj. **An Alumnus from Integrated B.Ed-M.Ed Department has translated the Class VII General Science textbook into Santali (OLChiki script).**
- 7) **Student Orientation:** Alumni who were the NSS volunteers offer orientation to student volunteers by sharing their knowledge, experience and mobilize students to involve in NSS as well as social activities.

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

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

**Response:** D. 5 Lakhs - 20 Lakhs

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

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

**Response:**

#### **Vision**

- To emerge as a Unique Centre of Learning where a global perspective informs, guides and grounds the thought and action at a local level.
- To be a leader amongst HEIs in creation and dissemination of knowledge by synergising excellence with equity, education with experience, research with innovation and livelihood with dignity amongst the young students of the University.
- To groom the students to be intellectually responsive, socially responsible, ethically sensitive and professionally competent in becoming a good citizen

#### **Mission**

- Using education as a catalyst for promotion of self-esteem and as an instrument of change for all its students with special attention to those from areas under the jurisdiction of the University namely, Mayurbhanj and Keonjhar districts.
- Providing our students a safe and functional space conducive to learning, working and conducting research by virtue of professionalism, excellence, teamwork and environmental stewardship in consonance with national needs and global standards
- Providing a clean, efficient, sensitive and transparent system of administration and governance for all its stake holders.
- Enabling the University to exemplify the highest ideals of social equity, gender justice and compassion for the weak and disadvantaged.
- Fostering functional and outcome based academic linkages with national /and global organizations (including industry) for advancing stakeholder engagement, social development through research, innovation, consultancy and outreach.
- Nurturing an ecosystem for holistic education where natural science, technology, social sciences, liberal arts and human values blend in a harmonious manner in facilitating nation building and a sustainable planet.

#### **Academic Governance:**

A multi-layered hierarchy of academic governance system to realise vision and mission.

- Good learning and research eco- system through Academic Council, Board of Studies and Subject Research Committee, University Research Committee, Ethics Committees and well-defined policies for each academic contingency
- Transparency and quality in admission through Common PG Entrance Test; Social equity through Government Reservation policy; Transparency in examinations, evaluation and publication of results.

- Promotion of learning and multidisciplinary research with a global perspective and a local focus through experiential learning, project, extension activities and research
- **Student-Centric-Perspective:** outcome-based curricula with academic flexibility through CBCS, Open Elective and Certificate Courses with value addition and skill development across all programmes;
- Emphasis on holistic education for physical and mental wellbeing of students through sports, yoga and counselling.
- Conducive ambience for teaching, learning and research: modernised class rooms, laboratories, library, computing facilities, Biodiversity Park, Gymnasium and Museum.
- Facilitating scholarships to SC/ST/EWS students.
- MOUs for collaborative research, consultancy, extension

### Administrative Governance:

University being an institution under the Govt of Odisha, follows all the rules & regulations laid out by the govt., and Odisha Universities Accounts Manual as regards to financial management is concerned. Also, aims at ensuring an efficient, ethical, transparent and decentralised governance for all stakeholders in a time bound manner through e-governance.

- implemented automation in administration, finance, library, automation of examinations
- Separate Gents' and Ladies' hostels, washroom in academic and administrative blocks; Girls' common rooms
- Cells for SC, ST, Minority, OBC, Equal Opportunity, Caste Based Discrimination, Gender Equity and Grievance Redressal to secure a discrimination-free and a gender-sensitive governance

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 University is governed in accordance with the provision of Orissa Universities Act-1989 and Statutes 1990 as amended from time to time.

The University follows a decentralized and participatory management approach in its initiatives, activities, and decision-making process through various academic and administrative bodies like Syndicate, IQAC, Academic Council, Post Graduate Council, Board of Studies, Departmental Teachers' Council, Examination Committee, Finance Committee, Purchase Committee, Residence Committee, Institutional Ethics Committee, Library Committee, Subject Research committee, Institutional Laboratory Safety

Committee, Institutional Academic Integrity Panel, Institutional Environmental Safety Committee, Institutional Environmental Biosafety Committee, Institutional Animal Ethics Committee, Committee for Waste Management adhering to government and University guidelines.

The Syndicate under the chairmanship of the Vice-chancellor is the apex governing body. The composition of the syndicate reflects adequate representation from diverse set of stakeholders, viz., teachers of the University and affiliated colleges, Principals, eminent persons in the field of education, research, corporate, industries or public administration, women, SC, ST or Minority Community, non-teaching employees. This diversity enables the authority to interact with various stakeholders and in identifying organizational needs.

- The Academic Council is the authority to decide on all academic matters on the basis of recommendations of Board of Studies and other related academic bodies.
- On the basis of the approval of the Academic Council, the Controller of Examinations executes academic related works like conduct of examinations, evaluation and declaration of results.
- The Post Graduate Council headed by the Chairman is responsible for smooth conduct of Post Graduate studies, research, co-curricular and extracurricular activities.
- The Head of Department in consultation with Department Teachers' Council looks after the academic, co-curricular activities, maintenance of general discipline and academic standards in the department to create a healthy environment of teaching and research.
- Internal Quality Assurance Cell is a participative and facilitative unit which sets benchmarks and ensures effective implementation and assessment of quality parameters for the University.
- A Director is appointed to look after the academic and administrative affairs of the Keonjhar Campus.

#### **Administrative Decentralisation and Participative Administrative management**

- Decentralised and participative administration is reflected in all the decisions taken by Vice Chancellor in consultation with syndicate and different committee members and administrative heads.
- The Registrar of the University is the Administrative Head who oversees the management of the institution and custodian of all records.
- Administrative and co-curricular activities are performed by specific committees, which are in place to review periodic progress and accordingly recommends for ensuring excellence in respective areas.
- The Comptroller of Finance, the Secretary of the Finance Committee, manages all type of funds, ensures proper allocation and utilisation. He/she develops and operates an internal audit system and ensures diligent practice of PFMS for fund transfer.
- The Warden of Hostels and the Superintendents of all the hostels work through a Residence Committee towards management of the residential life of Boarders.
- Development Officer in consultation with Building & Infrastructure Committee looks after of infrastructure augmentation and maintenance in the campus.

File Description	Document
Any additional information	<a href="#">View Document</a>
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 has framed a five-year strategic “Institutional Development Plan” (IDP) which is in conformity with the vision and mission of the University. The plan was accepted by the Government of Odisha in 2019 through an MoU between government of Odisha and the University and funded by World Bank through Odisha Higher Education Programme for Excellence and Equity (OHEPEE) for five years.

#### Envisaged Plan and Its Deployment

**Curriculum and pedagogical excellence:** rich e-resource (books and journals); appointment of teachers, certificate courses for value addition and skill development offered across all programmes.

**Research and development: Formulation of a research and Innovation policy, active promotion of research, facilitation of research scholars,** Procurement of research equipment, maintenance of research facilities etc.

**Efficient academic administration:** adoption of e-governance; recruitment of some non-teaching staff; equity, inclusiveness and transparency

**Examination reforms:** modernisation of examination system with online application, payment and publication of result; Digilocker (NAD) and Plagiarism check.

**Infrastructure development and maintenance:** High-end equipment for Central Instrumentation Facility, upgradation of the University Computer Centre and the automation of Central Library, creation of Media Centre and maintenance of existing infrastructure

**Partnering with knowledge hubs:** Functional and well directed MoUs with other academic institutions for collaboration.

**Automation and IT:** e-governance has been implemented effectively through automation of administration, finance, store and purchase with e-office, OTG, GeM automations.

**Stakeholder involvement:** Formation of new committee for decentralization and participatory management. Faculty are engaged in hostel, academic and other administrative bodies like Syndicate, Academic Council. Faculty and staff are given the opportunity to head various cultural & sports clubs and NSS

**Manpower management:** New staff quarters and new hostels for students

**Legal compliances:** Compliance to legal aspects like Ragging, sexual harassment, gender/caste-based discrimination, malpractices, indiscipline and RTI compliances are effectively dealt-with.

**Creation of institutional brand image:** MSCBU carves a niche for itself with its initiatives on creating an Institutional brand image

**Social outreach programmes:** Accelerating social outreach programs through NSS and at departmental level.

- **Automation and IT as success story**

**Out of the above planned areas we include the automation and IT as success story**

#### **Administration:**

In order to ensure time bound, paperless and transparent system of administration the University introduced e-Office for disposal of files and e-despatch for issuance of letter

#### **Finance**

Store & Purchase: Purchase of goods through government e-market place (GEM) was introduced

**Admission: through students' academic management system (SAMS)**

**Library:** RFID based Automation, aimed at reducing manpower, efficient shelf management and better inventory control of the books. The services provided by the automation includes tagging, anti- theft detection, smart card printing, self- check in/out and shelf management.

**Examination:** Form fill-up, payment, tabulation, publication of results, thesis viva, are conducted online. During pandemic online examination with a detail standard of SOP

<b>File Description</b>	<b>Document</b>
Strategic Plan and deployment documents on the website	<a href="#">View Document</a>
Link for Additional Information	<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:**

As a public funded state University, it is governed by Orissa Universities Act-1989 and Statutes 1990 as amended from time to time. The institutional bodies of the University function effectively and efficiently which is visible in its policies, administrative setup, appointment and service rules. The University follows the Odisha Government Financial Rules (OGFR) for financial management,

##### **Policies**

The University has framed various policies like R & D Policy, Ethics Policy for all stakeholders, Promotion of academic integrity and Prevention of Plagiarism Policy, Environmental Safety Policy, Institutional Laboratory Safety Policy, e-Governance, Promotion Policy, Institutional Bio Safety Policy, Institutional Animal Ethics Policy and Infrastructural Maintenance Policy for effective implementation of plans and projects.

### **Administrative Set-up**

- The Governor of Odisha is the Chancellor of the University who is responsible for ensuring that the University authority has control over the strategic direction of the University through an effective planning process.
- Vice Chancellor is responsible for general discipline of the University, presides over the meetings of the Syndicate and the Academic Council; review the performance of all officers and teachers; fix their promotion and salary.
- Registrar is responsible for smooth conduct of all administrative activities like record maintenance, official correspondence, convene meeting and represent the University in all official meetings and legal proceedings. He is assisted by Deputy Registrar, Section Officers and administrative staff
- The Comptroller of Finance carries out financial transactions, prepares budget, disburses salary, maintains cash-books following OGFR guidelines.
- The Controller of Examinations prepares examination calendar, appoints examiners; tabulation and publication of results; prepares and distributes certificates.
- The PG Council Chairman is the head of Post Graduate Council comprising all Heads of the Departments. He carries out academic activities; prepares academic calendar, students' admission; student discipline, class management; organisation of seminars etc.
- Director, Student's Welfare takes care of all activities related to student welfare.
- The Warden of the Hostels in association with all Superintendents and Assistant Superintendents handle hostel related matters. Boarders are made aware of Code of conduct for the hostels
- Professor-in-Charge, Central Library looks after the maintenance, automation and modernisation of library.
- Director, IQAC reviews policies regarding academics, administrative and financial matters.
- Director, CDC monitors and supports all affiliated colleges.
- Director, DDCE looks after Distance Education.

### **Appointment and Promotional Policies**

- UGC Regulations are followed for faculty recruitment. Presently, Odisha Public Service Commission does the selection and appointment to the recommended candidates is given by the Vice Chancellor.
- PAR reports are submitted to the Vice Chancellor by all faculty members and staff through proper channel at the end of each session.
- CAS promotions are based on performance assessment towards teaching, research and other responsibilities as per the UGC guidelines and CCR and approved by Syndicate.
- Promotion of non-teaching employees is done through Departmental Promotion Committee.

### **Service Rules**

- Odisha Service Code and Employee Service Norms are followed in all service-related matters.

- Earned leave, duty leave, compensatory leave, casual leave, optional leave and academic leave are availed by both teaching and non-teaching staff following Odisha Leave Rule 1966.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link to Organogram of the University webpage	<a href="#">View Document</a>
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
Screen shots of user interfaces	<a href="#">View Document</a>
ERP (Enterprise Resource Planning) Document	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.3 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:**

- Mandatory Annual Performance Appraisal reports in a prescribed format as per our statute are sought on the last day of May i.e. the end of each academic session, by the Chairman, PG Council in duplicate to be submitted through proper Channel. So, it is assessed by HOD, PG Council Chairman and then forwarded to the Vice Chancellor for his assessment/evaluation, in a confidential manner.
- The teachers are assessed by the students on various aspects relating to teaching learning practices. An evaluation is done in a 5-point scale through a feedback form.
- Faculty members submit their PBAS application form for their CAS promotion as per UGC norms;

every six months in Decemebr and June. Promotion of Assistant professor from stage 1 to stage 2 and from stage 2 to stage 3 is done through a Scrutiny -cum-Evaluation Committee. Promotion from Assistant Professor 3 to Associate Professor and from Associate Professor to Professor is through a Scrutiny-cum-Selection Committee. The applications go through a Scrutiny Committee formed depending upon the level of faculty. On the basis of the recommendation of the committee as per the UGC guideline the promotion to next level is done.

### **Performance Appraisal System for Non-teaching Staff**

- Administrative staff are also promoted through assessment by a Departmental Promotion Committee. The staff members have to submit a PAR, *qualify a written examination and a viva voce examination in order to get promoted.*
- Awards are given to selected/nominated staff on the Foundation Day of the University.

### **Welfare Measures**

- NPS and leave facilities as per Odisha Leave Rules
- Provision of maternity leave and paternity leave as per Service Rules as per Government of Odisha
- Appointment under rehabilitation scheme
- Pension and Gratuity facilities are availed by the employees.
- Group insurance scheme
- Loan, Part-Final payment from Provident Fund facilities are provided.
- Teaching and Non-Teaching staff can avail facility of advance payment from the University in case of financial emergency.
- Facilities like gymnasium, quarters, Central Computational facility and Internet are also provided to the employees.
- Medical consultation facility is freely available in campus.
- Financial assistance of Rs. 1000.00/- per year to each employee.
- A clean and green ambience with safe drinking water, washrooms and lounge facilities are also available.
- Four-wheeler and two-wheeler parking area are available in the campus.
- Each Academic Block has specious Staff rooms, Lecture Halls and Conference Halls to create an attractive academic atmosphere.
- 

### **Other Benefits**

- In-campus Post office, Bank and ATM Facilities
- A well-furnished canteen.
- Ramp facilities in Academic Blocks for differently abled students.
- Provision of Duty Leave, Study Leave and compensatory leave with pay.
- Yoga classes organised for teaching, non-teaching and students in regular intervals.
- Free internet facility to faculty and staff inside the campus

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

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

**Response:** 5.12

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	16	2	0	0

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>

#### Other Upload Files

1	<a href="#">View Document</a>
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### 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:** 5.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	9	6	1	2

File Description	Document
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:** 26.96

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

2021-22	2020-21	2019-20	2018-19	2017-18
33	45	9	15	6

File Description	Document
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>

## **6.4 Financial Management and Resource Mobilization**

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

**Response:**

University mobilises its resources as per financial guidelines of State Government, Central Government, UGC, different Ministries and Project funding Agencies. A budget is prepared every year on the basis of the requirements of different sections University. Allocation is made on the basis of resources available. Expenditure is incurred as per the budget. The finance of the University is subjected to both internal and external audit. The audit report is uploaded in the University website.

#### **Mobilisation of Funds**

The major financial resources of the University are mobilised from-

- fee collected from students for admission, readmission into various programmes and hostel and examinations.
- grants from Government of Odisha
- grants under RUSA and OHEPEE.
- the University's share in the project funds (10%) received by faculty members from various funding agencies such as ICSSR, DST, CSIR, etc
- donations from philanthropists.
- interest generated from deposits.
- rent from guest house
- fee from affiliated colleges
- canteen building lease rent
- Bank building lease rent
- Post Office lease rent

Besides faculty members are free to take up consultancy work to generate some revenue.

#### Utilisation of Funds

- For transparency in transaction, the University accounts section follows Odisha University Accounts Manual (OUM), Odisha Government Financial Rules (OGFR) and other connecting directives of Government of Odisha.
- The University prepares the Annual Budget including all developmental expenditures and recurring expenditures. It also gives importance to augmentation of teaching, research and structural parameters for institutional development.
- The Finance Committee Meeting is conducted every year for utilization of funds which is approved by the syndicate.
- The University has progressively moved towards cashless transaction and E-Payment for the sake of time-saving and transparency.
- Various committees propose optimal fund allocation and utilization plans, for example the RUSA and IDP funds, which are further approved by the Syndicate.
- All Accounts of the University are annually audited by the Local fund Audit, AG Odisha Audit and chartered accountants

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:** 3698.59

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

2021-22	2020-21	2019-20	2018-19	2017-18
665.60	637.41	504	910	981.58

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

**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:** 2.13

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

2021-22	2020-21	2019-20	2018-19	2017-18
1.783	0	0	0.348	0

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

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

**Response:**

**Internal and external financial audits**

- The finance and accounts department of the University is committed to deal with all financial related matters with transparency.
- The accounts are audited by both internal and external government auditor.
- Every year, books of accounts are audited by the external auditor from State and Central Government.

- The state Local Fund Audit (LFA) team regularly visits the University every year for audit of Accounts. Their Audit reports are published in ALFA portal of State Government, in addition to uploading on the University website: <http://nou.nic.in/AR1920.pdf>
- Resources are mobilised through RUSA-PMU, IDP -PMC and Research Project funds.

**Mechanism of Audit-** Audit of accounts follows a procedural mechanism sustaining analytical and comprehensive way for determining accurate and transparent audit. There are two types of audit i.e. internal and external. A team of hierarchy from dealing assistant to Vice- chancellor put their views when the file is routed through for any expenditure following rules and regulations. In the process each one gives consent so that payment could be made.

The external audit is done by Accounts General, Odisha and State Govt. Local fund Audit. In both cases audit is affected on receipt of intimation of auditors or audit authorities. With a comprehensive interaction between audit team members and University employees regarding aim and objective of audit in the entry conference, Audit of accounts begins. University makes its all-round efforts to produce relevant records before the audit teams. Finally, the audit team places their observations before the University during exit conference. The compliances are submitted before the audit team on the spot. In case of more accurate compliance required, the audit team sends final report to University. On receipt of Audit Report for more information and compliance; fresh compliances are prepared with documentary proof, duly obtained from concerned sections. Before submission of compliance the draft compliance is placed before the syndicate for discussion. After satisfactory remarks and approval of syndicate, the prepared compliance is sent to concerned audit office. Examining the fact and figure submitted by the University, the audit team may consider it or stands the audit para for further compliance. In case the objected para remains unsettled the same para can be settled during the Triangular committee meeting on production of valid compliance.

The audit reports are published in web site as per provision of laws for public information. The local fund audit up to 2019-20 and AG Odisha audit up to 2021-22 are completed. The last AG Audit was made during April-May, 2022 *for last 5 years*. Its report has been received in July-2022 and the required compliances will be submitted within three months taking approval of the syndicate. Similarly Local fund audit has been conducted regularly up to 2019-20. The Audit for 2020-21 and 2021-22 is pending at their end. Audit reports for 2017-18, 2018-19 and 2019-20 have been uploaded in website and necessary compliance for observations has been submitted to audit authority after taking approval of the Syndicate.

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:**

**Quality assurance strategies for attainment of learning outcomes**

Both direct and indirect methods of analysis were used for quality assurance; reviewed students' progression, placement, entrepreneurship record and based on these, recommended for improving career counselling, placement cell, special coaching for NET/GATE

Developed methodology for measuring the attainment of POs, PSOs, COs, identification of Slow/advanced learners and developed strategies for their quality enhancement.

Structured feedback from different stakeholders were collected, analysed, and sent to different statutory bodies for action and recommended for syllabus modification, augmentation of infrastructural and learning resources.

**Faculty Development:** The faculty members were encouraged to participate in faculty development programs, orientation/refresher courses online courses for quality improvement. Suggested for publishing in Scopus indexed journals. Organized awareness program on 'code of conduct' and 'code of ethics'

**Strengthening Teaching-Learning:** Advised PG Council to organise induction program after admission, to conduct skill development programmes, certificate courses, value added courses for inculcation of ethics and values, constitutional obligations, rights & duties and inclusive environment. Suggested for signing of MoUs, mentoring activities, formation of various clubs for conducting co-curricular activities, invitation and appointment of experts as Visiting/ Adjunct Professors. Encouraged faculty members to develop an in-house LMS and use by faculty members and students.

**Infrastructure & Learning Resources:** Director IQAC being a Member of PMU/PMC of RUSA/IDP played an important role in decision making of fund allocation and utilisation relating to procurement of new equipment, repair and maintenance of Laboratory infrastructure and enhancement of learning resources including e-resources.

E-resources: training on databases like EBSCO, ELSEVIER, PROQUEST, WoS, NDL etc., plagiarism software TURNITIN/ URKUND training, Publons and ORCID registration and membership awareness;

Online teaching learning and SWAYAM workshop for teachers of Arts and Humanities.

**Contributions to Research:** promotion of research culture, providing training for making faculty members competent at using technology, preparation for writing funded research project proposals and articles, encouraged organisation of Annual Research Scholar conclave, seminars, conferences and workshops. As per advisory committee recommendation, Central Instrumentation facility, incubation centre was set up and provision for seed money was made. Framed comprehensive guidelines for the functioning of Institutional Ethics Committees. Bootcamp Innovation camp for entrepreneurship avenues.. plagiarism software training, Publons and ORCID registration and membership awareness is done. An online teaching learning and SWAYAM workshop for teachers of Arts and Humanities was organized; BRNS interface workshop

- Took initiatives for e-governance in administration, finance (including purchase through GeM), examination and library for transparency and speedy disposal. Suggested for decentralization and participative management practices. Organized training program for non-teaching staff.

**IQAC Initiatives:** Organised Workshops on NAAC assessment, Data Compilation Software by Kahan Technologies, conducting academic audit, NEP 2020, IPR; preparation of academic, administrative,

environmental, green, energy, PwD audit formats and guidelines; handholding meetings with affiliated colleges; PARAMARSH scheme and MoU with KIIT; formation of NAAC preparation committees, submission of AQARs, assimilation of required information & data.

File Description	Document
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

File Description	Document
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:**

- Motivating the faculty members for submitting research project proposals has remained a priority of the university during last five years. Prof. Asoka K Das, Vice-Chairman, Prof. Atanu Pati and Prof. S. Pani, Executive Members, Odisha Higher Education Council, Prof. R.K. Bal, and Prof. J.K. Parida have been motivating and promoting research culture amongst the faculty. As a result, 41 extra-mural research projects are sanctioned. **Seed Funding provided** to young faculty members from the University's **own fund**. **MOUs signed** with ZSI, Dept. of Agriculture, ICAR-CIFA, KIIT University, Govt of Odisha, EBSCO, Infilbnet, ProQuest, Infocreative Services Pvt. Ltd., and ICFAI.
- 10 departments** have been **regularized in assessment period, with 55 sanctioned faculty**.
- MoU signed with **Infocreative Services PVT. LTD.** for University-Industry interface, linkage and collaborative research, training, exchange of knowledge and technology transfer. One collaborative research project with **IMGEX** Company has been sanctioned. One faculty member from the department of Zoology has succeeded in technology transfer of formulated products to the Department of Agriculture, Odisha for dissemination to farmers and dealers through an MoU. Student industrial visits are in place.

4. **Civil Service coaching** classes conducted utilizing funds from Government of Odisha. The students were also trained through **Career Counseling Cell** for different competitive examinations. Special **coaching** classes were arranged for **NET/GATE** examinations.
5. The University has a **consultancy policy**. As the University is situated in a tribal region, collaborative linkage for the promotion of sustainable development of the region is given primacy over revenue sharing. Faculty members from Biotechnology, Botany, Zoology, Wild Life & Biodiversity Conservation, Remote Sensing & GIS, Computer Science, Business Administration have undertaken consultancy activities.
6. IQAC has played a pivotal role for holistic development of the University. It has been regularly monitoring and conducting various activities related to academics, research, sports, extension and administration. The major quality assurance strategies include academic audit, workshops on NEP, NIRF and NAAC Parameters, PARAMARSH, Gender Equity, etc. and CAS promotion of faculty.
7. The placement cell of the University conducted activities on strengthening the placement of students in various sectors. Around 700 students have been placed during this period.
8. Steps to constitute a Language Lab have been taken.
9. Faculty members share their research work and findings in the MSCBUCONNECT Forum, encouraging prospective inter-disciplinary collaborations. Centre for Similipal Studies promotes **Inter-disciplinary research**. A **multi-disciplinary research** team from BARC and BRNS, Mumbai led by Dr. A. K. Mohanty, Director interacted with the faculty members and **six projects** were submitted to BRNS, along with their Scientists.
10. Central Instrumentation Facility (CCR, Powder XRD, LCR, HPLC, FTIR, etc.), Central Computation facility (Computer Centre), e-resource facility and Internet/Wi-Fi are available.
11. Central Library has an **Air-conditioned reading hall** with faculty and research-scholar sections. ILMS-SOUL 2.0 is fully functional. Library web page is available in the university website. Subscription to various e-resources EBSCO/ProQuest/NDL.
12. Two Hostels at Baripada and 1 Ladies-Hostel at Keonjhar were constructed and provided with Security Personnel.
13. Steps to provide transportation facility to students have been taken.
14. Fire extinguishers are installed in all buildings, laboratories, hostels and library; training imparted.

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

##### Response:

The MSCB University Campus has a conducive environment for gender equity with equal opportunities for men and women and without any gender discrimination. It is reflected in the composition of students and staff. The five year average data for students shows that 60.7% of students are women. Besides at present, 30.1% of faculty members and 22.2% of non-teaching employees are women.

University has Equal Opportunity Cell, Anti-Sexual Harassment Cell, Grievance Redressal Cell and Anti-Ragging Cell to ensure that no discrimination takes place on the basis of gender and to enable various stakeholders to perform their duty without any fear, favour or prejudice.

MSCBU organises activities to educate students about their rights and responsibilities and to sensitize them on gender issues.

##### Safety and Security:

- The university campus is secured with a boundary wall having a single gate, guarded round the clock, by security personnel.
- Ladies hostels and staff quarters are bounded by a compound wall having a single entry/exit point, guarded.
- University has deployed female security person in the ladies' hostels
- Hostels are having in-house kitchen facility. There is a canteen in the university catering to the needs of all including women.
- The University campus is under CCTV surveillance to avoid any untoward incident.
- The residential campus follows a strict rule for inmates and visitors. Inmates are not allowed to enter or exit without permission after 7.00 pm. Under special circumstances students are allowed to stay beyond the stipulated time with prior permission of superintendent.

##### Counselling:

- The university follows a system of student counselling and mentoring for the purpose of personal, academic, and career counselling and redressal.
- Hostel Superintendent and Assistant Superintendent also counsel hostellers.
- Further, Placement Cell and Career and Counselling Cell of the university invite professional counsellors for developing soft skill in general and enlightening the scope of discipline specific employability

##### Common Room:

- Common room facility for women is available in each academic block and hostel, catering to their recreational needs. These rooms are maintained with good hygiene and having washroom facility

nearby. Hostel Common rooms have TV and newspaper

#### Day Care Centre:

- MSCBU has a day care centre to take care of small children of female faculty members and staff.

#### Other information related to gender equity:

- Reservation policy of the Government of Odisha for women is strictly followed in the appointment of teaching and non teaching staff.
- There is a separate hall for women in the University Gymnasium and an open Gym. In the ladies' hostel campus in order to keep our lady students and staff physically fit.
- University organises events like talks, conference, symposium, competition to sensitize gender issues and promotion gender equity.
- An exhibition on the theme "What I am, I am" was organised (from 09-13, August 2022) on the occasion of World Indigenous Day (August 09, 2022) celebrating the achievements of tribal women in various spheres to sensitize the different stake holders on them.

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:** B. 3 of the above

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

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

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

**Response:**

**Solid waste management:**

The University has adopted the practice for effective management of waste across all departments and hostels. A committee is constituted to monitor the management of degradable and non-degradable wastes. Municipality Garbage collection vehicles are visiting the campus and residential blocks at the weekend, i.e., on Saturday to collect solid wastes. Different coloured bins have been placed for biodegradable and non-biodegradable wastes in different strategic places of Academic, Administrative and residential blocks including hostels for collection of wastes and to be disposed off with the help of garbage collection E-vehicle engaged by the municipal authority.

**Liquid waste management:**

Liquid waste from toilet, wash room and laboratories is connected to leach pits in the respective buildings and care is taken to see that the waste does not create any hygienic problems in the campus. However, the liquid waste of hostel kitchen has been used for the kitchen garden of the hostel.

**Biomedical waste management:**

The University campus is free from Biomedical waste.

**E-waste management:**

University promotes segregation, collection, storage and eco-friendly disposal of e-waste. All electrical and electronic waste of tube lights, bulbs, switches, computer monitors, key boards, printers, scanners, UPS, batteries, cables and laboratory equipment are segregated from bio-degradable wastes. Electronic gadgets are repaired for minor defects, sometimes these items are also replaced through the exchange offer mode. The disposal of e-waste is done periodically either by auction or through buy back scheme.

**Hazardous chemicals and radioactive waste management:**

In our university no radioactive material/chemical are used in any of the departments.

**Other Activities:**

In order to reduce the production of quantity of waste, the University has adopted the practice of paperless official communication with its stakeholders through e-Office. Besides, the University encourages use of paper printed on one side in printing of drafts, meeting minutes, memos and notes in office practices. Used answer scripts of examinations are disposed of by selling them to vendors selected through auction.

Cleanliness drives are undertaken as part of **Swachh Bharat Abhiyan** to create awareness and consciousness amongst stakeholders and public. Burning of leaves, vegetable wastes and general wastes are totally banned within the campus. MSCB University sensitises its stakeholders about the need for a plastic free campus.

File Description	Document
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

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

#### 7.1.5 Green campus initiatives include:

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

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

File Description	Document
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

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	<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>
Any other relevant information	<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 inclusiveness is not merely confined to the physical presence of different segments of society in the university campus but also inclusiveness of various perspectives.

- Right since its inception, the university has inculcated a spirit of inclusiveness by bringing to its fold various communities irrespective of caste, creed, or gender that has been co-existing together. Sustaining such inclusiveness has been possible by resorting to various diversity management activities.

- No discrimination is followed in the process of admission of students on the basis of gender, community or religion. However in order to safeguard the interest of vulnerable sections of the society, the university follows the reservation policy of the Government on SC, ST, and Divyangjan categories.
- The reservation policy of Governemnt Odisha on SC, ST, Divyangjan and women categories is followed in the recruitment of teaching and non-teaching staff
- The university facilitates the grant of Scholarships and freeships for SC/ST and Divyangjan students.
- Disabled friendly facilities have been created which include ramp, washrooms, wheel chair and Braille slate, ruler, abacus and provision of scribe assisted technology
- Steps are taken to take care slow, fast and first generation learners
- Financial support rendered by alumni for partial payment of tuition fee
- University declares holidays for festivals such as Ganesh Puja, Saraswati Puja, Holi, Id-ul-Juha, Christmas, Mahavir Jayanti, Budha Purnima. Paid leave is also allowed to staff and faculty members on some of these occasions (clubbed under optional leave) irrespective of their religion.
- Students celebrate Ganesh Puja, Saraswati Puja, Biduchandan Puja and Bahabanga (Santali community).
- The local tribal culture and heritage of the districts is promoted by celebrating birth anniversary of Pandit Raghunath Murmu
- Students live in hostels in harmony with students belonging to different religions and communities.
- A good practice of tribal communities in the form of sacred grove as a traditional mode of conserving biodiversity has been created both by tribal and non-tribal students in the campus.
- Santali department, unique in the state, promotes tribal language and literature.
- To remove the language barrier the medium of teaching / instruction, examination and dissertation is in English.
- Odia, Santali, Sanskrit use particular languages
- The Equal Opportunity Cell, Prevention of Caste-based Discrimination (CBD), Institutional Complaints Committee are constituted to promote an inclusive environment in the campus.
- The University renders an inclusive environment cutting across the students belongs to different socio-economic, cultural, regional, linguistic and communal characteristics. The university is committed to uphold harmony with regard to above differences among the students, faculties and staff.

### **Outreach Programme for Inclusive Environment**

- ‘Padhe Bharat Bhade Bharat’
- ‘Teach Mayurbhanj’
- Blood Donation Camp
- Free Eye Camp
- Health Camp for Underprivileged class
- Swachha Bharat
- Save Similipal
- Street Play
- Warm Cloth Distribution
- Awareness against Witchcraft
- Beti Bachao Beti Padho
- Dousing of Fire
- Kausal Bharat Kushal Bharat

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>
Any other relevant information	<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:

In order to foster a sense of good citizenship among the students and employees, a number of activities are conducted by the University for sensitizing them towards constitutional obligations in the form of values, rights, duties, and responsibilities of citizens

Every year, University celebrates all National & International Days of importance like **Independence Day, Republic Day, Constitution Day etc.**, in both the campuses and the hostels.

- To make the students and employees aware of the sacrifice made by our freedom fighters for achieving our independence and to ignite a spirit of nationalism and patriotism among them.
- To engage students in the dialogues surrounding the spirit of liberty, equality, justice and fraternity at individual and societal sphere
- To remember the day on which the constitution of India came into effect.
- To reinforce in them a sense of fundamental duties, values and responsibilities of the citizen as enshrined in the Constitution of India.
- To respect the National Flag and the National Anthem.

The **Constitution Day** is observed on 26th November to commemorate the adoption of the Constitution of India by the Constituent Assembly on November 26, 1949 and was enforced two months later on January 26, 1950

The University celebrates 2nd October the birth anniversary of Mahatma Gandhi as **International Day of Non-Violence**. On this day in the year 2019, a mega eye camp was organised for the benefit of the elderly people belonging to marginalised section of the society.

University organized a function to remember the immense contribution of **Netaji Subhas Chandra Bose** in his 125th Birth Anniversary on 23rd January 2021.

A state level seminar was organized to celebrate the **150th Birth anniversary of Sri Aurobindo** on 26th April, 2022 in association with Mayurbhanj District Aurobindo Study Circle. The theme of the seminar was "Relevance of Sri Aurobindo in a Troubled World".

**Martyr's Day** is also observed by the University on the Death Anniversary (Remembrance Day) of Mahatma Gandhi on 30th January.

**Youth Day** is celebrated to commemorate the birthday of Swami Vivekananda on 12th January every year. A talk on 'role and responsibility of youth

**International Yoga Day** is observed on 21st June, every year, following the Yoga Protocol released by the Ministry of Ayush.

The constitutional provision for schedule caste and schedule tribe is taught in a course of Anthropology and Tribal Studies. University celebrated the International Day of the World's Indigenous Peoples on 09th August. The theme for 2022 is 'Role of indigenous women in the preservation and transmission of indigenous knowledge'. An Art Exhibition on the theme of this year, namely 'WHAT I AM, I AM' was organised by the 'Bridge India Foundation' during 9th-13th August at our University, in which contribution of tribal women in different fields were displayed for audience and students.

It has declared the campus as Tobacco free and plastic free. The first Monday of every month is observed as vehicle free campus. Cleaning drives and plantation programmes are also undertaken thus fostering a sense of environmental ethics and consciousness among the stakeholders.

**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

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

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

**Response:**

Celebration of commemorative events connotes differential value system for human society. It is considered to be a pathway through which we (human) come together not only to marry- making per se but by observing events we celebrate ‘a step-ahead’ besides creating a kind of awareness among people about the importance of those events/days/festivals in our civic life. With this objective, Maharaja Sriram Chandra Bhanja Deo University observes important days of international and national relevance. During last five years, university has celebrated number of events as listed below:

Besides celebrating National Days such as Independence Day, Republic Day, and Constitution Day (as detailed in Section 7.1.9) the university observes the following events of national and international importance:

- Foundation Day of University Literary Council’ on 18th February
- International Women’s Day on 08th March
- National Science Day on 28th February
- International Biodiversity Day on 22nd May
- World Environment Day On 5th June 2022
- Bidu Chandan Puja on 27th February
- International Yoga Day on 21st June
- International Day of Non-Violence on 2nd October.
- 125th Birth Anniversary of Netaji Subhas Chandra Bose on 23rd January 2021.
- 150th Birth anniversary of Sri Aurobindo on 26th April, 2022 Martyrs Day on 30th January.
- Youth Day / Birthday of Swami Vivekananda on 12th January every year.
- Teachers’ Day on 5th September
- ‘International Mother Tongue Day’ on 21st February 2022
- Utkal Divas on 01st April 2022.
- International Day of World’s Indigenous People on 09th August
- Maharaja Birth Day on 17th December.

File Description	Document
Geotagged photographs of some of the events	<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 – 1**

**1. Title of the Practice**

*This title should capture the keywords that describe the Practice.*

## **Teach Mayurbhanj: A Need Based Educational Drive**

### **2. Objectives of the practice**

*Goal Describe the aim of the practice followed by the institution. Brief the underlying principles or concepts in about 100 words*

Being the largest district in Odisha and having 58% tribal population, the Gross Enrolment Ratio and literacy rate (65.98%) of Mayurbhanj is low. Inadequate teachers and drop out are other important problems. Keeping these in view, an initiative was taken by the Integrated B.Ed.-M.Ed. and Education Departments by organizing a community service programme in schools to cater to the students' educational needs with the following goals:

- To partially fulfil the shortage of teachers in different subjects
- To enhance pupil-teachers' professional teaching skills and ethics
- To help students to increase their self-esteem, enrolment & achievement and reduce dropout rate.

### **3. The Context**

*Describe any particular contextual feature or challenging issues that had to be addressed in designing and implementing the Practice in about 150 words.*

The programme focused primarily on partially fulfilling the need of adequate teachers and providing better educational facilities in different schools of Mayurbhanj district. Besides, it also aimed to improve the teaching skills and abilities of the prospective pupil-teachers.

During Internship of Integrated B.Ed.-M.Ed. students in the session 2017-2018, it was observed that there was shortage of subject teachers in different government schools in Mayurbhanj district. The University sought permission from the Government of Odisha for teaching in such schools.

After getting the necessary permission from the Government, Schools having shortage of teachers in different subjects were enlisted and student-volunteers were allotted as per the need of the school. An Orientation Programme was conducted to train them how they would meet the challenges in the respective schools allotted to them.

### **4. The Practice**

*Describe the Practice and its implementation. Include anything about this practice that may be unique in the Indian Higher Education. Also identify constraints or limitations, if any in 400 words.*

The programme was conducted involving our 162 pupil-teachers from 1st February to 28th February, 2019 in 69 schools with 2346 secondary school students benefitted under the programme. Out of 69 schools, there were 04 Schools solely for tribal students and 18 schools with about 80% tribal students from 06 educational blocks. The subject pupil-teacher concerned took that class only where the teachers were not available to teach that subject. Further, each pupil-teacher completed the courses in due time by taking minimum two classes per day.

Our pupil-teachers taught students of Secondary Schools and covered subjects like Odia, English, Sanskrit, General Science (including Physics, Chemistry, Biology), Social Studies (including History, Geography) and IT fundamentals.

Initially, the pupil-teachers conducted a pre-test on the allotted topic to know the entry knowledge of the students. The pupil-teachers delivered their lesson with techno-pedagogical skills and in a student-friendly manner. Further, our pupil-teachers had tried to teach in a local language flavour for better understanding of the subject in the form remedial teaching and tutorial classes. At the end of the programme, post-test was also conducted to know the understanding level of students.

The “Teach Mayurbhanj” programme enhanced the holistic development of the school students in the district. It also had positive impact on the vocational development of the pupil-teachers who got an authentic platform to practise their professional skills in facing real challenges. This programme also aimed at catering to the needs of trained teachers in concerned subjects in those schools. The programme was monitored by faculty members of Integrated B.Ed.-M.Ed. and Education Departments.

Pupil-teachers in Teachers' Training Institutes generally undertake their curricular internship in a particular type of school situated mostly in urban areas and hence they do not get exposure to the ground realities of rural schools. From this point of view, the “Teach Mayurbhanj” programme was unique, since it provided a common platform to would-be- teachers in giving exposure to the challenges of rural schools with a substantial proportion of tribal students and helped them refine their ideas, skills, and methods of imparting education in innovative ways.

Regarding limitations, despite engaging 162 pupil-teachers, we found it inadequate to fulfil the needs of each school with shortage of subject specific teachers in Mayurbhanj district.

## 5. Evidence of Success

*Provide evidence of success such as performance against targets and benchmarks and review results like What do these results indicate? Describe in about 200 words.*

Outcome:

- Tests conducted before the beginning and after the completion of the programme showed that the mean scores of post-test were higher than pre-test in all covered subjects. It showed that the Teach Mayurbhanj Programme had significant effects on the academic achievement of most of the students.
- The students of schools covered under the programme were motivated to learn and to come to school regularly. So strength of class was good.
- It was a great support to stake holders of schools, such as school administrators, parents, teachers and students at a crucial period as courses were completed in due time.
- Students of the mentioned schools have done good result in final Board Examination. So all stakeholders appreciated the programme and requested to continue the same every year.
- All pupil-teachers got an authentic platform to concertize their innovative ideas, knowledge, skills, teaching strategies etc. and gained better experience in teaching in constraining situations in rural tribal schools.
- Students got self satisfaction and now most of the pupil-teachers are employed in Odisha Adarsha

Vidyalaya Sangathana, Kendriya Vidyalaya and other schools due to good teaching skill

## 6. Problems Encountered and Resources Required

*Please identify the problems encountered and resources required to implement the practice in about 150 words.*

At initial stage of this programme the Convenor, Programme Coordinator and Pupil teachers faced some problems which were as under:

- Faced difficulty in getting permission from local authorities, administrators of the district concerned and Department of School & Mass Education, Government of Odisha as it was a new concept and not known to all.
- Faced difficult to manage transportation problems to send pupil-teachers where public conveyance was not available.
- Although it was a voluntary work and community service programme, the pupil-teachers faced financial difficulties to meet transport and other subsistence expenses due to lack of budgetary provision.
- Pupil-teachers felt difficulty in creating resourceful environment due to lack of teaching learning materials in the schools.

## 7. Notes

Shortage of teachers is a problem in many schools in different parts of the country. This becomes more problematic in the regions resided by more vulnerable sections of society. An humble attempt to partially address these issues is through engagement of pupil-teacher either as a part of their internship/project or extension activity of an Institution. Incidentally, the New Education Policy envisages the Gross Enrolment Ratio to be 50 % by 2030. This is a small but meaningful step in that direction. Further, respect for diversity and local context in teaching are kept in mind by the pupil-teachers to inculcate a spirit of inclusiveness in the school campus. They also emphasised conceptual understanding of the students rather than rote learning and learning- for-exams.

## Best Practice – 2

### 1. Title of the Practice

**Blending Community Knowledge and Generic Skill with Modern Science: Experiencing Similipal Plant Biodiversity (medicinal plants) in the Campus**

### 2. Objectives of the Practice

What are the objectives/intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice? (in about 100 words)

Being the abode of many tribal communities, the region of North Odisha has a rich tradition of community knowledge transmitted orally to succeeding generations. Much of it is being lost steadily from the collective memory. Because of the importance of such knowledge system, the UNESCO Declaration on Intangible Cultural Heritage has emphasized on its documentation, preservation and, in case of the extinct

ones, even revitalization. Keeping this in view, the University decided to promote, preserve and publicize Similipal biodiversity among scholars, tribal, rural and common citizens through the A.P.J. Abdul Kalam Biodiversity Park in the campus.

### 3. The Context

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice? (in about 150 words)

In recent years many medicinal plant species are considered to be at risk of extinction on account of two sets of human activities: (a) habitat alteration or destruction derived from change in the use of land, and (b) extraction of wild plants for trade. The recent forest fire in Similipal is also a threat. Hence, it is high time to save the vanishing medicinal plants / species well before the temperature regime becomes worse, and to grow in a controlled climate with the purpose of production of planting materials needed for restoration. Our University is located in a peripheral zone of Similipal and is the most ideal place for developing such an ex-situ conservation garden that too, in almost in-situ condition.

### 4. The Practice

Describe the practice and its uniqueness in the context of Indian higher education. What were the constraints/limitations, if any, faced? (in about 400 words)

In their traditional healthcare, the tribal people use different parts of various plants for medicinal purposes. There is a steady decline in the number and practice of tribal healers in the locality. Therefore, documentation and preservation of such plants and their use as known from communities is a necessary first step in this regard. An example of the blending of community knowledge of medicinal plants with modern science has been undertaken by our scholars of botany and biodiversity conservation through ethno-botanical research of those plants used by tribal healers.

The A.P.J. Abdul Kalam Biodiversity Park has been set up with 52 species of medicinal plants with a spread of 2.7 acres of land in the campus. The Park is having infrastructural facilities to grow and rear the plants. It has one shed net house and one moist house to grow the medicinal/herbal plants with requisite facilities.

The ex-situ conservation of the medicinal plant genetic resources caters to the needs of students, faculties and researchers. Some of the important medicinal plants are *Plumbago zeylanica*, *Tinospora cordifolia*, *Cissampelos pareira*, *Adrographis paniculata*, *Gloriosa superba*, *Rauwolfia serpentina*, *Saraca asoca*, *Phyllanthus emblica*, *Calotropis procera*, *Abrus precatorius*, *Withania somnifera*, *Bacopa monnieri*, *Hemidesmus indicus*, *Desmodium gangeticum*, *Acorus calamus*, *Aloe vera*, *Soymida febrifuga*, *Oroxylum indicum*, *Paderia foetida*, *Phyllanthus niruri*, *Curculigo orchoides*, *Argyria nervosa*, *Cycas sphaerica*, *Santalum album*, *Pterocarpus santalinus*, *Libidibia coriaria*, *Cissus quadrangularis*, *Podocarpus gracilior*, *Asparagus racemosus*, *Eclipta prostrata* etc. Thus, **the Park enables a visitor/student or scholar to experience the diversity of medicinal plants of the Similipal Bio-Sphere Reserve.** The practice has some uniqueness in the form of appreciating the Indian knowledge system with regard to the use of plants by communities for medicinal purposes, which is given value addition by use of scientific methods of plant taxonomy, their ex-situ conservation and carrying out further research in Biotechnology and providing scope for innovation. Our faculty members and researchers have utilized the facility and have published papers demonstrating that the purified components of some of these medicinal plants have anticancer

activities in killing cancer cells. Hence, this is an example of convergence of traditional knowledge system of communities and modern scientific practices and research.

Experiencing the plant diversity of Similipal Biosphere Reserve in the campus is limited to medicinal plants only.

## 5. Evidence of Success

Provide evidence of success such as performance against targets and benchmarks, review/results. What do these results indicate? Describe in about 200 words.

- Conservation of important medicinal plants of tribal communities
- Acts as a teaching aid and also a motivating factor for students and researchers in conducting further research work on medicinal plants and biodiversity.
- Creates awareness of the rich tradition of plant biodiversity of Similipal Biosphere Reserve among the various communities, students, alumni, teachers and staff of the University.
- Creating awareness among school and college students for visiting the garden to know about the medicinal plants and realize the importance of herbal medicines in their daily life.
- Our students voluntarily participated in dousing of forest fire in Similipal to save its biodiversity
- The plants available in the garden were used by researchers of this University in publishing in high impact, peer reviewed papers in International journals.

It is worth mentioning that Giloy (*Tinospora Cordifolia*), a herbaceous vine of the family Menispermaceae, profusely growing in Similipal biosphere region and collected by local tribal people is popular for its immunity boosting properties and is regarded as a preventive against Covid 19.

## 6. Problems Encountered and Resources Required

Please identify the problems encountered and resources required to implement the practice (in about 150 words).

Care and maintenance of the Park is of paramount importance which is not very easy. Being located in the campus, land available is limited and the number of plant species conserved is also limited. More land with more number of plants and more human resource are required. Recently much of the plant diversity in Similipal was subjected to the raging forest fire which drew international attention. This is a serious threat to the biodiversity of Similipal.

## 7. Notes (Optional)

Please add any other information that may be relevant for adopting/implementing the Best Practice in other Institutions (in about 150 words).

In this practice we have emphasized tribal knowledge system as a form of Indian Knowledge system along with a value addition by modern science. Other Institutions may identify different aspects of traditional knowledge system of their localities and integrate them with modern science for value addition. Needless to say, the new education policy emphasizes promotion of Indian knowledge system.

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:

#### Promoting Equity and Inclusiveness in Higher Education for Empowering Tribes

#### The Issue

(i) Tribal population constitutes 22.84% of the total population of Odisha, hence Odisha's development cannot be conceived without empowering the tribals. Education, health and livelihood are three main strategies to achieve this. We emphasise education, mainly because we are a HEI and secondly because through education the question of health and livelihood could also be addressed.

(ii) The university is located in an area of tribal concentration and empowerment of tribes is in conformity with our Vision and Mission.

(iii) New Education Policy 2020 emphasises equity, inclusiveness and Indian knowledge system. Providing Quality Education is also a mandate in the Sustainable Development Goals of the nation.

#### Our Strategies

Our university is making incessant efforts to empower the tribal people by promoting equity and inclusiveness in higher education through its teaching-learning, research, promotion, extension activities, alumni engagement, collaboration and partnership.

##### 1. Teaching-Learning

Ours is the only Public University in Odisha having a Department of Santali for teaching and research from post-graduation to Ph. D.

The Department promotes a distinct tribal language by documentation, translation, and bringing the fundamental aspects of Santali language and literature into limelight.

It also emphasises aspects of Indian knowledge system from tribal society.

The Department, along with the Departments of Odia, Sankrit, Hindi and English help develop a perspective on comparative literature.

Besides, Departments of Anthropology and Tribal Studies and Social Work cover the core components of tribal issues.

Students and scholars of Anthropology and Tribal Studies Department undertake fieldwork to document tribal cultural heritage

Social Work Department emphasises the issues of rights and social justice for the tribal people.

Departments like Wild Life and Biodiversity Conservation, Botany, Zoology and Economics have components relating to tribes.

Over the years the University library has developed a good collection of tribal literature and heritage.

There is a mechanism for identifying advanced learners and slow learners. Encouraging bright tribal students to achieve their career goal and mentoring slow learners to compensate their learning inadequacies is practised.

In collaboration with Ministry of Youth Affairs, a skill development training was organised for tribal students of our University.

## *2. Research*

Research on tribal knowledge system as a part of Indian Knowledge System is emphasised.

### *(a) Research on tribal issues*

Santali: Preparation of a data base on Santali language and literature

A National Symposium organised by Central Sahitya Akademi on Santali Language, Script and Literature and participated by Santali scholars from West Bengal, Jharkhand and Odisha

Economics Department: Research focus on tribal issues relating to livelihood, socio-economic status, joint forest management, marketing of Non-Timber Forest Products (NTFPs), woman entrepreneur, self-help group and sustainable development

Anthropology & Tribal Studies Department: emphasises how elements of tribal culture could be used as input for their sustainable development and conservation of biodiversity.

Biotechnology and Botany Departments: nutritional aspects of unique edible mushrooms available in Similipal Biosphere reserve

### *(b) Research by tribal faculty members and tribal research scholars*

The University provides facilities to tribal faculty members (like Santali, Physics, Botany, Anthropology & Tribal Studies, Wild Life & Biodiversity Conservation etc.), researchers and students to undertake research on their subject of interest. Thus, they are also contributing to the creation of knowledge society.

### *(c) Promotion*

Museum as a means of documentation, preservation and cultural resource management of tribal heritage

Sacred Grove: Incorporating a good tribal practice into campus activity inculcated by both tribal and nontribal students with an inherent message that we have also to learn from tribal communities

Worship of Tribal God Bidu and Goddess Chandan (who promote learning) by both tribal and non-tribal students strengthening inclusiveness

Value addition of tribal knowledge system through science: The tribal healers use various plants for medicinal purposes which is an important component of Indian knowledge system. Steady erosion of such knowledge system as well as threat to the medicinal herbs implying loss of Similipal biodiversity has prompted us to set up the APJ Abdul Kalam Bio Diversity Park with 85 species of medicinal plants spread in 21 acres of land in the campus, ou. This is used as a teaching-aid for students and researchers and open to communities and forest managers. The Bio-technology Department undertakes research on such medicinal plants.

### *3. Extension*

Teach Mayurbhanj: Keeping the lower GER of tribal students in both school and higher education as well as shortage of teachers in schools, the students of Integrated B.Ed-M.Ed and Education Departments taught in 69 schools with a significant number of tribal students for four weeks in 2019. This had a positive impact on the performance of school students including tribals.

Chariot for eradication of superstition: In order to create an awareness against the evil practice of witchcraft in tribal societies, a campaign by the University in the form of a chariot with photographs

Save Similipal campaign: mostly in tribal villages around Similipal to conserve its biodiversity and preventing occurrence of forest-fire.

*4. Alumni Engagement:* Translation of a school text book on science of Class VII from Odia to Ol Chiki (Santali script)

### *5. Collaboration and Partnership*

A State level Tribal Conclave- regional Samvaad was organised in collaboration with Tata Steel Foundation on 19th-20th July, 2022 with 117 young tribal delegates from 8 districts of Odisha who discussed and deliberated on burning issues effecting tribal people, i.e. livelihood, health, education and tribal identity.

The University invites tribal entrepreneur and self-help groups to exhibit and sell their products in the campus on various occasions (seminars, workshops)

Celebration of International day for World Indigenous people: celebrated on 9th October, 2022 at the main campus on the theme "Role of Indigenous Women in the preservation and transmission of traditional Knowledge". An eminent tribal writer Dr. Rajkishor Naik was the chief guest.

Exhibition on Tribal Woman Achievers: "What I am I am" curated by Dr. Rajashree Biswal of New Bridge India, Bhubaneswar organized to create awareness among students and public about significance of grass root level Adivasi Women achievers who have brought about changes in their life, within the community and society at large.

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

NAAC

## 5. CONCLUSION

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### **Additional Information :**

The University name was North Orissa University, since its inception and in December 2020, its name was changed to Maharaja Sriram Chandra Bhanja Deo University. However, both research scholars and faculty members have been using myriad variations of the University name, as an affiliation in their publications. For example, Maharaja Sriram Chandra Bhanja Deo University/ Bhanjadeo / MSCBU, MSCB University, MSCBDU etc. please consider these variations while validating the publications.

### **Concluding Remarks :**

To conclude, although there is always scope for enhancement of quality and quantity, with all humility we could say that we have tried our best during the last five years to comply with the requirement of seven criteria in terms of both qualitative and quantitative metrics to impart a value-based, multi-disciplinary and holistic education to our students.

The recommendations of the Peer Team of Second Cycle to our University in 2017, modified guidelines of NAAC and New Education Policy of 2020 have acted as guidelines for the institution during the last five years. The challenge was all the more paramount during the Pandemic. The Pandemic taught us how to transform the crisis into an opportunity by conducting our teaching-learning and examination on virtual platform.

The University has taken necessary steps on each aspect of the seven criteria by means of implementing recommendations of the last Peer Team, introducing various policies for strengthening teaching-learning in the form of experiential learning, revising curricula, strengthening the eco-system of research, innovation and IPR by a research promotion policy, providing seed money to young faculty members and financial incentives to nurture innovation quality of students, encouraging students in undertaking socially and locally relevant extension activities, etc.

Although located in a backward area with a concentration of tribal , with less GER, the challenge for the University is to how to transform the first generation tribal students into change agents for their respective communities, how to contribute to knowledge-economy of a twenty-first century India, making India a knowledge super power.