



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**RAMA DEVI WOMEN'S UNIVERSITY**

**VIDYA VIHAR PO-BHOI NAGAR BHUBANESWAR KHURDA ODISHA-751022**

**751022**

**<https://rdwu.ac.in>**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**February 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Rama Devi Women's University (RDWU) was established in 2015 as the first women's state public university of Odisha with 48 affiliated women's colleges across nine coastal districts under its jurisdiction. It is a teaching-cum-affiliating university offering programmes in Science, Arts, Commerce, Management, and Teacher Education.

The objective behind instituting this university was to empower women through higher education as well as to commemorate the spirit of Maa Rama Devi Choudhury who, as a dedicated freedom fighter and social activist, stands as a role model for young women of today.

The university emblem epitomizes its vision– "Sa Vidya Ya Vimuktaye" – **'Knowledge is that, which Liberates'**. The university is dedicated to creating an academic ecosystem that adheres to the ethical values, governance, and policies which are laid down by the State and UGC.

The university campus spreads over 23. 626 acres of land in the heart of the capital city, Bhubaneswar. It has created sound physical and digital infrastructure for academic and co-curricular activities housing twenty-six (26) departments. Besides classroom teaching, the university offers academic and non-academic programmes. In addition to these, students are exposed to National Cadet Corps (NCC), National Service Scheme (NSS), Rangers and Youth Red Cross (YRC) for extension activities and community services. The university offers elective subjects like Music and NCC as credit-based courses that bear a testimony to the university's commitment towards an all-round development of girl students.

The advanced curricular and cutting-edge research of the university has turned it into a favoured destination for many girls both within and outside the state from diverse sections of society in core and applied academic disciplines. It also aims at achieving academic excellence through multidisciplinary curricula, blended teaching-learning methods, and technology-enabled learning environment. In addition, for acquiring domain knowledge and required skills, girls are groomed to think, perform, and communicate in a critical, creative, and effective manner to enable them to face the challenges of a global market.

### **Vision**

- Holistic development of women through the promotion of quality teaching and research.
- Enhancing global visibility in terms of quality, employability, inclusiveness, and empowerment of women.
- Equipping and enabling girls to lead a meaningful life.

### **Mission**

- To strive for excellence by continuously enriching the curriculum and the work culture of the university through innovative teaching, research, and extension activities.
- To ensure a stress-free and inclusive learning environment by providing easy access and facilities to

diverse categories of students

- To develop entrepreneurial skills and self-reliance among students through well-structured, skill-based, future-ready, and value-added courses.
- To build the capacity of students through hands-on experience in collaboration with institutions of National and International repute
- To maximize participation of students in nation-building initiatives

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

### **Institutional Strength**

- Established in 2015, the university inherits the rich legacy of women achievers of Odisha since its inception as a college in 1964.
- As a multidisciplinary educational hub of Odisha, it caters to the learning needs of girl students of the coastal region.
- It is strategically located in the heart of the state, i.e., capital city Bhubaneswar.
- It has developed well-designed curricula and future-ready programmes.
- Its Outcome-Based Education has an excellent placement record.
- It has two Centers of Excellence and one Chair Professor.
- It is the only university of the state offering NCC as a credit-based course and Gender Studies Programme at the Post-Graduate level.
- Its proximity to many research and academic institutions of national and international repute, enriches its academic programs and research activities.
- It carries out wider community outreach programs on social issues.
- It has committed, effective governance, and administrative efficiency.
- It is proud of its strong alumni base (Smt. Draupadi Murmu, The President of India and a few other Padmashree awardees are the alumina of RDWU)
- It provides comprehensive education to visually-challenged girls through adequate facilities.
- It nurtures excellence through digital skills.
- It uses Enterprise Resource Planning (ERP), automation in governance, and the library to ensure objectivity, transparency, and quick delivery.
- It regularly coordinates, monitors the curricular, and extra-curricular activities of its forty-eight (48) affiliated women's colleges in the state of Odisha.
- It provides hostel facilities for around 2000 students of which one is dedicated for the visually impaired.

### **Institutional Weakness**

- Existing campus cannot meet increasing needs of the university, as scope for its horizontal expansion is limited.
- Several teaching and non-teaching positions are lying vacant.
- Limited number of funded projects across the disciplines.
- Collaborative and consultancy activities are limited in number.
- The university lacks residential facilities for its academic and non-academic staff.

### **Institutional Opportunity**

- A second campus to be sanctioned by the Government with sufficient land and physical infrastructure.
- Filling-up of vacant posts and sanction of additional teaching positions.
- Promotion of research through incentivisation and improved laboratory facilities.
- Invigorating incubation and entrepreneurship cells.
- Strengthening National and International collaborations.
- Tapping the potential for strong University - Industry interface
- Attracting extramural research funding and consultancy grants.
- Introducing more need-based industry integrated certificate programme.
- Adding Artificial Intelligence to the Curriculum as per NEP - 2020
- Setting up more Centers of Excellence.
- Evolving as an Institute of Eminence for women's education, research, training, and social outreach activities in the state.

### **Institutional Challenge**

- Emerging as a Multidisciplinary Education and Research University (MERU).
- Acquiring global visibility through enhanced competence.
- Empowering supporting staff through digitization, automation and ERP.
- Ensuring equity and equality among stakeholders in the campus.
- Increasing the number of faculty members and students from outside the state.
- Enrolling international students in the university.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The syllabi of the university are need-based and have been developed keeping in view well-defined course outcomes. These cater to the academic and professional needs of our students. The university offers Post Graduate (17), Under Graduate (24), Ph.D. (13) programmes, Certificate Course (03), and Value-Added Courses (60), focusing on employability, entrepreneurship, and professional skills in the light of '**Atmanirbhar Bharat**'. The Programme Outcomes (POs) are mapped with the Course Outcomes (COs) in each syllabus to address local, regional, and national demands.

The university has adopted Choice-Based Credit System (CBCS) since 2015 enabling Under Graduate and Post Graduate students to choose Discipline -Specific Electives, Generic Electives, Open Electives, Ability Enhancement Compulsory Courses, Skill Enhancement Courses, and courses relating to Environmental Studies. The P.G. syllabi were modified in 2022 based on NEP-2020, offering Hard Core, Core Elective, Open Elective, Allied Core, and Field Internship Courses. Core courses emphasize knowledge-based components, and elective courses emphasize skills-based activities like community engagement, projects and field internships. Hence, the University enable the future graduates make informed choices for setting better and long-range work opportunities, so that "**no one is left behind**".

Mandatory courses such as 'Women and Society', and 'Computer Applications in Teaching and Learning' were incorporated into the PG curriculum in 2022. NCC is offered as an elective to develop in students a sense of love for the country, and instil in them a discipline. Environmental Studies (EVS) has been introduced to sensitize students to the need for disaster preparedness and management during natural calamities. The

university sends the message '*Earning while learning*' to its students. Feedback from all the stakeholders are collected and analysed to improve the curricular, teaching-learning, and assessment practices.

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

The university provides inclusive, holistic, value-based, and technology-enabled education for women at an affordable price. Women students coming from various backgrounds get enrolled into UG, PG, and Ph.D. programmes. The selection process is based on merit and the students are admitted through the Student Academic Management System (SAMS), Government of Odisha.

Teaching-learning and evaluation activities are carried out by experienced faculty members. The mentor-mentee system has been adopted with a ratio of 01:27 to identify slow and advanced learners in each Department. They are identified through psychometric tests and need-based support services are provided to them accordingly. Advanced learners are encouraged to write papers, participate in seminars, conferences, and to appear for competitive examinations.

The university uses ICT-enabled tools including Smart Interactive Boards, LCD Projectors, Video Conferencing, and other online tools for effective teaching and learning. The COVID-19 pandemic necessitated online teaching-learning and evaluation processes in digital platforms such as Zoom, Google Meet, and Microsoft Team etc.

The student-teacher ratio of 27:01 in the university is maintained by the engagement of temporary teachers in addition to the permanent full time teachers contributing to an effective teaching-learning process, which relies on case analysis, discussions, debates, group discussions, seminars and project work. The university adopts a Pan-India approach in faculty recruitment. Out of the engaged full time teachers, 80.55% teachers hold Ph.D. degrees.

With an automated examination system, the university is committed to maintain the highest standards of academic integrity starting from registration to result publication. Grievances related to examinations are addressed promptly and redressal records are maintained.

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

The university promotes interdisciplinary research focusing on emerging societal needs and innovations. The university provides seed money to young faculty members and Ph.D. scholars. The following centres have been set up in the university for the promotion of research, innovation, and extension activities among all stakeholders:

- Research Ethics Committee
- Research and Development Cell
- Census Data Research Workstation
- Central Instrumentation Facility
- Centre of Excellence in Translation and Life Writing
- Centre of Excellence in Artificial Intelligence and Robotics
- Maa Rama Devi Chair
- Sarala Devi Centre for Gender Research

- Consolidation of University Research for Innovation and Excellence (CURIE) in Women's Universities
- Intellectual Property Rights (IPR) Cell

The research achievements of the university include:

- Publication of 263 research papers in journals indexed in scopus/web of science with h-index 20. Most of the journal papers have JCR impact factor.
- Publication and award of 11 patents by Indian as well as international agencies
- Publication of 156 books and/or book chapters by national and international publishers
- Eighteen individual-sponsored research projects. The grants amount to Rs. 262.96 Lakh.
- Five Institutional Research Grants amounting to Rs. 1676.2 Lakh

The university has introduced Anti-Plagiarism Policy for research publications and Ph.D. theses. For Learning Management System (LMS), the faculty members have contributed e-resources to Virtual Lab, SWAYAM, NPTEL and e-content to the Virtual Tutorial Project (VTP) Platform for Digital Learning Project under Government of Odisha. The university has signed 28 functional Memorandum of Understandings (MoU) with national/international universities, institutes and corporate houses for better exposure and various skill trainings for all its stakeholders.

The university has implemented schemes such as Swachh Bharat Abhiyan, Unnat Bharat Abhiyan, Ek Bharat Shrestha Bharat, and has also carried out other community-oriented outreach activities such as NCC, NSS, and Youth Red Cross in which 80% of students participated during the assessment period 2018-2023.

### **Infrastructure and Learning Resources**

The university campus spread over 23.626 acres and has a built up area measuring 65,779.05 square meters. It includes green open spaces and green corridors. The university have solar panels, LED lights, and rainwater harvesting systems.

The university campus has infrastructural and learning resources such as one Administrative Building, and four Academic Blocks with 26 Departments. Each Department has a HoD room, staff rooms, ICT enabled classroom, lecture/ seminar halls, library, laboratories, and wash rooms; fully Wi-Fi-enabled campus with 01(one) Gbps internet speed and CCTV surveillance; e-learning centre with 80 computers; well-equipped teaching laboratories (17 nos), advance research laboratories (10 nos), Central Instrumentation Facility (CIF), Language Lab with 20 computers having EWL, and Text to Speech software. A total of twenty (20) numbers of smart classrooms, and seventy-six (76) regular classrooms are available. Further, the university is also having one media lab, one business lab, and a census data research workstation. The university library is fully automated with RFID, and KOHA software and its resources include 52,077 books, 21,207 e-journals, 34,083 e-books, 50 Indian journals, 10 newspapers, 20 magazines, e-journals (Science Direct, EBSCO), e-Shodhsindu, and Shodhganga. The library has a special reading corner equipped with JAWs, Talking Screen Reader; Theatre-cum-Auditorium-01 with 1000 capacity; Auditorium: 01 with 300 seating capacity; Media Studio in the Department of Journalism and Mass Communication; Sports and Games Facilities: Basketball, Tennis, Volleyball etc.; Yoga and Wellness Centre: 01 and Open Pandal - 01.

The university has services and facilities like health centre, canteen, bank and ATM, parking space for four-wheelers, and two-wheelers, stationery shop, boutique and reprographic centre. University is having six hostels fully functional for 2000 boarders and one hostel is under construction specially for the PwD students. For the faculty residential purpose, G + 9 storied building is under construction inside the campus to cater 36 staff members. Further, permanent provisions for post office and bank facilities are underway.

### **Student Support and Progression**

The university provides student support services and progression opportunities through its Placement and Career Counselling Cell, Skill Development Centre, Student Welfare Cell, Grievance Redressal Committee, Anti-Ragging Committee, Alumni Association and 11 Clubs and Societies. On an average, 26.59% of students received scholarships and free ship from Government / NGO and Institutional free ship during the last five years. Soft skills, communication skills, language skills, life skills, yoga, meditation, health and hygiene, and physical fitness trainings are a part of the academic activities.

During the assessment period, necessary skill trainings were provided to the students and 40% of them got placements. Students' grievance redressal mechanisms and the anti-ragging committee ensure a fair and safe learning environment. The university motivates the students to participate in sports, NCC, NSS, and various cultural events at state, national and international levels. Two of our visually-impaired students participated in World Cup Hockey tournament-2023 as members of the Indian team and won gold medals. During the assessment period 2018-2023, 279 students have won state and national-level awards in sports, NCC, NSS and other cultural events. The alumni have contributed Rs. 20.42 lakhs for institutional development and organized various activities that supported students' progression in the university.

The class representatives actively participate in the deliberations of all academic, extracurricular as well as administrative bodies of the university. The annual cultural fest called 'Basanta Utsav', organized every year by the Student's Representatives, not only serves as a platform for the students to showcase their talents but also helps them to develop leadership and management skills.

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

The university has well-defined vision and missions, which serve as driving forces behind all its academic and administrative activities. Participative and decentralized governance is ensured through 58 statutory and non-statutory committees. The composition of these committees is strictly as per the norms and guidelines of the '*Orissa Universities First Statutes and Acts*'. The representatives for the highest bodies of the university, the Syndicate and the Academic Council are nominated both by the Governor of the state, who is the Chancellor of the university and the Department of Higher Education, Government of Odisha.

The organizational structure of the university ensures a hierarchy for smooth and effective functioning of all its academic and administrative bodies. An Institutional Development Plan based on NEP -2020 has been developed. On approval by the Syndicate (Executive Council), the proposal has been submitted to the Government of Odisha. The university follows 21 well-defined policies to ensure transparency in its operations.

The recruitments and promotions of teachers are done in accordance with UGC Regulations, 2018 (Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and other

Measures for the Maintenance of Standards in Higher Education). Non-teaching staff have been recruited as per the regulations of Government of Odisha. E-governance has been introduced in the areas of administration, students' admission, and support, and examination. The university regularly conducts internal and external audits on - Academic, Administrative, Finance, Energy, Ethics, Gender, PwD, Green campus etc. where in strengths, weakness, opportunities and challenges of the institution are identified and actions are taken as per the recommendations for future improvements.

Resource mobilization and optimal utilization of resources have been carried out as per the statute and policies of the university. IQAC of the university has adopted measures like designing curriculum revision as per the NEP- 2020, conducting audits, and feedback analysis for quality improvement.

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

The mission statement of the university is 'Knowledge is that, which Liberates'. Every activity and initiative of the university aims to achieve the greater goal of '*Women-led Development*'. Mentor-mentee system, awareness programmes to prevent all forms of crime against women, mandatory courses in ethics and values, women and society, self-defense, yoga and volunteerism have been put in place to achieve the mission statement of the university. Student induction programmes are conducted to sensitize them to the code of conduct, ethics, rights, and duties towards themselves and society at large.

Skill development training programmes have been organized in the university by NASSCOM, Infosys Springboard, and other agencies in collaboration with the Government of Odisha. Provision for physically-challenged students like ramps, lifts with braille signals, tactile paths and signage, JAWS and Non-Visual Desktop Access Software are provided with an aim to promote inclusiveness in the university. Persons with Disability (PwD) reservation policy is followed in the recruitment of staff and admission of students.

All stakeholders are encouraged to use bicycles in the university campus. University has green corridors. It maintains greenery all around, which provides a clean environment. Waste management (solid, liquid and e-waste) practices are being followed in the university. Maa Rama Devi Chair has been instituted to inculcate the values of Maa Rama Devi in students through research, training, documentation, and extension activities. Its activities are carried out in collaboration with national and international organizations.

The university has successfully adopted two best practices (a) Empowering Visually-impaired girl students through holistic education and, (b) Nurturing Excellence through Digital Learning and Skills.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the University	
Name	RAMA DEVI WOMEN'S UNIVERSITY
Address	Vidya Vihar PO-Bhoi Nagar Bhubaneswar Khurda Odisha-751022
City	Bhubaneswar
State	Orissa
Pin	751022
Website	<a href="https://rdwu.ac.in">https://rdwu.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Aparajita Chowdhury	0674-2542645	9437021818	-	diriqac@rdwu.ac.in
IQAC / CIQA coordinator	Sasmita Mohanty	0674-2542644	8763975980	-	diriqac@rdwu.ac.in

Nature of University	
Nature of University	State University

Type of University	
Type of University	Affiliating

Establishment Details	
Establishment Date of the University	30-05-2015
Status Prior to Establishment,If applicable	Autonomous College
Establishment Date	19-06-1999

<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	11-05-2016	<a href="#">View Document</a>
12B of UGC	13-07-2021	<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	Vidya Vihar PO-Bhoi Nagar Bhubaneswar Khurda Odisha-751022	Urban	23.626	65779.05	UG, PG, MPhil, PhD		

## 2.2 ACADEMIC INFORMATION

### Affiliated Institutions to the University

<b>Type of Colleges</b>	<b>Permanent</b>	<b>Temporary</b>	<b>Total</b>
General	28	20	48

### Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	48
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	18
NAAC Accredited Colleges	6
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	1
Colleges with Postgraduate Departments	3
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes				
<table border="1"> <tr> <td>SRA program</td> <td>Document</td> </tr> <tr> <td>NCTE</td> <td><a href="#">113169_9927_4_1701939865.pdf</a></td> </tr> </table>	SRA program	Document	NCTE	<a href="#">113169_9927_4_1701939865.pdf</a>	
SRA program	Document				
NCTE	<a href="#">113169_9927_4_1701939865.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	13				38				86			
Recruited	1	6	0	7	7	10	0	17	15	35	0	50
Yet to Recruit	6				21				36			
On Contract	0	0	0	0	0	0	0	0	17	46	0	63

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				101
Recruited	23	15	0	38
Yet to Recruit				63
On Contract	32	15	0	47

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				5
Recruited	0	1	0	1
Yet to Recruit				4
On Contract	1	0	0	1

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

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	6	0	7	10	0	7	25	0	56
M.Phil.	0	0	0	0	0	0	2	4	0	6
PG	0	0	0	0	0	0	6	6	0	12
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	7	16	0	23
M.Phil.	0	0	0	0	0	0	7	12	0	19
PG	0	0	0	0	0	0	3	18	0	21
UG	0	0	0	0	0	0	0	0	0	0

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

#### **Distinguished Academicians Appointed As**

	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	4	3	0	7

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

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Faculty of Humanities and Social Sciences	Maa Rama Devi Chair	Higher Education Department Government of Odisha

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	2839	15	0	0	2854
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	959	5	0	0	964
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	1	0	0	0	1
	Female	90	2	0	0	92
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	145	0	0	0	145
	Others	0	0	0	0	0

<b>Does the University offer any Integrated Programmes?</b>	No
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**Details of UGC Human Resource Development Centre, If applicable**

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

## **2.3 EVALUATIVE REPORT OF THE DEPARTMENTS**

<b>Department Name</b>	<b>Upload Report</b>
Biotechnology	<a href="#">View Document</a>
Botany	<a href="#">View Document</a>
Chemistry	<a href="#">View Document</a>
Commerce	<a href="#">View Document</a>
Computer Science	<a href="#">View Document</a>
Economics	<a href="#">View Document</a>
Education	<a href="#">View Document</a>
English	<a href="#">View Document</a>
Gender Studies	<a href="#">View Document</a>
Hindi	<a href="#">View Document</a>
History	<a href="#">View Document</a>
Home Science	<a href="#">View Document</a>
Journalism And Mass Communication	<a href="#">View Document</a>
Life Sciences	<a href="#">View Document</a>
Mathematics	<a href="#">View Document</a>
Mba	<a href="#">View Document</a>
Odia	<a href="#">View Document</a>
Philosophy	<a href="#">View Document</a>
Physics	<a href="#">View Document</a>
Political Science	<a href="#">View Document</a>
Psychology	<a href="#">View Document</a>
Sanskrit	<a href="#">View Document</a>
Sociology	<a href="#">View Document</a>
Statistics	<a href="#">View Document</a>
Teacher Education	<a href="#">View Document</a>
Zoology	<a href="#">View Document</a>

### **Institutional preparedness for NEP**



1. Multidisciplinary/interdisciplinary:

Rama Devi Women's University (RDWU) has a multidisciplinary well defined syllabus structure with relevance to the contemporary society and with the introduction of New Education policy 2020, the university has taken steps to orient the learning and research ecosystem in the direction of NEP 2020. In 2019, the university adopted the common model syllabus under Choice Based Credit System at undergraduate level in which the students are free to choose any of the courses under General Elective (GE) and Discipline Specific Elective (DSE) offered by various departments based on their interest, aptitude and skill. Departments like Biotechnology, Computer Science, Gender Studies, Life Science and Home Science are based on features of multidisciplinary/interdisciplinary approaches. Steps have been taken in respective Board of studies to integrate humanities and sciences with Technology (STEM) that is evident from the open elective course offered by each department. Some of the examples of this integration include courses like computer applications, women and society, value and ethics, and disability studies in which eligibility is open across disciplines. All the programmes offered by the University are project and internship based in order to have experiential learning of students in diverse areas of environment, and other societal issues. In addition, the value added and skill-based certificate courses (63 nos.) have been introduced into the curriculum to enhance the employability of the students. Three departments collaboratively provide certificate course in disability studies. Also, NCC has been provided as a general elective credit based paper to augment the life skills. The University regularly organizes orientation programmes on NEP-2020 and Academic Bank of Credits for faculty members and the principals of affiliated colleges to educate and train them to various aspects of the NEP 2020. The University is working out for implementing the multiple entry and exit system and has initiated orienting the syllabi of the subjects like Home Science and Gender Studies in line with the multiple entry and exit system.

2. Academic bank of credits (ABC):

Rama Devi Women's University has already initiated the implementation of credit transfer system to Ravenshaw University Cuttack in the year 2022. The concept of extra credits which can be earned by the

students was discussed and reforms in the examination system and the curriculum has been planned. The enrolment of students in non-credit MOOCs courses is the first step taken in this direction. In 2021, RDWU jointly with University of California offered the course “Women Politics – A Third world perspective”, as a two credit course of 45 hours. The university is making the efforts of global presence by signing Memorandum of Understanding (MOU) with Hanseo University, South Korea for different academic activities like developing joint credit based courses which could later be accumulated in their credit bank. RDWU is an official member of the National Academic Depository under digital India Programme. The university uploads student’s mark sheets and degree certificates through <https://nad.digilocker.gov.in/> platform since 2019. The university in Principle accepted to undertake the courses offered through online modes such as Swayam, NPTEL for credit accumulation. The university also organized programmes for principals of affiliated colleges regarding ABC and online repository system.

3. Skill development:

Rama Devi Women’s University makes an effort to strengthen the skills and employability of the students. The university has an established Center for skill development and training (CSDT) since 2019. To cater the skill development of students, the center collaborated with Centurion University of Technology and Management for imparting training on seven different skill traits. The university has signed MoU with Nandi Foundation at Hyderabad to offer soft skills, life skills, communication skills and interview preparation for stakeholders. A MoU was signed with NIIT foundation to impart skill-based training and certificate courses to support in future employability. The university is in the process of collaboration with National Skill Development Corporation, Government of India and has registered under PMKVY 4.0 to impart 11 (eleven) skill-based training programmes. Also, the university has signed MoU with Concentrix Daksh (I) Pvt Ltd., a leading global provider of customer experience (CX) solutions and technology, to impart training in the areas of digital marketing, tele-marketing, and Business process outsourcing. Further, the university has been included to be part of Government of

	<p>Odisha's initiations with NASSCOM for "Embedding Future Skills Prime" to be on boarded and upskilled/reskilled on various emerging technologies and professional skills as allowed through provisions of NEP-2020 and National Credit Framework. The university has also an established e-learning center which is functioning to provide computer fundamentals to all the under graduate and post graduate programmes to enhance the digital literacy among all the stakeholders. An MoU with DiverseUs has been executed for providing skill training to the visually challenged students of this university for employability purpose.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The curricula of Philosophy, History and Sanskrit programmes are enriched with Indian culture, philosophy and ancient traditional Indian knowledge system. Indian models of economy, business and management are integrated into the syllabus of UG programme of Department of Economics. Similarly, the Indian education system is discussed in the courses of Department of Education. The university has an established Centre of Excellence in Life Writing and Translation for achieving excellence in research in language studies of Odia, English, Hindi and Sanskrit. The examinations are held in bilingual made for UG programs. In post-graduation programmes open elective courses are offered in the language departments. AECC has been offered in UG programmes for three languages Odia, English and Hindi. Maa Rama Devi Chair has been created in May, 2023 for conducting in-depth analytical and comparative studies on various socio-cultural issues affecting women. It's another objective is to promote study on women achievers and their contribution towards sustainable development in India in general and Odisha in particular. The Sarala Devi Centre for Gender Research established in 2020 focusses on creating wider awareness about the contributions of women leaders from Odisha at national movements and its impact in the contemporary context. The under-graduate programmes of the University are being transacted in English and Odia thus fulfilling an important mandate of the NEP 2020.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Keeping the NEP mandate in focus, the UG, PG and Ph.D programmes of the university across Humanities, Science, Commerce, Management studies have been designed on the basis of clearly</p>

stated programme outcomes, programme specific outcomes and course outcomes. All these programmes are designed considering the local, regional, national, global and societal needs. Efforts are being made to obtain outcome-based education by adapting continuous and comprehensive evaluation strategies like quiz, internal assessments and assignments, and projects. Student seminars, group discussions, research conclaves are conducted regularly to ensure outcome based education in teaching learning practices. Field trips and internships are integrated into the curricula across the programmes to equip the students with necessary skills and practical experience in their chosen discipline. The university organizes various extracurricular and outreach activities through organized forums like NSS, NCC, YRC and Community Connect Cell to enhance the personality traits like leadership, teamwork, tolerance and perseverance in the students and inculcate in them a sense of societal responsibility. Also, clubs such as literary club, media club, photography club, dance and music club provide the platform for the students to showcase their ideas and talents in literature, art and craft. Several capacity building and skill enhancement initiatives are taken by the university to enhance the level of learning of the stakeholders. Career counseling sessions are organized regularly for the students to provide them the exposure about several employment avenues and make them aware about current trends in employment market and make them future ready.

6. Distance education/online education:

Online education is the procedure of gaining skills and knowledge through electronic devices like computers, mobiles, laptops, etc. that allows students to conveniently access study materials and also offers a great alternative for students who are unable to enroll in traditional programmes. Rama Devi Women's University has got adequate infrastructure to facilitate online education in the form of smart classrooms, availability of projectors, computer labs and e-learning facility. The university campus is Wi-Fi enabled (one Gbps) to seamlessly conduct online learning. During Covid pandemic, the faculty members used online platforms like Zoom, Google Meet and Microsoft Teams to connect the students effectively for online classes and also organize

meetings, webinars and other events. LMS facility has been developed in the institutional website to reach the students online and to provide study materials on different subjects. Moreover, e-office and e-Samarth have been introduced for quick and transparent official work and effective administration.

### **Institutional Initiatives for Electoral Literacy**

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	ELC has been set up by Rama Devi Women's 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?	Yes, vide letter no-332, date:12-03-2022 Coordinator-Dr.Manas Behera (H.O.D. Political Science), Members- Smaranika Dhal (Political Science), Subhalaxmi Sahani (Political science), Sujata Bhatt (P.G. 2nd year, Student Representative), Anannya Mohanty (UG 3rd Year Student Representative), Jhili Pradhan (UG 2nd Year, Visually Challenged Student Representative)
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	1. The University observes National Voter's Day to make the students aware of the roles and responsibilities as voters and encourage, facilitate and to maximize the enrolment, especially for the new voters. 2. Staff members of the University assist the district administration in conduct of poll in various capacities. 3. The University conducted workshop for visually challenged students to enhance their active participation in the electoral process. 4. Voter awareness campaign was conducted by ELC, RDWU on 29.09.2022. The theme of the Seminar was 'Right to Vote is important for strengthening democracy and it is also the fundamental duty of citizen to cast their vote'
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.	Research project topics related to Election Awareness. Topic Name- 1. Political participation of Women in Odisha (Subhalaxmi Ghadei-Batch UG 2020- 23) 2. Political Participation of Women in Panchayat Raj Election in Bargarh District of Odisha: A Case Study (Amrita Acharya-Batch PG 2021-23)
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	The ELC makes student representatives in all departments and inform them to create awareness among their peers to enroll as voters to participate in electoral process.

students as voters.

# Extended Profile

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## 1 Students

### 1.1

**Number of students on rolls year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
3915	3708	3522	3387	3265
File Description		Document		
Institutional Data in prescribed format		<a href="#">View Document</a>		

### 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1255	1210	1259	1031	955
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

## 2 Teachers

### 2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
74	54	58	71	80
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2.2

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

**Response: 108**

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

### 3 Institution

#### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
3165.66	1486.58	1070.23	439.72	1782.76



## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 1.1 Curriculum Design and Development

##### 1.1.1

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

**Response:**

Rama Devi Women's University is a teaching cum affiliating, state public university offering 24 Undergraduate (UG), 17 Postgraduate (PG) and 13 Doctoral (Ph.D.) programmes in the campus. The university has 26 Departments under four faculties namely (a) Science and Technology, (b) Business Studies, Management and Communication, (c) Pedagogical Sciences and (d) Humanities and Social Sciences. Each Department has a Board of Studies (BoS) for UG, PG and Ph.D. programmes comprising faculty members from the Departments, affiliated colleges, industry and subject experts from other Universities. At the beginning of each academic session, the syllabus of the programs is reviewed by the BoS, after taking the feedback from the stakeholders. Subsequently, the recommendations of BoS are placed in the Academic Council for approval. The university has adopted the Choice Based Credit System (CBCS) since 2015. Each course in the PG Programme has five units and that of the UG programme has four units. Pre-Ph.D. course work syllabi have been developed in line with UGC guidelines.

The curricula of all the UG, PG and Ph. D. programmes developed and implemented by the university have local, regional, national and global relevance.

- **Local:** The course components relating to local developmental needs are incorporated in all most all the curriculum. Some of the examples of the courses are Microbiology, Social Change and Development, Family Sociology, History of Ancient and Modern Odia Literature, History and Culture of Odisha, Curriculum Development, Marketing Management, History of Education in Odisha, Contributions of Pandit Gopabandhu Das to education.
- **Regional:** Regional needs are addressed in various components of courses like Molecular Biology, Organic Chemistry, Contemporary Political Philosophy, Social Psychology, Media Literacy, and Human Resource Management. As a Women's university, it focuses on women studies and women empowerment especially in the eastern region of the country. Regional components include contents related to Eastern Region of India including Odisha.
- **National:** The university curricula are equipped to meet national developmental needs. Courses like Bio-instrumentation, Ethical Literature in Sanskrit, Veda and Vedic Grammar, Indian Political Thought, Early Childhood Care and Education, Educational Psychology, Media Laws and Ethics, Hindi Literature and Merchant Banking have components of national importance.
- **Global:** All UG and PG programmes have international components which cater to global needs. Courses such as Waste Management, Calculus-1, Numerical Methods, Nutritional Biochemistry, International Business, British Poetry, American Literature, Cloud computing, Artificial Intelligence and Robotics have global relevance.

The curricula cover Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) based on Bloom’s Taxonomy and ensures that UG students are equipped to pursue higher education by qualifying through state and national level entrance examinations for PG programme. The university offered 63 skill-based value-added courses including three certificate courses during 2018-23. Rama Devi Women’s University is the only state public university of Odisha to offer NCC as a credit-based Generic Elective course since 2015. Major revision at UG syllabus was carried out in 2014 and 2019. Next major revision is under process and shall be effective from July 2024.

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

### 1.1.2

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

**Response:**

The university periodically reviews and updates the curriculum as per the latest trends in academia and industry. Accordingly, the UG and PG syllabi of the university have been revised during last five years. Further, MOOCs and Self-study papers with extra credits focus on moulding minds through value education and exposure to the latest developments in the respective subjects. The courses are designed to enhance knowledge, application, skills, employability and entrepreneurship among students. However, the distribution of these components varies from course to course. Out of 1072 courses offered by the university, 899 courses are directly related to skill development, employability, and enterprise.

Practical components are prescribed for 48 out of 54 programmes. The programmes having no practical components; and include activities like field visits / industry visits to expand students’ vision through entrepreneurship and enhanced employability. Field Internship has been introduced in the PG curriculum from 2022-2023. Projects provide hands-on experience to the students directly contributing to their skills, employability, and entrepreneurship. In UG programmes, ‘Communicative English’ and ‘Quantitative Aptitude and Logical Reasoning’ have been included. Sixty-three skill-based value-added and certificate courses have been offered at PG and UG levels during the assessment period. MBA, M. Com., and M.Sc. as well as B.Sc. Biotechnology programmes offer courses on entrepreneurship. Co-curricular activities like NCC and NSS develop the personality and leadership skills among students to make them employable. Specific activities like Boot Camp, Food Fest, Ideation Competition and Script Writing competition have been organized by the Departments of Commerce, Home Science, Hindi, Business Administration, JMC and History. In addition, Departments such as Home Science, Education, and Psychology jointly offer certificate course in Disability Studies. Digital Literacy for all the students is ensured across streams and subjects. Students who complete certificate courses from SWAYAM and NPTEL get credits as per the syllabus structure.

Apart from the regular programmes, during 2019-2020, Centre for Skill Development and Training (CSDT) supported by an initial grant of Rs. 89,95,054/- from the Department of Higher Education, Govt. of Odisha, conducted skill training programmes for 420 registered students in seven domain-specific areas like- Digital Electronics, Medical Laboratory Technology, Computer Accountancy and Tally, Animation and Gaming, Retail and Hospitality, Fashion Designing and Garment Manufacturing, and Heritage and Eco-tourism.

During the assessment period, 875 students have been recruited by the organizations like TCS, Infosys, Tech Mahindra, Wipro, Tata Power, Deloitte, Vedanta Ltd, Civil services through OPSC, Govt. of Odisha and UPSC, Govt. of India. Along with formal job facilities, paid and unpaid internship provisions are also made for students throughout the year.

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

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 41.51

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

**Response:** 445

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

**Response:** 1072

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

### 1.3 Curriculum Enrichment

#### 1.3.1

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

**Response:**

The curriculum of the university is designed to equip and prepare students to address the long-term societal issues including environmental concerns. The importance of personal, social, professional, moral, and behavioral values is highlighted in the curriculum through value-integrated education. In order to support students' holistic development, the university has incorporated many crosscutting topics into the syllabus and the teaching-learning process.

Ethics, Gender, Human Values, Environment and Sustainability have been integrated into the curricula of UG and PG Programmes. At the UG level, a compulsory course on Ethics and Values of six credits has been introduced for all subjects. Issues related to gender are covered in Sociology, Political Science, Home Science, and Gender Studies programmes. At the PG level, a course on Women and Society is offered as a compulsory course across all disciplines.

The university offers compulsory courses on Environmental Studies along with Ethics, Gender, and Human values, Environment, Sustainability and Disaster Management at the UG level.

**Professional Ethics**

- As per the UGC norms, a credit-based course on ‘Ethics and Values’ has been introduced at the UG level since 2021 comprising six modules (six credits) and it is being taught across all the semesters with one module per semester:

Unit 1: Gender Issues and Ethical Dimensions

Unit II: Nature and Scope of Ethics and Values

Unit III: Issues of Drug, Tobacco Addiction and Alcoholism

Unit IV: Ethical Values for Students

Unit V: Vulnerable section of society: Human Dignity and Ethical Issues

Unit VI: Environmental & Techno Ethics

- ‘Research and Publication Ethics’ has been taught in coursework in all Doctoral Programmes of the university since 2021 as per UGC guidelines.
- Concepts of plagiarism, ethics in gene cloning, artificial intelligence, and animal use in research are covered in PG and Ph. D. programmes.

### **Gender Issues**

- The university has been offering a PG Programme on ‘Gender Studies’ since the inception of the university in 2015.
- The course on ‘Women and Society’ is offered as an Allied Elective with 03 credits since 2022-23 academic sessions, across all the subjects at the PG level.
- The skill enhancement certificate course on ‘Women Entrepreneurship’ is offered by the PG Department of Commerce since 2022-23.
- The Generic Elective on ‘Gender and Human Rights’ is offered under UG Programme by the Department of English since 2019. The Ethics and Values course on ‘Gender Issues and Ethical dimension’ is offered in the UG Programme since 2020-21.

### **Human Values**

- The NCC as a Generic Elective (GE) is offered at the UG level aiming to make students imbibe human values like patriotism, hard work, discipline, social service, honesty, truthfulness, and self-sacrifice.
- Departments like Odia, Philosophy, and Gender studies offer courses that teach human values to students.

### **Environment and Sustainability**

- As per the Supreme Court of India notification, the EVS course has been introduced in the UG Programme since 2015. It includes components of disaster management.

Departments like Biotechnology, Life Sciences, Education, and Economics offer courses that include components of Environment and Sustainability.

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

### 1.3.2

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

**Response:** 63

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

### 1.3.3

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

**Response:** 96.88

**1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

**Response:** 62

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

Response: 64	
<b>File Description</b>	<b>Document</b>
Sample Internship completion letter provided by host institutions	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Program and course contents having element of field projects / research projects / internships as approved by BOS	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 1.4 Feedback System

<p><b>1.4.1</b></p> <p><b>Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:</b></p> <p><b>Response:</b> A. Feedback collected, analysed, action taken &amp; communicated to the relevant bodies and feedback hosted on the institutional website</p>	
<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Feedback analysis report submitted to appropriate committee/bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis and its report to appropriate committee/bodies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>





## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 89.21

##### 2.1.1.1 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1769	1646	1514	1605	1490

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

2022-23	2021-22	2020-21	2019-20	2018-19
1005	918	929	904	899

#### File Description

#### Document

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 89.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
578	527	551	510	535

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

2022-23	2021-22	2020-21	2019-20	2018-19
652	616	590	582	573

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

## 2.2 Catering to Student Diversity

### 2.2.1

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

**Response:**

Rama Devi Women's University, the only women's university in the state, is the preferred destination

for women seeking higher education in Odisha and nearby states. The university follows a common admission procedure through the Government of Odisha portal (<https://www.samsodisha.gov.in/>). Enrolment to PG and UG programmes is done on the basis of merit through the Students Academic Management System (SAMS), Government of Odisha. Students from Odisha and neighbouring states like Jharkhand, Bihar, Chhattisgarh, West Bengal, and Andhra Pradesh from diverse backgrounds participate in the enrolment process.

Before commencement of classes, psychometric tests are administered to identify slow and advanced learners. In addition, levels of learners are identified on the basis of their performance in classrooms, participation in curricular activities, internal assessment and first semester examination. Special classes are taken to improve the learning levels of slow learners. In addition, the mentor-mentee system comes into force immediately after the commencement of classes, which helps to identify slow and advanced learners.

Based on these assessments, the university organizes special programs like need-based individualized educational plans, extra support, remedial classes, special classes, and tutorials for these learners. Advanced learners are guided for higher studies and research in their respective fields.

Bridge courses are offered in M.Sc. Biotechnology programme to students coming from physical science background and vice versa.

### **Measures Taken for Slow Learners**

- Remedial coaching and special classes are arranged for students with learning difficulties. Such provisions are integrated in the timetables of all departments. Extra classes and doubt-clearing classes are arranged for slow learners who fail to attend regular classes.
- The mentor-mentee system is adopted to address the academic inadequacies as identified. Students' Counseling sessions and personal discussions are arranged to ease their learning difficulties.
- The Counseling and Wellness Centre has been operational in the university to counsel the students to meet emotional challenges arising out of academic and personal issues.
- The students are provided with study materials in the form of e-contents, PPTs, e-books, and hand notes to achieve academic excellence.
- Department-level Seminars are conducted every week to enhance the learning, critical thinking, presentation skills and self-confidence of students.
- The teaching-learning process of students with special needs is facilitated with peer-assisted learning.

### **Measures Taken for Advanced Learners**

- Workshops, seminars, skill-enhancement trainings, and group discussions on emerging concepts are organized to enhance the knowledge and skills for research and job opportunities.
- Advanced learners are encouraged to participate and present papers in seminars, conferences, symposium, and workshops at national and international levels.
- Student clubs such as dance, music, literary and dramatic clubs etc. provide platforms to enhance students' artistic and creative expression.
- Special coaching classes are arranged for NET/ GATE by each department offering PG programmes.

- Students are encouraged to visit the university Library to update domain-specific knowledge beyond classroom learning. To make the library visit compulsory, a period is allotted for library study in the timetable.
- Advanced learners are encouraged to enrol themselves in online learning courses on digital platforms such as SWAYAM, NPTEL etc.

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

### 2.2.2

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

**Response:** 52.91

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	<a href="#">View Document</a>
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**

Rama Devi Women's University follows a learner-centric teaching-learning approach to equip students with necessary life skills. The curriculum comprises foundational and core courses designed to develop job-related competence in various sectors. Students are encouraged to opt for value-added courses, certificate courses and to enroll themselves in online courses in SWAYAM and NPTEL to enhance their research skills and employability.

## **Experiential Learning**

- The university has integrated the experiential learning components in its curricula like hands-on trainings through workshops, field internships, and industrial tours to provide first-hand technical and organizational exposure.
- Report writing, library visits, and experiments in laboratories are integral parts of the curriculum of the university.
- The university provides opportunities for students for participation in academic and cultural competitions at national and international levels to enhance confidence, communication skills, cross-cultural understanding, and global empathy.

## **Participative Learning**

- The university organizes seminars, co-curricular activities like debate, essay competitions, group discussions to augment analytical and argumentative skills, of the students.
- During classroom teaching, students actively participate in discussions on the topic.
- In addition, students learn from participation in various activities organized through NCC, NSS, and Youth Red Cross programmes to enhance qualities like volunteerism, patriotism, leadership and team spirit.

## **Problem Solving Methodologies**

Departments organize various activities to develop problem-solving skills among the students such as:

- Assignments, Quizzes and Group Discussions on various social, economic, political and scientific issues
- Integrating case studies in the curricula
- Problem identification, analysis and finding possible solutions of the problems to induce logical thinking among students
- Summer Internship and Project Work for P.G. 3rd and 4th Semester, U.G. 6th semester to become aware of societal issues
- Projects on entrepreneurship development and programmes like Boot Camp and exhibitions of business ideas
- Questions for examinations are set based on action verbs prescribed in Revised Bloom's Taxonomy
- Organization of inter-collegiate, inter- and intra-departmental academic and cultural programs, compilation and editing Department newsletters by advanced learners

## **Use of ICT- Enabled Tools**

- Provision of virtual teaching platform is available covering around 1000 hours. It covers BA, BSc and BCom syllabus of Rama Devi Women's University recommended by Dept. of Higher Education, Govt. of odisha.
- Faculty members and students adopt the digital mode of teaching-learning through Zoom / Google Meet/Microsoft Team for taking classes, allotting assignments, and conducting tests in online mode.
- Teaching faculties of the university have created WhatsApp groups to share curricular and

extracurricular information with students.

- Faculty members make presentations through PPT to enrich the knowledge of students in respective subjects.
- Students are assigned quizzes through Google classroom.
- E-learning classes enhance digital literacy skills of students.
- Biometric attendance of all employees and library footfalls are recorded and documented.

### Online Resources

- Links for video lectures and PPTs prepared by faculty members are provided as e-contents to the students for self-learning/ clarification of difficult concepts/ home assignments.
- The faculty members regularly use online platforms such as WhatsApp, Zoom, Google Meet etc. to reach out to the students.
- Virtual Tutorial project for UG programmes developed by Dept. of Higher Education, Govt of Odisha.

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

### 2.3.2

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

##### **Response:**

The Mentor-Mentee system in Rama Devi Women's University has been adopted with the objective of mentoring and guiding students. The mechanism of mentoring is as follows:

- Information on students is collected during the admission and a personal database is prepared.
- Each faculty member as mentor is assigned a group of students (mentees) based on the admission register as decided by Department Teacher's Council.
- The mentor collects information through the prescribed format supplied by the P.G. Council of the university.
- Mentor- Mentee interactions are conducted once/twice in each semester. Mentors keep track of the mentees through attendance, and participation in curricular/extracurricular activities. Mentees are free to seek advice from mentors as and when they require it.
- Minutes of the interaction are recorded and follow-up actions are taken as per the needs and requirements of each mentee.
- Women faculty members visit the mentees at hostels to create a conducive ambiance of understanding. Mentees are encouraged to participate in various activities that would support their mental health and help them remain focused.
- Students are advised to remain present in the mentor-mentee sessions and contact their respective

mentors for guidance if required. Outstanding students are encouraged to participate in various activities beyond the curriculum. The objective is to help the students to adjust with the new academic environment and create friendly relationships with their peers.

### Responsibility of Mentor along with areas of review

- An average Mentor Mentee Ratio of 1:27 is maintained.
- **Attendance:** The mentor keeps track of the mentee’s attendance to ensure that students attend classes regularly and their progress is satisfactory. Also, the mentor identifies major areas of concern of his/her mentee and advises accordingly.
- **Academic Matters:** During the assessment of the mentee, the mentor keeps track of the mentee’s overall academic achievement. If required, the mentor contacts the parents and informs them about the progress of their ward. If the student is slow in her studies, extra classes are arranged as and when necessary.
- **Discipline Matters:** Discipline-related issues are addressed by mentors. In case of exigencies or urgency, the case is forwarded to appropriate authorities for further action while ensuring that the issue is resolved amicably.
- **Achievements and Co-curricular Activity:** The mentor keeps track of all achievements of mentees and their co-curricular activities.
- Mentor-mentee interaction was held for the sessions 2020-21 and 2021-22, in a blended mode on topics like ‘How to take the best advantage of such an adverse situation’. The departments also did their best to help the students cope up with situation.

File Description	Document
List of Active mentors	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 49

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

2022-23	2021-22	2020-21	2019-20	2018-19
137	137	137	138	138

<b>File Description</b>	<b>Document</b>
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.4.2

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

**Response:** 77.78

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

Response: 84

<b>File Description</b>	<b>Document</b>
List of faculty having Ph.D./D.M/M.Ch./D.N. Superspeciality/ along with particulars of the degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copies of Ph.D./D.M/M.Ch./D.N.B Superspeciality awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.4.3

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

**Response:** 13.12

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

Response: 971



<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<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 last date of declaration of results during the last five years**

**Response:** 49.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
63	73	39	39	33

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.5.2

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

**Response:** 0.69

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	06	9	0	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
1157	1165	1258	1165	1157

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.5.3**

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

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

File Description	Document
The screenshot should reflect the HEI name and the name of the module.	<a href="#">View Document</a>
The report on the present status of automation of examination division including screenshots of various modules of the software.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.6 Student Performance and Learning Outcomes**

**2.6.1**

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

**Response:**

The university has graduate attributes in accordance with the Learning Outcome-based Curriculum

Framework prescribed by UGC. The graduate attributes are well-integrated into the curricula of various programmes offered by the university and defined in the POs, PSOs, and COs. The students develop the capacity to handle diversity, civic responsibilities and adaptability towards the teaching-learning needs of society. They develop the attributes such as: responsible citizens, commitment to sustainable development, conscious person about climate change, patriotic, tolerant, mutual respect, disciplinary knowledge, communication skills, critical thinking, problem solving, analytical reasoning, research skills, and leadership readiness, team work, scientific reasoning; digital literacy, self-directed learning skills; multicultural competence, and ethical awareness. The university follows Continuous and Comprehensive Assessment (CCA) practices for all its programmes. Discipline-specific knowledge in various programmes is assessed through continuous internal assessment employing formative assessment techniques. The assessment enables students to improve their skills and understanding in specific subjects.

Learning performance of the UG and PG students are assessed through semester examination in two parts i.e., mid-semester and end-semester examinations carrying 30% and 70% of marks for each course respectively. The pattern followed is below:

- In mid-semester examination, the performance of students is assessed by the teacher for each course who identifies the advanced and slow learners through quiz, assignment, presentation etc.
- End-semester examination is conducted at the end of each semester through centrally controlled examination mechanisms by the Controller of Examinations of the university.
- Scores secured in both mid-semester and end-semester examinations are entered in database to grade each student.
- Projects/dissertations/field works/reviews are assessed by external examiners, who are appointed by the Board of Studies in the respective subject.
- Research skills are evaluated through project/dissertation/internship.
- As per Higher Education, Government of Odisha guidelines, all questions are set by external members. The question-setters prepare questions not only relating to courses in the syllabus but also by referring to CO, PO and PSO of the respective syllabi.

The students are encouraged to participate in various activities organized at the Department and the University to enhance their skills as per graduate attributes.

- Quizzes and seminars are organised to enhance critical-thinking and analytical reasoning among students.
- The Annual Day and National Days like, Republic Day, Independence Day, Gandhi Jayanti, Environment Day, Constitution Day, Kargil Day, and National Unity Day etc. are celebrated to inculcate participatory learning in students.
- Debates and essay-writing competitions are held to develop analytical reasoning, and communication skills.
- Sports and games are organised to instil leadership as well as team work skills in students.

**Non-formal Methods of Assessment are followed by the university as follows:**

- Mentor-mentee meetings are held for UG and PG students.
- Students (mentees) are evaluated by mentors through discussions and counselling.
- The diverse needs of learners from the mentee assigned to each mentor are identified and steps are taken by the mentor to enhance their skills.

## Publicity of Learning Outcomes and Graduate Attributes

The syllabus with programme outcomes, programme-specific outcomes and course outcomes are displayed in the university website for a comprehensive idea to all stakeholders.

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

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

**Response:** 92.91

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

Response: 1166

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

## 2.7 Student Satisfaction Survey

### 2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.66

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

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

#### 3.1.1

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

#### **Response:**

Research facilities have been significantly updated during the last five years in terms of civil infrastructure, library up-gradation, laboratory equipment, extramural grants, and research fellowships/grants to students/faculty members.

#### **1. Research Policy**

The university has a well-defined research policy approved by The Syndicate.

#### **Highlights of the Research Policy**

- Ph.D. regulation has been designed as per UGC recommendations.
- The Ph.D. programme involves a university-level entrance examination followed by Ph.D. coursework of 16 credits with a mandatory paper on Research and Publication ethics.
- The **Research Council of the university (RCU)** is the apex body that regulates all research activities of the university. It acts as an appellate body in case any issue at DRC is not sorted out.
- **Departmental Research Committees (DRCs)** have been constituted to regulate doctoral research activities in all the PG Departments of the university.
- **Research Advisory Committee (RAC)** monitors regular progress research of Ph.D. scholars.
- The **Research & Development Cell (RDC)** is responsible for sharing a dynamic research ecosystem, implementing research policies and promoting innovation.
- The university has a well-defined **Intellectual Property Right Policy** to protect research ideas, patents, and the research ecosystem.

#### **2. Research Facilities**

- **Departmental research facilities** have been improved with the establishment of laboratories in thrust areas of research.
- **Research Project Bank:** Faculty members are encouraged to prepare research project proposals on contemporary/relevant areas of research which would attract external funding.
- **The Central Library** is RFID-automated having 52077 books in addition to e-resources subscribed through EBSCO and Science Direct. Ouriginal and Turnitin plagiarism-checking software is available for ensuring high quality and original research.
- **IT Campus:** The University is fully Wi-Fi enabled with 1 Gbps bandwidth.
- The **Centre for Innovation, Incubation and Entrepreneurship** promotes a start-up culture with provision for seed funding, organization of boot camps, and entrepreneurship awareness programmes.
- The **Sarala Devi Centre for Gender Research** has been established in 2019 to promote

collaborative and multidisciplinary gender-research initiatives.

- **A Census Data Research Workstation** functions in the university campus.
- **The CURIE-Central Instrumentation Facility** developed under the CURIE programme of DST; Government of India consists of high-end laboratory equipment, which enhances high the quality of research analysis and outcomes (Rs. 231.76 lakhs).
- The **Centre of Excellence in Translation & Life Writing** has been established under the Odisha Higher Education Project for Equity and Excellence (OHEPEE) scheme of the World Bank (Rs. 150 lakhs).
- The **Rama Devi Research Chair** has been set up in 2023 to promote multidisciplinary research in the humanities and social sciences (Rs. 82.20 lakhs).
- The **Centre of Excellence in Artificial Intelligence and Robotics** has been established to carry out cutting-edge research in artificial intelligence and machine learning (Rs. 10.325 lakhs).
- The university has mobilized **23 extramural research grants** including grants for **five** institutional projects, and **18** individual grants.
- Collaborative **linkages (28 MOUs)** have been established with academic and research institutions for concerted research, publications, skill enhancement, student and faculty exchange programmes.
- A total of 419 publications (263 in research journals and 156 book/book chapters) along with **11 patents** have been published.

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>
Provide links as Additional Information	<a href="#">View Document</a>

### 3.1.2

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

**Response:** 4.66

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

2022-23	2021-22	2020-21	2019-20	2018-19
10.19	4.72	0	8.38	0

<b>File Description</b>	<b>Document</b>
Sanction letters of seed money to the teachers is mandatory	<a href="#">View Document</a>
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<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:** 2.78

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

Response: 3

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

### 3.1.4

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

**Response:** 23.71

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



Response: 23

### 3.1.4.2 Number of PhD Scholars enrolled during last five years

Response: 97

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

## 3.2 Resource Mobilization for Research

### 3.2.1

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

Response: 1939.42

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

### 3.2.2

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

**Response:** 0.17

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

**Response:** 18

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

### **3.3 Innovation Ecosystem**

#### **3.3.1**

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

**Response:**

Research and innovation have been an integral part of the university's activities. The university is committed to building an inclusive, diverse and collaborative research environment prioritizing quality research and innovation having societal relevance. The university's ecosystem for innovation is guided by activities of various research centers and clubs, the Centre for Innovation, Incubation and Entrepreneurship (CIIE), and the IPR Cell. State-of-the-art laboratories and Centre of Excellences for Research have been established with support from DBT, Govt. of India, DST, Govt. of India, and Science and Technology, Govt. of Odisha. Students and teachers are encouraged to pursue cutting-edge translational research and product development. Located in the capital city of the state, students, scholars, and faculty members get opportunities to interact with national and international institutes and research organizations. They use their facilities and get valuable exposure.

Some of the thrust areas of innovation at the university are as follows:

- Genomics and Genetic Engineering

- Tissue Engineering and Therapeutics
- Microbial Technology Research
- Artificial Intelligence and Machine Learning (AI & ML)
- Cloud Computing
- Robotics
- Translation and Life Writing
- Gender Research
- Social Entrepreneurship

**Centre for Innovation, Incubation and Entrepreneurship (CIIE):** The university has established a Research and Innovation cell to tap the entrepreneurial and management skills of its teachers and students. It comprises members from academia, administration, and industry representatives, who consistently advise the University to generate a start-up culture and creating an environment of innovation. It aims to actualize the experience of entrepreneurship among students, faculty members of university. In association with Start-up Odisha, the university has conducted boot camps to promote student-level innovation projects. The registration of Rama Devi Centre for Innovation, Incubation and Entrepreneurship has the objective of fostering an entrepreneurial eco-system among stakeholders of the university and the state.

The CIIE, together with the Research and Development Committee (RDC) and some university departments, has conducted entrepreneurship awareness camps, and boot camps for student innovation, and entrepreneurship. The university has a well-defined start-up and innovation policy.

A Student Innovation Club has been established to showcase the innovative ideas of the students and motivate them to do creative work through competitions, orientations, and visits to innovation labs. The IPR Cell, together with RDC, has initiated research and innovation-oriented approaches. This has resulted in 11 patents/utility models and 21 related research publications. The IPR cell also conducts intellectual property workshops, entrepreneurial counselling sessions, innovation seminars, and FDPs to up-skill faculty members.

The university has integrated research with Indian Knowledge Systems through its Centre of Excellence in Translation and Life Writing, which seeks to enrich Indian languages (English, Odia, Sanskrit and Hindi). The Maa Rama Devi Chair conducts in-depth analytical and comparative studies on various socio-cultural issues affecting women in Odisha. The Sarala Devi Centre for Gender Research focuses on creating wider awareness about the contributions of women leaders from Odisha to national movements and their impact on the contemporary context. Further, faculty members have also attended courses on Indian Knowledge Systems to update themselves.

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

### 3.3.2

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

**Response:** 17

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
e- Copies of award letters issued by the awarding agency	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<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**

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

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

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

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

### 3.4.2

#### **Total number of Patents awarded during the last five years**

**Response:** 7

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

### 3.4.3

#### **Number of Ph.Ds awarded per recognized guide during the last five years**

**Response:** 0.53

##### **3.4.3.1 How many Ph.D s were awarded during last 5 years**

Response: 24

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

Response: 45

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

### 3.4.4

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

**Response:** 1.48

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

Response: 160

<b>File Description</b>	<b>Document</b>
List and links of the papers published in journals listed in UGC CARE list and	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Link re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link to the institutional website where the first page/full paper (with author and affiliation details) is published	<a href="#">View Document</a>

### 3.4.5

**Number of books and chapters in edited volumes published per teacher during the last five years**

**Response:** 1.44

**3.4.5.1 Total Number of books and chapters in edited volumes published during the last five years**

Response: 156

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.4.6**

*E-content is developed by teachers :*

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

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

<b>File Description</b>	<b>Document</b>
Supporting documents from the sponsoring agency for the e- content developed by the teachers need to be provided.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Give links to upload document of e-content developed showing the authorship/contribution	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.4.7**

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

**Response:** 8.02

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

**3.4.8**

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

**Response:** 21

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

**3.5 Consultancy**

**3.5.1**

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

**Response:** 1.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.52	0	0	0	0



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

### 3.6 Extension Activities

#### 3.6.1

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

**Response:**

Named after the prominent freedom fighter and social worker of Odisha, Rama Devi Choudhury, Rama Devi Women’s University is committed to serve the society through its extension and outreach activities. This includes the National Service Scheme (2 units of 200 volunteers per year), National Cadet Corps (1 unit of 150 cadets per year), Youth Red Cross, Community Connect Cell (100 volunteers per year), and special volunteer units (50), which promote disabled-friendly education. The course curricula in both UG and PG programmes consist of mandatory Women and Society and Ethics papers designed to sensitize students to the vital role of women play in nation building, and community service. These focus on the judicious use of electronic media for social outreach, disaster management, and national integrity. The various extension and outreach programmes carried out throughout the year, include:

- Swachh Bharat Cleaning Campaigns
- Blood donation camps
- COVID19 awareness programmes
- Tree Plantation drives
- Road shows on Traffic rules and regulations
- Women literacy rallies etc.
- Street plays on social issues.
  
- **NSS volunteers** of the university have rendered various community services including promotion of sanitation and cleanliness among women students, campus and neighbourhood cleaning, providing teaching aids and study materials to kids staying in the slum, health and nutritional education, and geriatric care.
- **NCC cadets** have participated in Swachh Bharat Cleaning Campaigns, self-defence, and road safety training programmes and conducted training on civic duties and social justice.
- Both **NCC cadets and NSS** volunteers have represented the university in the Republic Day parade in New Delhi and participated in National Integration training programmes.
- **Youth Red Cross** volunteers of the university have made a record collection of blood units

during Republic Day, 2023.

- Volunteers, through the Scribe Club, extend support and services to visually-impaired students during examinations, course training, and ensure their physical well-being.
- Students of the university are actively involved as members of different clubs in promoting creative learning and awareness of social responsibilities.
- Community Connect Cell along with university Counselling and Wellness Centre have conducted awareness programmes on menstrual hygiene for the neighbourhood communities.
- Subject-Specific Extension: The Departments of Biotechnology, Life Sciences, and Computer Science have conducted training on the use of scientific techniques and equipment towards developing a scientific temperament among school children.
- **Village Adoption:** Rama Devi Women's university, Bhubaneswar has adopted a cluster of villages namely (1) Kainpokhari in Cuttack District, (2) Mendhasala, (3) Andharua, (4) Arilo and (5) Hariharpur in Khurda District under the Unnat Bharat Abhiyan (UBA) flagship program of Ministry of Human Resource Development (MHRD) Government of India.

#### **Impact of the extension activities on society**

- Greater awareness of social issues
- More conscious of community life
- Better educated regarding public health

#### **Impact of Extension activities on students**

- Behaviour modification
- Personality development
- Awareness about society
- Improved teamwork and leadership qualities
  
- Deeper understanding of social problems
- Nurtures volunteerism
- Students gain exposure and experience to real-life situations.
- Instills discipline, self-confidence, analytical, communication and problem-solving skills in students.

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

### **3.6.2**

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

**Response:** 101

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

2022-23	2021-22	2020-21	2019-20	2018-19
33	19	08	31	10

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

### 3.7 Collaboration

#### 3.7.1

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

**Response: 28**

<b>File Description</b>	<b>Document</b>
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functiona MoUs/linkage/collaboration activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

*The institution has adequate infrastructure facilities for*

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

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

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

**Describe the adequacy of facilities within a maximum of 500 words**

**Response:**

- The university's teaching and learning facility has been renovated and upgraded to meet the contemporary demands and requirement. The university has specially designated four academic blocks well-equipped with smart classrooms (20 nos), laboratories (17 nos), advanced laboratories (10 nos), departmental offices, seminar Hall (26 nos), media lab, census data research workstation, business lab, classrooms (76 nos) and a e-learning centre.
- The Academic Block-1 houses the office of the Chairperson, PG Council, Warden, DSW, Career Counselling and Placement Cell, YRC, Self-Defense Facility, Music Center, Language Lab, Centre of Excellence for Translation and Life Writings, Centre of Excellence in AI and Robotics, Gymnasium, Student Common Room and Evaluation Zone are located in this block. With a goal of achieving 100% computer literacy among the students, an e-learning centre equipped with 80 computers has also been set up in this Block. Academic departments like Physics, Chemistry, Botany, Zoology, Sociology, Statistics, Mathematics, History, Sanskrit, Odia, Hindi, English, Political Science, Mathematics, and Music Centre are functioning in this block.
- The Academic Block-02 houses the departments of Economics, Education, Commerce, Home Science, Gender Studies, Psychology, JMC, Philosophy and MBA, Health and Wellness Center and Sarala Devi Centre for Gender Research.
- The Academic Block-03 houses the Departments of Computer Science, Biotechnology and Life Sciences and a Central Instrumentation facility.
- The Academic Block 04 houses the Department of Teacher Education along with the university Health Centre 'Ayushi' and NCC unit.
- The university endeavors to promote sports and yoga to keep its stakeholders physically fit. There are outdoor basketball and badminton courts to encourage students to participate and excel in sports. All the sports and games facilities are extensively used by the university staff and student community. Students' participation in games like hockey, athletics, volleyball, basketball, karate, badminton, etc. is quite encouraging and the university sends good teams for the Inter-university tournaments. Notably, the university hockey team secured third place in Odisha Inter-University Women's Hockey tournament held during January 2023.
- For academic and cultural activities, the university has a 300-seater Auditorium in Academic Block 01 and a theatre auditorium with state-of-the-art facilities for 1000 capacity named as

Rama Devi Auditorium. Both the auditoriums are used for Academic purposes (to hold seminars, conferences, symposiums and workshops, etc.) and for curricular and extracurricular activities such as music, dance, drama and other cultural programmes, film screenings, regional festivals etc. organized by different departments, centers and students respectively. Also, an open-air pandal is located in front of the administrative building to facilitate various student activities.

- The university is having six (06) hostels for accomodation of 2000 boarders including one dedicted hostel for PwD students. Besides, an additional hostel for PwD students is under construction.
- Facilities such as – Bank, Post office, Cooperative store, reprographic and boutique facilities, overhead water tank for continuous water supply, dedicated water tank for firefighting and one underground water reservoir are available inside the campus for the benefits of the stakeholders.
- A G + 9 storied residential building is under construction for accomodation of 36 staff members.

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

#### 4.1.2

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

**Response:** 59.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
1611.81553	983.91189	606.28764	136.94671	1415.73013

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

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### **Response:**

The university's Central Library 'Kuntala Kumari Library', named after the eminent poet of Odia literature Kuntala Kumari Sabat, is a stand-alone building of its kind with a plinth area of 2602.68 sqm. The three-storied building consists of facilities and services such as – a property counter, reprographic machine, reference rooms, reading rooms, book stack room, separate rooms for the library staff, technical section, reading corner for the visually impaired, server room, rooms for e-library, digital library, journal section, thesis, and report section. The library committee consists of PIC-Library, Librarian, and faculty members, who look after all the developmental and day-to-day affairs of the library. The library has specific rules and guidelines for its purchase of books and day-to-day effective functioning.

The library has a collection of 52077 books and a monthly subscription to 50 Indian journals, periodicals, and magazines. Books are classified and stacked subject-wise. A book catalog is available in the library. It has a centralized reading room with a capacity of 100 students. E-library facility with fifteen computers are available for students and scholars for research and other in-depth analyses. There is a designated seating space for Ph.D. scholars and visually impaired students. The e-resource facility is extended by the Consortium of Higher Education and the expenditure incurred is Rs 25, 11,548/- for EBSCO and Rs 35,73,326/- for Science Direct.

The students and scholars can access e-journals, e-Shodh Sindhu, and e-books at the e-library. The library is fully automated, which includes issue and return of books. All faculty and research scholars have been provided with remote access to e-resources. Also dictionaries and thesaurus, like Rogets's thesaurus, and New Collins dictionary are accessed through library subscriptions.

The university uses Turnitin and Ouriginal as anti-plagiarism tools. The university has a tie-up with INFLIBNET and the Ph.D. theses are uploaded on the site. Because of the available facilities, the footfall at the library is more than a hundred every day. The library is fully automated with RFID system and KOHA software which has made the functioning of the library hassle-free and student-friendly.

Smt. Binodini Mohapatra Reading Corner, a special corner for the visually-impaired students has six systems with narrator JAWS software installed. The library has 94 audiobooks for visually challenged students. The University Library is registered with the National Digital Library of India and Sugamya Pustakalya for the use of visually impaired students. The Library conducts regular activities to update the students, scholars and faculties regarding e-resources, digital and online educational platforms.

The last stock verification of books was done in 2018-19. As per the report of the stock verification total number of books is 43,297 and the number of books weeded out are 5966. The library has weeded out 5966 books in 2018 as per letter number 21353/HE dated 27/7/18.

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

#### 4.2.2

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

**Response:** 1.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
90.09876	14.56088	1.56233	18.39035	16.92204

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

### 4.3 IT Infrastructure

#### 4.3.1

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

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

**Response:**



The university's IT infrastructure has been in place since its inception as a university in 2015 and has witnessed incremental progress since then. Initially, the IT infrastructure and computer facilities were available at the administrative as well as academic section through a dedicated Wi-Fi network of 10 Mbps ILL. In 2021-2022, in order to build an agile, secure and flexible IT Infrastructure backbone, the university embarked on its latest digital journey and strengthened the campus network Wi-Fi with 100 Mbps ILL through high-speed internet connectivity for students, faculties, staff and guests. This was an incremental facilitation from initial 10 Mbps Wi-Fi Connectivity provided to the university that was later upgraded to 100 Mbps ILL connections. Presently, the Wi-Fi has been upgraded to 1Gbps.

Installation of Wi-Fi was done by a 2-tier architectural network across the campus to ensure connectivity from core to access switches. The ILL service was provided through OFC media by BSNL. Wi-Fi facility is available throughout the campus over a star topology. The security to the Wi-Fi system was provided using Sophos Firewall Service for 1000 concurrent users. The Fibre Network connects the Administrative Building, four Academic Blocks, Library, Skill Development Centre and two auditoriums. The licensed Firewall software has provision for centralized Anti-Virus, Anti-Spyware, Web-Filtering and Website blocking features, etc.

Since the implementation of e-governance, the IT infrastructure facility has been made robust. Each office under the administration – VC’s Secretariat, Office of the Registrar, Comptroller of Finance and Controller of Examinations office are now equipped with adequate number of computing facilities for virtual meetings. Further, the office of the Chairperson, Post Graduate Council, and all the Departments are furnished with the required numbers of Computers, scanner-cum-printer-cum photocopier, and projectors for teaching, learning and research. All the conference rooms are well equipped for both online and offline meetings with video conferencing facilities with high bandwidth internet of 1Gbps, LCD high definition display, video-conferencing cameras with 16X zoom, wireless trans receivers and audio systems.

At present, the university has 250 computers, 80 multi-functional printers, 27 projectors, 20 smart boards with interactive projectors and 2 servers. The university is in the process of procuring 100 high-end desktop computers and making all the remaining classroom as the smart classrooms with all the necessary IT accessories. The IT infrastructure of the library is maintained through Library Management software - KOHA, JAWS, Kurzweil, and has two separate server systems for RFID and KOHA.

Being a women’s university, security and safety of all stakeholders assume priority. The university campus is under 24x7 hours’ surveillance, which is being maintained by 70 bullet-fixed cameras and five PT (Movable) CCTV cameras installed at strategic locations throughout the campus. The university also intend to have more number of cameras extended to the hostels and other locations.

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

### 4.3.2

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

**Response:** 10.33

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

Response: 379

<b>File Description</b>	<b>Document</b>
Stock register/extracts highlighting the computers issued to respective departments for student's usage	<a href="#">View Document</a>
Purchased Bills/Copies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**4.3.3**

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

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

**Response:** A. Any 7 or more of the above

<b>File Description</b>	<b>Document</b>
Videos and geo-tagged photographs of each of the facilities available in the HEI. Details of the structures of each of the facilities available in the HEI.	<a href="#">View Document</a>
Purchase Bill / stock register, entry for lecture capturing system, mixing equipment, software for editing	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the subscription letter for database is essential for Option Research/Statistical Databases	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 4.4 Maintenance of Campus Infrastructure

##### 4.4.1

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

**Response:** 23.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
1070.32987	176.75158	248.51784	168.53767	238.66534

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

#### 4.4.2

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

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

#### **Response:**

The university has established systems and procedures for maintaining and utilizing physical, academic, and support facilities like laboratories, library, computers, classrooms, gyms, etc. All maintenance work is carried out by Odisha Police Housing and Welfare Corporation, Govt. of Odisha. The university also maintains a systematic complaint redressal system at all levels. It has adequate supporting staff, technicians, office assistants, lab assistants, and security personnel who assist in the efficient day-to-day functioning of the campus facilities like laboratories, classrooms, library, gym, sports area, badminton court, basketball court, ICT infrastructure, etc.

The university has experienced staff for managerial and supervising duties, housekeeping staff for building maintenance, security management, and maintenance staff for carrying out skilled jobs like plumbing, electrical, repair work, etc. The university has its power backup system. Landscaping of the entire university campus is done and maintained by Odisha Forest Development Corporation, Govt of Odisha and the university jointly. An efficient and experienced secretarial staff provide clerical support. Furniture and equipment are purchased as per the requirements of different departments and offices through Government e-Market Portal. The university has appointed technical assistants, instructors, and computer assistants to provide regular support services relating to computer hardware and software including regular maintenance of Wi-Fi in departments, classrooms, and laboratories. The university has an annual maintenance contract (AMC) for computers, lab equipment, peripherals and biometric attendance etc. The staff and students have access to all laboratories and classrooms. Time table committee ensures optimum utilization of the time slot for classroom teaching as well as various co-curricular activities including library, seminars classes. Laboratory classes are held in batches to ensure maximum utilization of resources.

The university focuses on the all-round development of its stakeholders and sports is an integral part of

it. Sports activities are carried out all year round on the campus. The Sports Council of the university is a fully-fledged body with a Director, Deputy Director, and three Assistant Directors. Coaches and trainers of the university and affiliated colleges are engaged to train the students for internal and external events. Since Yoga and self-defense skills are the need of the hour, Rama Devi Women’s University engages trainers who impart state-of-the-art training regularly to all the students in batches. Teaching faculties and non-teaching staff have undergone training in Yoga, Self-defense, and NCC. The gymnasium is open to students during morning and after class hours. Central as well as departmental library facilities are available to students.

The Central Library has national and international journals, books, and online resources. The books are procured as per OGFR laid out norms. The Head of the Department after approval of the Department Teacher’s Council and suggestion of the individual teachers, the list of books is submitted to the Library Committee for purchase. After due approval of the administration, order is placed and payment is made after due accessioning in the library catalog. The weeding out of books is in place and the last weeding out was done during the session 2018-19.

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 26.59

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

2022-23	2021-22	2020-21	2019-20	2018-19
1349	1372	1031	505	476

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

#### 5.1.2

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

**Response:**

The Career Counselling and Placement Cell (CCPC) of the university was established in 2017 as per the UGC norms. The Cell aims to help students make the right career choices, and identify the best career suitable for them based on their competence and interests, for various competitive selection processes and employability. The CCPC is fully equipped with all the required infrastructural facilities and has a

team consisting of teaching and non-teaching staff for its effective functioning. During the induction programme at the beginning of the session, the CCPC team gives orientation to the freshers, regarding activities of the Cell. Students select career paths after attending counselling sessions. The Cell provides training for civil services, and banking and professional examinations. Career counselling sessions are held regularly and they are aligned with placement opportunities.

Various companies have participated in the campus recruitment drive and also provide career guidance to students from time to time. Over the last five years, CCPC has provided guidance to 1409 students on competitive examinations, and 40% of the students have been placed in various organisations like TCS, Infosys, Genpact, Capgemini, TATA Power, Vedanta, ICICI Bank, Wipro, and Cognizant. The university has also signed MoUs with seven organizations, namely NIIT Foundation, New Delhi; Centurion University, Bhubaneswar; Nandi Foundation, AISECT, Bhubaneswar; FICCI Ladies Organisation, Bhubaneswar; CIWN, Bhubaneswar; and DiverseUs (especially for visually-impaired students) for providing skill training to students and making them employable.

CCPC assists students in preparing structured curricula vitae, honing their interview skills, and also provides information regarding various job opportunities. Counselling at the UG level helps students in decision-making by providing them with information about higher education opportunities, job prospects and other career options.

To furthering students' employability, CCPC regularly conducts the following activities:

- Career counselling workshops by experienced teachers and professionals
- Classes for communication skills development, personality development, mock group discussions etc.
- Job fairs in association with National and State Government agencies like National Career Service (NCS), Government of India and Employment Exchange, internship drives, etc.
- Industrial visits
- Awareness programmes for preparation for civil service exams through the online mode (after the COVID-19), coaching for banking, management studies, etc.
- Online interviews for different corporate jobs
- Regular interactions with corporate trainers

Besides the above, the following steps have also been taken at the departmental level for career counselling and guidance for competitive examinations:

- The PG Departments have included one class per week in their timetables to provide guidance to students for appearing at UGC/CSIR-NET examinations.
- Mahindra Pride classroom, Nandi Foundation, New Delhi has imparted training in various soft skills, facing and cracking the interviews, personal and professional grooming to about 200 students from ten departments.

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

### 5.1.3

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

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

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

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



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

## 5.2 Student Progression

### 5.2.1

#### **Percentage of placement of outgoing students during the last five years**

**Response:** 40.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
213	197	82	142	241

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

## 5.2.2

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

**Response:** 73.17

#### 5.2.2.1 Number of outgoing students progressing to higher education

2022-23	2021-22	2020-21	2019-20	2018-19
1173	926	670	665	104

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

## 5.2.3

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

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

**Response:** 7.88

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

Response: 450

<b>File Description</b>	<b>Document</b>
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<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:** 49

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	12	4	6	6

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

### 5.3.2

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

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

#### **Response:**

The university places utmost value upon the representation of students, their opinions and feedback in various developmental processes as they are its primary stakeholders. The Student's Council is functional comprising Chairperson, Post Graduate Council, Director Student's Welfare and Class Representatives of all batches and all programmes.

**Class Representative System:** In this system, a Class Representative (CR) is selected from every batch and program. The process for selecting CRs involves voluntary nominations from the students followed by a selection based on academic performance and extracurricular achievements. The Heads of each department convene monthly meetings with the CRs, while the Chairperson of the Postgraduate Council meets all CRs as and when required. CRs act as the student body representatives, acting as a bridge between students and the authorities. They convey their interests and concerns to both the department and the administration. Through this representation, the perspectives and inputs of the students are considered in all decision-making processes concerning them.

**Seminar Secretary:** A seminar secretary is chosen from each batch of students and programmes by faculty members of the department based on their leadership abilities. The program and batch-specific seminar secretaries play a key role in the organization of departmental seminars, and bear the responsibility of managing the seminar library. The Class Representative System and the selection of Seminar Secretaries play significant roles in developing volunteerism and cultivating leadership qualities among students.

**Hostel Administration:** The university provides accommodation for students in six hostels. Each of these hostels is equipped with its own mess facility, which is managed by a mess committee consisting of students. The mess committee members play a vital role in overseeing the daily menu, food quality, and

maintenance of hygiene and cleanliness in their hostels. Additionally, they are responsible for handling and addressing any concerns or complaints raised by hostel residents, thus serving as a crucial link between boarders and resident members of the hostel's governing committee.

The Aseema hostel at the university is earmarked for physically challenged students, and the inmates also oversee the management of the mess of the hostel.

**Student Representatives in Various Committees:** Student representatives have been designated to participate in several committees, namely the IQAC, anti-ragging committee, hostel committee, and internal complaint committee. Additionally, students are actively involved in several clubs, such as the Media Club, Cultural Harmony and Diversity Club, Aqua Club, Music and Dance Club, Arts and Crafts Club, and Yoga Club of the university. The student representatives within each club work in collaboration with the faculty-in-charge to coordinate a diverse range of activities.

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

### 5.3.3

**The institution conducts / organizes following activities:**

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

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

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

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:** 20.42

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

2022-23	2021-22	2020-21	2019-20	2018-19
19.28	1.14	0	0	0

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

## 5.4.2

### **Alumni contributes and engages significantly to the development of institution through academic and other support system**

**Describe the alumni contributions and engagements within a maximum of 500 words**

#### **Response:**

The alumni association of the university was registered in 1991 as Old Students Association, Rama Devi Women's college. It has been renamed as **Alumni Association of Rama Devi Women's University** in 2023. The Association celebrated its Silver Jubilee in 2017. Our distinguished alumna, Her Excellency, Smt. Droupadi Murmu, The Honourable President of India and the then Governor of Jharkhand, graced the Silver Jubilee function of the Association as Chief guest. Other notable alumni include a few Padmashree awardees, national and international award-holders in various fields like sports, cinema, dance, music, social work, literature, administration, and academia.

Various contributions of our alumni to the University are briefly listed below:

- Organisation of Blood Donation Camp every year on the eve of the Punyatithi of Maa Rama Devi
- Conducting plantation drive every year
- Establishment of a reprographic centre in the campus for easy access to printout, scanning and Xerox facilities
- Setting an IT-aided reading-room for visually-impaired students. Funds were mobilized through Mo College Abhijan in the form of a contribution from one of the noted Alumni, Smt. Shyamali Mohapatra, Registrar of Rama Devi Women's university.
- Setting up an ICT-enabled seminar hall in the Department of Hindi
- Ms. Nirupama Devi, an alumnus of our university donated ten lakhs rupees through Mo College Abhijan for developing a reading corner in the library in memory of her deceased daughter Ms. Aradhana Padhee, who was also a student of this university.
- Opening a fashion boutique named 'Ankana Creations' and a canteen named 'Star Cafe' by one of the alumni. These facilities cater to immediate needs of students and give them easy access to food and clothing.
- Arrangement of a water cooler and its installation in the administrative block by Assistant Secretary, Alumni Association
- Strengthening the financial status of departments as well as of the Alumni Association through

collecting an amount of Rs. 200/- from outgoing students on a 60:40 share basis for the University and departments respectively.

- Participation and involvement of the alumni in various decision-making bodies of the university

Apart from the annual meet, departments running different UG and PG programmes are in constant interaction with their alumni through alumni meetings in offline and online modes (WhatsApp, Mail, Google Meet etc.). Besides the above, contribution in form of materials, the alumni (Research Scholars) also make intellectual contributions which are listed below:

- Taking regular classes as reflected in timetables of different departments.
- Contributing to the cultural activities, viz. performing Ramdhun on the occasion of the punyatithi of Maa Rama Devi.
- Delivering seminar talks: the Department of Home science organized a talk on “Millets: Shree Anna for nutrition and Food Security” by the distinguished alumni Prof. Sunita Mishra, Vice Chancellor, Mohan Lal Sukhadia university, Udaipur, Rajasthan.
- Facilitating Industry visits by the students – Ruchi Masala Food Chain.
- Mentoring students as and when required to help them with scholarships.

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



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### **Response:**

The Vision and Mission of the university is focused on providing a transformational and well-rounded educational experience to the girl students from all strata and making them independent and empowered young women. As a State Public University established under the aegis of Higher Education Department, Government of Odisha the model of governance adheres to rules and guidelines laid out in the Odisha University First Statutes 1990 of the Odisha Universities Act 1989 and amendments thereof. The organogram depicts the organizational set up of the university which can be broadly divided into administrative and academic bodies that function coordinately to accomplish the Vision and Mission.

The **Syndicate** is the apex governing body of the university and all relevant issues related to administration, establishment, finance, academic, affiliation, examination and other sections of the university are placed in it for its due consideration and approval.

The **Academic Council**, the apex academic body takes decision on academic matters that shape the teaching-learning-evaluation policy and university's academic regulations. Some of these decisions derive from recommendations of programme specific **Board of Studies** which updates and finalizes course contents, examiners, and evaluators for each academic year.

The **P.G. Council** consists of all Heads of Departments. This facilitates smooth conduct of academic and curricular activities in the university. Each Department has its own **Teachers Council** which deliberates on Department issues.

The **College Development Council** helps in effective planning, management, and integrated development of the 48 affiliated Women's colleges of the university.

For efficient functioning of the university, a host of responsibilities are entrusted to different **statutory committees** like Examination Committee, Sports Council, Finance Committee, Library Committee, Regulation Committee, Research and Development Committee and Internal Quality Assurance Cell. Several **other committees** have also been formed to ensure effective management of the university processes and cater to its various requirements.

The governing bodies are democratic in nature with representation from across the stakeholders which results in participatory, decentralized, and transparent functioning of the university. The university has taken following preliminary steps towards implementation of NEP 2020:

- Registration on the NAD-Digi locker portal and Academic Bank of Credits ecosystem has been

done.

- CBCS pattern in both UG and PG Programmes has been adopted.
- Experiential learning through field-based learning/minor project/field internship has been introduced as part of curriculum
- ‘Women and Society’ a multi-disciplinary course has been included in the curriculum across all disciplines of PG Programme.
- Value-added courses have been introduced for skill enhancement.
- Certificate Course in Disability study has been introduced.
- Provision to enrol in SWAYAM/MOOCs has been enabled and individual credits earned is reflected in mark sheets of the students.
- The university has become a part of curriculum development compatible with NEP-2020 on direction of Odisha State Higher Education Council, Government of Odisha.

An Institutional Development Plan has been prepared to create a roadmap for accomplishment of the Vision and Mission of the university. It has been vetted and approved by Syndicate and placed before Government for sanction of the identified requirements relating to infrastructure, manpower and financial support.

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

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### **Response:**

The university in its initial days, benefited from the RUSA 1.0 scheme that provided much needed infrastructural support for the upgradation of the erstwhile Rama Devi Women’s (Autonomous) College to a university. Subsequently, the university submitted its Institutional Development Plan 2018-23 and received funding from World Bank under Odisha Higher Education Programme for Excellence and Equity (OHEPEE) to implement its developmental agenda which included multiple areas such as strengthening of campus digital facilities (Wi-Fi, CCTV surveillance, computers, projectors), examination section, laboratories (equipment), library automation, academic aspects (curricular books, workshops, FDPs), civil works and establishment of a Centre of Excellence in Translation and Life Writing. The university has now prepared five-year Institutional Development Plan 2023-28 to achieve the goals set in its vision and mission statement. Based on the IDP, the following steps have already been taken:

- The syllabus of academic programmes has been revised up to 2023.
- Sixty Three (63) numbers of Value-added and Certificate courses have been included in the curriculum.
- Guest faculty and visiting faculty have been engaged to ensure healthy pupil-teacher ratio and to enhance academic excellence.
- Faculty incentivization policy has been developed to meet the expenses towards attending conferences/workshops, membership fees of professional bodies.
- Automation in examination section is being achieved through the online form full up, examination fees payment, tabulation, mark entry, result publication, migration certificate generation.
- The university has signed twelve MoUs for academic collaboration, six MoUs for research collaboration and ten MoUs for Industry collaborations with different organizations of National and International repute.
- Student participation in non-curricular activities (clubs, community service, sports, competitions) for holistic development has been encouraged.

Various Statutory bodies and committees have been formed to formulate and address policy issues and foster administrative and academic decision making, in line with the long-term goals of the university. Institutional governance is steered through the Syndicate and Academic council. The Academic Council meets annually to plan the academic path of the university. Each year the Finance committee prepares an annual budget as per the identified requirements of the university.

Recruitment of regular teachers in the university has been made in two phases. In the first phase, the recruitment of 36 teachers has been done by the university as per the Odisha University First Statute. In phase two, the Department of Higher Education, Government of Odisha has recruited 26 faculty members through Odisha Public Service Commission as per the Odisha University Amendment Act-2020.

The non-teaching staff are selected by Staff Selection Board, Department of Higher Education, Govt. of Odisha.

The university follows the Odisha Government Finance Rules, The University Accounts Manual, Odisha Government Service Rules (Leave rules), the Policy Manuals developed by IQAC as well as UGC guidelines for effective governance in the institution.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Strategic Plan and deployment documents on the website	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 6.2.2

**Institution implements e-governance in its operations. e-governance is implemented covering the**

**following areas of operations:**

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

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

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

## **6.3 Faculty Empowerment Strategies**

### **6.3.1**

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

**Response:**

Annual Performance appraisal is mandatory for teaching and non-teaching staff of the university. The university teaching staff submits a self-filled Annual Performance Appraisal Report (APAR) in the standard proforma. APAR is a hierarchical review and assessment by the respective Heads of the Department, the Chairperson P.G. Council and ultimately the Vice Chancellor of the university. In case a Teacher is senior to HoD, he/she submits APAR to the Chairperson P.G. Council.

The UGC guideline for the Career Advancement Scheme (CAS) has been used as a template to determine the promotional avenues of the faculty members. The proposal to conduct promotion via CAS for eligible faculty has been approved in the Syndicate. Some of the Teaching and non-teaching staff currently in the university are on deployment from the Odisha Government Service. Their performance

appraisal is assessed through PAR which is scrutinized by the authority and sent to Higher Education, Government of Odisha. Non-teaching staff engaged in the university administration are promoted through assessment by a Departmental Promotion Committee. As per the Government of Odisha norms the staff members must submit PAR every year.

**University has adopted the following welfare measures:**

- National Pension Scheme has been implemented for all University employees.
- Leave facilities including maternity leave, paternity leave, study leave, medical leave etc. are sanctioned as per Odisha Leave Rules and Government of Odisha Service Rules. Maternity and paternity leave provision has also been made for Contractual employees.
- Group Insurance Scheme for employees has been implemented.
- House Rent allowance as per Odisha State Govt. rule has been implemented.
- Government residential quarters have also been allotted to teaching and non-teaching employees of the University.
- Multi-storied Residential Building for teaching staff is under construction with one floor earmarked for accommodating the Guests/Visitors.
- Seed fund for newly appointed young faculty member and Faculty Incentivisation Policies have been institutionalised to meet the expenses towards attending conferences/workshops, membership fees of professional bodies.
- Canteen, Stationery cum Reprographic Shop, General All-purpose utility store, tailoring unit are operational in the campus.
- The university has a Health Center and a Counselling and Wellness Centre.
- Health check-up (Breast cancer, Eye), COVID19 testing and Vaccination, Yoga class, Mental Health Awareness Seminars have been organized to promote health and wellness of the University stakeholders.
- Provision for staff to avail advance (festival, emergency etc.) from the University has been put into effect.
- On campus Bank extension counter of Indian Bank and SBI ATM facility are available. In addition, branches of other national/private banks with ATMs are available in the immediate vicinity of the University campus.
- Induction/Orientation Programme, Capacity Building Training Programme, Staff Development Programme have been organized for teaching as well as non-teaching staff.
- NOCs/Permission has been granted to the faculty members to pursue in service Ph.D. programme, FDPs and also to attend workshops/ conferences/ symposiums/ seminars.
- Biometric system for attendance of all faculty members and non-teaching staff has been executed.
- Guest faculty–retention has been incentivized with higher pay for Ph.D. degree holders and NET qualified candidates.

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

**6.3.2**

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

**Response:** 11.28

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	8	7	03

<b>File Description</b>	<b>Document</b>
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**6.3.3**

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

**Response:** 47.77

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	31	53	10	35

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

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

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

#### **Response:**

Apart from salary grants and fees, the university has mobilized 91.46 Crores of funds from following sources:

- Grant-in-Aid from the Higher Education Department, Government of Odisha.
- Grant-in-Aid from Social Security and Empowerment of Persons with Disabilities Department, Government of Odisha.
- Grants under the Rashtriya Uchchatar Shiksha Abhiyan (RUSA) scheme, Govt. of India.
- Funds from Odisha Higher Education Policy for Equity Excellence (OHEPEE) Project.
- Extramural funding mobilized by faculty members from funding agencies such as ICSSR, DST, DBT, NCW, ICSSR etc.
- Endowments have been instituted in the university to support teaching, research and public service mission. Five such endowments have been instituted that have been kept in independent fixed deposit accounts.
- Mo College Abhijan is a flagship initiative of Govt. of Odisha to facilitate alumni reconnect with their alma mater and harness the power of alumni and their resources. Alumni are encouraged to make contributions to enhance the development of their alma mater with Govt. pledging to match two-fold amount of the donation. RDWU Outreach has resulted in four (04) Mo college Abhijan proposals of which three have been completed at a total cost of 9 lakhs. One project of 10 lakhs is awaiting approval of the proposal by the Mo College Abhijan Parichalana Sangathan and receipt

of a matching grant from Govt. of Odisha.

- Donations by philanthropists
- Foundation Fund of the university
- Interest generated on deposits/accounts of the university
- Pledge money from affiliated colleges
- Rent from the lease of canteen, auditorium, shops
- CSR Funding
- Scholarships other than those awarded by the government.
- External Examinations
- All Entrance Examinations
- Research Projects Overhead

Every year the Finance Committee of the university prepares a budget based on the requirements under various financial heads factoring in teaching, research, infrastructural and maintenance components that need augmentation for proper institutional development. This annual budget is placed in the Syndicate and sent to the Higher Education department for sanction of funds. Various committees have been constituted to propose the utilization plans for funds under different budget heads following which funds are disbursed for the purpose outlined. Further utilization of funds is in strict accordance to the financial guidelines of the Odisha State Government, Central Government, UGC, University Policy, Extramural Project Funding Agencies, and other sources from where the resource mobilization occurred to ensure timely and appropriate use of funds. The university has progressively moved towards cashless transactions and e-payment to promote transparency in financial dealings. The finance of the university is subjected to both internal and external audit. The audit report is uploaded in the university website.

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

## 6.4.2

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

**Response:** 9146.69

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

2022-23	2021-22	2020-21	2019-20	2018-19
3500.02	2583.02	511.06	1064.16	1488.43



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

### 6.4.3

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

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

#### **Response:**

The university accounts are subjected to both internal and external audits. As per Section 23(1) of the Odisha University Act, 1989, the accounts of the university are audited every year in accordance with the provisions of the Odisha Local Fund Audit Act, 1948. The State Government also conducts special audits in respect of utilization of funds granted by the Government to a university and directions issued by the Government on such audit report need to be complied by the university. The State Local Fund Audit conducts external audits of the university accounts at regular intervals. The observations of the audit are communicated to the university which in turn seeks necessary documentation from sections/persons to ensure compliance and submits the same to the audit office. The Local Fund Audit has completed audit of the accounts of the university up to the Financial Year 2020-21. The Local Fund Audit Team examines the following registers, such as: (a) University Account Cash Book, (b) OHEPEE Cash Book, (c) Sports Cash Book, (d) GIA Cash Book, (e) New Examination Cash Books, (f) Postage Stamp Accounts, (g) Service Postage e-stamps, (h) Cash in Hand, (i) Miscellaneous Receipt Books and (j) Measurement Books. The remark of the Audit Team towards the above records is satisfactory as there was no discrepancy detected by the Audit Team. Wherever necessary the university has duly complied on the remarks raised in the audit report raised by the Local Fund Audit.

As per the Odisha University First Statute vide Statute 162, the Finance Committee prepares and approves the Annual Accounts after the close of each year and place the same before the syndicate along with the audit report thereof. The committee also prepares the final draft of the university budget after duly examining the proposals, which is placed before the syndicate for approval

The finance and accounts section of the university administration periodically examines the financial transactions with reference to timely and appropriate use of funds and submission of corresponding

Utilization Certificates (invoices/bills/vouchers against sanctioned expenditures/cash advance). Records are maintained in this regard and communicated to concerned party/persons to ensure financial compliance. The recommendations of the auditors are intimated to relevant sections to improve accountability, functioning and financial transparency. Irregularities are subjected to recovery/rectification processes as per audit paras.

Accountant General (A&E), Odisha also commissions audit of the university to verify the books of account of the Rashtriya Uchcharat Shiksha Abhiyan Fund. In 2023, the Accountant General, Odisha had conducted an all-India audit of all Rashtriya Uchcharat Shiksha Abhiyan funded by the Higher Education Department, of which Rama Devi Women’s University is a beneficiary, with respect to the different academic/ administrative/ infrastructure facilities provided to the students.

Chartered Accountant Firms have been empaneled for day-to-day auditing of the university. A Chartered Accountant firm has been entrusted the task of conducting internal audit of the university. Utilization certificates of project funds received by Faculties are also audited by Chartered Accountant prior to submission to the Funding Agencies / Government.

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

## 6.5 Internal Quality Assurance System

### 6.5.1

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

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

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

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

**Response:**

The IQAC of the university was established in 2015 as per the guidelines of NAAC and has been steadily working to improve the academic and administrative ambiance of the Institution. A participatory approach has been taken in constituting the cell which not only has Administrators and Teaching faculty as members but also Governing body (Syndicate) members, student representatives, and External experts from Industry and NGO as well. This ensures that all perspectives and inputs are taken into account while penning actions plans/ roadmaps for sustainable development of the Institution. The cell meets regularly to assess progress and chalk out strategies for achieving excellence across-the -board. The initiatives taken by the IQAC at Rama Devi Women’s University include:

- Organizing systematic data collection for all seven NAAC criteria.
- Feedback collection on curricular and other issues from all stakeholders such as Teaching staff, Students, Parents, Employers and Alumni. On the basis of feedback analysis necessary changes are recommended in course curriculum, teaching-learning process, and infrastructure related matters which are made through the actions of relevant bodies of the University.
- Participating in NAAC, NIRF, UGC, AISHE, AIU, and similar certifying bodies.
- Conducting induction/orientation programmes for newly recruited teaching and non-teaching staff members.
- Organizing seminars, conferences, and workshops in the university for quality improvement in curriculum, teaching-learning, evaluation practices, research, and skill development.
- Providing training to teachers and Principals of the affiliated colleges for enhancing academic outcomes and improving quality indicators.
- Organizing Research Scholars’ Conclave for the Ph.D. Scholars of the university. It is an initiative to create a vibrant research culture among the Ph.D. scholars of the university for the dissemination of knowledge through discussion among researchers and policy makers. It aims at strengthening the research skills of scholars in all fields. The scholars make poster presentations of the work and the quality of work is assessed by the invited External subject experts.
- Conduct and evaluation of nine audits (Academic, Administrative, Finance, Energy, Green, Ethical, Gender, Safety, PwD). Annual audits form the foundation for addressing reported gaps or making reforms for more effective functioning of the university. Academic audit is carried out on curricular aspects, teaching, learning & evaluation, research, and consultancy, learning resources, extension activities, best practises, and basic amenities. Academic and administrative audit analyse and evaluate the performances in these indicators to improve the quality as a whole. Strengths, weaknesses, opportunities, and challenges of the institution are identified as a result of these audits and action taken reports are prepared. Green audit is carried out in the university to promote eco-friendly and sustainable practices.
- Facilitating External Academic Audits by Odisha State Higher Education Council, Government of Odisha that helps an impartial critique on the functioning of the university and identify areas with scope for improvement.

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

## 6.5.2

**Institution has adopted the following for Quality assurance:**

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

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

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

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

**Response:**

- Increase in the number of academic programmes (UG, PG, Ph.D.) being run in the university.

- Increase in the number of institutional and individual research projects and also research publications.
- Two-fold increase in the number of seminars/symposiums/workshops/FDPs being organized by the university.
- Two Centres of Excellence have been established (1) Translation and Life Writing, (2) Artificial Intelligence and Robotics.
- Sixty Three number of Value added and Certificate courses are offered in various departments.
- Increase in the recruitment of faculty members and engaging of visiting faculty.
- Increase in the number of MoUs signed with various Educational, Research, Industry, and NGOs to enhance academic, research, consultancy, skill, and extension outcomes.
- The University Career Counselling and Placement Cell organizes placement related activities regularly. Students are participating in campus placements, and internship drives. Many students have received internship opportunities and job offers from reputed companies.
- The physical infrastructure of the University now spans four Academic buildings, one administrative block, one Skill centre, one central library, two auditoriums, and six hostels as opposed to one academic-cum-administrative building and four hostels previously. Residential quarters are currently under construction.
- The digital infrastructure facilities have been consistently improving over the years. The Wi-Fi internet bandwidth was enhanced to 01 Gbps in 2023. Twenty rooms have been upgraded to smart class rooms. The entire campus is under CCTV surveillance.
- The library is fully automated. The university established new facility for students with visual impairment. The facility was set up with an objective to empower young visually challenged girls to pursue education with the aid of technology and software.
- Desktop computers and multifunctional printers have been purchased for all sections of the University.
- Automation in examination, admission, finance processing is being implemented through e-governance mechanism.

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

**Response:**

Gender equality has been central to the existence and functioning of the university. It takes various measures to achieve gender parity through its curricular and co-curricular activities.

The university has a Gender Audit Committee consisting of both internal and external members to ensure transparency and accountability in its functioning. It has conducted gender audit for five years through a structured questionnaire involving students, and employees and their responses were analyzed. This helps in mapping the strengths and weaknesses and identifying opportunities for improvement. Various gender sensitization programmes have been conducted in the university since 2018 not only for students and the staff, but also for members of affiliating colleges. The participants were made aware of the legal aspects of gender equality and sensitized to ensure better academic output and to build a better society based on gender equality.

The governance structure of the university is also based on the principle of gender equality. The recruitment process and decision-making mechanism reflect the significant visibility of women. The male employees in the university constitute 40% of the faculty and 42% of Heads of the Departments. 35% of the members of the Syndicate and 34% of members of Academic Council are men. The university has a pro-active Internal Complaints Committee (ICC) that deals with issues of harassment and discrimination. It disposes complaints in a time-bound manner. There is round-the-clock CCTV surveillance in the university campus to detect doubtful and unscrupulous movements inside the campus. There are relevant bodies in the university like the Equal Opportunity Cell, Anti-Ragging Committee, and Grievance Redressal Cell to sustain a secure campus and an environment of gender equality.

The university syllabus/curriculum has gender-sensitive papers/ chapters to a significant extent. A paper 'Women and Society' is taught in all PG programmes. There is a Gender Studies department offering P.G. and Ph.D. programmes. A paper on 'Ethics and Values' is taught at the UG level as a compulsory course. a paper on 'Research and Publication Ethics' is also taught as part of Pre-Ph.D. coursework. Twenty-two UG and PG departments have courses/chapters on gender-related issues. Sarala Devi Centre for Gender Research named after the first women legislator of the state is functioning actively. It organizes various programmes and research activities on gender issues. Maa Rama Devi Chair Professor being funded by the Government of Odisha has also conducted a number of women-centric activities to promote gender equality and sensitize girls.

The university has collaborated with NCW, ICSSR, OURIP, NGOs and other Civil Society Organizations on many gender issues like gender discrimination at workplaces, menstrual hygiene, agro-

forestry, violence against women during the post COVID period, transgender rights etc. It has also organized many national/ state-level seminars/ workshops inviting female resource persons in and outside the country and organizes competitions on gender issues among the students of the university and affiliated colleges.

As part of the Division of Global Classroom initiative, the university in collaboration with University of California, SantaCruz offered 10 weeks course on “Gender and Development: Cross Cultural Perspectives” in 2022.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<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
6. Wind mill or any other clean green energy

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

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Geo-tagged photographs of the facilities.	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<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:**

Rama Devi Women's University works for the sustainable management and disposal of waste to create a safe, healthy and environment-friendly campus. The university has a Green Policy to ensure disposal of waste, both solid and liquid.

**Solid Waste Management:** The University has adopted practices for effective management of waste throughout the campus and in all departments and hostels. Waste is segregated in different bins (green and blue), placed in different strategic places of academic buildings, the administrative building, and hostels and disposed off. All kinds of solid waste are collected by garbage collection vehicles of Bhubaneswar Municipality Corporation (BMC), which are later processed to make organic manure. Bio-waste from the kitchens of different hostels is added to the compost pits to make organic manure. Measures are taken to remove debris and scrap materials from construction sites, paper waste, and regular weeding of library books from the campus.

**Liquid Waste Management:** Liquid waste from toilets, washrooms and laboratories is connected to the closed drainage system of respective buildings and finally discharged into the municipality underground sewage system. Care is taken to see that the waste does not create any unhygienic conditions in the campus. The liquid waste of hostel kitchens, however, is used for the kitchen garden of the hostels. Regular monitoring is carried out to identify any overflow or leaks occurring in any of the buildings.

**Chemical Waste Management:** The machinery used to carry out scientific experiments such as pH meter, colorimeter, conductivity meter, potentiometer and spectrophotometer are used in practical classes; where less amount of chemicals are utilized. Diluted solutions are used for quantitative analysis to avoid the discharge of large quantities of chemicals. Most of the organic compounds are prepared following a green method instead of conventional methods. Spot tests are conducted for qualitative analysis of radicals. Liquid effluents are discharged after neutralization considering the pH, if required, and diluted sufficiently before discharging to the municipal drain.

**E-waste Management:** The university promotes segregation, collection, storage, and eco-friendly disposal of e-waste. Flip flops, memory chips, motherboards, compact discs, cartridges etc. generated by electronic equipments such as computers, printers and photocopying machines are segregated from bio-degradable wastes. An obsolete disposal and auction committee has been set up at the university level towards the disposal of e-waste. The e-waste generated from hardware is being disposed of centrally through government-authorized vendors.

Apart from these efforts, the university is developing various art forms, sculptures and murals on the walls of the campus from different waste materials like wooden planks and logs, iron materials, sewing machines, kitchen utensils and cutleries, construction and demolition debris. Students, faculty members and a few employees are involved in creating these artifacts. This fosters a sense of appreciation and participation among all the stakeholders. Girls are taught to inculcate the idea of 'Best out of Waste' in



the campus through demonstration and subsequently spread the same in their neighborhoods.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Geo-tagged 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. Any 3 of the above

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

#### 7.1.5

##### **Green campus initiatives include**

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

**Response:**

The university is maintaining an eco-friendly campus. Its campus with aesthetically appealing and elegant buildings, splendid lawns, and a lush green environment is conducive to teaching-learning process in a natural setting.

**Restricted Entry of Automobiles:** The University encourages the use of more public transport and seeks to restrict the use of individual conveyance in the campus in order to reduce pollution. Visitors riding vehicles have to register at the entrance gate. Vehicle movement inside the campus is monitored and restricted.

**Use of Bicycles:** Students and staff are encouraged to use bicycles in the campus. Such practice prevents pollution. Further, it is found that 80% of the students use public transport (Mo Bus) to commute to the university.

**Pedestrian-friendly Pathways:** Pedestrian-friendly roads have been constructed for smooth commuting of the stakeholders of the institution. On either side of the roads, proper concrete boundaries have been constructed and painted. These well-maintained roads add to the beauty of the university campus. There is a designated space for vehicle parking in the university campus. Internal roads are lined with trees and solar lights and maintained by the Campus Maintenance Committee.

**Restricted use of Plastic:** The University creates awareness of the need to reduce the use of single-use plastic through orientation programmes, oath-taking and display boards in the premises. Measures have been taken to replace plastic teacups and glasses with only made from steel/glass ones in the university canteen/hostels and at events like seminars and conferences. The staff and students have been asked to use steel or copper water bottles instead of plastic. Measures are also being taken to replace plastic folders with ones made from paper/ jute.

**Green Landscaping:** The University is spread over 23.626 acres of land which includes about 26 percent green area. It signed a MoU with Odisha Forest Development Corporation Ltd. (OFDC) and an amount of Rs. 2, 95, 20,189/- had been sanctioned by the Government for the purpose. Utmost care is taken to develop and maintain green landscapes by trained gardeners and supervisors. The construction, maintenance and beautification committee of the University looks after the development and maintenance of the greenery in the campus. Trees like peepal (*Ficus religiosa*), googlar (*Ficus racemose*), pilkhan (*Ficus virens*), ashok (*Saraca asoca*), jamun (*Syzygium cumini*), mango (*Mangifera indica*), kadamb (*Neolamarckia cadamba*), bael (*Aegle marmelos*), Gulmohar (*Delonix regia*), semal (*Bombax ceiba*) and neem (*Azadirachta indica*) are a few among the exclusive trees growing in the campus. A herbal garden has been planted for the benefit of students and staff members.

The administrative office has a green corridor, and every department is instructed to have a green corridor. The hostels have developed and maintained flower gardens in front and kitchen gardens for their boarders at the rear. Further, boarders are encouraged to keep indoor plants in their rooms for a natural and clean environment. The Landscape of the university also includes a few vertical gardens owing to limited space and sculptures made from waste add to its grace and beauty.

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

### 7.1.6

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

**The institutional environment and energy initiatives are confirmed through the following**

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

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

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

### 7.1.7

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

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

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

**Response:**

The university is committed to inclusive learning and works towards achieving this goal. Differently-abled learners are a priority for the University. It has ensured a barrier-free environment to initiate an inclusive teaching-learning process. The following are some measures taken for a barrier-free environment in the university.

**Ramps and Lifts for easy access to Classrooms:** The campus is equipped with ramps and lifts to facilitate easy access. The ground floors of each academic block, administrative building, library, hostel, and auditorium feature ramp accessibility. The ramps are designed with gentle slope theatre less than 45 degrees, ensuring safety and ease of use. Vertical access to classrooms is facilitated by lifts that are installed in four academic blocks, library, and the administrative block. The lifts are spacious and wheel chair-friendly, promoting convenience, and safety.

**Divyangjan-friendly Washrooms:** All the academic blocks, administrative building, Central library, and six hostels have divyangjan-friendly washrooms for differently-abled students. These washrooms are thoughtfully equipped with essential facilities and support systems ensuring safety and hygiene.

**Signage, Tactile Paths, Lighting, Display Boards, and Signposts:** The university campus is provided with various aids to enhance navigation facilities. Tactile paths have been strategically designed in key areas, including ramps in Academic Blocks, Aseema Hostel premises, Central library, and the university auditorium. Well-placed lighting fixtures ensure visibility and safety, during evening hours. Strategically positioned display boards and signage provide essential information, directions, and details about various facilities and events, contributing to a more user-friendly and informative ambience.

**Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment:** The central library of the university is a hub for students equipped with state-of-art assistive technology. This includes screen-reading software like JAWS and Kurzweil for individuals with visual impairments. They convert text and digital content into synthesized speech, ensuring independent access to academic resources. Mechanized equipment enhances accessibility, making it possible for students with disabilities to engage in academic pursuits more actively.

**Provision for Inquiry and Information: Human assistance, reader, scribe, soft copies reading material, screen reading, font enlargement etc.:** university Scribes Club has several student volunteers including alumna who serve visually-impaired and differently-abled students during examinations and

classroom lectures. Ramps, lifts, divyangjan-friendly washrooms, tactile paths, assistive technology, and human assistance provided by the University not only meet essential accessibility standards but also foster a culture of inclusion and equality.

**Skill Training and Scholarship Provisions:** The University is actively collaborating with start-ups and NGOs to provide necessary training to these groups to make them self-employed after the completion of their studies. In this regard, visually-impaired girls are receiving training these organisations. They pursue their studies with greater interest to be independent in future. Most of the visually-impaired girls are getting scholarships and the University is making provisions for paying their hostel fees.

File Description	Document
Upload supporting document	<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 such other diversities (within 500 words).**

**Response:**

Promoting diversity in a sustainable manner is one of the basic principles of the university. Its learners are diverse in terms of region, language, religion, culture, status etc. The university always works to maintain harmony so that students acquire learning in an ambiance of friendship and tolerance, which helps them to grow into responsible citizens.

The feeling of belongingness amongst the stakeholders is inculcated by organizing extracurricular activities. These activities promote tolerance and harmony towards religion, culture, caste, class, race, gender, language, and regional variations. Faculty members respond to the queries of students and parents regarding admission, hostel, performances, examination etc. Mentoring and counselling beyond classroom teaching promotes wellness and brings about the holistic development of students.

The university empowers its students by engaging them in activities and services such as mental health awareness programmes, NCC, NSS, YRC, Yoga, self-defence training, coaching camps and sports. The university ensures imparting social and moral education to the students by making them participate in various Ethical Code of Conduct activities. It helps in building their confidence, self-esteem, life-skills, team spirit and helps them explore the world beyond the classroom.

The students collectively and enthusiastically celebrate ‘Basant Utsav’ for three days to celebrate the arrival of the spring season. It is a student-driven annual event planned, organised and monitored by them, which is being held since the inception of the university. The expenses of such a mega event are met from funds raised from various sponsors. A collective spirit and a sense of leadership are evident in the network created by inviting eminent personalities and popular figures. Students impress everyone with their remarkable organizing and leadership abilities, peer-to-peer learning, and cohesiveness.

The university celebrates the cultural diversity of India by organising various festivities/competitions. These include Holi, Diwali, Eid, Christmas, Basant Panchami, Ganesh Chaturthi, Basant Utsav, etc. Days having State/National/ International significance such as Independence Day, Republic Day, Maa Rama Devi Punyatithi, Utkal Diwas, Matrubhasha Divas, Sports Day, Yoga Day, International Women’s Day, Environment Day, Disability Day, Science Day, university Foundation Day, NSS and NCC Days, Maa Rama Devi Punyatithi and many more. Cultural Harmony and Diversity Club have been established to create awareness among students. University Student Welfare Society organises these programs regularly, wherein student participation, engagement and involvement is given utmost importance, so that senior students will carry forward the vibrant legacy of this initiation. This mentor-mentee exercise fosters harmony and tolerance among all stakeholders.

Further, in all the hostels, events like Holi, Diwali, the Independence Day, and Republic Day are celebrated, and cultural activities are performed by the boarders. Participation of visually challenged girls has been a remarkable feature of these celebrations.

Institutional Ethical Committee, Equal Opportunity Cell, Anti-ragging Committee and Grievance Redressal Committee, Committee for Prevention of Caste-Based Discrimination provide effective mechanisms for enabling students to seek justice through their regular activities and programmes. Odisha in general, Bhubaneswar in particular is known for its tolerant attitude. The university is known for its religious tolerance, harmony among various castes and economic strata etc.

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

### 7.1.9

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

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

**Response:**

The students and employees of the university are regularly sensitized to constitutional values, human rights, fundamental rights and duties, patriotism etc. through various activities and awareness programmes. In addition, these values are covered in Ethics and Values course, which is made compulsory in all the UG programmes.

**Institutional Initiatives:** Constitution Day is celebrated every year on 26th November to commemorate the adoption of the Constitution of India as per the instructions of UGC, 2020. Students participate in elocution and quiz contests, which sensitize them to the constitutional values and fundamental duties of Indian citizens. The university organizes Pre-Republic Day Parade Selection to choose students who

represent the university in the National Level Parade held on the Republic Day in New Delhi. In order to create awareness regarding constitutional values and equal rights, the university offers a course on Ethics and Values: Women, Social Institutions and Practices at the UG level, as a compulsory subject taught across disciplines.

Various academic and co-curricular activities have been organized for the propagation of the Fundamental Duties and Rights of Indian citizens. The dept. of Political Science organized 14 state and national level seminar and conferences during the assessment period on various constitutional obligations in the campus as well as in different affiliated colleges. Students engage in academic, extracurricular and extension activities, which has enriched their awareness regarding these aspects. Apart from imparting professional education, the university fosters a feeling of oneness among students through various practices and programmes. It observes the Independence Day and the Republic Day with great sincerity and enthusiasm. Organizing annual competitions on various contemporary issues helps in sharpening students' cognitive skills and legal awareness. The institution has the distinction of organizing programmes on the prohibition of sexual harassment, ragging-free campus, and legal awareness camps, etc. To help students recognize their institutional obligations, RDWU has organized student-centric activities like paper, poster and essay competitions which have always received huge participation from the students and deepened their appreciation and alertness about various aspects of Indian citizenship and voting rights. Martyrs' Day is observed every year on January 30th to mark the death anniversary of Mahatma Gandhi.

Vigilance Awareness Week is celebrated from the 30th October to 5th of November in the campus every year and the Integrity Pledge is taken by the students and faculty members to create a corruption-free working environment. In view of the celebration of 75 years of India's Independence, 'Azadi Ka Amrut Mahotsav' was celebrated by organizing various seminars and several competitions were held. The events focused on themes such as the struggle for independence, ideas, achievements, actions and India completing 75 years of independence.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.1.10

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

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

<b>Response:</b> A. All of the above	
<b>File Description</b>	<b>Document</b>
Policy document on code of ethics.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	<a href="#">View Document</a>
Constitution and proceedings of the monitoring committee.	<a href="#">View Document</a>
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 7.2 Best Practices

<p><b>7.2.1</b></p> <p><b>Describe two best practices successfully implemented as per NAAC format provided in the Manual.</b></p> <p><b>Response:</b></p> <p><b>BEST PRACTICE-1:</b></p> <p><b>Title: ‘Empowering Visually Challenged Girl Students through Holistic Education’</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• To provide a conducive educational ecosystem for visually-challenged students.</li> <li>• To mentor, counsel, and train students with disabilities for their career goals.</li> <li>• To enhance students’ digital skills for employability</li> <li>• To aware visually-challenged students about scholarships.</li> <li>• To assess the impact of academic infrastructure and participation of visually-challenged students in sports and cultural activities</li> </ul> <p><b>Context</b></p> <ul style="list-style-type: none"> <li>• Empowering visually-challenged students as per the PwD Act 1995, the university ensures</li> </ul>
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infrastructure for PwD students.

- Creating awareness among students and staff to become compassionate towards visually-challenged students.
- Enhancing digital skills to avail government scholarships, and organizing extracurricular and sports activities for them.

## **Practice**

- In last 5 years, 123 students with disabilities have taken admission to UG and PG programmes. Out of the 60 PwD students staying in hostel, including 77 % visually-challenged, 17% belongs to BPL category, and 70% belongs to low-income group. 38% of boarders receive scholarships.
- The university has Divyangjan-friendly ramps, lifts, washrooms, scribe clubs, volunteers, screen-reading facilities, soft copies of reading material, JAWS software etc.
- The university organizes coaching camps for visually-challenged cricket team. .
- Government of Odisha sanctioned funds for a fully-furnished digitally equipped 100 bedded hostel, to meet accommodation for them.
- Counselling and skill enhancement training programmes are organised for them for employability.
- The university adheres to reservation rule for admission.
- Examination Fee concession system is implemented for visually-impaired and PwD students.
- Awareness programmes for teachers on teaching modules and evaluation procedures are conducted.
- Career counselling is provided to assist them in getting scholarships for studies and employment.
- University Scribe Club volunteers support visually-challenged students for screen reading and taking dictations.
- In 2023, RDWU got donation from Binodini Mohapatra, an alumna, for creating digital learning corner for visually-impaired students in the library.
- Visually-impaired students take part in cultural programmes, sports, competitions, and other special days functions.
- The university has signed MoU with DiverseUs to extend support services.
- A certificate course on disability studies has been introduced.

## **Evidence of Success**

- Two visually-challenged students qualified Odisha Civil Service Examination.
- Two students represented India in the International Cricket match organized by International Blind Sports Federation at UK and were awarded gold medals for their performance; received 20 lakhs rupees each from the Chief Minister, Odisha.
- As per a survey in 2023, visually-impaired boarders reported that, they get high confidence and self-esteem in the University by virtue of their engagement in extracurricular activities.
- Government schemes are implemented for new digital educational infrastructure, curriculum amendment, and participation in counselling, seminars, and workshops organized by the university.

## **Problems Encountered and Resources Required**

- The visually-challenged students from backward and rural areas have low confidence and poor self-esteem, which affects their overall performance.

- Specially trained staff is required to address day-to-day issues.
- Security, support in health emergencies needs to be provided.
- Funds are to be made available to meet the expenditure towards maintenance, digital infrastructure and other support services.

#### **The university would like to propose:**

- Women's start-ups skill training for promoting employability.
- Receive more donations from alumna towards modernising the study corner in the library for such students.
- Provide free food for the boarders.
- Designing audio-visual classrooms.
- Organise gender sensitization trainings programmes.
- Initiate more self-defence practices for bringing happiness to their lives.

#### **BEST PRACTICE-2**

##### **Title: Nurturing Excellence Through Digital Competence**

##### **Objectives**

- To develop digital competence among UG and PG students of the university.
- To bridge the digital gap among the students.
- To create a techno-savvy workforce in the university to meet the demands of various government departments, industries and boost economic growth.
- To create awareness among the girls about cybercrime and cyber- security mechanisms.

##### **Context**

- Students need to develop digital competence which is an essential professional skill to promote self-confidence.
- Gender affects the career aspirations, and participation in e-governance (admission, examination, searching learning materials, Apps, software, online learning platform).
- The digital learning divide is quite prevalent among girls coming from rural areas and socio-economically backward communities.
- Inappropriate reliance on technology may lead to trapping in cybercrime and hence the need for the cyber security of girls is of paramount importance.

##### **Practice**

- The University e-learning centre offers Diploma in Computer Applications since 2017, operated with 80 computers, and two computer instructors. The master timetable accommodates group classes.
- In addition, a compulsory Allied Core (AC-101) course on 'Computer Applications in Teaching Learning' has been introduced for Post Graduate students in 2022 across all programmes. On successful completion of the course, students receive certificates.
- The physically and visually challenged students take advantage of the digitally-equipped Study Centre located in the university library.

- The course includes fundamental digital skills such as Synchronous, Asynchronous, Blended learning and Mobile Learning, Web 2.0 technologies, OERs, Artificial Intelligence and Plagiarism checking process.
- The university facilitates specialized digital skills such as photo-shop and media technology to create documentaries for media students and social media analytics for marketing.
- Students are taught how to protect themselves from cyber frauds, scams, violence, violations of cyber rules, and are informed about cyber security rights. The university collaborates with the Police Commissionerate to conduct Cyber-crime awareness training programmes at regular intervals.
- In order to provide sustainable digital training and improving skills, the university has robust IT infrastructural system and mechanism.

### Evidence of Success

- A total of 6442 students successfully passed the digital competency test. The year-wise data are: 1034 in 2019, 1163 in 2020, 1338 in 2021, 1397 in 2022, and 1510 in 2023.
- The students are able to use word processors and excel sheets for study and all project works. They are more active in YouTube, social media platforms, online professional and social groups, language lab, virtual webinar, conference and lectures.
- Advanced-learners assist in research projects, website designing and software development.
- Students are aware of cybercrimes and cyber security regulations. They are being trained to report any kind of cyber bullying.

### Problems Encountered and Resources Required

- Continuous practice and training are required for digital competence.
- E-learning courses require the availability of a greater number of computers and adequate human resources with expansion of the Centre's infrastructure.

File Description	Document
Best practices as hosted on the Institutional website	<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:**

**NCC as a Generic Elective course**

The university has been a pioneer in introducing NCC as a generic elective subject at the undergraduate

level. NCC has been integrated into the curriculum with commensurate credit points since 2013-14 academic sessions. Inculcation of NCC into the fold of curricular learning at the university syncs with NEP 2020, which aims at getting rid of rigid compartmentalization in the varied educational experiences of a student.

The adoption of NCC as a subject has rendered it a popular extra-curricular activity. This is reflected in the large number of cadets who have been selected and represented the university at national-level camps. A cadet from the university has been selected as Country Ambassador for the prestigious Youth Exchange Programme enhancing the image of the university at the International Forum. They have brought laurels at state and national levels and made the university proud. It has also instituted a cash prize for Best NCC Cadet, which is awarded annually to encourage and motivate other students.

A dedicated Board of Studies of NCC has prepared the syllabus as a GE course at the undergraduate level. All students from Arts, Commerce and Science opt for NCC as a general elective. The syllabus includes major parts of the syllabus that form the basis of the NCC certificate examinations conducted by the NCC Directorate for the award of NCC 'B' and 'C' certificates. Consequently, the cadets are educated and trained throughout the semesters and are adequately prepared to successfully clear the NCC 'B' and 'C' certificate examinations. Having NCC as a curricular subject also serves to address the concerns regarding its impact on the academic results of a student because of the time devoted to the pursuit of an extracurricular activity. Provisions have been made in the examination regulations of the university to make allowances for shortage in attendance, missed Mid-Semester and end -semester examinations of NCC cadets due to participation in various NCC camps. Unlike other students', cadets do not lose distinction for re-appearing at an examination.

A committee has been constituted under the chairmanship of Vice Chancellor by Odisha State Higher Education Council in 2022 to suggest a plan for state-wide implementation of NCC as a generic elective at the UG level and finalize its curriculum. On the recommendations of the committee, the Higher Education Department, Govt. of Odisha has approved the proposal. Recently, the university has participated in framing a syllabus for NCC based on NEP 2020.

The NCC syllabus and the Institutional NCC training programmes are coordinated by a faculty member who has completed the pre-commission course and been appointed as an Associate NCC Officer (ANO).

NCC at the university also facilitates enrolment of students at other nearby higher education institutes including affiliated colleges that lack NCC units providing those students an opportunity to avail NCC as an extracurricular activity. In this context, ten percent of the sanctioned institutional strength, i.e., 15 students, enrolled as open vacancy cadets extending the reach of NCC.

NCC has promoted the holistic development of students of the university with thrust on personality development, leadership, teamwork, life skills, etiquette, communication skills. These are in complete alignment with the recent curriculum and guidelines issued by UGC (Jeevan Kaushal 2.0). This enriched curriculum imbibes students with competence that help them in successfully navigate the challenges of life. Enrolling in NCC also provides a platform for students to showcase their talents and shine in fields like art (painting, poster, sketch), cultural activities (classical dance, folk dance, group song), debate, writing (essay, poem, slogan) competitions that are routinely held in every camp to boost their confidence. NCC cadets regularly conduct and participate in awareness campaigns for Swachha Bharat Abhiyan, Puneet Sagar Abhiyan, Lifestyle for Environment, Road Traffic Safety, Suicide Prevention, Consumer Rights, and Fit India, among others, to sensitize students, the public and the local community

to these socially important issues. Within the campus cadets help guide and aid visually- impaired students at the university and serve as their scribes during examinations. Cadets actively participate in the observation of Republic Day, Netaji Jayanti, Shaheed Diwas, Independence Day, Vijay Diwas and commemorate the sacrifices of martyrs.

NCC volunteers are a vibrant and dynamic part of the university and have high visibility in all major university functions. Their yeoman service has contributed to the smooth organization of events hosted at the university like the Convocation, Foundation Day, Inter-university Hockey Tournament, Rojgar Mela etc. where they pilot dignitaries, receive guests, maintain discipline, distribute refreshments and control crowds. Their work has been recognized and appreciated by outside collaborators and organizers too. NCC instills patriotism in the cadets, imparts moral values to them and inspires them with ideals of self-less service. Students who enroll in NCC molded as confident, self-reliant, and empowered young women, who acquire the stench to succeed in all walks of life, become distinguished alumnae of the university and ideal citizens of the country.

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

## 5. CONCLUSION

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### **Additional Information :**

Rama Devi Women's University has excellent students-support infrastructural facilities which include six hostels, outdoor and indoor sports, a gymnasium, media centre, two museums, one photo gallery and a healthcare centre. It has eco-friendly solar power supply, a collection of plants, and kitchen garden in hostels and has a system in place for the disposal of solid, liquid and e-waste as well as recycling of old clothes.

The university has collaborated with leading international and national research and academic organizations such as Hanseo University of South Korea, SAN BEDA and University of Philippines, Nandi Foundation, Hyderabad, CII-IWN, ICAR-Central Institute for Women in Agriculture (ICAR-CIWA), FICCI Ladies Organization, CONCENTRIX, NASSCOM and Infosys Springboard to provide skill-based training and employment opportunities to students and scholars.

The university has a "Digital Reading Corner" for visually- challenged students under 'Mo College Abhijan'- a Government of Odisha initiative to design platforms to connect the alumni to their alma mater. The university has signed an MoU with a start-up called "Diverse Us Society" of Bhubaneswar to provide skill training and enhance the employability of visually- challenged students.

With the aim to make its students and staff members aware of their social responsibilities, the university has adopted five villages under the programme 'Unnat Bharat Abhiyan'. These efforts encourage students to grow into socially-responsible, self-reliant individuals and to lead skill-development projects for rural women.

The strategic plan of the university seeks to galvanize academic life and shape self-reliant women leaders in every sphere of life, who are capable of taking the state of Odisha to greater heights. It intends to create for girls' necessary world-class opportunities in teaching and research, in a conducive environment and help them emerge as major contributors to global knowledge and interdisciplinary research. Further, the University is trying to focus on application of Indian Knowledge system and its contemporary relevance and potential for future innovations through serious academic study and rigorous transdisciplinary research.

### **Concluding Remarks :**

Rama Devi Women's University of today was established as Government College in 1964 and later in 1982 was renamed as Rama Devi Women's College taking after the name of the ardent Gandhian, freedom fighter and nationalist Rama Devi Choudhury. The college was conferred autonomous status in 12.10.1999 and in 2004 it was accredited with Grade 'A' by NAAC. It was rendered a status of College with Potential for Excellence in 2010. In 2015, the college was accredited 'A' status and in the same year under RUSA scheme the institution was upgraded to the Status of State Public University.

The university aims at emerging as a significant contributor to the nation's knowledge resource by contributing to the scientific and social inquiry that is both local and global in nature. The teaching faculty work towards promoting innovation in teaching, learning and research. To keep the university at the forefront, innovative, fundamental and inter/multi/trans-disciplinary programmes have been introduced which are to be AI based curriculum aligning to NEP - 2020. In addition, the university has already developed a strategic plan for next five years. The road map, RDWUIDP@2023-2028 addresses the plans and measures for sustainable

development of the institute. The university epitomizes the aspiration of girls coming from different strata of society both from within and outside the state of Odisha and support the young minds to achieve their dream through acquired knowledge and refined skills.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
1.3.3	<p><b>Percentage of programmes that have components of field projects / research projects / internships during the last five years.</b></p> <p>1.3.3.1. <b>Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years</b>            Answer before DVV Verification : 64            Answer after DVV Verification: 62</p> <p>1.3.3.2. <b>Total Number of programmes offered (without repeat count) during the last five years</b>            Answer before DVV Verification : 64            Answer after DVV Verification: 64</p> <p>Remark : DVV has made the changes as per shared report by HEI programmes that have components.</p>																														
2.4.2	<p><b>Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years</b></p> <p>2.4.2.1. <b>Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years</b>            Answer before DVV Verification : 87            Answer after DVV Verification: 84</p> <p>Remark : DVV has made necessary changes as per supporting documents shared by HEI</p>																														
2.5.2	<p><b>Percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years</b></p> <p>2.5.2.1. Number of complaints/grievances about evaluation year-wise during the last five years            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>28</td> <td>06</td> <td>18</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>26</td> <td>06</td> <td>9</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>2.5.2.2. <b>Number of students appeared in the examination conducted by the institution year wise during the last five years</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	28	06	18	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	26	06	9	0	0	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																											
28	06	18	0	0																											
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26	06	9	0	0																											
2022-23	2021-22	2020-21	2019-20	2018-19																											



1157	1165	1258	1165	1157
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1157	1165	1258	1165	1157

Remark : DVV has made the changes as per shared report by HEI student complaints/grievances about evaluation.

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

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

Answer before DVV Verification : 23

Answer after DVV Verification: 18

Remark : DVV has made the changes as per shared report by HEI research projects per teacher.

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

Answer before DVV Verification :

Answer After DVV Verification :17

Remark : DVV has made the changes as per shared report by HEI awards received for research/innovations .

3.4.2 **Total number of Patents awarded during the last five years**

Answer before DVV Verification :

Answer After DVV Verification :7

Remark : DVV has made the changes as per shared report by HEI number of Patents awarded.

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

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

Answer before DVV Verification : 263

Answer after DVV Verification: 160

Remark : DVV has made the changes as per shared report by HEI research papers published per teacher

5.3.1 ***Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national/international events (award for a team event should be***

*counted as one) during the last five years*

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
21	24	6	11	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21	12	4	6	6

Remark : DVV has made the changes as per shared report by HEI awards/medals won by students for outstanding.

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

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	10	10	11	03

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	8	7	03

Remark : DVV has made the changes as per shared report by HEI teachers provided with financial support.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
51	54	58	18	38

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
32	31	53	10	35

Remark : DVV has made the changes a sper shared report by HEI teachers undergoing online .

## 2.Extended Profile Deviations

Extended Profile Deviations
No Deviations