



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**FAKIR MOHAN UNIVERSITY**

**FAKIR MOHAN UNIVERSITY, VYASA VIHAR,  
756089**

**[www.fmuniversity.nic.in](http://www.fmuniversity.nic.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**March 2023**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Vyasa Vihar as the name reflects is the highest centre of learning in the districts of Balasore and Bhadrak of Eastern Odisha. Established after the name of Fakir Mohan Senapati in 1999, the University carries forward the ethos and ethics of Fakir Mohan since its inception and sowing the seedlings of knowledge, mostly catering the needs of rural and tribal students of the state and the neighbouring states.

The University, was established by the Government of Odisha, under Section 32 of the Orissa Universities Act, 1989 (Act 5 of 1989) and it was notified vide the Government's Notification No. 973 dated 3rd July, 1999. The University has also been duly recognized by the UGC under section 2(f) of the UGC Act by the Notification No. F-9-1 / 2000 (CPPI), dated 11th February 2000 as well as under section 12(B), vide UGC letter No. F.9-1 /2000 (CPP-I) dated 23rd December, 2005. It has also been accredited by the Association of Indian Universities, vide their letter No. Meet: SC: 261:2K/108693, dated 22nd August, 2000. It spread over 80.63 acres of green landscape having two campuses located in rur-urban fringe of Balasore. It has 19 PG Departments along with 93 affiliated colleges running UG and PG programmes.

Fakir Mohan University delivers quality education at the level of Post-graduation and above to contribute to the Education mission of our Nation. The University conceptualize, catalyze and build collaborative culture for transdisciplinary community based research (Betel- Rice - Fish) through creative thinking and innovative solution.

Moreover, quality research at Fakir mohan university has been translated itself into patents, research papers, and the placing of our faculty as members of high-level advisory and policy-making committees constituted by various governmental and non- governmental organisations.

### **Vision**

To be an institution of eminence promoting continual creativity and innovations in teaching, learning, and research in a sustainable mode while enduring its contributions to society.

### **Mission**

- To grow with a wholesome approach, being prosperous, peaceful, active and harmonious campus;
- To promote academic passions, creativity and innovativeness for change and newness in teaching, learning and research while facilitating knowledge creation and dissemination;
- To address the local needs while looking at the change and developments in global sphere;
- To attain sustainable development of the institution with collective efforts of all the stakeholders.
- To grow as a dynamic and progressive system adopting NEP and adhering to the policy.
- To be a part of social development through its outreach programmes and as a part of commitment to the society;

- To promote equity and equality through a balanced ecosystem.

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

### **Institutional Strength**

- Transparent and Proactive management with consistency and sincerity to achieve institutional vision and mission through a decentralised participative work system.
- Qualified, experienced, and committed faculty members with a thrust for innovative research, teaching-learning and continuous evaluation process with effective and efficient use of ICT tools.
- A student centric approach with career counselling and mentoring system, interaction with industry professionals, continuous curricular and co-curricular activities.
- State-of-the-Art infrastructure having Wi-Fi Campus with 24X7 Internet Connectivity suitable for e-Learning through iLMS, MOOC platforms, etc.
- Research and innovation by center of excellence (COE), TBI, funding of seed money for young faculties, funding for attending national, international seminar/conference/workshops and MOUs with reputed institutes/research organizations, etc.

### **Institutional Weakness**

- Lack of connectivity by airways lessens the inflow of experts to the University.
- Regularly suffers from damages of infrastructural facilities as the University is placed in coastal area and faces disasters.
- Transportation and communication issues create problems for establishing partnership and collaboration with institutions and industries at other parts of the country and abroad.
- Shortage of land reduces the scope of infrastructural development.

### **Institutional Opportunity**

- Enhancement in Entrepreneurship activities in collaboration with industry and government agencies.
- Enhancing the choice of students by offering more skill based courses and creating academic bank of credit (ABC).
- Enhancing the scope of research with DRDO in defense related activities.
- To provide IT related services to the local population through outreach activities.

### **Institutional Challenge**

- Developing the students for facing the reality of contemporary job world within the stipulated time.
- Motivating more number of students to become Entrepreneurs by arousing creativity and innovativeness among them.
- Attracting more grants from funding agencies both Government and non-government scheme for research and consultancy.
- Making more Centres of Excellence to create a good space in academic world.
- Implementing the Lab-to-land concept already started in the areas of Rice, Betel and Fish to make it

reachable to the society.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

Fakir Mohan University is one of the growing Universities and premier learning center in the State of Odisha imparting various integrated and post graduate programmes under the umbrella of 18 regular Post Graduate Departments to disseminate advanced knowledge in an interdisciplinary framework. The curriculum of the University has designed in such a way that its implementation has been constantly focusing on local, regional, national, and global developmental needs. Further, the curriculum is reviewed frequently for ensuring the fulfillment of programme outcomes, course outcomes and to make it socially relevant and job oriented and to meet the growing needs of the students and other stakeholders who are directly or indirectly associated with the academic endeavour of the University.

In last five years, over **100%** of the offered programmes have been revised through periodic revisions in existing courses and new course inclusions while incorporating feedback from all key stakeholders namely alumni, employers, teachers, students and validation through BoS (Board of Studies) by inviting subject experts from across the States. The CBCS, elective courses, value added courses, and certificate courses are implemented in different programmes of the University provides immense flexibility to the students and scholars to choose subjects from their areas of interest and sharpen their passion. The credit transfers and earning of credits through MOOCs in some of the PG programmes are adding more flexibility and additional skill.

Course evaluation and feedback ensure continuous improvement of the quality of teaching and research in Fakir Mohan University. Students are well trained through a system of continuous assessment in the form of Quizzes, and Home Assignments, Mid-Term Examinations, Seminar presentations, and End-Term Examinations. They are exposed to the latest in the field through seminars, symposia, conferences, and lectures by Professors of Eminence/Scientists from different part of the country throughout the year.

### Teaching-learning and Evaluation

Fakir Mohan University is committed to provide quality education and a conducive learning environment. It attracts majority of students from across the state of Odisha and nearby states through a transparent process of Common PG Entrance Test (CPET) conducted by Odisha State Higher Education Council for admission into various programmes except programmes like Master in Computer Application (MCA), Master in Business Administration (MBA), and Integrated B.Ed.-M.Ed. The seats of MCA and MBA programmes are filled up through a state level test known as Odisha Joint Entrance Examination (OJEE). However, seats of Integrated B.Ed.-M. Ed. Programme is filled up through career marking system. It adopts a merit-based admission process by following UGC guidelines and strictly adhering to reservation policies of the Government of

Odisha.

Fakir Mohan University has a systematic procedure to enhance teaching and learning in the campus. In the teaching learning process, ICT tools are extensively employed. Students come from diverse socio-economic backgrounds and the faculty members make every effort to identify slow, average, and advanced learners and make efforts to address the special needs through various methods of teaching, Proctorial system, and continuous assessment through quizzes, assignments/presentations/class performances along with mid-term and end-term tests.

The student-centric pedagogy encourages students to indulge in dialogue and discussion with teachers to facilitate interactive learning. Libraries are well equipped with adequate textbooks, reference books and archived materials, manuscripts and e-books and e-journals. All academic and administrative buildings within the campus are Wi-Fi enabled for 24x7 easy internet access of students, scholars, and teachers.

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

Fakir Mohan University strives to implant a research culture and scientific temper among its faculty and students through Research and Development (R&D) Cell. The university has a well defined research policy that guides and promotes research and innovation along with the policy for consultancy to reach Industry and others. It facilitates the promotion of research activity that impacts the community, contributing to improvements in their quality of life. Research is encouraged not only through basic and interdisciplinary explorations, but also by activities that focus on emerging societal needs and innovations.

The research quality and quantity in the University is promoted through capacity generation for advanced research with re-equipping the laboratories and by utilizing grants under Centre of Excellence and other research projects from agencies like SERB, UGC, ICSSR, etc. With funding from State Government, the University has established two Centres of Excellence that facilitate knowledge creation and dissemination in the area of Physical Science, Environmental Science and Life Sciences. The University provides seed money in the tune of Rs.1.00 Lakh each to its teachers for doing indigenous research.

The extension and outreach activities of the University enhance the reputation of the University by fulfilling its social obligations to the community. The NSS Units organize need-based extension programmes for the local community including adopting villages for uplifting their education and health status.

The University advocates interdisciplinary research and specific collaborative research projects among Post-Graduate Departments. The University developed Memoranda of Understanding (MOU) with different National laboratories of repute and Foreign Universities for strengthening teaching and collaborative research. ICAR-NRRI, ICAR-CIFA, ZSI, CIFRI, IMD, RCMR, ILS, etc. are among the few National Research organization.

The faculty members are involved in quality research and their research papers related with the latest developments are published in reputed national and international journals of high impact factor. More than 80% of faculty members who are supervisors guiding aspiring research scholars for their doctoral theses. Research on latest updated topics are undertaken by the faculty members as they have established interactions with

national and foreign institutions and regular conduction of seminars, conferences, and workshops on contemporary issues, seminars and workshops are also conducted to make students and scholars aware of recent trends in research and development.

### **Infrastructure and Learning Resources**

The University Campus spreads over 80.63 acres of land that include 74.63 acres in the New Campus and 06 acres in the Old Campus. There are 21 blocks of buildings out of which 09 blocks are designated for teaching (PG Departments, and one Distance Education Unit). Other blocks includes Administrative Building, Library, Office of the Chairman, PG Council, Health Care Centre, Day Care Centre, Bank, Post Office, Guest House, Sports Complex, Centre of Excellence, HRD Centre, Canteen. Besides 06 P G hostels for boys and girls and residential quarters for teaching and non-teaching staff are also there in the campuses including lush green patches, canteen, and sports field. The Health Centre provides round-the-clock health care services to the students, faculty, staff, and other stakeholders.

The PG Departments are being encouraged and aided to go for the state-of-the-art technology for teaching and learning. The PG Departments have adequate number of class rooms with LCD and Wi-Fi facilities to meet the basic needs of the students in teaching-learning facilities. The LCD projectors are being increasingly used by the Departments, depending on the nature of their pedagogies. The entire campus is Wi-Fi enabled. Laboratory, library and classroom infrastructures have also been upgraded with grants received under UGC 12th Plan; grants received from RUSA; and IDP (World Bank Project). The library has adequate collection of books that include textbooks as well reference books, journals, proceedings, etc that support faculty and students in their research and assignments. The library provides a good ambience and noise-free environment to the readers. The library is having access to e-resources like Elsevier's Science Direct, PROQUEST, DELNET, EBSCO, e-Shodhsindhu of UGC INFLIBNET, Shodhganga of UGC INFLIBNET, and Shodshuddhi of UGC INFLIBNET. In order to maintain academic integrity plagiarism checking tool such as TURNITIN, OURORIGINAL are subscribed by the library.

Games and sports have become a vital lexicon, in the overall development of the students. University has a well developed playground and an indoor sports complex.

The IT infrastructure of University is strengthened by its IT policy. All buildings are Wi-Fi enabled, where internet connectivity can be accessed 24x7 with an available bandwidth 500Mbps.

### **Student Support and Progression**

Fakir Mohan University extends all possible supports to its students in academic guidance, career progression, and extracurricular activities. Induction programmes are organised to familiarise new students with programmes, faculty, curricular and co-curricular activities, and career options. The office of the Chairman, PGC and the office of the Director Students' Welfare, provides support and guidance to the students in general. The office of the International Affairs is functioning in the campus for making international collaboration, students and faculty exchange programme, and guiding students for higher study in institution of repute in

foreign nations. The students of University avail all Government scholarships, freeships, fee reimbursement. The students of the University are fully insured during their stay at University. Training and Placement cells offer career counselling and capacity-building programmes for all students in multiple areas such as technological up-skilling, personality grooming, soft skill programmes, interview skills, etc. They also assist students with career identification and employment. Every year more than 35 per cent of students either avail placement through on/off campus or opt for higher education in reputed institutions across the globe. On an average 15 per cent students qualify for National level research fellowships and other competitive examinations every year.

There are dedicated committees to promote the sports and cultural activities of the students. An active sports culture is provided by the Physical Education Officer he encourages students to acquire physical fitness and participate in sporting events. Our Students participate in sport and cultural activities vigorously. Yoga courses for the students and employees are some of the features of the University to achieve the Fit-India goals. Round the clock, accessible Health care centre has committed to provide best health services to the students, faculty, and poor people of nearby villages. The University also takes care of the emotional wellbeing of the students through professional counselling and Proctorial system. For students from marginalised backgrounds and/or with disabilities, the Equal Opportunity Cell and SC/ST cell under the ambit of the office of the Chairman, PGC offer various support services. The internal complaint committee takes care of greivances of women students, teachers, and staff members.

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

The University has clearly stated vision and mission and each Department have their own vision and mission. The strategic goals are well spelt and developmental objectives are stated clearly. In 2021 the University has created its Vision 2040 document and has clearly stated its short-term, medium-term and long-term action plan. The University has a strong system of governance reflected through well-structured and active syndicate, academic council, BoS, administrative, and academic. The organogram of the University reflect its work set up. The functioning of different committees through various representatives from several strata reflect transparency in decision making backed with strong academic, financial and administrative audit done periodically.

Each department is treated as a single autonomous unit to decide their course of action related to curriculum designing, implementation and creating academic flexibility through skill based and value added course for the students. The Departments are given complete autonomy in designing and implementing examination calendar. Each department has a practice of participative management by involvement of teachers in decision making through periodic teachers' council meeting and student and other stakeholder interaction.

The participation of stakeholders like students representation in different committees, teachers representation in different decision making bodies like academic council, Syndicate, parents involvement in parent-teacher interaction meet, alumni involvement through alumni meet and connect programme, representation of industry personnel in BoS and other stakeholders in various forums exemplify the participative management. The University has organized a mega stakeholders meet on during 25th-26th November,2021 to finalise the Vision 2040 document where 09 stakeholders' group were involved in the exercise.

The University has a three tier performance appraisal system for teaching staff and at the end of each academic year the self appraisal form is submitted by teacher which is duly filled by reporting, reviewing, and accepting authorities. The promotion of teachers is done periodically following the UGC regulation. In case of non-

teaching Odisha Universities Recruitment and Promotion of Non-Teaching Employees Rules 1919 is followed for recruitment and promotion.

IQAC monitors overall quality improvement from time to time and undertake quality initiative and implement the same.

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

Fakir Mohan university campus has a conducive environment for gender equity which is reflected in the composition of students and staff. There is no gender discrimination and equal opportunities are given to men and women. The University regularly conducts gender sensitisation programmes through its fully functional ICC to promote cooperation between male and female students and to encourage treatment of female staff and students with dignity and respect.

The University has taken various initiatives to keep the campus green and eco-friendly. These include energy conservation, water harvesting, waste management, plantation of trees, laying of lawns, and e-waste management. To ensure energy conservation and eco-friendly campus, FMU has taken steps to install *solar Panel* in both the campuses of the University. The University conducts regular green audit, energy audit, and environmental audit. The University has adopted a minimum and essential use of paper policy through e-office/e-samarth which helps in the conservation of resources.

University is in the forefront of creating an inclusive environment for students and employees in the campus. The University routinely conducts several activities focused on fostering a more inclusive environment for students from cultural, regional, linguistic, socioeconomic groups that have suffered historic marginalisation in society. To create and maintain an inclusive and respectful workplace for all students and employees regardless of their identity, induction programs are organized at the beginning of every academic year for all students.

The University is fully aware that education cannot be limited to classroom instructions alone. Besides the studies, the University feels that it is the moral responsibility to groom the students for becoming responsible citizens and contribute to the progress and development of the nation. University undertakes different initiatives by organizing various activities to sensitize students and employees on constitutional obligations, values, rights, duties and responsibilities as citizens.

The University has been striving its best to inculcate among its students, ethics and human values. The University trains its students to be academically brilliant, professionally excellent, and more than anything, be responsible citizens of the country as good human beings.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the University	
Name	FAKIR MOHAN UNIVERSITY
Address	Fakir Mohan University, Vyasa Vihar,
City	Balasore
State	Orissa
Pin	756089
Website	<a href="http://www.fmuniversity.nic.in">www.fmuniversity.nic.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Santosh Kumar Tripathy	06782-275768	9692825884	-	registrarfmuniversity@gmail.com
IQAC / CIQA coordinator	Satchidananda Dehuri	06782-275787	9668321964	-	iqacfm@gmail.com

Nature of University	
Nature of University	State University

Type of University	
Type of University	Affiliating

Establishment Details	
Establishment Date of the University	11-07-1999
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	11-02-2000	<a href="#">View Document</a>
12B of UGC	23-12-2005	<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	Fakir Mohan University, Vyasa Vihar,	Rural	80.63	11247.43	PG, Integrated UG/PG, M.Phil. and Doctoral Programs		

## 2.2 ACADEMIC INFORMATION

### Affiliated Institutions to the University

<b>Type of Colleges</b>	<b>Permanent</b>	<b>Temporary</b>	<b>Total</b>
Education/Teachers Training	2	0	2
Professional	4	4	8
General	57	26	83

### Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	93
Colleges Under 2(f)	56
Colleges Under 2(f) and 12B	37
NAAC Accredited Colleges	24
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	2
Colleges with Postgraduate Departments	4
Colleges with Research Departments	12
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes						
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>NCTE</td> <td><a href="#">108463_8841_4_1661412453.pdf</a></td> </tr> <tr> <td>BCI</td> <td><a href="#">108463_8841_8_1672127679.pdf</a></td> </tr> </tbody> </table>	SRA program	Document	NCTE	<a href="#">108463_8841_4_1661412453.pdf</a>	BCI	<a href="#">108463_8841_8_1672127679.pdf</a>	
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BCI	<a href="#">108463_8841_8_1672127679.pdf</a>						

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

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	18				38				61			
Recruited	6	0	0	6	15	5	0	20	24	22	0	46
Yet to Recruit	12				18				15			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				62
Recruited	39	11	0	50
Yet to Recruit				12
On Contract	43	12	0	55

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				37
Recruited	28	7	0	35
Yet to Recruit				2
On Contract	25	1	0	26

### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	1	0	0	1	0	0	0	0	0	2
Ph.D.	5	0	0	14	5	0	19	15	0	58
M.Phil.	0	0	0	0	0	0	5	7	0	12
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	8	5	0	13
M.Phil.	0	0	0	0	0	0	4	4	0	8
PG	0	0	0	0	0	0	9	10	0	19
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	2	3	0	5
M.Phil.	0	0	0	0	0	0	3	2	0	5
PG	0	0	0	0	0	0	0	5	0	5
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	3	0	0	3
Visiting Professor	0	0	0	0

**Chairs Instituted by the University**

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	NIL	NIL	NIL

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	6344	0	0	0	6344
	Female	10466	0	0	0	10466
	Others	0	0	0	0	0
PG	Male	279	1	0	0	280
	Female	417	4	0	0	421
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	56	13	0	0	69
	Female	57	10	0	0	67
	Others	0	0	0	0	0
Certificate / Awareness	Male	52	6	0	0	58
	Female	39	2	0	0	41
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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

<b>Integrated Programme</b>	<b>From the State where university is located</b>	<b>From other States of India</b>	<b>NRI students</b>	<b>Foreign Students</b>	<b>Total</b>
Male	21	5	0	0	26
Female	43	4	0	0	47
Others	0	0	0	0	0

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

Year of Establishment	07-07-2018
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	9
Total Number of Programmes Conducted (last five years)	9

**Accreditation Details**

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	B+	2.52	<a href="#">NAAC Report FMU Cycle1_11454-compressed.pdf</a>

**2.3 EVALUATIVE REPORT OF THE DEPARTMENTS**

Department Name	Upload Report
Biosciences And Biotechnology	<a href="#">View Document</a>
Botany	<a href="#">View Document</a>
Business Management	<a href="#">View Document</a>
Chemistry	<a href="#">View Document</a>
Commerce	<a href="#">View Document</a>
Computer Science	<a href="#">View Document</a>
Education	<a href="#">View Document</a>
Environmental Science	<a href="#">View Document</a>
Geography	<a href="#">View Document</a>
Geology	<a href="#">View Document</a>
History And Archeology	<a href="#">View Document</a>
Journalism And Mass Communication	<a href="#">View Document</a>
Language And Literature	<a href="#">View Document</a>
Law	<a href="#">View Document</a>
Mathematics	<a href="#">View Document</a>
Physics	<a href="#">View Document</a>
Population Studies	<a href="#">View Document</a>
Social Science	<a href="#">View Document</a>
Zoology	<a href="#">View Document</a>

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Indian education is regarded as one of the best systems of the world because of integration of ethics, human values, along with its rich culture and traditions into it. After the establishment of the Fakir Mohan University various courses have been introduced since 2004 which are based on multidisciplinary approaches as well as having relevance to contemporary society. The departments like: Environmental Science, Computer Science, Social Science, Language and literature, Bio Science and Bio Technology, Applied Physics and Ballistics</p>
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	<p>and Population studies are based on the features of multidisciplinary approaches. Further the university has adopted CBCS pattern at undergraduate and post graduate levels as per the UGC guidelines. In CBCS pattern the students are given freedom to choose any of the courses offered by the university based on their aptitude, interest, inclination and skills. Further the syllabi of different programmes are designed keeping in view the recommendations of NEP 2020 ensuring multidisciplinary/ interdisciplinary approach. Most of the Programmes offered by the University and its affiliated colleges are duly prescribed project based and linked to community engagement and services which are meant to acquaint students with the diversified areas on Environment, value crisis, eradication of poverty and other social issues. The University is in consultation with the affiliated undergraduate colleges to prepare a road map for multiple entry and exit options for students as per NEP 2020. Fakir Mohan University is also in discussion with other universities as well as its affiliated colleges on Academic Bank of Credit (ABC) to initiate implementation of the policy. Also skill development has been given priority by the University. University is working out for implementing multiple entry and exit system for students for encouraging more students in the system.</p>
2. Academic bank of credits (ABC):	<p>In some of the programme of Fakir Mohan University the concept of credit transfer has been implemented from the session 2020-21. University has taken decision to fulfill the requirement of Academic bank of credits as proposed in NEP-2020 gradually. Initially Academic bank of credits shall be applied for post graduate courses and shall be covered for undergraduate courses of affiliated colleges. However, considering the growing interests of students in earning credits from different sources in addition to credit earned from primary source ABC can act as an important tool in the career of a student.</p>
3. Skill development:	<p>Skills and knowledge are the driving forces for sustainable development of the Nation. Choice based credit courses, value added and certificate courses are well designed and integrated in various programmes to develop skills of the students and making the programmes employable. Courses like Disaster Management, Public health, Personnel Management and Industrial Relation, Gender Economics,</p>

	<p>Community Health Management, Guidance and Counseling, Information and Communication Technology, film making and many other are designed to improve skills of the students to make them employable in the job market. To promote vocational awareness among students, university has been working on Rice, Betel and Fish cultivation and intensive research to help, monitor local farmers and to aware students about various vocations.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Fakir Mohan University continuously organizing seminars, workshops, symposium for integration of Indian knowledge system into its academic programmes. Transaction of curriculum is done in Bi-lingual method in all subjects All sign boards and hoardings of all offices and departments are written in Odia language. The degree courses taught in Indian and regional languages are Economics, Sanskrit, Education, Sociology, History, Political science, Odia, Hindi, and Urdu .The institution put efforts to preserve and promote rare books and Encyclopaedia in Indian languages. University has been Promoting Indian ancient traditional knowledge through History and Archaeological museum, Museum of Fakir Mohan Senapati and Sahitya Ghara to promote Indian culture and traditions. In 2022 university has organized “UNURUM” programme to rewind tribal culture and cultural practices .Fakir Mohan studies a non-credit paper has been introduced in all Post-Graduate programmes to promote knowledge on Odia Literature and Culture.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Fakir Mohan University has stressed on programme outcome and course outcome as well as programme specific outcome across the disciplines. As NEP recommended and focused on outcome based education, judicious efforts are being made to obtain outcome based education by adopting continuous and comprehensive evaluation strategies like Quiz, Debate, internal assessment and assignment, projects, field trips, internships to transform the curricula. Student Seminars, Group discussions, Research conclaves are being conducted continuously to ensure the Outcome based Education in teaching learning practices. University is adhered to map the course outcome by organizing stakeholders meet (Alumni, employers, parents, students, faculty members, industry and academia) to understand the efficacy of the courses. Departments also try to attain the</p>

	<p>program outcomes by conducting the activities such as cultural activities, N.S.S. Activities, Career Counseling, Personality development and leadership skills , health awareness camps and Life Skill Development Programs in the spirit of NEP 2020.</p>
6. Distance education/online education:	<p>India is moving forward towards digitalization in all spheres of life. There is a greater possibility of providing distance and online education in a country like India keeping in view the geographical distribution and density of population. In this context Fakir Mohan University started directorate of Distance and Continuing Education to reach the students who can not avail/afford regular education and to increase gross enrollment ratio in higher education. E-office and e-Samarth have been introduced for quick and transparent official work and effective administration. Each Department has facilities like LCD Projector, Uninterrupted Wi-Fi, computer facilities, and LMS at Fakir Mohan University is meant to reach the students on-line on different courses. Also University has setup a studio for blended learning. Faculty members provide study materials/OER and conduct CBCS classes, mentoring and assistance for weaker students through online mode. Recently University has taken initiative to upgrade IT infrastructure such as campus WIFI connectivity with 500 Mbps for online Education.</p>

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	ELC has been set up by Fakir Mohan University.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Coordinator: Dr Jagannath Behera, Asst. Professor, P.G. Dept. of Population Studies -Coordinator: Dr. Chandan Kumar Panigrahi, Asst. Professor, P.G. Dept. of Social Science The ELC of Fakir Mohan University is functional and it is representative in character.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from,	Voter Awareness Campaign by ELC, FMU: <a href="https://fmuniversity.nic.in/getdata?dir=InstituteNews&amp;rid=newsEvent55_9220231675948094781.pdf">https://fmuniversity.nic.in/getdata?dir=InstituteNews&amp;rid=newsEvent55_9220231675948094781.pdf</a>

<p>assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Research Projects related to electoral Issues: <a href="https://fmuniversity.nic.in/getdata?dir=InstituteNews&amp;rid=inewsEvent57_9220231675948706052.pdf">https://fmuniversity.nic.in/getdata?dir=InstituteNews&amp;rid=inewsEvent57_9220231675948706052.pdf</a></p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The ELC make student representative in all departments and informed them to create awareness among their peers to enroll as voters to participate in electoral process. <a href="https://fmuniversity.nic.in/getdata?dir=InstituteNews&amp;rid=inewsEvent66_16220231676528519912.pdf">https://fmuniversity.nic.in/getdata?dir=InstituteNews&amp;rid=inewsEvent66_16220231676528519912.pdf</a></p>

## 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
30	29	30	30	28
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.2

##### Number of departments offering academic programmes

Response: 19

### 2 Students

#### 2.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
1687	1474	1430	1272	1101
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
737	601	548	462	404
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
1466	1114	1020	1041	815
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

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

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

2021-22	2020-21	2019-20	2018-19	2017-18
900	791	782	754	717
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
107	98	103	67	64
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
117	117	117	117	64
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
10216	27865	7690	6590	5519
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
386	351	355	304	336
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**4.3****Total number of classrooms and seminar halls****Response: 82****4.4****Total number of computers in the campus for academic purpose****Response: 341**

## 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
2696.03661	1136.92148	830.48879	1250.92738	1033.96478



## 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:**

The curriculum of the University has been designed in such a way that its implementation addresses on local, regional, national, and global developmental needs. Further, the curriculum is reviewed frequently for ensuring the fulfillment of **programme outcomes, course outcomes** and to make it socially relevant and job oriented and to meet the growing needs of the students and other stakeholders who are directly or indirectly associated with the academic endeavour of the University.

In last five years, over **100%** of the offered programmes have been revised through periodic revisions of existing courses and adding new course incorporating feedback from all key stakeholders namely alumni, employers, teachers, students and validation through BoS (Board of Studies) by inviting subject experts from across the States.

The curriculum design and development process include deliberations at the level of the Department involving all faculty members, the Board of Studies and Academic Council. Further, the curriculum is designed in such a way that the student enhances his/her professional skill, entrepreneurship, and employability through the teaching and training.

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

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

**Response:** 93.75

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

**Response:** 30

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

**Response:** 32

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

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

**Response:** 86.42

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
800	684	679	649	601

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

## 1.2 Academic Flexibility

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

**Response:** 44.38

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

Response: 355

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

Response: 800	
<b>File Description</b>	<b>Document</b>
Minutes of relevant Academic Council/BOS meeting	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 100

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

Response: 30

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

## **1.3 Curriculum Enrichment**

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

**Response:**

Fakir Mohan University has duly realized and acknowledged the value and relevance of the cross-cutting issues such as Professional Ethics, Gender, Human Values, Environment and Sustainability, etc. Such issues have been given prominence in different courses across the departments. Syllabi have been modified and updated keeping the above in mind from time to time.

Environment and Sustainability is a sensitive issue that needs sensitization in a formal way. There is a dedicated Department called “Environmental Science” that offers different courses related to environment and sustainability. The courses related to Environment covers topic like Global Warming, Environmental Policy, Environmental Protection, Disaster Management, Solid Waste Management, and so on. For its MPhil programme a course i.e. ENS-612 offers Environmental Pollution Control and Management/ Natural Resources and their Conservation/ Water Pollution and Management. The Department like Zoology offers a course on ‘Ecology’; Chemistry has a course on ‘Environmental Chemistry’; MBA has similarly offers a course on ‘Business Environment’; the courses of Botany Department include a course on ‘Mushroom Cultivation’ and the Department of Social Science in its Political Science discipline

provides a course SPS-203 where Ecological and Development Issues are analysed.

Gender issues are deliberated in different forums and is taught as a course in Population Studies in the University. Over the years, the University has organised several programmes on Gender Sensitization. The Department of Social Science in its Sociology discipline provides a course: SSO-404 entitled Gender and Society. It is a gender specific course.

Human Values are taught in various courses as well. For example, a P.G. course in Political Science i.e. SPS-101 on Political Theory, offered by the Department of Social Science, include Human Rights, Justice, Equality, Democracy, etc. The course on Indian Government and Politics (SPS-102) too covers such issues in the Indian context. The same Department offers a course in Sociology i.e. SSO-205 that focusses on Tribal developmental issues where as in another course i.e. SSO-403, the issues like ageing and its problems are taught.

Professional Ethics, forms a part of all programmes viz., MPhil and PhD. Such programmes have specific courses on Professional Ethics. The Department of Business Management offers as course on Business Ethics. In MPhil and PhD programme there is a course on Research and Publication Ethics. That covers topics such as Intellectual Honesty, publication ethics, publication misconduct, Philosophy of Ethics, Salami Slicing, Mis-Representation of Data, Falsification and Fabrication etc.

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>
Any additional information	<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:** 27

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

Response: 27

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>

**1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.****Response:** 9.07**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
535	201	0	0	0

**1.3.4 Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).****Response:** 43.92**1.3.4.1 Number of students undertaking field projects or research projects or internships.****Response:** 741

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

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

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

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

**Response:** 14.24

##### 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
888	794	823	831	753

#### 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:** 42.95

##### 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
163	161	156	151	111

#### 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 through state level entrance tests like CPET and OJEE. Students thus admitted into various programs commence their University entry with an Induction Program organized by the University and the Heads of the respective departments, wherein the newly admitted students participate to get familiarized with the University.

During this process, the students' knowledge and skills are assessed by taking into account their personal data and academic record of the qualifying examination. The knowledge gaps are identified and bridge courses through "Prerequisites of each course" are arranged for first 5 to 10 days to enable them to cope up with the University system.

The University also identifies slow and advanced learners based on the performance of the students through continuous assessment at the end of the first semester by their respective teachers.

Moreover, all the regular departments of Fakir Mohan University have adopted a formal process of student mentoring since its inception. For each batch, the full-time faculty members of the respective Department are allotted with a number of students under Proctorial System and a slot is earmarked in the time table for systematic interaction among them. The concerned teachers keep record of the brief biodata of the allotted students, interact with them on a regular basis and try to find out problems encountered by the students in academics and beyond. Accordingly, department wise efforts are taken and personal attention is given like arranging special/ extra classes to address the issues associated with the slow learners. For the advanced learners, a few Departments have conducted special classes e.g., preparation for competitive examinations and Personality Development, which are also open for all students of the respective departments. The PG Departments also encourage the advance learners to register themselves in different MOOC platforms and acquire new skills, that will enable them to get better employment opportunities.

The University also identifies slow and advanced learners based on the performance of the students through continuous assessment like conducting quizzes and assignments periodically during the semester by their respective teachers.

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

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

**Response:** 16:1

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:**

Fakir Mohan University ensures that the learning is made student-centric by congregating all its teaching-learning plans, ICT – mediated resources, and the pedagogy for the overall academic growth of the students in the area of critical thinking, problem solving, and decision making skills. Theory classes are made more illustrative and interactive. The teaching methods include brainstorming & interactive sessions, problem-based learning through case resolution, laboratory demonstrations, field visits, individual and group presentation, and studio practice. The students are supplied with lesson plans and syllabi at the beginning which reflect course objective and course outcome. All the science programmes and many social science programmes integrate practical courses/Field visit/ Field based participatory observation with adequate experimental facilities for students, to ensure participative and student centric learning. All programmes have compulsory project courses that provide adequate opportunity to the students for getting first hand knowledge on problem solving. Further, departmental seminar society has been constituted with student representatives and a teacher-advisor to foster problem solving and research attitudes through critical thinking.

The final year students take the lead for conducting various activities in the Departments, which helps them developing leadership and team building skills.

Experts from industry and other institutions share their experience with students, which promotes their professional skills. Internships are integrated into the course structure of most programmes.

The University motivates the students for self- learning through ICT–enabled facilities. Internet facility in the department and latest online books and journals are provided for self- learning. Assignments, Projects, Classroom Seminars, Group Discussions, Field Trips, Surveys, Exhibitions, Essay Writing Competitions, National Seminars and Workshops, Newspapers, and books and journals in the Library enhance the quality of the learning of students.

The University follows global trends by using the latest teaching – learning materials, ICTs, etc. The University also provides additional skill-oriented programs relevant to regional needs and takes initiatives for educating students on behavioural and social change, human values, environmental concerns, orientation towards research, etc.

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 University has provided each teacher a PC with Internet facility. The classrooms also have internet facilities, and many classrooms also have PCs/Laptops and multimedia projectors. Further to add that both

the campuses are WI-FI enabled with a 500Mbps bandwidth. ICT enabled teaching are given by all the faculty members of the University.

Various steps are taken by the University to switch from conventional/traditional classroom into an active IT enabled room by which regularly organizing webinars and encouraging the students to utilize e-learning resources are possible.

All kinds of teaching aids, including MOOCS, PG Pathshala, SWAYAM and modern teaching and learning methods through iLMS available in the University are regularly used by the teaching faculty to give the students' a better learning experience, as well as a detailed exposure to the subject. The institutional LMS of FM University is extending support for teaching-learning and evaluation at University level by teachers and learner registration, circulation of academic content through course creation, monitoring learners progress and report generation of evaluation with different activities or resources such as: i) Assignment, ii) Book, iii) Chat, iv) Feedback, v) Quiz, vi) URL, and vii) Reference to other pages.

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

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

**Response:** 16:1

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

**Response:** 107

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	<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:** 84.1

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

#### 2.4.2 Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. year-wise during the last five years

**Response:** 71.25

##### 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
75	75	68	47	47

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:** 5.13

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

Response: 549

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:** 27.33**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
16	1	1	4	2

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:** 28.8**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
14	34	30	31	35

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

**2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years****Response:** 0**2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years**

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

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

#### Response:

The IT Integration in the examination processes and student life cycle management helped all stakeholders to shorten the time for approvals and endorsements at various levels, on-line filling up forms, fee deposit, issue of marksheets, result publications, etc have been added to the system. Fakir Mohan university is continuously putting effort to migrate all the examination related data to the National Academic Depository (NAD) and issue Degree Certificates and Mark sheets in Digital format generated through NAD.

Since 2015, the different functions under Examination system of Fakir Mohan University have been strongly integrated with ICT tools. For example, on-line evaluation of answer scripts, results processing, and publications of results.

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

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

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

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

## 2.6 Student Performance and Learning Outcomes

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

#### Response:

The syllabus of each programme running under the departments and affiliated colleges of Fakir Mohan University provides precise information about core courses, generic elective courses, fundamental courses, discipline/programme specific courses and also the learning outcomes of different programmes. The syllabus also contains information about scheme of examination and evaluation. The learning outcomes are also widely publicized through the departmental webpages available on the university website and scope of the subject in the admission brochure. Further, along with the programmes, the detailed regulations are available in the university website.

All the courses are having generic and programme specific outcomes. The generic outcomes of the courses are: i) developing argument building ability and solving complex problems with professional approach, ii) leadership development and decision taking ability, iii) character building, iv) developing personality with social and ethical values, v) infusing attitudes for philanthropic causes, and vi) making students responsible citizens with societal commitments. Further, the graduate and post graduate students are getting extra skills beyond disciplinary content knowledge through various workshops, choice based credit system and different certificate and value added courses.

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

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

#### Response:

For all the PG programmes offered by this University the syllabus is designed in such a way that all programmes have their own objectives and methodologies to achieve their respective Programme Outcomes. Some subjects combine theoretical inputs with practicals and some have only theory. To achieve the Programme Specific Outcomes for the subject, teachers have to use various direct or indirect methods to achieve overall pedagogical objectives. To measure course outcomes and attainment level of each student, the department conducts continuous assessment tests for each course. On the basis of marks obtained in these tests the concerned department finds the attainment of outcome by each student. Other methodologies used for the purpose are:

- Seminar presentations,

- Project work /field visits, and
- Participation in Social service.

Other co-curricular activities are also considered for measuring/assessing the attainment of each course outcome and specific program outcome by each student.

The targets thus set for the attainment of POs, PSOs and COs are discussed in the respective teachers' council meeting which also discusses various steps to be taken to increase the target level for the attainment of stated POs, PSOs and COs. From time to time, the Departments take stock of the attainment of programme and course outcomes and suggest corrective measures, which are then implemented by the departments.

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

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

**Response:** 93.38

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

Response: 663

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

Response: 710

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

## 2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:** 3.55

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

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

**Response:**

The University has a well-defined research policy that encourages all its faculty members and research scholars to conduct research in their respective fields. The interdisciplinary approach and quality in teaching and research by the University are well appreciated.

The Research & Development Cell of the University facilitates researchers of the University for carrying out research projects, patents and technology transfers, etc. This cell is responsible for interacting with various stakeholders, both internal and external in the University. The Research & Development cell adopts single window policy for collaboration and partnership with the funding agencies and other R & D organizations at national and international level to encourage and quicken the process for researchers.

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

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

**Response: 1**

**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
5	0	0	0	0



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

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

**Response:** 0.46

#### 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
2	0	0	0	0

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

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

**Response:** 45

#### 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
26	4	7	4	4

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

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

**Response:** 0

**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.**

File Description	Document
Institutional data in prescribed format	<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:** 14.21

**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
4	0	2	4.21	4

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:** 648.42

#### 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
26.92	78.431	419.46	10	113.61

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>
Any additional information	<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:** 4.8

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

**Response:** 24

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

**Response:** 25

File Description	Document
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:

Fakir Mohan University has setup a Technology Business Incubation (TBI) Centre to identify innovative solutions that can impact small entrepreneurs. The key objective of TBI is to provide adequate training as well as placement opportunity to the students of F.M. University in various disciplines and to develop an ecosystem to create opportunities for students and local young talents through various start-up researches sponsored project by the Government agencies (MSME, DST & DBT) and various private companies. Having longer range of coastal belt with enriched marine sea food resources, enriched Agro-farming sectors and surrounded with the industrial Hub including plastic, polymer, paper and alloys factories, FMU-TBI intends to attract and implement several sea food processing, agro-farm processing as well as above mentioned industrial based projects. The Centre has been approved as one of the Host Institute (HI) to nurture startup research activities under MSME, Govt. of India. FMU-TBI has conducted Boot camps and hosted Startup Yatra in collaboration with Startup Odisha to select best idea for next level of startup research fund Support. TBI has participated in HACATHAN 2.0 for funding support of MSME and in this connection total 05 entrepreneur research projects (15 lakh each) are evaluated and submitted to MSME, Govt. of India.

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

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

Response: 113

##### 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
63	13	16	8	13

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:** 5

#### 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
2	0	1	0	2

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>
Any additional information	<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:** 5

#### 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
5	0	0	0	0

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

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

**Response:** 1.47

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

Response: 119

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

Response: 81

File Description	Document
Institutional data in prescribed format	<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:** 4.13

**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
101	97	94	39	32

**File Description****Document**

Institutional data in prescribed format

[View Document](#)**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
162	69	28	31	45

**File Description****Document**

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)**3.4.7 E-content is developed by teachers :**

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

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

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

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

**Response:** 6.11

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:** 20.5

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:**

Consultancy policy provides an important and effective opportunity for the University to share its resources and expertise with the government, industry, and the social sector, and to earn name and fame in return. With the aim to promote, develop, and strengthen consultancy activities, a well-defined Consultancy Policy has been framed by Fakir Mohan University and approved by competent authorities of the University. This policy document provides valuable guidelines and conditions for negotiations, contracts for utilization of University facilities, invoicing, debt collection, sharing of revenue generated through consultancy and all other administrative formalities. The consultancy policy mobilizes experts and the state-of-the-art testing and analytical instrumental facilities available across all Departments to fulfill the requirement of the stakeholders. This not only enables the University faculty to upgrade their knowledge, but also provides wider acceptance for their expertise in the field.

It is expected that through consultancy assignments, faculty and research scholars establish linkages with the industry, commercial organizations, and the social sector and develop long-term relationships and collaborations with them. This aims to enhance long-term relationships and provides flexibility to support



the needy and meritorious scholars and stakeholders to meet their monetary requirements related to academic activities.

The policy on consultancy lays out the definition, scope and nature of consultancy activities that the faculty of the University may engage in. It provides guidelines for accepting consultancy assignments. The conditions and modalities for revenue sharing are defined in the Policy. The details of facilities available for potential consultation, directory of key facilities and equipment, expertise of the faculty etc are made available on the University website.

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>

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

**Response:** 0

#### 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	0	0	0	0

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

Fakir Mohan University is surrounded by several under privileged villages and the people of these villages face several problems in education, health care, sanitation, etc. Water contaminations and air pollution

emerge as critical issues owing to the ongoing industrial practices and stone cutting/crushing near to the villages. Therefore, to seek positive transformation and to promote progressive changes in the communities through alternative development models in participatory mode a number of activities are taken up by the NSS Unit as well as the P.G. Departments of the University. Along with sensitization activities and awareness campaigns "Back to school programme for school dropouts", "Each one Teach one for illiterates in the age group of 18 to 35", Health camps including eye check-up, dental health, overall check-ups are done regularly. These have been beneficial for the population of adopted villages. Awareness campaigns against lightening, neglect of girl child, etc are few examples of addressing social issues and holistic developments.

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

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

**Response:** 4

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

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

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:** 98

#### 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
30	20	25	17	6

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

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

**Response: 96.75**

#### **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
1687	1474	1430	1272	922

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

## **3.7 Collaboration**

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

**Response: 30.6**

#### **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
48	24	22	23	36

<b>File Description</b>	<b>Document</b>
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: 16**

**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
9	4	1	1	1

<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>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

The University Campus spreads over 80.63 acres of land that includes 74.63 acres in the New Campus and 06 acres in the Old Campus. There are 21 blocks of buildings out of which 09 blocks are designated for teaching (PG Departments, and one Distance Education Unit). Other blocks include Administrative Building, Library, Office of the Chairman Post Graduate Council, Health Care Centre, Day Care Centre, Bank, Post Office, Guest House, Sports Complex, Centre of Excellence, HRD Centre and Canteen. Besides 06 PG hostels for boys & girls, and residential quarters for teaching & non-teaching staff are also there in the campuses. Apart from this, 02 Academic Buildings (G+1 & G+4), 200 seated Ladies Hostel and a State of Art 1000 seated Convention hall are under construction.

Each department is well equipped with sufficient number of classrooms for teaching, seminar halls, seminar libraries, rooms for faculty and non- teaching staff members. All faculty members are provided with personal chambers, Computers with functioning Internet and printers. The PG departments are being encouraged and added to go for the state-of-the-art technology for teaching and learning. The PG Departments have adequate numbers of class rooms with LCD and Wi-Fi facilities to meet the basic needs of the students in teaching-learning processes. The LCD projectors are being increasingly used by the Departments, depending on the nature of their pedagogic programmes. The entire campus is Wi-Fi enabled. Program specific laboratories are available in each Department with advanced equipment/ Instruments. University has an assured uninterrupted power supply. In case of temporary power failure, most of the Departments have generators/inverters back up.

Adequate computational facilities, required for teaching-learning processes and research activities are available at the Department level. University continuously upgrades its laboratories and equipments and provides ample facilities for students to conduct laboratory experiments. University also provides assistance in organizing Conferences, Workshops, Faculty Development Programmes and various co-curricular activities.

Infrastructural facilities available for Laboratory, library and classroom have also been upgraded with grants received under UGC 12th Plan; grants received from RUSA; and IDP (World Bank Project). Besides, the individual teachers running Major/Minor Research Projects funded by DST, DBT, ICMR, ICAR, ICSSR, BRNS, CSIR, UGC etc. also add equipments to the laboratories.

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:**

Fakir Mohan University, Balasore encourages multi-dimensional growth of the students. For this, the students are able to excel in academics as well as in sports and cultural activities being provided with necessary facilities, and emotional growth. The students are encouraged to participate in extracurricular and sports activities essential for developing them as integrated personality.

The Postgraduate Council of Fakir Mohan University has a Cultural Society that organizes intra-university competitions annually. These include different competitions like essays, quizzes, debates etc. and cultural events like music, dance, and dramatic performances. The Cultural activities too form a part of different occasions of the University like observation of Foundation Day, Seminars, and other such events. The University Students' Union brings out a literary journal entitled "Vyasa Sambhara" which promotes literary talent among the students.

The students avail the facilities for playing indoor games at the Sports Complex of the campus that facilitates indoor games such as Badminton, Table Tennis, Carrom, Chess and so on. Apart from this, facilities for outdoor games like Cricket, Volleyball, Hockey, Rugby, Football, Kabaddi, Kho-Kho are available and played in an outfield. The University also has its own Gymnasium in campus fully equipped with advanced equipments. Every year inter-university games like Kho-Kho, Kabaddi, Volleyball tournaments are organized to motivate students.

The University has National Service Scheme (NSS) Cell that encourages the students to undertake social activities in villages and urban slums. Students have undertaken social services such as Plantation of Trees, Blood Donation Camps, Mass Cleaning Drives, Health Awareness Programmes, Each One Teach One, bringing back drop out students to the school, etc.

For development of healthy mind and soul, University encourages practice of Yoga in day-to-day life for teachers, non-teaching staff and the students altogether. Every year on June 21, International Yoga Day is celebrated to create awareness among the students.

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

**4.1.3 Availability of general campus facilities and overall ambience****Response:**

The Campus is a green campus with state-of-art buildings where classrooms, laboratories, Botanic Garden, Herbal Garden, Canteens, Library, Indoor and Outdoor Sports facilities, Bank, Post Office, Open air Class Rooms, Health Care Centre, Day Care Centre, E-vehicles, separate Hostels for Boys and Girls, and Residential Quarters for the teaching and non-teaching staff, etc. are placed in a planned manner. The University has sufficient infrastructural facilities to cater to the needs of its stakeholders and has taken extensive measures to ensure campus safety and security round-the-clock. The university has disabled friendly environment. All of the buildings are enabled with ramps for differently abled students. There are

disabled friendly washrooms made in the campus, which are maintained regularly.

The campus has a branch of UCO Bank and a full-fledged Post Office and well-maintained canteens for the students and staff, which serve healthy food at reasonable prices. Also there are two ATMs in the premises of the campus one having 24X7 hours transaction facilities having power backup through solar panel. All the students and staff are provided with primary medical care at the University Health Centre. The campus is safe and secured under 24 hours CCTV surveillance . The University maintains its greenery campus with lawns and seasonal flowers. Most of spaces are invariably filled with diverse flora of different species and sizes. The overall ambience of the campus brings a positive and creative feeling among all inmates. The chirping sound of the different birds in the morning brings a soulful pleasure in the campus. The greenery of the campus is a space for 50 above bird species to live.

Fakir Mohan University came up with a unique concept along with all of its staff and students with an initiative to collect used / new clothes for the poor through a program named as "**Give if you have, Take if you have not (??? ??? ???, ????? ??? ???)**". The objective of this programme is to spread smiles across the faces of those, who don't have proper clothes. For this programme, a drop box for clothes is installed near the main gate of new campus of the University, where people can donate old or new clothes for this cause. University conducts inter village football matches among villagers to encourage rural sports.

In vacations and holidays the laboratories are is visited by under graduage and schools children which is to motivate them for his/her education.

#### **Other significant facilities:**

Centre of Excellence for “Bioresource Management and Energy Conservation Material Development” equipped with different high end instruments like GC – MS, PC Based UV-Visible spectrophotometer, Gel Documentation System, Ultra- Low Deep freezer with Temperature range -500C to -860C, Upright Trinocular Microscope, Table Top Centrifuge, Ice Flakes Production Machines, Autoclave, Sonicator, High Temperature Furnace (1600 °C), Hydraulic Press, Hot-Air Oven etc. for the use of the Researchers, Faculty Members of the University.

<b>File Description</b>	<b>Document</b>
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:** 33.44

##### **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
578.92519	624.01452	114.67699	669.13774	243.63784

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:

Dr. H. K. Mahatab Library (Central Library) is running in a hybrid mode being a mix of traditional print and electronic study materials. The Central Library of Fakir Mohan University is more like an Integrated Knowledge Resource center that is equipped with 51,718 numbers of print books, 623 University Theses, more than 300 volumes (periodicals), national and international journals.

The University has both remote and I. P. based (local) access to e-resources like e- journals, e- books, database, video tutorials through gateway such as: DELNET, Elsevier's, Science Direct, EBSCO, PROQUEST, Shodhsindhu, Shodhganga, Shodhsuddhi etc. In order to maintain Academic Integrity, Plagiarism checking tool such as TURNITIN, OURIGINAL are also being subscribed by the Library.

All the Ph.D. theses including Thirty-Nine (39) rare works of legendary poet Vyasakabi Fakir Mohan Senapati, on whom the University is named after, have been digitized.

The Library is housed in the two main academic premises in two separate buildings with 3001.86 sq. ft. area at Remuna Golei and 14464.53 sq. ft. at Nuapadhi campus. The reading rooms of the library at both the campuses are well furnished with a total seating capacity for 100 users at a time. The e-resource center cum Computer Lab has provision of 20 work stations with fiber optic & Wi-Fi connectivity.

The typical procedures of library such as acquisition, cataloguing, circulation etc. have been automated adopting e-Granthalaya V-3 software of NIC.

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

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



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

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

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

**Response:** 41.8

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
114.31	12.32	11.87	23.85	46.64

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

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

**Response:** 25.75

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

Response: 462

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

### 4.3 IT Infrastructure

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

**Response:** 100

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

Response: 82

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:**

Fakir Mohan University has a well-defined IT policy to develop a robust IT infrastructure in the University Campus for transforming non-IT driven teaching-learning system to IT driven teaching-learning system and to promote IT driven administration with an emphasis on protection of data and information of the University.

The focus areas of IT policy include: i) Departmental ICT facilities, ii) Procurement of ICT resources, iii) Maintenance of ICT resources, iv) Green ICT practices, and v) Privacy and Security.

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

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

**Response:** 5:1

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:** D. 50 MBPS - 250 MBPS

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>

**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:** 26.71

**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
583.57005	663.58423	124.94617	145.34752	278.0662

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:**

Fakir Mohan University has Infrastructure Committee, Building Committee, and RUSA Project Monitoring Unit. These are entrusted with the responsibility of chalking out developmental plans and making decisions with regard to physical infrastructural growth. All development programmes are

centrally planned and reviewed from time to time.

The Infrastructure Committee comprises the Vice Chancellor (as its Chairman), Registrar, Comptroller of Finance, Chairman, Postgraduate Council, a member of the Syndicate, Project Engineer of the University, Development Officer (as Convenor) and Superintending Engineer CPWD/OPHWC. This takes overall responsibility of developing new infrastructure as well as maintenance of old one.

The above committee is supported by the building committee that approves and plans for new constructions.

The RUSA Project Monitoring Unit consists of Vice Chancellor (Chairman), Development Officer, RUSA Co-ordinator (Convenor), Registrar, Comptroller of Finance, Member of the Syndicate as nominated, few Senior Professors of the University, Students Representatives, Project Engineer of the University and Superintending Engineer CPWD/OPHWC. This committee decides about the spending of grants received under RUSA Projects.

The resolutions of the meetings are placed in the Syndicate for approval. The Development Officer and engineering personnel execute the decisions of the syndicate as per the Orissa University Accounts Manual. The University ensures proper utilization of the funds allocated for the physical infrastructure development through meticulous monitoring. All expenditure are systematically audited to ensure appropriate and effective utilisation of money.

All laboratory equipments in departments are taken care of by the Head of the Department concerned. Those in-charge of the laboratories, submit periodic reports on requirements of repairs and maintenance to the HODs. Adequate budgetary provisions are made to each department for maintenance and upgradation of academic facilities.

Two System Managers are appointed by the University for taking care of the technical issues related to computers. Standard operating procedures are in place for maintenance of IT and IT related infrastructure.

The University has a separate budget for repairs and maintenance and the allocated budget is optimally utilized by the Engineering staff appointed for maintenance and repairs of civil works.

For maintaining the academic standard of the University, the following committees have been formed such as Board of Studies, Research Advisory Committee, Subject Research Committee, Post-graduate Council, Academic Council, and Library Committee.

The University Library Committee under the chairmanship of Vice Chancellor decides about upgradation of facilities including policies for better facilities in the University Library. The Library purchase committee decides about procurement of new books, journals and other purchases for Library.

Fakir Mohan University has a sports council. Under the chairmanship of Vice Chancellor, the council decides about Inter University and Inter college sports activities along with improvement of sports facilities in and outside the campus.

<b>File Description</b>	<b>Document</b>
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:** 39.49

**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
424	1381	549	224	249

#### File Description

#### Document

Upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Institutional data in prescribed format

[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:** 25.09

**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
595	609	199	186	224

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

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

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

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

**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>
Details of student grievances including sexual harassment and ragging cases	<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:** 82.17

**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
99	64	55	35	12

**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
110	73	62	45	18

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

**5.2.2 Average percentage of placement of outgoing students during the last five years****Response:** 24.83**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
322	100	81	111	101

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

**5.2.3 Percentage of student progression to higher education (previous graduating batch).****Response:** 38.26**5.2.3.1 Number of outgoing student progressing to higher education.**

Response: 282

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

**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:** 89

**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
28	11	13	16	21

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:**

An effective student council is operational at Fakir Mohan University. The various departments select class representatives through the students unanimously. The head of the department approve the names of the class representative in staff council meeting and send to chairman P.G. council of the University to form the Student Council. It is an initiative to foster leadership skills among the students. The students led body undertakes responsibility in organizing various events. maintaining discipline and ensuring accountability in their duties. Students' council helps in the inculcation of personality, leadership and management skills, and team work. The role of students' council is conceptualizing. planning and execution of various events. The IQAC of FMU intends to build awareness regarding student support, feedback from the students for institutional development and quality enhancement from time to time.

FMU has taken several steps towards student progression and welfare by forming different committees. The evaluated scripts are shown to students in the class for discussion and clarification. Besides, various students' related issues like admission, examination, scholarship, curriculum development and other contemporary issues which pertains to student in general are addressed by the proper functionaries and the appropriate University authorities of University. Voicing and ventilating the concerns of students, the committee, works in coordination with University Administration, to solve the problems of students. The committee reacts and responds to the issues of students.

The various activities performed by different committees are:

**i. The Class representative system (CR)**

CR system is fundamental to student representation as leaders. It allows one male and one female student to represent each class in the university with regular meetings to ensure the system's efficiency and effectiveness in putting students' interests and views for the holistic development of institution.

## ii. Cultural committees

Student representatives are sent from each regular Post-Graduate Department to plan and execute programmes related to cultural and other literary activities under the guidance of different teams of faculty members constituted for the purpose.

As such Secretary and Joint Secretary are selected through an indirect student election process for three different committees namely PG Sports, PG Cultural, and Magazine Committee. Seminar Secretary in each department takes care of all co-curricular activities of the students who also initiates organisation of weekly departmental seminars, internships, field/study tours and so on.

## iii. Sports Committees

The sports committee is one of the most active committees in campus to organise sporting events throughout the year. University sports committee aims to enhance the interest of the students in the field of sports and provides knowledge, skills, and techniques required for different events.. The committee organizes various competitions over the year with the help of class representatives, student's representatives nominated for sports committees from other departments, assisted by PEO and Vice President of it.

## iv. Internal Complaint Committee (ICC)

This committee includes faculty members, employee representatives, student representative and an external expert to solve any grievance of the female students and staff related to personal or professional harassments. ICC of Fakir Mohan University also works for gender sensitization and student.

File Description	Document
Upload any 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: 27**

#### 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
42	8	26	33	26

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

Fakir Mohan University has a glorious records as its alumni have excelled in all walks of life. Some prominent and notable among them are Dr. CH. Satyabrata Nanda, Dr. Debadutta Das, Dr. Subarna keshari Samal, Dr. Jagannath Behera, Dr. Paramananda Jena, Niranjana Rout and so on. The alumni association of University is registered in the name as “Fakir Mohan University Alumni Association” vide regd. No.- BLS-9658-39 and the office of the association has a separate room at Nuapadhi campus.

The association creates an organic link between the University and the alumni. Not only at university level, but also at department level, it coordinates various Departments to conduct alumni meetings. A governing body has been constituted that plans to host different programmes to achieve the objective of the association. A google form has been prepared for the registration and contribution for the association. The present governing body members are as follows Dr. CH. Satyabrata Nanda, president, Dr. Minati Mishra, Vice-president, Dr. Debadutta Das, General secretary, Dr. Jagannath Behera, Asst. General Secretary, Dr. Sanjib Majhi, Treasurer, all the Executive members are Mr. Bhabani Shankar Jena, Mr. Satadala Giri, Dr. Pramananda Jena, Mrs. Gayatri Guharoy, Dr. Subarna keshari Samal.

The alumni association of the university organizes various activities like inauguration of Day-care centre, Health camp, inside the university and adopted village, Eye and teeth care awareness programme, Jal Chhatra during summer for the students, public and animals, alumni colloquium on “Why Globe needs India”, bone mineral density test, free blood sugar and lipid profile test, donated wheel chair for physically challenged students and faculty members.

The Association is currently developing plans to have regular communication with the alumni through a newsletter and also instituting some strategies for fund raising towards the development of the University. It is worth mentioning that, the Alumni association at FM university has contributed significantly to the development of the institution through financial and other support services during the last five years.

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

**5.4.2 Alumni contribution during the last five years (INR in Lakhs)****Response:** B. 50 Lakhs - 100 Lakhs

<b>File Description</b>	<b>Document</b>
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:**

The University has clearly stated vision and mission and which have been percolating down and each department has drawn their own strategic goals and developmental objectives which are stated clearly in the Institutional Development Plan. In 2021 the University has redefined its vision & mission which is reflected in Vision 2040 document having a futuristic perspective and has clearly stated its short-term, medium-term, and long-term action plan. The University has a strong system of governance reflected through well-structured and active syndicate, academic council and BoS with a strong academic and administrative set up. The organogram of the University reflect its work set up. The functioning of different committees through representatives from several strata reflect transparency in decision making backed with strong academic, financial and administrative audit done periodically.

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

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

**Response:**

- All decision making authorities are participatory: i) Syndicate, the highest decision-making body has representation of teachers, non-teaching employees, Principals of affiliated colleges, and representative of civil society, ii) Academic Council, the highest academic body is represented by Heads, Principals, and other experts to decided on academic regulations, designing and redesigning of course curriculum. Academic council decides on the proposals and recommendations of Board of Studies and SRCs of various programmes. Prior to the conduct of these highest bodies, suggestions are asked from different stakeholders.
- For academic purpose each department is treated as a single unit with full autonomy to decide its course of action related to curriculum designing, implementation of skill based course/value added courses, and also designing and implementing examination calendar. Each department has a practice of participative management by involvement of teachers in decision making through regular teachers' council meeting and student and other stakeholder interaction.
- The participation of stakeholders like students representation in different committees, like students council, sports committees, cultural committee, anti-ragging cell and ICC, parents involvement in parent-teacher interaction meet, alumni involvement through alumni meet and connect programme, representation of industry personnel in BoS and other stakeholders in various forums exemplify the participative management. The University has organized a mega stakeholders meet on during 25th-26th November,2021 to finalise the Vision 2040 document where 09 stakeholders' group

were involved in the exercise.

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:

For all round growth of the University an institutional Development plan was submitted to OHEPEE with financial support from it, the University has successfully set up a Centre of Excellence(CoE) **entitled “Bioresource Management and Energy Conservation Material Development”**, conducted civil works like strengthened affiliated colleges by, and carried out non-civil works for University. In 2021 initiative was taken to establish two laboratories viz. Data Analytic Laboratory and Advance Computing Laboratory. The University has initiated developing State-of-the-Art Laboratories at various departments.

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

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

#### Response:

The University has well documented policy for each committee be it to grant Seed fund, Consultancy, Environmental issues, and IT. Syndicate, Academic Council and other statutory committees functioning according to provisions of Odisha Universities First statute 1990 (amended from time to time) and Odisha Universities Act (1989) amended in 2020. The University has well defined service rules, accounts manual and other regulations as prescribed by UGC and the Government. Different committees like R&D committee, Affiliation Committee, Finance Committee, Purchase Committee, Library Committee, Sports Committee etc are there to work on R&D and consultancy policy, sports policy, etc of the University. Alongside, each department has teacher council, PG central office have PG council and different committees under it, Syndicate and different sub-committees under it are constituted as and when required. At present the appointments of teaching staff is made through OPSC (Odisha Public Service Commission) and non-teaching staff through Staff Selection Board, Department of Higher Education, Govt. of Odisha

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>
Link to Organogram of the University webpage	<a href="#">View Document</a>

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

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

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

File Description	Document
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>

## 6.3 Faculty Empowerment Strategies

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

**Response:**

The University has a three tier performance appraisal system for teaching and non-teaching staff which are assessed at the end of each academic year. Self-appraisal form is submitted by teacher which is duly filled by reporting, reviewing and accepting authority. The promotion of teachers are done periodically following the UGC regulation for promotion. In case of non-teaching Odisha Universities Recruitment and Promotion of non-teaching employees Rules 1991 is followed for recruitment and promotion. Each staff is provided with subsidised transport facilities, in-campus health care support by health care centre , GIS for all regular employees, and canteen facilities for all. A welfare fund has been created by the University from the contributions of teaching and non-teaching staff members.

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:** 18.74**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	6	35	20	14

**File Description****Document**

Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)

[View Document](#)

**Other Upload Files**

1

[View Document](#)

**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:** 9.4**6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
28	0	7	6	6

**File Description****Document**

Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)

[View Document](#)

Reports of Academic Staff College or similar centers

[View Document](#)

Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)

[View Document](#)



### 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:** 39.87

#### 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
77	61	12	17	18

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

## 6.4 Financial Management and Resource Mobilization

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

**Response:**

Major sources of revenue includes: Government Grant-in-Aid, fees collected from students, donations received from individuals, industries, Mo college Abhiyan, and project grants from different agencies.

Funds, collected from above sources are used for salary, infrasturcture development and maintenance, examination and other related expenditure, gold medals and awards, to promote sports & infrastructures to conduct project based researches.

File Description	Document
Any 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:** 1669.93**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
144.10	200.83	0	1000	325

File Description	Document
Details of Funds / Grants received from government bodies during the last five years (Data Template)	<a href="#">View Document</a>
Any additional information	<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:** 17.24**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
7.0345	0	2	4.21	4

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:**

Yes, financial Audit of every year is being taken up by Local Fund Audit team of Government of Odisha. Further, special Audit are done by AG Audit. Audit reports are uploaded in the University website for the

last 03 years. After receipt of Audit Report, Compliances are submitted for consideration. Various recovery processes as well as rectification processes are done as regards to Audit Paras.

Green and energy audits are done through internal domain experts where as Administrative audit is done by external experts.

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:

The following two practices institutionalised as a result of IQAC, Fakir Mohan University initiatives are as follows.

- Introduction of add-on and value added course in different PG programmes: The IQAC guide and monitors the efforts for successful implementation of add-on courses through SWAYAM programme of Govt. of India and value added courses with 30 or more contact hours for imparting transferrable skill developing courses and courses having focus on employability/ entrepreneurship. The courses have been offered through physical/online/blended mode as per requirement.
- The IQAC encourages successful conduct of workshops/Symposiums in the area of research methodology, research and publications ethics through various P.G. Departments of Fakir Mohan University. This effort has been made in order to ensure quality and for potentially useful research outcomes.
- Periodic internal and external academic audits are done, being coordinated by IQAC. Regular meetings of IQAC to discuss on the status of TLS (Teaching Learning Support) of each programme, as a routine helps making the system more effective and accountable.

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

**6.5.2 Institution has adopted the following for Quality assurance 1. Academic Administrative Audit (AAA) and follow up action taken 2.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>

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

**Response:**

The quality enhancement initiatives in the academic and administrative domains successfully implemented during the year as a result of the effort of the IQAC are as follows.

- The IQAC led the efforts for opening of new Regular P.G. Teaching Departments. As a result, in the year 2018, ten(10) new P.G. Departments have been opened such as J&MC, Education, Commerce, Mathematics, Zoology, Geology, Botany, History & Archeology, Geography, Chemistry.
- The IQAC led the efforts for establishment of Centre of Excellence for Bio-resource management and energy conservation material by signing MOU with OHEPEE assisted by World Bank for five years.
- The IQAC led the efforts for recruitment of Regular Faculty members against sanctioned post for different P.G. Departments. As a result, 36 faculty members have joined in the year 2020 in different P.G. Departments.
- The IQAC led the efforts towards appointment of adjunct faculty , visiting professor and emeritus professor in the Academic session 2021-22 in different P.G. Departments for strengthening the backbone of academics.
- The IQAC led the efforts towards installation of surveillance system for safety security of staff and students as well as property of the University and individuals.
- The IQAC led the efforts for signing MoUs with national and international institutions for building strong academic collaboration to enhance teaching-learning process and research outcomes of the University and making them functional.
- The IQAC of Fakir Mohan University conduct workshops on understanding the NAAC process of A&A in addition to its activities like conduct of Academic audit, administrative audit, submission of AQAR in time, etc.
- Moreover, several quality initiatives were undertaken in the administrative domain in the post-accreditation period e.g., optimal use of ICT resources, repair and renovations work of the different Departments, conscious use of electricity, etc.

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

## 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:

According to ILO (International Labour Office), the concept of gender equity refers to “fairness of treatment for both women and men, according to their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations, and opportunities”.

Considering the above and the changing scenario of social developments, we have prepared our system to seriously focus on inculcating the idea of gender equality among the staff and students. Equal participation of women and men in the decision making process; reducing enrolment gap between women and men; giving equality in learning process, educational outcomes and external results; and providing equal benefits for both sexes are our initiatives at Fakir Mohan University.

Fakir Mohan University has a strong ethical work culture that observes inclusivity in all its activities. The University provides equal opportunity to all its stakeholders irrespective of gender, race, caste, color, creed, language, religion, political or other opinion, national or social origin, property, birth or other status. The University guides its students to grow as “being human” by sensitizing them on issues like gender, social harmony and tolerance by various means as mentioned below.

The University has constituted an Internal Complaints Committee (ICC) to deal with the Prevention, Prohibition, and redressal of Sexual harassment of women employees and students of the university. The ICC cell organizes periodic seminar/workshops/talks to promote gender equity. International Women’s Day is also celebrated every year under the ICC banner.

In addition to ICC several other initiatives have been taken by the University including installation of Close Circuit (CC) cameras at strategic locations of the campus, deployment of a team of trained security personnel, strict implementation of Anti-Ragging measures and keeping the campus ragging free etc to make the students feel safe and secure in the campus. Well-trained and vigilant women Deputy-Warden, Superintendents and Matrons have been appointed in the Girls Hostel to promote a healthy communication between residents and authority. Suggestion boxes have been set up there in all academic and hostel buildings to help and encourage students to drop their issues and problems if they have any.

In most of the Departments, common rooms have been allocated for men and women, which also facilitate meetings and discussions. Girls’ rest rooms are provided in each academic block in the campus with required facilities. Health Centre is available in the campus with a lady doctor and other qualified women healthcare personnel.

A day care center is in operation in the New Campus premises of the University to provide necessary supports to the young children of the University employees and research scholars during the working hours.

The University organizes most of the sports events both in women's and men's category to promote gender justice. The University has also successfully organized East Zone Inter university Kho-Kho and Kabadi matches for women and men during recent years.

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

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

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

**Response:** C. 2 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:**

The University is deeply concerned about its own ambience, protection of environment, and taking care of health insiders through effective implementation of waste management practices. In order to keep the campus clean and green, the University has promoted consciousness among the students, faculties and staff to do away with the throw-away life style. The University has in place the sweepers, gardeners and housekeeping staff to help in waste segregation and management.

## **Solid Waste management**

- The sweepers of the University are assigned with the task of segregating waste at source level and put them in the allotted dustbins, and earmarked spaces.
- The housekeepers keep the faculty chambers, classrooms and department offices and floors clean and hygienic by collecting the waste and redirecting these to the main dustbins installed outside the premises.
- On an average approximately 140 kg/day of solid wastes are generated from the campuses which are segregated into biodegradable and bio non-degradable wastes. Around 45 kg/day is decomposed through composting technology and reused as compost in the gardens in the new campus of the University. The dry and fallen leaves are collected and heaped separately facilitating their natural decomposition.

## **Biomedical Waste Management**

- Management and safe disposal of the biomedical waste is of serious concern of the University to protect human and animal health.
- The infectious solid wastes (like microbial culture media from biological labs or contaminated biomedical wastes from health centre) are periodically disposed into designated pits after due autoclaving.
- To dispose of the sanitary napkins incinerators are installed in each ladies hostel.

## **E-waste management**

- The E-wastes generated by different departments, sections and offices are preserved at departmental levels as well as in central store of the University and are periodically auctioned to authorised vendors in larger lots for safe disposal. University takes appropriate steps for proper disposal of all the e-wastes from the campuses at regular intervals.

## **Waste Recycling System**

- The recyclable solid wastes including plastic items, metal scraps, papers and card boards are sold to scrap vendors in a decentralized manner by respective authorities of Hostels/Departments. Wastes such as the broken glass that are generated from the laboratories of different science departments and residential complex are collected at specific safe locations at the respective departments for their disposal in larger lots.

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

- At present the University is not producing significant amount of radioactive waste.
- Non-biodegradable hazardous wastes such as Syringe, saline bottles, IV jets, needles, gloves, masks etc. are majorly generated by the Health Care Centre and laboratories of science departments like Bio-Sciences and Biotechnology. These wastes are either segregated into separate bins and disposed following proper disposal guidelines at the department level or are sealed in biohazardous bags and are kept aside for later disposal following proper disposal guidelines.

## **Waste Water Management**



- Of the total volume of waste water around 70% is Grey water which is disposed-off by releasing it into the general drainage system of the University. The remaining 30 % is Black water, which is disposed-off by releasing it into the septic tanks.

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:** B. 3 of the above

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

#### 7.1.5 Green campus initiatives include:

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

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

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>
Any other relevant documents	<a href="#">View Document</a>

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

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

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

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

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

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

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

<b>File Description</b>	<b>Document</b>
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>

**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:**

Greater biodiversity in ecosystems leads to greater stability and the same is true in the context of cultural diversity in human civilization. The University believes in cultural inclusiveness and unity in diversity that helps in bringing the students, teaching and non-teaching staff coming from multi-lingual backgrounds, practicing different religions, following different customs and believing in different values

together. Different Departments of the University conduct different orientation and cultural activities to provide an inclusive environment as summarized below.

### **1. Tolerance and harmony**

Each Department of the University regularly conduct induction programme at the beginning of the academic sessions to educate the students about the importance of tolerance and harmony. Various cultural festivals highlighting tribal/folk and classical art forms are organized in the University to imbibe the ethos of tolerance and harmony among students.

### **2. Initiatives for an Inclusive Campus**

a. Regional Inclusion: The University encourages students from other states to take admission into various programs. For example, in the Academic session 2020-21 nearly 25 students from different states have taken admission in various courses. Apart from the students, at present there are 11 faculty members from other states (Nagaland, Arunanchal Pradesh, Jharkhand, West Bengal and Uttar Pradesh) of the country. Different activities such as National level sport events, National/International seminars and webinars are conducted from time to time taking participants from various states and countries.

b. Linguistic Inclusion: There are as many as 13 languages including Odia, Hindi, English, Bengali, Ao, Nagamese, Arunanchali, Santhali, Mundari, Assamese, Telugu, Urdu and Sanskrit are spoken in the campus. The Language and Literature Department of the University offers various academic programmes in different languages such as English, Odia, Urdu and Sanskrit. The University magazine Vyasa Sambhar regularly publishes articles in Odia, English, Hindi, Urdu to promote literary writings in different languages. Seminars with the help of academies for promoting different languages and workshops in different languages are organized regularly.

c. Socio-economic inclusion: Scholarships are channelized from various sources for the University students of deprived backgrounds to peruse their higher education seamlessly. Apart from this the University also strictly follows the reservation policies of the State Govt for socio-economic backward classes.

d. Secular Inclusion: Commemorative days such as National Integration Day, Constitution Day, Republic Day, Independence Day, National Youth Day etc. are celebrated in the University every year to promote and infuse the secular values among the various stakeholders of the University. Although peoples from various religion (Hindu, Muslim, Christian) and different communities are present in the university, the university has never experienced any communal issues so far.

e. Gender Inclusion: The University promotes women education which is reflected in the high enrollment percentage of women students e.g. 56.61% (2020-21 session) and 62.55 % (2021-22 session). Furthermore, nearly one third of the faculty members represent the women category. Women's Day is celebrated by the University each year on 8th March to focus various issues related to the women of 21st century.

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:**

The University celebrates Constitution Day every year on 26th November by inviting prominent speakers to infuse the values of our constitution among various stakeholders of the University. The importance of rights, duties and responsibilities are also imparted to the incumbents. The Dept. of Environmental Science educates its students about the Article 48A and 51A of Indian constitution which casts a duty on every citizen of India to protect and improve the natural environment.

Vigilance Awareness Week is celebrated every year to generate awareness of university employees at large about the evil effects of corruption, and a pledge is taken to make our institutions corruption free. Prominent signage have been placed in the university to promote belongingness of the stakeholders for the University so that the institution can be made corruption free. Transparency is the practice in every function of the University.

The Human Rights Day is also celebrated in the University on 10th December to educate the students and other stakeholders about the human rights and values.

The departments of Political Science and Law play a key role in organizing events to update the students about the constitutional changes in the country.

In order to monitor all ethics related issues of all ongoing and proposed research projects an Institutional Ethical Committee with both internal and external members has been constituted by the University. A five days Short Term Course on Research and Publication Ethics was organised from 15-19 Dec 2021 to educate the Research and Publication Ethics among the research scholars. this has become regular practice in FMU.

In order to impart Professional Ethics, syllabi of most of the courses especially B.Ed, M. Ed, M. Phil and Ph. D programs include studies on ethics and human values.

**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>

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

**Response:**

Fakir Mohan University, Balasore celebrates several International and National events including festivals. The International events observed in the University are Women's Day (March 8), International Yoga Day (June 21), World AIDS Day (December 1), World Polio Day (October 24), etc. The International Womens Day celebrated to commemorate the cultural, political and socioeconomic achievements of women. The International Yoga Day is observed for the physical, mental and spiritual well being and to maintain healthy lifestyle. The incumbents of FM University are united on World AIDS Day to show support for people living and affected by HIV and to remember those who lost their lives to AIDS. A village camp was organised to make people aware of taking Polio doses in time. A total of seven national events and two festivals are observed in the University. Anti-Corruption Day and Cleanliness Drive is observed on 01.11.2021 to raise awareness about corruption and fight against it. The Azadi Ka Amrit Mahotsav and Swachh Bharat Abhiyan are celebrated. Van Mahotsav is observed (01.07.2021 - 11.07.2021) to spread awareness of forest conservation and to save the environment by plantation drive around the University. Teachers Day (05.09.2021) is celebrated to mark the birth anniversary of Dr Sarvepalli Radhakrishnan which recommends regarding status, teaching practices and rights of teachers. Gandhi Jayanti and Shastri Jayanti (02.10.2021) are observed for promoting peace and harmony. Vigilance Awareness Week (26.10.2021 – 01.11.2021) is observed to ensure corruption free campus. Communal Harmony Week (19.11.2021 – 25.11.2021) is observed for spreading the message of communal harmony and national integrity and also raised fund for the National Foundation for Communal Harmony (NFCH).

File Description	Document
Geotagged photographs of some of the events	<a href="#">View Document</a>
Any other relevant information	<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:** Village adoption and development program.

**2. Objectives of the Practice:** A University has a significant responsibility for the community it belongs to. Fakir Mohan University since its inception and especially after the establishment of its new campus in the midst tribal and rural communities has been making every effort to serve the local community through various means. The major objective of the practice is to inspire the rural communities to realize and seek positive transformation in the areas of Education, Health, Sanitation, Culture, Tradition, Infrastructural Developments, and Population.

**3. The Context:** Rural Development is the sole goal to develop India in a holistic manner. In the process of rural development Village Adoption Programmes as Extension activities of University are always appreciated and encouraged. According to our former Prime Minister JwahaLal Nehru, “A University stands for humanism for tolerance, for reason, for the adventure of ideas and for the search of truth. It stands for the onward march of the human race towards ever higher objectives. If the Universities discharge their duties adequately, then it is well with the Nation and the People”. Our extension activities are projecting the justification of execution of these pious ideas. The relevance of sustainable rural development can be always cherished when both University and its nearby villages grow together.

Fakir Mohan University has been working in the nearby areas of Nuapadhi, Mitrapur, Remuna, and Nilgiri. A majority of adjacent villages still face constraints like access to education, health facilities, drinking water, sanitation etc. Adoption of villages through preparation of Village Development Plan would ensure a holistic and integrated development of villages concerned.

**4. The Practice:**

- At the beginning, student volunteers visited nearby villagers to understand the details of problems of the community. Extensive interviews and participatory observation methods were used to study the caste and tribe dynamics of these villages on 12.09.2021 by the Village Adoption Team. Baseline surveys were conducted at the primary level to understand the demographic details of the area. The data have been collected through interview schedule and participatory observation methods by volunteers. A sample size of 193 (99 from Nuapadhi village and 94 from Madrajpur village) have been surveyed and analysed.
- Interactive sessions have been undertaken with the Sarpanch of Nuapadhi gram panchayat to understand the details of the village.
- Domain areas of intervention were identified by interacting with villagers.

**Activities undertaken**

- Being the head of the institution, the Vice Chancellor visited the adopted villages of Nuapadhi and Mardarajpur, with the University Faculty Members on 14th September 2021 to create a fellow feeling between the villagers and the University fraternity. He interacted with the villagers personally so as to understand their problems and challenges.
- On the World Polio Awareness Day, 24th October 2021, a team of ten members from Rotary Club

of Balasore on Sea and faculty members of Fakir Mohan University, campaigned for a “Polio Free India”. In both villages huge numbers of mothers and expecting mothers came along with their small children and pledged for a Polio free village and Polio Free India at large.

- In the context of COVID-19 vaccination drive, a Health Literacy Awareness Program on the theme “Human, Health and Sanitation Interventions” was undertaken in the adopted villages by P.G Department of Journalism and Mass Communication, in collaboration with Rotary Club, Balasore on Sea, and NSS Unit of Fakir Mohan University on 13th November 2021. This awareness was done through a Road side skit projecting the relevance of vaccines. Further the programme also addressed the issue of alcoholism which is major problem in adopted villages.
- A free health check-up for Eye and Gynecology were arranged by the collective effort of Fakir Mohan University and Rotary Club, Balasore on Sea at Nuapadhi and Mardarajpur Villages on 14th November 2021. More than 30 patients were identified with cataract problem by the doctors of Ophthalmology department. In the later phase at least six of these patients were sponsored by the Rotary Club, Balasore on Sea to undergo Cataract operation at Sriram Hospital, Balasore.
- A friendly Inter Villages Rural Sports (Football Match) among various football teams of nearby villages including the adopted villages of Nuapadhi and Mardarajpur, was organized during 24th-25th November 2021(Community Intervention & Recreational Extension Activities). As many as 09 teams came forward to play Inter Villages Rural Sports Football Match in the University playground. The event was a huge success which facilitated the amusement and recreational intervention by the University to bring in all round development of the Adopted Villages. This has been a regular programme of the University.
- Around 100 Women Farmers from these adopted villages have been trained for Shree method of plantation through Rice Crop Cafeteria project. This is a part of lab. to Land programme.
- Back to School programme has been initiated to bring back drop-outs to the school. By now 18 children are back to their school.
- Initiative for Each one Teach one, jointly taken up by the FMU and Rotary International, Balasore are intended to make all villagers literate.

## 5. Evidence of Success

- The participation of the people from adopted villages has increased exponentially.
- The participation of the students and faculties in organizing events has increased.
- Awareness towards health, sanitation, nutrition and vaccination has been increased among the rural public of the adopted villages.
- Students got opportunities to interact with down trodden people of the society, to know the reality has been successful.
- Encouragement towards sports and raising the sense of achievement among rural youths.

## 6. Problems Encountered and Resources Required

### Problems Encountered

Time constraint of student, faculties as well as people of adopted villages.

Feeling of inferiority among village people.

Resource constraints like manpower and financial resources.

## Resources required

In order to synergise and coordinate this process, more financial resource is required.

## 7. Notes

- Development of physical as well as social infrastructure plays an important role in rural economy.
- Strengthening status of women in these villages through education, livelihood and living standards can actually boost the economy and gender equality.

## Best Practice-2

### 1. Title of the Practice: Earn while you Learn

**2. Objectives of the Practice:** Major objective of the practice is to enhance the managerial activities among students and to eradicate the typical hesitation of qualified youth to accept entrepreneurship or other non-white collar jobs for earning livelihood. At the same time the students envision it as a practice of "earning while learning during leisure". 'Ama Cha Khati' is a special programme organised by boarders of the hostels who manage a cafeteria on rotation basis.

**3. The Context:** Fakir Mohan University which is located in a remote geographical location offers very limited scope for needy students.. The practice of earn while learn inside the campus not only gives financial help but also sharpen their innovative ideas.

### 4. The Practice

- Brain storming sessions were conducted to find out the some innovative practices to assist the needy students of the University to generate some source of income simultaneously inculcating the culture of “dignity to labour” in their young minds.
- Fakir Mohan University had no good provision of a cafeteria for the 600 odd residents on the campus, such as boarders staying in six P. G. Hostels and the staff residing in residential quarters. So it was resolved to establish a cafeteria to be managed by the students of different hostels on rotation basis.
- My Cafe called "Ama Cha Khati", was erected as one of the innovative steps to facilitate the students to test their skills (managerial, culinary, financial etc.) for generating income for themselves and to serve the society to meet the latter’s need.
- The scheme was launched on 1st December 2021 with a basic infrastructure provided by the University inside the residential campus. Further, the University also provided all the necessary tools for cooking and ten thousand rupees as seed money for recurring items, to initiate the process.
- At present, the boarders of each hostel are encouraged to manage the Cafe through a students' committee for a month. They are assisted by the concerned caretaker (of gents' hostel) or matron (in the case of ladies hostel) and the cook of the respective hostel.
- The cafe opens at 5 p.m. and continues up to 6.30 p.m. every day.
- The students' committee decides the menu every day.
- All income and expenses are recorded in a register.
- Since there is no profit motive, the food is not only cheap but also of good quality.
- After a month, whatever amount is found surplus is equally shared by the members of the students'



committee; the caretaker/matron and the cook.

- The management of the Cafe is given to the hostels on a rotation basis.
- The hostel that is found the best based on the surplus earned; varieties of food prepared and served; is rewarded by the University administration.

## 5. Evidence of Success

- Culinary creativity, management ideas are evolving among students
- Competition among students to get their turn to serve better with quality.
- Post class room leisure time is utilized properly.
- Availability of quality food enhances encouragement among the campus residents.

## 6. Problems Encountered and Resources Required

**Problems Encountered:** It was difficult to motivate the students initially to work and manage a cafe. Further, during the examination periods students usually become reluctant to manage the café. The fear of loss during the rainy season and vacations periods also sometimes de-motivate the students.

**Resources:** Though the students experiment with their culinary skills, trained cooks are required for new items to attract more customers.

## 7. Notes

- It is looked upon as one of the best practices followed in the University.
- This single best practice successfully met several objectives.
  1. Helped the students to learn how to run a business establishment and how to become an entrepreneur by understanding the local need.
  2. Helped the students to generate pocket money for themselves and their other coworkers like cooks
  3. Helped the students to realize the “dignity to labour”; that being highly educated, there is no odd in choosing the non-white-collar jobs for generating lively hood
  4. Helped the students to gain satisfaction by serving quality food at affordable price to the society in their leisure time.
  5. The leisure time of the students were utilized in a best possible way with several learning experiences.
- Success rate of this practice is motivating to think for other new practices to be adopted for successful implementation of the concept of earning while learning in future.

File Description	Document
Best practices in the Institutional web site	<a href="#">View Document</a>
Any other relevant information	<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:

Our thrust area of development is "vocal for local and local to global". We have been working on Dhan (Rice), Paan (Betel), and Mina (Fish) and Fakir Mohan (Language and Literature) as they are prominently associated with local livelihood.

- The thrust of University's vision is to strive for enriching the society through education by generating highly competitive manpower that can think globally but act locally in the spirit of go together and grow together. The intension is to actualise the practice of laboratory to land by translating the theories into action with a motto of localization of global knowledge for the betterment of humanity.
- Fakir Mohan University since its inception and especially after the establishment of its new campus in the midst of a tribal and rural community in 2009 has been making every effort to serve the local community; the coastal districts of Balasore and Bhadrak in general and nearby areas of Nuapadhi, Mitrapur, Remuna and Nilgiri in particular. Keeping in view the socio-economic backwardness of the region, Fakir Mohan University through its NSS units and students of different P. G. departments have been arranging extension activities in the nearby areas for creating awareness among the local folks on social, environmental and health related issues and help them addressing different community level problems.
- One of the distinctiveness of the University has been execution of research activities designed to cater the need of local community or institutions. Students at P. G., M. Phil., and PhD levels in different departments of Fakir Mohan University are encouraged to take research topics related and relevant to the local areas. Translating the local verbatim *Dhaan*(Rice), *Paan* (Betel leaf) and *Mina* (Fish) through the initiative of laboratory to land by promoting research and practical in the science laboratory and University land of paan cultivation, agricultural research with a spirit of promoting advanced agricultural knowledge among the people of Balasore widely known as the '*Rice Bowl*' makes the university distinct from other institutions. Faculty members of Fakir Mohan University have received funds for undertaking various research projects on issues related to the local areas, including Fluoride contamination in ground water of the local areas, Bio-prospecting of various biotic resources (microbes, horse shoe crab etc), municipal solid waste management, etc.
- Fakir Mohan University, since its establishment, has maintained a close academic association with PXE, Chandipur. The academic collaboration, which has been reciprocal in nature in its true sense, has further been strengthened after opening of the Post-Graduate Department of Applied Physics and Ballistics. As such, faculty members of other Departments have received funds from PXE, Chandipur for undertaking research projects relevant to their organisation .
- The name of the University "Fakir Mohan" is in fact first in Odisha to be named after an Odia literary legend known to be the pioneer of modern Odia literature. In this sense also the University is distinct from other Universities in Odisha. Apart from Fakir Mohan Senapati, the region is home to many literary giants of Odisha and India like Sj.Manoj Das, Radhanath Roy, Laxmikant Mohapatra, Dinakrushna Das and many others. Keeping the literary traditions of the region alive the University has taken initiatives to exhibit excellence in literature through the formation of Fakir Mohan Sahitya Ghara, Galleries in the name of eminent writers in the library (Dr. Kabi Prasad Mishra Gallery, Jayanta Mohapatra Gallery and Manoj Das gallery) and initiating Fakir Mohan Literary Award to honour the most acclaimed writers across various Indian languages and English. In the year 2022 the Fakir Mohan Literary Award has been awarded to the eminent Tamil writer

Perumal Murugan.

- The location of the university in tri-junction of Odisha, West Bengal, and Jharkhand on the one hand and the convergence point of tribal belt of Nilgiri and the coastal plains of the Bay of Bengal on the other makes the University unique, to become an epitome of inclusive knowledge domain with students from diverse region. The location of new campus of the University represents a perfect wild land–urban interface (WUI). The sprawling Kuldiha Wildlife Sanctuary is around 20 km south of the New Campus and the mighty green Swarnachuda hills are just 2 km away from it. The river Sona, a tributary to the river Budhabalang flows steadily near to the northern end of the campus. With this picturesque set up of the new campus of FMU, it provides a perfect learning atmosphere to the students with inputs from an array of both experienced and young-dynamic faculty members.

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

## 5. CONCLUSION

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### Additional Information :

In addition to the existing infrastructures like academic blocks and hostels, Fakir Mohan University has established Eminent Poet Jayanta Mohapatra Gallery, Kabi Prasad Mishra Gallery, Prof. Chitta Ranjan Das Gallery and Fakir Mohan Archives, to promote research in literature and language so also to motivate students to be creative writers. The Centre of Excellence of Fakir Mohan University is working on Bio-resources management and energy conservation perspectives with dedicated infrastructure and resources. Through the centre local issues relating to environment, betel and energy can be solved.

The NSS bureau of Fakir Mohan University has conducted many programmes including two of its very attractive and useful programmes- i) Back to School programme and ii) Each one Teach One. Through 'Each one Teach one' programme, the university has the agenda to ensure 100% literacy in Balasore district. With the help of Rotary International Balasore this will spread to the whole of the State.

Under the aegis of 'back to school programme', Fakir Mohan University has brought back 18 children out of 47 dropouts of Nuapdhi village. Besides 30 illiterate persons are being taught by volunteers of NSS every Sunday. This programme will be completed in two adopted villages of the University by December 2023.

Fakir Mohan Sahitya Ghar a thatched house is a unique idea to promote literary activities in the University. Other literary activities include: i) Fakir Mohan National Literary Award, ii) Purbasuri Baktruta Mala, and iii) publication of Punascha Bodhadayinee.

Balasore, the district where FMU is situated, is famous for Rice, Betel, and Fish (Dhan, Paan, Mina) on which maximum cultivators depend for their livelihood. Our 'Lab-to-Land programme' has promoted research on these three creative real field for such in the campus. We shall reach people within two years with lot many value additions in these areas.

The archeological and folk museum not only helps students to be trained but also enhances their knowledge base.

### Concluding Remarks :

With the path-breaking research outcomes and high quality teaching; the students, faculty, staff, and alumni strongly believe that Fakir Mohan University will soon be a home to visiting scholars and emerge as one of the best education destination in many fields of knowledge. In spite of few weaknesses we look for opportunities by capitalising on our strength. FMU is a happening University to face any challenge considering it as an opportunity to be more competitive and effective in academic arena.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p><b>Percentage of Programmes where syllabus revision was carried out during the last five years.</b></p> <p><b>1.1.2.1. How many Programmes were revised out of total number of Programmes offered during the last five years</b>            Answer before DVV Verification : 73            Answer after DVV Verification: 30</p> <p><b>1.1.2.2. Number of all Programmes offered by the institution during the last five years.</b>            Answer before DVV Verification : 73            Answer after DVV Verification: 32</p> <p>Remark : As per reworked data provided by HEI</p>																				
1.1.3	<p><b>Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years</b></p> <p><b>1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>900</td> <td>791</td> <td>782</td> <td>754</td> <td>717</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>800</td> <td>684</td> <td>679</td> <td>649</td> <td>601</td> </tr> </tbody> </table> <p>Remark : As per reworked data provided by HEI</p>	2021-22	2020-21	2019-20	2018-19	2017-18	900	791	782	754	717	2021-22	2020-21	2019-20	2018-19	2017-18	800	684	679	649	601
2021-22	2020-21	2019-20	2018-19	2017-18																	
900	791	782	754	717																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
800	684	679	649	601																	
1.2.1	<p><b>Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</b></p> <p><b>1.2.1.1. How many new courses were introduced within the last five years.</b>            Answer before DVV Verification : 379            Answer after DVV Verification: 355</p> <p><b>1.2.1.2. Number of courses offered by the institution across all programmes during the last five years.</b>            Answer before DVV Verification : 900            Answer after DVV Verification: 800</p> <p>Remark : As per reworked data provided by HEI excluding dissertation , field visit ,viva</p>																				
1.2.2	<p><b>Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course</b></p>																				

system has been implemented (Data for the latest completed academic year).

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

Answer before DVV Verification : 69

Answer after DVV Verification: 30

Remark : As per reworked data provided by HEI

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**

Answer before DVV Verification : A. All 4 of the above

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16	7	5	4	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
16	1	1	4	2

Remark : As per the data provided by HEI

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

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

Answer before DVV Verification : 705

Answer after DVV Verification: 663

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

Answer before DVV Verification : 753

Answer after DVV Verification: 710

Remark : Amending the figures as per the data

3.1.3	<p><b>Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.</b></p> <p>3.1.3.1. <b>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.</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>2</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As per the data provided</p>	2021-22	2020-21	2019-20	2018-19	2017-18	3	2	1	1	1	2021-22	2020-21	2019-20	2018-19	2017-18	2	0	0	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
3	2	1	1	1																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
2	0	0	0	0																	
3.1.5	<p><b>Institution has the following facilities to support research</b></p> <ol style="list-style-type: none"> <li>1. <b>Central Instrumentation Centre</b></li> <li>2. <b>Animal House/Green House</b></li> <li>3. <b>Museum</b></li> <li>4. <b>Media laboratory/Studios</b></li> <li>5. <b>Business Lab</b></li> <li>6. <b>Research/Statistical Databases</b></li> <li>7. <b>Mootcourt</b></li> <li>8. <b>Theatre</b></li> <li>9. <b>Art Gallery</b></li> <li>10. <b>Any other facility to support research</b></li> </ol> <p>Answer before DVV Verification : A. 4 or more of the above          Answer After DVV Verification: A. 4 or more of the above          Remark : as per data provided</p>																				
3.3.3	<p><b>Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.</b></p> <p>3.3.3.1. <b>Total number of awards / recognitions received for <i>research / innovations</i> won by institution / teachers / research scholars / students year-wise during the last five years.</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1778 1046 1912"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>20</td> <td>9</td> <td>7</td> <td>15</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1991 1046 2080"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	5	20	9	7	15	2021-22	2020-21	2019-20	2018-19	2017-18					
2021-22	2020-21	2019-20	2018-19	2017-18																	
5	20	9	7	15																	
2021-22	2020-21	2019-20	2018-19	2017-18																	

2	0	1	0	2
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Remark : As per the data provided by HEI

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

Remark : as per data provided

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**

Answer before DVV Verification : C. Any 3 of the above

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

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

**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.**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3432	1571	2424	1419	922

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1687	1474	1430	1272	922

Remark : Aligning the HEI input with extended metric 2.1



5.1.4	<p><b>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</b></p> <ol style="list-style-type: none"> <li><b>1. Implementation of guidelines of statutory/regulatory bodies</b></li> <li><b>2. Organisation wide awareness and undertakings on policies with zero tolerance</b></li> <li><b>3. Mechanisms for submission of online/offline students' grievances</b></li> <li><b>4. Timely redressal of the grievances through appropriate committees</b></li> </ol> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: A. All of the above          Remark : As per the data provided</p>
7.1.4	<p><b>Water conservation facilities available in the Institution:</b></p> <ol style="list-style-type: none"> <li><b>1. Rain water harvesting</b></li> <li><b>2. Borewell /Open well recharge</b></li> <li><b>3. Construction of tanks and bunds</b></li> <li><b>4. Waste water recycling</b></li> <li><b>5. Maintenance of water bodies and distribution system in the campus</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or all of the above          Answer After DVV Verification: B. 3 of the above          Remark : as per data provided</p>

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of programs offered year-wise for last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1352 986 1464"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>69</td> <td>59</td> <td>60</td> <td>61</td> <td>61</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1543 986 1655"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>30</td> <td>29</td> <td>30</td> <td>30</td> <td>28</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	69	59	60	61	61	2021-22	2020-21	2019-20	2018-19	2017-18	30	29	30	30	28
2021-22	2020-21	2019-20	2018-19	2017-18																	
69	59	60	61	61																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
30	29	30	30	28																	
2.3	<p><b>Number of sanctioned posts year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1818 986 1930"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>117</td> <td>117</td> <td>117</td> <td>117</td> <td>57</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 2009 986 2080"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	117	117	117	117	57	2021-22	2020-21	2019-20	2018-19	2017-18					
2021-22	2020-21	2019-20	2018-19	2017-18																	
117	117	117	117	57																	
2021-22	2020-21	2019-20	2018-19	2017-18																	

117	117	117	117	64
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