

Gangadhar Meher University

Profile	
Name	Gangadhar Meher University
Year of Foundation	2015
Organisation Logo	
Address	Amruta Vihar, Sambalpur, Odisha, 768004
Telephone	+91 663 2403413
Country	India
Currency	INR
Website	https://www.gmuniversity.ac.in/
Description	<p>Gangadhar Meher University (GMU), Sambalpur came into existence on the 30th May 2015 as a unitary institution of higher learning [The Government of Odisha Order No.11598/HE Dated 30.05.2015]. That was a momentous event for the people and student community of the Western Odisha for the fulfillment of their long cherished dream and aspirations. The newly formed University replaced the erstwhile Gangadhar Meher College (Autonomous). Consequently, the entire teaching and nonteaching staff of the G.M. College were deployed to G.M. University and became the stakeholders of the newly formed GMU. This transition was indeed the crowning glory for an institution that had a humble beginning at its inception way back in the pre-independence era. The University provides teaching and research facilities for running Undergraduate, Post Graduate and Research programs smoothly on various subjects. This University is serving to the needs of around 5500 students at present and rendering services to the society at large. Within a short span of three years, it has already made a mark in the academic arena by providing good quality education, conducting national and international level seminars and workshops on a regular basis.</p>
Mission Statement (in English)	<p>To adopt inclusive policy in enrolment To offer incentives to girl students pursuing higher education/research To ensure flexibility in syllabus by involving representatives of students and alumni in syllabus framing To promote student centric learning by developing hi-tech classrooms with high speed Internet connections To provide the students with the congenial research ecosystem with the target to solve local and global issues and problems To evolve mechanisms to explore the diversity in talent and counsel career development in congruence with their talents To train the graduating students in finishing schools to make them society-ready To offer online and offline certificate courses for enrichment and refinement of their skills To offer certificate courses in foreign languages and computer literacy for attaining global competency</p>
University Accrediting Body	Section 2(f) and 12(B) of University Grant Commission ACT 1956
Region	
Institutional Perimeter Inclusions	<ul style="list-style-type: none"> • Main Campus (No other Inclusions)
Institutional Perimeter Exclusions	

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Partnership for the Goals (SDG 17)	
	Help

Name	Value	Year on year change from 2020
Relationships to support the goals		
Does your university as a body have direct involvement in, or input into, national government SDG policy development - including identifying problems and challenges, developing policies and strategies, modelling likely futures with and without interventions, monitoring and reporting on interventions, and enabling adaptive management?	Yes	-
Evidence	File uploaded: SDG 17.2.1-EVIDANCE-1.pdf File uploaded: SDG 17.2.1-Evidence-2.pdf File uploaded: SDG 17.2.1-EVIDANCE-3.pdf	
Comment	(1).A committee was formed with member from NGO, PATANG for combating the sexual harassment of woman at work place (17.2-Evidence 1). The work is on progress in this regard (2) A MoU has been signed with KIIT University to provide advice and support service under the PARAMARSH Scheme of UGC, Govt. of India to promote the overall ranking of the University in terms of research and education.(17.2- Evidence 2) (3) MoU between GM University and Dev Sanskriti Viswavidyalaya for faculty and student exchange, collaborative research projects for promoting quality education.(17.2- Evidence 3)	
Does your university as a body initiate and participate in cross-sectoral dialogue about the SDGs, e.g. conferences involving government/NGOs?	Yes	-
Evidence	File uploaded: SDG 17.2.2-EVIDANCE-1.pdf File uploaded: SDG 17.2.2-Evidence-2.pdf	
Comment	Report of the workshop conducted by G.M. University in association with KIIT University for the promotion of the quality research, Education and overall national ranking of the University.	
Does your university as a body participate in international collaboration on gathering or measuring data for the SDGs?	No	-
Does your university as a body, through international collaboration and research, review comparative approaches and develop international best practice on tackling the SDGs?	No	-
Does your university as a body collaborate with NGOs to tackle the SDGs through:	No	-
Publication of SDG reports		
Please indicate if your university publishes progress against SDG1	separate report	-
Evidence	File uploaded: SDG 17.3.1-Evidence-1-Role of CSR.pdf	

Name	Value	Year on year change from 2020
Comment	A study of socio-economic status was conducted by our university faculty for tribal people who are mostly living below poverty line in India. The objective of the study is to examine the socio-economic development of tribal in area under study and to analyze the impact on health and livelihood generation of CSR of the companies. The study focuses on two types of rehabilitation provided by both the companies: that is, social which includes health and education aspect and economic rehabilitation which includes livelihood sustainability. The findings suggest a large coverage of CSR activities of the companies in Odisha with special focus on transformation of lives of the indigenous people and their upliftment through policy development. Detail of this study is published in paper "M.Mahapatra (2020) Displacement and rehabilitation : Role of CSR in empowering communities, International Journal of Economics and Management Studies, 7:5, 37". The full paper is given as evidence(Annexure I).	
Please indicate if your university publishes progress against SDG2	No	-
Please indicate if your university publishes progress against SDG3	separate report	-
Evidence	File uploaded: SDG 17.3.3-Evidence-1-Easy band.pdf File uploaded: SDG 17.3.3-Evidence-2.jpg	
Comment	"(i). Many countries adopted stay-at home during Covid-19 pandemic to control its spreading. However, prolonged stay-at-home may cause worse effects like economic crises, unemployment, food scarcity, and mental health problems of individuals. An Internet of Medical Things (IoMT) enabled wearable called EasyBand is introduced to limit the growth of new positive cases by auto contact tracing and by encouraging essential social distancing. Detail of this study is being published in the paper "Tripathy et al. (2020) EasyBand: A Wearable for Safety-Aware Mobility during Pandemic Outbreak, IEEE CONSUMER ELECTRONICS MEGAZINE, DOI 10.1109/MCE.2020.2992034". The full paper is given as SDG 17.3.3 Evidence-1. (ii). The University has indigenously built a cost-effective sanitizing tunnel and a UV-cabinet to combat Covid-19 problem. A brief detail of this is given in the published article in the news paper Times of India (Date: 9th July, 2020, SDG 17.3.3-Evidence-2 is attached for the reference.)"	
Please indicate if your university publishes progress against SDG4	No	-
Please indicate if your university publishes progress against SDG5	separate report	-
Evidence	File uploaded: SDG 17.3.5-Evidence-1.pdf	

Name	Value	Year on year change from 2020
Comment	Rapid urbanisation in Indian cities caused a transition in the societies and tended to uproot and challenge traditional values to provide equal opportunity to use spaces irrespective of gender. Adversely, it can be seen in women's lives as 'breakings' that is continuously trying to break the courage of women in the process of socialisation. Therefore, it becomes essential to explore how and why the fear of being victimised and victimisation of sexual assault undermines women's confidence. The study was conducted by our faculty focusing majority of the survivors received 'negative reactions', 'lack of support' for the assault, combating measures for sexual assault myths, and educating about the assault to avoid adverse reactions. Detail of this study is published in paper "Rai and Rai (2020) Is sexual assault breaking women's spatial confidence in cities of India? Some explorations from Varanasi city, Children and Youth Services Review, 118:105422, 1-6", (SDG 17.3.5-Evidence-1).	
Please indicate if your university publishes progress against SDG6	separate report	-
Evidence	File uploaded: SDG 17.3.6-Evidence-1-surface and Interface.pdf File uploaded: SDG 17.3.6-Evidence-2.pdf	
Comment	(i) Aggressive nature of the natural sea water accelerates the corrosion of many metals resulting the aquatic pollution. To mitigate the corrosion of metals and pollution of sea water, Graphene composite coating has been prepared and studied in artificial and natural sea water. This understanding of the composite system will help design anti-corrosion coatings for industrial applications and clean aquatic ecosystem. Detail of this study is published as "Pareek et al. (2020), Effective anticorrosive performance of benzo-imidazo-pyrimidine-g-graphene oxide composite coating for copper in natural and artificial sea water, Surfaces and Interfaces, doi: DOI:10.1016/j.surfin.2020.100828" (SDG 17.3.6-Evidence-1). (ii) Dyes are the industrial affluent of various industries such as, textile, pharmaceuticals, paper, and plastic etc. Prof. S. K. Das has done extensive study on photocatalytic decomposition of such dyes using cost-effective ZnO nano-particles (SDG 17.3.6-Evidence-2)	
Please indicate if your university publishes progress against SDG7	No	-
Please indicate if your university publishes progress against SDG8	separate report	-
Evidence	File uploaded: SDG 17.3.8-Evidence-1-Trade Balance.pdf	

Name	Value	Year on year change from 2020
Comment	After the industrial development since independence, India's foreign trade has undergone a complete change and is no longer confined to a few countries trading in few commodities. Export is one of the important elements that boost the India's GDP over the years. This study investigates the relationship of trade balance with other macroeconomics variables such as exchange rates, money supply and GDP i.e. domestic income of the country, with covering a time period of 18 years (2000 to 2018). This paper examines the short run and long run relationship between the variables with the help of the Auto regressive Distributed lag (ARDL) model. The results stated that the Money supply and GDP that affect the trade balance significantly while exchange rate affects it by insignificantly. Detail of this study is being published in the paper "Rath et al. (2020), Dynamic Relationship between Trade Balance and Macroeconomics Variables in India, Test Engineering and Management, 83:399" (Annexure-8.)	
Please indicate if your university publishes progress against SDG9	separate report	-
Evidence	File uploaded: SDG 17.3.9-Evidence-9-J MOL STRUCTURE.pdf	
Comment	The quantum chemical parameters of liquid crystal 4-cyano-4-pentylbiphenyl (CPB) with water molecule have been calculated at Becke's three-parameter hybrid exchange functional and the Lee-Yang-Parr correlation functional with 6-31G(d) and 6-31G ++(d,p) basis sets in the framework of density-functional theory. We also optimized CPB with water molecule at Perdew-Burke-Ernzerhof with 6-31++G(d,p) level. Mulliken charge analysis infer that (-0.03e) amount of charge is associated with the H2O at B3LYP/6-31G(d) level. A good amount of electron is transferred from pristine CPB to H2O molecule. The most intense IR spectral characteristics of CPB with water molecule are accommodated in between 3000 cm ⁻¹ to 3920 cm ⁻¹ at all levels. This study is published as "Parida et al. (2020) A computational quantum chemical and polarizability calculations of liquid crystal 4-cyano-4-pentylbiphenyl with water molecule (H2O), Journal of Molecular Structure, 10.1016/j.molstruc.2020.129568" (SDG 17.3.9-Evi:1)	
Please indicate if your university publishes progress against SDG10	separate report	-
Evidence	File uploaded: SDG 17.3.10-Evidence-1-ROLE OF THE COOPERATIVE BANKS IN THE.pdf	

Name	Value	Year on year change from 2020
Comment	<p>A portion of Indian population is engaged in allied activities because neither their basic occupation nor agriculture provides round-the-year employment to them for their livelihood. On account of the division among the people engaged in the limited means of earnings, unfair rivalry and dependence on village money lenders for urgent and immediate financial accommodation have jeopardised the working and the socio-economic life of each one of them. Agriculture is the foundation on which the entire superstructure of the growth of the industrial and other sectors of the economy stands. The local feel, familiarity and the wide-spread existence of the co-operative societies at the grass-root level, can play a crucial role in implementing the various government sponsored schemes for the sustainable development. This is published in the paper "Kishan and Acharya (2020), Role of the cooperative banks in the Socio-economic development process of Odisha, IJCRT, 8: 4109-4124" (SDG 17.3.10-Evi.1).</p>	
Please indicate if your university publishes progress against SDG11	separate report	-
Evidence	File uploaded: SDG 17.3.11-Evidence-1-APTI and EPI of trees of SBP_SNAS.pdf	
Comment	<p>Poor disposal of waste and release of pollutants to the environment through urbanization, industrialization and anthropogenic activities have been a serious threat to human health. Therefore, there is a need to evaluate the pollution status of towns through the identification of bio-monitor and bio-indicator trees. Keeping this in view, a work was undertaken to study the Air Pollution Tolerance Index (APTI) and Expected Performance Index (EPI) of trees in Sambalpur town, located in Western flanks of Eastern India during three seasons (monsoon, post-monsoon and pre-monsoon) in 2015–16. Detail of this study is being published in the paper "Sahu et al. (2020), Air pollution tolerance index (APTI) and expected performance index (EPI) of trees in Sambalpur town of India, SN Applied Sciences, https://doi.org/10.1007/s42452-020-3120-6". The full paper is given as Annexure-11.</p>	
Please indicate if your university publishes progress against SDG12	separate report	-
Evidence	File uploaded: SDG 17.3.12-Evidence-1-UGC_INTEGRATION_SISIR_SRINIBASH.pdf	

Name	Value	Year on year change from 2020
Comment	The launching of Look East Policy (LEP) in 1991 has resulted tremendous growth in trade with the Southeast Asian economies. But now the time has come to think beyond cross border trade and focus on cross border investments. It is possible only through the integration of financial markets. The present study is an attempt to detect financial market integration of India with select Southeast Asian economies. We have used the traditional Engle and Granger technique for test of cointegration and found that India is not financially integrated with any of the Southeast Asian economies except Japan and Taiwan. The study is published as "Dash et al. (2017), Regionalization and Financial Integration of India with Southeast Asian Economies – A Cointegration Approach, International Journal of Applied Business and Economic Research, 15: 605-617". The full paper is given as SDG 17.3.12-Evidence-1.	
Please indicate if your university publishes progress against SDG13	separate report	-
Evidence	File uploaded: SDG 17.3.13-Evidence-1-A novel hybrid machine learning approach.pdf	
Comment	A proposal was given by the faculty member of our University. The proposed hybrid learning approach is designed based on supervised and unsupervised learning techniques that considers the local association of adjacent pixels of the satellite images. Hybridization of clustering, soft labeling using fuzzy logic, Support Vector Machine (SVM) and Genetic Algorithm (GA) are used in change detection. Radial Basis Function (RBF) is used as the kernel function in SVM, and the RBF kernel parameters such as C and r are optimized using GA for additional improvement of the performance. Outcomes are compared with existing approaches and found to be superior. Detail of this study is being published in the paper "Pati et al. (2020), A novel hybrid machine learning approach for change detection in remote sensing images, Engineering Science and Technology, an International Journal, 23: 973–981". The full paper is given as SDG 17.3.13-Evidence-1.	
Please indicate if your university publishes progress against SDG14	No	-
Please indicate if your university publishes progress against SDG15	separate report	-
Evidence	File uploaded: SDG 17.3.15-Evidence-1- AGRICULTURAL FINANCING.PDF	

Name	Value	Year on year change from 2020
Comment	The study carried out by our University faculty throws light on various issues and challenges that are currently facing by the rural farmers and possible solution thereof. Further, this study also throws light on the exact cause of farmers' suicide & possible solution for the prevention of the farmer's suicide which is a big problem in the current scenario. This also justifies the possible phenomenon for the overall upliftment in agricultural production and development. In the rural areas of India, where almost a third of the working population is in the agriculture sector, farmer earnings are so low that they sometimes cannot even meet minimum needs for their families. Detail of this study is being published in the paper "Sahoo et al. (2020), Agricultural financing for agricultural development in India: a perceptual study on Sambalpur district, Revista Espacios, 41:1-15". The full paper is given as SDG 17.3.15-Evidence-1.	
Please indicate if your university publishes progress against SDG16	separate report	-
Evidence	File uploaded: SDG 17.3.16-Evidence-1-Pro social behaviour.jpeg	
Comment	The primary purpose of this empirical investigation was to assess and compare emotional intelligence, ethical decision making and pro-social behaviour of male and female young adults. The study also examined the relationship amongst emotional intelligence, ethical decision making and pro-social behaviour and the role of emotional intelligence and ethical decision making in predicting pro social behaviour of young adults. The sample consisted of one hundred and twenty young adults, with equal number of males and females in the age group of twenty to twenty-two. The self-report questioners consisting of demographic information, scales of emotional intelligence, ethical decision making and altruism was administered individually on the subjects. Detail of this study is being published in the paper "Padhi and Mandal (2020), Pro Social Behaviour in relation to Emotional Intelligence and Ethical Decision Making of Young Adults, Edu World 14 (1), 295-305" (SDG 17.3.16-Evidence-1).	
Please indicate if your university publishes progress against SDG17	No	-
Education for the SDGs		
Does your university as a body have a commitment to meaningful education around the SDGs across the university?	No	-

No Poverty (SDG 1)

Name	Value	Year on year change from 2020
Proportion of students receiving financial aid to attend university because of poverty		
Number of students	5,932	-
Number of low income students receiving financial aid	4,190	-
University anti-poverty programmes		
Does your university as a body have targets to admit students who fall into the bottom 20% of household income group (or a more tightly defined target) in the country? (domestic)	Yes	-
Evidence	File uploaded: SDG 1.3.1-EVIDENCE-1.pdf	
Comment	All the Scheduled Caste, Scheduled Tribe student are generally falling under this category. For admitting those category students the tuition fee during the time of admission has been waived off. (SDG 1.3.1-Evidence-1)	
Does your university as a body have graduation/completion targets for students who fall into the bottom 20% of household income group (or a more tightly defined target) in the country? (domestic)	Yes	-
Evidence	File uploaded: SDG 1.3.2-Evidence-1.pdf	
Comment	The target is about 38.75 % (all the Scheduled Caste /Scheduled Tribe reserved category) of the total student (SDG 1.3.2-Evidence-1)	
Does your university as a body provide support (e.g. food, housing, transportation, legal services) for students from low income families to enable them to complete university?	No	-
Does your university as a body have programmes or initiatives to assist students who fall into the bottom 20% of household income group (or a more tightly defined target) in the country to successfully complete their studies?	No	-
Comment	Please see the comment for SDG 1.3.1, SDG 1.3.3	
Does your university as a body have schemes to support poor students from low or lower-middle income countries (e.g. offering free education, grants)?	No	-
Community anti-poverty programmes		
Does your university as a body provide assistance in the local community assisting the start-up of sustainable businesses through relevant education or resources? (e.g. mentorship programmes, training workshops, access to university facilities)?	No	-
Does your university as a body provide financial assistance to the local community assisting the start-up of sustainable businesses?	No	-

Name	Value	Year on year change from 2020
Does your university as a body organise training or programmes to improve access to basic services for all?	No	-
Does your university as a body participate in policy making at local, regional, national and/or global level to implement programmes and policies to end poverty in all its dimensions?	No	-

Quality Education (SDG 4)

You have missing evidence. See table below for more information.

Name	Value	Year on year change from 2020
Proportion of graduates with teaching qualification		
Number of graduates	1,141	-
Number of graduates who gained a qualification that entitled them to teach at primary school level	91	-
Lifelong learning measures		
Does your university as a body provide access to educational resources for those not studying at the university, e.g. computers, library, online courses, access to lectures, etc?	(Evidence missing) with free access	-
Comment	Library is open to all	
Does your university as a body host events at university that are open to the general public: public lectures, community educational events?	on programmed basis	-
Evidence	File uploaded: SDG 4.3.2-Evidence-1Seminar.pdf File uploaded: SDG 4.3.2-Evidence-2workshop.pdf File uploaded: SDG 4.3.2-Evidence-3Webinar.pdf	
Comment	"University conducts good number of Seminar, Webinar, Conference, Workshop, etc.in this regard. (SDG 4.3.2, Evidence-1: Brouchures of all Seminars as conducted in 2020) SDG 4.3.2, Evidence-2: Brouchures of all workshops and training programs as conducted in 2020 SDG 4.3.2, Evidence-3: Brouchures of all Invited lectures/webinars as conducted in 2020	
Does your university as a body host events at university that are open to the general public: executive education programmes (this refers to short courses for people who are not attending the university; this specifically excludes courses like MBA) and/or vocational training?	ad-hoc	-
Evidence	File uploaded: SDG 4.3.2-Evidence-1.pdf	

Name	Value	Year on year change from 2020
Comment	University offer Certificate course in French Language(SDG 4.3.3-Evidence-1)	
Does your university as a body undertake educational outreach activities (e.g. tailored lectures or demonstrations) beyond campus, e.g. in local schools, in the community, including voluntary student-run schemes?	ad-hoc	-
Evidence	File uploaded: SDG 4.3.4-Evidence-1.pdf File uploaded: SDG 4.3.4-Evidence-2.jpg	
Comment	Several faculties of the University given lectures in such programs (SDG 4.3.4-Evidence-1,2,3)	
Does your university as a body have a policy that ensures that access to these activities is accessible to all, regardless of ethnicity, religion, disability or gender?	(Evidence missing) Yes	-
Policy created (yyyy)		-
Policy reviewed (yyyy)		-

Proportion of first-generation students

Number of students	5,932	-
Number of students starting a degree	1,360	-
Number of first-generation students starting a degree	Status: Unavailable Reason: This record have not been collected	-

Gender Equality (SDG 5)

Name	Value	Year on year change from 2020
Proportion of first-generation female students		
Number of students	5,932	-
Number of students starting a degree	1,360	-
Number of first-generation students starting a degree	Status: Unavailable Reason: This record have not been collected	-
Number of women starting a degree	660	-
Number of first-generation women starting a degree	Status: Unavailable Reason: This record have not been collected	-
Student access measures		
Does your university as a body systematically measure/track women's application rate, acceptance/entry rate and study completion rate at the university?	No	-

Name	Value	Year on year change from 2020
Does your university as a body have a policy (e.g. an Access and Participation plan) addressing women's applications, acceptance/entry, and participation at the university?	No	-
Policy created (yyyy)		-
Policy reviewed (yyyy)		-
Does your university as a body provide women's access schemes (e.g. mentoring, scholarships, or targeted support)?	scholarships	-
Evidence	File uploaded: SDG 5.3.3-EVIDANCE-1.pdf File uploaded: SDG 5.3.3-EVIDANCE-2.pdf	
Comment	1) To increase the women students in the University the tuition fee is made zero (The fee structure of the university is given in support of this-SDG 5.3.3-Evidence-1) 2) Single Girl child reading in the PG level course are given financial support (SDG-5.3.3-Evidence-2)	
Does your university as a body encourage applications by women in subjects where they are underrepresented?	No	-

Proportion of senior female academics

Number of employees	191	-
Number of academic staff	96	-
Number of senior academic staff	23	-
Number of female senior academic staff	6	-

Proportion of women receiving degrees

Number of graduates	1,141	-
Number of graduates by subject area (STEM, Medicine, Arts&Humanities/Social Sciences): Total	746	-
Number of graduates: STEM	292	-
Number of graduates: Medicine	0	-
Number of graduates: Arts & Humanities / Social Sciences	409	-
Number of female graduates by subject area (STEM, Medicine, Arts & Humanities / Social Sciences): Total	359	-
Number of female graduates: STEM	136	-
Number of female graduates: Medicine	0	-
Number of female graduates: Arts & Humanities / Social Sciences	223	-

Women's progress measures

Does your university as a body have a policy of non-discrimination against women?	Yes	-
Evidence	File uploaded: SDG 5.6.1-EVIDANCE-1.pdf	

Name	Value	Year on year change from 2020
Comment	A women cell has been formed for this purpose with collaboration with PATANG NGO (SDG 5.6.1-Evidence-1)	
Policy created (yyyy)		-
Policy reviewed (yyyy)		-
Does your university as a body have a policy of non-discrimination for transgender people?	No	-
Policy created (yyyy)		-
Policy reviewed (yyyy)		-
Does your university as a body have a maternity and paternity policies that support women's participation?	Yes	-
Evidence	File uploaded: SDG 5.6.3-EVIDANCE-1 maternity.pdf File uploaded: SDG 5.6.3-EVIDANCE-2 maternity leave.jpg File uploaded: SDG 5.6.3-EVIDANCE-3 (Paternity leave).jpg	
Comment	The Orissa Maternity Benefit Rules, 1965 (Evidence-1), Admissibility of maternity leave govt servants and classification thereof (Evidence-2), Paternity leave to Govt servants (Evidence-3)	
Policy created (yyyy)		-
Policy reviewed (yyyy)		-
Does your university as a body have accessible childcare facilities for students which allow recent mothers to attend university courses?	No	-
Does your university as a body have childcare facilities for staff and faculty?	No	-
Does your university as a body have women's mentoring schemes, in which at least 10% of female students participate?	No	-
Does your university as a body have measurement/tracking of women's likelihood of graduating compared to men's, and schemes in place to close any gap?	No	-
Does your university as a body have a policy that protects those reporting discrimination from educational or employment disadvantage?	No	-
Policy created (yyyy)		-
Policy reviewed (yyyy)		-