

REPORT ON FACULTY ORIENTATION PRESENTATION

“Empowering Faculties for Campus Sensitization: Approaches, Content and Presentation Practices”

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1. Introduction

In preparation for the ODL Sensitisation and Awareness Programme to be conducted across various degree colleges of Mayurbhanj district, the Centre for Distance and Online Education (CDOE), Maharaja Sriram Chandra Bhanja Deo University, organised a faculty-oriented presentation on **5 February 2026** titled **“Empowering Faculties for Campus Sensitization: Approaches, Content and Presentation Practices.”**

The presentation was delivered by **Ms. Abhipsa Pattanayak, Assistant Professor, CDOE, MSCBU**. The primary purpose of the presentation was to equip faculty members with appropriate information, content and presentation approaches required for effectively communicating the opportunities available through Open and Distance Learning (ODL).

The presentation provided a structured framework for conducting sensitisation sessions in colleges and helped ensure that important information regarding CDOE, its programmes, admission process, learner support and career opportunities could be communicated to students in a clear and systematic manner.

2. Understanding Education and Distance Education

The presentation began with a conceptual understanding of **education** and its broader purpose. Education was presented not merely as the acquisition of knowledge from books, but as a process involving understanding, development of life and career skills, critical thinking, communication, problem-solving, personality development and the cultivation of values.

The concept of **Distance Education** was then introduced as a mode of learning in which learners can pursue education without attending regular daily classes on campus. The presentation

highlighted the role of **Self Learning Materials (SLM)**, **online and printed resources**, **assignments and academic guidance** in supporting learners.

The approach was particularly relevant for learners who may face employment, family, geographical or other constraints that prevent them from participating in conventional classroom-based education.

3. Key Advantages of ODL

A major criterion discussed in the presentation was the need to clearly communicate the advantages of ODL to prospective learners. The presentation highlighted the following dimensions:

- **Flexibility:** Learners can study around their work, family responsibilities and other commitments.
- **Access:** ODL expands educational opportunities to learners living in remote areas or locations without easy access to higher educational institutions.
- **Affordability:** Distance education can reduce expenses associated with accommodation, transportation and regular campus attendance.
- **Inclusivity:** ODL can support learners with disabilities, caregivers and others who may find conventional classroom education difficult.
- **Lifelong Learning:** Working professionals and other learners can pursue further education, upskill or reskill without necessarily leaving their employment.
- **Scalability:** ODL enables educational programmes and learning resources to reach a larger number of learners.
- **Continuity of Education:** Distance learning provides an alternative mechanism for continuing education during personal emergencies or circumstances that may disrupt conventional education.

These aspects were considered important for faculty members to explain during campus sensitisation so that students could understand ODL as a flexible and inclusive avenue for higher education.

4. Introducing CDOE and MSCB University

The presentation also emphasised that an effective sensitisation programme should begin by establishing the identity and credibility of the institution offering the programmes.

Accordingly, information about **Maharaja Sriram Chandra Bhanja Deo University (MSCBU)** and the **Centre for Distance and Online Education (CDOE)** was included. The presentation covered the establishment and institutional development of the University, its recognition and accreditation status, its jurisdiction over affiliated colleges and its academic infrastructure.

The history of CDOE was also presented, including its origin as the Directorate of Distance & Continuing Education and its development over the years. The presentation noted that CDOE had educated **14,496 learners by the 2019–20 academic session** and that its academic activities had resumed with UGC-DEB approval.

This institutional background was intended to provide faculty members with sufficient information to introduce CDOE confidently and accurately during outreach programmes.

5. Information Regarding Programmes Offered

Another important criterion discussed was the presentation of the **academic programmes offered by CDOE**.

The presentation specifically introduced the approved postgraduate programmes:

1. M.A. in Economics
2. M.A. in English
3. M.A. in Odia
4. M.A. in Sanskrit
5. Master of Social Work (MSW)

The presentation also explained the importance of presenting each programme not merely by its title, but through its **programme outcomes, knowledge and skills developed, and potential career pathways**.

6. Admission-Related Information

For a successful sensitisation programme, faculty members were required to communicate practical admission information to students. Accordingly, the presentation included the basic admission procedure, including:

- Visiting the designated website;
- Registration using email and phone number;
- Filling in personal and academic information;
- Uploading photograph, identification documents and marksheets;

- Payment of the prescribed application and admission fees;
- Downloading the confirmation slip.

The presentation also highlighted the flexible nature of the programmes, the fee structure, student activity fee and suitability of ODL programmes for working professionals.

7. Eligibility, Seats and Duration

The presentation provided programme-wise information relating to **number of seats, duration and eligibility**. Each of the five postgraduate programmes was shown with 250 seats and a duration of two years under the four-semester system. Graduate students from any stream were indicated as eligible for these programmes.

This information was considered essential because students participating in sensitisation programmes are likely to have immediate questions regarding whether they are eligible, how long the programme takes and the number of available seats.

8. Fee Structure and Financial Support

The presentation also included the fee structure applicable to the postgraduate programmes. It explained the application registration fee, student activity fee and semester-wise course and examination fees.

In addition, information concerning available financial support and concessions was highlighted. The presentation referred to state scholarships, the University Learning Mission and provisions relating to free seats/concessions for specified categories of learners, including SC/ST, Divyang and transgender candidates. It also mentioned a 50% concession on admission fees for eligible students pursuing PG programmes under the dual-degree scheme in affiliated colleges of MSCB University.

Such information was important for sensitisation because financial considerations can significantly influence students' decisions regarding higher education.

9. Programme Outcomes and Career Opportunities

A significant part of the presentation was devoted to explaining the **outcomes and career prospects** associated with the postgraduate programmes.

For **M.A. in Economics**, the presentation discussed economic knowledge and theory, economic reasoning, quantitative and analytical skills, policy understanding, applied economics, research and academic writing, and career and competitive-examination readiness.

Career opportunities included teaching and academic careers, research and policy positions, competitive examinations and government-sector opportunities, banking and finance, data analytics and econometrics, development-sector and CSR opportunities, higher studies and independent or freelance work.

For **M.A. in English**, the presentation covered literary history, critical reading, textual analysis, research and academic writing, communication and presentation skills, critical thinking and career orientation. Career possibilities in teaching, content and professional writing, publishing, editorial work, media, communication, corporate roles and competitive examinations were also discussed. The presentation similarly outlined programme outcomes and career possibilities for **Odia, Sanskrit and Social Work**, thereby providing faculty members with programme-specific information that could be communicated according to the academic background and interests of students.

10. Certificate Courses and Skill Development

The presentation also gave considerable attention to the **certificate courses offered by CDOE**. A wide range of courses across different academic and skill areas was presented, including Tribal Development, Business Environment and Law, Core JAVA Programming, Research Methodology for Social Science, Operations Research, Folk Literature, Remote Sensing and GIS, Early Childhood Care Education, Dietetics and Nutrigenomics, Entrepreneurship, NGO Management and other specialised courses.

The inclusion of certificate programmes was particularly important because the subsequent sensitisation programme placed special emphasis on short-term certificate programmes and their relevance to **skill development and employability**.

11. Academic Coordination and Contact Support

The presentation also provided information regarding **academic coordinators and programme-specific contact persons**. Such information was included to ensure that students could receive appropriate guidance after the sensitisation session and could clarify programme-specific queries relating to admission and academic matters.

This component established a mechanism for continued communication between prospective learners and CDOE beyond the awareness session itself.

12. Approach and Presentation Practices for Campus Sensitisation

An important objective of the presentation was to develop a common and systematic approach for faculty members conducting campus sensitisation programmes.

The presentation demonstrated that an effective ODL sensitisation session should progress logically from:

Understanding Education → Understanding Distance Education → Introducing CDOE → Explaining Programmes → Admission and Eligibility → Fees and Financial Support → Programme Outcomes → Career Opportunities → Certificate Courses → Academic Support and Contact Information.

This structured approach enables faculty members to address both the **conceptual** and **practical** aspects of ODL. It also helps ensure that students receive complete information rather than only a general introduction to distance education.

13. Link with the Subsequent ODL Sensitisation Programme

The presentation delivered on 5 February 2026 served as an important preparatory activity for the ODL Sensitisation and Awareness Programme subsequently conducted by CDOE from **10 to 17 February 2026** across various degree colleges in Mayurbhanj district. The official programme report identifies Ms. Abhipsa Pattanayak among the CDOE faculty members involved in the sensitisation activities.

The subsequent programme followed a structured and interactive format comprising presentations and lectures, question-and-answer sessions, awareness regarding certificate courses, guidance on academic support and discussions with institutional faculty members.

Thus, the 5 February presentation functioned as a **faculty preparedness and content-orientation exercise**, helping establish the information framework required for effective ODL outreach.

14. Significance of the Presentation

The presentation was significant in strengthening the capacity of faculty members to act as effective communicators of ODL opportunities. By bringing together institutional information, programme details, admission procedures, financial provisions, academic outcomes, career

opportunities and learner-support information, it provided a comprehensive foundation for campus sensitisation.

The subsequent outreach programmes demonstrated the relevance of this approach. Students actively participated in the sessions, raised queries relating to admissions, course structure, career opportunities and certification, and expressed interest in postgraduate and short-term programmes. Faculty members and institutional authorities also appreciated the initiative and recognised the relevance of ODL for students unable to pursue regular education.

15. Conclusion

The presentation **“Empowering Faculties for Campus Sensitization: Approaches, Content and Presentation Practices”**, delivered by **Ms. Abhipsa Pattanayak** on **5 February 2026**, constituted an important preparatory academic and outreach activity of CDOE, MSCB University. The presentation established a systematic framework for communicating ODL to students and faculty members by covering the concept and advantages of ODL, institutional profile of MSCB University and CDOE, postgraduate and certificate programmes, eligibility, admission procedures, fee structure, financial support, programme outcomes, career opportunities and academic coordination.

The activity contributed to the effective preparation of faculty members for subsequent college-level sensitisation programmes and supported CDOE's broader objective of expanding awareness of flexible and inclusive higher education opportunities. The subsequent ODL outreach programmes conducted across Mayurbhanj district were reported to have significantly enhanced awareness of ODL and strengthened the outreach of MSCB University's academic programmes.

16. Photo

