



MSCB UNIVERSITY

KNOWLEDGE EXCELLENCE SERVICE

ANNUAL REPORT

OF

**CENTRE FOR DISTANCE AND
ONLINE EDUCATION**

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ଦୂର ଏବଂ ଅନଲାଇନ୍ ଶିକ୍ଷା ବ୍ୟବସ୍ଥା**



QUALITY



INTEGRITY



INNOVATION



ACCOUNTABILITY

2025-2026

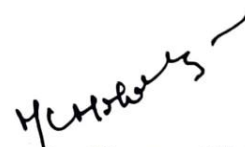
VICE CHANCELLOR'S MESSAGE

It gives me immense pleasure to present the Annual Report of the Centre for Distance and Online Education (CDOE), MSCB University, for the academic year 2025–26. The report reflects the Centre's progress in academic development, learner support, digital learning, quality assurance and community engagement.

The establishment of CDOE marks an important step towards expanding access to flexible, inclusive and quality higher education through the Open and Distance Learning (ODL) mode, in alignment with the vision of NEP 2020. During the year, the Centre strengthened its academic programmes, learning resources, digital infrastructure and learner-support mechanisms while undertaking several community-oriented initiatives.

I sincerely appreciate the efforts of the Director, faculty members, administrative and technical staff along with all stakeholders for their valuable contributions. I am confident that CDOE will continue to grow as a credible, learner-centric and inclusive centre of higher education.

I congratulate the entire CDOE fraternity on its achievements and extend my best wishes for its continued growth, excellence and service to society.



Prof. Mahendra Kumar Mohanty

Vice Chancellor

Maharaja Sriram Chandra Bhanja Deo University

DIRECTOR'S MESSAGE

The academic session 2025–2026 has been a significant and progressive phase in the journey of the Centre for Distance and Online Education (CDOE), Maharaja Sriram Chandra Bhanja Deo University. As the Centre continues to strengthen its academic foundations and expand its outreach, I am pleased to present the Annual Report, which provides an overview of the major academic, administrative, developmental, and outreach initiatives undertaken during the year.

The session has been particularly noteworthy for the restoration of UGC-DEB approval and the revival of postgraduate programmes, reaffirming the Centre's commitment to providing quality, accessible, and inclusive higher education through the Open and Distance Learning (ODL) mode..

During the year, the Centre undertook a range of academic, capacity-building, awareness-generation, learner-support, and community outreach initiatives. Due emphasis was placed on inclusive educational practices, skill development, academic orientation, social awareness, community engagement, and the holistic well-being of students. Through these initiatives, CDOE continued its endeavour to foster an academic environment that is responsive to the changing needs of learners and aligned with the evolving priorities of higher education.

The achievements and progress reflected in this Annual Report are the result of the collective commitment and sustained efforts of the faculty members, officers, administrative and supporting staff, students, and other stakeholders of the Centre. I place on record my sincere appreciation for their dedication, cooperation, and valuable contribution towards the academic and institutional development of CDOE.

I am confident that, with the continued dedication, CDOE will continue to contribute meaningfully to the vision and mission of Maharaja Sriram Chandra Bhanja Deo University and to the broader objectives of inclusive and accessible higher education.



Prof. Sukanta Kumar Nayak

Director

Centre for Distance and Online Education

Maharaja Sriram Chandra Bhanja Deo University

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1. OVERVIEW OF THE CENTRE FOR DISTANCE AND ONLINE EDUCATION (CDOE)

The Centre for Distance and Online Education (CDOE), Maharaja Sriram Chandra Bhanja Deo University (MSCBU), Baripada, formerly known as the Directorate of Distance and Continuing Education, was established in 2003 with the objective of extending quality higher education to learners beyond the conventional classroom system. Since its inception, the Centre has contributed significantly to the promotion of accessible, flexible, inclusive, and learner-oriented higher education through the Open and Distance Learning (ODL) mode.

The development of ODL in India has been supported by a progressive regulatory framework. The Distance Education Council (DEC), established in 1991 under the IGNOU Act, was entrusted with the promotion and coordination of distance education in the country. Subsequently, following the transfer of regulatory responsibilities, the University Grants Commission (UGC) assumed regulatory oversight of ODL programmes through the Distance Education Bureau (DEB) from 2013 onwards. The UGC-DEB framework has since provided the institutional and quality-assurance framework for recognised ODL programmes in higher education.

Within this evolving national framework, CDOE has developed as an important centre for distance education in Odisha. The Centre has provided higher education opportunities to a substantial number of learners and had educated 14,496 students by the academic session 2019– 20. Its academic functioning is supported by structured self-learning materials, academic counselling, learner support mechanisms, and technology-enabled educational practices. The academic session 2025–26 marked an important phase in the academic development of CDOE with the restoration of UGC-DEB approval and the revival of postgraduate admissions. During the session, the Centre offered postgraduate programmes in Economics, English, Odia, Sanskrit, and Master of Social Work (MSW). The resumption of these programmes strengthened the University's ODL framework and reaffirmed its commitment to extending higher education opportunities to learners across diverse geographical and socio-economic backgrounds.

CDOE is further expanding its academic horizon with the proposed introduction of additional postgraduate programmes, including M.A. in Santali, Political Science, Education, Anthropology & Tribal Studies, and History; Master of Commerce (M.Com.); and Master of Library & Information Science (M.Lib.I.Sc.), subject to approval and notification by the competent authorities. The proposed expansion is intended to strengthen the Centre's multidisciplinary academic profile and provide broader opportunities for higher education, skill development, and career advancement through the ODL mode.

2. GOVERNANCE: COMMITTEE MEMBERS OF CDOE

The Centre for Distance and Online Education (CDOE), Maharaja Sriram Chandra Bhanja Deo University (MSCBU) functions under the guidance and oversight of the following University authorities and academic-administrative officials:

Sl. No.	Designation
1.	Hon'ble Vice-Chancellor, MSCBU
2.	Chairman, P.G. Council, MSCBU
3.	Director, CDOE, MSCBU
4.	Deputy Director, CDOE, MSCBU
5.	Registrar, MSCBU
6.	Controller of Examinations, MSCBU
7.	Comptroller of Finance, MSCBU
8.	Deputy Controller of Examinations, MSCBU

3. ACADEMIC PROGRAMMES AND COORDINATION

The Centre for Distance and Online Education (CDOE), Maharaja Sriram Chandra Bhanja Deo University (MSCBU) offers postgraduate programmes through the Open and Distance Learning (ODL) mode, providing flexible and accessible opportunities for higher education. The academic portfolio has been expanded in two phases across Humanities, Social Sciences, Commerce, Education, and Library & Information Science.

Postgraduate Programmes and Academic Coordinators

Sl. No.	Programme	Academic Coordinator(s)
1	M.A. in Odia	Mr. Hrushiksha Mohanta; Dr. Bindheswari Kalia
2	M.A. in English	Ms. Abhipsa Pattanayak; Ms. Pritilagna S. Mahakud
3	M.A. in Sanskrit	Dr. Debabrata Panda; Mrs. Anisha Mishra
4	M.A. in Economics	Ms. Sujata Mohakud, Mr. Biswajit Sarangi
5	Master of Social Work (MSW)	Dr. Sujoy Kundu, Dr. Subrat Kumar Rath
6	M.A. in Santali	Ms. Nangi Marandi, Mr. Durga Soren
7	M.A. in Political Science	Dr. Dhananjay Nayak; Mr. Satyanarayan Mandal
8	M.A. in Education	Mr. Pranabkanti Dutta; Mrs. Laxmipriya Mohanty; Mr. Snehasis Mohanty
9	M.A. in Anthropology & Tribal Studies	Mrs. Santana Maity, Mr. Subhajit Sen
10	M.A. in History	Ms. Anjana Mohanty, Dr. Truptirekha Sahu
11	Master of Commerce (M.Com.)	Ms. Biswajit Das; Ms. Diksha Kumari Shaw
12	Master of Library & Information Science (M.LIS)	Dr. Nabin Kumar Sahu; Mrs. Sashmita Nayak

4. POSTGRADUATE PROGRAMME-WISE STUDENT ENROLMENT

July-August 2025 Admission Session

The Centre for Distance and Online Education (CDOE), Maharaja Sriram Chandra Bhanja Deo University, continued to expand access to postgraduate education through the Open and Distance Learning (ODL) mode. During the August 2025 admission session, the Centre recorded a total enrolment of 21 learners across five postgraduate programmes.

Sl. No.	Postgraduate Programme	Students Enrolled
1	M.A. in Odia	1
2	M.A. in English	2
3	M.A. in Sanskrit	0
4	Master of Social Work (MSW)	17
5	M.A. in Economics	1
	Total	21

Among the programmes, Master of Social Work (MSW) recorded the highest enrolment with 17 learners, followed by M.A. in English with 2 learners. M.A. in Odia and M.A. in Economics recorded 1 learner each, while no enrolment was recorded in M.A. in Sanskrit during the session.

January-February 2026 Admission Session

Sl. No.	Programme	No. of Students Enrolled
1	M.A. in Odia	16
2	M.A. in English	11
3	M.A. in Sanskrit	5
4	Master of Social Work (MSW)	21
5	M.A. in Economics	4
Total		57

The February 2026 admission session witnessed a significant increase in enrolment, with 57 students joining the five programmes. MSW recorded the highest enrolment with 21 students, followed by M.A. in Odia with 16 students and M.A. in English with 11 students. M.A. in Sanskrit and M.A. in Economics recorded 5 and 4 students, respectively.

Academic Rejuvenation and Revival of CDOE

The academic session 2025–2026 marked a significant phase of academic rejuvenation, revival and institutional strengthening for the Centre for Distance and Online Education (CDOE), Maharaja Sriram Chandra Bhanja Deo University (MSCBU), Baripada, with the restoration of UGC-DEB approval. This important development enabled the Centre to resume admissions to its postgraduate programmes in Economics, English, Odia, Sanskrit, and Master of Social Work (MSW), thereby providing renewed impetus to the University's academic activities in the Open and Distance Learning (ODL) mode.

The restoration of regulatory approval represented an important milestone in the revival of CDOE's academic operations and created new opportunities for learners seeking flexible pathways to higher education. With the reopening of postgraduate admissions, the Centre was able to reconnect with prospective learners and strengthen its academic engagement through structured ODL programmes. In accordance with the broader vision of the National Education Policy (NEP) 2020, the Centre placed emphasis on flexible learning, learner support, technology-enabled education, inclusiveness, multidisciplinary learning and opportunities for lifelong learning. The academic revival was accompanied by renewed efforts to strengthen the institutional ecosystem necessary for effective ODL delivery. The Centre focused on academic planning, learner engagement, faculty participation, development of learning resources and extension activities, thereby establishing a stronger and more sustainable framework for its postgraduate programmes and future expansion of accessible, learner-centric ODL education.

5. POSTGRADUATE PROGRAMMES: ACADEMIC ACTIVITIES AND LEARNER ENGAGEMENT

During the academic year 2025–2026, the Centre for Distance and Online Education (CDOE), Maharaja Sriram Chandra Bhanja Deo University, continued its academic activities through the July and January admission sessions. The Centre provided academic support to learners through online and offline classes, assignment-based learning, and examination-related activities across its postgraduate programmes. The programme-wise details of student enrolment and academic activities during the respective sessions are presented below.

Programme-wise Academic Activities July-August Session 2025

Sl. No.	Parameters	M.S.W.	English	Odia	Sanskrit	Economics
1	No. of students enrolled	17	2	1	0	1
2	No. of online classes conducted	20	42	38	NA	41
3	No. of offline classes conducted	65	36	21	NA	20
4	Total classes conducted	85	78	59	NA	61

Programme-wise Academic Activities January-February Session 2026

Sl. No.	Parameters	M.S.W.	English	Odia	Sanskrit	Economics
1	No. of students enrolled	21	11	16	5	4
2	No. of online classes conducted	8	37	24	26	40
3	No. of offline classes conducted	62	46	21	21	20
4	Total classes conducted	70	83	45	47	60

6. CERTIFICATE COURSES: ACADEMIC ENRICHMENT, SKILL DEVELOPMENT AND LEARNER OUTCOMES

During the 2026 session, the Centre for Distance and Online Education (CDOE), Maharaja Sriram Chandra Bhanja Deo University, expanded its academic outreach through the introduction of certificate courses in diverse disciplines. The initiative was designed to provide learners with

opportunities for short-term academic enrichment, skill development and interdisciplinary learning. The course framework comprised 23 certificate courses offered through various academic departments, encompassing disciplines such as Science and Technology, Humanities, Social Sciences, Education, Health and Allied Disciplines, Commerce, and Professional Studies. Of the 23 approved courses, 8 were operational, with a total enrolment of 209 students. The names of the functional courses are listed below.

Course-wise Learner Participation

Sl. No.	Certificate Course	Course Code	Offering Department	Students
1	Clinical Biochemistry and Molecular Diagnostic	CC-CBMD	Biotechnology	18
2	Research Methodology for Social Science	CC-RMSS	Economics	12
3	Santali Language	CC-SL	Santali	24
4	Early Childhood Care and Education	CC-ECCE	Education	60
5	NGO Management	CC-NM	Social Work	31
6	Indian Literature in Translation, Traditions and Practices	CC-ILTTP	English	20
7	Dietetics and Nutrigenomics	CC-DN	Yoga & Naturopathy	26
8	Manuscriptology	CC-M	Sanskrit	18
	Total			209

The introduction of these certificate courses reflects the Centre's continuing emphasis on flexible and multidisciplinary learning and strengthens its role in extending academic and skill-oriented opportunities to a wider learner community.

7. INCLUSIVE EDUCATION AND LEARNER SUPPORT INITIATIVES

1. University Learners Mission (ULM)

The Centre for Distance and Online Education (CDOE), MSCB University introduced the University Learners Mission (ULM) from the February 2026 admission session with the objective of promoting inclusive, equitable and affordable access to postgraduate education. The initiative was designed to extend educational opportunities to learners from identified disadvantaged and underrepresented categories. Under the scheme, eligible SC (3%), ST (3%), Transgender (1%) and Divyang/PwD (1%) learners were provided free admission to postgraduate programmes.

A total of 20 learners were selected across five programmes,

Table: Details of Beneficiaries under University Learner's Mission (ULM)

Sl. No.	Programe	No. of Beneficiaries
1	Odia	9
2	English	5
3	MSW	3
4	Economics	2
5	Sanskrit	1

Table: Category-wise Distribution of ULM Beneficiaries

Sl. No.	Category	No. of Beneficiaries
1	ST	9
2	SC	5
3	Divyang/PwD	6
4	Transgender	0
Total	—	20

Table: Financial Support under ULM Scheme

Particulars	Amount (₹)
Prescribed Course Fee	26,000
Amount Payable by Selected Beneficiary towards Specified Charges	6,600
Fee Exemption/Relief	19,400

2. Proposed 50% Fee Reduction under the Dual-Degree Scheme

From the forthcoming August 2026 admission session, CDOE, MSCB University proposes to introduce a 50% course fee reduction under the Dual-Degree Scheme. The proposed initiative will provide eligible students pursuing postgraduate programmes at MSCB University or its affiliated colleges with an opportunity to enrol in an additional eligible postgraduate programme through the ODL mode at 50% of the prescribed course fee. The scheme is intended to promote multidisciplinary learning and enable students to pursue complementary areas of study alongside their regular postgraduate programmes. It will also enhance access to affordable higher education while supporting the University's commitment to flexible, inclusive and learner-centric education in line with the objectives of NEP 2020.

The initiative is intended to encourage learners to pursue additional academic qualifications without significantly increasing their financial burden. It is expected to promote multidisciplinary learning, academic flexibility, skill enhancement and broader academic exposure among postgraduate learners. The proposed Dual-Degree Scheme further reflects CDOE's commitment to making higher education more flexible, affordable and responsive to the emerging academic and professional needs of learners.

8. FACULTY ACADEMIC AND PROFESSIONAL DEVELOPMENT ACTIVITIES

During the 2025–2026 academic session, the faculty members of the Centre for Distance and Online Education (CDOE), MSCBU actively participated in research publications, conferences and seminars, FDPs, and workshops/training programmes. These activities reflect the Centre's commitment to promoting a research-oriented, academically vibrant and professionally enriching environment. The faculty-wise details of these activities are presented below.

Sl. No.	Name of the Faculty	Total no of Publications	Total no. of Conference /Seminars	Total no. of FDP	Total no. of Workshop/ Training Programme
1	Abhipsa Pattanayak	4	10	4	4
3	Sashmita Nayak	Nil	1	2	Nil
4	Dr. Nabin Kumar Sahu	1	1	2	Nil
5	Dr. Debabrata Panda	1	Nil	1	Nil
6	Hrushikesh Mohanta	2	Nil	Nil	Nil
8	Pritilogna S. Mahakud	7	9	Nil	Nil
9	Pranabkanti Dutta	6	Nil	Nil	Nil
10	Dr. Sujoy Kundu	3	3	Nil	3
11	Dr. Bindheswari Kalia	2	1	Nil	Nil
12	Dr. Dhananjay Nayak	3	7	Nil	Nil

A. Faculty Development Programmes (FDPs)

Sl. No.	Faculty Name	Programme Name	Date
1	Sashmita Nayak	One-Week Faculty Development Programme (FDP) on “Understanding India: Indian Ethos and Knowledge Systems”, Maharaja Sriram Chandra Bhanja Deo University (MSCBU), Baripada.	19–23 May 2025
		Lecture Series: “From Roots to Relevance: Integrating Indian Knowledge System into Course Curriculum Design and Implementation in Higher Education System”, held at Maharaja Sriram Chandra Bhanja Deo University (MSCBU), Baripada.	6–12 November 2025
		Lecture Series: “From Roots to Relevance: Integrating	6–12

2	Nabin Ku. Sahu	Indian Knowledge System into Course Curriculum Design and Implementation in Higher Education System”, held at Maharaja Sriram Chandra Bhanja Deo University (MSCBU), Baripada.	November 2025
		One-Week Faculty Development Programme on “Understanding India: Indian Ethos and Knowledge Systems” Maharaja Sriram Chandra Bhanja Deo University (MSCBU), Baripada.	19–23 May 2025
3	Abhipsa Pattanayak	One-Week Faculty Development Programme (FDP) on “Understanding India: Indian Ethos and Knowledge Systems”, Maharaja Sriram Chandra Bhanja Deo University (MSCBU), Baripada.	19–23 May 2025
		Five-Day International Faculty Development Programme, organised by the Department of English, Velammal College of Engineering and Technology (Autonomous), Madurai, in association with Globethics, Geneva, Switzerland, conducted online	24–28 February 2025
		Five-Day Online Faculty Development Programme on “Empowering Educators for a Holistic Future”, organised by the Internal Quality Assurance Cell (IQAC), Durgapur Women’s College, in collaboration with IQACs of Rammohan College, Khandra College, Jibantala Rokeya Mahavidyalaya, and Victoria Institution (College)	23–27 June 2025
		One-Week National Faculty Development Programme on “Between the Veil and the Voice: Theorizing Gendered Longing and Silence in Turkish Narratives”, conducted online	25–30 August 2025

B. Participation in Seminar/Conferences/ Training Programmes

Sl. No.	Faculty Name	Programme Name
		6 th International Conference Food in Sharada University, New Delhi in 28 th -30 October 2025

1	Dr. Sujata Panda	National Conference on Yog-AI: Transforming AI with Ancient Wisdom, organised by the Ministry of AYUSH, 13 th march 2026 in Vigyan Bhavan, New Delhi
		One-Day Seminar on “Yoga for Wellness, Wisdom and World Peace”, 9 th April 2026 in Maharaja Sriram Chandra Bhanja Deo University (MSCB University), Baripada.
		State Conference “Vikash Manthan 1.0: Governance in Action”, in 27 th to 28 th 2026 in Lok bhavan, Bhubaneswar, Odisha
2	Dr. Sujoy Kundu	PM-USHA Sponsored Two-Day National Seminar on “Peace and Value Education in Light of NEP 2020: Towards Holistic, Humane and Equitable Learning” in Maharaja Sriram Chandra Bhanja Deo University (MSCBU), Baripada in 9 th –10 th March 2026.
		PM-USHA Sponsored Lecture Series: “From Roots to Relevance: Integrating Indian Knowledge System” in Maharaja Sriram Chandra Bhanja Deo University (MSCBU), Baripada in 6 th –12 th November 2025
		National Seminar on “Legal Awareness Generation: Abating the Tradition of Witch Hunting in Odisha”, 22 nd Nov 2026 by CDOE, Maharaja Sriram Chandra Bhanja Deo University (Maharaja Sriram Chandra Bhanja Deo University (MSCB University), Baripada), Baripada
3	Abhipsa Pattanayak	Faculty Enrichment Programme: Three-Day National Level Workshop on “Research Methodology”, organised by the Department of English, Kristu Jayanti (Deemed to be University), Bengaluru, 19–21 August 2025
		Lecture Series: “From Roots to Relevance: Integrating Indian Knowledge System (IKS) into Higher Education Curriculum”, organised by the Human Resource Development Centre (HRDC) under PM-USHA sponsorship in Maharaja Sriram Chandra Bhanja Deo University (MSCBU), Baripada during 6 th –12 th November 2025.
		Two-Day Skill Development Programme on “Mastering Inclusive ODL: Policy to Practice”, organised by the Centre for Distance and Online Education (CDOE), Maharaja Sriram Chandra Bhanja Deo University (MSCBU), Baripada in 27 th –28 th October 2025

		One-Day Awareness Programme on “Legal Awareness Generation: Abating the Tradition of Witch Hunting in the State of Odisha”, sponsored by PM-USHA organized by CDOE, Maharaja Sriram Chandra Bhanja Deo University (MSCBU), Baripada in 22 nd Nov 2026
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C. Presentation – Seminar / Conferences

Sl. No.	Presenter Name	Name Of the Event	Title Of the Paper	Date & Duration	Organized By
1	Pritilagna S Mahakud	International Conference on <i>Technological Advances and English Studies: Interdisciplinary Approaches</i>	Courtroom Narratives and Convergence Culture in India	27 th to 28 th June 2026	SKR College, Constituent Unit of Munger University, Bihar, In Collaboration with Greater Toronto, Canada
		International Conference on <i>Rethinking Humanities and Social Sciences: Literature, Language, Culture, Technology and Global Futures</i>	Algorithms And Aesthetics: Reimagining Kalidasa and Spenser Through Human-Machine Interaction	23 rd May 2026	English Language Teachers' Association of India
		2 Days International Conference on <i>Global Conservations: Literature, Language & Culture Today</i>	Literature In Warming World: Climate Narratives in Desai, Roy & Ghosh	26 th to 27 th Feb, 2026	St. Xavier's Autonomous College, Tamil Nadu
		2 Day International Conference on Exploring the Exploited Entities: Gender, Race, Class & Environment in Contemporary Literature	Cities Of Smoke and Silence: Voices from The Victorian Slums	6 th to 7 th Feb, 2026	Netaji Subhash Chandra Bose Govt. College, Sambalpur, Odisha
		3 Days International Conference on Voices from Margins: Local and	The Ghost in The Achieve: Rewriting History Through Supernatural Lens	22 nd to 24 th Jan, 2026	Department Of English, Ravenshaw University, Cuttack, Odisha

		Global Perspectives			
		National Conference on Teaching English Literature in the Digital Era (NCTELDE-2026)	Next-Generation English Learning: The AI Revolution	27 th June, 2026	Learnixthrive
		National Seminar on Exploring the New Terrains of Ecocriticism: Concept, Context and Content	From Himalayan Hermitages to Faerie Realms: Green and Blue Humanities in Kalidasa and Spenser	18 th March, 2026	K.K.S. Women's College, Balasore, Odisha
		International Seminar on Gamut of Voices: Exploring the Polyphony of Intersections of Literature, Society, And Language	Epic Polyphonies: Ethical And Aesthetics Dimensions in Spenser and Kalidasa	22 nd Aug, 2025	Virudhunagar Hindu Nadras' Senthikumara Nadar College, Virudhunagar
		International Conference on <i>India's Pathway to Sustainable Development</i>	The Literary Green Trail	19 th & 20 th April, 2025	Department Of Economics, MSCB University
		3 Days International Conference on <i>Human, Animal and Natural History: An Ecocritical Approach to World Literature</i>	Nature And Femininity in Modern Indian Literature	29 th to 31 st Jan, 2025	Department Of English, Ravenshaw University, Cuttack, Odisha
		National Seminar	The Poet as Historian: Kalidasa and Spenser in The Mirror of Time	5 th & 6 th Dec, 2025	Utkal University
		National Seminar	Whispers Of the Ancients: Indian Indigenous Temples as the Guardians of Culture and Spirituality	17 th - 18 th March, 2025	Department Of English and Santali, MSCB University
		National Seminar on Intersection of Psychology and	Between Sin and Salvation: The Literature of	28 th March, 2025	K.K.S. Women's College, Balasore, Odisha

		Literature in Contemporary Literature in English: Themes & Perspectives	Redemption		
		State-Level Conference on Students Mental Well-Being: Issue and Concern	Balancing Books and Budgets: Academic and Financial Stress in Student's Wellbeing	7 th – 8 th Feb, 2025	Department Of Psychology, MPC Autonomous College, Baripada
		National Seminar on Women Empowerment for Viksit Bharat: The Way Forward	Beyond The Script: Theatrical Narratives in The Journey of Women Empowerment	4 th – 5 th April, 2025	Department Of Social Work, MSCB University
2	Dr. Sujoy Kundu	Two Days National Seminar On “Tribal Development Through Preservation of Their Culture: Contemporary Issues and Discourses”	A Folkdance Is an Identity of a Tribal Community of Jharkhand: A Case Study of West Singhbhum District, Jharkhand	8th& 9th March 2025	Central University of Odisha, Koraput, And the Council of Analytical Tribal Studies (COATS), Koraput, Odisha.
		Two Days International Seminar on Bridging Theory and Praxis: Reclaiming and Reimagining Sociology	Dealing With Empowerment: The Role of Adult Literacy Among Tribal Women of Contemporary Jamshedpur, Jharkhand	4th-5th March 2025	Dept. Of Sociology, Mahatma Gandhi Central University, Bihar
3	Sashmita Nayak	National Seminar on Futuristic Methods for User-Oriented Library Advancement Using Artificial Intelligence	Expected User Services in Digital Library in the Near Future	19 th -20 th March, 2026	Dept Of Lib. And Information Science, FMU In Collaboration With OLA.
4	Nabin Ku. Sahu	National Seminar on Futuristic Methods for User-Oriented Library Advancement Using Artificial Intelligence	Applications Of Artificial Intelligence in Academic Libraries	19 th -20 th March, 2026	Dept Of Lib. And Information Science, FMU In Collaboration With OLA.
		International Conference on Modernization,	The Impact of Climate Change on Tribal Livelihood:	06th and 07th January,	Department Of Social Science, Fakir Mohan University, Balasore

5	Dr. Dhananjay Nayak	Social Change and Development: A Way Forward to Viksit Bharat-2047	A Study of Odisha	2025	
		International Conference on Revisiting Public Policy and Governance in Times of Climate Change (RPPGTCC-2025)	Adaptive Governance for Disaster Risk Reduction: Lesson from Odisha	23 rd -25 th January, 2025	NAPSIPAG, Berhampur University, Odisha
		International Seminar on Application of Psychology in The Changing World: Understanding, Implementation and Transformation	Climate Change, Food Security and Tribal Livelihood: A Micro Level Study in Keonjhar District of Odisha	14th -15th July, 2025.	Department Of Applied Psychology, Fakir Mohan University, Balasore
		International Seminar on Democracy, Development and Diversity: An Indian Perspective	Resource Politics and Tribal Land Right in Odisha: A Political Perspective	23 rd -24 th December, 2025.	Department Of Social Science, Fakir Mohan University, Balasore
		62nd All India Political Science Conference and International Seminar on We the People of Bharat,	Forest Rights and Tribal Politics in Odisha: A Critical Analysis of Forest Right Act (FRA) Implementation	27th -28th Dec, 2025	Indian Political Science Association & Kalinga Institute of Social Science (Deemed University), Bhubaneswar University), Bhubaneswar
		Two-Days National Seminar on Navigating Health Equity, Sustainability and Development: Pathways to Address the Sdgs	Food Security Issues and Malnutrition: A Case Study of Nagada Village in Jaipur District of Odisha	27th-28th January, 2025.	Department Of Anthropology, Fakir Mohan University, Balasore
		National Seminar on Emerging Bharat and Relevance of Political Philosophy of Sardar Vallabhbhai Patel	The Iron Framework: Sardar Patels Vision for Disaster Governance	9 th -10 th May, 2025.	School Of Political Science, Gangadhar Meher University, Sambalpur
		National Seminar	Polyphony,	11 th April,	Dept. Of English and

6	Abhipsa Pattanayak	on Rereading Indian Classical Texts: Hermeneutics, Translation and Contemporary Literature	Heteroglossia, And the Deconstruction of Monologic Authority in Anand Neelakantan's Retellings	2026	Sanskrit in Collaboration With IQAC, Govt. Women's College, Baripada.
		A Two-Day International Conference on Global Conservations: Literature, Language and Culture Today	Mapping Erotic-Ecological Knowledge Across Four Indian Tribal Literatures	27 th February, 2026	The Research Dept. Of English, School of Languages and Culture ST. XAVIER'S COLLEGE (AUTONOMOUS), Palayamkottai, Tamil Nadu - 627002.
		2nd International Conference On "Exploring the Exploited Entities: Gender, Race, Class and Environment in Contemporary Literature"	Bodies The Algorithm Cannot Read	6 th February, 2026	PG Department of English, Netaji Subhash Chandra Bose Govt. College, Sambalpur, Odisha, India.
		National Seminar: Negotiating Fact and Fiction: Literature as History	Narratology Of 'I' As 'We' In the Autobiographical Writings of Kamala Das, Bama, And Maya Angelou:	5 th December, 2025	Dept. Of English, Utkal University, Bhubaneswar, Odisha
		Doors And Beyond: Indigenous Knowledge, Language, And Cultural Resilience	Mahari Remembered in A Borrowed Language	9 th August, 2025	Centre For Doors Studies, Alipour Mahila Mahavidyalaya
		Biographies: Histories, Narratives, Subjects	Why Bama's Sangati Can't Be Read Without Her: Biographical Presence Beyond Intentional Fallacy	25 th July, 2025	Department Of English, Dharanidhar University, Keonjhar
		Three-Day International Seminar Titled "Envisioning Janjatiya Gaurav:	Decolonizing Birsa Munda and Adivasi Histories Through Oral Traditions And Indigenous	27 th March, 2025	Indian Council of Social Science Research (ICSSR) Organised by Durgapur Women's College (Affiliated to

		The Legacy of Birsamunda and The Decolonisation Of ‘Global’ Indigenous Studies”	Literature		Kazi Nazrul University)
		A Two-Day Online National Conference on Youth Development and Nation Building Through Literature	Beyond Beauty: Disability, Youth Empowerment, And Nation-Building In Alice Munro’s “Face”	5 th March, 2025	Rajiv Gandhi National Institute of Youth Development, Sriperumbudur, Tamil Nadu
		One Day National Seminar on Intersection of Psychology and Literature in Contemporary Literature in English: Themes and Perspectives	Madonna-Whore Dichotomy in Kristen Roupenian’s ‘Cat Person’	28 th March, 2025	K.K.S Women’s College, Balasore, Odisha
		Intersection Of Literature and Censorship in Modern Society Conference	Silencing The Uncomfortable: Trials Of Manto, Nasrin and Rushdie	26 th April, 2025	Istanbul Bilgi University, Istanbul, Turkey
		International Conference on India’s Pathway to Sustainable Development	The Rooster Coop; Labour Commodification and Social (Un) Sustainability in The White Tiger.	19 th April, 2025	Department Of Economics, Maharaja Sriram Chandra Bhanja Deo University (Erstwhile North Orissa University), Baripada, Odisha

D. Academic Research Papers Published/ Journals

Sl.no	Authors Name	Title of the Paper	Year of Publication	Journal Name	Volume & Issue no.	Page Range
1	Pritilogna S Mahakud	Himalayan Hermitages to Faerie Realms: Green and Blue Humanities in Kalidasa and Spenser	June, 2026	<i>RJOE Orav’s</i>	Oray’s Publication ISSN: 2456-2696	111-118
		Literature in the Digital Age: Creative Writing and Readership on	01.08.2025	<i>Sahityayan</i>	1(1) (2025) ISSN: 3117-5287	No.1

		Online Platforms				
		Literature in a Warming World: Climate Narratives in Desai, Roy and Ghosh	May, 2026	<i>Global Conservations: Literature, Language and Culture Today</i>	1 Dr. R. Princee & Dr. A. Maria Ignatius ISBN: 978-81-992587-2	p. 98
		Human-Centred ELT in the AI Era: Transforming ELT through Artificial Intelligence	May, 2026	<i>Teaching English in the Era of Artificial Intelligence: Challenges and Opportunities</i>	JTS Publications ISBN: 978-93-47100-16-1 Editors: Prof. Dr. Sirisha Sanghamitra	p. 547
		Artificial Intelligence and Machine Learning in Data Analytics: Transforming Decision-Making in the Digital Economy	May, 2026	<i>Data Analytics and Management for the Digital Economy: Innovations, Applications and Strategic Perspectives</i>	1	p. 547
		Between Sin and Salvation: The Contemporary Literature of Redemption	March, 2025	<i>Intersection of Psychology and Literature in Contemporary Literature in English: Themes & Perspectives</i>	Blue Ava Ford Publications ISBN: 978-93-93376-30-5 Editor: Dr. Narayan Surjit Behera	p. 255
		Tales of Two Worlds: The City and Village in Modern Indian Myth and Folklore	February, 2025	<i>Urban Voices and Rural Whispers: Spatial Dialectics in Global Narratives</i>	2 Shanlax Publications Editor: Rev.Fr. Dr. Godwin Rufus SJ ISBN: 978-93-6163-212-9	p. 55
2	Pranabkanti Dutta	Secondary school teachers' perceptions	2026	<i>International Journal of</i>	4(6)	183-189

	&Ranjita Pani	of digital technology: A study of experience and gender differences		<i>Versatile Research and Analysis</i>		
3	Pranabkanti Dutta, Snehasis Mohanty & Mausumi Dutta	Epistemic humility and AI: Measuring the ‘illusion of explanatory depth’ before and after Socratic chatbot interactions	2026	<i>International Journal of All Research Education and Scientific Methods</i>	14(5)	1666–1670
4	Mausumi Dutta Snehasis Mohanty, &Pranabkanti Dutta	Hyflex teaching and learning: Shaping the future landscape of higher education	2026	<i>International Journal for Multidisciplinary Research</i>	8(3)	1-7
5	Pranabkanti Dutta, Chakradhar Nayak & Snehasis Mohanty	A comparative study on level of educational aspiration of secondary school students of Baripada Municipality	2025	<i>International Journal of Advanced Multidisciplinary Research and Studies</i>	5(5)	236–241
6	Suprava Jena &Pranabkanti Dutta	Attitude of secondary school students towards vocational education in Mayurbhanj District	2025	<i>International Journal for Multidisciplinary Research</i>	7(5)	1-14
7	Mausumi Dutta Snehasis Mohanty, &Pranabkanti Dutta	Awareness and utilisation of open educational resources among pupil teachers in Balasore District	2025	<i>International Journal of Creative Research Thoughts</i>	13(9)	951–960
8	Dr. Sujoy Kundu	A Study on Socio-Economic Challenges Faced by Persons Living with Tuberculosis (TB) in Kamareddy District of Telangana State, India	June 2026	International Journal of Research and Scientific Innovation (IJRSI)	13(6)	6414-6422
		Literacy: A Critical Measure to Facilitate Tribal Women Empowerment	Feb 2026	Agency at the Margins: Development Interventions and Empowerment of Tribal Women in India	1 st Published by Nation Press	104-111
		Impact of Education on	2025	Edited book	1 st Published by	232-

		Tribal Adolescent Girls: A Study of Mayurbhanj District in Odisha		named “Gender Equity and Equality: Pathways to Empowerment	Raghav Publication, New Delhi	246
9	ବିଶ୍ୱେଶ୍ୱରୀ କଲିଆ	ଗୋପୀନାଥ ମହାନ୍ତିଙ୍କ ମାଟିମଟାଲରେ ଉତ୍କଳୀୟ	ଅଗଷ୍ଟ - ୨୦୨୫	ବେଦାନ୍ତି ISSN-2582-208X	11(08/2025)	୨୧୮-୨୨୫
		ବୀଣାପାଣି ମହାନ୍ତିଙ୍କ ଅପହଞ୍ଚିଆକାଶ	ଜାନୁଆରୀ ୨୦୨୬	SJSL ISSN 2320-1479	2	୧୭-୨୨
10	Nabin Ku. Sahu	User Certis faction with Library Facilities and Services: A survey among the Students of MSCBU University, Baripada, Odisha	2025	Indian Journals of Information, Library and Society	38(1&2)	174-185
11	Hrushikesh Mohanta	Kudumi sanskrutire ‘PALA’: Eka Drustipata	2025	Bibdubimarsha	1(4)	17-21
		Odisha ra Krushi Sanskruti O Loka Gita	2026	VEDANTI	11(08/2026)	366-375
12	Pradhan, B, and Nayak, D.,	Adaptive Governance for Disaster Risk Reduction: Lessons from Odisha	2025	<i>Disaster Advances</i>	18(11)	57-64
13	Pradhan. B, Kumar S., and Nayak. D	From Vulnerability to Resilience: A Systematic Review of Odisha’s Integrated Approach to Disaster Risk Reduction	2025	<i>International Journal of Disaster Risk Management</i>	7(1)	519-532
14	D. Nayak	Forest Rights and Tribal Politics in Odisha: A Critical Analysis of Forest Right Act (FRA) Implementation,	2026	<i>International Journal of Political science and Governance</i>	8(5)	348-354
15	Abhipsa Pattanayak	“Polyphony, Heteroglossia, and the Deconstruction of Monologic Authority in Anand Neelakantan’s Retellings”	08.06.2026	<i>International Journal of Research in English</i>	8(6) : PARTA P-ISSN: 2664-8717; E-ISSN: 2664-8725	43-48
		“Gilded Pedestals and Panoptic Cages: Social Location, Psychic Splitting, and the Engineering of the	27/06/2026	<i>International Journal of Multidisciplinary Trends</i>	8(6) : PART A P-ISSN: 2709-9350; E-ISSN: 2709-9369	32-37

		Female Gaze across Indian Screen Cultures”				
		“Beyond Beauty: Disability, Youth Empowerment and Nation Building in Alice Munro’s ‘Face’”	01.06.2025	<i>Conference Proceedings of the Two-Day Online National Conference on “Youth Development and Nation Building through Literature</i>	ISBN: 9788198461360	25-35
		“Mapping Erotic Ecological Knowledge across Four Indian Tribal Literatures”	26.02.2026	<i>Global Conversations: Literature, Language and Culture Today,</i>	1 ISBN: 9788199258792	50-54

E. Academic Published Book

Sl. No.	Name of the Author	Title of the Book	ISSBN/ISSN	Book Type	Publication Year	publisher
1.	Dr. Debabrata Panda	Pāṇinīyaśikṣā	978-93-5914-073-5	Edited	2026	Lokanath publisher, Baripada

9. KEY ACADEMIC INITIATIVES AND EVENTS (2025–2026)

9.1 Induction Programme (2025-26)

A. Induction Programme for PG Admission (August 2025 and February 2026)

The Centre for Distance and Online Education (CDOE), Maharaja Sriram Chandra Bhanja Deo University (MSCBU), organised Induction and Academic Orientation Programmes for the August 2025 and February 2026 postgraduate admission batches on 18 October 2025 and 24 April 2026, respectively. The programmes were organised to provide newly admitted learners with a clear understanding of the academic system, procedures, facilities, and support mechanisms available under the Open and Distance Learning (ODL) mode. The programmes also marked an important step towards ensuring that learners could begin their academic journey with proper orientation and preparedness.

The induction programme for the August 2025 batch was graced by the then Hon'ble Vice-Chancellor Prof. Pramod Kumar Satapathy, along with Prof. Kamal Lochan Barik, Chairman, P.G. Council, University dignitaries, the Director, Deputy Director, faculty members, and officials of CDOE. The programme for the February 2026 batch was attended by Prof. Pushpanjali Parida, Director, Student Welfare, and Prof. Sukanta Kumar Nayak, Director, CDOE, along with faculty members, Academic Coordinators, and officials of the Centre.

A major focus of both programmes was to familiarise learners with the structure and requirements of their respective postgraduate programmes. Faculty members and Academic Coordinators explained the syllabus, course contents, learning objectives, expected learning outcomes, self-learning materials, assignments, academic counselling, evaluation procedures, examination system, and other academic requirements. Learners were also guided regarding the functioning of CDOE and the various learner-support facilities available to them. The interaction enabled students to clarify their doubts and develop a better understanding of their academic responsibilities and the processes to be followed during their programme of study.

The programmes also provided an opportunity for direct interaction between learners, faculty members, administrators, and University authorities. Newly admitted students actively shared

their expectations, academic aspirations, and reasons for choosing postgraduate education through the ODL mode. These interactions helped CDOE understand the diverse needs of its learners and strengthened a supportive and learner-centric academic environment. In the February 2026 programme, verification of academic and admission-related documents was additionally undertaken to facilitate the completion of admission formalities and resolve document-related queries. Learner participation was further encouraged through interactive and informal activities. The February 2026 induction programme included a short cultural programme, in which students enthusiastically presented songs, shayaris, and other creative performances. Such activities helped promote interaction, camaraderie, confidence, and a sense of belonging among the newly admitted learners. Lunch arrangements for students, faculty members, and invited guests during the programmes also provided an informal setting for further academic and social interaction.

Overall, the induction programmes served as an effective platform for academic orientation, clarification of programme requirements, completion of admission-related formalities, student–faculty interaction, and learner engagement. By providing learners with essential information and an opportunity to interact with the academic and administrative teams at the beginning of their programmes, CDOE established a strong foundation for their successful participation in postgraduate education through the ODL mode. The programmes reflected the Centre’s continued commitment to providing a structured, accessible, supportive, and learner-centric educational environment.



Photographs of induction programme July –August session 2025



Photographs of induction programme January-February session 2026

B. Induction Programme for certificate course Admission (February 2026)

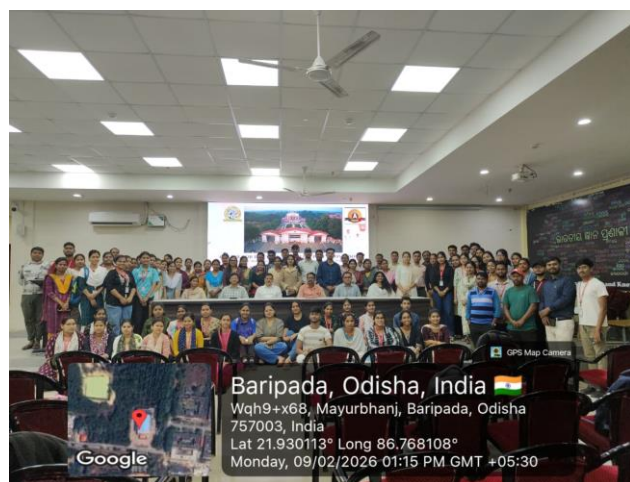
The Centre for Distance and Online Education (CDOE), Maharaja Sriram Chandra Bhanja Deo University (MSCBU), organised an Orientation Programme for newly enrolled learners of its Certificate Courses on 9 February 2026 under the guidance of Prof. Sukanta Kumar Nayak, Director, CDOE, and Assistant Professor Pratap Kumar Jena, Deputy Director, CDOE. The programme aimed to familiarise learners with the academic structure, course requirements, learning opportunities, and academic procedures of the certificate programmes.

The Director welcomed the learners and highlighted the importance of flexible and skill-oriented education in developing relevant academic and professional competencies. The Deputy Director and faculty members provided orientation on the syllabus, class schedule, assignments,

evaluation process, examination pattern, and other academic requirements. Subject-wise sessions were conducted for courses including Indian Literature in Translation, Tradition and Practices, Manuscriptology, Early Childhood Care and Education, Clinical Biochemistry and Molecular Diagnostic, Santali Language, Dietetics and Nutrigenomics, Research Methodology for Social Science, and NGO Management.

The programme also encouraged active learner participation, with students sharing their expectations, learning objectives, and professional aspirations. Faculty members addressed their queries and clarified academic requirements, enabling learners to begin their courses with greater clarity and preparedness. A lunch programme provided an opportunity for informal interaction among learners, faculty members, and CDOE officials.

Ultimately, the programme provided a meaningful academic orientation and marked a positive beginning for the certificate-course learners, reflecting CDOE's commitment to accessible, flexible, skill-oriented, and learner-centric education.



9.2 PM-USHA Sponsored Two-Day Skill Development Programme: Mastering Inclusive ODL: From Policy to Practice

The Centre for Distance and Online Education (CDOE), Maharaja Sriram Chandra Bhanja Deo University, organised a PM-USHA Sponsored Two-Day Skill Development Programme titled *“Mastering Inclusive ODL: From Policy to Practice”* on 27–28 October 2025. The programme aimed to strengthen institutional capacity and promote inclusive, learner-centric practices in Open and Distance Learning (ODL) in alignment with the objectives of NEP 2020. The programme brought together academicians, faculty members, administrators, study centre coordinators, and learners to deliberate on contemporary developments and emerging practices in ODL. The inaugural session was graced by the then Hon’ble Vice-Chancellor, Prof. Pramod Kumar Satpathya, while the keynote address was delivered by Prof. Niradhar Dey, IGNOU, who highlighted the significance of inclusive and accessible approaches in distance education. The two-day programme comprised expert lectures and technical sessions on inclusive pedagogy, learner support services, digital education, assistive technologies, quality assurance, online assessment, Learning Management Systems (LMS), and innovative teaching-learning practices. Emphasis was placed on developing flexible and accessible learning environments for learners from diverse social, geographical, and educational backgrounds. The programme concluded with a valedictory session, including the felicitation of faculty members from various study centres for their contributions to distance education and the distribution of participation certificates. The programme served as an important capacity-building initiative towards strengthening quality, inclusiveness, accessibility, and learner engagement in ODL.





9.3 National Seminar on Legal Awareness Generation Programme: Abating the Tradition of Witch Hunting in the State of Odisha

As part of its commitment to social justice, legal literacy, and community awareness, the Department of Social Work, Centre for Distance and Online Education (CDOE), Maharaja Sriram Chandra Bhanja Deo University, organised a PM–USHA Sponsored National Seminar on “Legal Awareness Generation Programme: Abating the Tradition of Witch Hunting in the State of Odisha” on 22 November 2025.

The seminar provided an academic and interdisciplinary platform to examine the persistent social problem of witch hunting and its implications for human rights, gender justice, social dignity, and community well-being. Eminent academicians, judicial officers, legal experts, policymakers, administrators, representatives of the District Legal Services Authority, district administration, and law enforcement agencies participated in the programme and shared their perspectives on the legal and socio-cultural dimensions of the practice. Through keynote addresses, technical sessions, and interactive deliberations, the seminar examined the socio-cultural factors underlying witch hunting and discussed legal safeguards, policy interventions, victim protection mechanisms, gender-sensitive approaches, and community-based strategies for prevention and rehabilitation. A significant scholarly outcome of the seminar was the publication of an Abstract Book containing 53 research abstracts, reflecting academic contributions from researchers, legal professionals, and academicians from diverse disciplines. The deliberations emphasised the need for coordinated efforts among higher educational institutions, government agencies, legal authorities, civil society organisations, and local communities to address and eliminate

entrenched social practices. The seminar thus contributed to strengthening legal awareness, academic discourse, and social responsibility, reaffirming the role of higher education as an important instrument for social transformation and the promotion of justice and human dignity.



9.4 World AIDS Day Observation: Promoting Awareness, Compassion and Responsible Living

The Centre for Distance and Online Education (CDOE), Maharaja Sriram Chandra Bhanja Deo University, observed World AIDS Day on 1 December 2025 with the objective of promoting awareness regarding HIV/AIDS prevention, early detection, stigma reduction, and responsible living. The initiative reflected the Centre's commitment to public health awareness, social responsibility, and meaningful community engagement. As part of the observance, CDOE

organised a community awareness rally in the neighbourhood surrounding the University campus. Faculty members and students actively participated in the rally, carrying awareness placards and disseminating messages aimed at promoting scientific understanding of HIV/AIDS and dispelling prevalent myths and misconceptions. Particular emphasis was placed on reducing stigma and discrimination against people living with HIV/AIDS and encouraging an inclusive, compassionate, and supportive social environment. The initiative also highlighted the importance of informed decision-making and responsible health practices. The observance demonstrated CDOE's commitment to extending education beyond the classroom through community-oriented initiatives. By engaging directly with the local community, the programme strengthened the University's social outreach and encouraged learners to contribute meaningfully as socially responsible and informed citizens.



9.5 Faculty Training and Development of Guidelines for Self-Learning Material (SLM) Preparation

The Centre for Distance and Online Education (CDOE), Maharaja Sriram Chandra Bhanja Deo University, undertook a faculty-oriented academic initiative on 27 January 2026 for strengthening and standardising the preparation of Self-Learning Materials (SLMs) for Open and Distance Learning (ODL). The initiative aimed to establish a common academic and pedagogical framework for the preparation, presentation, review, revision, and quality assurance of SLMs across different programmes.

The initiative was conducted under the academic leadership of Prof. Sukanta Kumar Nayak, Director, CDOE, and Dr. Pratap Kumar Jena, Deputy Director, CDOE, with the participation of concerned faculty members. Mr. Pranabkanti Dutta, Assistant Professor, Department of Education, CDOE, delivered an academic presentation on the structure, essential components, and pedagogical significance of SLMs in facilitating independent and self-directed learning. The training emphasised that effective SLMs should be self-explanatory, self-contained, self-directed, self-motivating, and self-evaluating. The presentation covered eight major components of an effective SLM, namely learning objectives, assessment of prior knowledge, learning activities, feedback, examples and illustrations, self-assessment/in-text questions, summary/key points, and study guidance. Particular emphasis was placed on learner-centred instructional design, measurable learning outcomes using Bloom's Taxonomy and the ABCD approach, appropriate learning activities, contextual examples, feedback mechanisms, and effective self-assessment.

Following the training, existing SLMs were reviewed to identify areas requiring academic, pedagogical, structural, and editorial improvement. The review focused on syllabus alignment, content comprehensiveness, organisation of blocks and units, learning objectives, self-assessment questions, suggested readings, figures and flowcharts, language and presentation, formatting, and overall learner accessibility. The observations emerging from the review were subsequently used to develop a comprehensive institutional guideline for SLM preparation and revision. Ms. Abhipsa Pattanayak, Assistant Professor, Department of English, contributed to the preparation and consolidation of the guideline. The guideline provides common standards for the academic structure and presentation of SLMs while allowing necessary flexibility for discipline-specific requirements. It covers the organisation of blocks and units, preliminary pages, learning objectives, conceptual presentation, summaries, key terms, unit-end questions, suggested readings, figures and tables, referencing, and editorial consistency. The prescribed framework also emphasises the use of appropriate examples, illustrations, activities, self-assessment mechanisms, and study guidance to support independent learning.

The initiative established an iterative quality-enhancement process comprising presentation, faculty understanding, SLM review, identification of gaps, guideline development, standardised revision, quality assurance, and periodic improvement. It therefore shifted SLM preparation from individual subject-based practices towards a more systematic and institutionally standardised

academic process. The initiative is expected to promote greater consistency in SLM preparation, improve curriculum and learning-outcome alignment, strengthen learner engagement and self-evaluation, enhance academic and editorial quality, and provide faculty members with a common institutional reference for preparing, reviewing, and revising SLMs. It also reinforces CDOE's commitment to developing academically rigorous, learner-centred, accessible, and quality-assured learning resources for ODL learners.

Overall, the faculty training and subsequent development of institutional guidelines represent an important academic quality-enhancement initiative of CDOE. The process reflects the Centre's commitment to continuous review, collaborative academic responsibility, standardisation, and improvement of Self-Learning Materials for effective and learner-centred Open and Distance Learning.



9.6 Academic Review and Quality Enhancement of Self-Learning Materials (SLMs)

During the academic year 2025–2026, the Centre for Distance and Online Education (CDOE), Maharaja Sriram Chandra Bhanja Deo University, undertook a systematic review and quality enhancement of its Self-Learning Materials (SLMs) to ensure academic quality, curriculum alignment, learner accessibility, and effectiveness in the Open and Distance Learning (ODL) environment. The initiative was carried out under the academic guidance of Prof. Sukanta Kumar Nayak, Director, CDOE, with the active involvement of CDOE faculty members, senior expert

faculties, and subject specialists.

The review process focused on academic accuracy, alignment with approved syllabi, learning outcomes, clarity of language, logical organisation of content, pedagogical effectiveness, self-assessment, academic references, practical relevance, and overall learner usability. The process extended beyond editorial correction and emphasised the development of SLMs as structured and learner-centred resources capable of supporting independent and self-paced learning.

In the first phase, the SLMs of the five initially approved postgraduate programmes—English, Master of Social Work (MSW), Odia, Sanskrit, and Economics—were reviewed. Subject-specific pedagogical approaches were incorporated to improve the quality and effectiveness of the learning materials. The review included contextual explanations, practical and field-based examples, language support, glossaries, analytical exercises, contemporary illustrations, and application-oriented content according to the requirements of the respective disciplines. In the second phase, the review framework was extended to the newly introduced programmes, namely Education, Master of Library and Information Science (MLIS), Anthropology & Tribal Studies (ATS), Yoga and Naturopathy, History, Commerce, Political Science, and Santali. The review of these programmes focused on curriculum compatibility, disciplinary accuracy, pedagogical suitability, contextual relevance, practical application, instructional sequencing, and learner accessibility. Appropriate discipline-specific instructional approaches and learning-support elements were incorporated to strengthen the effectiveness of the SLMs.

The review was conducted through periodic academic interactions and review sessions during March, April, and July, facilitating identification of gaps, faculty consultation, revision, re-examination, and standardisation. Particular attention was given to the quality of self-assessment questions, references and suggested readings, instructional presentation, terminology, and consistency in the structure of learning materials. The initiative resulted in significant improvement in the academic, pedagogical, and learner-support quality of the SLMs. It strengthened curriculum coherence, conceptual clarity, learner autonomy, self-assessment, practical orientation, academic integrity, and consistency in presentation across programmes. At the same time, the review framework allowed flexibility to address the distinctive requirements of different disciplines.

Overall, the SLM review initiative marked an important step towards establishing a continuous and systematic quality-assurance mechanism for ODL learning resources at CDOE. It reinforced the Centre's commitment to providing accessible, inclusive, academically rigorous, learner-centred, and quality-assured learning materials in support of effective Open and Distance Learning.

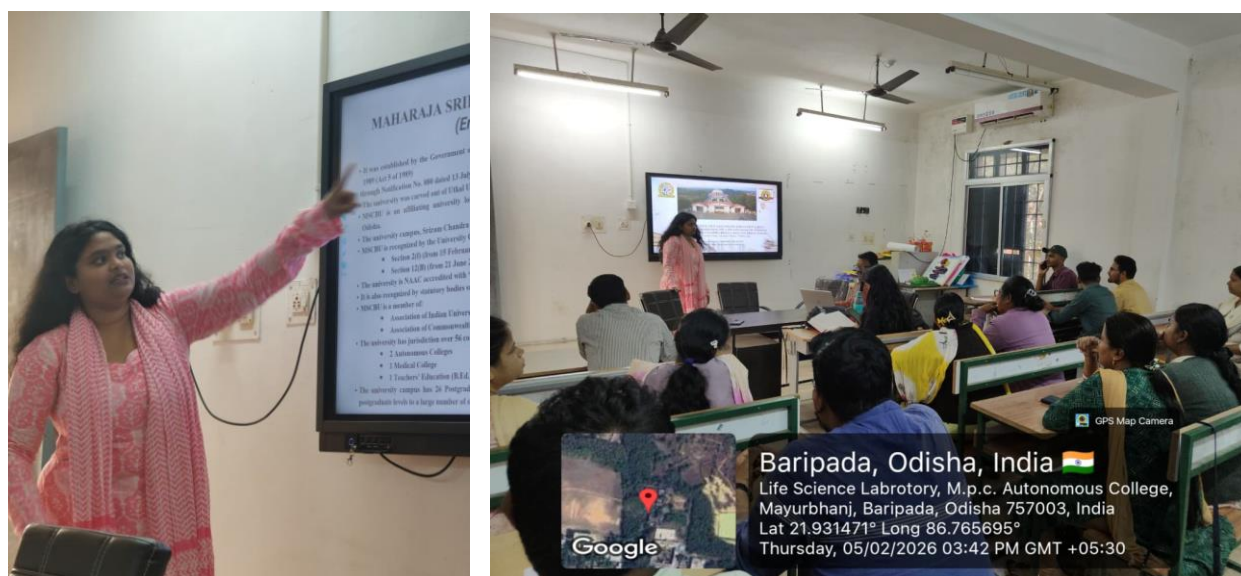
9.7 Orientation Programme for Faculty on ODL Awareness and Sensitisation

A presentation titled “Empowering Faculties for Campus Sensitization: Approaches, Content and Presentation Practices” was delivered by Ms. Abhipsa Pattanayak, Assistant Professor, CDOE, MSCB University, on 5 February 2026 as a preparatory activity for the ODL Sensitisation and Awareness Programme.

The presentation focused on equipping faculty members with the essential information and effective approaches required for conducting campus-level ODL sensitisation programmes in the affiliated colleges of MSCB University. Key areas covered included the concept, significance and advantages of Open and Distance Learning (ODL), the profile and academic activities of CDOE and MSCB University, postgraduate and certificate programmes, eligibility criteria, admission procedure, fee structure, learner support, programme outcomes and career opportunities. The presentation also emphasised the importance of clear, systematic and student-oriented communication while conducting sensitisation sessions. Special emphasis was placed on the University Learning Mission, including the provisions for supporting eligible learners through free-seat and other educational support initiatives. The presentation also explained the Dual Degree Programme Scheme, particularly the available concession for eligible students pursuing postgraduate programmes in MSCB University's affiliated colleges. Information regarding scholarship opportunities, including the availability of the State Post-Matric Scholarship for eligible learners, was also discussed to help faculty members guide students regarding financial assistance available for pursuing higher education.

The presentation further highlighted the flexibility, accessibility, affordability and inclusiveness of ODL, particularly for students who may be unable to pursue regular classroom-based education due to geographical, financial, professional or personal constraints. Faculty members

were oriented on how to explain the admission process, eligibility, programme duration, fee structure, academic support mechanisms and career prospects to prospective learners in a simple and effective manner. The presentation also covered the relevance of certificate courses for skill development and employability. The activity provided a structured framework for faculty members to effectively communicate the opportunities available through CDOE and to address students' queries relating to higher education, flexible learning, scholarships, financial support, skill development and career advancement. It served as an important preparatory exercise for the subsequent ODL Sensitisation and Awareness Programmes conducted by CDOE across various affiliated colleges in Mayurbhanj district from 10 to 17 February 2026. The orientation thus contributed to strengthening the preparedness of faculty members and establishing a consistent approach for promoting awareness about ODL programmes and the various academic and financial opportunities available to learners through CDOE, MSCB University.



9.8 ODL Sensitisation and Awareness Programme: Taking Higher Education to Every Learner

As part of its continued endeavour to expand access to higher education and promote inclusive and flexible learning, the Centre for Distance and Online Education (CDOE), Maharaja Sriram Chandra Bhanja Deo University, organised a week-long ODL Sensitisation and Awareness

Programme from 10–17 February 2026 across 19 degree colleges in Mayurbhanj district. The initiative aimed to sensitise undergraduate students to the opportunities and advantages of pursuing higher education through the Open and Distance Learning (ODL) mode. Faculty members of CDOE conducted awareness sessions, presentations, counselling, and interactive discussions with students, teachers, and institutional administrators. The programme provided prospective learners with information on the postgraduate programmes offered by CDOE in Economics, English, Odia, Sanskrit, and Master of Social Work (MSW), along with guidance on admission procedures, learner support services, self-learning materials, academic counselling, examination systems, and the flexibility of ODL. A key component of the campaign was the promotion of the University Learner’s Mission (ULM), highlighting the provision of 5% free seats in ODL programmes for eligible candidates belonging to SC, ST, Persons with Disabilities (Divyangjan), and Transgender communities. Information was also disseminated regarding the State Post-Matric Scholarship, providing financial assistance of up to ₹13,000 to eligible students, and the Dual Degree Scheme, under which eligible students pursuing postgraduate studies in affiliated colleges can avail a 50% concession on admission fees. The campaign significantly strengthened awareness of lifelong learning, educational inclusion, and flexible higher education opportunities, particularly among learners from rural, remote, and economically disadvantaged backgrounds. The initiative further enhanced CDOE’s community outreach and reaffirmed its commitment to democratising access to quality higher education through ODL.





9.9 One-Day Seminar on “Yoga for Wellness, Wisdom and World Peace”

As part of the 72 Days Countdown Programme for International Day of Yoga (IDY) 2026, the Centre for Distance and Online Education (CDOE), Maharaja Sriram Chandra Bhanja Deo University, organised a One-Day Seminar on “*Yoga for Wellness, Wisdom and World Peace*” on 9 April 2026, with the sponsorship of the Morarji Desai National Institute of Yoga (MDNIY), Ministry of AYUSH, Government of India.

The seminar provided an academic platform for academicians, yoga practitioners, faculty members, students, and wellness enthusiasts to deliberate on the role of yoga in preventive healthcare, stress management, mental well-being, holistic education, character development, and world peace. Prof. (Dr.) Dinesh Prasad Awain, Professor and Head, Department of Yogic Science, Asian Institute of Public Health University, Bhubaneswar, and Prof. Bharat Kumar

Panda, Professor and Head, Department of Education and Physical Education, Central University of Odisha, Koraput, served as key resource persons. The deliberations highlighted the integration of traditional yogic knowledge with contemporary scientific perspectives and encouraged participants to adopt yoga as a regular practice for physical fitness, emotional resilience, mental clarity, and holistic well-being. The seminar reinforced the academic and social relevance of yoga as an important component of healthy and balanced living.



9.10 Yoga Competition: Promoting Discipline, Fitness and Yogic Practices

As part of the International Day of Yoga 2026 – 72 Days Countdown Programme, the Centre for Distance and Online Education (CDOE), Maharaja Sriram Chandra Bhanja Deo University, organised a Yoga Competition at the University Indoor Stadium on 9 April 2026. The event witnessed enthusiastic participation from nearly 80 contestants, comprising university students, faculty members, staff, and school students representing various educational institutions. The competition provided an encouraging platform for participants to demonstrate their proficiency in different yogasanas and showcase essential qualities such as discipline, flexibility, balance, concentration, coordination, and precision. The participants displayed remarkable enthusiasm and commitment, reflecting their growing interest in yoga as an integral part of a healthy and balanced lifestyle.

The event also aimed to create awareness about the physical, mental, and emotional benefits of regular yoga practice. Through active participation, learners and community members were encouraged to understand the importance of incorporating yogic practices into their daily

routines for maintaining physical fitness, improving concentration, reducing stress, and promoting overall well-being. Outstanding performers were recognised with prizes and certificates in appreciation of their dedication and performance. The recognition encouraged participants to continue their engagement with yoga and inspired others to take part in similar wellness-oriented activities. The competition thus contributed significantly to promoting healthy living, physical fitness, self-discipline, mental well-being, and sustained interest in yoga among learners and the wider community.



9.11 72 Days Countdown Programme for International Day of Yoga 2026: Promoting Holistic Well-being

The 72 Days Countdown Programme for International Day of Yoga (IDY) 2026, organised by CDOE in association with the Morarji Desai National Institute of Yoga (MDNIY), Ministry of AYUSH, Government of India, culminated in a Common Yoga Protocol (CYP) on 10 April 2026. The programme aimed to promote yoga as a holistic approach to physical fitness, mental well-being, preventive healthcare, and healthy living. The mass yoga session witnessed enthusiastic participation of 626 participants, including students, faculty members, university staff, school children, and members of the general public. The session was conducted under the guidance of experienced yoga instructors Dr. Sujata Panda, Dr. Himansu Parida, Dr. Sujata Jena, Dr. Sagar Mantri, and Shri Kamal Baitha. The Common Yoga Protocol included asanas, pranayama, meditation, and relaxation practices, promoting physical flexibility, mental clarity, concentration, and overall well-being. The programme also included a press conference highlighting the significance of IDY and a special Yogasana demonstration by the Swami Vivekananda Yoga Research Centre, Baripada, showcasing advanced yogic practices. The successful organisation of the countdown programme reflected CDOE's commitment to holistic education, preventive healthcare, wellness promotion, and community engagement, while encouraging yoga as an integral part of a healthy and balanced way of life.

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ଏମ୍ଏସ୍‌ସିବି ବିଶ୍ୱବିଦ୍ୟାଳୟରେ ଅନ୍ତର୍ଜାତୀୟ ଯୋଗ ଦିବସ ୨୦୨୬ ପାଇଁ ୭୨ ଦିନିଆ ଅବଗଣତି ଶୁଭାରମ୍ଭ

ବାରିପଦା, (ସବୁଧା) : ରାଜ୍ୟ ସରକାରଙ୍କ ଆୟୁଷ ମନ୍ତ୍ରାଳୟ ଆୟୋଜିତ ୧୦୦ ଦିନ, ୧୦୦ ସହର, ୧୦୦ ଅନୁଷ୍ଠାନ କାର୍ଯ୍ୟକ୍ରମ ଅନ୍ତର୍ଗତ ବାରିପଦାର ମହାରାଜା ଶ୍ରୀରାମଚନ୍ଦ୍ର ଗଞ୍ଜଦେବ ବିଶ୍ୱବିଦ୍ୟାଳୟର ଦୂର ଓ ଅନଲାଇନ୍ ଶିକ୍ଷା କେନ୍ଦ୍ର (ବିଡିଓଲ) ରେ ଅନ୍ତର୍ଜାତୀୟ ଯୋଗ ଦିବସ ପାଇଁ ୭୨ ଦିନିଆ ଅବଗଣତି କାର୍ଯ୍ୟକ୍ରମ ଶୁଭାରମ୍ଭ ହୋଇଛି । କ୍ରମପତ୍ର ପ୍ରଦେଶର ମହେନ୍ଦ୍ର କୁମାର ମହାବିକ୍ ନେତୃତ୍ୱରେ ଆୟୋଜିତ ଏହି କାର୍ଯ୍ୟକ୍ରମରେ ଗୁରୁବାର ସୁନ୍ଦରା, ଶ୍ରୀମତୀ ବିଶ୍ୱାସୀ ପାଣି ଯୋଗ ଶାସ୍ତ୍ରକରେ ଏକ ଯୋଗ ପ୍ରତିଯୋଗିତା ଏବଂ ଆଲୋଚନାତନ୍ତ୍ର ଅନୁଷ୍ଠିତ ହୋଇଛି ।

ଶୁଭବାର ସକାଳ ୭ଟାରୁ ୭ଟା୪୫ ପର୍ଯ୍ୟନ୍ତ ବିଶ୍ୱବିଦ୍ୟାଳୟ ପରିସରରେ ଏକ ବିରାଟ ସାଧାରଣ ଯୋଗ ପ୍ରୋଟୋକଲ୍ ଅନୁଷ୍ଠିତ ହୋଇଛି ।

ଅନୁଷ୍ଠିତ ହେବ । ଏଥିରେ ବିଶ୍ୱବିଦ୍ୟାଳୟ ଅନୁବନ୍ଧିତ କଲେଜ ଓ ସ୍କୁଲର ଛାତ୍ରଛାତ୍ରୀ, କର୍ମଚାରୀ ଏବଂ ସାଧାରଣ ଜନତାଙ୍କ ପାଇଁ ୫୦୦ରୁ ୧୦୦୦ ଜଣଙ୍କର ଅଂଶଗ୍ରହଣ ହେବ ବୋଲି କୁଳପତି ସୂଚନା ଦେଇଛନ୍ତି । ପ୍ରଧାନମନ୍ତ୍ରୀ ନରେନ୍ଦ୍ର ମୋଦୀଙ୍କ ପରାମର୍ଶ ଓ ୨୦୧୪ରେ ମିଳିତ ଜାତିସଂଘ ଦ୍ୱାରା ଗୃହୀତ ସଂକଳ୍ପ ଅନୁଯାୟୀ ଆରମ୍ଭ ହୋଇଥିବା ଏହି କାର୍ଯ୍ୟକ୍ରମ ଗତ ଦିନବର୍ଷ ଧରି ଚାଲିଛି । ଯୋଗକୁ ଜୀବନସାଥୀର ରୂପାନ୍ତର କରିବା ପ୍ରତିଷ୍ଠିତ କରିବା ଲକ୍ଷ୍ୟରେ ଆୟୁଷ ମନ୍ତ୍ରାଳୟ ଏହି ଦେଶବ୍ୟାପୀ ପଦକ୍ଷେପ ନେଇଛି । ମହାରାଜା ଶ୍ରୀରାମଚନ୍ଦ୍ର ଗଞ୍ଜଦେବ ବିଶ୍ୱବିଦ୍ୟାଳୟ ଏହି ଗୁରୁତ୍ୱପୂର୍ଣ୍ଣ କାର୍ଯ୍ୟକ୍ରମ ପାଇଁ ସ୍ୱାଗତ ମିଳିଥିବା ପାଇଁ କୁଳପତି ପ୍ରଦେଶର ଶ୍ରୀ ମହାବିକ୍ ସମସ୍ତଙ୍କୁ ଧନ୍ୟବାଦ ଜଣାଇଛନ୍ତି । ବିଡିଓଲ ନିର୍ଦ୍ଦେଶକ ପ୍ରଦେଶର ସୁଜାତା





9.12 Community Extension Programmes: Serving Society through Education and Compassion

As part of the International Day of Yoga 2026 – 72 Days Countdown Programme, the Centre for Distance and Online Education (CDOE), Maharaja Sriram Chandra Bhanja Deo University, organised Community Extension Programmes at Adruti Organisation, Takatpur, and Anand Marga Orphanage School, Debendrapur on 10 April 2026. The initiative reflected the University's commitment to extending education beyond the classroom and promoting social responsibility, compassion, inclusiveness, and community engagement. Faculty members, led by Prof. Sukanta Kumar Nayak, Director, CDOE, interacted with the children and institutional authorities in a supportive and engaging environment. The programme included interactive learning sessions, storytelling, reading activities, educational games, quizzes, vocabulary-building exercises, drawing, creative activities, and group discussions. Discussions on health, hygiene, positive habits, environmental awareness, and the importance of physical activity were also conducted in an age-appropriate manner.

The children actively participated in the programme and enthusiastically showcased their talents through dance performances, including Chhau, songs, poetry recitation, and cultural presentations. They also displayed their paintings, drawings, handmade crafts, decorative items, and other handicrafts, providing an opportunity to appreciate and encourage their creativity, confidence, and skill development. As a gesture of affection and encouragement, sweets, snacks, and refreshments were distributed among the children at both institutions. The interaction with the management, teachers, caregivers, and staff also provided an opportunity to understand the

institutions' educational, skill-development, welfare, and rehabilitation initiatives. Discussions further explored possibilities for future collaboration in areas such as educational outreach, digital literacy, life-skill development, career guidance, health and wellness, and awareness programmes.

The programme strengthened the University's engagement with community-based organisations and provided meaningful opportunities for experiential learning, talent development, confidence building, and social interaction. It also fostered empathy and social responsibility among faculty members and learners. The Community Extension Programmes demonstrated CDOE's commitment to integrating education with community service and human values. By engaging with children through learning, creativity, encouragement, and care, the initiative reinforced the University's vision of fostering an inclusive, compassionate, and socially responsive educational ecosystem.



10. LOOKING BACK WITH GRATITUDE, MOVING FORWARD WITH PURPOSE

The academic year 2025–26 has been a year of growth, renewal, and purposeful transformation for the Centre for Distance and Online Education (CDOE), Maharaja Sriram Chandra Bhanja Deo University. The pages of this report capture the story of an institution steadily expanding its vision of what education can achieve when it reaches beyond classrooms and conventional boundaries.

From academic programmes and self-learning resources to capacity-building initiatives, community outreach, awareness programmes, and engagement with adopted villages, the Centre continued to connect the pursuit of knowledge with the larger responsibilities of a public university, reaffirming an important truth: distance education is not defined by distance. It is defined by its ability to bring education closer—to the learner who cannot be physically present, to the community beyond the campus, to those seeking a second opportunity, a new skill, or a renewed academic aspiration. In this sense, every learner reached, every programme conducted, every partnership strengthened, and every community engaged represents another step towards making higher education more accessible, inclusive, and meaningful.

The achievements of 2025–26 provide CDOE with both confidence and responsibility as it enters the 2026–27 academic session. The coming year presents an opportunity to deepen the work already begun, embrace emerging technologies and innovative pedagogies, strengthen learner support, expand relevant academic and skill-based programmes, enhance quality assurance, and create newer pathways for collaboration and community engagement.

With the University's continued guidance and the collective dedication of its faculty, staff, academic counsellors, learners, and stakeholders, CDOE looks towards the coming session with hope, ambition, and renewed commitment. As we close the chapter of 2025–26, we do so with gratitude for the journey travelled and optimism for the journey yet to begin. The pages of this report mark an ending, but they are not the end of the story. They are the foundation for the next chapter—a chapter of wider access, stronger learning, deeper engagement, and greater possibilities.



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