



Self Study Report for NAAC Accreditation

SEPTEMBER-2016



CENTRAL UNIVERSITY OF ORISSA
KORAPUT, ODISHA
www.cuo.ac.in

Self-Study Report

**Submitted for
Accreditation (Cycle-1)**

To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
(NAAC)**

**Steering Committee
Central University of Orissa (CUO)- NAAC –SSR**

- | | |
|----------------------------|---------------------|
| Prof. Sachidananda Mohanty | Vice-Chancellor |
| 1. Dr. S.K. Palita | Chairman – SSR/NAAC |
| 2. Dr. J.K. Nayak | Deputy Chairman |

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CENTRAL UNIVERSITY OF ORISSA, KORAPUT, ODISHA

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FROM THE DESK OF VICE-CHANCELLOR

It has been rightly stated that what cannot be measured, cannot be upheld in the public domain as having value, substance, and quality. This is as true of life, as of higher education. Indeed, institutions of higher education in India and abroad are constantly urged to move towards public accreditation.

Accreditation is a process by which individuals and institutions seek approval regarding their professional conduct and behaviour through a peer group assessment. Held optional at one time, institutional accreditation has now become an essential, and indeed, integral part of the universities' life.

The Central University of Orissa, setup in 2009, was created to cater primarily the educational needs of the region. Due to a number of factors, many of which were beyond the control of the stakeholders of the University, it has made uneven progress. Happily the situation now has changed and we are poised to march ahead in notable directions.

I congratulate the NAAC Steering Committee of the CUO, its Chair and Deputy-Chair, as well as the faculty, administration, students, staff of the University for undertaking the NAAC accreditation. We are sure that aside from the desire for ranking and accreditation, we have here a valuable opportunity to reflect upon our strength and weakness. Indeed, it is by such periodical self-reflection and introspection that individuals and institutions can hope to move ahead on the path of progress.

Prof. Sachidananda Mohanty
Vice-Chancellor

EXECUTIVE SUMMARY

The Central University of Orissa (CUO) was established by an Act of Parliament in 2009. The University strives to disseminate and advance knowledge in humanities, languages, social sciences, and basic and applied sciences. It aims at promoting innovation in teaching-learning process, interdisciplinary studies, research and gives special attention to the improvement of the socio-economic conditions of the people and their academic, intellectual and cultural development. The University is located at Sunabeda of Koraput District of Odisha. The main campus at Sunabeda with an area of 430.37 acres of land spreads across two revenue villages Chikapar and Chakraliput. The Government of Odisha has made available this land to CUO, and now this land is already registered in the name of the CUO.

The University started its academic programme in the temporary campus at Landiguda, close to N.H. No. 26 in August 2009, with total 150 students enrolled in five different programmes (30 students each in M.A. English, M.A. Odia, M.A. Sociology, M.A. J&MC and M.A. /M.Sc. Anthropology). Considerable importance has been given in designing the main campus and Central Public Works Department (CPWD) is entrusted to carry out the basic civil and electrical works. The university is grateful to the Council of Analytical Tribal Studies (COATS), Koraput, a private organisation for sharing their infrastructure for starting the University, for a period of nine months. Soon after, CUO shifted to the present temporary campus at Landiguda. The building at Landiguda belongs to the Central Silk Board, Ministry of Textile, Govt. of India. The university is also thankful to the District Collector, Koraput for allowing to use their building for the purpose of Centre for Tribal Welfare and Community Development (CTWCD).

Presently, the university offers Three-Years and Two Years under graduate programmes, Five-Years Integrated Masters Programme, Two-Years Masters Programme and Research Programme (M.Phil. and Ph.D.). Three Years under graduate programmes includes Bachelor in Computer Application and Two-Years undergraduate training programme in Bachelor of Education, whereas Five-Years Integrated Masters Programme is offered in Mathematics. Two-Years Masters Programmes are offered in Anthropology, Biodiversity & Conservation of Natural Resources, Business Administration, Economics, English, Hindi, Journalism & Mass Communication, Odia, Sanskrit, Sociology, and Statistics. Research Programme includes, M.Phil. and Ph.D. Programmes in Anthropology, Biodiversity & Conservation of Natural Resources, Journalism & Mass Communication, Odia, and Sociology. The university has signed MoUs with various National/International Institutions for collaborations in the field of academics and research. The admission to all the programmes is done through National Level Entrance Examinations.

Curricular Aspects

The academic programmes of CUO are designed and implemented, in accordance with the educational policies of the Govt. of India and the global needs, while serving the cause of national development and regional requirements. The design and development of the curriculum is a democratic process with all the faculties contributing to the introduction and innovation. While revising the syllabi, due consideration is given for the student's feedback and suggestions. The culture of academic freedom and flexibility provides immense scope for introducing innovations in the curriculum to achieve the institutional vision and mission of striving for academic excellence.

The syllabus is dynamic and is constantly revamped to keep pace with the rapid developments in various fields of study, scientific and technological advancements and to meet the demands of academia, industry and society. The Choice Based Credit System provides flexibility through inter-disciplinary optional courses.

Teaching, Learning and Evaluation

Students at Central University of Orissa are admitted to various programmes strictly on the basis of merit, adjudged through the National Level Entrance Examinations following a competitive and transparent admission process. The University strictly implements the reservation policies of the Government of India in its admission process. The schedule of teaching, learning and evaluation for each academic year is prepared in wide consultation with heads of the departments, with the concerned committee and adhering to the recommendations of the UGC and university ordinance. The University has adopted a participatory and learner-centric approach in its teaching-learning practice; a transparent and objective evaluation system for assessing the performance of the students. The curriculum emphasizes on instilling creativity, scientific temper and skills among the learners and increasing competency. Faculty members are encouraged to participate in Orientation Courses, Refresher Courses, and training programmes to enhance their skill and knowledge. CUO has developed a mechanism of collecting students' feedback on the teaching methods adopted and the course content. The feedbacks obtained are discussed at appropriate levels and relevant strategies are adopted to enhance the quality of education holistically. Further, the curriculum is periodically reviewed, revised and updated considering the changing needs of the industry and society.

Research, Consultancy and Extension

The university, since its inception has emphasised on research. Necessary facilities for the conduct of advanced research are being progressively added in Anthropology, Biodiversity & Conservation of Natural Resources (BCNR), Journalism & Mass Communication (J&MC), Odia, and Sociology. Candidates qualifying in national level tests such as CSIR-NET-JRF, UGC-NET-JRF, GATE, candidates with fellowships such as DST-INSPIRE, RGNF, MANF,

National Fellowship for OBC and qualified candidates of CUO national level Entrance Examination, are called for personal interview and the admission into research (M.Phil./Ph.D.) is based on their cumulative performance in the career score, entrance examination and the interview. The Doctoral Research Committee (DRC) for individual Ph.D. scholar and Research Advisory Committee (RAC) for individual M.Phil. scholar has a pivotal role in monitoring the progress of research. All the research scholars of CUO have to undergo credit courses as mandated by the UGC. Candidates who registered for research, but not getting any fellowship are provided with a monthly fellowship (UGC-Non-NET Fellowship) of Rs.8000/- for Ph.D. and of Rs.5000/- for M.Phil. in addition to subsidised hostel facility. All the scholars are encouraged to disseminate their research findings by presenting in appropriate forums like seminars, workshops, conferences, etc. CUO provides a contingency grant of Rs.10,000/- and Rs.8,000/- per annum to the scholars of sciences and humanities respectively, as per the directions of the UGC.

Apart from providing facilities to carry out research, CUO also encourages its master's students to undergo internships, and fieldwork. The significant number of students who had explored research in various institutes is a reflection of motivation provided by CUO. Considering the fact that the university started recently and located in a remote place, the progress in research frontier is significant.

Central University of Orissa has seen a steady increase in number of research and review articles published in the national as well as the international journals. Many faculties have citation index above five (05). It is expected that, the number of publications as well as the research work as citations will increase constantly in future. Formulation of intellectual property cell is under process and this will facilitate greater industry-academia interaction and collaboration. Within a short span of time, CUO had organised significant number of seminars, conferences, distinguished lectures, special lectures and outreach programmes. Moreover, the faculties are encouraged to disseminate and actively participate in the deliberations in national and international seminars /conferences.

As a part of Industry-Academia Interface activity, Central University of Orissa has taken up collaboration with Industrial giants in the neighbourhood such as Hindustan Aeronautics Limited (HAL), Sunabeda and National Aluminium Company (NALCO), Damanjodi. MoU has been signed with HAL for student internship activity, extension of healthcare facility to students of CUO, organising distinguished lectures and providing soft-skill training to employees of HAL by CUO. NALCO, Damanjodi will also extend facilities like student internship, placement of students in HRD and CSR activities.

Infrastructure and Learning Resources

The University has taken due care in providing necessary infrastructure to the students for a better learning. CUO possess sophisticated IT enabled infrastructure. Presidents' Address to

Institutions of Higher Education, important meetings, Foundation Day Lectures, signing of MoUs etc. are being organised through Video Conferencing with the support of National Knowledge Network (NKN). CUO avails e-learning resources by UGC-INFLIBNET. Initiatives have been taken for establishing ICT mode teaching in each department. Computer Centres are also available for the access of the students. The library is provided with high speed Wi-Fi facility. The departments of Anthropology, Biodiversity & Conservation of Natural Resources, Computer Science, J&MC, Mathematics, and Teacher Education have their own laboratories with high-end equipment.

The university library is well established and augmented with about **25152** text books and **1478** books are catalogued as reference books. The library is also connected to the online resource such as UGC-INFLIBNET and automated with KOHA software, which is operational since 2013. The library advisory committee meets periodically and recommends books and journals for various departments and the same is purchased with the approval of the competent authority.

The campuses of the university are well maintained. With regard to the physical ambience, the university is a newly established central university and all the buildings have been constructed recently. The buildings are systematic and day-to-day maintenance is being followed and monitored.

Student Support and Progression

Apart from teaching, prime importance and consideration is given for the progress of students. For example, students are facilitated for their higher studies, internships, job opportunities and summer projects through mentoring. The mentoring process has fared well in all the departments, due to which many students had the opportunity to pursue their projects in renowned institutes of higher learning. Regular industrial visits and educational tours have helped the students to have an exposure to other institutes of higher learning and have provided the opportunity for interaction with the experts in different domains. Encouragement is always given to the students to actively participate in inter-university competitions.

The training and outreach programmes organised by the departments have largely helped the students to sharpen their skills. For clearance in NET and other competitive examinations, students are provided coaching by subject teachers. Students are also given guidance to apply for scholarships provided by the state and central governments. More significantly, the economically weaker sections are educated and guided to apply for the scholarship schemes. In the last four years considerable numbers of scholarships have been received by the students from the state and central governments.

Students are encouraged to participate in extra-curricular and cultural programmes. Many students have earned laurels to the university by participating and winning prizes in the

cultural programmes and sports in other institutions. The students of CUO have time and again proved their mettle in all facets such as sports, cultural programmes, extra-curricular activities and co-curricular activities. University makes sure that the talents of all the students is exposed and toned by allowing the students to participate in all the events.

Grievances of the students are properly addressed through the Grievance Redressal Cell. The special needs, safety and security of women students are addressed through an Internal Complaints Committee (ICC). There are also separate cells for the students of backward and marginalised groups, physically challenged students and transgender students. Proper orientation is given to the students immediately after they join the academic session. The University, conducts regular awareness programmes for curbing the menace of ragging. Learning is blended with recreation, for example, indoor game facilities are provided for the benefit of the students. The university conducts sports and cultural events.

Governance, Leadership and Management

The Central University of Orissa has adopted democratic, transparent and participative governance approach, which enables best utilisation of collective wisdom in day-to-day functioning, as well as major decision making process. Statutory bodies have been duly constituted, and regular meetings are held. Stakeholders have been continuously engaged, and different committees have been constituted for various functions of the university. All officers, staff and faculty members of the university follow the open door policy so that all the stakeholders are able to air their grievances and provide a developmental feedback. The departments are given academic freedom and flexibility in ensuring quality of education in their respective fields. Efficient feedback system, financial audits and grievance redressal mechanisms have been implemented for ensuring transparent and smooth functioning of the university. The university strictly follows its ordinances and is committed for maintaining professional ethics and excellence in its activities.

Innovation and Best Practices

The university had adopted green campus policy. Apart from educating and insisting the students, faculty and staff of university, neighbouring villages are also appraised, to avoid and minimise the use of plastics and other polythene materials. Waste management is foremost concern of the university. A separate zone is earmarked for plantation of 30,000 indigenous varieties. Distribution of flora and fauna in and around the university campus, has been documented and constantly monitored as an indication of environmental health.

In terms of academic reforms, the departments are encouraged to periodically review and upgrade the curriculum, i.e. syllabus, teaching methods and knowledge transfer process. Every batch of students is unique and is given individual attention. The slow learners are motivated and encouraged to do their best, while fast learners are consistently monitored, for

maintaining their zeal and competency. Complacency among student fraternity is carefully observed and rooted away through the continuous formative assessment.

The Central University of Orissa adopted five villages adjacent to the University for their socio-economic development. The University conducted various programmes in these villages such as health check-up and health awareness camps, art and craft training, cleanliness drive, etc. CUO also constructed three deep bore-wells to provide drinking water and constructed septic toilets in the adopted villages. CUO also engaged some of the villagers in different works of the University on payment basis, thereby developing their financial status.

STRENGTHS, WEAKNESSES, OPPORTUNITIES AND CHALLENGES (SWOC)

Strengths

- Academic Departments are a combination of Science, Humanities, Social Sciences, Languages and Applied branches
- Faculties are from diverse research disciplines
- Commendable track record in publications by faculty
- Well equipped Laboratories
- MoU with 12 European Higher Education Institutes through European Union for Promotion of Health through Research, Applied Technology, Education and Science (EUPHRATES) in India Project, which provides opportunity for faculties and students to carry out studies, research or teaching abroad
- Research Grants to Faculty from National scientific bodies
- Research Programmes in five subjects
- Selection of meritorious students, through national level Entrance Test
- The institution has attracted students from across the country, despite its location in a remote place
- About 52.7 % of the total student strength is female
- ICT enabled classroom
- Gender sensitized environment
- Academic autonomy to the departments, in planning, designing, implementing and revising the curriculum
- Choice Based Credit System (CBCS), and Semester System for all the programmes, with due weightage on Continuous Formative Assessment and End Semester Assessments
- Library with internet and online journal access facilities
- Computer Centre in both campuses
- Effective mentor-mentee system and concern for slow learners, who are assisted through remedial coaching
- Responsive and decentralised administration
- Strict adherence to the Academic Calendar

-
- Extension and outreach activities
 - Hostels equipped with sports amenities
 - Guest House
 - Conducive academic environment
 - Uninterrupted power supply
 - Transport facility for students
 - Ramps for visually challenged students
 - Specialised toilet for differently-abled students
 - Specialised software-aided computer facility for visually challenged students

Weaknesses

- The potential for academy-industry linkage needs enhancement
- Programmes attracting international student needs to be strengthened
- While gross enrolment has increased, the low enrolment in a few departments is a point of concern
- Sports centre with dedicated and specialized Coach
- Other proposed schools have to be initiated
- Creation of Advanced Centres of Learning in selected disciplines
- MoUs with industries and national laboratories to be initiated
- International and national projects to be strengthened

Opportunities

- Koraput region is rich in flora and fauna, which provides unique opportunity for biodiversity research.
- The indigenous tribal communities in the region provide opportunity for research on their diverse culture, language and ethnobiology.
- To attract international scholars for research
- Immense scope for academic departments for inter-disciplinary teaching and research activities
- MoU with National/International Laboratories for exchange of research scholars and research support
- Koraput with beautiful landscape and scenic places provides opportunity for tourism and tourism related studies

Challenges

- Sustaining the current geographical diversity of student population, given the location of the university in a remote and rural region
- Balancing the need to serve the requirements of the local rural community with the need to train students to compete nationally and globally
- Empowering the students to thrive in a more globalized and competitive environment.
- Attracting students despite its location in a remote place

PROFILE OF THE UNIVERSITY

1. Name and Address of the University:

Name **CENTRAL UNIVERSITY OF ORISSA**
Address **Main Campus: At – Sunabeda, Koraput**
Temporary Campus: At – Landiguda, Koraput
Camp Office & Transit Accommodation: New Govt Colony, Gajapatinagar, Bhubaneswar
City **Koraput, Pin: 764021** **State: Odisha**
Website www.cuo.ac.in

2. For communication:

Designation	Name	Telephone	Email
Vice-Chancellor	Prof. Sachidananda Mohanty	06852 288200 (O) 9437568809 (M) 06852 288225 (F)	vc@cuo.ac.in , pstovc@cuo.ac.in sachimohanty@yahoo.co.in
Registrar (sub-judice)	Col. R.S. Chauhan	06852288235 (O)	registrar@cuo.ac.in
NAAC Steering Committee Chairman/Director IQAC	Dr. Sharat Kumar Palita	06852 288204 (O) 06852-252161 (R) 9438132897 (M)	skpalita@cuo.ac.in , skpalita@gmail.com
Deputy Chairman, NAAC Steering Committee	Dr. Jayanta Kumar Nayak	06852 288226 (O) 8763949846 (M)	jayanta.nayak@rediffmail.com , drnayak@cuo.ac.in

O = Office, R = Residence, M = Mobile, F = Fax

3. Status of the university:

Central University established in the year 2009 by an Act of Parliament (No.3c of 2009)

4. Type of University:

Unitary

5. Source of funding:

Central Government

6. a. Date of establishment of the university:

02-03-2009

b. Prior to the establishment of the university, was it a/an:

Not Applicable

7. Date of recognition as a university by UGC or any other national agency

S. No.	Under Section	Remark
i.	2f of UGC*	Not Applicable
ii.	12B of UGC*	
iii.	3 of UGC#	
iv.	Any others (specify)	Established by the Parliament, under the Central University Act, 2009 (No. 3c of 2009).

8. Has the university been recognized?

- a. By UGC as a University with Potential for Excellence? **No**
- b. For its performance by any other governmental agency? **No**
- c. Does the university have off-campus centres? **No**
- d. Does the university have off-shore campuses? **No**

9. Location of the campus and area

Type of Campus	Location	Campus Area (Acres)	Built up Area (sq. m)
Main Campus Area	Rural	430.37	Completed: 29992 Nearing completion: Under Construction:
Temporary Campus	Semi Urban	2.32	14000
Other campuses in the country	Nil	-	-
Campuses abroad	Nil	-	-

10. Provide information on the following: In case of multi-campus university, please provide campus-wise information.

- Auditorium/seminar complex with infrastructural facilities:

Work order has been given to CPWD to construct acoustic friendly auditorium of 1000 audience capacity.

- Sports facilities:

- Playground: **Yes**
- Swimming Pool: **No**
- Gymnasium: **No**

- Hostel:

- Boys' Hostel:
 - i. Number of Hostels: **01**
 - ii. Number of Inmates: **240**

-
- | | |
|------------------|--|
| iii. Facilities: | TV Room, Study Room, Indoor Games, Recreational Centre, Indoor and Outdoor Lawns |
|------------------|--|
- Girls' Hostel:
 - i. Number of Hostels: 01
 - ii. Number of Inmates: 240
 - iii. Facilities: TV Room, Study Room, Indoor Games, Recreational Centre, Indoor and Outdoor Lawns
 - Working Women's Hostel: Not Available
- Residential facilities for Teaching and Non-teaching Staff: No
 - Cafeteria: Available
 - Health Care Centre and nature of facilities available:

Health Centres are available in both old campus and main campus. One doctor visits regularly on alternative day to each campus. Some free medicines are given to the students and staffs.

MoU has been signed with HAL (Hindustan Aeronautics Limited), Sunabeda for using its Health Centre by the University students and staff.

University has its Ambulance, which is deployed for 24×7 in Hostels for emergency medical care.
 - Facilities like banking, post office, book shops, etc.:

Work order has been given to CPWD to construct shopping complex, where all the above facilities will be available.
 - Transport facilities to cater to the needs of the students and staff:

The University is connected by public transport facilities. Apart from the government transport, eight buses of the university have been provided for commuting of the students from a distance of 40 km. (Jeypore) from one side to 10 km (Semiliguda) from another side.
 - Facilities for persons with disabilities:

All the buildings in main campus have been provided with facility of ramp and specialised toilets. Blind students have been provided with specialised software-aided computer facility.
 - Animal House: No
 - Incinerator for laboratories:

Each laboratory has fire extinguisher cylinder, but no dedicated Incinerator for laboratories.
 - Powerhouse:

Dedicated power substations (of 250 KVA of 4 Nos., 100 KVA of one number) for three-phase uninterrupted power supply in Main campus and 100 KVA of one number in old campus. Both campuses have also dedicated power generators. In main campus, five generators (one generator of 250 KVA, two of 200 KVA, one of 100 KVA, and one of 63 KVA) and one generator of 35 KVA in the old campus have been installed.
-

- Waste management facility:

University is a polythene free campus and developing from barren land to green campus.

- **E-waste Management:** CUO being a newly established university, it is not producing any e-wastes at present. The use of pen drives is encouraged. As part of the e-waste management, it is proposed to buy new systems under buy-back scheme. However, steps have been initiated to dispose the e-wastes through an established procedure, in the near future.
- **Household Wastes/Garbage Management:** As recently both hostels are functioning from the main campus, the University has negotiated with Sunabeda Municipality Corporation to collect the household wastes and garbage.
- **Sewage Water Management:** All building of the main campus is constructed with the facility of rainwater harvesting. Similarly, each building has its own safety tanks for sewage treatment.

11. Number of institutions affiliated to the university:

Not applicable. The university is unitary.

12. Does the University Act provide for conferment of autonomy (as recognized by the UGC) to its affiliated institutions? If yes, give the number of autonomous colleges under the jurisdiction of the University :

Not Applicable

13. Furnish the following information:

Particulars	Number	Number of Students
a. University Departments	14	877
Undergraduate	2	176
Integrated Masters	1	132
Postgraduate	11	500
Research Centres on the campus (M.Phil. & Ph.D.)	05	69
b. Constituent Colleges	Not Applicable	
c. Affiliated Colleges		
d. Colleges under 2(f)		
e. Colleges under 2(f) and 12B		
f. NAAC accredited colleges		
g. Colleges with Potential for Excellence (UGC)		
h. Autonomous colleges		
i. Colleges with Post graduate Departments		
j. Colleges with Research Departments		
k. University recognized Research Institutes/Centres		

14. Does the university conform to the specification of Degrees as enlisted by the UGC?

Yes. The degrees awarded are in conformity with the guidelines of the UGC.

15. Academic programmes offered by the university departments at present, under the following categories:

S. No.	Programmes	Number
1.	UG	02
2.	PG	11
3.	Integrated Masters	01
4.	M.Phil.	05
5.	Ph.D.	05
6.	Integrated Ph.D.	NIL
7.	Certificate	NIL
8.	Diploma	NIL
9.	PG Diploma	NIL
10.	Any other (specify)	NIL
Total		24

16. Number of working days during the last academic year (2015-16): 180

17. Number of teaching days during the past four academic years

2015-16: 187

2014-15: 185

2013-14: 180

2012-13: 180

18. Does the university have a department of Teacher Education? Yes.

If yes, Year of establishment: Established in the academic year 2013-14

- a. NCTE recognition details:

Notification No. : ERC/7-160.1.1/2013/20957 Date: 20.09.2013

- b. Is the department opting for assessment and accreditation separately? NO

19. Does the university have a teaching department of Physical Education?

No.

20. In the case of Private and Deemed Universities, please indicate whether professional programmes are being offered?

Not Applicable

21. Has the university been reviewed by any regulatory authority? If so, furnish a copy of the report and action taken there upon.

No

22. Number of positions in the university:

Positions	Teaching Faculty			Non – teaching Staff	Technical Staff
	Professor	Associate Professor	Assistant Professor		
Sanctioned by the UGC	23	43	88	96	19
Recruited	NIL	01	16	21	3
Yet to Recruit	23*	42*	72*	75	16
Number of Persons working on contract basis	NIL	NIL	32	15	10

* Positions are being advertised by the early October, 2016

23. Qualifications of the Teaching Staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent Teachers							
Ph.D.	-	-	01	-	08	02	11
M.Phil.	-	-	-	-	02	-	02
P.G.	-	-	-	-	04	-	04
Temporary Teachers							
Ph.D.	-	-	-	-	5	5	10
M.Phil.	-	-	-	-	01	-	01
P.G.	-	-	-	-	16	04	20
Part-time Teachers							
Ph.D.	-	-	-	-	01	-	01
M.Phil.	-	-	-	-	-	-	-
P.G.	-	-	-	-	-	-	-

24. Emeritus, Adjunct and Visiting Professors:

Nil

25. Chairs instituted by the university: 01 (Rajiv Gandhi Chair for Tribal Studies-UGC)

26. **Students enrolled in the university departments during the current academic year, with the following details:**

Students	UG		PG		Integrated Masters		M.Phil.		Ph.D.	
	M	F	M	F	M	F	M	F	M	F
From the state where the university is located	9	7	129	159	11	7	12	15	4	5
From other states of India	0	0	1	0	0	0	0	2	0	0
NRI Students	0	0	0	0	0	0	0	0	0	0
Foreign Students	0	0	0	0	0	0	0	0	0	0
Total	9	7	130	159	11	7	12	17	4	5

27. 'Unit cost' of Education:

Year	No. of Students	Total Recurring Expenditure Unit Cost (Rs.)	
		Including Salary	Excluding Salary
XI Plan			
2008-09	150	110106.67	84553.33
2009-10			
2010-11	259	106362.93	70938.22
2011-12	330	103106.06	56078.79
XII Plan			
2012-13	397	139642.32	87022.67
2013-14	569	134601.05	81249.56
2014-15	714	101668.07	54112.04
2015-16	781	126857.87	69734.96
2016-17 (expenditure as on 30.06.16)	878	36555.80	17497.15

28. Academic Staff College: No

29. Does the university offer Distance Education Programmes (DEP)? No

30. Does the university have a provision for external registration of students? No

31. Is the university applying for Accreditation or Re-Assessment?

The University is applying for Accreditation, Cycle-1.

32. Date of accreditation: Not Applicable

33. Does the university provide the list of accredited institutions under its jurisdiction on its website? Provide details of the number of accredited affiliated/ constituent/ autonomous colleges under the university. Not Applicable

34. Date of establishment of Internal Quality Assurance Cell (IQAC) and dates of submission of Annual Quality Assurance Reports (AQAR).

IQAC: Establishment Date: 26.02.2014, Reconstituted on 22.09.2015

AQAR: Not applicable, since AQAR will be prepared only after accreditation.

35. Any other relevant data, the university would like to include.

No

Criterion I: CURRICULAR ASPECTS

1.1. Curriculum Design and Development:

Central University of Orissa has been established by an Act of Parliament of India in the year 2009. It has the primary focus of nurturing to the needs of stakeholders by delivering excellence in academic and research activities. Central University of Orissa is making significant progress towards its objective of imparting high quality education by designing and constantly developing academic curriculum structure and content in a concerted manner. The curriculum designing and development at Central University of Orissa also take into consideration the prospective future demands of higher education policies in India, social responsibilities of educated human resource, global developments, technological advancements and skill set requirement for industrial employability.

1.1.1. How is the institutional vision and mission reflected in the academic programmes of the university?

The Central University of Orissa has its academic foundations based upon the following Vision and Mission:

- **VISION OF THE UNIVERSITY**

- ✓ To develop the Central University of Orissa as an avant-grade premier University of the new millennium with a world-ethos-driven higher education agenda.
- ✓ To develop an University which strike a balance between teaching and scholarship and commitment to addressing society's educational, economic, and cultural challenges.
- ✓ To develop the University with research as its flagship identity to foster, nurture and inculcate a research culture.
- ✓ To collaborate/ forge academic alliance/partnership with flagship research institutes, universities and industries in India and abroad as envisaged in the UNESCO document.
- ✓ To create skilled workforce which can erase the invariable divide between the rural and urban needs, between the needs of the home and overseas?
- ✓ To develop a knowledge base that brings a holistic balance between indigenous needs and that of global needs.

• MISSION OF THE UNIVERSITY

- ✓ Provide quality education for all, so that we may fortify the backbone of the nation.
- ✓ Disseminate 'inclusive education' to reach the unreached.
- ✓ Advocate a wholesome symbiosis of the indigenous and the global scene.
- ✓ Uphold a strongly grounded holistic worldview of the higher education.
- ✓ Create a niche of its own.

Accordingly, the University has already formulated:

- A Policy Framework for University-Industry Linkages
- A Policy Framework for International Linkages with Universities abroad.
- A Policy Framework for the inculcation of the 'culture of quality' at all levels of governance, teaching and learning.
- To maintain quality in all levels of Academics and Administration, an Internal Quality Assurance Cell (IQAC) has been set up.

Major considerations addressed in Vision and Mission of the university are:

- provides education coherent to global trends;
- provide education through learner centric approach;
- imparting quality education;
- providing opportunities of quality education to learner community specially from lower socio- economic strata of the society;
- innovative programmes and professional enrichment;
- formation of a scholarly community by advancing, sharing and applying knowledge;
- development of thoughtful, creative, sensitive and responsible citizens and,
- to contribute to and work with a sense of commitment towards the educational, cultural, economic, environmental, health and social advancement of the region and nation.

Since its inception, the University has introduced the Choice Based Credit System (CBCS) in its course structure of each programme, which is a reflection of the vision and mission of the university. The CBCS provides flexibility for both teachers and students. It allows the learner to choose the course of their choice, learn at their own pace, undergo additional courses and adopt an inter-disciplinary approach to learning. Though, in the syllabus of every programme, there is an option of choosing two electives, from other disciplines, due to lack of proper infrastructure facility and adequate human resources this has not been completely operationalised in all programmes.

In this system, the teachers have the flexibility to introduce new courses, improve and modify the existing course content in line with the changing need of the industry and society.

The university offers academic programmes of global trends such as M.Sc. in Anthropology, M.Sc. in Biodiversity and Conservation of Natural Resources, M.Sc. in Statistics and M.A. in Economics. Most of the programmes started by the university are in the tune with global trends. The fee structure of all the programmes is minimal as compared to other institutions offering similar programmes. This provides educational opportunities for the learner community especially for those coming from the lower socio-economic strata of society.

From the year 2011, the University has started Integrated M.Sc. Programme in Mathematics to attract best talents after 10+2 level. The programmes for personal and professional enrichment have been also started. Also, programmes for soft-skill development such as spoken English, personality development, orientation for students and teachers are arranged regularly. The university has started programmes of under-graduate, post-graduate, and research degrees during a period seven years. The professional programmes such as Master of Business Administration, Bachelor of Education, Bachelor of Computer Applications, M.A. in Journalism and Mass Communication have been started and running successfully.

The Central University of Orissa has also identified its niches /areas /of programmes under the motto 'Education for Sustainable Development'. This reflects the university's commitment towards the educational, cultural, economic, environmental, health and social advancement of the region and the nation. Presently, 11 Postgraduate, 01 Integrated M.Sc., 02 Undergraduate, 05 M.Phil. and 05 Ph.D. programmes are offered under 07 Schools of Studies.

1.1.2. Does the university follow a systematic process in the design and development of the curriculum? If yes, give details of the process (need assessment, feedback, etc.).

Ever since its inception, Central University of Orissa has followed a systematic process of designing and development of different curricula. For ensuring the systematic curriculum design and development, Central University of Orissa has implemented the following steps:

- All-inclusive brainstorming sessions are organized by involving faculty, educationists from universities/research organizations, various stakeholders in the form of Industry - Academia interface, to identify the programmes relevant to national and regional needs, as well as their employability.
- The programmes identified in the brainstorming sessions are discussed in the Academic Council of the University, and placed before the Executive Council for necessary approval.

- At the outset, the university constituted curriculum development committees or each department involving experts from leading universities, research organizations for preparing the syllabus of each programmes offered by the university. Presently, the university has constituted Board of Studies for each department for development of course structure as well as course contents. In the process, feedback from students and other stakeholders is taken.
- The university arranges outreach programme at different cities and towns to aware the stakeholders about courses being offered by the university.

1.1.3. How are the following aspects ensured through curriculum design and development?

Within a short span of time, Central University of Orissa has taken significant steps for ensuring opportunity for employability, innovation and research aptitude, which are reflected through curriculum design and development. To do so, the Curricula are designed by referring standardized UGC curriculum, NCF-2005, the UGC- NET, UGC-CSIR-NET examinations and experts' suggestions. Further, while curricula were being designed and developed, feedback was also sought from the experts belonging to academia and industry. The developed curricula have been evaluated by experts with specific reference, to the needs of the global market. In the curriculum of some programme (Journalism and Mass Communication, Business Administration and Computer Application), internship programme in industry/research organization, innovative centres of pedagogy and learning has been incorporated, where students get practical training in the research area/ industrial aspect of their choice. For further development of curricula, continuous feedback is taken from course teachers specializing in respective subject areas.

The university encourages innovations through dissertations work at the postgraduate level. Students are asked to design and develop a relevant research problem under the guidance of Mentor Faculty. Subsequently, the problem is addressed by well-planned research work. The outcome of these projects is unique as students help in bring out the real solutions of local and regional problems.

Research activities have been made an integral part of the academic curricula. Separate credits are allocated for dissertation. In the pre-Ph.D. programmes, special emphasis is given on understanding of research methodology. The research methodology for pre-Ph.D. course work includes the following aspects: (i) General Research Methodology (ii) Research methods for science/social science/ humanities/ arts (iii) Subject specific Research Methodology.

1.1.4. To what extent does the university use the guidelines of the regulatory bodies for developing and/or restructuring the curricula? Has the university been instrumental in leading any curricular reform which has created a national impact?

The university follows a working document on academic issues and their implementation as designated for 15 new Central Universities, prepared by the UGC sub-committee consisting of Prof. S.P. Thyagarajan, Former Vice Chancellor, University of Madras and Dr. K.P.S. Unny, Former Registrar, JNU.

The important features of curriculum framed for various programmes are:

- Entire syllabus is divided into four parts corresponding to four semesters for the two-year programme or into six parts corresponding to six semesters for the three-year programme or into ten parts corresponding to ten semesters for the integrated programme.
- Each semester has 5-8 courses carrying a total of 20-24 credits and the course contents are divided accordingly in terms of core and elective.
- Core courses are offered by the parent Department and contain certain fixed number of courses, which are mandatory, and for the rest, the Department may offer more number of courses. The total number of core courses in a programme is between 70-80% of the credits.
- The rest of 20-30% of the credits are spread in a rational way over the courses under other types. Proper interfacing of social sciences with sciences is ensured. Choice of courses under these credits is available to the students.
- The Lecture-Practicum-Tutorial-Discussion (L-P-T-D) system has been followed for programmes involving practicals.
- Syllabus of each course is divided into units corresponding to the allotted number of credits. Generally, one credit carries one teaching learning hour during a week for theory course and two teaching learning hours during a week for practical course.
- The syllabus of each course is appended, with a list of appropriate recent reference books.
- A format of Course Structure is provided with basic information of titles of Courses, Codes of Courses and allotted credits of the Course.
- The courses and academic programmes are developed according to the UGC guidelines.
- The NCTE norms and guidelines are strictly followed for the Bachelor of Education Programme.

1.1.5. Does the university interact with industry, research bodies and the civil society in the curriculum revision process? If so, how has the university benefitted through interactions with the stakeholders?

Central University of Orissa has encouraged its Departments to have constant interactions with industry, research bodies and civil societies concerning curriculum development and revision process. However, many of the Departments of the

University are relatively young and have existed for 1-4 years only. These Departments have implemented the curricula developed by experts of the respective academic and research fields. All the Departments shall carry out the curricula revision after completion of three or five batches of Bachelors, Masters or Doctoral programmes.

1.1.6. Give details of how the university facilitates the introduction of new programmes of studies in its affiliated colleges.

The university has no affiliated colleges

1.1.7. Does the university encourage its colleges to provide additional skill-oriented programmes relevant to regional needs? Cite instances (not applicable for unitary universities).

Not Applicable

1.2. Academic Flexibility

The basic motto of the university is to disseminate knowledge to acquire wisdom, which is ensured through academic flexibility allowed to students, teachers, and other stakeholders. It is the CBCS in each semester of a programme, and the provision of elective course (Departmental Elective/Open Elective) in certain designated semester(s) provide the students of the university with academic flexibility in terms of choosing courses, thereby earning minimum number of credits. The students have liberty to choose course(s) offered by other university/institution in India or abroad through the credit transfer system of the university. The teachers are also enjoying academic flexibility in introducing innovative and value added courses in the curriculum and enriching the content of existing courses in synchronisation with the latest developments in the field.

1.2.1. Furnish the inventory for the following:

- **Programmes taught on campus:**

Sl. No.	Name of the School	Name of the Departments	Name of Programmes & Duration
01	School of Languages	Department of Odia Language & Literature	M.A. in Odia (2 yrs) M.Phil. in Odia (1yr) Ph.D. in Odia
		Department of English Language & Literature	M.A. in English (2 yrs)
		Department of Hindi	M.A. in Hindi (2 yrs)
		Department of Sanskrit	M.A. in Sanskrit (2 yrs)
02	School of Social Sciences	Department of Anthropology	M.Sc. in Anthropology (2 yrs) M.Phil. in Anthropology (1yr) Ph.D. in Anthropology

		Department of Sociology	M.A. in Sociology (2 yrs) M.Phil. in Sociology (1yr) Ph.D. in Sociology
		Department of Economics	M.A. in Economics (2 yrs)
03	School of Education & Education Technology	Department of Journalism & Mass Communication	M.A. in Journalism & Mass Communication (2 yrs) M.Phil. in Journalism & Mass Communication (1yr) Ph.D. in Journalism & Mass Communication
		Department of Teacher Education	Bachelor of Education (2 yrs)
04	School of Basic Sciences & Information Sciences	Department of Mathematics	5yr-Integrated M.Sc. in Mathematics (5 yrs)
		Department of Computer Science	Bachelor of Computer Applications (3yrs)
05	School of Biodiversity & Conservation of Natural Resources	Department of Biodiversity & Conservation of Natural Resources	M.Sc. in Biodiversity (2 yrs) M.Phil. in Biodiversity (1yr) Ph.D. in Biodiversity
06	School of Commerce and Management Studies	Department of Business Management	Master of Business Administration (2yrs)
07	School of Applied Science	Department of Statistics	M.Sc. in Applied Statistics and Informatics (2 yrs)

- **Overseas programmes offered on campus:**

At present, none of the overseas programmes is offered on campus.

- **Programmes available for colleges to choose from:**

Not Applicable

1.2.2. Give details on the following provisions with reference to academic flexibility

a. Core/Elective options:

At Central University of Orissa, on the first day of the semester, students are advised to register only for just as many courses as they can cope with but the total of the credits of the courses registered in the parent department must not be below 14 credits in any semester. A student is given time of two weeks from the date of commencement of semester to finalise her/his choice of courses which is done on individual student basis through counselling by the course instructor and the Head of the parent department by taking into account the student's progress, attendance, etc. A student thus has an opportunity to opt out of two courses within two weeks if the student wishes to take the course during the following year/semesters so as to match the load to her/his ability.

Once the choice of courses is finalised, the department communicates to the University the consolidated list of courses registered by the students, indicating separately the courses being opted, of the department within one month of the commencement of a semester. This forms the basis for application of regulations regarding attendance, SGPA / CGPA and promotion to the next semester. A student may be permitted to do certain courses in another Institution/University subject to compatibility of course content and assessment process with the prior approval of the department, and the University allows transfer of credits of such courses on the recommendation of the Dean of the school. Similar benefit is also given, on the recommendations of the Dean of the school, if a student has successfully completed a course, equivalent to a core course of the programme for which the student has registered, in a recognised Institution/University prior to joining a programme.

b. Enrichment courses:

The Central University of Orissa offers option of 'Audit Course' as Enrichment courses. These courses are opted by students in addition to the regular credit courses. The scores attained in the 'audit courses' are reflected in their grade sheets.

c. Courses offered in modular form:

Presently, Central University of Orissa does not offer any course in Modular form; however, University proposes to introduce such courses in future.

d. Credit accumulation and transfer facility:

The Ordinance of the University has provision for credit accumulation and transfer the same to other institutions, or vice versa.

e. Lateral and vertical mobility within and across programmes, courses and disciplines:

Such facility is available at present in the 5yrs Integrated M.Sc. in Mathematics.

1.2.3. Does the university have an explicit policy and strategy for attracting international students?

The university has the provision of attracting international students and researchers. An Admission Brochure is prepared indicating the list of academic courses along with eligibility, procedure of admission, admission fee and facilities available etc. This brochure is sent to different consulates to inform the prospective students, as well as is available on the University website.

- 1.2.4. **Have any courses been developed targeting international students? If so, how successful have they been? If 'no', explain the impediments.**

All the Post Graduate/ Research Courses have been designed to attract national as well as international students. The university has received some requests/queries from foreign students related to admission.

- 1.2.5. **Does the university facilitate dual degree and twinning programmes? If yes, give details.**

The University does not offer dual degree programmes.

- 1.2.6. **Does the university offer self-financing programmes? If yes, list them and indicate if policies regarding admission, fee structure, teacher qualification and salary are at par with the aided programmes?**

The University does not offer any self-financing programmes.

- 1.2.7. **Does the university provide the flexibility of bringing together the conventional face-to-face mode and the distance mode of education and allow students to choose and combine the courses they interested in? If 'Yes', give operational details.**

The university provides flexibility among the regular courses of the university. In view of the availability of various courses in the university, there is no scope of choosing courses of distant mode of education by the students.

- 1.2.8. **Has the university adopted the Choice Based Credit System (CBCS)? If yes, for how many programmes? What efforts have been made by the university to encourage the introduction of CBCS in its affiliated colleges?**

Yes. The university has adopted Choice Based Credit System (CBCS) right from the beginning. All 14 programmes are covered under CBCS. The students are encouraged to take courses of their choice across the disciplines. The credits pertaining to the subject are allotted for various programmes. In addition to these, the students are required to select courses of their choice from other departments.

- 1.2.9. ***What percentage of programmes offered by the university follow:***

- Annual system
- Semester system
- Trimester system

All the programmes offered by Central University of Orissa follow semester system.

- 1.2.10. **How does the university promote inter- disciplinary programmes? Name a few programmes and comment on their outcome.**

The university promotes inter-disciplinary programmes. The following programmes are interdisciplinary having content of other disciplines:

Sl. No.	Name of the Programmes	Inter-disciplinary courses
01	Integrated M.Sc. in Mathematics	Physics, Computer Science Odia, Hindi, English, Indian Culture and Heritage, Environmental Science, Probability Theory and Statistics -I
02	Bachelor of Computer Applications	Mathematics –I and II, English, Communicative English, Environmental Science
03	M.Sc. in Applied Statistics and Informatics	Mathematical Analysis Linear Algebra
04	MBA	Operation Research

1.3. Curriculum Enrichment:

Curriculum enrichment is the means to attain quality and value added education. Understanding the significance of curriculum enrichment, the university has the provision of periodical review and revamping of curriculum for making it socially relevant, job oriented, knowledge intensive and meeting the emerging needs of students and other stakeholders.

1.3.1. How often is the curriculum of the university reviewed and upgraded for making it socially relevant and/or job oriented / knowledge intensive and meeting the emerging needs of students and other stakeholders?

All the programmes are new and introduced first time in the university. Therefore, need for upgrading of programmes was not felt. Already the syllabi were made socially relevant. The syllabus of M.Sc. in Anthropology & M.A. in Sociology was designed to focus surveys and practical in the remote villages and community. Department of Teacher Education aims at preparing perspective teachers for this region and for all over the country by providing necessary skills and competencies in them.

The programmes are framed in view of the present and future needs of the market. In some of the programmes, internship in some industry, research organization is mandatory, so that the students may get opportunities for jobs. As a policy, the curricula of various academic programmes are knowledge intensive and topics of emerging areas of concerned discipline are incorporated.

The members of BoS are advised to consult syllabi of top universities of India and abroad. They are also advised to frame the curricula so that students can get success in national and International level competitive examinations like NET, GATE, ICS, CAT, GRE, TOEFL, IELTS etc.

1.3.2. During the last four years, how many new programmes at UG and PG levels were introduced? Give details.

- Inter-disciplinary
- Programmes in emerging areas

Year	Programme	Level
2013-2014	Bachelor of Education	UG (Inter-disciplinary)
2015-2016	M.Sc. in Applied Statistics and Informatics	PG (Inter-disciplinary)
	M.A. in Hindi	PG
	M.A. in Sanskrit	PG
	Master of Business Administration	PG (Inter-disciplinary)
	Bachelor of Computer Application	UG (Emerging Area)

1.3.3. What are the strategies adopted for the revision of the existing programmes? What percentage of courses underwent a syllabus revision?

Central University of Orissa is a young University and many of its academic and research programmes have been initiated only during last 7 years of existence. Therefore, many of the existing programmes have been in place for only 1-3 years. The syllabi for these programmes were designed with the help of experts and approved by the Academic and Executive Council. There has not been any need felt for syllabus revision. Many of the Departments are in the process of reviewing the general performance of the currently implemented syllabi and if there would be need for syllabus revision, it would be done subsequently. In Department of Teacher Education, B.Ed. course has been revised and modified as the per the suggestions made by NCTE & NCFTE-2009.

1.3.4. What are the value-added courses offered by the university and how does the university ensure that all students have access to them?

The Central University of Orissa has value added courses in its offered programmes e.g. Entrepreneurship Development, Personality Development, Human Rights, Social work, Environmental Studies, Disaster Management, Soft Skills Development, etc.

1.3.5. Has the university introduced any higher order skill development programmes in consonance with the national requirements as outlined by the National Skills Development Corporation and other agencies?

The university has not introduced any higher order skill development programmes; however, University proposes to introduce such courses in future.

1.4. Feedback System:

Feedbacks from students, faculty members, academicians, researchers and civil society constitute the cornerstone of enriched curriculum structure and contents. The university gives utmost importance to these feedbacks while redesigning the syllabi of various programmes.

1.4.1. Does the university have a formal mechanism to obtain feedback from students regarding the curriculum and how is it made use of?

Yes. The university has adopted a formal mechanism to obtain students' feedback. The Department Committee reviews the feedback of students and takes appropriate action to develop/remodel/revise course content and structures, and to modify teaching and research methodologies.

1.4.2. Does the university elicit feedback on the curriculum from national and international faculty? If yes, specify a few methods such as conducting seminars, workshops, online discussions, etc. and its impact.

Yes, Central University of Orissa has strong bonds with several international institutions of higher learning including University of Santiago de Compostela, Spain; State Universities, Central Universities and National Institutions like ICSSR, NISER, IISc, IITs to name a few and many other Institutions of State Government organisations as well as experts visiting the University. The feedback from the institutions is generated informally during discussions and interactions.

1.4.3. Specify the mechanism through which affiliated institutions give feedback on curriculum enrichment and the extent to which it is made use of.

Not Applicable

1.4.4. What are the quality sustenance and quality enhancement measures undertaken by the university in ensuring the effective development of the curricula?

All academic programmes at Central University of Orissa extending up to research programmes have to go through a process of approval starting from Board of Studies and Academic Council. After approval by the Academic Council, the course content is introduced.

CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1 Student Enrolment and Profile

2.1.1 How does the university ensure publicity and transparency in the admission process?

For a wider publicity, all the admission related notifications are published in the leading national English/local Odia newspaper as well as on the website of CUO. Further, printed brochures are circulated to different leading/autonomous colleges of Odisha. The individual departments also take the initiative to make network with a cross section of universities and academic associations sharing the details of admission process through e-fora. University website is extensively used to provide all important admission related documents including Prospectus, admission forms, admission notifications, entrance test syllabi etc. The university has also established an Information Centre for providing information details telephonically and in person.

2.1.2 Explain in detail the process of admission put in place by the university. List the criteria for admission: (e.g.: (i) merit, (ii) merit with entrance test, (iii) merit, entrance test and interview, (iv) common entrance test conducted by state agencies and national agencies (v) other criteria followed by the university (please specify).

Admissions are strictly made on the basis of merit in entrance test. For Programmes like M.Phil. and Ph.D., both entrance test and interview are conducted. The admission committee decides the weightage and criteria for admission to different programmes.

2.1.3 Provide details of admission process in the affiliated colleges and the University's role in monitoring the same.

Not applicable.

2.1.4 Does the university have a mechanism to review its admission process and student profile annually? If yes, what is the outcome of such an analysis and how has it contributed to the improvement of the process?

Yes. The university conducts annual review of admission process and the student profile through the Admission Committee. The Admission Committee reviews the whole process of admission and the profile of the students applied for different programmes and students admitted every year. This helps to identify the shortcomings in the admission process in the past and develop a better admission mechanism and guidelines. Apart from this, the members of the admission committee used to explore

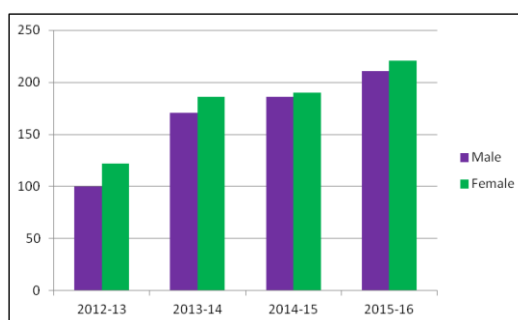
various methods to devise appropriate criteria and weightage in order to attract the quality students and to maintain transparency in admissions. Review of admission process, number of applications received, branch-wise/category-wise vacancy of seats and profile of the students helps the university to launch new programmes, increase in intake and revising policies, etc.

2.1.5 What are the strategies adopted to increase / improve access for students belonging to the following categories:

The university strictly follows the reservation criteria as per the Government of India norms, for the weaker sections like SC/ST, OBC and Persons with Disabilities (PWD) and for the wards of defence personnel and meritorious achiever in sports in admissions to various programmes. Besides the relaxation in minimum qualifications, age and in the cut-off marks, rules for the reserved category is also applied. University gives 5% bonus marks in the entrance examination to the students who claimed that he/she belongs to scheduled area as mentioned in the Indian Constitution. University has a policy that, on specific request, students from weaker sections will be exempted from the payment of tuition fees and due assistance will be provided to them. In the admissions to various programmes, students from women and various weaker sections have a sizable representation.

2.1.6 Number of students admitted in university departments in the last four academic years:

Categories	2012-13		2013-14		2014-15		2015-16	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	27	22	38	22	53	34	54	29
ST	15	17	25	14	20	20	18	19
OBC	19	16	49	44	49	42	55	58
General	39	57	59	106	64	94	85	117
Total	100	112	171	186	186	190	212	223



2.1.7 Has the university conducted any analysis of demand ratio for the various programmes of the university departments and affiliated colleges? If so, highlight the significant trends explaining the reasons for increase / decrease.

2016-17 Admission Batch				
S. No.	Programme	No. of Applications	No. of Students Admitted	Demand ratio
1	M.A. in English	129	23	6
2	M.A. in Odia	95	30	3
3	M.A. in Sociology	85	27	3
4	M.A. in J&MC	60	25	2
5	M.Sc. in Anthropology	32	14	2
6	M.A. in Economics	115	30	4
7	M.Sc. in Biodiversity	112	26	4
8	M.Sc. in Mathematics (05 yr. Integrated)	259	19	14
9	B.Ed. (Teacher Education)	10453	52	201
10	M.A. in Hindi	35	11	3
11	M.A. in Sanskrit	41	14	3
12	M.Sc. in Applied Statistics & Informatics	25	9	3
13	MBA	305	28	11
14	BCA	65	16	4
15	M.Phil. in Odia	142	6	24
16	Ph.D. in Odia	34	3	11
17	M.Phil. in Anthropology	20	5	4
18	Ph.D. in Anthropology	5	2	3
20	M.Phil. in JMC	34	4	9
21	M.Phil. in Sociology	21	4	5
22	M. Phil. in Biodiversity	58	10	6

2015-16 Admission Batch				
S. No.	Programe	No. of Applications	No. of Students Admitted	Demand ratio
1	M.A. in English	182	24	8
2	M.A. in Odia	164	30	5
3	M.A. in Sociology	104	30	3
4	M.A. in J&MC	112	28	4
5	M.Sc. In Anthropology	91	27	3
6	M.A. in Economics	173	30	6
7	M.Sc. in Biodiversity	151	29	5
8	M.Sc. in Mathematics (05 yr. Integrated)	155	30	5
9	B.Ed. (Teacher Education)	4604	100	46
10	M.A. in Hindi	43	7	6
11	M.A. in Sanskrit	20	4	5
12	M.Sc. in Applied Statistics & Informatics	102	25	4
13	MBA	210	29	7

14	BCA	19	8	2
15	M.Phil. in Odia	130	3	43
16	Ph.D. in Odia	21	1	21
17	M.Phil. in Anthropology	27	4	7
18	Ph.D. in Anthropology	8	1	8
19	M.Phil. in Sociology	58	4	15
20	Ph.D. in Sociology	14	4	4
21	M.Phil. in JMC	35	2	18
22	M. Phil. in Biodiversity	51	8	6
23	Ph.D. in Biodiversity	44	3	15
24	M.Phil. in English	86	4	22

2014-15 Admission Batch				
S. No.	Programme	No. of Applications	No. of Students Admitted	Demand ratio
1	M.A. in English	128	30	4
2	M.A. in Odia	94	32	3
3	M.A. in Sociology	179	49	4
4	M.A. in J&MC	69	24	3
5	M.A / M.Sc. in Anthropology	30	8	4
6	M.A. in Economics	120	40	3
7	M.Sc. in Biodiversity	139	29	5
8	M.Sc. in Mathematics (5yrs Integrated)	125	18	7
9	B.Ed. (Teacher Education)	6494	100	65
10	M.Phil. in Odia	108	5	22
11	Ph.D. in Odia	51	1	51
12	M.Phil. in Anthropology	23	5	5
13	Ph.D. in Anthropology	31	3	10
14	M.Phil. in Sociology	77	5	15
15	Ph.D. in Sociology	36	1	36
16	M.Phil. in JMC	59	5	12
17	Ph.D. in JMC	76	2	38
18	M. Phil. in Biodiversity	45	10	5
19	Ph.D. in Biodiversity	56	9	6

2013-14 Admission Batch				
S. No.	Programme	No. of Applications	No. of Students Admitted	Demand ratio
1	M.A. in English	157	30	5
2	M.A. in Odia	32	32	1
3	M.A. in Sociology	135	50	3
4	M.A. in J&MC	98	20	5
5	M.A / M.Sc. in Anthropology	39	11	4
6	M.A. in Economics	189	27	7
7	M.Sc. in Biodiversity	106	24	4
8	M.Sc. in Mathematics (5yrs Integrtaed)	36	30	1
9	B.Ed. (Teacher Education)	3316	100	33
10	M.Phil. in Odia	61	5	12
11	Ph.D. in Odia	61	5	12
12	M.Phil. in Anthropology	32	5	6
13	Ph.D. in Anthropology	45	4	11
14	M.Phil. in Sociology	83	4	21
15	Ph.D. in Sociology	91	1	91
16	M.Phil. in JMC	109	5	22
17	Ph.D. in JMC	117	4	29

2012-13 Admission Batch				
S. No.	Programme	No. of Applications	No. of Students Admitted	Demand ratio
1	M.A. in English	75	28	3
2	M.A. in Odia	79	28	3
3	M.A. in Sociology	190	30	6
4	M.A. in J&MC	87	30	3
5	M.A / M.Sc. In Anthropology	64	20	3
6	M.A. in Economics	78	29	3
7	M.Sc. in Biodiversity	43	20	2
8	M.Sc. in Mathematics	65	27	2

2011-12 Admission Batch				
S. No.	Programme	No. of Applications	No. of Students Admitted	Demand ratio
1	M.A. in English	40	17	2
2	M.A. in Odia	45	30	2
3	M.A. in Sociology	160	30	5
4	M.A. in J&MC	70	30	2
5	M.A / M.Sc. in Anthropology	67	30	2
6	M.A. in Economics	52	28	2
7	M.Sc. in Biodiversity	19	11	2
8	M.Sc. in Mathematics	12	9	1

Significant trends

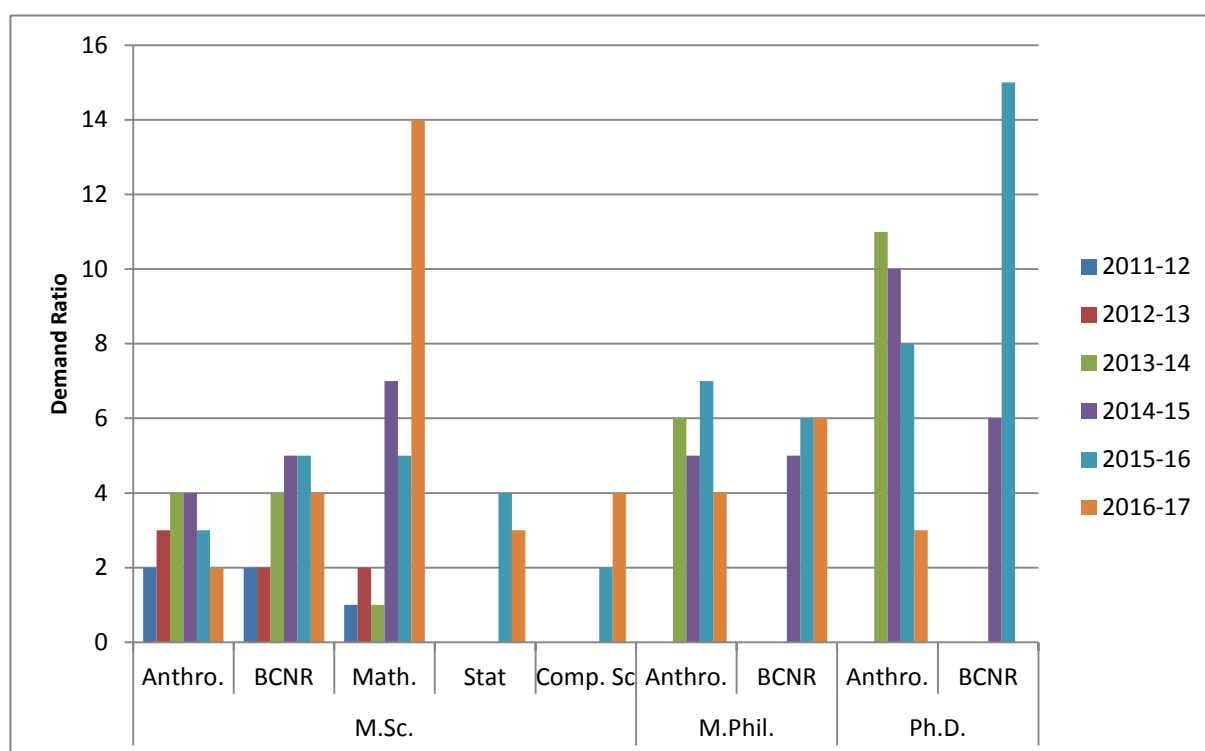


Fig. 1 Demand ratio of M.Sc., M.Phil. and Ph.D. programmes of CUO in Science Departments during 2011-12 to 2016-17.

Among the science departments, for general 2 years Master Degree, Biodiversity and Conservation of Natural Resources showed a higher demand ratio in comparison to others. 5 years Integrated M.Sc. in Mathematics has a very high demand ratio during 2013-14 to 2016-17 in comparison to others (Figure-1). Average demand ratio in Masters in Science varied between 4 to 5 per number of students admitted.

Research Programmes (M.Phil. and Ph.D.) in science subjects had a higher demand ration in relation to their Master Programmes. Among them Ph.D. Programmes in Science attracted

more students in comparison to M.Phil. programme. Average demand ratio in M.Phil. varied between 4 to 6, while it was >6 per number of students admitted in Ph.D..

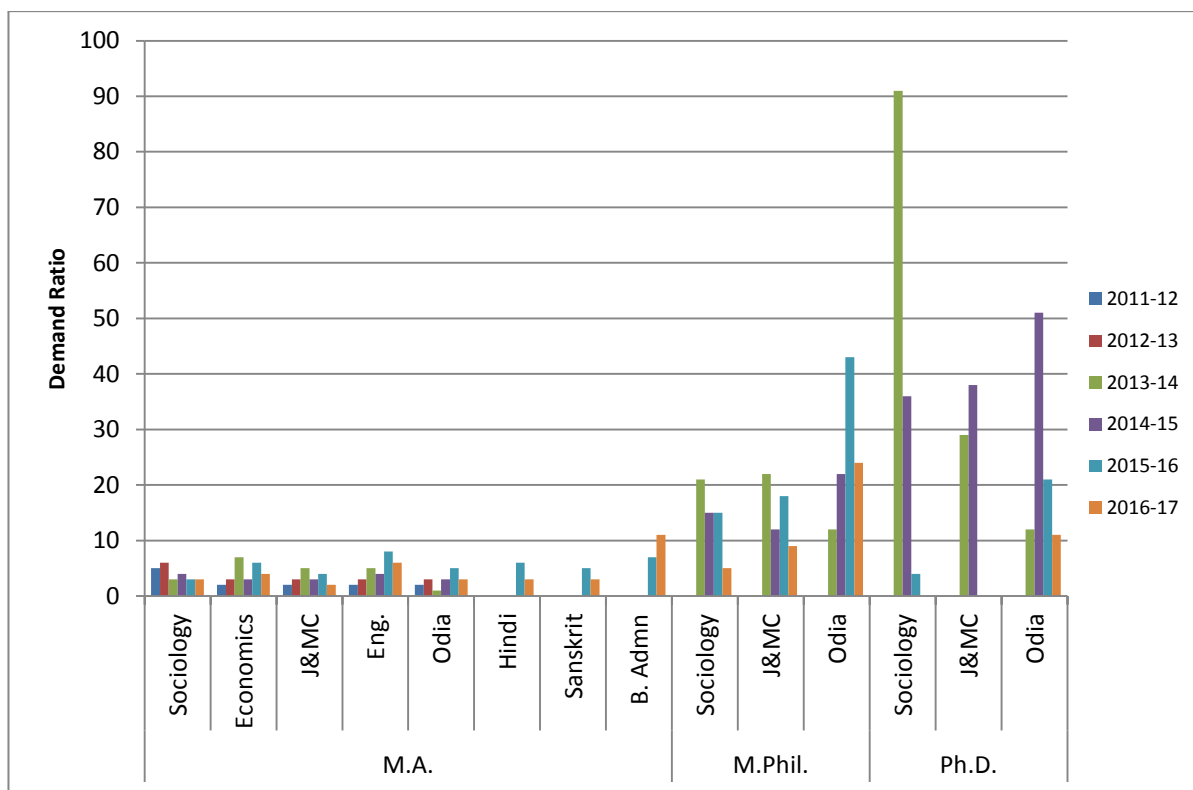


Fig. 2 Demand ratio of M.A., M.Phil. and Ph.D. programmes of CUO in Humanities and Language Departments during 2011-12 to 2016-17.

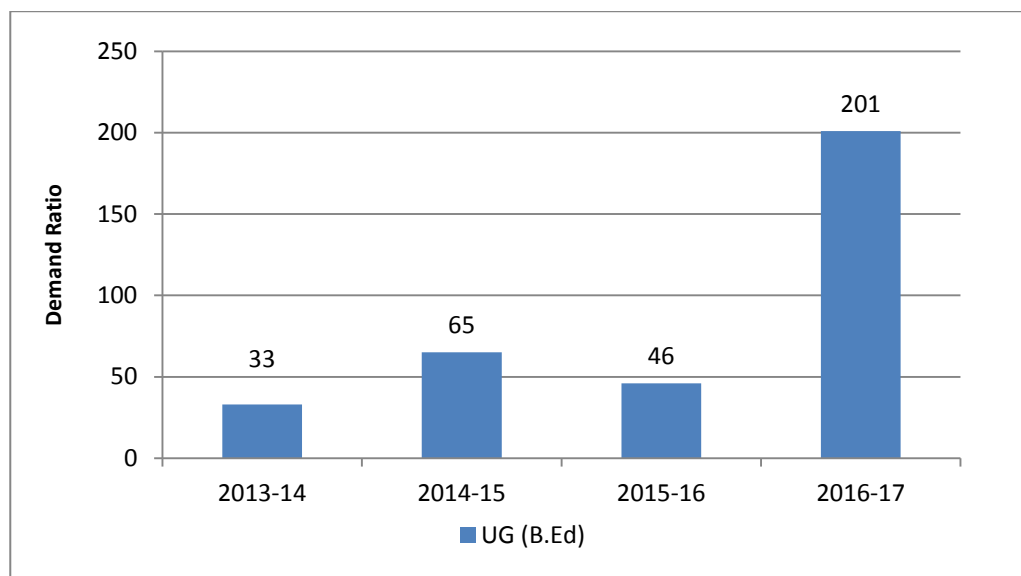


Fig. 3 Demand ratio of B.Ed. programme of CUO during 2013-14 to 2016-17.

Among the Arts subjects, English and Economics subjects had a higher demand ratio in Masters, whereas Odia language had a higher demand ratio in M.Phil. and Sociology had a maximum demand ratio in Ph.D. (Figure-2).

Among all the programmes of CUO, B.Ed. programmes attracted maximum students, with a maximum demand ratio of 201 in 2016-17.

2.1.8 Were any programmes discontinued/staggered by the university in the last four years? If yes, please specify the reasons.

No, during the last four years, the university did not discontinue any programme of study.

2.2 Catering to Student Diversity

2.2.1 Does the university organize orientation / induction programme for freshers? If yes, give details such as the duration, issues covered, experts involved and mechanism for using the feedback in subsequent years.

Yes, CUO organises induction/orientation programmes for freshers at the departmental level at the beginning of the every academic year. The duration of orientation/induction programme is one day. The focus of the orientation programme is to provide details regarding the course, curricular options, career objectives, examination system and schedules, choice of exit degrees, library and information access etc. The programme also aims to orient the students with University rules/regulations, issues of discipline, and hostel facilities. Feedback is informally collected and remedial actions are initiated for the future.

2.2.2 Does the university have a mechanism through which the “differential requirements of the student population” are analysed after admission and before the commencement of classes? If so, how are the key issues identified and addressed? Manual for Self-study Universities.

Yes, individual faculty at the departmental level assess the different requirements of the student in the form of extensive interaction with them and analyzing their performance in the class. The differential requirements of students are addressed through the tutorial classes, seminars, remedial courses, etc. The teachers in the departments give personal effort to address the problem of weaker students through remedial classes. Slow learners are highly motivated to do hard work and spent more time on studies.

2.2.3 Does the university offer bridge / remedial / add-on courses? If yes, how are they structured into the Timetable? Give details of the courses offered, department-wise/faculty-wise?

Some departments offer bridge/add –on courses. At the department level remedial classes are held to help the weak students based on the feedback taken from the students. Class timings for the remedial courses are finalized in consultation with the concerned faculty and students at department level. If majority of the students face problem in a particular subject or a paper, specialized classes are arranged either from in house or even subject experts are invited from outside to assist the students.

2.2.4 Has the university conducted any study on the academic growth of students from disadvantaged sections of society, economically disadvantaged, physically handicapped, slow learners, etc.? If yes, what are the main findings?

No. presently, it is not conducted at university level. The course teacher concerned identifies the weaker students and provides additional classes and assignments to them for improvement. However, the university has future plans to conduct such studies.

2.2.5 How does the university identify and respond to the learning needs of advanced learners?

The learning needs of the advanced learners are addressed by providing those facilities and guidance for enriching their research and professional skills. The departments also conduct seminars/workshop, lectures for advancing knowledge, skill and attitude of the students. The university library subscribes to reputed research journals covering all subjects. The university provides e-learning facilities through access to e-resources. The university campus has three computer laboratories, Wi-Fi accessibility is available in an around academic and library blocks with a high speed connectivity for better access to teaching, research and learning materials.

2.3 Teaching-Learning Process

2.3.1 How does the university plan and organise the teaching, learning and evaluation schedules (academic calendar, teaching plan, evaluation blue print, etc.)?

The university prepares academic calendar and basing on which, respective departments prepare teaching and evaluation plans (internal, term/semester examinations). The University follows Choice Based Credit System. It is a flexible system of learning which permits students to choose electives from a wide range of

elective courses offered by different departments. All Programmes are offered on the semester mode and choice based credit system (CBCS).

Choice Based Credit System (CBCS) has several unique features.

- Enhanced learning opportunities,
- Ability to match students' scholastic needs and aspirations,
- Improvement in educational quality and excellence,
- Flexibility for working students to complete the programme over an extended period of time, innovation and comparability of educational programmes across the country, etc.

An academic year consists of two semesters. The Monsoon Semester runs during July to December while the Winter Semester from January to May. Each course is designed to contain lectures / tutorials / laboratory work / seminar / project work / practical training / report writing/ Viva voce, etc or a combination of these to meet effectively the teaching and learning.

Evaluation - Central University of Orissa is adopting the 'Continuous Internal Evaluation' system, which is the central feature of the evaluation system of this university. A teacher who offers the course is the best person to assess performance of the students. However, there is mandatory mid semester and end semester evaluation and to ensure transparency, fair play and accountability, appropriate mechanisms have been devised.

2.3.2 Does the university provide course outlines and course schedules prior to the commencement of the academic session? If yes, how is the effectiveness of the process ensured?

At CUO the respective faculty in each department provides the course syllabi, course plans, outlines and schedules to the students at the beginning of the semester schedule and course material at the commencement of each semester. Faculty members prepare their hourly teaching plan (time table) and display in department notice boards. The teacher in charge of the course prepares the course outlines at the beginning of the semester indicating the following: lectures, assignments, test papers, seminar and other evaluative activities. Academic calendar and timetables of the running semester is displayed in the notice board of all departments and in the University website. Teacher - in- charge of the course ensures that the classes are conducted as per the timetable. Course outline is prepared prior to commencement of academic section. Effectiveness is evaluated to the components of continuous assessment, mainly mid

semester examination, seminars, viva-voce, presentations and projects. The effectiveness of the process is ascertained through Continuous Evaluation and Mid-Semester examination. Based on the review, the course outline is revisited.

2.3.3 Does the university face any challenges in completing the curriculum within the stipulated time frame and calendar? If yes, elaborate on the challenges encountered and the institutional measures to overcome these.

The university has an academic calendar with regard to commencement of teaching of various courses, end of the teaching and commencement of examinations, which are strictly followed by all Faculties/ Departments. Curriculum is thus, completed by all the departments well in time as per the calendar. The University or the Departments for that matter do not face any challenge in completing the stipulated courses. The calendar of events is given to each student at the beginning of the course and strictly adhered to.

2.3.4 How learning is made student-centric? Give a list of participatory learning activities adopted by the faculty that contributes to holistic development and improved student learning, besides facilitating life-long learning and knowledge management.

To make the learning student centric the following list of participatory learning activities are being adopted:

- Lectures and tutorial
- Software training and software based education
- Individual and group presentation
- Survey based field work and projects
- Multimedia learning resources
- Assignments on specific topics for self-study
- Seminars with effective use of audiovisuals and improving communication skills
- Project report preparation and submission
- Providing hands on experience to students with respect to instrumentation, survey, computing, search tools, sampling and specimen preservation
- Problem solving exercises in the laboratory / industry / field / bedside clinical discussion
- Extramural and cultural programmes to nurture social aspects of the students and appreciate heritage, tradition, culture, and values
- Case studies, simulation study, management games, small and medium business exposure, industrial visit, meet the executive programme, soft skill development programmes, quiz, elocution, debate and leadership camps.

The University departments have active subject associations and various extension activities are organized in the form of workshops, memorial lectures, expert talks, personality development programmes for holistic development and improved student learning, in collaboration with various organisations. The University also organizes the following co-curricular activities to enrich the learning and develop the overall personality of the students:

- Debate
- Essay writing competition
- Software training and education programmes
- The students are involved in the ongoing research projects relevant to paper. The students analyse the data, and write a term paper/dissertation.
- Field work- Mapping neighbourhood- the students undertake research in the neighbourhood area regarding media concentration, distribution and composition.
- The students are encouraged to value each other's contributions; to cooperate, to learn from each other, and to help each other. The emphasis is on working together, in pairs, in groups, and as a whole class. In this way, students develop a "can-do" attitude. Such an approach is effective, motivating and enjoyable.

Lectures and Interactive Sessions with eminent experts: Each department invites eminent speakers from diverse fields during each semester. This enables students to learn about the various advancements, career opportunities and interact directly with the experts. Students use this platform for clarifications, discussions, sharing of ideas/opinions and this practice is being followed at CUO since inception.

2.3.5 What is the university's policy on inviting experts / people of eminence to deliver lectures and/or organize seminars for students?

The University has invited many prominent experts to deliver lectures for students depending on requirements. CUO has a unique CUO-HAL distinguished lecture series under which experts from leading academic institutions of the country visit CUO under this Lecture Series. Normally, experts or people of eminence in various disciplines are identified by the teaching departments. With due permission of the authority; senior academicians, professionals or experts in various areas are invited and their lectures are organized. Similar procedure is adopted, by the departments in organizing seminar for the students also. The university also organizes lectures of eminent personalities where faculty and students get opportunity to listen to distinguished experts. Besides, university has a policy to invite visiting fellows and experts for longer duration too.

2.3.6 Does the university formally encourage blended learning by using e-learning resources?

The free access intranet connection in the university offers an interactive facility among the departments of study to share and support each other's needs. It provides an impetus to inter-disciplinary research and availing the database for investigative exercises in each other's domain. The students can enjoy the benefits of open source learning materials, online educative resources and special purpose software. In addition, faculty members supplement their classroom teaching and lab courses through video films, animations and simulations downloaded from internet. Adequate web resources on all the courses of study are available in the University and the CUO encourages blended teaching and learning. In addition, students are also provided e-books and soft copies.

2.3.7 What are the technologies and facilities such as virtual laboratories, e-learning, open educational resources and mobile education used by the faculty for effective teaching?

Central University of Orissa is a newly constituted young and dynamic University; the teaching- learning process makes maximum use of the technologies and facilities e.g. e- learning, open educational resources and mobile education for the best benefit of the students. The process includes the following :

- Access to internet facilities
- Monographs, latest books, journals with impact factor etc., in the library for reference
- Exposure through national and international seminars, conferences, and workshops
- The open educational resources available through web are assessed by every course teacher and are recommended to the students for further reference after considering its authenticity.
- The e-journals are made available to the student from the Central Library.
- Staff and students have access to e-resources.

2.3.8 Is there any designated group among the faculty to monitor the trends and issues regarding developments in Open Source Community and integrate its benefits in the university's educational processes?

There is no formal designated group. However, faculty members share their experiences with each other in the department and other departments. The students are encouraged to take assistance from the faculty having expertise in the relevant field.

2.3.9 What steps has the university taken to orient traditional classrooms into 24x7 learning places?

CUO provides uninterrupted Wi-Fi and networking facility which helps students to interact with the faculty. Students and Scholars are able to access the Open and Subscribed e-learning resources at any time of the day. CUO has congenial academic environment so that students can interact with faculty outside the class-room. Students are provided with mobile number and e-mail id of the faculty. Hence, they can contact teachers at any convenient time. Students are given assignments/ seminars/ surveys/ projects, so that they can work during off hours.

2.3.10 Is there a provision for the services of counsellors / mentors/ advisors for each class or group of students for academic, personal and psycho-social guidance? If yes, give details of the process and the number of students who have benefitted.

Every department has faculty counsellors assigned for each batch of students. The faculty counsellor takes care of academic and personal needs of students. Apart from this, CUO has appointed two (02) student counsellors (Male-1, Female-1) for communicating the students on different challenges faced by them at regular intervals.

2.3.11 Were any innovative teaching approaches/ methods/ practices adopted/put to use by the faculty during the last four years? If yes, did they improve learning? What were the methods used to evaluate the impact of such practices? What are the efforts made by the institution in giving the faculty due recognition for innovation in teaching?

A variety of innovative teaching practices is in use by the faculty members including tutorials, students' seminars, participatory learning and use of ICT. The innovative and participatory teaching learning process has increased the regularity and performance of the learners. Assessment is done, by the concerned faculty members and issues come out from blind feedback of students. The departments also convene their consultative departmental meetings to review the performance of students. Faculty members in the respective subjects use innovative methods to impart knowledge to the students depending upon the complexities and requirements of their course contents. Student feedback method, on use of ICT is used to evaluate the impact of such practices. One of the impacts is that more periods are available for the student seminars, group discussions and quizzes in the classes. Use of power-point projection saves time. The below mentioned innovative teaching approaches/methods/practices adopted/put to use by the faculty:

- (a) Power Point presentation
- (b) Group discussion
- (c) E-learning
- (d) Internal seminar
- (e) Indoor and Outdoor teaching

Based on the feedback obtained from the students, the faculty members were encouraged by suitably recognising their hard work.

2.3.12 How does the university create a culture of instilling and nurturing creativity and scientific temper among the learners?

Bringing research into the classroom is one of the visions of the university. CUO promotes active participation of students in research projects as a major co-curricular activity. Students are allowed to come up with innovative ideas for their dissertation work and they are encouraged to do research for their master dissertation. CUO has become a research hub encompassing all major academic disciplines. The students are inspired and motivated to explore science. The Central University of Orissa ensures creating a culture of creativity among the learners by promoting scientific temperament through inputs on problem solving issues, peer to peer interactions, organising debate, quiz and other competitions, which requires critical and rational thinking.

2.3.13 Does the university consider student projects mandatory in the learning programme? If yes, for how many programmes have they been (percentage of total) made mandatory?

Number of projects executed within the university, Names of external institutions associated with the university for student project work, role of faculty in facilitating such projects

Yes. The university considers the project work mandatory in the learning programme for different departments.

S. No.	Faculty	Programmes	Percentage of Students Project/research as mandatory course
1.	Anthropology	M.Sc. in Anthropology	100%
		M.Phil. in Anthropology	100%
		Ph.D. in Anthropology	100%
2.	Sociology	M.A. in Sociology	100%

		M.Phil. in Sociology Ph.D. in Sociology	100% 100%
3.	Economics	M.A. in Economics	100%
4.	J&MC	M.A. in J&MC M.Phil. in J&MC Ph.D. in J&MC	100% 100% 100%
5.	Teacher Education	Bachelor of Education	100%
6.	Biodiversity and Conservation of Natural Resources	M.Sc. in Biodiversity M.Phil. in Biodiversity Ph.D. in Biodiversity	100% 100% 100%

2.3.14 Does the university have a well qualified pool of human resource to meet the requirements of the curriculum? If there is a shortfall, how is it supplemented?

The University has a pool of well-qualified teachers, who are selected as per the UGC regulations. Wherever shortfall is noticed, the University makes use of the services of retired faculty from reputed universities. If there is still a shortage, the University appoints guest faculty/contract lecturers.

2.3.15 How are the faculty enabled to prepare computer-aided teaching/ learning materials? What are the facilities available in the university for such efforts?

The faculty members are conversant with computer-aided teaching and hence use all possible facilities available including the computer lab, software demo/use, power point presentations etc. The computer-aided teaching/ learning materials are prepared, by the faculty members using these facilities. Access to high-speed internet, computing and printing facilities is provided to all the faculty members to enable them to prepare computer-aided teaching/learning materials.

2.3.16 Does the university have a mechanism for the evaluation of teachers by the students / alumni? If yes, how is the evaluation feedback used to improve the quality of the teaching-learning process?

The feedback from students on the quality of teaching and performance of faculty members is obtained through the blind feedback forms provided by the university to the departments. The individual departments keep track of the teaching-learning process through regular interactions with students by the heads of the departments and senior teachers. These initiatives help in improving their retention, regularity and performance parameters.

2.4 Teacher Quality

2.4.1 How does the university plan and manage its human resources to meet the changing requirements of the curriculum?

The University provides opportunity to its faculty to organize and participate in various seminars, conferences, workshops, orientation programmes and refresher programmes throughout the year within India and abroad. The departments revise their curriculum regularly to keep pace with changing times. The faculty members are an integral part of any changes in curriculum and accordingly, they attend to the need of updating the knowledge about the course design and curriculum development. The faculty members are allowed and encouraged to undertake Orientation and Refresher courses to update their knowledge and skills.

2.4.2 Furnish details of the faculty

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent Teachers							
Ph.D.	-	-	01	-	08	02	11
M.Phil.	-	-	-	-	03	-	03
P.G.	-	-	-	-	03	-	03
Temporary Teachers							
Ph.D.	-	-	-	-	07	05	12
M.Phil.	-	-	-	-	04	-	04
P.G.	-	-	-	-	11	04	15
Part-time Teachers							
Ph.D.	-	-	-	-	01	-	01
M.Phil.	-	-	-	-	-	-	-
P.G.	-	-	-	-	-	-	-

2.4.3 Does the university encourage diversity in its faculty recruitment? Provide the following details (department / school-wise).

Department/School	% of faculty from the same university	% of faculty from other universities within the state	% of faculty from other universities outside the state	% of faculty from other countries
Odia	Nil	02	02	Nil
English	Nil	01	02	Nil
Sociology	Nil	01	02	Nil
Journalism & Mass Communication	Nil	03	02	Nil

Anthropology	Nil	02	01	Nil
Economics	Nil	02	03	Nil
Biodiversity & Conservation of Natural resources	Nil	03	01	Nil
Mathematics	Nil	02	04	Nil
Teacher Education	Nil	03	05	Nil
Hindi	Nil	Nil	02	Nil
Sanskrit	Nil	Nil	02	Nil
Statistics	Nil	01	01	Nil
Computer Science	Nil	02	Nil	Nil
Business Management	Nil	02	Nil	Nil

2.4.4 How does the university ensure that qualified faculty are appointed for new programmes / emerging areas of study (Biotechnology, Bio-informatics, Material Science, Nanotechnology, Comparative Media Studies, Diaspora Studies, Forensic Computing, Educational Leadership, etc.)? How many faculty members were appointed to teach new programmes during the last four years?

The university advertises the teaching positions at all India basis as per UGC norms in National and regional news papers. The Selection Committee is constituted by the Vice-Chancellor of the university, as per the Central University Act and provisions. Based on qualification and performance in the interview, committee recommends the appointment of teachers. Recommendations are approved by the Executive Council and then appointment is finalized. The entire appointment process takes place in transparent manner. The university is quite particular in having maximum strength of panellists for selection committees. CUO was established in 2009 and all the faculty members were appointed during the last 6years. The university has recruited faculty with diversified research specializations.

2.4.5 How many Emeritus / Adjunct Faculty / Visiting Professors are on the rolls of the university?

Though the university has no Emeritus/Adjunct faculty / Visiting Professors on roll now, it engages visiting faculty from reputed institutes to deal with specialized courses.

2.4.6 What policies/systems are in place to academically recharge and rejuvenate teachers (e.g. providing research grants, study leave, nomination to national/international conferences/ seminars, in-service training, organizing national/international conferences etc.)?

The university has well laid down rules for granting study leave/ sabbatical leave to teachers, in-service training, nominating them to national/international conferences/workshops/seminars, and for organizing national/international conferences etc. The university provides financial support to the faculty members to the extent of 100%, including admissible registration fee, TA/DA for presenting paper in the national conference / seminar etc. from the travel grant of UGC under the XII Plan (merged Scheme). The university is also providing financial support of 50 % (and more), admissible for attending international conferences and seminars.

Faculty are encouraged to submit research proposals for external funding agencies for the sponsored project and provide all the necessary facilities to implement the projects.

2.4.7 How many faculty received awards / recognitions for excellence in teaching at the state, national and international level during the last four years?

Sl No.	Name of the faculty receiving awards	Name of the award/ Recognition	Name of the State/ National/ International professional Bodies
1.	Dr. Ramendra Kumar Parhi, Asst. Prof., Dept. of Teacher Education	Inspired Teacher Award	President House, New Delhi

2.4.8 How many faculty underwent staff development programmes during the last four years (add any other programme if necessary)?

Academic Staff Development Programmes	Number of faculty
Refresher courses	13
HRD programmes	0
Orientation programmes	17
Staff training conducted by the university	NIL
Staff training conducted by other institutions	NIL
Visiting Fellow to Foreign University	1
Faculty Exchange Programme (International)	2
Summer / Winter schools, workshops, etc.	13
Seminar/ Conference/ Symposium, etc.	36
Delivered Talk in other Institution/University	8

2.4.9 What percentage of the faculty have:

Involved Activities	Percentage
• been invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies?	14.29%
• participated in external Workshops / Seminars / Conferences recognized by national / international professional bodies?	30.61%
• presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies?	30.61%
• teaching experience in other universities / national institutions and other institutions?	30.61%
• industrial engagement?	4.08%
• international experience in teaching?	6.12%

2.4.10 How often does the university organize academic development programmes (e.g.: curriculum development, teaching-learning methods, examination reforms, content / knowledge management, etc.) for its faculty aimed at enriching the teaching-learning process?

The Departments have the practice to update and revise their curricula from time to time, keeping in mind the needs of students, prospective employers and knowledge advancement at national and international levels. The process of curriculum planning and development at the level of departments, contributes to the continuous training of the faculty members. The intensive deliberations that take place during the process of curriculum development are of great help and value to the young faculty members for shaping their teaching learning abilities and approaches.

With reference to examination reforms, the office of the Controller of Examinations and the university level committee for examinations review and revise the examination process where and when the need arises. The details are widely shared with the faculty members, and accordingly they are kept updated of developments in examination and assessment patterns. Further, the faculty members are encouraged to participate in skill workshops and trainings for enriching teaching learning process. As a part of the industry-academia interface, the University organizes CUO-HAL distinguished lecture series regularly in which distinguished faces from all over the country in different domain are invited to deliver their talk.

2.4.11 Does the university have a mechanism to encourage

- * Mobility of faculty between universities for teaching?
- * Faculty exchange programmes with national and international bodies?

If yes, how have these schemes helped in enriching the quality of the faculty?

The University has signed an MoU in Natural Sciences with 12 European Higher Education Institutions, the Universidade de Santiago de Compostella, Spain being the coordinator. This programme provides opportunity for the faculty and students of CUO for carrying R&D activities in the Universities of European Union. Recently, Dr. Kakoli Banerjee and Dr. Mahesh Kumar Panda, faculties of CUO have taken up assignments in Universidade de Santiago de Compostella, Spain and Vilnius University, Lithuania respectively. Through these schemes the faculty members get opportunity to conduct advanced research under eminent academicians in these institutes to become experts in the concerned area.

2.5 Evaluation Process and Reforms

2.5.1 How does the university ensure that all the stakeholders are aware of the evaluation processes that are in place?

The University has an Ordinance, where the Ordinance-14 mentions “Examinations and Evaluation, wherein all aspects are explained, in detail to follow i.e. attendance, guidelines for question paper setting, conduct of examinations, award of grades, re-evaluation, supplementary examinations, special supplementary examination, repeat examination, promotion and progression, indiscipline and unfair practices in the examination, removal of the students from a programme, award of gold medals, results, examination committee, grade sheets etc.

The Prospectus of the University contains a chapter for Examination and Evaluation, wherein all the details about the Semester System and Choice Based Credit System, Internal assessment, awards of grades and grade points, attendance requirement for End –Semester Examination, Supplementary Examination, Special Supplementary Examination, Repeat Examination, Promotion and Progression, Results Declaration, Examination Committee and award of gold medals. The Prospectus of the university is being placed in website of the University for information to the stakeholders about the evaluation process. The aspirants for admission into various programmes can visit the website and see the prospectus for details on courses and evaluation process.

2.5.2 What are the important examination reforms initiated by the university and to what extent have they been implemented in the university departments and affiliated colleges? Cite a few examples which have positively impacted the examination management system.

The prospectus contains a chapter named Academic Calendar, where the schedule of all events has been mentioned starting from Registration to Vacation and the schedule

of examination and declaration of results. The schedule is strictly adhered to.

The Examination Section circulates the schedule of the examination to all Heads of Departments and also displays on notice boards from time to time and issues instructions to conduct examinations in a fair manner.

2.5.3 What is the average time taken by the University for declaration of examination results? In case of delay, what measures have been taken to address them? Indicate the mode / media adopted by the University for the Publication of examination results (e.g. Website, SMS, email, etc.).

Conduct of Examinations and declaration of results are strictly followed in accordance with the Academic Calendar of the University. The Semester and Examination Results are declared within a span of 10 days from the last end-semester Examination. The Heads of the Department have to submit the marks/grades to Office of the Controller of Examinations within three days from the last date of Examinations.

The process of conducting examination and declaration of results are strictly followed as per the schedule without any delay. The results are displayed on the website of the University for Information of the candidates.

2.5.4 How does the university ensure transparency in the evaluation process? What are the rigorous features introduced by the university to ensure confidentiality?

Internal exams (Continuous Assessment) are conducted by the department itself and the marks obtained by each student are published by the department. The student knows the internal marks of each of the subjects before appearing the end semester examination.

Question papers are set by the respective Course Mentors and the same is handed over to the Examination Section in a sealed cover one week before the commencement of examinations.

The sealed cover containing question papers will be opened in front of the invigilator on the day of exam and the question papers will be provided to the invigilator for distribution to the students.

After the end of the exams, the answer scripts are collected from the invigilators and handed over to the Course Mentor for evaluation. After the evaluation, the answer scripts are collected from the Course Mentor along with the marks obtained by the students.

The printed copies of the mark statements, signed by the course instructor(s) and another faculty, after verifying the marks, are given to the exam section, which consolidates the marks and publishes the results. Strict confidentiality is maintained throughout all the above steps, both in Exam Section and Departments.

2.5.5 Does the university have an integrated examination platform for the following processes?

- ✓ **Pre-examination processes – Time table generation, OMR, student list generation, invigilators, squads, attendance sheet, online payment gateway, etc.**

Defaulters in attendance are notified to the students one week before the closing date of the respective semester.

The Examination section informs the examination schedule of Mid-semester and End-Semester examination to the Heads of Department and also display on the Notice Boards for information to the students as per the Academic Calendar of the University. The students will pay the examination fee through Power Jyoti Challan at the time of beginning of each semester.

- ✓ **Examination process – Examination material management, logistics, etc.**

The conduct of examination is decentralized, however, the support system including supply of examination material and logistic are being taken care by the office of the Controller of Examinations.

The Controller of Examinations and Dean, Academics make surprise visits to all the examination halls to confirm, whether the examination is conducted in fair manner and to avoid unfair means. The Examinations are conducted under the strict vigilance of the faculty of the department.

- ✓ **Post-examination process – Attendance capture, OMR-based exam result, auto processing, generic result processing, certification, etc.**

The University is following OMR based examination results and auto processing only for Entrance Examination. Regarding Mid-semester and End-Semester Examinations answer scripts are being evaluated manually.

The mark statements of each course are given by the Course Mentor to the Examination Section as soft and hard copies signed by the Course Mentors and another faculty after verifying the marks. The exam section consolidates the marks and publishes the results.

Notification for re-checking of marks/total is issued after the publication of results. The date of re-checking is announced after consolidating the applications. Re-checking is done in front of the students in the presence of the Course Mentor. The evaluated answer scripts are handed over to the students those who have applied for re-checking. During re-checking, omissions and corrections found if any, are checked and discrepancies, if any, are intimated to the students. The Course Mentor addresses the representations made by the students.

The final result, after re-checking is notified, through university website as well as the notice boards for the information of students.

The Grade Sheet-cum-Provisional Certificates are printed and issued to the students. Migration Certificate, and University Leaving Certificate issued to the respective students on request through application.

Original Degree Certificates are issued to the eligible students in the University Convocation.

2.5.6 Has the university introduced any reforms in its Ph.D. evaluation process?

The CUO Ordinance-41 clearly explains about the “**Medium of Instruction, Examination, Evaluation and Grading System for the Award of Doctor of Philosophy**”. The Ordinance is in accordance to the UGC guidelines. All the research departments are strictly following it.

2.5.7 Has the university created any provision for including the name of the college in the degree certificate?

Not applicable.

2.5.8 What is the mechanism for redressal of grievances with reference to examinations?

Every school has a Grievance Redressal Committee consisting of three faculty members of the department to examine the complaints received from the students and have to follow the procedure laid down in the Ordinance-14 i.e. Examination

and Evaluation. There is provision of revaluation of answer scripts.

2.5.9 What efforts have been made by the university to streamline the operations at the Office of the Controller of Examinations? Mention any significant efforts which have improved the process and functioning of the examination division/section.

The office of the Controller of Examinations has been functioning effectively. The office of the Controller of Examinations has proactively initiated many reforms in the system of examination and evaluation. A significant achievement is the development of elaborative ordinances, rules and regulations for the smooth conduct of examinations and evaluations of all related matters.

2.6. Student Performance and Learning Outcomes

2.6.1 Has the university articulated its Graduate Attributes? If so, how does it facilitate and monitor its implementation and outcome?

At the Central University of Orissa, the academic programmes aim at holistic development of students. Besides the subject knowledge, students also get opportunity for personality development and better communication skills. Frequent classroom discussions, interactions and seminar presentations help them develop communication skills. The students also get opportunity to attend the invited lectures where they enjoy hearing about social, ethical and behavioural contents.

Besides the above fact, the following measures are also taken:

- Compulsion of studying two languages at regular UG level to make bi-lingual competency.
 - Courses like Environmental Science, Indian Heritage and Culture in the UG curriculum promote value based education as well as social responsibility among students.
 - Besides the subject knowledge, students also get opportunity for personality development and better communication skills. Frequent classroom discussions, interactions and seminar presentations help them develop communication skills.
 - The students also get opportunity to attend the invited lectures e.g. CUO-HAL distinguished lecture series, various seminar lectures organised inside the university where they enjoy hearing about social, ethical and behavioural contents.
 - Regular Assignments made mandatory to have a comprehension over specific topic.
 - The University emphasizes practical as well as theoretical knowledge, and promotes interest in creative activities like theatre, dance, cultural performance
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and heritage consciousness to make learning a holistic experience.

- The university enforces off campus learning components such as rural service, industrial visits and internship, besides classroom teaching. All these steps will enhance the self-confidence, courage and faithfulness among the students.

Proper mentoring, counselling and feedback mechanisms which are already in place in the system would ensure proper monitoring result in ascertaining the expected outcome.

2.6.2 Does the university have clearly stated learning outcomes for its academic programmes? If yes, give details on how the students and staff are made aware of these?

Yes. All the Departments are given the autonomy to develop the course curricula with specific learning objectives and outcomes. The departments develop their courses and learning objectives in view of the overall objective of the university as well as keeping in view the latest need of the society. Every academic year the university prospectus is published containing specific details of all departments including the vision, mission and expected learning outcomes for the prospective learners. Further, some departments also do provide their learning objective with reference to each course which is of much help to the faculty as well as learners. In this way the learning outcomes are taken care from the root level.

2.6.3 How are the university's teaching, learning and assessment strategies structured to facilitate the achievement of the intended learning outcomes?

The entire teaching, learning and assessment strategies at the Central University of Orissa are prepared as per the provision of university's Statutes and Ordinances. The curriculum of various departments focuses on gaining knowledge, both practical and conceptual along with employability.

Apart from regular classroom interactions supported by practical, students are supported to conduct projects, seminars, while subject specialized guest lecturers of experts from the Industry offer advanced and quality training / classes. These special lectures are combined with presentations, case studies, group discussions for better outcomes. Also, the students have been provided with interactive sessions, assignments, practical works, field visits, and summer internships/trainings.

This institute is proud to be associated with many governmental and private sector institutions such as HAL, NALCO etc. for better interaction with industries.

Central University of Orissa has taken the following initiatives like:

- Curriculum development and enrichment at regular intervals,
- Adapting semester system, choice based credit system,
- Adapting continuous evaluation system both by written and oral examination,
- Involvement of students in curricular and extracurricular activities,
- Capacity building of human resources and
- Implementation of student feedback mechanism etc., for achieving the intended objectives of learning.

2.6.4 How does the university collect and analyse data on student learning outcomes and use it to overcome the barriers to learning?

At the time of the admission, the registration form provided to the student is so designed that it contains all the relevant information related to the student such as their socio economic status, family background, educational qualifications, blood group etc. This information provided by every student helps the respective departments to assess and identify the strengths and weaknesses of the students. In due course of teaching, more clarity about the student is noticed by the faculties. At the end of First Internal Assessment, the slow learners are identified and remedial classes are arranged as well as personal counselling is made for the students to overcome the difficulties in learning.

The university collects information regarding learning outcomes of students on each programme by tabulating the results of the internal assessment as well as end-semester examination. This information helps to identify the good learners and poor learners. The University also organise meeting of all the department heads every semester to analyse the results of students from each department. The University sets about to repair the lacunae through mechanisms like remedial teaching, mentorship and other special programmes.

2.6.5 What are the new technologies deployed by the university in enhancing student learning and evaluation and how does it seek to meet fresh/ future challenges?

The University has taken several measures to improve the teaching, learning and evaluation processes in tune with the available technology enabled dynamic tools. The salient features of such technologies are:

- Well-equipped Central Library of the University facilitating access to different e-journals, e-books and open source information resources;
 - ICT enabled class rooms;
 - Computer laboratories with internet facility on the campus through Wi-Fi and
-

LAN;

- Availability of anti-plagiarism software;
- Faculty members using modern teaching methodologies;
- New evaluation methods which includes presentation and seminars and
- Induction of Choice Based Credit System.

The office of the Controller of Examinations is consistently working at making extensive use of available technologies for ensuring a more transparent and effective evaluation system. The university has also experimented with the process of online system of admission along with traditional mode.

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

3.1.1 Does the university have a Research Committee to monitor and address issues related to research? If yes, what is its composition? Mention a few recommendations which have been implemented and their impact.

- There is a Research Committee at the University level to monitor and address issues related to research.
- The Dean of one of the schools is the Chairman of the committee and the Heads of Departments are members of this research committee, where research programmes (M.Phil. and Ph.D.) are running.
- The function of this Committee is to prepare the modalities of research programmes in the University and to provide necessary suggestions to the different research activities.
- Presently, research programmes (Ph.D. and M.Phil.) are running in the departments of Anthropology, Biodiversity & Conservation of Natural Resources, Journalism & Mass Communication, Odia, and Sociology.
- Other than the University Research Committee, for evaluating the progress of research activities for each Ph.D. scholar there is a Doctoral Research Committee (DRC) and for each M.Phil. scholar there is a Research Advisory Committee (RAC) in each department operating research programme.

Research Advisory Committee (RAC):

- a. A Research Advisory Committee (RAC) is constituted for each student by the Chairman, BoS. The RAC shall consist of the Supervisor, a nominee of the Dean of the School concerned and a nominee of the Head of the Department concerned. The Supervisor shall be the Convener of the Committee.
- b. The Research Advisory Committee will monitor the progress of the Research at regular intervals, i.e. at least once in three months and give necessary guidance to the student.
- c. Each research student shall be required to make a detailed presentation at the end of each semester (after completion of the Course Work) about the work done during the semester before the Research Advisory Committee (RAC).
- d. In such cases, where the progress is graded as Unsatisfactory (on the report of the supervisor concerned), the research student shall be issued a warning by the

Convener of the RAC, to improve his/her performance. However, if the student fails to improve his/her performance during the subsequent semester period, the Research Advisory Committee may recommend to discontinue the fellowship / financial assistance to the research student. Provided that, if a research student further fails to improve his/her performance to a satisfactory level, the Research Advisory Committee may recommend for the cancellation of his/her admission.

Doctoral Research Committee (DRC)

- a. A Doctoral Research Committee (DRC) is appointed for each Ph.D. scholar by the BoS/ Competent Authority. The Committee shall consist of the supervisor (as the convener), a nominee of the Dean of the School concerned and the Head of the Department concerned (as members).
 - b. The Doctoral Research Committee will monitor the progress of Research at regular intervals, i.e. at the end of each semester and give necessary guidance to the research scholar. A copy of the progress report will be forwarded, to the Academic Section for record.
 - c. In such cases where the progress is graded as Unsatisfactory (US) by the DRC, the research scholar shall be issued a warning letter by the Dean of the School / the Head of the Department/ Centre concerned asking the research scholar to improve his/her performance. However, if the research scholar fails to improve his/her performance in research during the subsequent semesters, the Doctoral Research Committee (DRC) may recommend discontinuation of the fellowship / financial assistance to the research scholar. Provided further that, if a research scholar further fails to improve his/her performance to a satisfactory grade, the Doctoral Research Committee may recommend for the cancellation of his/her admission.
- 3.1.2 What is the policy of the university to promote research in its affiliated / constituent colleges?
- Not Applicable.
- 3.1.3 What are the proactive mechanisms adopted by the university to facilitate the smooth implementation of research schemes/ projects?

There are two aspects in implementation of the project i.e. i) administrative aspects within the department /university where the projects are being implemented and ii) financial aspects. Apart from the departments and finance wing, the purchase section co-ordinates between the PI and finance wing for the timely purchase of equipment for the implementation of the projects. The university has given maximum freedom to plan and execute the sanctioned projects in their respective departments. CUO has

adopted the purchase procedures described by the General Financial Rules (GFR).

- Advancing funds for sanctioned projects: Yes
- Providing seed money: Provision has been made in CUO guideline
- Simplification of procedures related to sanctions / purchases to be made by the investigators:
Advance of funds are sanctioned, as and when requested by the PI for specific purposes related to the project.
- Autonomy to the principal investigator/coordinator for utilizing overhead charges:
Allowed to utilize overhead charges for the development of the Department.
- Timely release of grants: Yes
- Timely auditing: Yes
- Submission of utilization certificate to the funding authorities:
Finance/Audit Section audits and provides the utilization certificate, as and when requested by the PI. This brings the credibility of the PI and the university to the funding agencies.

3.1.4 How is interdisciplinary research promoted?

CUO encourages inter-disciplinary research (IDR) among the departments. Department across the schools have collaborated in the inter-disciplinary research and the scientific outcomes are jointly published as research papers. Further, CUO's Ordinance also permits faculty members for inter-disciplinary research (IDR) by jointly acting as guide/co-guide for a research scholar. In the DRC and RAC, faculties from other departments are nominated as members and they are guiding and making necessary suggestions for the improvement of the research work.

The students of Anthropology, Biodiversity & Conservation of Natural Resources, Sociology, Economics, and J&MC, do have exposure in fieldwork training, and hands-on training on research studies in the different research organizations/ relevant organizations.

3.1.5 Give details of workshops/ training programmes/ sensitization programmes conducted by the university to promote a research culture on campus.

Schools and departments are given autonomy and necessary administrative and financial support to organize workshops/training programmes to promote research and inculcate research interest among the students and research scholars.

Following national level workshops have been organised by CUO.

National Workshop

Sl. No.	Topic	Organized By	Held on
1.	Choice based Credit System & Curriculum Development	Central University of Orissa	11 th & 12 th July 2009
2.	Choice based Credit System	Central University of Orissa	31 st October 2009
3.	Effective Communication Skills in English	Central University of Orissa & British Council of India	14 th - 16 th November 2009
4.	Examination and Evaluation Process	Central University of Orissa	31 st January 2010

- 3.1.6 How does the university facilitate researchers of eminence to visit the campus as adjunct professors? What is the impact of such efforts on the research activities of the university?

The University is working on formulating the modalities for the appointment of adjunct professors or inviting eminent scholars on deputation stay at CUO.

Regular lectures and colloquia by eminent researchers are arranged on specialized topics by the respective departments and such talks provide a platform to widen the interaction with faculty of other universities/institutes.

Apart from these, efforts for instituting special chair, “Rajiv Gandhi Chair for Tribal Studies” was sanctioned during UGC 12th Plan, which is going to be filled very soon.

- 3.1.7 What percentage of the total budget is earmarked for research? Give details of heads of expenditure, financial allocation and actual utilization.

As a new Central University, CUO is utilising plan budget and no separate budget allocation has been earmarked for the research. However, the budget has provisions for usual purchase of Laboratory Equipments, Lab Chemicals and Consumables.

In the near future, depending upon the grants allocated to the university, separate budgetary provision would be made for research. For promoting research activities, CUO is giving Non-NET fellowship to the M.Phil. and Ph.D. scholars who have no other fellowship.

- 3.1.8 In its budget, does the university earmark funds for promoting research in its affiliated colleges? If yes, provide details.

Not Applicable.

- 3.1.9 Does the university encourage research by awarding Post Doctoral Fellowships/ Research Associateships? If yes, provide details like number of students registered, funding by the university and other sources.

No

3.1.10 What percentage of faculty have utilized the sabbatical leave for pursuit of higher research in premier institutions within the country and abroad? How does the university monitor the output of these scholars?

One faculty (5.9%) has utilized the sabbatical leave for pursuit of higher research in premier institution within the country.

3.1.11 Provide details of national and international conferences organized by the university highlighting the names of eminent scientists/scholars who participated in these events.

The university has organized ten numbers of conferences/seminars of national and international stature.

National Seminar/ Symposium /Conference

Sl. No.	Topic	Organized By	Held on
1	Challenges in Preservation and Development of Tribal Culture	Central University of Orissa & District Cultural Committee, Koraput	14 th & 15 th January, 2011
2	Changing Facets of Legal Education- Challenges in the New Millennium	Central University of Orissa	9 th April, 2011
	1. Justice Ashok Kumar Ganguly , Hon'ble Justice Supreme Court of India, New Delhi. 2. His Excellency, Shri Murlidhar Chandrakant Bhandare , Governor of Orissa 3. Professor N.R. Madhava Menon , Dr. S. Radhakrishnan Chair on Parliamentary Studies, New Delhi. 4. Justice Indrajit Mahanty , Hon'ble Justice, Orissa High Court, Cuttack.		
3	Dynamics of Chronic Poverty in Orissa	Department of Sociology, CUO; JNU and IIPA	22nd April – 24th April, 2011
4	Legal Education in Post-modern India	Central University of Orissa	27 th April, 2011
5	NGO –University Interface	Department of Sociology, CUO	30th April, 2011
6	Media Education: Challenges in New India	Central University of Orissa	26 th November, 2011
	Eminent Scientist/ Scholars participated 1. Prof. B.K. Kuthiala , Vice Chancellor, Makhanlal Chaturvedi National University of Journalism & Communication as Chief Guest 2. Mr. P. Sainath , Rural Affairs Editor, The Hindu delivered keynote address 3. Mr. Abhijit Nadi Majumdar , Chief of News Bureau, Ajtak- Eminent Speaker 4. Mr. Anirudha Kumar , General Manager (Engine), HAL, Sunabeda- Eminent Speaker		
7	Swami Vivekananda's Concept of Education	Central University of Orissa	3 rd August 2013
	Eminent Scientist/ Scholars participated 1. Swami Nitya Yogananda , Ramakrishna Mission, Visakhapatnam, Andhra Pradesh.		

	2. Mr. Sachin Yadav , I.A.S., District Collector, Koraput		
8	University Legal Education Today : Need of the Hour	Central University of Orissa	31 st August, 2013
	Eminent Scientist/ Scholars participated 1. Justice (Shri) Kalyan Jyoti Sengupta , Hon'ble Chief Justice of Andhra Pradesh High Court, Hyderabad. 2. Justice (Shri) Aniruddha Bose , Hon'ble Judge, Calcutta High Court, Kolkata, West Bengal. 3. Professor N.R. Madhava Menon , Dr. S. Radhakrishnan Chair on Parliamentary Studies, New Delhi. 4. Shri Gopal Subramaniam , Former Solicitor General of India 5. Shri Pinaki Misra , Senior Advocate, Supreme Court of India and the Member of Parliament (Lok Sabha). 6. Dr. Mohan Gopal , Director, Rajiv Gandhi Institute for Contemporary Studies, New Delhi.		
9	Climate Change and Biodiversity	Dept. of Biodiversity and Conservation of Natural Resources, CUO in collaboration with Ministry of Earth Sciences, Govt. of India, New Delhi	23rd and 24th November, 2013
	Eminent Scientist/ Scholars participated 1. Prof. K.G. Saxena , Dept. of Environment Science, JNU, New Delhi 2. Dr. P.G. Dastidar , Scientist F, Ministry of Earth Sciences, Govt. of India, New Delhi 3. Dr. J. Sunderesan Pillai , Editor, IJMS, NISCAIR, CSIR, New Delhi 4. Prof. Prasad K Bhaskaran , IIT Kharagpur, West Bengal 5. Prof. Malay Kumar Mishra , Professor (Retd.), Dept. of Botany, Berhampur University, Berhampur, Odisha 6. Dr. Namboothiri , Regional Director, M.S. Swaminathan Research Foundation, Jeypore, Koraput 7. Prof. P.K. Mohapatra , School of Life Sciences, Sambalpur University, Jyoti Vihar, Burla, Sambalpur 8. Prof. Choudhury Suryokanta Mishra , College of Basic Sciences and Humanities, Orissa University of Agriculture and Technology, Bhubnaeswar 9. Dr. Atanu Raha , Netaji Subhas Open University, 10. Dr. R. K. Sarkar , Principal Scientist, Plant Physiology Division, Central Rice Research Institute (CRRI), Cuttack, Odisha. 11. Dr. A.K. Mukherjee , Senior Scientist, Crop Protection Division, Central Rice Research Institute (CRRI), Cuttack, Odisha. 12. Dr. N. K. Dhal , Principal Scientist, Environment Sustainable Division, Institute of Minerals and Metals (IMMT), Bhubaneswar.		
10	Biodiversity and Conservation Initiatives in Koraput Region, Odisha	Dept. of Biodiversity and Conservation of Natural Resources, CUO in collaboration with Foundation for Ecological Security (FES), Anand, Gujarat	28 th and 29 th March, 2015
	Eminent Scientist/ Scholars participated 1. Prof. Malay Kumar Mishra , Professor (Retd.), Dept. of Botany, Berhampur		

	University, Berhampur, Odisha
2.	Dr. Ajay Mohapatra I.F.S. , Regional Chief Conservator of Forests, Koraput, Odisha
3.	Dr. N. K. Dhal , Principal Scientist, Environment Sustainable Division, Institute of Minerals and Metals (IMMT), Bhubaneswar, Odisha.
4.	Dr. Sudhanshu Sahu , Dy. Director, Vector Control Research Centre (VCRC), ICMR, Hati lane, At/P.O/Dist. Koraput-764020, Odisha.
5.	Dr. Pratyush P. Mohapatra , Faculty, Dept. of Zoology, Govt. Science College, Chhatrapur, Ganjam, Odisha.
6.	Dr. Prasad Dash , Scientist, Odisha Biodiversity Board, Bhubaneswar, Odisha.
7.	Mr. Soujanendra Swain , Sr. Scientist, MSSRF, Jeypore, Koraput, Odisha.
8.	Dr. Sushil Kumar Datta , P.G. Dept. of Zoology, Jagdalpur Govt. College, Jagdalpur, Chhatishgarh

Special Lecture

Sl. No.	Title	Delivered By	Organized By	Held on
1.	Various Aspects of Film and Video Editing	Mr. Charudutta Jena Manager, Corporate Communications, PBEL Property Development (P) Ltd	Department of Journalism & Mass Communication	5th March, 2011
2.	Practical Aspects of Film and Video Editing	Mr. Jayant Seth OTV, Bhubaneswar	Department of Journalism & Mass Communication	4th April, 2011
3.	New Media Technologies	Prof. Mrinal Chatterjee Director, Indian Institute of Mass Communication, Dhenkanal	Department of Journalism & Mass Communication	29 th April, 2011
4.	Importance of Justice in the Indian Republic	Prof. Bichitra Nanda Ray Sr. Professor, KIIT University and formerly Professor of Political Science, University of Delhi	School of Social Sciences, Central University of Orissa	29 th February, 2016
5.	Tagore and the Feminine	Prof. Malashri Lal Dean of Colleges and Dean, Academic Activities and Projects, University Delhi	Dept. of English Language and Literature, Central University of Orissa	28 th March, 2016
6.	Media and Public Diplomacy	Sri Malay Mishra Former Indian Ambassador to Hungary	Central University of Orissa	09 th March, 2016
7.	Participatory Governance: Issues and Challenges	Dr. Jagadananda Mentor and Co-Founder, CYSD and Former, Information Commissioner, Govt. of Odisha	Central University of Orissa	27 th April 2016
8.	Framing Social Economy: An	Prof. Anup Kumar Dash Eminent Sociologist, Board of	School of Social Sciences, Central	05 th August,

	Alternative Approach to Development	Directors, NABARD & Consultant to ILO, Geneva	University of Orissa	2016
9.	Rashtra Bhasha Hindi ki Chunautiyan aur Sambhavanae	Prof. Noorjahan Begum, Retd. Professor and Head, Department of Hindi, University of Hyderabad	Dept. of Hindi	19 th September, 2016
10.	Sanskrit: the Foundation of Indian Culture'	Prof. Raghunath Panda , Retd. Professor and Head, Department of Sanskrit, Utkal University	Dept. of Sanskrit	21 st September, 2016

Distinguished Lecture

S. No.	Title	Delivered By	Organized By	Held on
1.	Globalization and Contemporary International Relations	Prof. Rajan G. Harshe Former Vice-Chancellor, University of Hyderabad and currently visiting Professor at South Asian University, New Delhi	Central University of Orissa	21 st March, 2016
2.	In Search of Sita: Revisiting the Mythology'	Prof. Malashri Lal Dean of Colleges and Dean, Academic Activities and Projects, University of Delhi	Central University of Orissa	29 th March, 2016
3.	Eye Diseases: Bench to Bedside Journey	Prof Geeta K Vemuganti Prof & Dean, School of Medical Sciences, University of Hyderabad	Central University of Orissa	24 th April, 2016
4.	Cultural Diplomacy in a Changing World	Sri Malay Mishra Former Indian Ambassador to Hungary	Central University of Orissa	29 th July, 2016
5.	Swaraj and the Divided Republic: Sri Aurobindo's Dream of a New India	Prof. Makarand R. Paranjape Professor of English, Centre for English Studies, School of Language, Literature, and Culture Studies, Jawaharlal Nehru University, New Delhi	Central University of Orissa	11 th August, 2016

FOUNDATION-DAY LECTURES

Sl. No.	Title	Delivered By	Organized By	Held on
1.	First foundation Day Lecture	Mr. Sam Pitroda Advisor to the Prime Minister of India	Central University of Orissa	29 th August 2010
2.	The Second Foundation Day Lecture	Dr. Devi Prasad Shetty Chairman, Narayana Hrudayalaya, Bangalore	Central University of Orissa	29 th August 2011
3.	The Fourth Foundation Day Lecture	His Excellency, Shri Pranab Mukherjee the Hon'ble President of India and the Visitor of Central University of Orissa (through Video Conference)	Central University of Orissa	30th August 2013
4.	The Eighth Foundation Day Lecture on "Discovering Many Lives of Rabindranath Tagore"	Prof. Uday Narayan Singh Director, Rabindra Bhawan, (Formerly, Pro Vice-Chancellor), Viswa Bharati, Shantiniketan, West Bengal	Central University of Orissa	30th August 2013

MEMORIAL / ENDOWMENT LECTURE

Sl. No.	Title	Delivered By	Organized By	Held on
1.	The First Adam Smith Memorial Lecture in Economics	Prof. (Dr.) Kaushik Basu Chief Economic Advisor to the Ministry of Finance, Govt of India, New Delhi in the presence of His Excellency, Shri M.C. Bhandare , the Governor of Odisha Prof. G.K. Chadha , Eminent Economist and CEO, South Asian University, New Delhi also delivered lecture	Central University of Orissa	4 th December, 2010
2.	First Utkalamani Gopabandhu Das Memorial Lecture in Social Science on topic "Dalits in the Long History of Partition in Eastern India"	Prof. Sekhar Bandyopadhyay Professor of Asian History, Victoria University of Wellington, New Zealand delivered memorial lecture. Professor K. S. Chalam , Professor of Economics, Former Vice Chancellor, Dravidian University, Kuppam and Former Member, UPSC presided over the Programme.	Central University of Orissa	21 st January, 2013

3.	First Kuntala Kumari Sabat Memorial Lecture in Literature	Padmashri Dr. Prativa Ray the eminent Odia writer and speaker, Bhubaneswar	Central University of Orissa	4 th January, 2014
4.	Second Utkalmani Gopabandhu Dash Memorial Lecture in Social Sciences	Prof. Sugata Bose Gardiner Professor of Oceanic History and Affairs, Harvard University, USA	Central University of Orissa	16 th February, 2014

3.2 Resource Mobilization for Research

3.2.1 What are the financial provisions made in the university budget for supporting students' research projects?

- The research scholars, who are not getting any national level fellowship i.e. DST-Inspire (for 1st Rank holders), RGNF (for SC/ST), MANF (for Minority candidates), OBC National fellowship (for OBC) are provided with UGC Non-NET Fellowship.
- UGC Non-NET fellowship is provided @ Rs.8000/- per month to Ph.D. scholars and @ Rs.5000/- per month to M.Phil. Scholars.
- Each Research scholar (M.Phil. and Ph.D.) is provided with a contingency grant of Rs.10000/- per year for Science and Rs.8000/- per year for Humanities.
- For carrying out their research work, the department has full autonomy in recommending the requirements to the University for Financial Sanction.

3.2.2 Has the university taken any special efforts to encourage its faculty to file for patents? If so, how many have been registered and accepted?

None

3.2.3 Provide the following details of ongoing research projects of faculty:

The university is currently hosting projects to the tune of Rs.46.57 lakhs.

Name of the Faculty operating the Project and Department	Name of the Project	Name of the Funding Agency	Amount	Status
Dr. S.K. Palita Dept. of BCNR	Faunal diversity assessment of invertebrates and lower vertebrates of Deomali Hills, Eastern Ghats	Odisha Biodiversity Board, Dept. of Forest and Environment, Govt. of Odisha, Bhubaneswar	1.98 lakh	Completed
Dr. K. Banerjee Dept. of BCNR	Measurement of vegetation and biomass parameters under Vegetation-	National Remote Sensing Centre, Hyderabad, GOI	Rs. 14.59 lakhs	Ungoing

	Carbon-Pool Assessment (VCP) sub-project of the ISRO Geosphere Biosphere Program (IGBP) National Carbon Project (NCP)			
Dr. K. Banerjee Dept. of BCNR	Study on carbon cycling in mangrove ecosystem of Bhitarkanika, Odisha	Ministry of Earth Sciences, GOI	Rs. 30 lakhs	Fund sanctioned, yet to receive

3.2.4 Does the university have any projects sponsored by the industry / corporate houses? If yes, give details such as the name of the project, funding agency and grants received.

No

3.2.5 How many departments of the university have been recognized for their research activities by national / international agencies (UGC-SAP, CAS; Department with Potential for Excellence; DST-FIST; DBT, ICSSR, ICHR, ICPR, etc.) and what is the quantum of assistance received? Mention any two significant outcomes or breakthroughs achieved by this recognition.

None

3.2.6 List details of

- a. Research projects completed and grants received during the last four years (funded by National/International agencies).

Project entitled 'Faunal diversity assessment of invertebrates and lower vertebrates of Deomali Hills, Eastern Ghats' sanctioned to Dr. S.K. Palita, Head, DBCNR by Odisha Biodiversity Board, Dept. of Forest and Environment, Govt. of Odisha, Bhubaneswar amounting Rs. 1.98 Lakh was recently completed.

- b. Inter-institutional collaborative projects and grants received

- i) All India collaboration

MOES project sanctioned to Dr. K. Banerjee, Asst. Professor, DBCNR – Rs. 30 lakhs; Calcutta University, University of Hyderabad & Central University of Orissa (sanctioned, yet to receive)

- ii) International

EUPHRATES project-Rs. 2.38 Lakh, University of Santiago de Compostela, Spain & Central University of Orissa

3.3 Research Facilities

3.3.1 What efforts have been made by the university to improve its infrastructure requirements to facilitate research? What strategies have been evolved to meet the needs of researchers in emerging disciplines?

- Sophisticated instruments are being added progressively to improve the infrastructure to facilitate research.
- Uninterrupted network access to all the research scholars and faculty to access journals and articles through online resources like INFLIBNET.
- Apart from the INFLIBNET, the university library has significant collection of books, e-Books and has also subscribed to online journals.

3.3.2 Does the university have an Information Resource Centre to cater to the needs of researchers? If yes, provide details of the facility.

CUO library is at present the Information Resource Centre.

The CUO Library

- The university library was established in the year 2009 and it serves mainly the students, faculty members and non-teaching staff of the university.
- The library has a collection of about **25152** books. Of these, **1478** books are catalogued as reference books and the rest are textbooks and general books.
- Besides the printed books, the library also has **236** CDs/DVDs.
- The library subscribes to **70** print journals and **9100** e-journals.
- In addition to these, the library has access to the UGC-INFONET Consortium for e-Resources, an online journal consortium funded by the UGC. The library is in constant touch with consortium agencies like the UGC-INFONET for inclusion and addition of new journals and databases to support the new academic programmes.

Collections

Collection	Total as on October 2016
Books	25152
Reference Books	1478
Print Journals	70
e-Journals	9100
CDS/DVDS	236

3.3.3 Does the university have a University Science Instrumentation Centre (USIC)? If yes, have the facilities been made available to research scholars? What is the funding allotted to USIC?

No

- 3.3.4 Does the university provide residential facilities (with computer and internet facilities) for research scholars, post-doctoral fellows, research associates, summer fellows of various academies and visiting scientists (national/international)?

Yes, residential facility is available for research scalars. Computer and internet facility in the Hostels is under process.

- 3.3.5 Does the university have a specialized research centre/ workstation on-campus and off-campus to address the special challenges of research programmes?

At present, there is no such specialised research centre/ workstation.

However, at present there is centralized hi-speed computational facility at both campuses.

- 3.3.6 Does the university have centres of national and international recognition/repute? Give a brief description of how these facilities are made use of by researchers from other laboratories.

No

3.4 Research Publications and Awards

- 3.4.1 Does the university publish any research journal(s)? If yes, indicate the composition of the editorial board, editorial policies and state whether it/they is/are listed in any international database.

No

- 3.4.2 Give details of publications by the faculty:
(Consolidated list of Publication is given in Annexure-3.4.2)

Articles in National journals	359
Articles in International Journals	103
Book Chapters	101
Monographs	0
Edited Books	8
Books with ISBN	36
Total	607 CF

- Number listed in International Database (For :
e.g. Web of Science, Scopus, Humanities
International Complete, EBSCO host, etc.)
 - Citation Index – range / average : 0.0- 103
 - SNIP 0.0 -1.651
 - SJR 0.0-1.40
 - Impact Factor – range / average * 0.0-4.162
 - h-index 0.0 -16

3.4.3 Give details of

- faculty serving on the editorial boards of national and international journals

Name of the Faculty	Serving as	Details
Dr. Kakoli Banerjee, Asst. Professor, DBCNR	Guest Editor	Special Issue in International Journal of Biodiversity Science, Ecosystem Services and Management in 2016.
	Member, Editorial Board	i. Editorial Board Member in 2015 in Journals like Journal of Science, Technology and Development ii. Editorial Board Member in 2015 for International Journal of Aquaculture and Fishery Sciences iii. Editorial Board Member in 2015 in STM Journals like Journal of Energy, Environment & Carbon Credit
Mr. Saurav Gupta, Asst. Professor, Dept. of J&MC	Assistant Editor	i. Journal of Bengali Studies (Vol 1, No. 2 Monsoon Issue) themed on, “ <i>Bengalis & Cinema</i> ” published on 09.08.2012 on the occasion of Janmasthami. ISSN- 2277-9426 ii. Journal of Bengali Studies (Vol. 2, No. 2, Autumn Issue) themed on “ <i>Science & Technology in History: Modern Bengali Perspectives</i> ” published on the occasion of Kojagari Lokkhi Purnima, 31 Ashshin 1420. Published online on 18.10.2013. iii. Journal of Bengali Studies (Vol. 3, No. 1) themed on “ <i>Literature and Movements: Bengali Crossroads</i> ” published on the occasion of Buddha Purnima, 30 Boishakh 1421. Published online on 14.05.2014.
	Issue Editor	<i>Journal of Bengali Studies</i> Vol.2 No.1 (themed <i>Bengalis & Theatre</i>) released online on March 27, 2013. (ISSN 2277-9426)
	Guest Editor	Global Media Journal-Indian Edition, Winter Issue/December 2013, Vol.4, No. 2 (Theme: Theatre & Communication), (ISSN 2249-5835)

- faculty serving as members of steering committees of international conferences recognized by reputed organizations / societies

NIL

3.4.4 Provide details of

- research awards received by the faculty and students

Faculty

- ✓ **Dr. Kakoli Banerjee, Asst. Professor** received two fellowships “PEIN and EUPHRATES” from University of Santiago de Compostela, Spain the years 2014 and 2016 respectively in undergoing research and teaching works at Spain.

Students

- ✓ **Ms. Swati Sakambari Mishra, Ph.D. scholar** received the “Young Scientist Award” from 6th Odisha Environment Congress in December, 2015.
- ✓ **Mr. Rakesh Paul, Ph.D. scholar** received the “Best Paper Presentation Award” in a National Conference at Haryana in Nov, 2015.
- ✓ **Mr. Subrat Debata, Ph.D. scholar** received “Best Photography Award” under Judges choice category in the ‘Students Conference in Conservation Science (SCCS)’ organised by Indian Institute of Science, Bangalore on 08-11 September 2015.
- ✓ **Mr. Subrat Debata, Ph.D. scholar** was awarded with **Young Scientist Award** in the National Conference on Conservation of Eastern Ghats organized by Utkal University during 17-18 April 2016.

- national and international recognition received by the faculty from reputed professional bodies and agencies

NIL

3.4.5 Indicate the average number of successful M.Phil. and Ph.D. scholars guided per faculty during the last four years. Does the university participate in *Shodhganga* by depositing the Ph.D. theses with INFLIBNET for electronic dissemination through open access?

Name of the Faculty	Department	M.Phil./Ph.D. awarded	Average number
Dr. S.K. Palita	Dept. of BCNR	5 M.Phil. awarded, 01 to submit, 02 course work completed, 04 continuing + 01 Ph.D. awarded, 05 Ph.D. continuing	M.Phil.=5 (for 1 yr)
Dr. K. Banerjee	Dept. of BCNR	03 M.Phil. awarded, 02 to submit, 03 continuing + 03 Ph.D. continuing	M.Phil.=3 (for 1 yr)
Dr. D. Panda	Dept. of BCNR	02 M.Phil. awarded, 02 to submit, 03 continuing + 03 Ph.D. continuing	M.Phil.=5 (for 1 yr)
Dr. J. K. Nayak	Dept. of Anthropology	07 M.Phil. awarded, 03 submitted, 04 to submit, 04 continuing + (07	M.Phil.=3.5 (for 2 yrs)

		+02 supernumerary) Ph.D. continuing	
Dr. P. K. Rath	Dept. of J&MC	06 M.Phil. awarded (02 from outside), 04 submitted, 06 continuing + 08 Ph.D. continuing	M.Phil.=4 (for 1 yr)
Dr. K. Khemundu	Dept. of Sociology	02 M.Phil. awarded, 03 to submit, 03 continuing + 04 Ph.D. continuing	M.Phil.=2 (for 1 yr)
Dr. A. Baral	Dept. of Odia Language and Literature	09 M.Phil. awarded, 04 to submit, 03 continuing + 08 Ph.D. continuing	M.Phil.=4.5 (for 2 yrs)
Dr. P.K. Swain	Dept. of Odia Language and Literature	03 M.Phil. and 03 Ph.D. continuing	

A total 36 candidates successfully completed M.Phil. from CUO.

As per UGC norms, CUO will participate in *Shodhganga* by depositing the Ph.D. theses with INFLIBNET for electronic dissemination through open access. First batch of Ph.D. thesis is yet to be submitted.

3.4.6 What is the official policy of the university to check malpractices and plagiarism in research? Mention the number of plagiarism cases reported and action taken.

- Every individual at CUO is abided by the Code of Conduct framed by the university and lapses, if any, would amount to misconduct on the part of a university teacher.
- The faculty and the Doctoral Research Committee continuously monitor the research work of the scholars and prevent any instances of plagiarism. The Central University of Orissa has proposed the policy of zero percent tolerance to malpractice and plagiarism in research.
- Presently, at CUO a web-based software URKUND is used, which offers a fully-automated system for handling plagiarism.
- Researchers also submit an anti-plagiarism certificate at the time of submission of their thesis.

3.4.7 Does the university promote interdisciplinary research? If yes, how many interdepartmental / interdisciplinary research projects have been undertaken and mention the number of departments involved in such endeavours?

Yes. The faculties of different departments doing research together on common issues and have published research findings jointly.

3.4.8 Has the university instituted any research awards? If yes, list the awards.

Yes. Young Scientist Award was instituted and presented for the Best Oral Presentation in the national seminar organised by the DBCNR in the year 2013-14. In future, the University is going to institute some more Research awards.

3.4.9 What are the incentives given to the faculty for receiving state, national and international recognition for research contributions?

CUO is developing modalities.

3.5 Consultancy

3.5.1 What is the official policy of the university for structured consultancy? List a few important consultancies undertaken by the university during the last four years.

CUO is developing modalities.

3.5.2 Does the university have a university-industry cell? If yes, what is its scope and range of activities?

An Industry Interface Cell has been constituted in CUO. The **First Industry-Academia Interface** was organized in collaboration with Confederation of Indian Industry (CII) and Federation of Indian Chambers of Commerce and Industry (FICCI) in Bhubaneswar on the 18th March 2010. The Programme was inaugurated by **Shri Naveen Patnaik**, Hon'ble Chief Minister of Odisha as the Chief Guest.

A database of industry leaders/ experts for the purpose is being prepared by CUO. For carrying research in collaboration with industries, research proposal are being prepared in different departments to be submitted shortly to various Govt./Non. Govt. agencies for funding.

As a part of Industry-Academia Interface activity, Central University of Orissa has taken up collaboration with Industrial giants in the neighbourhood such as Hindustan Aeronautics Limited (HAL), Sunabeda and National Aluminium Company (NALCO), Damanjodi. MoU has been signed with HAL for student internship activity, extension of healthcare facility to students of CUO organising distinguished lecture and providing soft-skill training to employees of HAL by CUO. NALCO, Damanjodi will also extend facilities like student internship, placement of students in HRD and CSR activities.

3.5.3 What is the mode of publicizing the expertise of the university for consultancy services? Which are the departments from whom consultancy has been sought?

No yet framed.

- 3.5.4 How does the university utilize the expertise of its faculty with regard to consultancy services?

Yet to be established.

- 3.5.5 List the broad areas of consultancy services provided by the university and the revenue generated during the last four years.

Not Applicable.

3.6 Extension Activities and Institutional Social Responsibility (ISR)

- 3.6.1 How does the university sensitize its faculty and students on its Institutional Social Responsibilities? List the social outreach programmes, which have created an impact on students' campus experience during the last four years.

CUO observes 'Independence Day' and 'Republic Day' and other important days as per the orders of the Government of India and MHRD.

It also observes some important days of National and International importance to inculcate a sense of Institutional Social Responsibilities.

Following are some of the important days of National and International importance observed at CUO.

S.No.	Programme	Date
1.	Celebration of Netaji Subash Jayanti	23 rd January, 2011
2.	Celebration of Birth Anniversary of noted Space scientist Dr. Vikram Sarabhai	12 August, 2011
3.	Observation of the 'National Education Day' with a programme "Higher Education : Our Objectives and Goals"	11 th November, 2011
4.	Celebration of International Women's Day	8 th March, 2012
5.	Celebration of Martyr's Day in memory of Sahid Bhagat Singh, Sukhdev and Rajguru	23 rd March, 2012
6.	Celebration of 'International Day for World Indigenous People'	9 th August, 2012
7.	Celebration of 'International Day for World Indigenous People'	9 th August, 2013
8.	Celebration of "Hindi Divas"	30 th September, 2013
9.	Celebration of 'Netaji Subash Jayanti' and Veer Surendra Sai Jayanti'	23 rd January, 2014
10.	Observation of 'Swachh Bharat Abhiyan'	29 th and 30 th October, 2014
11.	Celebration of 'Rashtriya Ekta Divas'	31 st October, 2014

12.	Observation of the 'National Education Day'	11 th November, 2014
13.	Observation of the 'International Student Day' and 'National Press Day'	17 th November, 2014
14.	Observation of the 'World AIDs Day' and Blood Donation Camp'	1 st December, 2014
15.	Birth Anniversary of Swami Vivekananda was celebrated. A lecture on "Relevance of Swami Vivekananda's teaching for the youth today" was delivered by Prof. Amulya Ranjan Mohapatra , founder of Ramakrishna Ashram in Koraput	12 th January, 2015
16.	International Yoga Day was observed.	21 st June, 2015
17.	Gandhi Jayanti and the International Day of Non-violence was observed.	2 nd October, 2015
18.	140 th Birth Anniversary of Sardar Vallabhbhai Patel was observed.	30 th October, 2015
19.	"Constitution Day" was observed to mark the 125 th Birth Anniversary Year of Bharat Ratna Dr. B.R. Ambedkar. Prof. Surya Narayan Mishra , Former Professor of Political Science, Utkal University delivered a lecture on "Dr. B. R. Ambedkar and the Constitution of India"	26 th November, 2015
20.	International Women's Day – 2016 and on this occasion, CUO honoured the Google Science Fair award winner Ms. Lalita Prasida Sripada Srisai	8 th March, 2016
22.	Classical Odia Language Day was celebrated and noted literary figure and language expert Prof. Khageswar Mohapatra addressed the programme as Chief Speaker	11 th March, 2016
23.	Yoga Fest was celebrated and Dr. Amulya Ratna Mohapatra , founder of Ramakrishna Ashram of Koraput delivered a lecture on Yoga	25 th May, 2016

CUO also conducted awareness programmes in the nearby villages. Blood donation camps are also organised where both faculty and students participated.

One day Seminars/ workshops and other activities were also organised to highlight various issues.

S.No.	Programme	Date
One day Seminars/ workshops/ Invited Talk		
1.	A workshop was organised for disseminating the prospects and activities of the Euphrates Project of Erasmus Mundus Programme in CUO	2 nd December, 2015

2.	An invited talk on “Biodiversity & Conservation by Prof. Shailabala Padhy, Director, Centre for Environment Studies, Govt. of Odisha was organised by the Dept. of BCNR	10 February, 2016
3.	One Day Seminar on ‘Facing Life’s Challenges with Confidence’ was organised and Dr. Sruti Mohapatra , eminent social worker, Bhubaneswar, founder of SWABHIMAN, Non-Government Organisation, delivered the seminar lecture	28 th August, 2016
Other Activities		
1.	Two Day “Book Exhibition” was inaugurated in the permanent Campus at Sunabeda	12 th August, 2015
2.	One Health Centre each was inaugurated both in the Main Campus and in Landiguda Campus of CUO respectively	15 th August, 2015
3.	Plantation was carried out in the Main Campus, Sunabeda	15 th August, 2015
4.	German Students visited Central University of Orissa under youth exchange programme	11 th September, 2015
5.	CUO adopted five villages adjacent to the University for its socio-economic development under the <i>Unnat Bharat Abhiyan</i> of GOI	25 th September, 2015
6.	Essay competition was organised in three languages on the theme “Environmental awareness and Gandhiji”	30 th September, 2015
7.	New ‘Academic Block’ was inaugurated in the Main Campus, Sunabeda	22 nd January, 2016
8.	Hostel Premiere League Cricket Tournament was organised	23 rd January, 2016
9.	‘NAAC Cell’ was inaugurated in the Landiguda Campus	25 th January, 2016
10.	Craft Exhibition was organised in the University	2 nd February, 2016
11.	Two Computer Centres were inaugurated in the Main Campus, Sunabeda	8 th April, 2016

3.6.2 How does the university promote university-neighbourhood network and student engagement, contributing to the holistic development of students and sustained community development?

CUO adopted five periphery villages for its Socio-Economic Development. With participation of students, university conducted various programmes in these villages such as health check-up and health awareness camps, art & craft training, cleanliness drive, etc. With the help up student volunteers and experts, university will also provide adult literacy, computer literacy, coaching for competitive examination, and spoken English course for children of adopted villages. Skill development training

will also be given to the villagers.

- 3.6.3 How does the university promote the participation of the students and faculty in extension activities including participation in NSS, NCC, YRC and other National/International programmes?

Students of CUO are participating in the different National/International Programmes such as *Akhara*-International Tribal Festival, *SIPCMAC*- culture exchange programme, Youth festivals, inter-university competitions, awareness programme, and marathon race in the eve of celebration of some days or awareness activities, etc.

CUO has formed a NSS Committee and soon it will start NSS programme in the university.

- 3.6.4 Give details of social surveys, research or extension work, if any, undertaken by the university to ensure social justice and empower the underprivileged and the most vulnerable sections of society?

Every year, students of the Department of Anthropology, Biodiversity and Conservation of Natural Resources, Sociology, Economics, Education, and J&MC carry out their Master Degree dissertation research or extension work on the indigenous tribal people of the region. Dissertations on these underprivileged and vulnerable sections of society bring to light their social system, prevailing social justice and awareness generated helps in creating new-information useful in their livelihood development, health care and policy formulation.

- 3.6.5 Does the university have a mechanism to track the students' involvement in various social movements / activities which promote citizenship roles?

No

- 3.6.6 Bearing in mind the objectives and expected outcomes of the extension activities organized by the university, how did they complement students' academic learning experience? Specify the values inculcated and skills learnt.

- Inculcate social responsibilities among students across disciplines.
- Communication skills.
- Adaptability to socio-environmental conditions.
- Organizational skills and leadership quality.
- Civic sense.

- 3.6.7 How does the university ensure the involvement of the community in its outreach activities and contribute to community development? Give details of the initiatives of the university which have encouraged community participation in its activities.
-

Through *Unnat Bharat Abhiyan*, CUO conducted several activities in the adopted villages in which villagers actively participated. Regarding the programmes offered in the university, programmes' scope, and facilities available in the university, CUO also conducted outreach programmes in different colleges of Odisha where nearby colleges' students and teachers as well as nearby villagers also participated.

- 3.6.8 Give details of awards received by the institution for extension activities and/contributions to social/community development during the last four years.

CUO bagged “Emerging University of the Year in Tribal Areas” during July, 2013. The award, instituted under Study World Annual Excellency Awards, was received by the then Vice-Chancellor of the University Prof. Surabhi Banerjee from Union Minister of State for Human Resource Development Shashi Tharoor at New Delhi

3.7 Collaboration

- 3.7.1 How has the university's collaboration with other agencies impacted the visibility, identity and diversity of activities on campus? To what extent has the university benefitted academically and financially because of collaborations?

CUO has entered MoUs/ collaborations with internal organizations like EUPHRATES (Spain) and MNCs of India like National Aluminium Company (NALCO) at Damanjodi, Koraput and Hindustan Aeronautics Limited (HAL), Sunabeda Koraput

Collaboration with NALCO: Internship for students of CUO at NALCO, Damanjodi

Collaboration with HAL: Distinguished Lecture, health facility and Internship for students of CUO

MoU with EUPHRATES: Students, Research Scholars and Faculty exchange Programme from India to European countries. Two faculties (Dr. K. Banerjee and Dr. M. Panda) have visited European countries under this programme.

- 3.7.2 Mention specific examples of how these linkages promote

• Curriculum development	:	To be undertaken
• Internship	:	By the Dept. of J&MC, MBA and BCA
• On-the-job training	:	To be undertaken
• Faculty exchange and development	:	Two faculty visited European countries for research as a part of exchange programme with EUPHRATES
• Research	:	
• Publication	:	To be undertaken
• Consultancy	:	

• Extension	:	
• Student placement	:	
• Any other (please specify)		

3.7.3 Has the university signed any MoUs with institutions of national/international importance/other universities/ industries/corporate houses etc.? If yes, how have they enhanced the research and development activities of the university?

Yes. CUO signed MoU with following organizations:

S. No.	Institution with which MoU has been signed	Natl./ Intl.	Date of MoU and duration	Benefits
1.	British Council	Intl.	05.03.10	125 students of CUO were trained in 'Spoken English' under this programme
2.	Public Health Foundation of India (PHFI)	Natl.	08.05.10 5 yrs	No action has been initiated
3.	Jamia Hamdard	Natl.	15.07.10 5 yrs	No action has been initiated
4.	University of Santiago de Copmpestella, Spain	Intl.	11.03.14 up to July 2017	Two members of faculty benefitted in teacher recharge programme
5.	University of Wananga, New Zealand	Intl.	04.12.13 5yrs	Proposal for setting up "Centre of Indigenous Studies" has been approved, However, no further progress made.

3.7.4 Have the university-industry interactions resulted in the establishment / creation of highly specialized laboratories / facilities?

To be undertaken

Any other information regarding Research, Consultancy and Extension, which the university would like to include.

Award of Honorary Degrees:

The Executive Council of CUO on the recommendation of the Academic Council make proposals to the Visitor for the conferment of honorary degrees.

The following Honorary Degrees (*Honoris Causa*) may be conferred upon a person on the ground that he/she is, by reason of an eminent position and attainments or by virtue of his/her contribution to

learning or eminent services to the cause of Education or Society, a fit and proper person to receive such Degree(s):

Doctor of Laws (LL.D.)

Doctor of Literature (D.Litt.)

Doctor of Science (D.Sc.)

CUO awarded Honoris Causa to the following persons of eminence :

1. **Degree of Doctor of Science (D.Sc.) (Honoris Causa)** was conferred on Padma Bhusan **Prof. Bikash Sinha (Homi Bhabha Professor, Department of Atomic Energy, Govt of India)**, at the 2nd Convocation at Koraput on 29th July, 2012.
2. **Degree of Doctor of Literature (D.Litt.) (Honoris Causa)** was conferred on Padma Shri recipient **Prof. Anil K. Gupta (Professor of Indian Institute of Management, Ahmedabad)** at the 2nd Convocation at Koraput on 29th July, 2012.
3. **Degree of Doctor of Literature (Honoris Causa)** was awarded to freedom fighter and noted social worker **Smt. Annapurna Maharana on 19th August, 2012 at Cuttack.**
4. **Degree of Doctor of Literature (Honoris Causa)** was awarded to **Padmashri Tulasi Munda** at the 3rd Convocation of the University on 1st July, 2013 at Koraput.
5. **Degree of Doctor of Law (Honoris Causa)** was conferred on **Shri Gopal Subramaniam**, Former Solicitor General of India during Special Convocation, 2013 at Bhubaneswar on 31st August, 2013.
6. **Degree of Doctor of Science (Honoris Causa)** was conferred on **Professor Madhav Gadgil**, an internationally acclaimed ecologist and Environment Scientist in a Special programme in New Delhi on 29th December, 2013.

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

4.1.1 How does the university plan and ensure adequate availability of physical infrastructure and ensure its optimal utilization?

The Govt. of Odisha allotted 430.37 Acres of land at Sunabeda, in the district of Koraput for the University. The title of the land has already been transferred in the name of Central University of Orissa. The buildings like Academic Block, Library Block, Boys Hostel, Girls Hostel, Canteen, and Guest House were already constructed and were taken possession. The Boys and Girls were recently shifted to their respective Hostels. The Guest House is made functional and is being managed by contractual staff.

The university carefully assesses the needs of the departments taking into account the student strength, faculty strength, workload and other requirements. All the Class Rooms are furnished and provided with Black/White Boards. The Faculty are provided with furniture like tables, chairs and almirahs. All Departments are also provided with required furniture like chairs, tables and almirahs. The physical infrastructure such as laboratory equipments, IT Infrastructure etc. have been provided adequately for the students and the faculty. Some of the infrastructures are centrally available and shared by the different departments, as and when they are needed. The specific requests for provision of infrastructural requirements are addressed based on the need and availability of resources.

4.1.2 Does the university have a policy for the creation and enhancement of infrastructure in order to promote a good teaching-learning environment? If yes, mention a few recent initiatives.

For the promotion of the good teaching-learning environment, the university encourages the faculty for giving proposals for establishing the research laboratories and infrastructure. The proposals are thoroughly scrutinized and after the approval by the competent authority and the statutory bodies, the procurement is done and the equipment / infrastructure are established in the departments. The university is committed to provide state-of-the-art facilities to provide the right academic ambience and classroom climate.

Computer Lab with 100 Nos. of computers has been commissioned in order to promote a good teaching and learning environment. Further, the campus is connected with 1 Mbps Wi-Fi Connectivity.

- 4.1.3 How does the university create a conducive physical ambience for the faculty in terms of adequate research laboratories, computing facilities and allied services?

The university has developed a conducive ambience for learning. With liberal assistance from the Government of India, the University is fulfilling the requirements of staff and students. Three laboratories for the departments of Anthropology, Biodiversity & Conservation of Natural Resources, and Journalism & Mass Communication were created with latest instruments and equipments. Further, the department of Teacher Education has also been provided with laboratory facilities for teaching psychology, sciences and social science.

- 4.1.4 Has the university provided all departments with facilities like office room, common room and separate rest rooms for women students and staff?

Yes. All the departments are provided with staff rooms / office rooms and separate class rooms.

- 4.1.5 How does the university ensure that the infrastructure facilities are disabled-friendly?

All the necessary facilities available in the campuses are disabled-friendly. Facilities include ramps, separate toilets, etc. for the differently-abled students are available in the main campus at Sunabeda.

- 4.1.6 How does the university cater to the requirements of residential students? Give details of

- Capacity of the hostels and occupancy (to be given separately for men and women)

Boys Hostel		Girls Hostel	
Capacity	Occupancy	Capacity	Occupancy
240	227	240	188

- Recreational facilities in hostel/s like gymnasium, yoga centre, etc.

Recreational facilities like common room, TV room, reading room with facility of newspapers and magazines have been provided in both boys and girls hostel. Indoor games like Table Tennis, Carom and Chess are available. For outdoor games, facilities like volley-ball and badminton court are provided. Further, Yoga classes are also being conducted for students as well as staff.

- Broadband connectivity / wi-fi facility in hostels.

Broadband connectivity / Wi-Fi facility of 1 Mbps connectivity work to Hostels is under process.

4.1.7 Does the university offer medical facilities for its students and teaching and non-teaching staff living on campus?

- Health Centre has been established in the University for Students and Staff in both campuses.
- One Doctor has been appointed on contract basis. He visits the Health Centre of the University from 12.00 to 14.00 hrs on all working days for providing treatment and first aid to Students, Teaching and Non-Teaching Staff.
- One dedicated ambulance is pressed into service (24 x 7) and for any emergency service.
- The University also signed MoU with Hindustan Aeronautics Limited (HAL), Sunabeda for using their medical facility for the students and staff of the CUO.

4.1.8 What special facilities are available on campus to promote students' interest in sports and cultural events/activities?

- The hostels are equipped with indoor and outdoor games facilities.
- The university is also promoting for outdoor games such as Cricket, Badminton, and Volleyball.
- The university periodically organizes the literary and cultural programmes for the students.

4.2 Library as a Learning Resource

- The university library was established in the year 2009 and it serves mainly the students, faculty members and non-teaching staff of the university.
- The library has a collection of about **25152** books. Of these, **1478** books are catalogued as reference books and the rest are textbooks and general books.
- Besides the printed books, the library also has **236** CDs/DVDs and subscribes to **70** print journals and **9100** e-journals.
- In addition to these, the library has access to the E-ShodhSindhu (formerly UGC-INFONET Consortium) for e-Resources, an online journal consortium funded by the UGC.
- The library is in constant touch with the E-ShodhSindhu consortium for inclusion and addition of new journals and databases to support the new academic programmes.
- New Arrival Section : CUO Central Library has a separate display section for

new arrival books procured for the benefit of students, research scholars and faculty.

- Faculty Publication of CUO : CUO has a special publication zone, where publications of faculty (books, journal publications) are displayed.
- The library uses KOHA, an open source software package, which is an integrated library management system that supports all in-house operations of the library. The KOHA consists of modules on acquisition, cataloguing, circulation, serials and Online Public Access Catalogue (OPAC). The database of the books available in the library is being updated on day-to-day basis with details of recently acquired books. The package has also been implemented for acquisition and cataloguing activities.

4.2.1 Does the library have an Advisory Committee? Specify the composition of the committee. What significant initiatives have been taken by the committee to render the library student/user friendly?

Yes, the Library has an Advisory Committee.

The Composition of Library Committee is detailed below:

1. Vice Chancellor :	Chairperson
2. Registrar :	Member (Ex-Officio)
3. Finance Officer:	Member (Ex-Officio)
4. Prof. K.C. Rout, Dean (Academics):	Member
5. Dr. S. K. Palita, Associate Professor & Dean, SBCNR:	Member
6. Dr. J. K. Nayak, Asst. Prof. and Head I/c, Dept. of Anthropology:	Member
7. Sh. S. K. Dash, Asst. Prof. and Head I/c, CELL:	Member
8. Sh. J. Dutta, Asst. Prof. and Head I/c, Dept. of Math.:	Member
9. Sh. P. K. Behera, Asst. Prof. and Head I/c, Dept. of Economics:	Member
10. Dr. R. K. Parhi, Asst. Prof. and Head I/c, Dept. of Teacher Education:	Member
11. Sh. B. Pradhan, Asst. Librarian & I/c, Central Library:	Member Convener

Role of Library Committee:

1. To provide general direction to the Library
2. To review the functioning of the library, with regard to its support to the academic programmes of the University.
3. To advise the management, on matters of policy relating to development of library.
4. To outline the library collection, development policy as and when required, for its implementation.
5. To monitor and evaluate, from time to time, trends and developments in

information technologies, networking, library automation, library cooperation etc., and to direct the library in their adoption.

6. To suggest, ways and means to generate revenue from library resources.
7. To formulate, action plan for the development of library infrastructure, facilities, products and services.
8. To evaluate, the suggestions made by the library users
9. To formulate, the policy for library use
10. To assist library in providing need based information services
11. To review, the requirements of the new programmes, being introduced and advise library about financial assistance.
12. To evaluate, school wise procurement of books and allocation of budget accordingly.
13. Any other function as assigned by the Chairperson.

The committee has suggested some new initiatives like-

- organising book exhibition;
- inviting expert from IGM Library;
- opening of new arrivals section;
- initiatives taken for MoU with INFLIBNET regarding Shodhganga;
- introducing anti plagiarism software (URKUND) and
- creation of Institutional Digital Repository etc. in the Library.

4.2.2 Provide details of the following:

Details	Central Library
Total area of the library (in Sq. Mts.) (Main Campus)	775 sq. mt.
Total area of the library (in Sq. Mts.) (Old Campus)	167 sq. mt.
Total seating capacity	150 (Main Campus) + 20 (Old campus)
Working Hours (Working Days)	09.00hrs to 18.00hrs in all working days
Working Hours (Holidays)	09.00hrs to 13.00hrs in all Saturday and Sunday
Layout of the Library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)	In addition to the Luggage Counter, Issue/Return Counter, area for book stack, following additional facilities are available inside the Library : <ul style="list-style-type: none">✓ Individual Reading Carrels;✓ Lounge Area for browsing;✓ IT Zone for accessing e-Resources

Clear and prominent display of floor plan; adequate sign boards; fire alarm; access to differently-abled users and mode of access to collection	<ul style="list-style-type: none"> ✓ Sign boards are displayed at various places of the Library; ✓ Fire Extinguisherr and Fire Alarms have been installed in the library; ✓ Jaws software is loaded in some computers for the reading of the visually challenged persons. ✓ Head phone and scanners are provided for the visually challenged users. ✓ Other facilities for differently-abled users will be done in the upcoming permanent library building.
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4.2.3 Give details of the library holdings:

a) Print (books, back volumes and theses) :	25,152
b) Average number of books added during the last three years :	2185
c) Non Print (Microfiche, AV) :	NIL
d) Electronic (e-books, e-journals) :	9100 (e-journals)
e) Special collections (e.g. text books, reference books, Standards, patents)	
Text Books :	23,674
Reference Books :	1478
Standards :	NIL
Patents :	NIL
f) Book Banks :	Yes
g) Question Banks :	Yes

4.2.4 What tools does the Library deploy to provide access to the collection?

- OPAC: Yes, Web OPAC
- Electronic Resource Management package for e-journals:
E- Shodh Sindhu Consortia of UGC, INFLIBNET
- Federated searching tools to search articles in multiple databases:
J-Gate
- Library Website: Yes (Intranet only) <http://192.168.137.209/>
- In-house/remote access to e-publications: No

4.2.5 To what extent is ICT deployed in the Library? Give details with regard to

- Library Automation: All documents are catalogued using ILMS KOHA.
- Total number of computers for general access: 30
- Total numbers of printers for general access: 03
- Internet band width speed 2mbps 10 mbps 1 GB: 1 GB
- Institutional Repository: Yes. <http://192.168.137.84:8080/jspui>
- Content management system for e-learning: No
- Participation in resource sharing networks/consortia (like INFLIBNET): No

4.2.6 Provide details (per month) with regard to

- Average number of walk-ins: 7260
- Average number of books issued/returned: 5192
- Ratio of Library books to students enrolled: 30:01
- Average number of books added during the last four years: 2566
- Average number of login to OPAC: 600
- Average number of login to e-resources: 2100
- Average number of e-resources downloaded/printed: 1615
- Number of IT (Information Technology) literacy Trainings Organized: 10

4.2.7 Give details of specialized services provided by the Library with regard to

- Manuscripts: No
 - Reference: Yes, 1478 books
 - Reprography/Scanning: Yes
 - Inter-library Loan Service: To be undertaken
 - Information Deployment and Notification: Yes
 - OPACS: Yes, Provided using KOHA Library management software
 - Internet Access: Yes
 - Downloads: Yes
 - Printouts: Yes
 - Reading list/ Bibliography compilation: Yes
 - In-house/remote access to e-resources: No
 - User Orientation: Yes
 - Assistance in searching Databases: Yes
 - INFLIBNET/IUC facilities: Yes
-

4.2.8 Provide details of the annual Library budget and the amount spent for purchasing new books and journals.

Central University of Orissa is now utilising plan budget.

Year	Amount Spent/ Books in INR	Journals in INR
2011-2012	12,62,484.00	3,81,722.00
2012-2013	1,04,22,729.00	15,33,287.00
2013-2014	51,88,685.00	10,06,500.00
2014-2015	66,030.00	6,76,844.00
2015-2016	66,17,066.00	9,15,813.00

4.2.9 What initiatives has the University taken to make the Library a ‘happening place’ on campus?

- Internet /Wi-Fi facility is available inside Library building for the users.
- Library is centrally air conditioned and noise free zone which provides peaceful and calm environment for reading.
- Subscription of variety of Journals, Magazines, Newspapers in different languages, reference books, novels, fictions, competitive magazines, and autobiography has been made, to make Library an attraction to the users.
- New Arrival Section is an attraction among students and faculty.
- Faculty Publication Section is an added attraction.
- Participation in UGC-E-ShodhSindhu consortium results an access to different databases and more than 9100 e-journals.
- OPAC facility has made easier to access available documents in the Central Library.
- Current awareness services initiated to facilitate the research requirement of our faculty members. It helps to keep abreast about the new development in their areas of research.
- User orientation programme has been organised periodically to keep abreast the new developments.

4.2.10 What are the strategies used by the Library to collect feedback from its users? How is the feedback analysed and used for the improvement of the Library Services?

- The Central Library values the suggestion and comments from its users. The feedback service is intended for use by students, faculties and staffs of Central University of Orissa only. All the information provided by the user community remains confidential.
- Further, all the feedbacks are analysed by the library authorities for the improvement of its services, collection and resources.

4.2.11 List the efforts made towards the infrastructural development of the Library in the last four years.

- The Central Library has got a collection over 25,152 numbers of books, 80 numbers of national and international journals etc. Presently the Library operates from both (Sunabeda & Landiguda) campus. The floor area is approx. 775 sq. mt. Central Library has a spacious reading hall and comfortable chairs and reading tables are provided for the users.
- Organised book exhibition for the benefit of the students. Students and faculty got an exposure to see the variety of books on different subject areas.
- ILM software KOHA is being used for Library automation. Separate computers are available to access OPAC, managing the automation work to the staffs and users of the Library. Along with this, scanners, photocopiers, printers are also available to enhance the different Library services.
- Memorandum of Understanding has been signed with the INFLIBNET Centre for Shodhganga project to participate in the repository of Ph.D. thesis.
- Anti-plagiarism check initiative has been undertaken by the Central Library to facilitate different department of the University to combat plagiarism in the University research. In this regard, “URKUND” anti-plagiarism software has been provided by INFIBNET to the University.
- Initiatives are in process for remote access of e-resources for the faculty members, so that our authorised users can access to our licensed e-resources remotely sitting from home.

4.3 IT Infrastructure

4.3.1 Does the university have a comprehensive IT policy with regard to IT Service Management, Information Security, Network Security, Risk Management, Software Asset Management, Open Source Resources, and Green Computing?

CUO has framed an IT Policy for an effective IT Service Management, Data/Network Security etc.

IT Service Management:

At present Two Proxy servers are being used to provide internet connectivity to users. One Firewall is proposed to make the network secure from unauthorized access/viruses & to create login id & password for every user to use internet. One Windows server is also proposed to provide every user a login id & password to use computer system of Lab & also to provide some space on the server to save their personal data.

Information Security:

One Firewall is in process to procure. Thereafter computer system will be more secure from viruses & unauthorized access simultaneously network will also be more secure & robust.

Risk Management

At present CUO is using any mission critical system so CUO do not require any advance risk management system for current setup. In case of any problem in a computer; system/Server, backup & reinstallation is done using basic procedures. In future expansion CUO will do risk management.

Software Asset Management

At present asset management is done manually. CUO is in process to procure Brihaspati 3 software, developed by IIT Kanpur. Brihaspati 3 comprises various modules for Account Management/Hostel Management/Inventory Management etc.

Open Source Resources

Various Open Resources software are being used in Computer Labs like Open Office, Ubuntu, Operating System, Fedora Operating Systems, Java, C etc.

Green Computing

Most of the computer systems & printers are energy star rated. Being an educational institution everyone aware of the importance of Environment & involved in paperless computing. Being a new University, we have no electronic waste to dispose of.

4.3.2 Give details of the university's computing facilities i.e., hardware and software.

- Number of systems with individual configurations: 194
- Computer-student ratio: $194:877 = 0.2$
- Dedicated computing facilities:
Dedicated Computing facilities are available to students of J&MC, Mathematics, Biodiversity & Conservation of Natural Resources, and Computer Science Departments.
- LAN facility:
Local Area Network facility is available to all computers in temporary campus. In main campus LAN facility is limited to Library Block.
- Proprietary software:
List of Proprietary software being used in Central University of Orissa:

Sl. No.	Name of Software	Department
1.	Tally Software	Finance Section
2.	ArcGIS	Department of Biodiversity &

		Conservation of Natural Resources (DBCNR)
3.	ERDAS Imaging	DBCNR
4.	IBM SPSS	DBCNR
5.	Windows Operating System	University
6.	Open Office /Ubuntu /Fedora Operating System/ Mozilla/ Opera browser / Winrar / Google Earth etc. (Open Source)	University

- Number of nodes/ computers with internet facility:
163 (One Hundred Sixty Three) Computers are with Internet Facility. Work is going on to bring all the system under internet facility.

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

At present Five Computer labs are functional. For better network management & information security we are planning to procure one firewall. NICS (National Informatics Centre Services Inc.) is in process to make whole Campus Wi-Fi enabled campus.

4.3.4 Give details on access to on-line teaching and learning resources and other knowledge and information database/packages provided to the staff and students for quality teaching, learning and research.

- Implementation of Open Source Moodle Server (Online Teaching/Exam) facility is in progress.
- Online catalogue facility has been provided to end-user using OPAC and KOHA in the Central Library.
- Accessing research papers using INFIBNET access.

4.3.5 What are the new technologies deployed by the university in enhancing student learning and evaluation during the last four years and how do they meet new / future challenges?

At Central University of Orissa, a number of new technologies have been adopted to enhance the learning and evaluation process. For example,

- We have Wi-Fi enabled facility.
- The internet facility is available 24 x 7.
- Each department has LCD projectors.
- Academic autonomy to the departments and also to the faculties.
- Some departments have adopted open book test.
- The updated curriculum with continuous assessment and evaluation.
- All practical courses are synchronized with corresponding theory background courses.
- CUO will install smart classrooms soon

- Moodle and MOOC are in the pipeline for full implementation

4.3.6 What are the IT facilities available to individual teachers for effective teaching and quality research?

Computers / Laptops with internet facility and access to online journals have been provided to all teachers.

4.3.7 Give details of ICT-enabled classrooms/learning spaces available within the university? How are they utilized for enhancing the quality of teaching and learning?

Departments are taking classes by using LCD projectors. ICT enabled smart classrooms will be established in near future. The Wi-Fi facilities enable the students and staff to enhance the learning and teaching processes respectively.

4.3.8 How are the faculty assisted in preparing computer-aided teaching-learning materials? What are the facilities available in the university for such initiatives?

LCD Projectors and web services are there in all the departments and this has facilitated the e-based classrooms for teacher-student interactive sessions through presentations. The individual teachers have prepared e-content materials including PowerPoint presentations.

4.3.9 How are the computers and their accessories maintained?

CUO being a new university, computer and IT accessories have been procured recently and are under the normal warranty period. The maintenance of the equipments and its accessories, are done by the suppliers. After the expiry of the warranty period, University will go for annual maintenance scheme.

The day-to-day maintenance of Computers and accessories, are looked after by the IT Section of the University.

4.3.10 Does the university avail of the National Knowledge Network connectivity? If so, what are the services availed of?

Yes, two computer Labs are connected with NKN connectivity. Campus Wi-Fi plan is in process through NICS, an MOU is already been signed between NICS & CUO for making Wi-Fi enabled campus.

4.3.11 Does the university avail of web resources such as Wikipedia, dictionary and other education enhancing resources? What are its policies in this regard?

Access to Wikipedia, dictionary are in use. Policy formulation is in process.

4.3.12 Provide details on the provision made in the annual budget for the update, deployment and maintenance of computers in the university.

Sl. No.	Finance Year	Budget (Rs.)	Actuals (Rs.)
1.	2010-11	Plan Budget	1707390
2.	2011-12		665731

3.	2012-13		3407783
4.	2013-14		1738874
5.	2014-15		593952
6.	2015-16		2159358

- 4.3.13 What plans have been envisioned for the gradual transfer of teaching and learning from closed university information network to open environment?

CUO has implemented the virtual learning environment using the facilities such as NKN. Many online lectures are used through the NKN network and the e-learning resources available in modules such as NPTEL are accessed. University library is also equipped with good number of online resources.

4.4 Maintenance of Campus Facilities

- 4.4.1 Does the university have an estate office / designated office for overseeing the maintenance of buildings, class-rooms and laboratories? If yes, mention a few campus specific initiatives undertaken to improve the physical ambience.

Yes. The university has a dedicated Maintenance Section with a designated Estate Officer (OIC Maintenance) and JE (Civil), Supervisor (Electrical), Supervisor (Civil), and technical support staff for electrical, plumber-work; for overseeing maintenance of buildings, classrooms and laboratories.

With regard to the physical ambience, the university is a newly established Central University and all the buildings are constructed very recently. Further, the laboratories are maintained by the departments concerned. The Computer Laboratories are maintained by the IT Section.

- 4.4.2 How are the infrastructure facilities, services and equipment maintained? Give details.

The laboratory equipment are maintained by the respective departments. The IT infrastructure such as desktops, laptops and printers are maintained periodically by the IT Section with the technical assistance of the personnel from within the section as well as from the suppliers.

During the warranty period of the equipment, the suppliers are requested to address the issues, if any, with regard to the equipment. Efforts are taken for empanelling firms for Annual Maintenance Contract of the equipment. Most of the equipment including the desktops are under warranty period and hence the maintenance is taken care of by the suppliers.

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1 Student Mentoring and Support

5.1.1 Does the university have a system for student support and mentoring? If yes, what are its structural and functional characteristics?

Yes. The student mentoring and support has been the primary focus of CUO. The students are mentored from the time of admission up to the completion of their programme at various levels. Counselling is done at the admission point to guide students to the various programmes of study available in CUO. CUO has a Student Counselling Cell to provide psychological support and guidance services. Two counsellors (one male counsellor & one female counsellor) have been appointed to do so. The teaching and the non-teaching staff guide the students regarding the formalities for admission and help them settle down in the new environment. The authorities of the university welcome the students on the Commencement Day, a practice that motivates and inspires the students. At the department level, the students are provided with the required guidance and counselling by the Heads of the Departments and faculty. In addition, faculty members are assigned with the additional responsibility of functioning as Chief Warden/Wardens/Assistant Wardens in the hostels for lending personal support. Further, a few non-teaching staff are also appointed as in-house caretaker for round the clock support and guidance to students. The university has different cells like Students' Grievance Redressal Cell, Anti-ragging, and Internal Complaint Committee (Anti-sexual Harassment Cell). Lectures delivered by invited guests on different occasions help the students in their academic pursuits.

5.1.2 Apart from classroom interaction, what are the provisions available for academic mentoring?

Specific programmes such as visit to different national research institutes, industrial visits, internship programmes, field-work in different villages, educational tours and rural school visits offer ample scope for hands-on training. Besides, the students are given personal counselling. Remedial coaching is provided for the students who require extra attention. Special coaching classes for competitive examinations (NET & other competitive examinations) are also provided for advanced learning. Various research societies/ associations at department and faculty levels invite eminent scholars and scientists for interactive sessions with the students and the faculty.

Conferences/ Seminars/ Symposiums/ Workshops/ Special Lectures/ Distinguished Lectures are organized by the CUO and conventions provide students with beyond the

classroom academic experience.

- 5.1.3 Does the university have any personal enhancement and development schemes such as career counselling, soft skill development, career-path-identification, and orientation to well-being for its students? Give details of such schemes.

Yes. Training programmes are conducted for entrepreneurship and personality development by various departments. The departments invite renowned academicians and entrepreneurs to guide the students in their career path. Soft skill development has been introduced as a part of the curriculum. Classes are being conducted for the NET coaching. Career counselling facility is also available for the students.

- 5.1.4 Does the university publish its updated prospectus and handbook annually? If yes, what are the main issues / activities / information included / provided to students through these documents? Is there a provision for online access?

Yes. The university publishes prospectus every year before admission. The prospectus includes the details related to the programmes offered, rules and regulations of hostels, anti-ragging related information, academic calendar, important Proforma, facilities available in the institution, admission process, and seats available for SC/ST/OBC/PwD and other weaker sections of society as per the Govt. regulations, etc. Information is also uploaded in the University website for the information of the students. Up to date information are made available through the general Notice Board, the Career Counselling Notice Board and the departmental Notice Boards provide. Through these the institution intend to make its working process, regulations, event schedule and various facilities transparent to the student as well as other stakeholders in order to ensure social commitment and transparency in the activities of the institution.

Yes. There is a provision for online access of the prospectus.

Also, CUO publishes Newsletters on biannual basis.

The Annual Reports for the years 2009-10, 2010-11, 2011-12, 2012-13, 2013-14, and 2014-15 have been published. The Annual Report for the year 2015-16 is in the process of being printed and will be published by December, 2016.

- 5.1.5 Specify the type and number of university scholarships / freeships given to the students during the last four years. Was financial aid given to them on time? Give details (in a tabular form) for the following categories: UG/PG/M.Phil./Ph.D./ Diploma/others (please specify).

The university provides Non-NET fellowship to M.Phil./Ph.D. scholars. The university does not provide any free-ships to the students. Students avail financial assistance through social welfare schemes such as SC/ST Scholarships, OBC

Scholarships, Single Girl Child Scholarship, Farmer's Scholarship, etc. provided by the state and central governments.

Sl. No.	Name of the School	Name of the Departments	Name of Programmes & Percentage of Students receive financial assistance
01	School of Languages	Department of Odia Language & Literature	M.A. in Odia (35.48%) M.Phil. in Odia (100%) Ph.D. in Odia (100%)
		Department of English Language & Literature	M.A. in English (33.33%)
		Department of Hindi	M.A. in Hindi (25.0%)
		Department of Sanskrit	M.A. in Sanskrit (20.0%)
02	School of Social Sciences	Department of Anthropology	M.Sc. in Anthropology (22.86%) M.Phil. in Anthropology (100%) Ph.D. in Anthropology (100%)
		Department of Sociology	M.A. in Sociology (20.25%) M.Phil. in Sociology (100%) Ph.D. in Sociology (100%)
		Department of Economics	M.A. in Economics (17.14%)
03	School of Education & Education Technology	Department of Journalism & Mass Communication	M.A. in Journalism & Mass Communication (15.38%) M.Phil. in Journalism & Mass Communication (100%) Ph.D. in Journalism & Mass Communication (100%)
		Department of Teacher Education	Bachelor of Education (19.5%)
04	School of Basic Sciences & Information Sciences	Department of Mathematics	5yr-Integrated M.Sc. in Mathematics (43.75%)
		Department of Computer Science	Bachelor of Computer Applications (37.5%)
05	School of Biodiversity & Conservation of Natural Resources	Department of Biodiversity & Conservation of Natural Resources	M.Sc. in Biodiversity (17.24%) M.Phil. in Biodiversity (100%) Ph.D. in Biodiversity (100%)
06	School of Commerce and Management Studies	Department of Business Management	Master of Business Administration (31.03%)
07	School of Applied Science	Department of Statistics	M.Sc. in Applied Statistics and Informatics (20.0%)

5.1.6 What percentage of students receive financial assistance from state government, central government and other national agencies (Kishore Vaigyanik Protsahan Yojana (KVPY), SN Bose Fellow, etc

		Post Matric Scholarship	e- Medhabruti Scholarship	UGC – PG Indira Gandhi Scholarship for Single Girl Child	Trust Fund Scholarship	Merit Cum Means Scholarship (Minority)	Banishree Scholarship	UGC – Non NET Fellowships	UGC - Junior Research Fellowship	UGC – Rajiv Gandhi National Fellowship	UGC – Maulana Azad National Fellowship	ICSSR Doctoral Fellowship	DST Inspire Fellowship	UGC – National Fellowship	TOTAL (Percentage)
2009	SC	100													100
	ST	100													100
2010	SC	85.19													85
	ST	100													100
	PWD						100								100
2011	GEN					3									3
	SC	68.63													69
	ST	50													50
	OBC	47.62													48
2012	SC	65.31													65
	ST	68.75													69
	OBC	20													20
2013	GEN							6.67			0.60	0.60			8
	SC	46.67						5	1.67						53
	ST	43.59						7.69		2.56					54
	OBC	13.98						8.60				1.08			24
2014	GEN		3.16	0.63				15.19	0.63		0.63		0.63		21
	SC	57.47						5.75		5.75					69
	ST	47.50						5							53
	OBC	53.85						6.59						2.2	63
	PWD						100								100
2015	GEN		17.33	1.98				10.40							30
	SC	61.45						6.02		1.20					69
	ST	51.35						10.81							62
	OBC	43.36						0.88							44
	PWD				100										100

5.1.7 Does the university have an International Student Cell to attract foreign students and cater to their needs?

No. The institution has no overseas students in the campus at present. But the University is working on establishing the international students' cell.

5.1.8 Does the university provide assistance to students for obtaining educational loans from banks and other financial institutions?

Yes

5.1.9 What types of support services are available for

- Overseas students: The University is working on establishing the international students' cell.
- physically challenged / differently-abled students:
 - ✓ CUO provides financial assistance to physically challenged students through scholarships
 - ✓ Scribe facility as well as extra time made available during examinations
 - ✓ Information on various scholarships and funding agencies
 - ✓ Allotment of hostel on priority basis
 - ✓ Provision of ramp for easy movement
 - ✓ Specialised toilets for differently-abled
 - ✓ Reservation in admission
 - ✓ Free hostel accommodation
 - ✓ Waiver of tuition fees
 - ✓ Relaxation in admission fees
 - ✓ Waiver of certificate fees
 - ✓ Jaws software for reading of the visually challenged students
- SC/ST, OBC and economically weaker sections –
 - ✓ Central and State Government scholarships are provided to SC/ST and OBC (Post Matric Scholarship) students
 - ✓ Various merit Scholarships are given to Economically Backward Students as per State Govt. Schemes
 - ✓ Entry in to service coaching classes for SC/ST/OBC/Economically Backward students under state Govt. funding
 - ✓ Reservation in admission
 - ✓ Preference in hostel admission
 - ✓ Waiver of tuition fees
 - ✓ Relaxation in admission fees
 - ✓ Free coaching for entry into service
 - ✓ Free remedial coaching

- students participating in various competitions/conferences in India and abroad: Financial assistance like registration fee, travel and other logistics are provided to all the students who attend conferences and other competitions including sports.
- health centre, health insurance etc.:
Health centres function in both campuses and regularly doctor is available during 12:00 hr to 14:00 hr for health check-up. 24x7 ambulance is deployed for emergency medical care. MoU has been signed with HAL to use its medical facility.
- skill development (spoken English, computer literacy, etc.):
Yes. The students are given appropriate training and facilities.
- performance enhancement for slow learners:
Special and remedial coaching at the department level is given to the slow learners.
- exposure of students to other institutions of higher learning/ corporates/business houses, etc.:
Students are exposed to other higher educational institutions /research institutions/media houses/ Institutes for Development, in the form of internships, project works and educational visits.
- publication of student magazines: Yes. The First Issue of University magazine is expected by the end of December, 2016.
However, some departments like DOLL (Department of Odia Language and Literature) and Teacher Education publish their wall magazine on a regular basis.

5.1.10 Does the university provide guidance and/or conduct coaching classes for students appearing for Civil Services, Defence Services, NET/SET and any other competitive examinations? If yes, what is the outcome?

Yes. The departments are conducting coaching classes for students appearing for the NET examinations. Special attention is given to the students of SC/ST/OBC (Non-creamy Layer) and Minority Community in the coaching classes.

SL. No.	DEPARTMEN T	SET/NET/CTET etc.
1	Anthropology	(Net -06, Male-05, Female-01, Gen-02, Obc-02, Sc-02
2	BCNR	(NET -07, St/Sc-01, OBC-02, Gen-04) DST-01, GATE-02
3	Doll	(NET -11, NET & JRF - 04)
4	J&MC	NET -04 (OBC-02, SC-01, ST-01, FEMALE-02)
5	Sociology	(NET -06 , NET & JRF-02)
6	Economics	(NET -01, State Govt. Job-03, Private Job-30)
7	B.Ed.	(SET/CTET(2013-14)-18, SET/CTET(2014-15)-23, NET -01

5.1.12 Mention the policies of the university for enhancing student participation in sports and extracurricular activities through strategies / schemes such as:

- additional academic support and academic flexibility in examinations:

Yes. The university provides attendance credits and alters the schedule of exams for the students representing the university in All India or Zonal Inter-University Sports Competitions. The Sports Committee in the university is functional and is responsible for selecting the students who are representing CUO, in the All India Inter-University or Zonal competitions. The students are normally selected through an Intra-University Annual Sports competitions.

- special dietary requirements, sports uniform and materials:

In order to encourage the students to participate in All India Inter-University or Zonal competitions, the university provides train ticket allowances, food and accommodation charges during the period of tour.

5.1.13 Does the university have an institutionalized mechanism for students' placement? What are the services provided to help students identify job opportunities, prepare themselves for interview, and develop entrepreneurship skills?

Recently students Placement Cell has been constituted and it is taking initiatives for getting companies on the campus for getting the students placed.

5.1.14 Give the number of students selected during campus interviews by different employers (list the employers and the number of companies who visited the campus during the last four years).

CUO intends to take campus selection soon.

5.1.15 Does the university have a registered Alumni Association? If yes, what are its activities and contributions to the development of the university?

Department wise Alumni Associations have started functioning.

5.1.16 Does the university have a student grievance redressal cell? Give details of the nature of grievances reported. How were they redressed?

Yes. The university has a Grievance Redressal Committee for the Students. Normally the grievances are received with regard to the attendance shortage, quality of food served in hostels, etc. The grievances raised by the students are referred to the above committee, which addresses the grievance in a fair manner.

5.1.17 Does the university promote a gender-sensitive environment by (i) conducting gender related programmes (ii) establishing a cell and mechanism to deal with issues related to sexual harassment? Give details.

Yes. The University does not allow any discrimination on the basis of gender. Gender

sensitive posters and photos have been displayed on various visible corners of the University for sensitisation of the students. Time to time lectures are delivered by faculty members and distinguished persons to create sensitisation related gender discrimination.

- 5.1.18 Is there an anti-ragging committee? How many instances, if any, have been reported during the last four years and what action has been taken in these cases?

The university campuses is free from ragging. So far, no incidents of ragging have been reported. At the time of admission, students are made to produce anti-ragging affidavit both by the students as well as their parents.

- 5.1.19 How does the university elicit the cooperation of all its stakeholders to ensure the overall development of its students?

CUO has signed Memorandum of Understanding with leading institutions. Constant support and expert advice from the collaborating institutions and experts of different subjects is obtained to facilitate the development of the students and the curriculum.

- 5.1.20 How does the university ensure the participation of women students in intra- and inter-institutional sports competitions and cultural activities? Provide details of sports and cultural activities where such efforts were made.

CUO regularly organises different sports, cultural, and literary competitions for the participation of all sections of the students.

5.2 Student Progression

- 5.2.1 What is the student strength of the university for the current academic year? Analyse the Programme-wise data and provide the trends for the last four years.

The student strength of the University for the current academic year (2016-17)

Students	UG		PG		Integrated Masters		M.Phil.		Ph.D.	
	M	F	M	F	M	F	M	F	M	F
From the state where the university is located	9	7	129	159	11	7	12	15	4	5
From other states of India	0	0	1	0	0	0	0	2	0	0
NRI Students	0	0	0	0	0	0	0	0	0	0
Foreign Students	0	0	0	0	0	0	0	0	0	0
Total	9	7	130	159	11	7	12	17	4	5

Programme-wise and Category-wise Student Strength for the Academic Year 2016-17											
	SC		ST		OBC		GENERAL		Total		Total
Programme	M	F	M	F	M	F	M	F	M	F	
M.A. in English	2	2	4	1	2	2	6	4	14	9	23
M.A. in Odia	1	5	2	2	3	4	4	9	10	20	30
M.A. in Sociology	0	4	3	5	2	0	4	9	9	18	27
M.A. in J&MC	0	4	1	5	1	2	5	7	7	18	25
M.Sc. in Anthropology	2	1	2	1	1	1	0	6	5	9	14
M.A. in Economics	1	6	1	1	4	5	3	9	9	21	30
M.Sc. In Biodiversity	0	1	3	1	3	7	2	9	8	18	26
M.Sc. In Mathematics (05 yr. Integrated)	1	1	1	0	5	2	4	4	11	7	18
B.Ed. (Teacher Education)	9	2	1	3	15	4	11	7	36	16	52
M.A. in Hindi	1	2	0	0	2	1	2	3	5	6	11
M.A. in Sanskrit	0	3	0	0	1	3	1	6	2	12	14
M.Sc. In Applied Statistics & Informatics	1	1	0	2	0	1	2	2	3	6	9
MBA	2	2	2	0	9	1	9	3	22	6	28
BCA	2	1	1	0	1	1	5	5	9	7	16
M.Phil. in Odia	1	1	0	0	2	0	0	2	3	3	6
Ph.D. in Odia	0	0	0	0	1	1	1	0	2	1	3
M.Phil. in Anthropology	0	1	1	0	1	0	2	0	4	1	5
Ph.D. in Anthropology	0	2	0	0	0	0	0	0	0	2	2
M.Phil. in Sociology	0	0	0	0	0	0	0	0	0	0	0
Ph.D. in Sociology	0	0	0	0	0	0	0	0	0	0	0
M.Phil. in JMC	1	0	0	0	0	1	0	2	1	3	4
Ph.D. in JMC	0	0	0	0	0	0	0	0	0	0	0
M. Phil. Biodiversity	0	2	0	0	2	1	1	4	3	7	10

Programme-wise and Category-wise Student Strength for the Academic Year 2015-16											
	SC		ST		OBC		General		Total		Total
Programme	M	F	M	F	M	F	M	F	M	F	
M.A. in English	5	1	3	1	4	3	3	4	15	9	24
M.A. in Odia	4	4	2	2	1	9	1	7	8	22	30
M.A. in Sociology	8	1	1	1	1	8	4	6	14	16	30
M.A. in J&MC	4	3	0	2	0	3	8	8	12	16	28
M.Sc. in Anthropology	3	2	1	2	2	3	3	11	9	18	27
M.A. in Economics	1	4	0	2	3	4	10	6	14	16	30
M.Sc. in Biodiversity	2	3	0	1	2	3	4	14	8	21	29
M.Sc. in Mathematics (05 yr. Integrated)	4	1	2	0	5	4	7	7	18	12	30
B.Ed. (Teacher Education)	13	6	3	4	20	12	14	28	50	50	100
M.A. in Hindi	1	0	3	1	1	0	1	0	6	1	7

M.A. in Sanskrit	0	0	1	0	0	0	0	3	1	3	4
M.Sc. in Applied Statistics & Informatics	0	1	0	2	6	3	9	4	15	10	25
MBA	4	1	1	1	4	5	9	4	18	11	29
BCA	2	0	0	0	1	0	3	2	6	2	8
M.Phil. in Odia	1	0	0	0	1	0	1	0	3	0	3
Ph.D. in Odia	0	0	0	0	0	0	1	0	1	0	1
M.Phil. in Anthropology	1	0	0	0	0	0	1	2	2	2	4
Ph.D. in Anthropology	0	0	0	0	1	0	0	0	1	0	1
M.Phil. in Sociology	0	0	0	0	0	0	1	3	1	3	4
Ph.D. in Sociology	0	0	0	0	1	1	1	1	2	2	4
M.Phil. in JMC	0	1	0	0	0	0	1	0	1	1	2
Ph.D. in JMC	0	0	0	0	0	0	0	0	0	0	0
M. Phil. Biodiversity	0	1	0	0	2	0	1	4	3	5	8
Ph.D. Biodiversity	1	0	0	0	0	0	1	1	2	1	3
M.Phil in English	0	0	1	0	0	0	1	2	2	2	4

Prog. ramme-wise and Category-wise Student Strength for the Academic Year 2014-15											
	SC		ST		OBC		General		Total		Total
Programme	M	F	M	F	M	F	M	F	M	F	
M.A. in English	5	3	1	1	0	6	3	11	9	21	30
M.A. in Odia	4	8	1	4	1	3	1	10	7	25	32
M.A. in Sociology	9	7	3	4	3	7	3	13	18	31	49
M.A. in J&MC	3	2	1	1	3	2	5	7	12	12	24
M.Sc. in Anthropology	1	1	1	2	0	0	2	1	4	4	8
M.A. in Economics	5	2	2	2	5	4	6	14	18	22	40
M.Sc. in Biodiversity	2	5	1	2	3	4	4	8	10	19	29
M.Sc. in Mathematics	2	0	1	0	1	3	7	4	11	7	18
B.Ed. (Teacher Education)	17	2	6	3	30	7	18	17	71	29	100
M.Phil. in Odia	0	1	1	0	0	2	1	0	2	3	5
Ph.D. in Odia	1	0	0	0	0	0	0	0	1	0	1
M.Phil. in Anthropology	1	0	1	0	1	0	2	0	5	0	5
Ph.D. in Anthropology	0	1	0	0	0	1	1	0	1	2	3
M.Phil. in Sociology	0	1	0	0	0	1	1	2	1	4	5
Ph.D. in Sociology	0	0	1	0	0	0	0	0	1	0	1
M.Phil. in JMC	1	0	0	0	1	1	2	0	4	1	5
Ph.D. in JMC	0	0	0	0	0	0	1	1	1	1	2
M. Phil. Biodiversity	1	0	0	1	1	0	5	2	7	3	10
Ph.D. Biodiversity	1	1	0	0	0	1	2	4	3	6	9

Programme-wise and Category-wise Student Strength for the Academic Year 2013-14											
	SC		ST		OBC		General		Total		Total
Programme	M	F	M	F	M	F	M	F	M	F	
M.A. in English	3	1	1	2	4	2	4	13	12	18	30
M.A. in Odia	1	3	4	4	3	5	0	12	8	24	32
M.A. in Sociology	5	6	5	1	4	9	3	17	17	33	50
M.A. in J&MC	3	1	0	0	3	0	10	3	16	4	20
M.A./M.Sc. in Anthropology	2	0	1	1	0	2	2	3	5	6	11
M.A. in Economics	4	3	1	1	1	2	4	11	10	17	27
M.Sc. in Biodiversity	1	2	0	0	3	1	5	12	9	15	24
M.Sc. in Mathematics	4	0	3	0	5	6	6	6	18	12	30
B.Ed. (Teacher Education)	13	3	6	4	20	15	17	22	56	44	100
M.Phil. in Odia	1	0	0	0	1	0	1	2	3	2	5
Ph.D. in Odia	0	1	0	0	0	1	1	2	1	4	5
M.Phil. in Anthropology	0	2	1	0	2	0	0	0	3	2	5
Ph.D. in Anthropology	0	0	1	0	1	0	2	0	4	0	4
M.Phil. in Sociology	1	0	1	0	1	0	0	1	3	1	4
Ph.D. in Sociology	0	0	0	0	0	0	0	1	0	1	1
M.Phil. in JMC	0	0	1	0	1	1	1	1	3	2	5
Ph.D. in JMC	0	0	0	1	0	0	3	0	3	1	4

Programme-wise and Category-wise Student Strength for the Academic Year 2012-13											
	SC		ST		OBC		General		Total		Total
Programme	M	F	M	F	M	F	M	F	M	F	
M.A. in English	6	3	1	3	2	1	3	9	12	16	28
M.A. in Odia	4	4	7	2	0	2	1	8	12	16	28
M.A. in Sociology	3	4	1	3	5	4	6	4	15	15	30
M.A. in J&MC	5	0	2	1	2	1	11	8	20	10	30
M.A. / M.Sc. in Anthropology	4	4	2	1	2	0	4	3	12	8	20
M.A. in Economics	3	3	1	4	2	6	1	9	7	22	29
M.Sc. in Biodiversity	0	2	0	2	2	1	5	8	7	13	20
M.Sc. in Mathematics	2	2	1	1	4	1	8	8	15	12	27

Programme-wise and Category-wise Student Strength for the Academic Year 2011-12											
	SC		ST		OBC		General		Total		Total
Programme	M	F	M	F	M	F	M	F	M	F	
M.A. in English	4	4	0	0	1	1	2	5	7	10	17
M.A. in Odia	3	6	3	6	2	2	2	6	10	20	30
M.A. in Sociology	1	6	2	3	8	3	0	7	11	19	30
M.A. in J&MC	4	2	3	1	6	3	6	5	19	11	30
M.A./M.Sc. in Anthropology	4	3	3	4	3	3	4	6	14	16	30
MA in Economics	7	1	0	0	2	4	4	10	13	15	28
M.Sc. in BCNR	3	0	1	0	0	1	3	3	7	4	11
5 yr. integrated M.Sc. in Mathematics	2	1	0	0	3	0	2	1	7	2	9

Programme-wise and Category-wise Student Strength for the Academic Year 2010-11											
	SC		ST		OBC		GENERAL		TOTAL		TOTAL
Programme	M	F	M	F	M	F	M	F	M	F	
M.A. in English	4	1	1	0	3	3	3	13	11	17	28
M.A. in Odia	6	1	5	1	4	2	4	7	19	11	30
M.A. in Sociology	4	1	3	1	4	5	2	8	13	15	28
M.A. in J&MC	4	1	2	1	5	4	7	6	18	12	30
M.A./M.Sc. in Anthropology	2	3	3	2	1	1	9	8	15	14	29

Programme-wise and Category-wise Student Strength for the Academic Year 2009-10											
	SC		ST		OBC		GENERAL		TOTAL		TOTAL
Programme	M	F	M	F	M	F	M	F	M	F	
M.A. in English	3	1	2	1	1	0	6	16	12	18	30
M.A. in Odia	6	3	3	2	0	1	2	13	11	19	30
M.A. in Sociology	5	1	1	1	1	1	8	12	15	15	30
M.A. in J&MC	2	1	2	0	3	2	11	9	18	12	30
M.A./M.Sc. in Anthropology	6	0	1	1	0	1	10	11	17	13	30

Student Progression	%			
	2013-2014	2014-2015	2015-2016	2016-2017
UG to PG*	Nil	Nil	Nil	100
PG to M.Phil.*	80	63.33	42.85	60
PG to Ph.D.	12.5	41.17	33.33	0
M.Phil. to Ph.D.	0	0	36.36	45.45
Ph.D. to Post-Doctoral	Nil	Nil	Nil	Nil
Employed	*	*	*	*

*Employment Data not available

- Campus selection: Placement Cell formed. University is planning to invite different Companies/organisations for placement.
- Other than campus recruitment: 50%

5.2.3 What is the programme-wise completion rate during the time span stipulated by the university?

Please refer the following table for details.

Year	Programme	Total Enrolled	Total Appeared in Semester Examination	Eligible for Degree	Completion Rate (%)
2009-11	M.A. in Odia	30	27	27	100
	M.A. in English	30	26	26	100
	M.A. in Sociology	30	22	22	100
	M.A./M.Sc. in Anthropology	30	21	21	100
	M.A. in J & MC	30	29	29	100
2010-12	M.A. in Odia	28	26	25	96.2
	M.A. in English	30	25	24	96
	M.A. in Sociology	28	20	19	95
	M.A./M.Sc. in Anthropology	29	18	18	100
	M.A. in J&MC	30	25	23	92
2011-13	M.A. in English	17	13	13	100
	M.A. in Odia	30	27	27	100
	M.A. in Sociology	30	25	25	100
	M.A. in J & MC	30	24	24	100
	M.A./M.Sc. in Anthropology	30	30	30	100
	M.A. in Economics	28	26	26	100
	M.Sc. in Biodiversity & Conservation of Natural Resources	11	3	3	100
	Int. M.Sc. in Mathematics (2011-16)	9	9	9	100
2012-14	M.A. in English	28	24	24	100
	M.A. in Odia	28	26	26	100
	M.A. in Sociology	30	27	27	100
	M.A. in J&MC	30	27	27	100
	M.A / M.Sc. in Anthropology	20	20	20	100
	M.A. in Economics	29	22	22	100
	M.Sc. in Biodiversity	20	15	15	100
	Int. M.Sc. in Mathematics (2012-17)	27	Ongoing		
2013-15	M.A. in English	30	25	23	92
	M.A. in Odia	32	23	23	100
	M.A. in Sociology	50	36	36	100
	M.A. in J&MC	20	12	12	100

	M.A / M.Sc. in Anthropology	11	8	8	100
	M.A. in Economics	27	21	21	100
	M.Sc. In Biodiversity	24	21	21	100
	Int. M.Sc. in Mathematics (2013-18)	30	Ongoing		
	B.Ed. (Teacher Education) (2013-14)	100	85	79	92.9
	M.Phil. in Odia	5	5	5	100
	Ph.D. in Odia	5	Ongoing		
	M.Phil. in Anthropology	5	5	5	100
	Ph.D. in Anthropology	4	Ongoing		
	M.Phil. in Sociology	4	3	3	100
	Ph.D. in Sociology	1	Ongoing		
	M.Phil. in JMC	5	4	4	100
	Ph.D. in JMC	4	Ongoing		
2014-16	M.A. in English	30	23	23	100
	M.A. in Odia	32	27	27	100
	M.A. in Sociology	49	33	33	100
	M.A. in J&MC	24	17	17	100
	M.A / M.Sc. in Anthropology	8	5	5	100
	M.A. in Economics	40	24	24	100
	M.Sc. In Biodiversity	29	24	24	100
	Int. M.Sc. in Mathematics (2014-19)	18	Ongoing		
	B.Ed. (Teacher Education) (2014-15)	100	95	91	95.8
	M.Phil. in Odia	5	5	4	80
	Ph.D. in Odia	1	Ongoing		
	M.Phil. in Anthropology	5	5	2	40
	Ph.D. in Anthropology	3	Ongoing		
	M.Phil. in Sociology	5	Ongoing		
	Ph.D. in Sociology	1	Ongoing		
	M.Phil. in JMC	5	Ongoing		
	Ph.D. in JMC	2	Ongoing		
	M. Phil. Biodiversity	10	10	10	100
	Ph.D. Biodiversity	9	Ongoing		
2015-17	M.A. in English	24	Ongoing		
	M.A. in Odia	30	Ongoing		
	M.A. in Sociology	30	Ongoing		
	M.A. in J&MC	28	Ongoing		
	M.Sc. in Anthropology	27	Ongoing		
	M.A. in Economics	30	Ongoing		
	M.Sc. in Biodiversity	29	Ongoing		
	Int. M.Sc. in Mathematics (2015-20)	30	Ongoing		
	B.Ed. (Teacher Education)	100	Ongoing		
	M.A. in Hindi	7	Ongoing		
	M.A. in Sanskrit	4	Ongoing		

	M.Sc. in Applied Statistics & Informatics	25	Ongoing
	MBA	29	Ongoing
	BCA	8	Ongoing
	M.Phil. in Odia	3	Ongoing
	Ph.D. in Odia	1	Ongoing
	M.Phil. in Anthropology	4	Ongoing
	Ph.D. in Anthropology	1	Ongoing
	M.Phil. in Sociology	4	Ongoing
	Ph.D. in Sociology	4	Ongoing
	M.Phil. in JMC	2	Ongoing
	M. Phil. Biodiversity	8	Ongoing
	Ph.D. Biodiversity	3	Ongoing
	M.Phil. in English	4	Ongoing

- 5.2.4 What is the number and percentage of students who appeared/ qualified in examinations like UGC-CSIR-NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central / State services, Defence, Civil Services, etc.?

Sl. No.	Name of the Programme	SET/NET/CTET etc.
1	ANTHROPOLOGY	NET -06, MALE-05, FEMALE-01, GEN-02, OBC-02, SC-02
2	BCNR	NET -07, ST/SC-01, OBC-02, GEN-04 DST Inspire-01, GATE-02
3	DOLL	NET-11, NET & JRF – 04
4	J&MC	NET - 04 (OBC-02, SC-01, ST-01, Female-02)
5	SOCIOLOGY	NET -06 , NET & JRF-02
6	ECONOMICS	NET -01, STATE GOVT. JOB-03, PRIVATE JOB-30
7.	B.Ed.	SET/CTET(2013-14)-18, SET/CTET (2014-15)-23, NET-01

- 5.2.5 Provide category-wise details regarding the number of Ph.D./ D.Litt./D.Sc. theses submitted/ accepted/ resubmitted/ rejected in the last four years.

Not Applicable

5.3 Student Participation and Activities

- 5.3.1 List the range of sports, cultural and extracurricular activities available to students. Furnish the programme calendar and provide details of students' participation.

From the inception of the University different sports activities such as cricket, volley ball, and indoor games like badminton, chess, carom have been conducted.

CUO conducts cultural activities such as song, dance, music , painting, drawing,

rangoli, clay modelling etc.

In extra-curricular activities, essay and debate (in three languages- English, Odia and Hindi), GK and Quiz competition

- 5.3.2 Give details of the achievements of students in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. during the last four years.

Student of CUO participated in University, Zonal and National level competitions in different years.

Sl. No.	Academic Year	Level of Participation	Details of participation	Achievements
1.	2014-15	Zonal	CUO participated in the 30 th Inter-University Central Zone Youth Festival – 2014 held at Berhampur University during 25 th -29 th November, 2014	i. Dhemsas, the tribal dance of the Koraput region, performed by the students of Central University of Orissa was appreciated by Jury members and selected for national level.
2.	2014-15	National	CUO participated in the Inter University National Youth Festival-2015 held at Devi Ahilya University, Indore from 12 th – 16 th February, 2015	i. The university stood first in the march past and ii. Bagged fourth Prize in the tribal dance <i>Dhemsas</i> .
3.	2014-15	Regional	Ravi Kumar Gupta of 2 nd Semester, J&MC participated in Hindi Essay Competition organized by Hindustan Media Pvt Ltd at Patna, Bihar during October, 2014.	i. Second position
4.	2014-15	State	Mr. Ravi Kumar Gupta of 2 nd Semester participated in Anweshana-Inter University Competition 2015 organized by Sambad Media Ltd. & Sambad School of Media & Communication held in Bhubaneswar.	i. Special Award for Overall Extra Ordinary Performance

CUO organised Intra-University Badminton Competition during 2014-15

WINNER OF WOMEN'S DOUBLE		RUNNER UP OF MEN'S DOUBLE	
Sl No	Name of The Participant	Sl No	Name of The Participant
1	Sanchita Mondal	1	Bhawani Prasad
2	Nibedita Panda	2	Bibhu Prasad Dandasena
Winner of Mixed Double		Runner Up of Women's Double	
1	K. Samuel Prasad	1	Rojalin Sia
2	Pinkulata Sahoo	2	Arpita Swain
		Runner Up of Mixed Double	
		1	Nikki Pattanaik
		2	Salman Chinapa

5.3.3 Does the university conduct special drives / campaigns for students to promote heritage consciousness?

Yes. The university departments conduct special drives/campaigns for the students to promote heritage consciousness.

5.3.4 How does the university involve and encourage its students to publish materials like catalogues, wall magazines, college magazine, and other material? List the major publications/ materials brought out by the students during the last four academic sessions.

The Department of Odia language and Literature, and Dept. of Teacher Education have brought about their Wall Magazines.

5.3.5 Does the university have a Student Council or any other similar body? Give details on its constitution, activities and funding.

No. The university does not have the Students Council at present.

5.3.6 Give details of various academic and administrative bodies that have student representatives on them. Also provide details of their activities.

The Students' Grievances Redressal Committee

The Poetry Club

The University Magazine

Any other information regarding Student Support and Progression which the university would like to include.

Convocations of the University

- The Convocation for the purpose of conferring Degrees, Diplomas and other distinctions of the University shall ordinarily be held every year on such date and place as may be fixed by the Executive Council.

The First Convocation of CUO

The First Convocation of CUO was held on 10th July, 2011 at Koraput. A total of were awarded and six students received. On this occasion Mr. Pranab Mukherjee, Hon'ble Union Finance Minister and Mr. Naveen Patnaik, Hon'ble Chief Minister of Odisha Union graced the occasion as Chief Guest and Guest of Honour respectively. Mr. Muralidhar Chandrakanat Bhandare, Hon'ble Governor of Odisha inaugurated the Convocation. Prof. Surabhi Banerjee, Vice-Chancellor awarded First Rank Gold Medals to six students and awarded 106 students with Post-graduate Degrees in five subjects.

The Second Convocation of CUO

The Second Convocation of CUO was held on 29th July, 2012 at Koraput. A total of 111 students were awarded Post-graduate Degrees in five subjects and six students received First Rank Gold Medals. On this occasion the Degree of Doctor in Science (Honoris Causa) was conferred on Prof. Bikash Sinha, Degree of Doctor in Literature (Honoris Causa) was conferred on Prof. Anil K. Gupta and noted freedom fighter and social activist Smt. Annapurna Maharana.

The Third Convocation of CUO

The Third Convocation of CUO was held on 1st July, 2013 at Koraput. A total of 143 students were awarded Post-graduate Degrees in seven subjects and eight students received First Rank Gold Medals. On this occasion the Degree of Doctor in Literature (Honoris Causa) was conferred on social activist Padmashree Tulashee Munda.

Special Convocation-2013

A Special Convocation- 2013 was organised at Bhubaneswar on 31st August, 2013 to confer the Degree of Doctor of Law (Honoris Causa) on Mr. Gopal Subramaniam, an eminent legal luminary and Former Solicitor General of India.

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

6.1.1 State the Vision and the mission of the University

The Central University of Orissa (CUO) was established by an Act of Parliament in 2009. The university works towards the direction and strives to be one of the most leading and dynamic universities in India and in the globe with the following vision and mission. The slogan of the University is “*for the Region & for the Nation*”.

- **VISION OF THE UNIVERSITY**

- ✓ To develop the Central University of Orissa as an avant-grade premier University of the new millennium with a world-ethos-driven higher education agenda.
- ✓ To develop an University which strike a balance between teaching and scholarship and commitment to addressing society’s educational, economic, and cultural challenges.
- ✓ To develop the University with research as its flagship identity to foster, nurture and inculcate a research culture.
- ✓ To collaborate/ forge academic alliance/partnership with flagship research institutes, universities and industries in India and abroad as envisaged in the UNESCO document.
- ✓ To create skilled workforce which can erase the invariable divide between the rural and urban needs, between the needs of the home and overseas?
- ✓ To develop a knowledge base that brings a holistic balance between indigenous needs and that of global needs.

- **MISSION OF THE UNIVERSITY**

- ✓ Provide quality education for all, so that we may fortify the backbone of the nation.
- ✓ Disseminate 'inclusive education' to reach the unreached.
- ✓ Advocate a wholesome symbiosis of the indigenous and the global scene.
- ✓ Uphold a strongly grounded holistic worldview of the higher education.
- ✓ Create a niche of its own.

Accordingly, the University has already formulated:

- A Policy Framework for University-Industry Linkages
- A Policy Framework for International Linkages with Universities abroad.
- A Policy Framework for the inculcation of the 'culture of quality' at all levels of governance, teaching and learning.
- To maintain quality in all levels of Academics and Administration, an Internal Quality Assurance Cell (IQAC) has been set up.

6.1.2 Does the mission statement define the institution's directive characteristics in terms of addressing the needs of the society, the students it seeks to serve, the institution's tradition and value orientations, its vision for the future, etc.

Yes. The Central University of Orissa (CUO) is one of the 15 Universities established by an Act of Parliament in the Year 2009. The university's motto of ensuring inclusive and quality higher education, creating egalitarian society by developing thought leaders with a difference in all fields of educational and research activities and turning university into a rich resource centre, lends it unique and distinctive characteristics. The university thus endeavours to address global demand for professionals, scientists and academicians in different fields with 'inclusiveness and excellence' as the common thread. The university also strives to harmonize the rich intellectual and cultural resources/heritages of this region with the national character and contribute to the local society through its outreach programmes. The CUO is established in the backward regions of the Odisha State with a mandate to provide access to quality of higher education to people in less educationally developed districts which have Gross Enrolment Ratio (GER) of less than 11%. Keeping the mandate of the University in mind, the students of this region have been provided additional 5% bonus marks in the Entrance Examination conducted by the University for Admission in various teaching and research programmes in every year.

The mission statement takes into account the society it serves. From the day of its inception CUO attracted students across state boundary and in this process it served in disseminating knowledge at the most underprivileged districts of KBK region. There are instances where CUO produced First Female PG students of a village.

All the eligible students are encouraged to avail the various scholarship schemes announced by UGC/MHRD/ to avail the financial benefits. The State Government Scholarships are available for SC/ST/OBC students of the University to cover tuition fee and hostel fee.

6.1.3 How is the leadership involved

- In ensuring the organization's management system development, implementation and continuous improvement?

At the top level, the university's statutory bodies namely, the Court, the Executive Council, the Academic Council, the Board of Studies, the Finance Committee and the Building Committee consisting of distinguished and eminent members from MHRD/ UGC/ Academic Institutes/ universities of excellence/ administrators/ industry and society, provide decision making, direction and advise for effective governance and management of the institute and implementation of academic programmes and review policies for continuous improvement.

The Vice-Chancellor is the Chairman of Executive Council, Building Committee, Finance Committee and Academic Council.

The Executive Council shall have the power of management and administration of the revenues and property of the University and conduct of all administrative affairs of the University, its improvement and continuous improvement in the function of the University.

In Executive Council and Finance Committee there is a representation of Officials from Ministry of Human Resource Development, New Delhi and University Grants Commission, New Delhi for effective functioning of the University.

Academic Council of the University is represented by faculty members of the University and outside subject experts having proven record in their respective fields. Academic Council exercise general supervision and give directions regarding methods of instruction, evaluation of research and improvement of academic standards of the University. All academic policies are discussed in the academic council and recommended for approval of Executive Council for implementation in the University.

Finance Committee of the University is responsible for monitoring of receipt and expenditure of University funds.

- In interacting with its stakeholders?

The university continuously engages with its stakeholders like faculty, students, alumni, industries and other institutes and society. Student community is one of the vital stakeholders of the University. It is the primary duty of the University authorities, faculty and administrative staff to facilitate the students to achieve the academic potential thereby encouraging them to contribute to the nation building. For this purpose, University has organised various seminars, distinguished lectures, lectures by eminent personalities in the respective fields. These provide an opportunity to students to interact with the experts in the field to enhance the

knowledge base. Formal face to face interaction with students and faculty members at the level of Vice-Chancellor is institutionalized. The university conducts open-house meetings with the faculty and the students that provide opportunity to all the faculty members and the students to express their views and contribute towards the development of the university. The university invites experts from the industries to give a talk and deal with certain modules and for the industry-academia interface, which help map their expectations and needs from the university.

- In reinforcing a culture of excellence?

The university has adopted a democratic, transparent and participative approach in its organization and leadership. Stakeholders have been continuously engaged and different committees have been constituted for various functions of the university. All the officers and faculty members of the university follow the open door policy so that all stakeholders are able to air their grievances and provide a developmental feedback. The departments have been given more academic freedom and flexibility in ensuring the quality of education in their respective fields. The university also encourages the exchange of information through e-mails. It is a well-established practice that all the office functionaries and academicians including the Vice-Chancellor attend to every mail sent by each person irrespective of his/her status/position.

To reinforce a culture of excellence, University has given equal importance to research in addition to normal courses of study. Students are encouraged by faculty to submit proposals to various research funding organisation. Students are encouraged to participate in national and international conferences to get an opportunity in interacting with the experience Professors and experts. Information is very important component in the research. For this purpose, University has provided computers with high-speed internet connection and e-library facility and well equipped library and laboratory facilities.

- In identifying organizational needs and striving to fulfil them?

The regular meetings of the statutory bodies and with the stakeholders help identify the organizational needs. The university strives to fulfil them by bringing necessary changes on the basis of recommendations from various committees and statutory bodies pertaining to them. The University leadership is in constant interaction with the faculty, students and staff to identify the needs of the

University. For hassle free transportation purpose, students are provided bus facility. To provide accommodation, University has constructed two hostels – one for Girls and other is for Boys. As per the needs of the students all kinds of amenities are provided in the hostel. For the benefit of students and faculty, an attempt is being made for Wi-Fi Campus in the University.

- 6.1.4 Were any of the top leadership positions of the University vacant for more than a year? If so, state the reasons.

Yes, the Pro-Vice-Chancellor post is lying vacant. It is the prerogative of the Vice-Chancellor as per the requirement.

- 6.1.5 Does the University ensure that all the positions in its various statutory bodies are filled and meeting conducted regularly?

Yes

- 6.1.6 Does the University promote a culture of participative management? If yes, indicate the levels of participative management.

Yes, the academic or administrative issues of the University are extensively discussed in the designated committees approved by the Vice-Chancellor. All the committees have the representation from senior faculty and senior officers of the University. There are three Deans, Dean Academics, Dean SBCNR, Dean Languages – who guide faculty and officers in all academic and administrative matters of the University.

- 6.1.7 Give details of academic and administrative leadership provided by the university to its affiliated colleges and the support and encouragement given to them to become autonomous?

Not applicable.

- 6.1.8 Have any provisions been incorporated / introduced in the University Act and Statutes to provide for conferment of degrees by autonomous colleges?

Not applicable

- 6.1.9 How does the university groom leadership at various levels? Give details.

The university strongly believes in the concept of "total leadership", meaning, every individual must play a proactive role and share the responsibilities. The university grooms leadership at various levels as follows:

Students are involved in various activities of the department and university. Being a the CUO faculty gets a lot of opportunity to work in various academic and administrative committees, in various positions like heads, hostel wardens, chairpersons and members of various committees and take part actively and contribute to the decision making process of the departments and the University as a whole. As per the Central University Act 2009, faculty members are nominated on rotation basis in the Executive Council and Academic Council. In all Academic matter, a committee is constituted with a blend of senior and junior teaching faculty to discuss the issues and place recommendation for the approval of Competent Authority.

6.1.10 Has the University evolved a knowledge management strategy? If yes, give details.

Yes. The university has developed a knowledge management strategy that includes the following:

- Starting of both the traditional as well as innovative and employment oriented programmes.
- Integrated programmes and post-graduate programmes in various disciplines of the University emphasize on quality education and training to the students at the level of both Integrated and PG Programmes. The M.Phil. and Ph.D. Programmes supplement this and prepares students for a quality research.
- Implementation of the Choice Based Credit System (CBCS), where the courses are inter-disciplinary in nature and the students will get academic freedom to choose the courses out of multiple electives and soft skill courses and enrichment courses, besides the core courses.
- Curriculum development with involvement of various stakeholders like subject experts from the industry and academics and continuous updating of the curriculum.
- Students are involved in projects, surveys, field trips and industrial visits.
- Planned and systematic teaching by the university faculty and external experts from reputed institutions and industries.
- Continuous evaluation and assessment of the students.
- Meticulous record keeping and monitoring mechanism.
- Implementation of feedback system and provision for improvement.
- Promotion of research, innovation and extension activities.

6.1.11 How the following values are reflected the functioning of the university.

- Contributing to national development

Nation cannot develop if the people living in rural areas are deprived of quality of study. CUO located in tribal area has definitely opened new avenues of higher studies to the people who were unreachable and have economical, geographical constraints. CUO plays a vital role in social, economical and cultural uplift of the community which ultimately helps in nation building. The curriculum for the courses of various programmes of the university focuses on inter-disciplinary teaching, learning and research. Besides this, the curriculum also includes modules on soft skills, lab-based work, projects and field trips/industrial visits, co-curricular and extra-curricular activities and thereby emphasize on the holistic development of students. CUO emphasize on sustainable, inclusive and quality higher education and substantially contribute to the national development. The university provides quality, education and training to create human resources to meet the challenges of both private and public sectors, for knowledge and innovations and for social and economic development.

- Fostering global competencies among students

CUO has subscribed online open access and print journals of national and international standards. University has invited eminent personalities who are experts in their respective fields and interaction of students with these eminent people enhances the horizon of knowledge of individual students. The curriculum of teaching courses is developed with the help outside subject experts to match national / international standards of teaching.

- Inculcating a sound value system among students

CUO adopts a multi-pronged strategy to inculcate a sound value system among the students pertaining to national integration, developing a healthy work environment, plurality, gender neutrality, environmental care, sustainable development and societal values. Besides personalized counselling and grooming by each department, the university has Counselling Cell, which orients the students for healthy practices and ethical behaviour. Each department expects and fosters ethical behaviour from students. To inculcate positive values like respect for women, non-violence, nationalism and humanity, seminars and talks are arranged on special occasions like Constitution Day, Women's Day, Teachers' Day, National Education Day and Swachh Bharat Abhiyan etc.,

- promoting use of technology

CUO have Wi-Fi facility and hi-speed internet connection in the two well-equipped computer laboratories in both campuses. This allows the students to access information easily. At the departmental level, faculty are encouraged to use the technology-based teaching aids for effective classroom sessions.

- Quest for excellence

The University's quest for excellence is demonstrated in its continued effort for a sustained development of the campus in terms of infrastructure, quality of academic programmes and the academic systems. All its departments under various schools have been consistently working to enhance the quality of teaching, research and extension activities and the same is monitored through the feedback mechanisms. Establishment of the Internal Quality Assurance Cell (IQAC) is another yardstick in that direction.

6.2 Strategy Development and Deployment

6.2.1 Does the university have a perspective plan for development? If yes, what aspects are considered in the development of policies and strategies?

- Vision and Mission

The Central University of Orissa has vision to develop as an avant-grade premier University of the new millennium with a world-ethos-driven higher education agenda. To collaborate/ forge academic alliance/partnership with flagship research institutes, universities and industries in India and abroad as envisaged in the UNESCO document. To develop a knowledge base that brings a holistic balance between indigenous needs and that of global needs. CUO also missioned to provide quality education for all, so that CUO will fortify the backbone of the nation and can disseminate 'inclusive education' to reach the unreached. CUO advocate a wholesome symbiosis of the indigenous and the global scene.

- Teaching and learning

The teaching-learning components are the thrust to the university education and the CUO emphasizes on this aspect in its perspective plan. At present, the university offers limited number of programmes and maintains the highest academic standards in them. The existing programmes are vibrant and meet the needs of market and employer because of their structure and inter-disciplinary curriculum. Teaching learning process has been made student centric through various approaches e.g. semester system, continuous assessment, choice based credit system, elective courses, audit courses, soft skills, study tours/field visits

and dissertation projects etc. Further, the University has plans to start new, innovative and employment-oriented courses to boost its teaching and learning components.

- Research and development

This is another vital component of the university education. Five departments have already providing M.Phil. and Ph.D. programmes. Total **33** students of CUO have been awarded M.Phil. degree. Faculty provide research topic to their scholars having relevance in the present context and the research findings are useful in policy formulation and for the sustainable development of the society.

- Community engagement

The university constantly interacts with the community through its community development council. Under this council, the *Unnat Bhart Abhiyan* (UBA) Programmes are also functioning with a UBA Cell. CUO adopted five villages. Faculty members and students have conducted several awareness camps, field trips and socio-economic surveys in order to understand the local communities.

- Human resource planning and development

Central University of Orissa encourages its teaching and non-teaching staff to attend workshops, seminar and training programmes, orientation courses and refresher courses. The CUO also organized several capacity building programmes like national level workshops and seminars, etc.. Human resource development for students is achieved through regular curriculum development, analytical teaching, practical training, projects, fieldworks, and industrial visits and visit to different national research institutes

- Industry interaction

The university strongly emphasizes on constant interaction with the industries in order to know their expectations from the university and for a collaborative research. The university has identified a list of experts from industry to be invited as resources persons for talks and lectures. Students in the university are also participating in the internship at reputed industries. Recently, CUO also signed MoU with HAL and NALCO, the industries established periphery to CUO, so that students can do internship in these two industries.

- Internationalisation

The university has collaboration with foreign institutions for the promotion of research.

6.2.2 Describe the university's internal organizational structure and decision making processes and their effectiveness.

The university has very well established organizational structure. Ordinances and office orders delegate powers to various positions. The Vice-Chancellor is the principal executive and academic officer of the University and exercises general supervision and control over the affairs of the University and gives effect to the decisions of all the authorities of the University. The following are the authorities of the University. The detailed organization structure is as follows:

1. The Court
2. The Executive Council
3. The Academic Council
4. The Finance Committee
5. The Building Committee
6. The Board of Studies

The university acts clearly stated the constitution and composition of the above councils and committees. These authorities are directly involved in the formulation of the guidelines and their execution to ensure that the University makes progress in consistence with the well-defined Vision, Mission and Objectives.

Administration of the University:

- Chancellor
 - Vice-Chancellor. The Vice-Chancellor is the Chief Executive and Academic Head of the University.
 - Registrar
 - Finance Officer
 - Controller of Examination
 - Deans
 - Officer-in-Special Duty (OSD)
 - Heads of Departments and Faculty
 - Wardens
 - Deputy Registrars
 - Assistant Librarian
 - Public Relation Officer
 - Officer-in-Charge
 - Junior Engineer
-

The university follows democratic, transparent and participative approach by involving the above authorities, Heads of Departments and Administrative Officers for formulation of the guidelines and smooth functioning of the university.

The Vice-Chancellor is the ex-officio Chairman of the Executive Council, Academic Council and Finance Committee. All academic matters are discussed in the Academic Council and its recommendations are implemented after due approval of Executive Council. All proposals having financial implications are placed in the Finance Committee for discussion and recommendations are placed in the Executive Council for approval.

- 6.2.3 Does the university have a format policy to ensure quality? How is it designed, driven, deployed and reviewed?

Quality is ensured and reviewed through its structural organization, consisting of the university administration, authority, and academics. Besides, the university has also established Internal Quality Assurance Cell (IQAC) to fulfil the requirements of academic quality. The quality of teaching and research is governed by Board of Studies for teaching departments under overall supervision of Academic Council. University has invited several eminent personalities having expertise in their respective to deliver lectures for the benefit of the students and faculty. Distinguished lectures have been arranged in the University inviting senior faculties of other Universities.

- 6.2.4 Does the university encourage its academic departments to function independently and autonomously and how does it ensure accountability?

Yes. The university encourages the departments to function independently in the academic matters. Accountability is ensured through the performances of the departments. All teaching departments of the University function with full autonomy within the scope of the curriculum. The departments have been given fully independent environment where they can design curriculum, courses, pattern of examination, internal evaluation and teaching work load etc.

- 6.2.5 During the last four years, have there been any instances of court cases filed by and against the institute? What were the critical issues and verdicts of the courts on these issues?

Sl.No.	Writ Petition No. & Dt.	Petitioner	Subject	Status
1	W.P (C) No 12562 of 2013 dt.21.06.2013	Dr. Raghunath Meher	Appointment of Associate Professor (Odia)	Dismissed and Appealed by the petitioner vide Writ Appeal No. 378 of 2016 dt.26.08.2016 in the Hon'ble High Court of Odisha.
2	W.P. (C) No. 24383 of 2015 dt.03.01.2015	Sh. Basudev Mohanty	Appointment of Dy. Librarian	Pending in the Hon'ble High Court of Odisha.
3	W.P. (C) No. 6468 of 2015 dt.22.04.2015	Sh. Ram Chandra Ray, Advocate, High Court of Odisha, Cuttack	Inquire into misuse of powers by former Vice-Chancellor, Central University of Orissa	Dismissed
4	W.P. (C) No. 2832 of 2016 dt.18.02.2016	Col. Rajive Chauhan	Engagement of Registrar	Pending in the Hon'ble High Court of Odisha.
5	W.P. (C) No. 2975 of 2016 dt.25.02.2016	Sh. Manoj Kumar Rath, Sunabeda	Challenging the Tender for Security	Pending in the Hon'ble High Court of Odisha.

- 6.2.6 How does the university ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyse the nature of grievances for promoting better stakeholder-relationship?

Central University of Orissa has established a well-defined mechanism for promptly addressing the grievances and resolve them effectively. Ordinance No.26 provides an opportunity to students, faculty and staff to address their grievance, if any, in the proper form for amicable solution. The university has established number of committees (e.g. Students Grievances Redressal Committee, Internal Complaint Committee (ICC), etc. for addressing the grievances. Besides, University Departments and concerned officers at respective sections ensure that grievances from students and faculty members are promptly addressed and resolved. Recently, University has appointed two Student Counsellors to deal with students' related problems if any and bring to the notice of the authorities of the University.

- 6.2.7 Does the university have a mechanism for analysing student feedback on institutional performance? If yes, what was the institutional performance?

Yes. In the end semester examination, students submit course-wise feedback without mentioning their identification. In the department committee, feedbacks are discussed and mechanisms developed to overcome the weakness and challenges.

6.2.8 Does the university conduct performance audit of the various departments?

Not till date. However the university plans to conduct performance audit of the departments through external experts.

6.2.9 What mechanisms have been evolved by the university to identify the developmental needs of its affiliated institutions?

Not applicable

6.2.10 Does the university have a vibrant College Development Council (CDC) / Board of College and University Development (BCUD)? If yes, details its structure, functions and achievements.

The university does not have CDC or BCUD. However, the university has the Academic Council to suggest and review guidelines pertaining to academics.

6.3 Faculty Empowerment Strategies

6.3.1 What efforts have been made to enhance the professional development of teaching and non-teaching staff?

- Faculty members and non-teaching staff are encouraged to participate in the seminars, conferences and workshops. The university provides financial assistance for the same.
- The university also organizes, workshops, seminars, symposium, colloquium, distinguished lectures, special lectures, and capacity building programmes for its employees.

6.3.2 What is the outcome of the review of various appraisal methods used by the university? List the important decisions.

The Central University of Orissa has well-formulated mechanism to review the progress and quality of faculty members periodically. This mechanism is implemented through the submission of Annual Performance Based Appraisal reviewed by the Heads of the Departments and the Vice-Chancellor.

6.3.3 What are the welfare schemes available for teaching and non-teaching staff? What percentages of staff have benefitted from these schemes in the last four years? Give details.

- All regular teaching and non teaching staff have the medical reimbursement facility in the University.
- All eligible non-teaching staff are provided festival advance with 0% interest rate deductible in easy 10 equal instalments.

- All regular staff (teaching and non-teaching) are eligible to avail the facility of Leave travel concession and Leave encashment facility as per norms.

6.3.4 What are the measures taken by the University for attracting and retaining eminent faculty?

No measures have taken for attracting and retaining eminent faculty. But very soon CUO is planning to have:

- residential campus with adequate number of quarters
- Kendriya Vidyalaya inside the campus
- A play-cum-day care centre inside the campus
- In time implementation of career advancement scheme for the employees

6.3.5 Has the university conducted a gender audit during the last four years? If yes, mention a few salient findings.

Internal Complaints Committee (ICC) looks specifically on gender issues/ women's issues. It makes periodic assessment of the needs of the women students and makes appropriate recommendations.

During admission information on male/ female are collected, by the Academic section. The details of categories of male and female students have been mentioned in 2.1.6 of Criterion-II.

Students	2012-13	2013-14	2014-15	2015-16	2016-17	Average
Male	47.17	47.90	49.47	48.74	46.18	47.89
Female	52.83	52.10	50.53	51.26	53.82	52.11

6.3.6 Does the university conduct any gender sensitization programmes for its faculty?

Yes. The university conducts gender sensitization programmes for its faculty and staff at regular intervals through ICC.

The ICC has been reconstituted on 2nd September, 2016 with Dr. Minati Sahoo, Asst. Professor, Dept. of Economics as Presiding Officer and a new set of members. External member remains same.

6.3.7 What is the impact of University's Academic Staff College Programmes in enhancing the competencies of the University faculty?

There is no Academic Staff College in the University.

6.4 Financial Management and Resource Mobilization

Management of the university finances is done in accordance to the General

Financial Rules (GFR) of Government of India.

Presently, the university's internal resources come mostly through the academic fees. In future, the university may explore the avenues of generation of own resources through consultancy, over-head charges of the projects, estates, distance education and self-financing programmes.

- 6.4.1 What is the institutional mechanism available to monitor the effective and efficient use of financial resources?

As per Clause 19 of Central University Act 2009, the Finance Committee is one of the statutory bodies of the University. The Finance Officer exercises general supervision over the funds of the University and shall advise it as regards its financial policy and perform such other financial functions as may be assigned to him by Executive Council.

Subject to the control of the Executive Council, the Finance Officer holds and manages the University property. He is responsible for the preparation of annual accounts and the budget of the University and for their presentation to the Executive Council.

Purchases are being done through Purchase Committees. Internal Auditing is being entrusted to Chartered Accountancy firms.

- 6.4.2 Does the university have a mechanism for internal and external audit? Give details.

At present, the university does not have a regular Internal Audit Officer. Efforts are being taken for fresh recruitment against the post. Internal audit is being entrusted to a reputed Chartered Accountancy firm.

For the Financial Year 2012-13 and 2013-14, Internal Audit and Physical verification of assets have been done by M/s M.K.P.S, Bhubaneswar. For the Financial Year 2014-15, Internal Audit and Physical verification of assets have been done by M/s Mir & Associates, Bhubaneswar. For 2015-16 Internal Audit and Physical verification of assets have been done by M/s Chand & Co., Bhubaneswar.

The Internal Audit Reports are placed before Finance Committee and Executive Council for consideration and approval.

External Audit is conducted every financial year by the Office of the Comptroller & Audit General (C&AG), Hyderabad.

- 6.4.3 Are the institution's accounts audited regularly? Have there been any major audit objections, if so, how were they addressed?

Yes. University accounts are audited regularly internally and also by external (C&AG).

- 6.4.4 Provide the audited income and expenditure statement of academic and administrative activities of the last four years.

Abstract of General Fund Annual Accounts for the Year 2008-2016

S. No.	Year	Opening Balance	Total Receipt	Total	Total Payment	Closing Balance
1	2008-09	-	12500000	12500000	10129142	2370858
2	2009-10	2370858	157702191	160073049	128319623	31753426
3	2010-11	31753426	255950738.1	287704164.1	274707876.3	12996287.87
4	2011-12	12996287.87	515652429	528648716.87	249981658	278667058.87
5	2012-13	278667058.87	271331027.1	549998086	239085046	310913040
6	2013-14	310913040	82618073	393531113	130316457.7	263214655.34
7	2014-15	263214655.34	836921682.87	1100136338.21	134073641.89	966062696.32
8	2015-16	966062696.32	284911423	1250974119.32	177645388	1073328731.32

- 6.4.5 Narrate the efforts taken by the University for Resource Mobilization.

At present, the university's major internal resources are through academic receipts (fees).

- 6.4.6 Is there any provision for the university to create a corpus fund? If yes, give details.

Yes. Corpus fund is generated out of overhead charges of research projects.

6.5 Internal Quality Assurance System

- 6.5.1 Does the university conduct an academic audit of its departments? If yes, give details.

The process of the academic audit at the departmental level has not yet started in CUO. However, the university plans for the academic audit of the departments with the help of external subject experts.

- 6.5.2 Based on the recommendations of the academic audit, what specific measures have been taken by the university to improve teaching, learning and evaluation?

As specified in point 6.5.1. CUO is in the process of establishing an academic audit system at the departmental level.

- 6.5.3 Is there a central body within the university to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

The Academic Council constantly analyses the entire process of teaching-learning

process and reviews the system. However, the university has established an Internal Quality assurance Cell (IQAC) to advise the university to enhance the academic quality. Besides, at the department level, the Board of Studies (BoS) reviews the syllabus from time to time.

Structure of IQAC

1	Chairperson	Prof. Sachidananda Mohanty Vice-Chancellor, Central University of Orissa, Koraput
2	Director	Dr. Sharat Kumar Palita Associate Professor and Head, DBCNR and Dean, School of Biodiversity and Conservation of Natural Resources
3	Administrative Officer	1. Col. R.S. Chauhan, Registrar 2. Prof. Kishore Chandra Raut, Dean, Academics 3. Mr. Bijayananda Pradhan, Asst. Librarian
4	Faculty Members	1. Dr. Kapila Khemundu Head I/c, Dept. of Sociological Studies 2. Dr. Jayanta Kumar Nayak Head I/c, Dept. of Anthropological Studies 3. Dr. Pradosh Kumar Rath, Head I/c, Dept. of Journalism and Mass Communication 4. Dr. Alok Baral Head I/c, Dept. of Odia language and Literature 5. Mr. Prashanta Kumar Behera Head I/c, Dept. of Economics 6. Dr. Kakoli Banerjee Asst. Professor, Dept. of Biodiversity and Conservation of Natural Resources
5	One Member from the Management	1. Prof. Sudhakar Panda Director, Institute of Physics, Bhubaneswar
6	Nominee from the Local Society	1. Dr. Jagabandhu Samal COATS, Koraput
7	Nominee from the Employer /Industrialist/ Stakeholders	1. Chief Manager HR, Hindustan Aeronautics Limited (HAL), Sunabeda

6.5.4 How has IQAC contributed to institutionalizing quality assurance strategies and processes?

Yes. The IQAC reviews the teaching-learning process in the university and advises the University for taking measures to enhance the quality.

6.5.5 How many decisions of the IQAC have been placed before statutory authorities of the University for Implementation?

The IQAC has brought its decisions pertaining to the implementation of student feedback on the teacher and the course, encouraging the students to attend conferences and co-curricular activities by providing financial support and provision

of start-up grants to faculty, to the notice of university authority. The university has implemented certain decisions. The university is reviewing the other points for implementation.

- 6.5.6** Does the IQAC have external members on its committees? If so, mention any significant contribution made by such members.

The IQAC has three eminent persons as external members. IQAC conducts meetings periodically with them and their constructive suggestions help University enhance the quality in teaching-learning process.

- 6.5.7** Has the IQAC conducted any study on the incremental academic growth of students from disadvantaged sections of society?

No. However, IQAC has plans to conduct such study in future.

- 6.5.8** What policies are in place for the periodic review of administrative and academic departments, subject areas, research centres, etc?

The university authority periodically reviews the administrative sections, academic departments, subject areas and suggests changes, if any.

CRITERIA VII: INNOVATIONS AND BEST PRACTICES

The institutions of higher learning always yearn for excellence in higher education. Maintaining quality in higher education is the prime aim of any university or institution, it judges the status of a university or institution. Central university of Orissa, since its inception in 2009, always strives for achieving equity, access and excellence in higher education. For the purpose, the University always works for introducing innovating and healthy practices for bringing excellence in higher education.

7.1 Environment Consciousness

7.1.1 Does the university conduct a Green Audit of its campus?

The University is always conscious about keeping the environment green and clean. For the purpose, mechanisms are being prepared to monitor the environmental standard of the campus. Though a systematic green audit is not been conducted regularly, the University keeps in touch with the state meteorological department and state/district forest office for keeping the campus pollution free.

- **Energy conservation:**

To conserve the energy, LED lights are being used in the campus. Proposal for utilization of solar energy by introducing solar lights are on the pipeline.

- **Use of renewable energy:**

Intend to take up soon. Buildings have been constructed in such a manner that solar panels can be easily installed on the roof.

- **Water harvesting:**

Water channels have been dug to conserve the water coming down from hills. These water bodies can be used for irrigation and aquaculture in near future.

- **Check dam construction:**

To be undertaken.

- **Efforts for Carbon neutrality:**

Massive plantation drive has been taken up by the University with an aim of carbon neutrality.

- **Plantation:**

Around 30000 trees of indigenous variety are planted throughout the campus, with the help of State Forest Department.

- **Hazardous waste management:**

No hazardous wastes are produced.

- **e-waste management:**

The university is a newly established one. So far, no e-wastes have been produced. However, in the near future, the steps have been taken to dispose the e-wastes through an established procedure. The faculty, staff and students are encouraged to use USB drives instead of CD-ROM, which will significantly curtail the e-wastes generated.

7.2 Innovations

The Central University of Orissa established an Innovation Club in 8th December 2014 with the following objectives:

Objectives:

- To identify, recognise innovative and creative talents at grass root level.
- To link the creative talents to the higher education, research and development needs of the society at large, through institutional mechanisms.
- To provide a platform for innovators (students, teachers and scientists) and other members of society for exposing their innovative talents.
- To organize seminar/ conference/ workshops /exhibitions, for creating awareness and exchange of ideas on innovation.
- To provide technical support to innovators at grass root level.

The aim of the Club is to sense, explore, identify and spread the innovations of the region. Students and faculty members of the university have been actively working towards providing innovative solutions to various problems of the locality.

Dr. Debabrata Panda, Asst. Professor, Dept. of Biodiversity & Conservation of Natural Resources participated in the National Innovation Club meeting held in the President's House, New Delhi on 15th March, 2016.

7.3 Best Practices:

Academic Practices:

- Admissions are made to all UG/PG programmes and M.Phil./Ph.D. programmes on the basis of common entrance tests.
- The institution has adopted a mechanism for internal quality check in its academic

and administrative matters, by establishing the Students' feedback system the progress of the faculty members are monitored.

- The University conducts three mid semester examinations for continuous evaluation of the students' progress. Apart from this, continuous assessment through assignments/ home assignments/ tutorial work is being conducted to keep the students academically alert.
- The university has introduced the "Choice-Based Credit System", to provide horizontal mobility to students and to help them do inter-disciplinary and multi-disciplinary courses.
- Industry linkage and MoU with industries exist between the university and research organizations and there are also student exchange programmes.
- Educational opportunities in the university are extended to both men and women has and have-not without any discrimination. In the matter of admissions, CUO is following national reservation policy. Further, to promote education in among the schedule areas, the University provides Bonus Marks facility to the students residing in scheduled areas (as mentioned under the Indian Constitution).
- The university is sensitized to modern managerial concepts and has incorporated considerable opportunity for teamwork, freedom in decision-making and automation of administrative procedures.
- Collaborative research-linkages have been established by many faculty members, with national/international institutions, mostly for research purposes.
- Arranging lectures, workshops and seminars by inviting outstanding scholars to mould the career of students is a useful activity.
- The University provides computer facilities with internet connection to teachers, researchers and also to students.
- The University encourage teachers to participate in seminars/conventions and publication of papers in refereed journals and this is a healthy feature. Further, the concerned teachers are advised to present the said conference/research paper at the University for the benefit of the teachers/students/researchers.
- Hostel facility is provided for all boys/girls students and researchers inside the campus.
- The teachers and research scholars visit various university/institutions regularly to deliver talks in seminars/conferences, to attend refresher/orientation/special programmes and to represent University at various levels.
- Research work is encouraged in the University. Five departments have M.Phil. & Ph.D. programmes where various research catering to the localised needs are conducted.

- The students also prepare dissertation works confining to local areas, as part of their course curriculum. This is being promoted to encourage scientific temper among the students.
- All the departments conduct fieldwork, field tour, field visit studies to enable the students to know external elements related to education, research and profession.
- The University regularly monitors the course structure of all departments and updates it from time to time.
- The University introduced special seminar Talks in each Department by external experts visiting the University (for any other purpose).
- Conduct of student Seminar by each Department has been initiated and monitored at regular basis.
- Formation of 'Research Circle' is another important practice of the University to encourage research in the Department.
- On-line Entrance Examination in the catchment areas has been implemented. For the purpose Entrance Examination have been conducted at 17 centres throughout India out of which 15 from the state.
- Student Counsellors are appointed to look after the psychological aspects of the students' academic life.
- Equal Opportunity Cell has been formed to cater to the needs of the students irrespective of their gender, caste, religion and community. The Cell plans to start special coaching for UGC-NET, Central/State Civil Services and other competitive examinations.
- For UGC-NET coaching, the departments also take special initiative in preparing the students for the national level test.

Institution of Memorial Lecture

The Academic Council and the Executive Council of the University have instituted following Memorial/Endowment Lectures :

- i. Adam Smith Memorial Lecture in Economics
- ii. Kuntala Kumari Sabat Memorial Lecture in Literature
- iii. Utkalmani Gopabadhu Das Memorial Lecture in Social Sciences
- iv. Utkal Gourav Memorial Lecture in Social Sciences
- v. Chalpati Rao Memorial Lecture in Media Studies
- vi. Foundation Day Lecture

CUO-HAL Distinguished Lecture Series:

As part of Industry-academic interface Programme initiated by UGC, the University also introduced the CUO-HAL distinguished Lecture Series from the session 2015-16. Under this

programme, prominent personalities from academics, social life or from any profession are invited to deliver talks. This programme is conducted by the University in collaboration with prominent public sector of the locality the Hindustan Aeronautics Limited (HAL).

- Apart from Distinguished Lecture Series, the University also conducts Special Lecture Series (at University level) and regular lecture series (department level).

Book Exhibition

The Central Library of the University organises Book Exhibitions every year by inviting important Publishers and distributors across the country. This provides an opportunity for students and faculty to have latest information on books of their relevant field.

Other than above mentioned practices, Blood Donation Camp, Yoga Fest and Awareness programmes on environment, cleanliness, health-hygiene are some of the best practices of the University.

Departmental Best Practices:

- The department of J & M.C., Business Administration and Teacher Education conduct internship programme of one month to enable the students to gain professional experience at work field. Other departments also promote such type of programmes on short-term basis.
- The students and faculties of the Biodiversity and Conservation of Natural Resources are actively involved different innovative research activities of the regions like
 - ✓ Studies on diversity of ornamental fishes from hill streams of Deomali Hills of Eastern Ghats, Koraput.
 - ✓ Wild edible plant resources as alternative source of food for tribals of Koraput
 - ✓ Medicinal properties of crop weed: Fast aid for tribals
 - ✓ Wild Rice: potential for phytoremediation and phytore Restoration of metal contaminated sites
- The students and faculty of the Department of Journalism and Mass Communication prepared two documentary films; “Ninee: The Winner” for women empowerment and “CUO: A Journey towards Excellence”. The students also publish a departmental newspaper “CUO Varta” regularly.
- The department of J & M.C. conduct research studies on various programmes to fulfil the localised needs. It include programmes on health communication, communication behaviour of tribal community, communication and media reach to adopted villages, promoting rural journalism, women empowerment through media and other programmes.

- The Department of Anthropology has undertaken research activities on the assessment of nutritional status of children and adults of different tribal communities, assessment of ethnomedicine and ethnic healers of different communities, Knowledge-attitude-practices towards different diseases, social impact assessments of different developmental projects, studying communities from new-ethnographic prospective.
- The faculties of Dept of Teachers' Education formulated and developed a 'Study Habit Inventory' and the trainee teachers of B.Ed. administered the text of the 'Inventory' to 400 adolescent students (within the age group of 14-18yrs) of different schools in an around Koraput.
- Department of Teacher Education engage students for community practices catering to various adjacent villages of the University.
- The department of Economics conduct field studies at regular basis to cater to the localised economical needs including livelihood programmes, poverty eradication programmes, minimum needs programme and related rural development programmes.
- The department of Odia conduct regular research on promotion of language and literature among the local people through analysis of languages and dialects. The department also conduct comparative studies in literature, studies on folk elements in literature, study of noted Odia literary people and study of Odia as a classical language.

Administrative Practices:

- The university has promoted a perfect security system free movement and interaction among students.
- The conduct of university examinations, evaluation and announcement of results has been strictly followed according to schedule and examination-related functions of the university are managed in a highly organized manner.
- The University prepares the Prospectus each year before the commencement of the admission process.
- The Prestigious Rajiv Gandhi Chair for Tribal Studies has been established in the University.
- Several activities (on wage basis) is also being carried out such as cleaning of weeds and bushes, plantation in the University and its surroundings by involving local people.
- Local people have been involved in the construction works of the University.
- Local people are involved in the University canteen, garden, sanitation and security duty through the outsourcing agencies.
- NMEICT is an approved and supported project of MHRD. The estimate cost of the project is Rs.2.00 crore of which the University's share is 25%. The BSNL has

provided 1 GB connectivity up to campus point at Sunabeda. The connectivity is activated from Bhubaneswar ending with the Sunabeda Campus of Koraput.

- The entire campus is to be fully connected with Wi-Fi connectivity. For this purpose, NMEICT and BSNL work with the CUO to maintain and monitor internet and telecommunication related activities.

Adoption of Villages by CUO

The Central University of Orissa adopted five villages adjacent to the University for its Socio-economic Development on 25th September 2015. This initiation was taken under the *Unnat Bharat Abhiyan*, started by the Government of India to bring transformational changes in the rural development process by leveraging knowledge institution to help build the architecture of an inclusive India. The University adopted five adjacent villages named *Chikapar, Chakarliput, Rajpalama, Balda and Nuaguda*. The University has taken initiative on fieldwork for village survey.

The University conducted various programmes in these villages including:

1. Initiating skill development programmes for self-employment among rural youth. For the purpose, the University establish linkage with the NGOs to initiate skill development programmes. The skills are chosen according to the requirement of the villagers and the potentiality of the village.
2. Regular health check-up camps and health awareness camps are being organised.
3. Conducting various training programmes among the school children including art and craft training, drawing, painting and related aspects.
4. The University regularly organises cleanliness drive in these areas to create awareness for a Swachh Bharat by keeping the surrounding clean.
5. The University initiation led to construction of three deep bore-wells in the adopted villages.
6. Construction of septic toilets in adopted villages through liasioning with the District Administration is one of the important feature of maintenance of hygiene among the villagers.
7. The University also conducts awareness programmes by folk song in local *desia* dialects and street plays.

The Centre for Tribal Development

The Centre for Tribal Welfare and Community Development (CTWCD) has been set up by the University for the purpose of catering to the needs of the target group with the following objectives:

- ✓ To facilitate articulation of interests and exchange programmes and create

linkages for unemployed youth with the developing world by conducting and facilitating various skill development programmes;

- ✓ To do research and documentation and preservation of tribal culture;
 - ✓ To grow as a nodal hub for cross-cultural action learning and professional growth;
 - ✓ To facilitate research for policy level changes, for tribal and community development in a wider context, through linkages with different agencies and fellowship programmes.
-
- Skill development training programme on Mushroom cultivation and Dairy Farming were imparted to the local community members for livelihood enhancement.
 - Materials symbolising local culture and tradition and heritage have been documented and preserved with an aim to develop a 'Ethnographic Museum'.
 - CUO patronises preservation of indigenous dance forms and other cultural activities among local tribals.

Evaluative Report of the Department of Anthropology

1. Name of the Department: **Department of Anthropology**
2. Year of establishment: **2009**
3. Is the Department part of a School/Faculty of the university?
Yes, The Department of Anthropology is under School of Social Science of the University
4. Names of programmes offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., D.Sc., D.Litt., etc.):
P.G. (M. Sc. in Anthropology), M.Phil. in Anthropology, Ph.D. in Anthropology
5. Interdisciplinary programmes and departments involved:
Tribal Studies, Department of Anthropology & Sociology are involved
6. Courses in collaboration with other universities, industries, foreign institutions, etc.:
Nil
7. Details of programmes discontinued, if any, with reasons:
Nil
8. Examination System: Annual/ Semester/Trimester/Choice Based Credit System:
Semester Examination System with Choice Based Credit System
9. Participation of the department in the courses offered by other departments:
Nil
10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others):

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	01	Nil	Nil
Associate Professors	02	Nil	Nil
Asst. Professors	04	02	02
Others (Contractual Lecturer)		01	01

11. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

Name	Qualification	Designation	Specialization in PG & Research Level	Teaching Experience (Year/ Month)	M.Phil. & Ph.D Guidance (Last 4years)
Dr. Jayanta Kumar Nayak	M.Sc.; M.Phil; Ph.D.; UGC-NET	Assistant Professor & Department in-charge	Physical Anthropology	11 Years	Ph.D. = 08 students pursuing, M.Phil. = 07 students awarded, 03 students submitted, 04 students completed course work, 04 students continuing
Mr. B. K. Srinivas	M.A., UGC-NET	Assistant Professor	Cultural Anthropology	10 Years	Nil
Dr. Meera Swain	M.A.; M.Phil; Ph.D.; UGC-NET	Lecturer (on contract)	Cultural Anthropology	17 Years	Nil

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors:

Nil

13. Percentage of classes taken by temporary faculty – programme-wise information:

P.G. – 22%, M.Phil. – 24%

14. Programme-wise Student Teacher Ratio:

P.G. = 60: 3, M.Phil.= 10: 2, Ph.D.= 8: 1

15. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual

	Sanctioned	Filled	Actual
academic support staff (technical)	No information	Nil	Nil
academic support staff (Non-technical)		01	01 (Lab attendant)
administrative staff	No information	Nil	Nil

16. Research thrust areas as recognized by major funding agencies

- Molecular Anthropology
- Medical Anthropology
- Developmental Anthropology
- Bio-cultural Study

-
- e. Tribal Studies
f. Developmental Anthropology
g. Socio-cultural Anthropology
17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.
Nil
18. Inter-institutional collaborative projects and associated grants received: Nil
a) National collaboration: Nil
b) International collaboration: Nil
19. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.
Nil; No grant received
20. Research facility / centre with
 - state recognition: Yes
 - national recognition: Yes
 - international recognition: Nil
21. Special research laboratories sponsored by / created by industry or corporate bodies: Nil
22. Publications:
 - Chapters in books: 04 + 4* (* belong to contractual faculty)
 - Edited Books: 1*
 - Number of papers published in peer reviewed journals (national / international): 15+10*
 - Monographs: Nil
 - Books with ISBN with details of publishers: (2+6*)

* belong to contractual faculty

Publication of Dr.Jayanta Kumar Nayak

Research papers/ articles (International):

1. Khan, Irshad and **Nayak, J.K. (2016).** Pahadi Kharwajanajati me sikhya ebang sikhyanki samasya (Hindi). *Asian Journal of Multidisciplinary Studies*; 4(5): 90-94.
2. **Nayak, J.K. (2016).** An Anthropological Observation on the Role of Tribal Communities in the Conservation of Biodiversity. *European Journal of Environmental Ecology*; 3(1):21-29. ISSN-2393-9672
3. **Nayak J K** and Das P K. 2015. Genetic diversity of Hill-Banda tribal population of Odisha with reference to ADH and ALDH2 gene variants. *European Journal of Molecular Biology and Biochemistry*; 2(2):106-110. ISSN - 2348-2192

4. **Nayak J K** and Das P K. 2014. A case study on factors influencing protective health ecology for alcoholism among the hill Bonda tribal group of Odisha. *Man in India*; 94(4): 555-571. ISSN: 0025-1569
5. **Nayak J.K. 2014.** From Hunter Gatherer to Semi Forager: A Case Study on Developmental Trajectory of the Mankirdias of Odisha. *Humanities Circle* (an international journal from Central University of Kerala); 2(1):115-132. ISSN: 2321-8010
6. Sahu S. K., Sharma A. K., and **Nayak J.K. 2011.** Ethnobiology, ethnomedicine and ethnopharmacology practices among three tribes of Similipal Biosphere reserve, Odisha. *Tiger Paper*; 38(1): 20-28. ISSN: 1014-2789
7. **Nayak J.K.,** Sarkar BN, Das PK and Rao VR. **2009.** Protective ALDH2*2 Allele in the Bondo-Highlanders of Orissa. *South Asian Anthropologist*; 9(2): 129-132. ISSN: 0257-7348
8. **Nayak J.K.,** Sarkar BN, Das PK and Rao VR. **2008.** Genetics of Alcohol Use in Humans: An Overview. *Int J Hum Genet*; 8(1-2): 181-197. ISSN: 0972-3757
9. Bulliyya, G., **Nayak J.K.,** Mallick, G. **2005.** Forest habitat and tribal subsistence economy rights in scheduled tribal-domain state of Orissa. *Man in India*; 85(3&4): 125-139. ISSN: 0025-1569

Research papers/ articles (National):

1. Panda D., Pradhan S., Palita S K., and **Nayak J.K.** 2014. Medicinal weed diversity and ethno medicinal weeds used by tribal's of Koraput, India. *Eco. Env. & Cons.* 20 (Suppl.):(s35-s38).ISSN: 0971-765X
2. **Nayak J.K.** and Das P K. 2014. The Problem of Survival of Surviving Mankirdias: A Case Study of Particularly Vulnerable Tribal Group (PVTG) of Odisha. *Journal of the Anthropological Survey of India*, 63(1): (1-25). ISSN: 2277-436X
3. Singh P., **Nayak J.K.,** Rajpoot A., Gairola T., and Pramanik L. 2012. Health profile of Gorkhas with special reference to lifestyle vis-à-vis hypertensive condition in village Karbari Grant of Dehradun, Uttarakhand: An Overview. *Journal of the Anthropological Survey of India*; 61(2) & 62(2):727-739.ISSN: 2277-436X
4. **Nayak J.K. 2011.** An Impact Assessment on the Emerging Trends of Urban Drinking Habits on Traditional Tribal World: A Study on the Bondo-Highlanders of Odisha. *Journal of the Anthropological Survey of India*; 60(2):292-303. ISSN: 2277-436X
5. Khan Irshad and **Nayak J.K. 2014.** Pahadi Kharwa janajati me swasthyake prati jagarukata eka mulyankan (chhatisgarake sarguja jilleke sandarv me) (in Hindi). *Shodh Anusandhan Samachar*, v(vii): 10-22. ISSN:2230-8822
6. **Nayak J.K.** 2013. Changing Village Life: An Anthropological Observation (in odia language). *Samadrusti*; 8(2):5-12. ISSN: 2395-3314
7. **Nayak J. K.** 2013. Biodiversity conservation and Tribals (in odia language). *Samadrusti* 7(13): 11-16. ISSN: 2395-3314
8. **Nayak J.K.** 2012. Anthropology of Food and Hunger (in odia language). *Samadrusti* 7(9-10): 5-10. ISSN: 2395-3314
9. **Nayak JK,** Das PK. **2007.** The study of population structure, genetic variation and intensity of selection of the Birhor: A primitive tribal community of Orissa. *Man in Society*; 16: 64-77. ISSN: 2347-1530

Book Chapter:

1. Khan Irshad and **Nayak J.K. 2014.** Pahadi Kharwa janajati ke bachho me posan sthithi ka aakalan chhatisgara ke sarguja jille ke sandarv me (in Hindi). In Sunil Goyal (Ed.) book *A Compendium of Interdisciplinary Research Papers*; pp-481-489, The Global Association of Social Sciences, Indore, Madhya Pradesh, India. ISBN-9788192611129
2. Sahoo L. K., Sahu S. K. and **Nayak J.K. 2014.** Health intervention programs on Malaria, TB and Leprosy, by LEPRO Society in Mayurbhanj district of Odisha – A milestone journey in the change of Knowledge, Attitude and Practice of health seeking behaviour. In Dash J, Patra PK & Satpathy KC (Ed.) book *Ethnomedical Practices in Tribal Areas*; pp- 317 to 331, SSDN Publishers & Distributers, New Delhi. ISBN- 9789381839188
3. Bulliyya, G., **Nayak J.K.**, Mallick G. **2006.** Indigenous health care practices among the Kondh tribal communities of Orissa, India. In Sharma AN, Gautam RK and Gharami AK edited book *Indigenous health care and ethno-medicine*; pp54-73, Sarup& Sons publication, New Delhi. ISBN-9788176257244

Books:

1. **Nayak J. K.** and Singh P. 2015. Fundamentals of Research Methodology: Problems and Prospects. SSDN Publishers & Distributers, New Delhi. ISBN- 9789383575565
2. **Nayak J.K.** 2012. Constructive Community Drinking: A Genome based Socio-Cultural Study on Bondo Highlanders. Lambert Academic Publishing, Germany. ISBN- 9783838370620

Publications of Mr. B. K. Srinivas**Research Article in Journal:**

1. Swain M. and **Srinivas B.K.** 2015. Issues of Lady Teachers in Primary and Upper Primary Schools: A Study in the Education District of Koraput, Odisha, India. *The Tribal Tribune*; 7(3): ISSN: 2249-3433

Book Chapter:

1. Swain M, Srinivas B.K. and Nayak R. 2016. Girl Child Education: Issues and Concerns-A Study in Bolangir town. In *Gender Asymmetry in Contemporary India* (ed.). Delhi: Manglam Publications. P.261-288. ISBN:978-93-82983-68-2.

Publication of Dr. Meera Swain:**Referred Journals:**

1. **Swain, M.** and Nayak, D. 2015. Reproductive Health Seeking Behavior of Tribal Women: A case study among *PARAJA* tribes of Laxmipur Block, Koraput district, Odisha, India. *The Tribal Tribune (Quarterly e-Journal)*, ISSN: 2249-3433, Vol.7, issue-4, pp-8.
2. **Swain, M.** and Das, C. K. 2015. Reciprocity, Exchange and Social Solidarity. *International Research Journal of Social Sciences*, ISSN: 2319-3565(May, 2015), Vol. 4(5), 84-88.
3. **Swain, M.** and Srinivas, B.K. 2015. Lady Teachers in Primary and Upper primary Schools: Issues and Concerns. *The Tribal Tribune (Quarterly e-Journal)*, ISSN: 2249-3433 (April, 2015 Vol.7, issue-3, pp-6).

4. **Swain, M. 2014.** Componential Analysis of Saora Kinship Terms. *The Tribal Tribune (Quarterly e-Journal)*, ISSN: 2249-3433 (April, 2014, Vol.-6, Issue-3, pp- 4).
5. **Swain, M. 2014.** Saora Kinship Terminology. *The Tribal Tribune (Quarterly e-Journal)*, ISSN: 2249-3433 (January, 2014, Vol.-6, Issue-2, pp- 5).
6. **Swain, M. 2013.** Origin, Culture and Kinship Structure of Hill Saora, *The Tribal Tribune (Quarterly e-Journal)*, ISSN: 2249-3433 (October, 2012, Vol.5, Issue-1, pp-8).
7. **Swain, M. 2011.** Intercommunity Interaction and preservation of Tribal Culture. *The Tribal Tribune (Quarterly e-Journal)*, ISSN: 2249-3433 (October, 2011 Vol.4, issue-1, pp-7).
8. **Swain, M. 2005.** Educational status of the tribes: a case study of SAORA. *The Fourth World-Journal of the marginalized people*, ISSN:0971-6653,Vol-11, No. 21 & 22, pp. 185-216.
9. **Swain, M. 2006.** A review of the book on “Matrilineal Communities, Patriarchal Realities-A Feminist Nirvana Uncovered” by Kanchana N. Ruwanpura, published by Zubaan an imprint of kali for Women, New Delhi. The review has been published in *The Fourth World, J. of the Marginalised People*, Vol-12, No-23&24, pp247-250, ISSN No 0971-6653.

B. Paper in other reputed journals/Conference Proceedings

1. **Swain, M. 2011.** Consequences of Poverty and Gender Inequality on maternal and child health: a study in Koraput District of Odisha. In proceedings of the The ninth conference of *Indian Association for Social Sciences and Health* On “Health, Gender and Inclusive Development” organized by Tata Institute of Social Sciences, during November 24 to 26, 2011.
2. **Swain, M. and Nayak, P.K. 2005.** Educational status and socio-cultural change in Saora Tribe. In *Proceedings of the National Seminar on Poverty Among Tribals*, 12-13 April, 2005, National Institute of Rural Development, Hyderabad, pp. 132-159.
3. **Swain, N. and Swain, M. 2005.** Socio-Economic Profile of Tribals: A Case Study on ‘Kutia Kondha’ of Kalahandi District, Orissa. In *Proceedings of the National Seminar on Poverty Among Tribals*, 12-13 April, 2005, National Institute of Rural Development, Hyderabad, pp. 7-16.
4. **Swain, M. 2003.** Community based Socio-Economic Study in the Coastal Zone of Orissa, India. In “Comprehensive and Responsible Coastal Zone Management for Sustainable and Friendly Coexistence between Nature and People”-*Proceedings of the 6th International Conference on the Environmental Management of Enclosed Coastal Seas*, 18-21 November 2003, Bangkok, Thailand. PiamsakMenasveta and NontivichTandavanitj (Eds), Published by Faculty of Science, ChulalongkornUniversity, Bangkok, Thailand, ISBN-974-13-3287-4, pp 497-512.
5. **Swain, M. 2001.** Status of women and need for their empowerment- A case study among fisherman community of South Orissa., *Proc. of the Workshop on Marginalised Women: A human rights Perspective*, Bhubaneswar, 28th July, 2001, CDI Project, Utkal University, Bhubaneswar, pp 62-66.

Books Authored/Edited

1. L.K. Mahapatra and **Swain, M. (Eds.) 2016**. Knowledge for Actions: A Treatise in Anthropology. Published by APH Publishing Corporation, New Delhi, PP. 328, , ISBN No: 978-93-313-2804-5.
2. **Swain, M. 2014**. KULI: A TRIBE OF ODISHA. Published by The Freelancers, Bhubaneswar, pp.154, ISBN No:978-81-930210-0-2. (Revised edition of the book KULI TRIBE OF ODISHA, 2012, Published by ATHENA PRESS, Bhubaneswar, ISBN No: 13-978-93-80824-29-1).
3. Mohapatra, L.K. 2010. Gods, Kings and the Caste System in India & Other Essays. Edited by **Meera Swain**. Published by AMADEUS PRESS, Bhubaneswar, pp. 212, ISBN No: 81-903813-6-9.
4. **Swain, M. 2010**. SAORA KINSHIP. Published by AMADEUS PRESS, Bhubaneswar, pp. 328, ISBN No: 81-903813-9-3.
5. Swain, M., **Swain, T.**, and Patra, R. 2008. WOMEN IN PRINT MEDIA: WITH A FOCUS ON DALITS (2006-2007). NISWASS Publication, Bhubaneswar, PP. 590.
6. Mohanty, B., **Swain, M.**, and Pramanik, A. 2006. WOMEN IN PRINT MEDIA: WITH A FOCUS ON DALITS (2004-2006). NISWASS Publication, Bhubaneswar, PP. 233.

Articles/Chapters published in Book

1. **Swain, M.**, Srinivas, B.K. and Nayak, R. 2016. Girl child Education: Issues and concerns- A study in *Balangir* town. Book Chapter in the Book Gender Asymmetry in Contemporary India, Eds.:Dr.IteeshriPadhi , Mangalam Publishing House, New Delhi, p. 261-288, ISBN 978-93-82983-68-2.
2. **Swain, M.** 2014. Reproductive and Child Health Care: A study in Koraput District, Odisha. Book chapter in the book Ethnomedical Practices in Tribal Areas edited by Jagannth Dash, PrassannaPatra and KanhucharanSatpathy, ISBN NO.978-93-8183-9188, SSDN publisher and Distributors, New Delhi. pp. 253-263.
3. **Swain, M.** 2012. Social Exclusion and lady domestic workers: A study in Bhubaneswar slums and Koraput town of Odisha. *As a book chapter in the book on "Social Exclusion and Gender-some reflection"* Edited by *Dr. Navanita Rath et al.*, pp. 257-269, Abhijit Publications, New Delhi, ISBN-978-93-5074-001-9.
4. **Swain, M.** 2007. Women in the management of fishing Economy and Environment: a case study among the fishermen community (Nollia) of coastal Orissa, India. As a Book Chapter in *Lakes and Coastal Wetlands: conservation, restoration and management*. Ed. By P.K. Mohanty, p. 382-398, , Capital Publishing Company, New Delhi ,ISBN-81-85589-51-0.

✓ Number listed in International Database (For e.g. Web of Science, Scopus,):	03
✓ Humanities International Complete, Dare Database:	Nil
✓ International Social Sciences Directory, EBSCO host, etc.:	Nil
✓ Citation Index – range / average:	0.02 to 0.31
✓ SNIP:	Nil
✓ SJR:	0.11 to 0.17
✓ Impact Factor – range / average:	0 to 0.3

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- ✓ h-index: 10
23. Details of patents and income generated: Nil
24. Areas of consultancy and income generated: Nil
25. Faculty selected nationally / internationally to visit other laboratories / institutions industries in India and abroad: Selected Nationally
26. Faculty serving in:
- a) National committees: Nil
 - b) International committees: Nil
 - c) Editorial Boards: Nil
 - d) any other (please specify): Nil
27. Faculty recharging strategies (UGC, ASC, Refresher / orientation programs, workshops, training programs and similar programs):
- UGC, ASC, Refresher / orientation programs = 3+4* (*belong to contractual faculty)
 - Workshops & training programs: 6+18*
28. Student projects:
- | | |
|---|------|
| percentage of students who have done in-house projects including inter-departmental projects: | 100% |
| percentage of students doing projects in collaboration with other universities/ industry / institute: | Nil |
29. Awards / recognitions received at the national and international level by: Nil
- Faculty: Nil
 - Doctoral / Post-Doctoral fellows: Yes
 - Students: Yes
30. Seminars/ Conferences/Workshops organized and the source of funding (national /international) with details of outstanding participants, if any.: Nil
31. Code of ethics for research followed by the departments: Yes
32. Student profile programme-wise:
-

Name of the Programme (refer to question no. 4)	Year (admission)	Applications received	Selected		Pass percentage	
			Male	Female	Male	Female
M.Sc. Anthropology	2011	67	14	16	100%	100%
	2012	64	12	08	100%	100%
	2013	39	04	06	50%	100%
	2014	30	02	03	100%	100%
	2015	91	09	18	Ongoing	
	2016	32			Ongoing	
M.Phil. Anthropology	2013	32	03	02	100%	100%
	2014	23	05	Nil	100%	-
	2015	27	02	02	Ongoing	
	2016	20	03	01	Ongoing	
Ph.D. in Anthropology	2013	45	04	Nil	Ongoing	
	2014	31	01	02	Ongoing	
	2015	12	01	Nil	Ongoing	
	2016	05	0	02	Ongoing	

33. Diversity of students:

Name of the Programme (refer to question no. 4)	Year (admission)	% of students from the same university	% of students from other universities within the State	% of students from other universities outside the State	% of students from other countries
M.Sc. Anthropology	2011	Nil	100%	Nil	Nil
	2012	Nil	100%	Nil	Nil
	2013	Nil	90%	10%	Nil
	2014	Nil	100%	Nil	Nil
	2015	Nil	100%	Nil	Nil
	2016	Nil	100%	Nil	Nil
M.Phil. Anthropology	2013	80%	Nil	20%	Nil
	2014	100%	Nil	Nil	Nil
	2015	100%	Nil	Nil	Nil
	2016	80%	20%	Nil	Nil
Ph.D. in Anthropology	2013	25%	Nil	75%	Nil
	2014	100%	Nil	Nil	Nil
	2015	100%	Nil	Nil	Nil
	2016	100%	Nil	Nil	Nil

34. How many students have cleared Civil Services and Defence Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise.
NET: 6 Students (male = 05, Female = 01)(GEN = 02, OBC = 02, SC = 02)

35. Student progression:

Student progression	Percentage against enrolled
UG to PG	Nil
PG to M.Phil.	16%
PG to Ph.D.	10%
Ph.D. to Post-Doctoral	Nil
Employed	
• Campus selection	Nil
• Other than campus recruitment	50%
Entrepreneurs	Nil

36. Diversity of staff:

Percentage of faculty who are	
graduates of the same university	Nil
from other universities within the State	50%
from universities from other States	50%
from universities outside the country	Nil

37. Number of faculty who were awarded M.Phil., Ph.D., D.Sc. and D.Litt. during the assessment period:

Nil

38. Present details of departmental infrastructural facilities with regard to

Library:	Nil
Internet facilities for staff and students:	Available
Total number of class rooms:	03
Class rooms with ICT facility:	01
Students' laboratories:	01
Research laboratories:	Nil

39. List of doctoral, post-doctoral students and Research Associates

- from the host institution/university: 66.67%
- from other institutions/universities: 33.33%

40. Number of post graduate students getting financial assistance from the university: 08

41. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology: NIL

42. Does the department obtain feedback from:

- a. Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?

Yes, after getting feedback, the concerned faculty try to improve the knowledge and collect more study materials for the curriculum and also assess the utilitarian aspect of the curriculum.

- b. Students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?

Yes, Keeping on the views in the feedback, departmental staff meeting conducted to improve the condition.

- c. Alumni and employers on the programmes offered and how does the department utilize the feedback?

Alumni association to be formed soon.

43. List the distinguished alumni of the department (maximum 10):

Sl. No.	Name of the alumni	Post Graduation Academic Batch	Present Occupation
1.	Subhas Chandra Mohanty	2009-11	Asst. Manager, National Health Mission, Nabrangpur District
2.	Gouranga Mandal	2010-12	Session Clerk, Special Session Court, Malkangiri
3.	Gouri Prasad Satapathy	2010-12	Clark, collector Office, Koraput
4.	Jitendra Kumar Panda	2010-12	Laboratory Demonstrator, Model college
5.	Maddi Jagannath Patro	2010-12	Entrepreneur
6.	Moushumi Nayak	2010-12	Research Fellow, Sports Authority of India, Bangalore
7.	Sabita Turuk	2010-12	Teacher
8.	Saumalini Mohanty	2010-12	Curator, Tribal Museum, SCSTRTI, Bhubaneswar
9.	Joseb Khosla	2012-14	Police S.I.
10.	S Siva Prasad Dora	2012-14	Research Associate, Sunderlal Jain Hospital, New Delhi

44. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts.

In each semester department conducts special lectures, students and faculty seminars, field works. Students and teachers are also participating in the workshop, training programmes, seminars conducted in State as well as National level.

45. List the teaching methods adopted by the faculty for different programmes
- Interactive Method
 - ICT Method
 - Group Discussions
 - Participative method for field studies
 - Practical training
46. How does the department ensure that programme objectives are constantly met and learning outcomes are monitored?
- Programme objectives are constantly met. Students are getting in-depth knowledge on anthropology, about local peoples culture and their problems problem and how to advocacy for their solutions. Students are regularly going on field training and publishing their reports. They are also getting jobs in different sectors.
 - To meet the diverse educational needs of our students, to provide them with an informed understanding of human universals and human differences, so that they may become capable, contributing members of their diverse communities.
 - To develop an understanding of the phenomenon of culture as that which differentiates human life from other life forms; an understanding of the roles of human biology and cultural processes in human behaviour and human evolution.
 - To develop a positive appreciation of the diversity of contemporary and past human cultures and an awareness of the value of anthropological perspectives and knowledge in contemporary society.
 - Prepares students to maximize opportunities for career success in an increasingly competitive and complex global job market.
 - To develop a fundamental understanding of the substantive knowledge base of anthropology, its methods, and theoretical orientations through a holistic orientation towards human diversity.
 - The ability to present and communicate in anthropologically appropriate ways anthropological knowledge and the results of anthropological research.

- to serve the changing needs of the Commonwealth by preparing students to serve their society as contributing citizens who offer solutions to social problems and promote positive change in local, national, and international contexts.

47. Highlight the participation of students and faculty in extension activities.

Both students and faculties participated in different extension activities, i.e., regular field visits, visit to different museums, participating in different workshops, training programmes and seminars.

48. Give details of “beyond syllabus scholarly activities” of the department:

Visiting different field areas; Visiting different communities; interacting with different people; watching documentary films on different cultures; participating in different social works; participating in different cultural forums; participating in different competitions like essay, debate, GK, Quiz etc.

49. State whether the programme/ department is accredited/ graded by other agencies? If yes, give details.

Not yet accredited

50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied

Department is producing graduates who are actively involving themselves in the service of the nation by taking up job in different sectors. Department is also trying to build up the moral values of the students and try to prepare them as a good human being. The research out puts are also published in the different national as well as international journals & books which are addition to new knowledge and useful for society

51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

Strengths:

- Situated in a tribal dominated area, Well developed anthropological method to identify and bring solution to social problems,
- options for specializations in different branches of anthropology
- Semester pattern and choice based credit system and also updated syllabus

-
- Camp-based fieldwork in remote areas equips students to take on rigorous research in future.
 - Training to the students on soft skills and capacity building
 - Academic Exposure to students beyond syllabus

Weaknesses:

- Number of required Faculty and supportive staff
- Lack of adequate space
- Lack of proper Library facilities
- Collaboration and exchange with other universities and institutes
- Due to lack of sufficient human resources, department facing difficulty in conducting workshop, training programmes and seminars

Opportunities:

- Informal guidance to students preparing for the NET and competitive Examination
- Since anthropology is a field based human science, there is much scope for generation of employment for the students.
- There is a great opportunity for consolidation and expansion of the state of the art lab i.e. molecular, forensic, archaeology and museological labs.
- As medical anthropology and human genetics are core courses at P.G. and M.Phil level, there is opportunity for extension work, such as creating database for population and health related information for health interventionists
- There is opportunity for inter-disciplinary and inter-institutional collaborative research at national and international levels

Challenges:

- Training scheduled tribe and scheduled caste students from rural areas with limited exposure to English language which is the medium of instruction in the university.
- Provide proper research environment and facilities to young scholars of the Department due to lack of space
- Getting adequate number of students from anthropology background for admission at the Master's level is difficult due to limited spread of the subject in the UG college and the number of feeding colleges are less as well

- As a field-based human science with a thrust on bio-cultural perspective, having enormous applied value it produces a good number of scholars every year. However, the number of students getting suitable placements with attractive pay-package is a constant challenge.
- The Department is following the Choice Based Credit System (CBCS) for MSc programme as per the UGC guidelines, however, in order to offer more “free elective” papers, it demands more faculties.

52. Future plans of the department:

For the preservation of tangible and intangible as well as human heritage of this area, this department already started documenting through extensive field work and going to establish one **anthropological museum** very soon in the University. This centre is also going to establish one **advance human genetics laboratory** for giving practical training to the students as well as for conducting massive screening of genetic disorders if any among the local people. By the active initiative of the department, one specialized centre in the name of “**Centre for Indigenous Studies**” is planned to establish. Department is also planning for **Inter-departmental, Inter-Institutional Research activities** and also for **Consultancy in social impact assessment and other areas**. Department is also planning for **the expansion of teaching and research infrastructure**.

Evaluative Report of the Department of Biodiversity & Conservation of Natural Resources

1. Name of the Department:
Biodiversity and Conservation of Natural Resources
2. Year of establishment:
2011
3. Is the Department part of a School/Faculty of the university?
Yes, it is a Department under the School of Biodiversity and Conservation of Natural Resources
4. Names of programmes offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., D.Sc., D.Litt., etc.):
PG, M.Phil., Ph.D.
5. Interdisciplinary programmes and departments involved:
Nil
6. Courses in collaboration with other universities, industries, foreign institutions, etc.:
Nil
7. Details of programmes discontinued, if any, with reasons:
Nil
8. Examination System: Annual/ Semester/Trimester/Choice Based Credit System:
Semester / Choice Based Credit System
9. Participation of the department in the courses offered by other departments:

Members of the Faculty takes classes of Environmental Science Course for the Dept. of Mathematics and Department of Computer Science

10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	1	0	0
Associate Professors	2	1	1
Asst. Professors	4	2	2
Others			
2. Laboratory Assistant	1	1 (On Contract)	0

11. Faculty profile with name, qualification, designation, area of specialization, experience

and research under guidance

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of PhD./ M. Phil. Students guided for the last 4 years
Dr. Sharat Kumar Palita	MSc., M.Phil., Ph.D.	Associate Professor	Zoology	32	5 M.Phil. awarded, 01 to submit, 02 course work completed, 04 continuing + 01 Ph.D. awarded, 05 Ph.D. continuing
Dr. Kakoli Banerjee	MSc., Ph.D.	Assistant Professor	Marine Biodiversity	11	03 M.Phil. awarded, 02 to submit, 03 continuing + 03 Ph.D. continuing
Dr. Debabrata Panda	MSc., M.Phil., Ph.D. & NET	Assistant Professor	Botany Plant Biochemistry	7	02 M.Phil. awarded, 02 to submit, 03 continuing +03 Ph.D. continuing

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors:

Prof. Malaya Misra
Senior Consultant
(Formerly Professor of Botany, Berhampur University, Bhanja Vihar, Odisha)

13. Percentage of classes taken by temporary faculty – programme-wise information: Nil

14. Programme-wise Student Teacher Ratio:

M.Sc: 10 : 1, M.Phil : 3.3 :1

15. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual

Technical	Sanctioned	Filled
Lab Assistant: (Contractual)	1	1
Office Assistant: (Contractual)	1	1

16. Research thrust areas as recognized by major funding agencies:

- *Climate change and carbon sequestration* - Ministry of Earth Sciences, GOI and National Remote Sensing Centre, Hyderabad, GOI
- *Faunal biodiversity* - Odisha Biodiversity Board, Dept. of Forest and Environment, Govt. of Odisha, Bhubaneswar

17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.

Faculty	National/ International funding agencies	Project title	Grants received project-wise
Dr. Sharat Kumar Palita	Odisha Biodiversity Board	Faunal diversity assessment of invertebrates and lower vertebrates of Deomali Hills, Eastern Ghats	Rs. 1.98 lakhs
Dr. Kakoli Banerjee	Ministry of Earth Sciences (MoES), GOI (National)	Study on carbon cycling in mangrove ecosystem of Bhitarkanika, Odisha	Rs. 30 lakhs (Sanctioned, yet to receive)
	NRSC, Hyderabad, GOI (National)	Measurement of vegetation and biomass parameters under Vegetation-Carbon-Pool Assessment (VCP) sub-project of the ISRO Geosphere Biosphere Program (IGBP) National Carbon Project (NCP)	Rs. 14.59 lakhs

18. Inter-institutional collaborative projects and associated grants received:

- a. National collaboration: MOES Project – Rs. 30 lakhs
Calcutta University, University of Hyderabad & Central University of Orissa
- b. International collaboration: EUPHRATES project-Rs. 2.38 Lakh
University of Santiago de Compostela, Spain & Central University of Orissa

19. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received:
Nil

20. Research facility / centre with

- state recognition: Nil
- national recognition: Nil
- international recognition: Nil

21. Special research laboratories sponsored by / created by industry or corporate bodies:
Nil

22. Publications:

- Chapters in books: Dr. S.K. Palita- 03 (Three)
 Dr. K. Banerjee- 09 (Nine)
 Dr. D. Panda- 06 (Six)
- Edited Books: Nil
- Number of papers published in peer reviewed journals (national / international):

 Dr. S.K. Palita - 23
 Dr. K. Banerjee-41
 Dr. D. Panda- 40
- Monographs: Nil
- Books with ISBN with details of publishers: Dr. S. K. Palita- 02 (1 of this is translation book)
 Dr. K. Banerjee – 04
 Dr. D. Panda - 05

Publications of Dr. S. K. Palita:

Journal Publications

1. Bohidar, K. and **Palita S.K.** (1985) Host preference of *Aphis nerii* (FONSC) (Aphididae : Homoptera). *Pranikee*, (6) : 37-40. ISSN : 0970-4450
2. **Palita, S.K.**; Patra, K.C.; Pattnaik, S.K. and Patra, A.K. (1994) Status and management of tigers (*Panthera tigris* Linn.) of Nandankanan Biological Park, Orissa. *Cheetal*, 33 (3-4): 17-26. ISSN No. 0528-9122
3. **Palita, S.K.**; Pattnaik, S.K. and Patra, A.K. (1995) White tiger need more water. *Current Science*, 68(6) : 592. ISSN : 0011-3891, I.F. 0.833
4. **Palita, S.K.**; Patra, A.K. and Pattnaik, S.K. (1997) Study of social interaction among adult tigers (*Panthera tigris* Linn.) and Cubs in captivity. *Zoos'Print*, 12(1): 1-3. ISSN : 0971-6378
5. **Palita, S.K.** (2001) Hunting and killing instinct in captive bred white tigers : A case study at Nandankanan Biological Park, Orissa, India, *e-planet, Journal of Organisation for Protection of Ecosystem Environment and Endangered Species*. Vol 1(1) : 4-7. ISSN No. 0974-4398, NAAS Rating-1.55

6. **Palita, S.K. (2006)** Genetic Status and Inbreeding Depression in Captive Tigers (*Panthera tigris* Linn.) at Nandankanan Biological park, Orissa, India. *New Horizon- Research Journal of Nayagarh Autonomous College*. Vol. 1: 1-12.
7. **Palita, S.K. (2007)** Royal Bengal Indian Tiger : Past, Present and Future- An Analysis in Orissa Context. *e-planet, Journal of Organisation for Protection of Ecosystem Environment and Endangered Species*. Vol 5 (1) : 39-45. ISSN No. 0974-4398, NASS Rating-1.55
8. **Palita, S.K. and Ponkshe, A. (2007)** Diversity and Distribution of Birds during Summer Fruiting Season at GBPIHED, Kosi-Katarmal, Almora. *Hima-Paryavaran, News Letter*, G.B. Pant. Institute of Himalayan Environment and Development, Kosi-Katarmal, Almora. 19 (1) : 7-9. ISSN : 0970-8421
9. **Palita, S.K., Ponkshe, A. And Dhar, U. (2011)** Habitat enrichment and its impact on avian diversity : A study at GBPIHED, Kosi, Katarmal, Uttarakhand. *Current Science*, 100 (11): 1681-1689. ISSN : 0011-3891, I.F. 0.833
10. Dash, A., **Palita, S.K.** and Patra, H.K. (2013) Physico-chemical analysis of thermal spring of Atri in the district of Khurda, Odisha, India. *International Journal Chemical Sciences and Applications*. 4(2) : 97-104 (ISSN 2278-6015), IF-1.00.
11. Dash, A., **Palita, S.K.** and Patra, H.K. (2012) Diversity of zooplanktons in hot water spring of Atri, Odisha, India. *International Journal of Environmental Science and Technology (IJES&T)*. 1 (2) : 111-119. ISSN: 2278-0785
12. Dash, A., Panda, S.S. , **Palita, S.K.**, H.K. Patra and N.K. Dhal (2012) Spatial and Temporal variation of Phytoplankton in Hot Spring of Atri, Odisha, India. *Current Botany*. 3 (5) : 35-40. (Online ISSN: 2220-4822)
13. Das, M., **Palita, S.K.** and Panda, T. (2013) Role of sewage discharge on the diversity and distribution of zooplankton in the Mahanadi River, India. *Asian Journal of Water, Environment and Pollution*. 10 (2) : 65:69. (ISSN : 0972-9860) (Print), 1875-8568 (Online).
14. Jena, S.C., **Palita, S.K.** and Mahapatra, M. K. (2013) Anurans of Bhitarkanika mangroves, Odisha, east coast of India. *Check List*. 9 (2) : 400-404. (ISSN : 1809-127 X)
15. Sahoo, D., **Palita, S.K.**, Panda, S. and Guru, G. (2013) New records and distribution pattern of brachyuran crabs in Chilika lagoon, Odisha, India. *Ecology, Environment and Conservation* 19 (2) :141-147. (ISSN: 0971- 765 X), NAAS-5.02,
16. Panda, D., Bisoi, S.S. and **Palita, S.K. (2014)** Floral diversity conservation through sacred grooves in Koraput district, Odisha, India : A Case study. *International Research Journal of Environment Sciences*,3(9): 80-86. ISSN: 2319-1414, Indexed
17. Panda, D., Pradhan, S., **Palita, S.K.** and Nayak, J. (2014) Medicinal weed diversity and Ethnomedicinal weeds used by used by tribals of Koraput, India, *Eco. Env. & Cons.* 20 (Suppl.) 20: 35-38. ISSN 0971-765X, NASS : 5.02,
18. **Palita, S.K.**, Kar Tuhinansu and Debata S. (2014) Human-Sloth bear Interactions-Preliminary survey from Semiliguda Forest range of Koraput Forest Division, Southern Odisha, India. *Pranikee-Journal of Zoological Society of Orissa*, XXVI : 13-21. ISSN 0970-4450.

19. Panda, D., Rathinayak, S.S. and **Palita, S.K. (2015)** Crop weeds and its treatment of common ailments in Koraput district of Odisha, India. American Journal of Biological and Pharmaceutical Research, 2(1); 20-23. **e-ISSN - 2348-2184; Print ISSN - 2348-2176, I.F. =1.34.**
20. Debata, S., Palei, H.S., Mohapatra, P.P. and **Palita, S.K. (2015)** Additional records of Cantor's Leaf-Nosed Bat *Hipposideros galeritus* Cantor, 1846 (Mammalia: Chiroptera: Hipposideridae) in eastern India: Odisha. *Journal of Threatened Taxa* 7(8): 7477–7479; <http://dx.doi.org/10.11609/JoTT.o4247.7477-9>. ISSN 0974-7893 (Print); ISSN 0974-7907 (Online), NASS Rating- 4.72
21. Das, M. and **Palita, S.K. (2015)** Record of six species of Mudskippers (Gobiidae : Oxudercinae) from the mangroves of Bhitarkanika, Odisha, east coast of India. Indian Journal of Geo-Marine Science, 44 (9): 1294-1301. ISSN : **ISSN: 0975-1033 (Online), ISSN: 0379-5136 (Print), I.F. 0.316**
22. Panda D., Bag, S. and **Palita, S.K. (2016)** Impact of industrial effluents on seed germination, early seedling vigour of rice (*Oryza sativa*), and its sustainable use in Agriculture. *Environment and Ecology*, 34 (1) : 155-159. **ISSN: 0970-0420. NAAS : 4.09.**
23. **Palita, S.K.,** Jena, S. and Debata, S. (2016) Odonate diversity along different habitats of Koraput, Odisha, India. *Journal of Entomology and Zoology Studies*, 4(3): 40-47. **E-ISSN: 2320-7078; P-ISSN: 2349-6800.**

Publication of Book

Debata, S.; **Palita, S.K.** and Behera, S. (2016) Bats of Odisha a pictorial hand book. Odisha Biodiversity Board, Bhubaneswar. **(ISBN : 978-81-927791-5-7)**

Books/Chapters in Books

1. **Palita, S.K.;** Patra A.K. and Pattnaik, M.R. (1996) Studies on the reproductive behaviour of the tiger (*Panthera tigris* Linn.) in captivity. In: ***Readings in Behaviour*** (Eds. R. Ramamurthy and Geetabali). New Age International Limited, Publishers, New Delhi pp. 188-197. **(ISBN : 978-81-8356-333-8)**
2. **Palita, S.K. (2008)** Biodiversity Conservation and Sustainable Development. In '***Biodiversity Conservation and Sustainable Development***' (Ed. R.L. Panigrahy and L.R. Patro), Discovery Publishing House Pvt. Ltd. 4831/124, Ansari Road, Darya Ganj, New Delhi, pp. 1-26. **(81-224-0743-9)** DOI: 10.13140/RG.2.1.1229.4487
3. **Palita, S.K. (2006)** New Economic World Order and Higher Education in Orissa. In : Crisis in Education : Challenges in New Millennium (Ed. Gopal Krishna Nanda). Panchashila, Bhubaneswar. pp.35-44. **(ISBN : 81-86942-36-0)**

Translation of Book

1. S.K. Palita (2003) translated a book Bhitiprastha (in Odia) from "Building Blocks-A Teachers' Manual" of CEE (in English), Published by Centre for Environment Education Ahmedabad. pp. 234.

TRANS-ADOPTION OF BOOKS AND MANUALS FROM ENGLISH TO ODIA

- Trans-adopted a part of the training manual (from English to Odia) in Environmental Education for DIETS, for CEE South, Bangalore.
- Trans-adopted Turtle Manual (from English to Odia) for CEE, Goa.
- Trans-adopted texts (from English to Odia) on “Biomedical Waste Management” for CEE, Ahmedabad.
- Trans-adopted Touch Screen Work for Interpretation Centre at Satapada, Chilika for CEE, Ahmedabad.

Publications of Dr. K. Banerjee:

International Journals

1. Zaman, S., Mukherjee, N., **Banerjee, K.** and Mitra, A (2007). Microbial status of cultured shrimp from Indian Sundarbans. *Proceedings of the National Academy of Sciences of India*, Springer, 77B (3): 288-291. ISSN: 2250-1746. I.F : 0.093
2. Chakraborty, R., **Banerjee, K.** and Mitra, A. (2008). Monthly variation of Zn, Cu and Pb in the coastal stretch of West Bengal. *Proceedings of the National Academy of Sciences of India*, 78(3): 234-245. ISSN: 2250-1746. I.F : 0.093
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6. Research Bulletin on Submergence Tolerance in Rice: Biophysical Constraints, Physiological Basis and Identification of Donor by R. K. Sarkar, K.K. Das, D. Panda et al. Central Rice Research Institute, Cuttack, India, P-36, 2014.

Book Chapter/ proceedings

1. B. Padhan and **D. Panda. (2015)**. Ethno-medicinal survey of under-utilized tuber species of Koraput district of Odisha, India. **In Odisha Environmental Congress**, Bhubaneswar (Eds. A. Behera et al.) PP: 113-122.
2. S. S. Mishra, J. Barik, and **D. Panda. (2015)**. Growth and Antioxidant Response under Chromium stress: Screening of Indian Wild Rice for Phytoremediation. **In Odisha Environmental Congress**, Bhubaneswar (Eds. A. Behera et al.),PP: 235-239.
3. **D Panda (2015)**. Plant Diversity and its Significance in the Livelihood of Indigenous Tribal's of Koraput. **In Seminar on Biodiversity and Conservation initiative in Koraput region, Odisha.** (eds. S. K. Palita, M. Jena, K. Banerjee and D. Panda)Pp:21-28.
4. U. Chandra, M. J. Reju, **D. Panda** R. P. Singh, K. Mydin, P. Khoyamthem and G. Das (2015). Evaluation of half-sib progenies to identify the prepotency of the mother clones of Hevea in meghalaya. **In National seminar on Sustainable Agriculture for food security and better envirnoment: 17-18th Decemebr 2015**, Kolkata. pp 10-11.
5. **D. Panda**, S. G. Sharma and R.K. Sarkar (2008). Chlorophyll fluorescence: An easy tool for identification of submergence tolerant rice cultivar. **In: Environmental Biotechnology and Biodiversity Conservation (ed. Das, M.), Daya Publication, New Delhi, Pp56-66.**
6. **D. Panda** and R. K. Sarkar (2009). Chlorophyll fluorescence models in identification of submergence tolerant rice cultivars. **In: Attenuation of stress impact on plants. (ed. Patra, H. K.) Utkal University, Bhubaneswar,pp 62-66.**
7. **D. Panda**, R. K. Sarkar and M. Kar (2010) Response of ascorbate peroxidase and ascorbate regeneration system to flooding tolerance mechanism in rice seedlings. **In: Environmental stress impact on plants (ed. H. K. Patra) pp 79-84.**

- Number listed in International Database (For e.g. Web of Science, Scopus,): 4+14
- Humanities International Complete, Dare Database: Nil

-
- International Social Sciences Directory, EBSCO host, etc.): Nil
 - Citation Index – range / average: 0 to 103
 - SNIP: 0 to 1.651
 - SJR: 0 to 1.580
 - Impact Factor – range / average: 0 to 3.717
 - h-index: 0 to 16
23. Details of patents and income generated: Nil
24. Areas of consultancy and income generated: Nil
25. Faculty selected Nationally / Internationally to visit other laboratories / institutions industries in India and abroad:
- **Dr. Kakoli Banerjee** received two fellowships “PEIN and EUPHRATES” from University of Santiago de Compostela, Spain the years 2014 and 2016 respectively in undergoing research and teaching works at Spain.
 - **Dr. Kakoli Banerjee** was nominated by the Vice Chancellor of Central University of Orissa in the year 2013 to visit NRSC, Hyderabad as a women candidate to attend a special training programme for women on Geospatial technology sponsored by DST, GOI.
26. Faculty serving in:
- a. National committees
 - b. International committees
 - c. Editorial Boards: **Dr. Kakoli Banerjee** is on the Editorial Board of following Research Journals :
 - a. Editorial Board Member in 2015 in Journals like Journal of Science, Technology and Development
 - b. Editorial Board Member in 2015 for International Journal of Aquaculture and Fishery Sciences. (ISSN: 2455-8400)
<http://www.peertechz.com/Aquaculture-Fishery-Sciences/editorialboard.php>
 - c. Editorial Board Member in 2015 in STM Journals like Journal of Energy, Environment & Carbon Credit
stmjournals.com/index.php?journal=JoEECC&page=about&op=editorialTeam
 - d. Guest Editors in International Journal of Biodiversity Science, Ecosystem Services and Management in 2016.
<http://explore.tandfonline.com/cfp/est/international-journal-of-biodiversity-science-ecosystem-services-and-management-cfp-ecosystem>
-

d. any other (please specify):

1. Dr. S.K. Palita is a Reviewer in 03 International Journals- JMBA (Journal of Marine Biological Association), Plymouth, UK ; Journal of Threatened Taxa (JoTT), Published from Ciombatore, Tamil Nadu, India and Journal of Forestry Research, Springer (Published from China)
2. Dr. Kakoli Banerjee is a Reviewer in for 4 International journals like Wetland Ecology & Management (Elsevier), STM Journals, Agricultural & Forest Meteorology (Elsevier) and International Journal of Agricultural and Soil Science (Springer).
3. Dr. Debabrata Panda is a Reviewer in International Journal: Rice Science (Elsevier), Acta Physiologia Plantarum (Springerlink)

27. Faculty recharging strategies (UGC, ASC, Refresher / orientation programs, workshops, training programs and similar programs):

Dr. S.K. Palita acted as

- Resource Person in Refresher Courses of Life Science at Utkal University, Bhubaneswar,
- Resource Person in Refresher Course in Life Science at Burdwan University, Burdwan, West Bengal during 2014.
- Participated in ICAR sponsored short course on “Application of Molecular Tools in Coldwater Fisheries Management” at Directorate of Coldwater Fisheries (ICAR), Bhimtal, Uttarakhand during 2nd June – 11th June, 2014.

Dr. Kakoli Banerjee attended one orientation course in 2012 and one Summer School in 2015.

Dr. Debabrata Panda attended one orientation course in 2014 and one refresher course in 2015.

28. Student projects:

percentage of students who have done in-house projects including inter-departmental projects:	100%
percentage of students doing projects in collaboration with other universities/ industry / institute:	Nil

29. Awards / recognitions received at the national and international level by:

- Faculty:

Dr. Kakoli Banerjee, Asst. Professor received two fellowships “PEIN and EUPHRATES” from University of Santiago de Compostela, Spain the years 2014 and 2016 respectively in undergoing research and teaching works at Spain.

Dr. Debabrata Panda, Asst. Professor received two awards such as Best Article Award from IRRI, Philippines in the year 2004 and Young Scientist Award from Orissa Botanical Society in the year 2005.

- Doctoral / Post-Doctoral fellows:

Ms. Swati Sakambari Mishra, Ph.D. scholar received the “Young Scientist Award” from 6th Odisha Environment Congress in December, 2015.

Mr. Rakesh Paul, Ph.D. scholar received the “Best Paper Presentation Award” in a National Conference at Haryana in Nov, 2015.

Mr. Subrat Debata, Ph.D. scholar received “Best Photography Award” under Judges choice category in the ‘Students Conference in Conservation Science (SCCS)’ organised by Indian Institute of Science, Bangalore on 08-11 September 2015.

Mr. Subrat Debata, Ph.D. scholar was awarded with **Young Scientist Award** in the National Conference on Conservation of Eastern Ghats organized by Utkal University during 17-18 April 2016.

30. Seminars/ Conferences/Workshops organized and the source of funding (national /international) with details of outstanding participants, if any.

Two Seminars were organised

1. National Seminar on “Climate Change and Biodiversity”

The seminar was organised during 23rd -24th November 2013 at CUO, Koraput. Funded by Ministry of Earth Sciences, Govt of India.

Outstanding Participants in the Seminar

1. **Prof. K.G. Saxena**, Dept. of Environment Science, JNU, New Delhi
2. **Dr. P.G. Dastidar**, Scientist F, Ministry of Earth Sciences, Govt. of India, New Delhi
3. **Dr. J. Sunderesan Pillai**, Editor, IJMS, NISCAIR, CSIR, New Delhi
4. **Prof. Prasad K Bhaskaran**, IIT Kharagpur, West Bengal
5. **Prof. Malay Kumar Mishra**, Professor (Retd.), Dept. of Botany, Berhampur University, Berhampur, Odisha
6. **Dr. Namboothiri**, Regional Director, M.S. Swaminathan Research Foundation, Jeypore, Koraput
7. **Prof. P.K. Mohapatra**, School of Life Sciences, Sambalpur University, Jyoti Vihar, Burla, Sambalpur
8. **Prof. Choudhury Suryokanta Mishra**, College of Basic Sciences and Humanities, Orissa University of Agriculture and Technology, Bhubaneswar
9. **Dr. Atanu Raha**, Netaji Subhas Open University,
10. **Dr. R. K. Sarkar**, Principal Scientist, Plant Physiology Division, Central Rice Research Institute (CRRI), Cuttack, Odisha.
11. **Dr. A.K. Mukherjee**, Senior Scientist, Crop Protection Division, Central Rice Research Institute (CRRI), Cuttack, Odisha.

12. **Dr. N. K. Dhal**, Principal Scientist, Environment Sustainable Division, Institute of Minerals and Metals (IMMT), Bhubaneswar.

Seminar on Biodiversity and Conservation Initiatives in Koraput Region, Odisha

The Seminar was organised during 28rd -29th March 2015 at CUO, Koraput. Funded by FES, Anand, Gujrat

Outstanding Participants in the Seminar

1. **Prof. Malay Kumar Mishra**, Professor (Retd.), Dept. of Botany, Berhampur University, Berhampur, Odisha
2. **Dr. Ajay Mohapatra I.F.S.**, Regional Chief Conservator of Forests, Koraput, Odisha
3. **Dr. N. K. Dhal**, Principal Scientist, Environment Sustainable Division, Institute of Minerals and Metals (IMMT), Bhubaneswar, Odisha.
4. **Dr. Sudhanshu Sahu**, Dy. Director, Vector Control Research Centre (VCRC), ICMR, Hati lane, At/P.O/Dist. Koraput-764020, Odisha.
5. **Dr. Pratyush P. Mohapatra**, Faculty, Dept. of Zoology, Govt. Science College, Chhatrapur, Ganjam, Odisha.
6. **Dr. Prasad Dash**, Scientist, Odisha Biodiversity Board, Bhubaneswar, Odisha.
7. **Mr. Soujanendra Swain**, Sr. Scientist, MSSRF, Jeypore, Koraput, Odisha.
8. **Dr. Sushil Kumar Datta**, P.G. Dept. of Zoology, Jagdalpur Govt. College, Jagdalpur, Chhatishgarh.

31. Code of ethics for research followed by the departments

- Regular publications of the Department are checked w.r.t. plagiarism checks.
- Duplication of the research works are avoided.

32. Student profile programme-wise:

Name of the Programme(refer to question no. 4)	Year (admission)	Applications received	Selected		Pass percentage	
			Male	Female	Male	Female
M.Sc. in BCNR	2011-13	19	7	4	100	100
	2012-14	43	7	13	100	100
	2013-15	106	9	15	100	100
	2014-16	139	10	19	100	100
	2015-17	151	8	21	Ongoing	
	2016-18	112	8	18	Ongoing	
M. Phil Biodiversity	2014-15	45	7	3	100	100
	2015-16	51	3	5	Ongoing	
	2016-17	58	3	7	Ongoing	
Ph.D. Biodiversity	2014-19	56	3	6	Ongoing	
	2015-20	44	2	1	Ongoing	

33. Diversity of students

Name of the Programme (refer to question no. 4)	Year (admission)	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State	% of students from other countries
M.Sc. BCNR	2011	NIL	100%	NIL	Nil
	2012	NIL	100%	NIL	Nil
	2013	NIL	95	5	Nil
	2014	NIL	96	4	Nil
	2015	NIL	100%	NIL	Nil
	2016	NIL	100%	NIL	Nil
M.Phil. BCNR	2013				Nil
	2014	60	30	10	Nil
	2015	50	37.5	12.5	Nil
	2016	60	40	Nil	Nil
Ph.D. in BCNR	2013				Nil
	2014	33.3	55.5	11.2	Nil
	2015	33%	33%	33%	Nil

34. How many students have cleared Civil Services and Defence Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise

	No. of student SC/ST	OBC	General
NET	1	2	4
Rajiv Gandhi National Fellowship UGC, GOI	4		
DST-INSPIRE, DST, GOI			1
GATE			2

35. Student progression

Student progression	Percentage against enrolled
UG to PG	0
PG to M.Phil.	2014-15: 50%
	2015-16: 30%
	2016-17: 70%
PG to Ph.D.	2014-15: 33%
	2015-16: 33%
Ph.D. to Post-Doctoral	NA
Employed	01
• Campus selection	
• Other than campus recruitment	
Entrepreneurs	

36. Diversity of staff

Percentage of faculty who are graduates	
of the same university	0%
from other universities within the State	66%
from universities from other States	33%
from universities outside the country	0

37. Number of faculty who were awarded M.Phil., Ph.D., D.Sc. and D.Litt. during the assessment period : Nil

38. Present details of departmental infrastructural facilities with regard to

Library	Nil
Internet facilities for staff and students	LAN and Wi Fi facility available in the Faculty Rooms and Computer Lab Computer Lab with 10 systems+3 system with Faculty +2 Laptops
Total number of class rooms	2
Class rooms with ICT facility	Yes
Students' laboratories	2

39. List of doctoral, post-doctoral students and Research Associates

a. from the host institution/university (Doctoral students)

Sl No	Name	Year
1	Gopal Raj Khemundu	2014-15
2	Poly Tikadar	2014-15
3	Rakesh Paul	2014-15
4	Gobinda Bal	2015-16

b. from other institutions/universities:

Sl No	Name	Year
1	Bandana Pradhan	2014-15
2	Jijnasa Barik	2014-15
3	Subrat Debata	2014-15
4	Swapna Sarika Khadanga	2014-15
5	Swati Sakambari Mishra	2014-15
6	Swetashree Purohit	2014-15
7	Anirbana Mahata	2015-16
8	Srabani Ratha	2015-16

40. Number of post graduate students getting financial assistance from the university: 10

41. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology:

NIL

42. Does the department obtain feedback from:

a. Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?

Yes. During Departmental Committee meeting Faculty give their feedback on curriculum as well as teaching-learning-evaluation The suggestions are implemented by the Dept. The changes, if any to be implemented are placed in the Board of Studies.

b. Students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?

Yes. The feedback from the student in each semester are collected regarding the faculty and the syllabus. The feedback is analysed by the faculty and the comments/opinion of the teachers are placed in the Department Committee meeting. The suggestions are implemented by the Dept. The changes, if any to be implemented are placed in the Board of Studies.

c. Alumni and employers on the programmes offered and how does the department utilize the feedback?

To be formed soon.

43. List the distinguished alumni of the department (maximum 10):

Sl. No.	Name of the Alumni	Post Graduation Batch	Present Occupation
1.	Smitanjali Pradhan	2011-13	Teacher at GIVE Public School
2.	Gopal Raj Khemundu	2011-13	Ph.D. Scholar (RGNF) at DBCNR, Central University of Odisha, Koraput, Odisha
3.	Gobinda Bal	2011-13	Ph.D. Scholar (RGNF) at DBCNR, Central University of Odisha, Koraput, Odisha
4.	Rakesh Paul	2012-14	Ph.D. Scholar (DST-INSPIRE Fellow) at DBCNR, Central University of Odisha, Koraput, Odisha
5.	Sibananda Rauta	2012-14	Revenue Inspector, Nabarangpur, Odisha
6.	Renuka Jhodia	2012-14	Teacher at Vikash Vidyalaya, Koraput, Odisha

7.	Sidhanta Sekhar Bisoi	2012-14	Research Scholar , Dept. of Life Science, RIE (NCERT), Bhubaneswar, Odisha
8.	Abinash Mansingh	2013-15	Project Fellow (NRSC), DBCNR, Central University of Odisha, Koraput
9.	Archana S. Turuk	2013-15	M.Phil. Scholar at DBCNR, Central University of Odisha, Koraput.
10.	Supriya Surachita	2014-16	M.Phil. Scholar at DBCNR, Central University of Odisha, Koraput.

44. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts.

Students have been enriched by following programmes organised in the Dept. involving External Experts :

National Level Seminars : 02 nos

Special lecture: 04 nos.

45. List the teaching methods adopted by the faculty for different programmes:

a. Audio-visual mode of teaching

b. Regular field work

c. Dissertation work

46. How does the department ensure that programme objectives are constantly met and learning outcomes are monitored?

a. Completion of syllabus are maintained

b. Learning outcomes are monitored through practical exams and viva voce

47. Highlight the participation of students and faculty in extension activities.

Faculty and students participated in various extension activity of the University. Dr. S.K. Palita, as Chairman, Extension activity of the University organise such activity in different parts of the state.

48. Give details of “beyond syllabus scholarly activities” of the department.

Department organise invited seminars with distinguished personalities in the field and national level seminars as beyond the syllabus scholarly activity.

49. State whether the programme/ department is accredited/ graded by other agencies? If yes, give details.

Not yet

50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied:

Applied :

51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

Strength:

- Syllabus is highly advanced
- Covers all aspects of biodiversity
- Practical oriented subject
- Laboratories well equipped with latest equipments (PCR machine, Gel electrophoresis, High Speed Refrigerated Centrifuges, Spectrophotometer, Gel Documentation System, Chlorophyll Fluorescent Metre, Infra-red Gas Analyser etc.)
- The Remote Sensing Laboratory has facility of ERDAS Imagine Software and Arc Imagine Software.
- Regular Seminar interaction

Weaknesses

- Requirement of more number of modern equipments
- Inadequate number of Faculty
- Laboratory space
- Experimental garden

Opportunities

- Ample opportunity for basic and higher research in biodiversity, as Koraput Region's flora and fauna are untouched.
- Presence of large groups of indigenous people in the neighbourhood provides ethnobiological research.
- Research Scholars are provided with Non-NET Fellowships
- Other fellowships like DST-Inspire, RGNF, MANF, OBS National Fellowship can be available

Challenges

- To attract students/researchers from different parts of India and abroad
- To publish research papers with high impact

52. Future plans of the department.

- To organise National/International level Seminars/Workshops
-

-
- To create herbarium of local floral resources
 - To develop a museum of local faunal resources
 - To make it a Centre of Excellence.
 - To make it an advanced Centre of learning

Evaluative Report of the Department of Business Management

1. Name of the Department: Department of Business Management
2. Year of establishment: 2015-16
3. Is the Department part of a School/ Faculty of the university?:
Yes, School of Commerce and Management Studies
4. Names of programmes offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., D.Sc., D.Litt., etc.):
PG: 1. Master of Business Administration
5. Interdisciplinary programmes and departments involved.
Nil
6. Courses in collaboration with other universities, industries, foreign institutions, etc.
Nil
7. Details of programmes discontinued, if any, with reasons:
Nil
8. Examination System: Annual/ Semester/ Trimester/Choice Based Credit System:
Choice Based Credit System and Semester pattern examination
9. Participation of the department in the courses offered by other departments :
 - Management concepts and organizational behaviour (Dept. of Computer Science).
 - Financial Accounting (Dept. of Computer Science)
10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	1	0	NIL
Associate Professors	2	0	NIL
Asst. Professors	4	0	NIL
Others (Contractuals)		2	-

11. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D./ M.Phil. students guided for the last 4 years
Dr. Mohan Muralidhar	MBA, Ph.D (Management), NET, (Management)	Guest Faculty	Marketing Management and Personnel Management	12years	NIL
Sh. Prithish Behera	MBA, MFM, UGC NET - (Lectureship in Management)	Guest Faculty	Finance and Marketing	09 years	NIL

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors:

Nil

13. Percentage of classes taken by temporary faculty – programme-wise information:

% of classes

14. Programme-wise Student Teacher Ratio :

MBA- (15:1)

15. Number of academic support staff (technical) and administrative staff:

Sanctioned, filled and actual: Nil

16. Research thrust areas as recognized by major funding agencies:

Nil

17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise. :

Nil

18. Inter-institutional collaborative projects and associated grants received. :

a) National collaboration : Nil

b) International collaboration : Nil

19. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received. :

Nil

20. Research facility / centre with : Nil

-
- state recognition : Nil
 - national recognition : Nil
 - international recognition : Nil
21. Special research laboratories sponsored by / created by industry or corporate bodies.
Nil
22. Publications
- Chapters in books: Nil
 - Edited Books: Nil
 - Number of papers published in peer reviewed journals (national / international):
International- 03, National: 02
 - Monographs: Nil
 - Books with ISBN with details of publishers: Nil
 - Number listed in International Database (For e.g. Web of Science, Scopus,): Nil
 - Humanities International Complete, Dare Database: Nil
 - International Social Sciences Directory, EBSCO host, etc.): Nil
 - Citation Index – range / average: Nil
 - SNIP: Nil
 - SJR: Nil
 - Impact Factor – range / average: Nil
 - h-index: Nil
23. Details of patents and income generated: Nil
24. Areas of consultancy and income Generated.: Nil
25. Faculty selected nationally / internationally to visit other laboratories / institutions industries in India and abroad: Nil
26. Faculty serving in:
- a) National committees : Nil
 - b) International committees : Nil
 - c) Editorial Boards : Nil
 - d) any other (please specify) : Nil
27. Faculty recharging strategies (UGC, ASC, Refresher / orientation programs, workshops, training programs and similar programs): Nil
28. Student projects
- percentage of students who have done in-house projects including inter-departmental projects: Nil
 - percentage of students doing projects in collaboration with other universities industry / institute: Nil
29. Awards / recognitions received at the national and international level by
- Faculty : Nil
 - Doctoral / Post Doctoral fellows : Nil
 - Students : Nil
30. Seminars/ Conferences/Workshops organized and the source of funding (national
-

/international) with details of outstanding participants, if any.: Nil

31. Code of ethics for research followed by the departments.: Nil

32. Student profile programme-wise:

Name of the Programme(refer to question no. 4)	Year (admission)	Applications received	Selected		Pass percentage	
			Male	Female	Male	Female
MBA	2015-17	210	18	11	Ongoing	
MBA	2016-18	305	22	6	Ongoing	

33. Diversity of students:

Name of the Programme (refer to question no. 4)	Year (admission)	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State
MBA	2015-17		96.56	3.44
	2016-18			

34. How many students have cleared Civil Services and Defence Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise.

Nil

35. Student progression

Student progression	Percentage against enrolled
UG to PG	Nil
PG to M.Phil.	Nil
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed <ul style="list-style-type: none"> Campus selection Other than campus recruitment 	Nil
Entrepreneurs	Nil

36. Diversity of staff:

Percentage of faculty who are	
graduates of the same university	Nil
from other universities within the State	02
from universities from other States	Nil
from universities outside the country	Nil

37. Number of faculty who were awarded M.Phil., Ph.D., D.Sc. and D.Litt. during the assessment period: Nil

38. Present details of departmental infrastructural facilities with regard to

Library	Required Books are Available
Internet facilities for staff and students	Yes
Total number of class rooms	02
Class rooms with ICT facility	Nil
Students' laboratories	Nil
Research laboratories	Nil

39. List of doctoral, post-doctoral students and Research Associates

- a. from the host institution/university: Nil
b. from other institutions/universities: Nil

40. Number of post graduate students getting financial assistance from the university : 09

41. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology. : Nil

42. Does the department obtain feedback from

- Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback? :

Yes, after getting feedback, the concerned faculty try to improve the knowledge and collect more study materials for the curriculum and also asses the utilitarian aspect of the curriculum.

- Students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback? :

Yes, student feedback is collected at the end of the semester and given to the respective faculty for self evaluation.

- Alumni and employers on the programmes offered and how does the department utilize the feedback?:

The first batch of students will appear final examination in 2017.

43. List the distinguished alumni of the department (maximum 10)

Not now, newly introduced in 2015

44. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts.

- Expert talk by Mr Debilal Mishra on the topic “Management of communication for development” on 16th October 2015 at sunabeda campus.

45. List the teaching methods adopted by the faculty for different programmes:

1. Case study
2. Presentation by students
3. Assignments

46. How does the department ensure that programme objectives are constantly met and learning outcomes are monitored? :

Periodically analysis of the progress of the students in end term and midterm examination.

47. Highlight the participation of students and faculty in extension activities.: Nil

48. Give details of “beyond syllabus scholarly activities” of the department.: Nil

49. State whether the programme/ department is accredited/ graded by other agencies? If yes, give details.: Nil

50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied.: Nil

51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

Strengths:

- Syllabus developed according to the requirement of time
- Market oriented

Weaknesses

- Inadequate number of faculty

Opportunities:

- Entrepreneurship development
- Collaboration with local PSU

Challenges :

- Creating awareness
- Interfacing and attracting industry

52. Future plans of the department.

In future, the department would like to provide short-term courses to the local youth for increasing their employability.

Evaluative Report of the Computer Science

1. Name of the Department.: **Computer Science**
2. Year of establishment: **2015**
3. Is the Department part of a School/ Faculty of the university?:
Yes (School of Basic Sciences & Information Sciences)
4. Names of programmes offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., D.Sc., D.Litt., etc.):
UG (BCA Programme)
5. Interdisciplinary programmes and departments involved.:
English, Mathematics, MBA, Biodiversity
6. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Nil**
7. Details of programmes discontinued, if any, with reasons: **Nil**
8. Examination System: Annual/Semester/Trimester/Choice Based Credit System :
Semester based & CBES
9. Participation of the department in the courses offered by other departments: **MBA**
10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	1	0	
Associate Professors	2	0	
Asst. Professors	4	0	
Others (Contractual)		2	

11. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D./ M.Phil. students guided for the last 4 years
Sushant Kumar	M.Sc(CS), M.Tech(CSE)	Guest Faculty	Information Security	5	
PatitapabanRath	MCA, M.Tech(CSE)	Guest Faculty	Image Processing	17	Nil

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors: **Nil**
13. Percentage of classes taken by temporary faculty – programme-wise information: **100%**

-
14. Programme-wise Student Teacher Ratio.: **BCA (8 Students : 2 Faculties)**
 15. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual.: **Nil**
 16. Research thrust areas as recognized by major funding agencies : **Yet to be started**
 17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.: **Nil**
 18. Inter-institutional collaborative projects and associated grants received : **Nil**
 - a) National collaboration : **Nil**
 - b) International collaboration: **Nil**
 19. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.: **Nil**
 20. Research facility / centre with.: **Nil**
 - state recognition : **Nil**
 - national recognition : **Nil**
 - international recognition : **Nil**
 21. Special research laboratories sponsored by / created by industry or corporate bodies : **Nil**
 22. Publications:
 - Chapters in books: **Nil**
 - Edited Books: **Nil**
 - Number of papers published in peer reviewed journals (national / international): **Nil**
 - Monographs: **Nil**
 - Books with ISBN with details of publishers: **Nil**
 - Number listed in International Database (For e.g. Web of Science, Scopus,): **Nil**
 - Humanities International Complete, Dare Database: **Nil**
 - International Social Sciences Directory, EBSCO host, etc.): **Nil**
 - Citation Index – range / average: **Nil**
 - SNIP: **Nil**
 - SJR: **Nil**
 - Impact Factor – range / average: **Nil**
 - h-index: **Nil**
 23. Details of patents and income generated.: **Nil**
 24. Areas of consultancy and income generated: **Nil**
 25. Faculty selected nationally / internationally to visit other laboratories / institutions industries in India and abroad.: **Nil**
-

26. Faculty serving in : Nil
- National committees: Nil
 - International committees: Nil
 - Editorial Boards: Nil
 - any other (please specify): Nil
27. Faculty recharging strategies (UGC, ASC, Refresher / orientation programs, workshops, training programs and similar programs): Nil
28. Student projects
- percentage of students who have done in-house projects including inter-departmental projects: Nil
 - percentage of students doing projects in collaboration with other : Nil
 - universities /industry / institute: Nil
29. Awards / recognitions received at the national and international level by
- Faculty: Nil
 - Doctoral / Post Doctoral fellows: Nil
 - Students: Nil
30. Seminars/ Conferences/Workshops organized and the source of funding (national /international) with details of outstanding participants, if any. : Nil
31. Code of ethics for research followed by the departments.: Nil
32. Student profile programme-wise:

Name of the Programme(refer to question no. 4)	Year (admission)	Applications received	Selected		Pass percentage	
			Male	Female	Male	Female
BCA	2015-18	19	6	2	Ongoing	
BCA	2016-19	65	9	7	Ongoing	

33. Diversity of students:

Name of the Programme (refer to question no. 4)	Year (admission)	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State
BCA	2015-18		100	0
	2016-19			

34. How many students have cleared Civil Services and Defence Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise. : Nil

35. Student progression

Student progression	Percentage against enrolled
UG to PG	Nil
PG to M.Phil.	Nil
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed	Nil
<ul style="list-style-type: none"> • Campus selection • Other than campus recruitment 	
Entrepreneurs	Nil

36. Diversity of staff

Percentage of faculty who are	
graduates of the same university	Nil
from other universities within the State	Nil
from universities from other States	Nil
from universities outside the country	Nil

37. Number of faculty who were awarded M.Phil., Ph.D., D.Sc. and D.Litt. during the assessment period.: Nil

Library	Required Books are Available
Internet facilities for staff and students	Nil
Total number of class rooms	Nil
Class rooms with ICT facility	Nil
Students' laboratories	Computer Lab
Research laboratories	Nil

38. Present details of departmental infrastructural facilities with regard to

Library	Required Books are Available
Internet facilities for staff and students	Yes
Total number of class rooms	02
Class rooms with ICT facility	Nil
Students' laboratories	Nil
Research laboratories	Nil

39. List of doctoral, post-doctoral students and Research Associates

- from the host institution/university: Nil
- from other institutions/universities: Nil
- Number of post graduate students getting financial assistance from the university.: Nil
- Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology.: Nil

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40. Number of post graduate students getting financial assistance from the university : **NIL**
41. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology. : **Nil**
42. Does the department obtain feedback from
- a. Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?
Yes, after getting feedback, the concerned faculty try to improve the knowledge and collect more study materials for the curriculum and also assess the utilitarian aspect of the curriculum.
 - b. Students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback? :
Taken the feedback from students and utilising it to enhance our teaching strategy.
 - c. Alumni and employers on the programmes offered and how does the department utilize the feedback? :
The first batch of students will appear final examination in 2017.
43. List the distinguished alumni of the department (maximum 10)
Not now, newly introduced in 2015
44. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts. : **Nil**
45. List the teaching methods adopted by the faculty for different programmes:
Demonstration method.
46. How does the department ensure that programme objectives are constantly met and learning outcomes are monitored?
Since inception, programme objectives and learning outcomes go hand-in-hand as per availability of resources.
47. Highlight the participation of students and faculty in extension activities.: **Nil**
48. Give details of “beyond syllabus scholarly activities” of the department.
Not started due to unavailability of resources.
49. State whether the programme/ department is accredited/ graded by other agencies? If yes, give details.: **Nil**
50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied.
-

Asking students to browse education websites, magazines and reference books to gain broad spectrum of their area.

51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

Strengths: Able to make the student a software ready professional and UG standard competitive exams.

Weaknesses: Inadequate number of faculty.

Opportunities: Students are availing Central University standard of education.

Challenges: Research and development has to be implemented right from root level.

52. Future plans of the department.

- i. To develop quality professionals who are able to compete in the recent trends of Information Technology.
- ii. To make our department a hub for research and development so that the department can grab projects from govt./private agencies.
- iii. To impart training to the students and faculties from other departments of our University.

Evaluative Report of the Department of Economics

1. Name of the Department: **Department of Economics**
2. Year of establishment: **2011**
3. Is the Department part of a School/Faculty of the university?: **Yes, School of Social Science**
4. Names of programmes offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., D.Sc., D.Litt., etc.): **MA Programme in Economics**
5. Interdisciplinary programmes and departments involved : **Nil**
6. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Nil**
7. Details of programmes discontinued, if any, with reasons.: **Nil**
8. Examination System: Annual/Semester/Trimester/Choice Based Credit System: **CBCS Syllabus and Continuous Semester Evaluation System**
9. Participation of the department in the courses offered by other departments : **Nil**
10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	01	NIL	
Associate Professor	02	NIL	
Assistant Professor	04	03	
Others		02 (Contractual Lecturers)	

11. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D./M.Phil. students guided for the last 4 years
Prasant Kumar Behera	MA, M.Phil, UGC-NET & JRF	Assistant Professor of Economics	<i>Teaching Specialisation:</i> Microeconomic, Microeconomic Analysis, Economics of Growth and Development, Public Economics, Research Methodology, Financial Institutions and Markets, and	3 Years 5 Months	Nil

			International Finance. <i>Research Specialisation:</i> Tribal Economics, Development Economics, and Monetary Economics		
Dr. Minati Sahoo	MA, M.Phil, UGC-NET Ph.D Submitted	Assistant Professor of Economics	<i>Teaching Specialisation:</i> Macroeconomic Analysis, Agricultural Economics, Environmental Economics, International Trade, Industrial Economics, and Indian Economic Analysis. <i>Research Specialisation:</i> Agricultural economics, Economics of Natural resources, Industrial economics	7 years 5 Months	Nil
Biswajit Bhoi	MA, UGC-NET & JRF	Assistant Professor of Economics	<i>Teaching Specialisation:</i> Mathematics for Economics, Statistics for Economics, Mathematical Economics, Basic Econometrics, Operational Research, and Game Theory and Its Application in Economics. <i>Research Specialisation:</i> Agricultural Economics, Labour Economics, Economics of Migration and Development	2 Years 6 Months	Nil
Akash Kumar Baikar	M.Sc, UGC-NET	Lecturer in Economics	<i>Teaching Specialisation:</i> Basic Econometrics, Statistics for Economics, Advanced Econometrics, Applied Econometrics and Time Series Econometrics <i>Research Specialisation:</i> Macroeconomics, Monterey Economics, Econometrics	Joined in January, 2016	Nil

Bidhubhusan Mishra	MA, M.Phil, UGC-NET & JRF	Lecturer in Economics	Applications <i>Teaching Specialisation:</i> Optimization Techniques, Advance Microeconomic Analysis, Game Theory and Its Applications in Economics, Econometrics <i>Research Specialisation:</i> Macroeconomics, Monetary Economics, Experimental Economics	Joined in January, 2016	Nil
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12. List of senior Visiting Fellows, adjunct faculty, emeritus professors : Nil
13. Percentage of classes taken by temporary faculty – programme-wise information: **MA programme in Economics: 40%**
14. Programme-wise Student Teacher Ratio: **MA in Economics=12:1**
15. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual :Nil
16. Research thrust areas as recognized by major funding agencies: Nil
17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.: Nil
18. Inter-institutional collaborative projects and associated grants received,: Nil
 - a). National collaboration: Nil
 - b). International collaboration: Nil
19. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.: Nil
20. Research facility / centre with: Nil
 - state recognition: Nil
 - national recognition: Nil
 - international recognition: Nil
21. Special research laboratories sponsored by / created by industry or corporate bodies.: Nil
22. Publications
 - Chapters in books: 08
 - Edited Books: Nil
 - Number of papers published in peer reviewed journals (national / international): 12
 - Monographs: Nil

- Books with ISBN with details of publishers. : Nil
- Number listed in International Database (For e.g. Web of Science, Scopus,): Nil
- Humanities International Complete, Dare Database: Nil
- International Social Sciences Directory, EBSCO host, etc.): Nil
- Citation Index – range / average.: Nil
- SNIP: Nil
- SJR: Nil
- Impact Factor – range / average: Nil
- h-index: Nil

Publications of Mr. Prasanta Kumar Behera, Asst. Professor**Research Journals**

1. **Behera, P. K.** (2014), “The New LARR Bill, 2011 and Its Challenges”, *International Journal of Research in Commerce, Economics and Management*, Vol. 4 (Issue 4), April, 2014. [ISSN: 2231-4245]
2. **Behera, P. K.** and Dhal, A. (2014) “A Study on Household Health Care Expenditure in Kakiriguma Village of Koraput District, Odisha”, *EPRA International Journal of Economic and Business Review*, Vol. 2 (Issue 12), pp. 204-212. [ISSN: 2347-9671]
3. **Behera, P. K.** (2015) “Socio-Economic Impact of Industrialisation and Mining on the Local Population: A Case Study of NALCO Industrial Area, Koraput”, *International Journal of Economics & Management Sciences*, Vol. 4 (Issue 8), pp. 1-9. [ISSN: 2162-6359]
4. **Behera, P. K.** & Jena, S. (2015) “Impact Assessment of the Sarva Shiksha Abhiyan in Jeypore Block of Koraput District, Odisha”, *International Research Journal of Human Resources and Social Sciences*, Vol. 2, (Issue 6), pp. 37-51. [ISSN: (2349-4085)]
5. **Behera, P. K.** & Sahu, D. P. (2015) “An Analysis of Public Healthcare Financing in India”, *Social Vision*, Vol. 2 (Issue 3), pp. 117-127. [ISSN: 2349-0519]

Edited Book

1. **Behera, P. K.** (2014) “Foreign Direct Investment and Economic Growth in India: An Investigation in the Post-Liberalisation Perspective”, in edited book, ‘*Dynamics of International Finance: In Global South*’, Excel India Publishers, New Delhi. pp. 343-353. August, 2014, [ISBN: 978-93-83842-81-0]

Publications of Dr. Minati Sahu, Asst. Professor**Research Journals**

1. Sahoo, M. (2013). Role of SHGS in Rural Empowerment and Entrepreneurial Development in Odisha: Prospect and Challenges. *BIITM Business Review*, Vol. 3, No.2, pp 57-69 [ISSN:2250-1533]
2. Sahoo, M. (2013). Socio-economic impact of mining on people living in mining areas: A case study in Joda block of Keonjhar district. *International Journal of Art, Commerce and Literature*, Vol. 1, No. 2 [ISSN:2320-4370]
3. Sahoo, M. (2013). Mining in Odisha –A pathway for economic development. *Indian Journal of Applied Research*, Vol. 3, No. 3, pp 72-74 [ISSN:2249-555X]
4. Sahoo, M. (2013). Health impact of iron ore mines: A comparative study on mining and non-mining inhabitants of Keonjhar district of Odisha. *International Journal of Research in Commerce, Economics and Management*, Vol. 3, No. 2 (ISSN 2231-4245)
5. Sahoo, M. (2013). MGNREGA and Financial Inclusion-An inter-district analysis of Odisha. *IOSR Journal of Humanities and Social Science*, Vol. 14, No. 2, pp 54-61 [2279-0845]

6. Sahoo, M. (2013). Land alienation in tribal areas of Odisha- Causes and Issues .*The Indian Economic Journal*, Special Issue, pp 382-390 [ISSN:0019-4662]
7. Sahoo, M. (2013).Land Acquisition for Mining-The problem of livelihood loss with special reference to Keonjhar district of Odisha. *Orissa Economic Journal*,Vol.41, pp 126-139 [ISSN:0976-5409]
8. Sahoo, M. (2014) .Impact of MGNREGA on women empowerment-A case study of Cuttack District in Odisha. *Journal of Organisational and Human Behaviour*,Vol.3 No. 1, pp 44-50 [ISSN:2277-3274]
9. Sahoo, M. (2014). Mining and Human Development –A comparative analysis of mining and non-mining districts in Odisha, *Asian Profile*, Vol. 42, pp-261-283 [ISSN:03048675]
10. Sahoo, M. (2014).Is Sustainable Mining possible in Odisha? An analysis of Keonjhar District of Odisha. *Orissa Economic Journal*,Vol.46, pp 122-142 [ISSN:0976-5409]

Books/Edited books:

1. Sahoo, M. (2011). Curses of global recession on employment in India. In (Ed) *Recession Hit Management*, Discovery Publishing House Pvt Ltd, New Delhi,pp-120-130 [ISBN: 978-81-8356-821-0]
2. Sahoo, M. (2012). SEZ in India: A solution or yet another problem. In (Ed) *Special Economic Zones and Economic Development*, Regal Publication, New Delhi, pp-175-184 [ISBN: 978-81-8484-152-7]
3. Sahoo, M. (2013). Food insecurity disease in India: Is PDS an effective medicine. In (Ed) *Sustainable Agriculture and Food security*, Regal Publication, New Delhi, pp-213-224 [ISBN: 978-81-8484-248-7]
4. Sahoo, M. (2013). Women entrepreneurial development through SHGS in Odisha: prospects and challenges” In (Ed) *Women Entrepreneurship and Development-The Way Ahead*, Globus Press, Delhi, pp 330-340.[ISBN:978-93-82484-07-3]
5. Sahoo, M. (2014). FDI in Indian Retail Sector - Challenges and Opportunities. In (Ed) *FDI in Retail Sector in India-Opportunities and Challenges*, Bharat Book Centre, Lucknow, pp 198-212.[ISBN:978-93-83842-21-6]
6. Sahoo, M. (2014).Mining and Sustainable Development-An Analysis of Mineral Rich Keonjhar District of Odisha. In (Ed) *Rural Development in India-A New Perspective*, Excel India Publisher, pp 174-187.[ISBN:978-93-83842-21-6]
7. Sahoo, M. (2014). Mining and Deforestation-Some facts and issues in Odisha” In (Ed) *Environmental Studies*, Mangalam Publishers, Delhi, pp 224-243.[ISBN: 978-93-82816-14-0]

Publications of Mr. Biswajit Bhoi, Asst. Professor**Research Journals**

1. Bhoi B (2013) Migration and Household Development : A Village Level Case Study in Western Odisha, *Youth Migration and Development (proceedings of national conference)*.pp. 166-175, ISBN:978-93-81572-26-9.
2. Bhoi B (2015) An Econometric Study of Productivity of Rice: Comparative Evidence between India and Odisha, *EPRA International Journal of Economic and Business Review*, February 2015, Vol. 3 (Issue 2), pp. 109-116, p-2349-0187, e-ISSN: 2347-9671.
3. Bhoi B (2015) Pattern of Agricultural Labour Migration and its Implication: A Grounded Theory Approach, *EPRA International Journal of Socio-Economic and Environmental Outlook*, January-February 2015, Vol. 2 , pp. 125-134,p-ISSN: 2348-4101.

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4. Bhoi B and Sia R (2015) An Empirical Analysis of Agricultural Structure of Odisha, *EPRA International Journal of Economic and Business Review*, April 2015, Vol. 3 (Issue 4), pp. 64-75, p-2349-0187, e-ISSN: 2347-9671.
 5. Bhoi B and Katual M (2015) Time Use Analysis: A Gendre Pererspective., *International Journal of Research in Social Sciences*, December 2015, Vol. 5 (Issue 5), pp. 12-25, e-ISSN: 2249-2496.
 6. Bhoi B and Nazar Sheen (2015) Socio-Economic and Cultural Differences among SC/ST and NON SC/ST Household: A Critical Review Of Literature In India, *EPRA International Journal of Climate and Resource Economic Review*, December 2015, Vol. 3 , ISSN: 2347-7431.
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23. Details of patents and income generated.: Nil
 24. Areas of consultancy and income generated: Nil
 25. Faculty selected nationally / internationally to visit other laboratories / institutions industries in India and abroad. : Nil
 26. Faculty serving in: Nil
 - National committees : Nil
 - International committees : Nil
 - Editorial Boards : Nil
 - any other (please specify): Nil
 27. Faculty recharging strategies (UGC, ASC, Refresher / orientation programs, workshops, training programs and similar programs): Nil
 28. Student projects: In 4th Semester of MA programme, all students are doing Project/Dissertation in various Economic Issues.
 - percentage of students who have done in-house projects including inter-departmental projects: NIL
 - percentage of students doing projects in collaboration with other universities industry / institute: NIL
 29. Awards / recognitions received at the national and international level by
 - Faculty: 3 faculties have qualified JRF
 - Doctoral / Post Doctoral fellows: Nil
 - Students: 1 student has qualified UGC-NET
 30. Seminars/ Conferences/Workshops organized and the source of funding (national /international) with details of outstanding participants, if any.: Nil
-

31. Code of ethics for research followed by the departments:

Research programme is yet to start.

32. Student profile programme-wise:

Name of the Programme(refer to question no. 4)	Year (admission)	Applications received	Selected		Pass percentage	
			Male	Female	Male	Female
MA in Economics	2011-13	52	13	15	100	100
M.A. in Economics	2012-14	78	7	22	100	100
M.A. in Economics	2013-15	189	10	17	100	100
M.A. in Economics	2014-16	120	18	22	100	100
M.A. in Economics	2015-17	173	14	16	Ongoing	
M.A. in Economics	2016-18	115	9	21	Ongoing	

33. Diversity of students

Programme	academic year	same university	within state	outside state
M.A. in Economics	2011-13	0	100	0
	2012-14	0	100	0
	2013-15	0	96.30	3.70
	2014-16	0	95	5
	2015-17	0	100	0
	2016-18	0		

34. How many students have cleared Civil Services and Defence Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise.

- NET- 1 Student
- State Govt. Jobs-3
- Private Jobs-30

35. Student progression

Student progression	Percentage against enrolled
UG to PG	Nil
PG to M.Phil.	05
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed	
• Campus selection	
• Other than campus recruitment	33
Entrepreneurs	Nil

36. Diversity of staff

Percentage of faculty who are	
graduates of the same university	Nil
from other universities within the State	2
from universities from other States	3
from universities outside the country	Nil

37. Number of faculty who were awarded M.Phil., Ph.D., D.Sc. and D.Litt. during the assessment period: Nil

38. Present details of departmental infrastructural facilities with regard to

Library	Issuing books from Central Library
Internet facilities for staff and students	Nil
Total number of class rooms	2
Class rooms with ICT facility	Nil
Students' laboratories	Nil
Research laboratories	Nil

39. List of doctoral, post-doctoral students and Research Associates

- from the host institution/university: Nil
- from other institutions/universities: Nil

40. Number of post graduate students getting financial assistance from the university: 12

41. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology: Nil

42. Does the department obtain feedback from:

- Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?

Yes, submitted to concerned faculty and all feedbacks are considered positively

- Students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?

Yes, submitted to concerned faculty and all feedbacks are considered positively.

- Alumni and employers on the programmes offered and how does the department utilize the feedback? No

43. List the distinguished alumni of the department (maximum 10):

S. No.	Student Name	Batch	Present Occupation
1.	Archana Murmu	2012-14	Clerk at Odisha Judicial Department, Baripada
2.	Kishore Kumar Takri	2013-15	M.Phil. at Central University of Haryana
3.	Mamata Katual	2013-15	Lecturer at Government College, Koraput

4.	Sangeeta Sahu	2013-15	Lecturer at Dalimba Dei Mahavidyalaya, Papdahandi, Nabrangapur
5.	Sandeep Kumar Samantray	2013-15	Lecturer at Nimina Brundaban Chandra College, Kendupadar, Ganjam
6.	Subrat Kumar Malik	2013-15	M.Phil. at Babasaheb Bhimrao Ambedkar University, Lucknow
7.	Akshaya Kumar Mohanty	2013-15	APO in Gunpur block under DRDA, Rayagada
8.	Smruti Rekha Barik	2013-15	Lecturer at Sailendra Narayan College, Rajkanika, Kendrapara
9.	Subrat Kumar Nishanka	2014-16	Mphil at Central University of Haryana
10	Alok Kumar Sahoo	2014-16	Lecturer at B.B. College, Baiganbadia, Mayurbhanj

44. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts.

- Special Lectures delivered by Dr. Jagannath Lenka, Prof. of Economics, North Orissa University and Dr. Mitali Chinara, Prof. of Economics, Utkal University
- Seminar Lecture delivered by Prof. (Retd.) Sudhakar Panda, Utkal University

45. List the teaching methods adopted by the faculty for different programmes:

ICT method, Classroom Lectures, Group Discussion

46. How does the department ensure that programme objectives are constantly met and learning outcomes are monitored?

Through continuous evaluations, presentation, student-teacher interaction, internal and semester examinations, Group Discussion, projects, Assignments, and Group Seminars

47. Highlight the participation of students and faculty in extension activities.

- Students are participating in all co-curricular activities and various competitions of the university and getting prizes.
- Every year the department is conducting field survey, where students actively participating and collecting information from households through a designed questionnaire and learning all techniques of primary data collections.
- Students are attending and participating in internship programmes and workshops in various institutions i.e. NCDS, BBSR and Utkal University.
- Faculties have attended orientation programmes in reputed institutions.
- Faculties are participating and presenting their research papers in various national and international seminars and publishing articles.

48. Give details of “beyond syllabus scholarly activities” of the department:

Faculty are involving themselves in research through presentation of research papers in national and international seminars and publication of their articles in national and international peer reviewed journals.

Students are participating in sports, literary, quiz, music and dance competitions in the university and also representing the department and university in regional and national competitions.

49. State whether the programme/ department is accredited/ graded by other agencies? If yes, give details.: Nil
50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied: Nil
51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

Strengths:

- Qualified faculties from reputed institutions
- Students are from diverse regions

Weaknesses:

- Lack of adequate infrastructures

Opportunities

- To become the best institutional destination in Odisha for higher studies and research in the field of Economics

Challenges

- To provide better and adequate infrastructure facilities
- To attract students from across the country to this underdeveloped region for their higher studies and research

52. Future plans of the department:

- To conduct national and international seminars and all other academic development and research training programmes/workshops for the development of the students and the faculties.
- To offer the degree of MA in Applied Economics having mathematical, econometrics, computer applications and industry placement oriented courses.
- To introduce new academic and research programmes like 5 years Integrated MA in Applied Economics, M.Phil in Economics, Ph.D in Economics and Post-Doctoral Degree (D.Litt.) in Economics in the coming years.

Evaluative Report of the Department of English

1. Name of the Department: **Department of English Language and Literature**
2. Year of establishment: **2009**
3. Is the Department part of a School/Faculty of the university?
Yes, School of Languages
4. Names of programmes offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., D.Sc., D.Litt., etc.): **PG, M.Phil.**
5. Interdisciplinary programmes and departments involved: **No**
6. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Nil**
7. Details of programmes discontinued, if any, with reasons: **Nil**
8. Examination System: Annual/ Semester/Trimester/Choice Based Credit System:
Semester Examination System with Choice Based Credit System
9. Participation of the department in the courses offered by other departments:
YES – M.B.A, B.C.A, Integrated math – Communication English, Introduction to Literature.
10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others):

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	01	Nil	Nil
Associate Professors	02	Nil	Nil
Asst. Professors	04	01	Nil
Others (Contractual Lecturer)		01	

11. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

Name	Qualification	Designation	Specialization in PG & Research Level	Teaching Experience (Year/ Month)	M.Phil& Ph.D. Guidance (Last 4years)
Sanjeet Kumar Das	M.A. (English), M.A. (Literature) M. Phil.	Assistant Professor	English Language Teaching (ELT), Linguistics, Literary	06 (SIX)	NIL

			Theory and Criticism, Translation Studies, British Literature.		
Amaresh Achary	M.A., M.Phil. & UGC (NET)	Lecturer on Contract	Post-colonial literature, Indian literature in English, British Drama	06	NIL

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors:

1. Prof. Dharanidhar Sahu, Berhampur University.
2. Prof. Chitta Ranjan Kar, Ravi Shankar University, Raipur.
3. Prof. Rama Shankar Nanda, Sambalpur University.
4. Prof. Sharat Chandra Satapathy, Utkal University.
5. Prof. Sumanyu Satapathy, Delhi University.
6. Prof. Chakrabarty, Delhi University.
7. Prof. A. S. Dasan, Mysore University.
8. Prof. Subir Dhar, RavindraBharati.
9. Prof. Subhendu Mund, BJB, Principal.

13. Percentage of classes taken by temporary faculty – programme-wise information:

- Prof. ChittaRanjanKar – M.A –II & IV --- 40%
- Mr. AmareshAchary – M.A – II & IV --- 30%

14. Programme-wise Student Teacher Ratio:

- M. A: 16:1
- M. Phil. : 2:1

15. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual

	Sanctioned	Filled	Actual
academic support staff (technical)	No information	01	Nil
academic support staff (Non-technical)			
administrative staff	No information	Nil	Nil

16. Research thrust areas as recognized by major funding agencies: Nil

17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.

Nil

-
18. Inter-institutional collaborative projects and associated grants received: Nil
- c) National collaboration: Nil
- d) International collaboration: Nil
19. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.
- Nil; No grant received
20. Research facility / centre with
- state recognition: Nil
 - national recognition: Nil
 - international recognition: Nil
21. Special research laboratories sponsored by / created by industry or corporate bodies: Nil
22. Publications:
- Chapters in books: Nil
 - Edited Books: Nil
 - Number of papers published in peer reviewed journals (national / international): Nil
 - Monographs: Nil
 - Books with ISBN with details of publishers: Nil
 - Number listed in International Database (For e.g. Web of Science, Scopus,): Nil
 - Humanities International Complete, Dare Database: Nil
 - International Social Sciences Directory, EBSCO host, etc.: Nil
 - Citation Index – range / average: Nil
 - SNIP: Nil
 - SJR: Nil
 - Impact Factor – range / average: Nil
 - h-index: Nil
23. Details of patents and income generated: Nil
24. Areas of consultancy and income generated: Nil
25. Faculty selected nationally / internationally to visit other laboratories / institutions industries in India and abroad: Nil
26. Faculty serving in:
- a) National committees: Nil
 - b) International committees: Nil
 - c) Editorial Boards: Nil
 - d) any other (please specify): Nil
-

27. Faculty recharging strategies (UGC, ASC, Refresher / orientation programs, workshops, training programs and similar programs):
- UGC, ASC, Refresher / orientation programs = Nil
 - Workshops & training programs: Nil
28. Student projects:
- percentage of students who have done in-house projects including inter-departmental projects: Nil
 - percentage of students doing projects in collaboration with other universities/ industry / institute: Nil
29. Awards / recognitions received at the national and international level by: Nil
- Faculty: Nil
 - Doctoral / Post-Doctoral fellows: Nil
 - Students: Nil
30. Seminars/ Conferences/Workshops organized and the source of funding (national /international) with details of outstanding participants, if any.: Nil
31. Code of ethics for research followed by the departments: Nil
32. Student profile programme-wise:

Name of the Programme(refer to question no. 4)	Year (admission)	Applications received	Selected		Pass percentage	
			Male	Female	Male	Female
M.A. in English	2009-11		12	18	100	100
M.A. in English	2010-12		11	17	96	96
M.A. in English	2011-13	40	7	10	100	100
M.A. in English	2012-14	75	12	16	100	100
M.A. in English	2013-15	157	12	18	92	92
M.A. in English	2014-16	128	9	21	100	100
M.A. in English	2015-17	182	15	9	Ongoing	
M.A. in English	2016-18	129	14	9	Ongoing	
M.Phil in English	2015-16	86	2	2	Ongoing	

33. Diversity of students:

Name of the Programme (refer to question no. 4)	Year (admission)	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State
M.A. in English	2010-12	0	96.30	3.70
	2011-13	0	94.44	5.56
	2012-14	0	92.86	7.14
	2013-15	0	90.00	10.00
	2014-16	0	86.67	13.33
	2015-17	0	100.00	0.00
	2016-18			

34. How many students have cleared Civil Services and Defence Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise.

Nil

35. Student progression:

Student progression	Percentage against enrolled
UG to PG	Nil
PG to M.Phil.	25%
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed	
• Campus selection	Nil
• Other than campus recruitment	Nil
Entrepreneurs	Nil

36. Diversity of staff:

Percentage of faculty who are	
graduates of the same university	Nil
from other universities within the State	Nil
from universities from other States	100%
from universities outside the country	Nil

37. Number of faculty who were awarded M.Phil., Ph.D., D.Sc. and D.Litt. during the assessment period: Nil

38. Present details of departmental infrastructural facilities with regard to

Library:	Nil
Internet facilities for staff and students:	Yes
Total number of class rooms:	02
Class rooms with ICT facility:	Nil
Students' laboratories:	Nil
Research laboratories:	Nil

39. List of doctoral, post-doctoral students and Research Associates

- from the host institution/university: Nil
- from other institutions/universities: Nil

40. Number of post graduate students getting financial assistance from the university: 18

41. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology: NIL

42. Does the department obtain feedback from:

- Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?

Yes. The students are categorised according to their score in the mid semester tests and the poor students are suggested to improve their standard.

- Students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?

YES. Their demands and expectations are fulfilled depending on the facilities available in the University.

- Alumni and employers on the programmes offered and how does the department utilize the feedback?

Alumni Association to be formed soon.

43. List the distinguished alumni of the department (maximum 10):

S. No	Name	Pass-out batch	Designation
1	Udaya Naik	2011	Lecturer in English, Rayagada College
2	Sucharita Sahu	2011	Lecturer in English, Bharti Vihar Mahavidyalaya, Haripur, Jajpur
3	Susanta Ku. Behera	2011	Lecturer in English, Biju Pattanaik of Science and Engineering, Kundra
4	Sachin Panda	2011	Lecturer in English, Nabarangapur College.
5	Sarita Sahoo	2012	Lecturer in English, Gangeswari Degree college, Patangi
6	Deepak Kumar Khara	2012	Asst. Manager cooperative Bank, Laxmipur, Koraput
7	Pitamabar Bagh	2012	Lecturer in English, Prasannapal Jr. College, Bhalumunda, Balangir
8	Sanjukta Pangi	2015	Lecturer in English, Nabarangapur College
9	R. Bhargavi	2016	Lecturer in English, Triveni +2 Science College, Padampur, Rayagada
10	Sangeeta patnaik	2016	Lecturer in Mahaveer +2 Science College

44. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts.

- Special Lectures are arranged from time to time inviting experienced Professors from different Universities.
- The students are asked to prepare and present seminar papers in each paper.

45. List the teaching methods adopted by the faculty for different programmes

Lecture, Interaction, PPT, Movie Screening of certain plays and novels prescribed on the syllabus.

46. How does the department ensure that programme objectives are constantly met and learning outcomes are monitored?

The curiosity of the students during the class teaching in terms of their questions is satisfied and their preparation of each and every topic shows their zeal for learning.

47. Highlight the participation of students and faculty in extension activities.

Students are participating in different cultural and academic activities at state and national level.

48. Give details of “beyond syllabus scholarly activities” of the department:

Social activities like participating different awareness programmes, Blood donation camps, participation in cultural programmes, sports activities, debate, essay and quiz competitions.

49. State whether the programme/ department is accredited/ graded by other agencies? If yes, give details.

Not yet accredited

50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied

The research output are published in different journals, edited Books, and sole books which are addition to new knowledge and opening new horizons for critical analysis and comparative studies of different literatures.

51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

Strengths:

- Regular classes
- Discipline
- Consistent attendance
- Cooperation
- Punctuality

Weaknesses:

- Lack of adequate faculty
- Lack of department library.

Opportunities:

- Employment in various fields mainly teaching
- Translation
- Training

- Media and research

Challenges:

- Students from diverse areas
- Students of diverse IQs
- Lack of proper exposure to the modern world
- Interference of regional language in English
- Insufficient literary background because of the students coming from different disciplines

52. Future plans of the department:

- Setting up 'Language Laboratory'
- Setting up Departmental Library
- Starting Research Programme
- Publication of Departmental monographs and Journals

Evaluative Report of the Department of Hindi

1. Name of the Department: **Hindi**
2. Year of establishment: **2015**
3. Is the Department part of a School/Faculty of the university?
Yes. School of Languages
4. Names of programmes offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., D.Sc., D.Litt., etc.):
PG., M.A. in Hindi
5. Interdisciplinary programmes and departments involved: **Nil**
6. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Nil**
7. Details of programmes discontinued, if any, with reasons: **Nil**
8. Examination System: Annual/ Semester/Trimester/Choice Based Credit System:
Semester Examination System with Choice Based Credit System
9. Participation of the department in the courses offered by other departments: **Nil**
10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others):

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	1	0	
Associate Professors	2	0	
Asst. Professors	4	0	
Others (Contractual Lecturer)		2	

11. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

Name	Qualification	Designation	Specialization in PG & Research Level	Teaching Experience (Year/ Month)	M.Phil & Ph. D. Guidance (Last 4years)
Dr. Mayuri Mishra	M.A., Ph.D.	Jr. Consultant	Modern Hindi Literature	10years	0
Dr. Satabdi Behera	M.A, M.Phil., Ph.D.	Faculty Member	Feminism, Cotemporary Hindi Literature, Dalit Studies		0

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors: Nil
13. Percentage of classes taken by temporary faculty – programme-wise information:
P.G. – 100%
14. Programme-wise Student Teacher Ratio: Total No. of Student: 07 and Teacher: 02
15. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual

	Sanctioned	Filled	Actual
academic support staff (technical)	No information	Nil	Nil
academic support staff (Non-technical)		Nil	Nil
administrative staff	No information	Nil	Nil

16. Research thrust areas as recognized by major funding agencies: Nil
17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.
Nil
18. Inter-institutional collaborative projects and associated grants received: Nil
- a) National collaboration: Nil
- b) International collaboration: Nil
19. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.
Nil
20. Research facility / centre with
- state recognition: Nil
 - national recognition: Nil
 - international recognition: Nil
21. Special research laboratories sponsored by / created by industry or corporate bodies: Nil
22. Publications:
- Chapters in books: Nil
 - Edited Books: Nil
 - Number of papers published in peer reviewed journals (national / international): Nil
 - Monographs: Nil
 - Books with ISBN with details of publishers: Nil

- Number listed in International Database (For *e.g.* Web of Science, Scopus,): Nil
 - Humanities International Complete, Dare Database: Nil
 - International Social Sciences Directory, EBSCO host, etc.: Nil
 - Citation Index – range / average: Nil
 - SNIP: Nil
 - SJR: Nil
 - Impact Factor – range / average: Nil
 - h-index: Nil
23. Details of patents and income generated: Nil
24. Areas of consultancy and income generated: Nil
25. Faculty selected nationally / internationally to visit other laboratories / institutions industries in India and abroad: Nil
26. Faculty serving in:
- a) National committees: Nil
 - b) International committees: Nil
 - c) Editorial Boards: Nil
 - d) any other (please specify): Nil
27. Faculty recharging strategies (UGC, ASC, Refresher / orientation programs, workshops, training programs and similar programs):
- UGC, ASC, Refresher / orientation programs = Nil
 - Workshops & training programs: Nil
28. Student projects:
- percentage of students who have done in-house projects including inter-departmental projects: Nil
 - percentage of students doing projects in collaboration with other universities/ industry / institute: Nil
29. Awards / recognitions received at the national and international level by: Nil
- Faculty: Nil
 - Doctoral / Post-Doctoral fellows: Nil
 - Students: Nil
30. Seminars/ Conferences/Workshops organized and the source of funding (national /international) with details of outstanding participants, if any.: Nil
31. Code of ethics for research followed by the departments: Nil
32. Student profile programme-wise:

Name of the Programme(refer to question no. 4)	Year (admission)	Applications received	Selected		Pass percentage	
			Male	Female	Male	Female
M.A. in Hindi	2015-17	43	6	1	Ongoing	
M.A. in Hindi	2016-18	35	5	6	Ongoing	

33. Diversity of students:

Name of the Programme (refer to question no. 4)	Year (admission)	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State
M.A. in Hindi	2015-17		85.71	14.29
	2016-18			

34. How many students have cleared Civil Services and Defence Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise.

Nil

35. Student progression:

Student progression	Percentage against enrolled
UG to PG	Nil
PG to M.Phil.	Nil
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed	
• Campus selection	Nil
• Other than campus recruitment	Nil
Entrepreneurs	Nil

36. Diversity of staff:

Percentage of faculty who are	
graduates of the same university	Nil
from other universities within the State	Nil
from universities from other States	100%
from universities outside the country	Nil

37. Number of faculty who were awarded M.Phil., Ph.D., D.Sc. and D.Litt. during the assessment period: Nil

38. Present details of departmental infrastructural facilities with regard to

Library: Nil

Internet facilities for staff and students: Yes

Total number of class rooms: 02

Class rooms with ICT facility: Nil

Students' laboratories: Nil

Research laboratories: Nil

39. List of doctoral, post-doctoral students and Research Associates

- from the host institution/university: Nil
- from other institutions/universities: Nil

40. Number of post graduate students getting financial assistance from the university: 05

41. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology: NIL

42. Does the department obtain feedback from:

- Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?

Yes, after getting feedback, the concerned faculty try to improve the knowledge and collect more study materials for the curriculum and also assess the utilitarian aspect of the curriculum.

- Students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?

Yes, Keeping on the views in the feedback, departmental staff meeting conducted to improve the condition.

- Alumni and employers on the programmes offered and how does the department utilize the feedback?

Alumni association to be formed soon.

43. List the distinguished alumni of the department (maximum 10): Not applicable. Newly introduced in 2015

44. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts.

Nil

45. List the teaching methods adopted by the faculty for different programmes

- Interactive Method
- Group Discussions

46. How does the department ensure that programme objectives are constantly met and learning outcomes are monitored?

Yes, it is monitored by doing continuous internal assessment, seminars, assignments by the students

47. Highlight the participation of students and faculty in extension activities.

Not yet involved, in future the participation can be ensure

48. Give details of “beyond syllabus scholarly activities” of the department: Nil

49. State whether the programme/ department is accredited/ graded by other agencies? If yes, give details.

Not yet accredited

50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied

Yes basic knowledge is generated by giving classroom teaching according to syllabus; applied knowledge can be introduced by doing certain extension activities.

51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

Strengths:

- Students’ cooperation

Weaknesses:

- Lack of proper infrastructure

Opportunities:

- Exposure to associate with other faculty members Availing various government aided fellowship schemes for students

Challenges:

- growth of student strength

52. Future plans of the department:

- Introducing of research programme (M.Phil. and Ph. D.) in the department
- Conducting various student enrichment programmes like special lecture, workshop, national and international seminars
- Conducting various student growth and development out-reach programmes

Evaluative Report of the Department of Journalism & Mass Communication

1. Name of the Department: **Journalism & Mass Communication**
2. Year of establishment: **2009**
3. Is the Department part of a School/Faculty of the university? **Yes**
4. Names of programmes offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., D.Sc., D.Litt., etc.): **M.A., M.Phil., Ph.D.**
5. Interdisciplinary programmes and departments involved: **Yes**
6. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Nil**
7. Details of programmes discontinued, if any, with reasons: **Nil**
8. Examination System: Annual/ Semester/Trimester/Choice Based Credit System: **Semester Examination System with Choice Based Credit System**
9. Participation of the department in the courses offered by other departments: **Nil**
10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others):

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	01	0	
Associate Professors	02	0	
Asst. Professors	04	02	
Others (Contractual Lecturer)		03	

11. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

Name	Qualification	Designation	Specialization in PG & Research Level	Teaching Experience (Year/ Month)	M.Phil. & Ph.D. Guidance (Last 4years)
Dr. P. K. Rath	M.A. (Eco.), MJMC, Ph.D.	Asst. Professor	CfD, Communication Research, Advt. & PR, Inter-cultural Communication	09 yrs.	08 scholars for Ph.D. (all continuing) and 14 scholars for M.Phil. (six completed)

Mr. Sourav Gupta	M.A.	Asst. Professor	Communication for Development, Women's Studies, Cultural Studies, Theatre Arts, Folk & Traditional Communication	08 years.	
Ms. Sony Parhi	MJMC, LL.B.	Lecturer (Contractual)	Corporate Communication	07 years	-
Mr. Sujit Kumar Mohanty	M.A in JMC	Lecturer (Contractual)	Television Journalism, culture and religion studies, ICT for development, film studies	06 years	-
Ms.Talat Jahan Begum	M.A. (Pol. Sc.), M.A. (JMC)	Lecturer (Contractual)	Television Production, Documentary Films	17 years	-

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors: Nil

13. Percentage of classes taken by temporary faculty – programme-wise information:

P.G. – 40%,

14. Programme-wise Student Teacher Ratio: 30:1

15. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual

	Sanctioned	Filled	Actual
academic support staff (technical)	No information	Nil	Nil
academic support staff (Non-technical)		Nil	
administrative staff	No information	Nil	Nil

16. Research thrust areas as recognized by major funding agencies: Nil

17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.

Nil

18. Inter-institutional collaborative projects and associated grants received: Nil

i. National collaboration: Nil

ii. International collaboration: Nil

19. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.

Nil

20. Research facility / centre with

- state recognition: Nil
- national recognition: Nil
- international recognition: Nil

21. Special research laboratories sponsored by / created by industry or corporate bodies: Nil

22. Publications:

- Chapters in books: 12
- Edited Books: 02
- Number of papers published in peer reviewed journals (national / international): 37
- Monographs: Nil
- Books with ISBN with details of publishers: 01
- Number listed in International Database (For e.g. Web of Science, Scopus,): Nil
- Humanities International Complete, Dare Database: Nil
- International Social Sciences Directory, EBSCO host, etc.: Nil
- Citation Index – range / average: 01
- SNIP: Nil
- SJR: Nil
- Impact Factor – range / average: Nil
- h-index: Nil

Publications of Dr. P.K. Rath

Research Journal:

1. Rath, Pradosh Kumar-The Importance of Being Gandhiji: Published in the *Khadi Gramodyog* Vol.49, No.1 October 2002. Pp.9-16
2. Rath, Pradosh Kumar-Indo-Canadian Relationship: The Mass Media Perspective, Published in the proceedings “*Indo- Canadian Families: Challenges and Opportunities in the Pluralistic Canadian Society*,” published by the Centre for Canadian Studies, Berhampur University, Orissa. (Co-author Dr. Sunil K. Behera).pp. 103-116.
3. Rath, Pradosh Kumar-*Paradarsi Media ke liye Adhyatmik Mulya: Ek Vishleshanatmak Adhyayan*, Published in *Sacharshree* (Dept. of J & MC, Lucknow University), Vol.29, No. 8, July- Sept. 2008. (Co-authors- Dr. Gopa Bagchi & Mohd. Shakeel Khan). Pp.29-33
4. Rath, Pradosh Kumar-Mass Appeal (Career in Mass Communication); Published in <http://www.thehoot.org/web/home/story.php?sid=4006>.
5. Rath, Pradosh Kumar-Web Journalism: The Media Miracle; Published in the *Communication Today* (ISSN. 0975-217X), Vol. 11, no.4, Sep.- Dec. 2009.pp. 62-69.(Co-author: Dr. G. Bagchi). Pp.62-69

6. Rath, Pradosh Kumar-Media Education in the Era of Globalisation; Published in *Media Mimansa*, Vol.3, No.2, Sep.-Dec. 2009. Pp. 68-71.(Co-author: Dr. G. Bagchi). Pp.68-71
7. Rath, Pradosh Kumar-Cultural Imperialism & Media Resistance: A Study of India; published in the *Manaviki* (ISSN 0975-7880) , Vol.II , No.1, July-Dec. 2010. .pp142-145 (Co-author Mr. P.Panda). pp. 142-145.
8. Rath, Pradosh Kumar-Globalisation or Glocalisation: The Indian Dichotomy; published in *Communication Today*, Vol. 12, No. 4, Oct.-Dec. 2010. pp. 36-43 (Co-author: Dr. G. Bagchi). Pp.36-43
9. Rath, Pradosh Kumar-Tribal Development through ICT: The Indian Perspective; published in *Jigyasa* (ISSN 0974-7648), Vol. III, No. 4, December, 2010. pp. 60-65. (Co-authors: B.K.Mahakul & A.K.Panda). pp. 60-65.
10. Rath, Pradosh Kumar-Need For Management Skills in Public Relations; published in *WIM Journal of Management* (ISSN 0975-5063), Vol. 2, No.2, January, 2011.pp55-62. (Co-authors: S. Panda & G.Sethi). pp. 55-62.
11. Rath, Pradosh Kumar-Westernisation of Indian Culture: A Study of Chhattisgarh; published in *Shodh Sanchayan* (ISSN 0975 1254), Vol. 2 No. 1 & 2, July 2011. (Co-authors: G. Bagchi & G.S.Lal).pp. 29-32.
12. Rath, Pradosh Kumar-Significance of Content Analysis in Media Research; Published in *Jigyasa* (ISSN 0974-7648) Vol. V No. 1, March, 2012. Pp. 85-91.
13. Rath, Pradosh Kumar-Media Imperatives in a Democratic Society; Published in *The Journalist* (ISSN 22312943), Vol. 4, No. 8, Jan.- Mar. 2013.pp. 49-55.
14. Rath, Pradosh Kumar-Modern Trends in Newspaper Management; *Communication Today*, Vol. 15, No. 1, January-March, 2013. Pp. 103-113.

Book Publications (Book Chapters):

1. Rath, Pradosh Kumar-Industrial Development and Displacement of Tribes in Orissa; in *Development-vs.-Displacement of Tribal People in India: Problems and Prospects* (Edited Book by R.C. Pandit; New Delhi, Abhijit Publications. 2009 ;Co-authors- Dr.S. Panda & Dr. G. Sethi) pp. 61-71.)
2. Rath, Pradosh Kumar-Performance Management System in Media Education: The Indian Perspective; in *Performance Management System in Academic Institutions* (Edited Book by Sitansu Panda & V.K.Rao; Secunderabad, SSIM Publications, 2010;Co-author: Dr. G. Bagchi; Pp.96-103)
3. Rath, Pradosh Kumar-Mass Media: A Catalyst of Social Transformation; in *Managing Interpersonal Communication* (Edited Book by Mahesh Bhargava & Promila Singh, Agra, Rakhi Prakashan, 2011;Co-author: Dr. Sambit Padhi; Pp. 273-278.)
4. Rath, Pradosh Kumar-Role of Technology in Media Education; in *University Administration and System in India* (Edited Book by R.S.Jaglan & Karam Pal, New Delhi, IK International Publishers, 2012;ISBN: 9789381141694)

Mr. Sourav Gupta, Assistant. Professor

Research -Journals

1. **Gupta, Sourav-“Adaptation of Films from Plays-A selective study in post colonial Bengali cinema”** (Journal of Bengali Studies; VOL 1, NO. 2 Monsoon Issue Pages 104-119; ISSN-2277-9426)

2. **Gupta, Sourav-** “*Analysing contemporary response to Tagore’s philosophy of ‘Indian’ theatre: A selective study of productions in West Bengal*” (*Journal of Bengali Studies: Bengalis & Theatre* Vol.2 No.1 ;ISSN 2277-9426; pp. 07-17)
3. **Gupta, Sourav-**“*IPTV-a new dimension in online video streaming-A study of Indian scenario*” (*Global Media Journal*;Vol. 4 No.1, Summer Issue/June 2013; ISSN 2249-5835)
4. **Gupta, Sourav-** *The Deprived Technologist: Hiralal Sen & Bioscope* (*Journal of Bengali Studies*;Autumn Issue Vol. 2 No. 2;pp 08-16; Published online on 18.10.2013. ISSN 2277-9426.)
5. **Gupta, Sourav-**Tagore’s Theatre Philosophy & Its Reception in the Bengali Group Theatre Movement (*The Visva Bharati Quarterly*;Vol. 22 No. 3 & 4; October 2013-March 2014;pp 136-144; ISSN 0972-043X.)
6. **Gupta, Sourav-***Bratya Basu’s Plays: Challenging Hegemony from between the Eyebrows of Time* (*Journal of Bengali Studies*;Summer Issue Vol. 3 No. 1;pp 71-89; Published online on 14.05.2014. ISSN 2277-9426)
7. **Gupta, Sourav-** ‘*Celluloid Reflections: A Study of Socio-political elements(Bengali New Wave Cinema*’ *International Journal of Communication & Social Research* Vol. 2, No. 1;ISSN 2319-605X; pp 61-72)
8. **Gupta, Sourav-***Scanning Kolkata Stage through the Eyes of Five Doyens: A Review of Bratya Basu's Book of Interviews(Journal of Bengali Studies* Vol. 3, No. 21 November 2014 **Jogoddhatri Pujo, 14 Kartik 1421 Autumn Issue Theme: Kolkata ;ISSN: 2277-9426; pp 247-250)**

Book Chapters

1. **Gupta, Sourav-**“*IPTV in Indian Education: Opportunities & Challenges*”(‘Television & New Communication Technology-The Changing Paradigm of Education’;Publisher: **EMRC, University of Kashmir & Black Prints, New Delhi**; pp 109-124; ISBN 978-93-82036-62-3)
2. **Gupta, Sourav-** “*Community development through theatre-An insight into Badal Sircar’s Gram Parikrama*”(Communication: A need for community development; Publisher: Gour Mahavidyalay Publication; ISBN 978-81-920386-2-9)
3. **Gupta, Sourav & Rath, P.K.-** “*Role of Graphic content in media-A qualitative analysis*”(‘Issues of content & technology in contemporary media’;Ed. Dr. Ambrish Saxena; Kanishka Publishers;New Delhi;2013;ISBN 978-81-8457-402-9;pp 6-14)
4. **Gupta, Sourav & Rath, P.K -***Analyzing Marketing Mix: A Study of Amul Advertising Campaign(Contemporary Advertising*;Ed. Ravi Shankar & Madhulika Shankar; Publisher: IBA Publications, Haryana; pp 03-21;December 2013; ISBN 978-81-87883-51-7)
23. Details of patents and income generated: Nil
24. Areas of consultancy and income generated: Nil
25. Faculty selected nationally / internationally to visit other laboratories / institutions industries in India and abroad: Faculty members are selected by various universities to give lectures, talks and as external examiners.
26. Faculty serving in:
 - a) National committees: Nil
 - b) International committees: Nil

- c) Editorial Boards: **Yes**
d) any other (please specify): **Nil**

27. Faculty recharging strategies (UGC, ASC, Refresher / orientation programs, workshops, training programs and similar programs):

- UGC, ASC, Refresher / orientation programs
- Workshops & training programs

Yes. Faculty regularly attending Refresher Courses, Orientation Courses and other related programmes for recharging themselves

28. Student projects:

- percentage of students who have done in-house projects including inter-departmental projects: **100%**
- percentage of students doing projects in collaboration with other universities/ industry / institute: **20%**

29. Awards / recognitions received at the national and international level by

- Faculty: **Yes**
- Doctoral / Post-Doctoral fellows: **Nil**
- Students: **Yes**

30. Seminars/ Conferences/Workshops organized and the source of funding (national /international) with details of outstanding participants, if any.: **Yes**

31. Code of ethics for research followed by the departments: **Yes**

32. Student profile programme-wise:

Name of the Programme(refer to question no. 4)	Year (admission)	Applications received	Selected		Pass percentage	
			Male	Female	Male	Female
M.A. in J&MC	2009-11		18	12	100	100
M.A. in J&MC	2010-12		18	12	100	100
M.A. in J&MC	2011-13	70	19	11	100	100
M.A. in J&MC	2012-14	87	20	10	100	100
M.A. in J&MC	2013-15	98	16	4	100	100
M.A. in J&MC	2014-16	69	12	12	100	100
M.A. in J&MC	2015-17	112	12	16	Ongoing	
M.A. in J&MC	2016-18	60	7	18	Ongoing	
M.Phil. in JMC	2013-14	109	3	2	100	100
M.Phil. in JMC	2014-15	59	4	1	Ongoing	
M.Phil. in JMC	2015-16	35	1	1	Ongoing	
M.Phil. in JMC	2016-17	34	1	3	Ongoing	
Ph.D. in JMC	2013-18	117	3	1	Ongoing	
Ph.D. in JMC	2014-19	76	1	1	Ongoing	

33. Diversity of students:

Name of the Programme (refer to question no. 4)	Year (admission)	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State
M.A. in J&MC	2010-12	0	92.59	7.41
	2011-13	0	96.67	3.33
	2012-14	0	96.67	3.33
	2013-15	0	90	10
	2014-16	0	83.33	16.67
	2015-17	0	92.86	7.14
	2016-18			

34. How many students have cleared Civil Services and Defence Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise.

- Two students have cleared UGC-NET examination in J & MC during the period.
- Four students have cleared the State Information Service (OIS) during the period.
- Five students have cleared the district level competitive examinations for various jobs.

35. Student progression:

Student progression	Percentage against enrolled
UG to PG	Nil
PG to M.Phil.	1-3%
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed <ul style="list-style-type: none"> Campus selection Other than campus recruitment 	40-50%
Entrepreneurs	1%

36. Diversity of staff:

Percentage of faculty who are	
graduates of the same university	Nil
from other universities within the State	50%
from universities from other States	50%
from universities outside the country	Nil

37. Number of faculty who were awarded M.Phil., Ph.D., D.Sc. and D.Litt. during the assessment period: Nil

38. Present details of departmental infrastructural facilities with regard to Library: Nil

Internet facilities for staff and students: Yes

Total number of class rooms: 03
Class rooms with ICT facility: Nil
Students' laboratories: Yes
Research laboratories: Nil

39. List of doctoral, post-doctoral students and Research Associates

- from the host institution/university: 02 (teacher fellow for Ph.D.)
- from other institutions/universities: 04 (for Ph.D.)

40. Number of post graduate students getting financial assistance from the university: 08

41. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology: The department have not started any new programme

42. Does the department obtain feedback from:

- a. Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?

Yes. The department utilised some of the suggestions for incorporation in the syllabus.

- b. Students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?

Yes. The Department utilised the feedback for self-analysis of the faculty members.

- c. Alumni and employers on the programmes offered and how does the department utilize the feedback?

Nil

43. List the distinguished alumni of the department (maximum 10):

1. Sujit Bisoyi- Times of India, Bhubaneswar
2. Pramila Majhi- Odisha Information Service (Junior Batch)
3. Swarajya Sisa- Odisha Information Service (Junior Batch)
4. Fakir Mohan Majhi- Odisha Information Service (Junior Batch)
5. Pradipta Gurumai- Odisha Information Service (Junior Batch)
6. Sudarshan Sahu- Guest Lecturer, Dept. of J & MC, Berhampur University, Berhampur
7. Telaram Meher, Guest Lecturer, Dept. of J & MC, Guru Ghasidas Vishwavidyalaya, Bilaspur.
8. Sumit Onka: Deccan Chronicle, Hyderabad
9. Jayanti Buruda- District Correspondent, Kalinga TV (Odia Channel) (belonging

to ST category).

10. K.Shiva Kumar- Official Photographer (member of a team) to the Chief Minister, Govt. of Andhra Pradesh, Hyderabad.
11. Namita Kumari Tripathy- District Coordinator, UNICEF, Keonjhar

44. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts.

External subject experts visit regularly to the department and provide skilful training and teaching to the students.

45. List the teaching methods adopted by the faculty for different programmes

Lecture method, seminar method, ICT enabled interactive teaching method, conducting workshop, group discussion, panel discussion etc. , conducting dummy news programmes, interviews for audio-visual programmes, dummy newspaper production, documentary film making and related activities

46. How does the department ensure that programme objectives are constantly met and learning outcomes are monitored?

By continuous monitoring and evaluation of syllabus and teaching methods

47. Highlight the participation of students and faculty in extension activities.

Students Study Tour to Media Hubs situated at various cities like New Delhi, Hyderabad etc. and corporate sectors like HAL, NALCO. Faculties deliver invited lecture and present & publish research papers.

48. Give details of “beyond syllabus scholarly activities” of the department:

Study Tour, Industry Tour, Internship Programmes.
The students also publish one departmental journal “CUO Varta” from the department. Apart from this they make documentaries, small advertisements, newspapers and other related assignments for fulfilling their practical works.

49. State whether the programme/ department is accredited/ graded by other agencies? If yes, give details.

Not yet accredited

50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied:

The department has started Research in MPhil and PhD levels.

51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

Strengths:

- Challenging Subject for the present era
- Qualified Faculty
- Syllabus catering to the skill and professional needs of the students
- Placement
- Research Programmes imparting M.Phil. and Ph.D. (it is the only M.Phil. programme in J & MC which is only University in Odisha)

Weaknesses:

- less number of faculty members
- absence of a full-fledged Studio and editing set up
- the location is far from the media hub cities which leads to lack of professional training of the students

Opportunities:

- As the programme is professional oriented the department produces/can produce good professionals and academicians.
- As the department provides research programmes opportunities are plenty to conduct research in various fields pertaining to Koraput area.
- Media, being one of the most sought after profession in India, the department can act as a centre of producing good media professionals in future.

Challenges:

- The locational disadvantage poses a main challenge for the department. But this challenge can be an opportunity for producing good professionals from the tribal areas of Koraput district.
- As prominent universities also provide the same programme in urban areas, it is challenging for attracting students from that area for study.
- It's a challenging task of the department to produce good media professionals who will become the harbingers of the Department as well as the University.

52. Future plans of the department:

- To set up state of the art studio & editing setup.
- To start a Community Radio Station
- To set up an Electronic Multimedia Research Centre (EMRC).
- To work in collaboration with other prominent Universities/ institutions for print/audio-visual production, technical production and research work.
- To work as hub for providing training to the rural journalists and produce media professionals who can work for the development of the society as well as the nation.

Evaluative Report of the Department of Mathematics

1. Name of the Department: **Department of Mathematics**
2. Year of establishment: **2011**
3. Is the Department part of a School/Faculty of the university? **Yes. School of Basic Sciences and Information Sciences**
4. Names of programmes offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., D.Sc., D.Litt., etc.): **5 yrs Integrated M.Sc. Programme in Mathematics**
5. Interdisciplinary programmes and departments involved:

The 5yrs Integrated Programme in Mathematics is totally interdisciplinary programme. The syllabus of the programme comprises with some courses like Physics, Computer Science, Odia Language, Hindi Language, English, Environmental Science and Indian Culture and Heritage which help a student to enrich his/her knowledge in the various aspects.

6. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Nil**
7. Details of programmes discontinued, if any, with reasons: **Nil**
8. Examination System: Annual/ Semester/Trimester/Choice Based Credit System: **Semester Examination System with Choice Based Credit System**
9. Participation of the department in the courses offered by other departments:

Yes. The department deeply involves taking classes of a mathematics oriented courses which are offered by the other department. In particular, Mathematics – I and Mathematics – II in BCA; Operation Research in MBA has been taken by the Department of mathematics.

10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others):

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	01	NIL	
Associate Professors	02	NIL	
Asst. Professors	04	01	
Others (Contractual Lecturer)		04	
Guest Lecturer		01	

11. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance
-

Name	Qualification	Designation	Specialization In PG & Research Level	Teaching Experience (Year/Month)	M.Phil. & Ph.D. Guidance (Last 4 years)
Jyotiska Datta	M.Phil.	Assistant Professor	Non Linear Dynamics	3 yrs	NIL
Ramesh Chandra Mati	MCA	Lecturer (Computer Sc.)	Cryptography and Wireless Sensor Networking	3 yrs	NIL
Dinesh Pandey	M.Sc.	Lecturer (Mathematics)	Algebra	1yr	NIL
Basua Debananda	M.Sc.	Lecturer (Mathematics)	Algebra	1yr	NIL
Subhasmita Das	M.Phil.	Lecturer (Mathematics)	Lie Group	1yr	NIL
Krishna Mallick	M.Sc.	Lecturer (Mathematics)	Digital Topology	1yr	NIL
Dr. Suvendumohan Srichandan Mishra	Ph.D. & Post-Doc.	Guest Lecturer	Photonix	2yr	NIL

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors:

- Prof. Swadheenanda Pattanaik, Former Director, Institute of Mathematics and Application, Bhubaneswar
- Prof. Askhaya Kumar Mishra, Retd. Professor, Berhampur University, Berhampur.
- Prof. TariniCharan Panda, Former professor, Mizoram Central University.

13. Percentage of classes taken by temporary faculty – programme-wise information:

5yrs Integrated Programme in Mathematics: **80%**

14. Programme-wise Student Teacher Ratio:

5 yrs Integrated M.Sc. in Mathematics: the student teacher ratio is 20:1

15. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual : **NIL**

16. Research thrust areas as recognized by major funding agencies: **Nil**

17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.

Nil

18. Inter-institutional collaborative projects and associated grants received: **Nil**

- National collaboration: **Nil**
- International collaboration: **Nil**

19. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.

Nil

20. Research facility / centre with

- state recognition: Nil
- national recognition: Nil
- international recognition: Nil

21. Special research laboratories sponsored by / created by industry or corporate bodies: Nil

22. Publications:

- Chapters in books: Nil
- Edited Books: Nil
- Number of papers published in peer reviewed journals (national / international): 01
- Monographs: Nil
- Books with ISBN with details of publishers: Nil
- Number listed in International Database (For *e.g.* Web of Science, Scopus,): 01
- Humanities International Complete, Dare Database: Nil
- International Social Sciences Directory, EBSCO host, etc.: Nil
- Citation Index – range / average: 04
- SNIP: Nil
- SJR: Nil
- Impact Factor – range / average: 2.41
- h-index: 01

Publication of Jyotiska Datta

Upadhayay R., Roy, P., **Datta, J.**, (2014) “Complex dynamics of ecological systems under nonlinear harvesting: Hopf bifurcation and Turing instability”, Journal of Nonlinear Dynamics, Springer.

23. Details of patents and income generated: Nil

24. Areas of consultancy and income generated: Nil

25. Faculty selected nationally / internationally to visit other laboratories / institutions industries in India and abroad: Nil

26. Faculty serving in:

- a) National committees: Nil
- b) International committees: Nil
- c) Editorial Boards: Nil
- d) any other (please specify): Nil

27. Faculty recharging strategies (UGC, ASC, Refresher / Orientation programs, Workshops, training programs and similar programs): 1

- UGC, ASC, Refresher / orientation programs = 1
- Workshops & training programs: Nil

28. Student projects:

- percentage of students who have done in-house projects including inter-departmental projects: 100%
- percentage of students doing projects in collaboration with other universities/ industry / institute: Nil

29. Awards / recognitions received at the national and international level by: Nil

- Faculty: Nil
- Doctoral / Post-Doctoral fellows: Nil
- Students: Nil

30. Seminars/ Conferences/Workshops organized and the source of funding (national /international) with details of outstanding participants, if any.:

Nil

31. Code of ethics for research followed by the departments: Nil

32. Student profile programme-wise:

Name of the Programme(refer to question no. 4)	Year (admission)	Applications received	Selected		Pass percentage	
			Male	Female	Male	Female
5 yr. integrated M.Sc. in Mathematics	2011-16	12	7	2	100	100
5 yr. integrated M.Sc. in Mathematics	2012-17	65	15	12	Ongoing	
5 yr. integrated M.Sc. in Mathematics	2013-18	36	18	12	Ongoing	
5 yr. integrated M.Sc. in Mathematics	2014-19	125	11	7	Ongoing	
5 yr. integrated M.Sc. in Mathematics	2015-20	155	18	12	Ongoing	
5 yr. integrated M.Sc. in Mathematics	2016-21	259	11	7	Ongoing	

33. Diversity of students:

Name of the Programme (refer to question no. 4)	Year (admission)	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State
5 yr. int. M.Sc. In Mathematics	2011-16	0	100	0
	2012-17	0	100	0
	2013-18	0	53.33	46.67
	2014-19	0	55.56	44.44
	2015-20	0	80	20
	2016-21	0		

34. How many students have cleared Civil Services and Defence Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise.

Nil

35. Student progression:

Student progression	Percentage against enrolled
UG to PG	100%
PG to M.Phil.	Nil
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed	
• Campus selection	Nil
• Other than campus recruitment	Nil
Entrepreneurs	Nil

36. Diversity of staff:

Percentage of faculty who are	
graduates of the same university	Nil
from other universities within the State	66.67%
from universities from other States	33.33%
from universities outside the country	Nil

37. Number of faculty who were awarded M.Phil., Ph.D., D.Sc. and D.Litt. during the assessment period: 01

38. Present details of departmental infrastructural facilities with regard to

Library: Nil

Internet facilities for staff and students: Available

Total number of class rooms: 04

Class rooms with ICT facility: Nil

Students' laboratories: 01

Research laboratories: 01 Physical Lab +01 Computer Lab.

39. List of doctoral, post-doctoral students and Research Associates

- from the host institution/university: Nil
- from other institutions/universities: Nil

40. Number of post graduate students getting financial assistance from the university:

Number of post graduate students getting financial assistance from the outside agency:
04

Sl. No.	Name	Name of the Scholarship	Sponsoring Authority & Selection Criteria
01	Ajit Kumar Sahu	Post Graduate Scholarship	Dept of Science and Technology, Govt. of Odisha. The Test has been organised by Institute of Mathematics and Application, Bhubaneswar for the selection
02	Bandana Nayak		
03	Chinmayee Sahu		
04	Kisan Bhoi		

41. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology: NIL

42. Does the department obtain feedback from:

- a. Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?

Yes. The Department utilised the feedback for self-analysis of the faculty members.

- b. Students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?

Yes. The department utilised some of the suggestions for incorporation in the syllabus.

- c. Alumni and employers on the programmes offered and how does the department utilize the feedback?

Alumni association to be formed soon.

43. List the distinguished alumni of the department (maximum 10):

First batch of students passed this year (2016-17)

44. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts.

In each semester department conducts special lectures, students and faculty seminars. Students and teachers are also participating in the workshop, training programmes, conducted in State as well as National level.

45. List the teaching methods adopted by the faculty for different programmes

- **Lecture Method:** Lectures are widely used in universities to deliver information. Especially students are instructed to attend lectures regularly. Ideas, doubts and theories are discussed not during the middle of the lecture though there is an opportunity given to the student to ask in end of the lecture.
- **Demonstration Method:** Learning by doing is an essential part for many subjects. The course- instructor of physics and computer science gives the students an inside view of a working environment, knowledge of experimental method and techniques and an understanding of academic material taught on the course.
- **Problem based Method/Projects:** Problem based learning has been adopted by many other courses like Ordinary Differential Equations, Mathematical Modelling, Operation Research etc. The course-instructor provides the real life problems to effectively deliver the theories.
- **ICT Method**

46. How does the department ensure that programme objectives are constantly met and learning outcomes are monitored?

Department has continuous evaluation system. Under this, department conduct three mid-term internals and one end semester examination. Also, to ensure, department organize quizzes and take the assignments.

47. Highlight the participation of students and faculty in extension activities.

Sl. No.	Name of the Student	Enrolment No.	Name of the Programme	Host Institute	Duration
01	Ajit Kumar Sahu	11/04/CM/01	Training Programme In Mathematics - 2015	Centre For Fundamental Studies, NISER	25 th May,2015 -20 th June, 2015
02	Debasish Sahu	11/04/CM/04	Training Programme In Mathematics - 2015	Centre For Fundamental Studies, NISER	25 th May,2015 -20 th June, 2015

03	Banita Jal	11/04/CM/02	Training Programme In Mathematics - 2015	Centre for Fundamental Studies, NISER	25 th May, 2015 - 20 th June, 2015
04	Krishna Jal	11/04/CM/06	Training Programme In Mathematics - 2015	Centre For Fundamental Studies, NISER	25 th May, 2015 - 20 th June, 2015
05	Bijayalaxmi Satapathy	11/04/CM/03	Training Programme In Mathematics - 2015	Centre For Fundamental Studies, NISER	25 th May, 2015 - 20 th June, 2015
06	Bandana Nayak	12/04/CM/02	Training Programme In Mathematics - 2015	Centre For Fundamental Studies, NISER	25 th May, 2015 - 20 th June, 2015
07	Kajal Jena	13/04/CM/09	Training Programme In Mathematics - 2015	Centre For Fundamental Studies, NISER	25 th May, 2015 - 20 th June, 2015
08	Rasmi Rekha	13/04/CM/04	Training Programme In Mathematics - 2015	Centre For Fundamental Studies, NISER	25 th May, 2015 - 20 th June, 2015
09	Chinmayee Sahu	12/04/CM/04	Training Programme In Mathematics - 2015	Centre For Fundamental Studies, NISER	25 th May, 2015 - 20 th June, 2015
10	Nihar Ranjan Mallick	12/04/CM/14	Training Programme In Mathematics - 2015	Centre For Fundamental Studies, NISER	25 th May, 2015 - 20 th June, 2015
11	R. Sankar Reddy	13/04/CM/17	Training Programme In Mathematics - 2015	Centre For Fundamental Studies, NISER	25 th May, 2015 - 20 th June, 2015
12	Vivek Suryanarayan Mishra	13/04/CM/30	Training Programme In Mathematics - 2016	Centre For Fundamental Studies, NISER	23 th May, 2016 - 18 th June, 2016
13	Sukanya Padhi	13/04/CM/26	Training Programme In Mathematics - 2016	Centre For Fundamental Studies, NISER	23 th May, 2016 - 18 th June, 2016
14	Kajal Jena	13/04/CM/09	Training Programme In Mathematics - 2016	Centre For Fundamental Studies, NISER	23 th May, 2016 - 18 th June, 2016
15	Maneesha Panda	14/04/CM/05	Training Programme In Mathematics - 2016	Centre For Fundamental Studies, NISER	23 th May, 2016 - 18 th June, 2016

16	S Sameer Kumar	12/04/CM/18	Training Programme In Mathematics - 2016	Centre For Fundamental Studies, NISER	23 th May, 2016 - 18 th June, 2016
17	Bandana Nayak	12/04/CM/02	Mathematics Training And Talent Search Programme (Funded By NBHM)	School of Basic Sciences, IIT Bhubaneswar	9 th Dec, 2013 – 21 th Dec, 2013
18	Suraj Kumar Garada	12/04/CM/22	Mathematics Training And Talent Search Programme (Funded By NBHM)	School of Basic Sciences, IIT Bhubaneswar	9 th Dec, 2013 – 21 th Dec, 2013
19	Bandana Nayak	12/04/CM/02	Mathematics Training and Talent Search Programme (Funded By NBHM)	IIT Guwahati	23 rd June, 2014 – 19 th July, 2014
20	Suraj Kumar Garada	12/04/CM/22	Mathematics Training and Talent Search Programme (Funded By NBHM)	IIT Guwahati	23 rd June, 2014 – 19 th July, 2014
21	Sukanya Padhi	13/04/CM/26	Mathematics Training and Talent Search Programme (Funded By NBHM)	SSN College of Engineering, Chennai	18 th May, 2015 – 13 th June, 2015
22	Vivek Suryanarayan Mishra	13/04/CM/30	Mathematics Training and Talent Search Programme (Funded By NBHM)	SSN College of Engineering, Chennai	18 th May, 2015 – 13 th June, 2015
23	Bandana Nayak	12/04/CM/02	Mathematics Training and Talent Search Programme (Funded By NBHM)	IIT Madras	23 rd May, 2016 – 18 th June, 2016
24	Kisan Bhoi	12/04/CM/11	Mathematics Training and Talent Search Programme (Funded By NBHM)	IIT Madras	23 rd May, 2016 – 18 th June, 2016

25	Deeptimayee Mohanty	12/04/CM/07	Interactive Mathematics Training Camp – 2015	Institute Of Mathematics And Applications, Bhubaneswar	13 th May, 2015 – 22 nd May, 2015
26	Tapati Majhi	12/04/CM/24	Interactive Mathematics Training Camp – 2015	Institute Of Mathematics And Applications, Bhubaneswar	13 th May, 2015 – 22 nd May, 2015
27	Sonali Pattanaik	12/04/CM/20	Interactive Mathematics Training Camp – 2015	Institute Of Mathematics And Applications, Bhubaneswar	13 th May, 2015 – 22 nd May, 2015
28	Chinmayee Sahu	12/04/CM/04	Summer Programme In Mathematics (Spim) – 2016	Harish-Chandra Research Institute, Allahabad	13 th June, 2016 – 2 nd July, 2016

48. Give details of “beyond syllabus scholarly activities” of the department:

Participating in different training programme and summer project; participating in competitions like essay, debate, GK, Quiz etc.

49. State whether the programme/ department is accredited/ graded by other agencies? If yes, give details.

Not yet accredited

50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied

In 2011, department has introduced 5-year Integrated M.Sc. in Mathematics course containing 10 semesters. The course is both multi-disciplinary and inter-disciplinary. This involves project work during the last two semesters. Department is focused to motivate, nourish and build the students in academics and on personal level. We have planned the course in such a way that after the completion of the degree, they will be having not even mathematics knowledge but also advanced software knowledge. It makes them to face and start their career in academics, research and I.T. sectors according to their preferences.

51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

Strength:

- Syllabus is highly advanced

- Semester pattern and choice based credit system and also updated syllabus
- Academic Exposure to students beyond syllabus

Weaknesses

- Infra-structural facilities are lacking
- Shortage of Faculty

Opportunities

- Informal guidance to students preparing for the NET/GATE and competitive Examination
- Faculty has a freedom to visit different institutions under some conditions.
- Faculty has freedom to form syllabi for their courses.
- Department can invite external well known experts from other Universities/Institutions

Challenges

- To attract students/researchers from different parts of India
- The Department is following the Choice Based Credit System (CBCS) for MSc programme as per the UGC guidelines, however, in order to offer more “free elective” papers, it demands more faculties.
- To cope and excel with existing well renowned universities/institutions could be a difficult task.
- Being a new university, presently, we are trying to get more motivated students.

52. Future plans of the department:

Introduction of 2yrs M.Sc. programme in Mathematics and Research Programme

Evaluative Report of the Department of Odia Language & Literature

1. Name of the Department: Department of Odia Language & Literature
2. Year of establishment: 2009
3. Is the Department part of a School/Faculty of the university? Yes, School of Languages
4. Names of programmes offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., D.Sc., D.Litt., etc.): PG, M.Phil., Ph.D.
5. Interdisciplinary programmes and departments involved: Yes
6. Courses in collaboration with other universities, industries, foreign institutions, etc.: Not Yet Formed
7. Details of programmes discontinued, if any, with reasons: Nil
8. Examination System: Annual/ Semester/Trimester/Choice Based Credit System: Semester Examination System with Choice Based Credit System
9. Participation of the department in the courses offered by other departments: Yes, taking Odia (MIL) Classes in Integrated M .Sc. Mathematics.
10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others):

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	01	Nil	Nil
Associate Professors	02	Nil	Nil
Asst. Professors	04	02	02
Others (Contractual Lecturer)		02(Lecturer on Contract)	02(Lecturer on Contract)

11. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

Name	Qualification	Designation	Specialization In PG & Research Level	Teaching Experience (Year/Month)	M.Phil& Ph. D Guidance(Last 4years)
Dr. Alok Baral	MA, Ph.D.,NET	Asst. Professor	PG =Modern Poetry & Folk Literature Ph.D= Fiction & Comparative Literature	Degree=2.3 P.G=4.1	M.Phil:Awarded: 09 Yet to Submit:05 Continuing:03 Ph.D: 07(Continuing)

Dr. Pradosh Kumar Swain	MA, M.Phil., Ph.D., NET	Asst. Prof.	PG=Modern Poetry & Drama MPhil.=Poetry Ph.D.=Poetry	P.G.=4.1	M.Phil.: Nil Ph.D.: Nil
Dr. Rudrani Mohanty	M.A., Ph.D..	Lecturer (on Contract)	PG=Prose & Folk Literature, Ph.D.= Modern Poetry	Degree=22 PG=6.3	M.Phil.: Nil Ph.D.: Awarded:01 Submitted:01
Dr. Ganesh Prasad Sahu	M.A., Ph.D., NET	Lecturer (on Contract)	PG=Modern Poetry & Folk Literature Ph.D.= Modern Poetry	Degree=4 PG=6.3	M.Phil.: Awarded: 03, Ph.D.: Submitted:02 Continuing:02

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors: Nil
13. Percentage of classes taken by temporary faculty – programme-wise information:
PG: 30%, MPhil/Ph.D:35%
14. Programme-wise Student Teacher Ratio: PG: 15:1, MPhil./Ph.D.: 5:1
15. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual: Nil
16. Research thrust areas as recognized by major funding agencies: Nil
17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.
Nil
18. Inter-institutional collaborative projects and associated grants received: Nil
 - a) National collaboration: Nil
 - b) International collaboration: Nil
19. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.
Nil
20. Research facility / centre with
 - state recognition: Yes
 - national recognition: Yes
 - international recognition: Nil
21. Special research laboratories sponsored by / created by industry or corporate bodies:
Nil

22. Publications:

- Chapters in books: $25 + 1 + 1^* + 3^* = 30$ (* belong to contractual faculty)
- Edited Books: $2+1^*=3$
- Number of papers published in peer reviewed journals (national / international): $85+14+19^*+37^*=155$
- Monographs: Nil
- Books with ISBN with details of publishers: $2+1^*=3$
- Number listed in International Database (For e.g. Web of Science, Scopus,): Nil
- Humanities International Complete, Dare Database: Nil
- International Social Sciences Directory, EBSCO host, etc.: Nil
- Citation Index – range / average: Nil
- SNIP: Nil
- SJR: Nil
- Impact Factor – range / average: Nil
- h-index: Nil

DR. ALOK BARAL, ASST. PROFESSOR

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Dr. P. K. Swain , Asst. Professor

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10. Published a research article entitled " Sampratika Samayare Adibasi sanskruti o sahityara Mulyayana" in research journal 'PARAB'Published by Dist.Culture Office,Koraput , in December, 2015

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20. Sahu, G P., Odishara Paraja Loka Kahani: Eka Sampkhipta Alochana, Punascha Utkala prabha, Baripada, Oct., 2012.
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23. Details of patents and income generated: Nil
24. Areas of consultancy and income generated: Nil
25. Faculty selected nationally / internationally to visit other laboratories / institutions industries in India and abroad: Nil
26. Faculty serving in:
- a) National committees: Nil
 - b) International committees: Nil
 - c) Editorial Boards: Nil
 - d) any other (please specify): Nil
27. Faculty recharging strategies (UGC, ASC, Refresher / orientation programs, workshops, training programs and similar programs):
- UGC, ASC, Refresher / orientation programs
 - Workshops & training programs
- Through Orientation Programmes, Refresher Courses, Seminars & Workshops
28. Student projects:
- percentage of students who have done in-house projects including inter-departmental projects: 100%
 - percentage of students doing projects in collaboration with other universities/ industry / institute: Nil
29. Awards / recognitions received at the national and international level by: Nil
- Faculty: Nil
 - Doctoral / Post-Doctoral fellows: Nil
 - Students: Nil
30. Seminars/ Conferences/Workshops organized and the source of funding (national /international) with details of outstanding participants, if any.: Nil
31. Code of ethics for research followed by the departments: Yes
32. Student profile programme-wise:
-

Name of the Programme(refer to question no. 4)	Year (admission)	Applications received	Selected		Pass percentage	
			Male	Female	Male	Female
M.A. in Odia	2009-11		19	11	100	100
M.A. in Odia	2010-12		11	19	96	96
M.A. in Odia	2011-13	45	10	20	100	100
M.A. in Odia	2012-14	79	12	16	100	100
M.A. in Odia	2013-15	32	8	24	100	100
M.A. in Odia	2014-16	94	7	25	100	100
M.A. in Odia	2015-17	164	8	22	Ongoing	
M.A. in Odia	2016-18	95	10	20	Ongoing	
M.Phil. in Odia	2013-14	61	3	2	100	100
M.Phil. in Odia	2014-15	108	2	3		
M.Phil. in Odia	2015-16	130	3	0	Ongoing	
M.Phil. in Odia	2016-17	142	3	3	Ongoing	
Ph.D. in Odia	2013-18	61	1	4	Ongoing	
Ph.D. in Odia	2014-19	51	1	0	Ongoing	
Ph.D. in Odia	2015-20	21	1	0	Ongoing	
Ph.D. in Odia	2016-21	34	2	1	Ongoing	

33. Diversity of students:

Name of the Programme (refer to question no. 4)	Year (Admission)	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State
M.A. in Odia	2010-12	0	100	0
	2011-13	0	100	0
	2012-14	0	100	0
	2013-15	0	100	0
	2014-16	0	100	0
	2015-17	0	100	0
	2016-18			

34. How many students have cleared Civil Services and Defence Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise.

Sl. No.	Name of the Alumnus	Batch	Present Post Hold	Remarks
1.	Asish Kumar Sahu	2010-12	Lecturer in Odia, Ravenshaw University Cuttack (Odisha)	UGC-JRF
2.	Haragouri Masti	2010-12	Revenue Inspector, (R.I.), Boipariguda, Koraput	
3.	Pralhad Khillo	2009-11	Lecturer in Odia, D.S. College,	UGC-NET

			Laida, Sambalpur (SSB-2016)	
4.	Niroja Sekhari Sahu	2009-11	Lecturer in Odia, Dasmantapur Degree College, Koraput	Passout M.Phil. (Odia)
5.	Suryakanti Nayak	2011-13	Guest Lecturer in Odia, Govt. College, Koraput	Passout M.Phil. (Odia)
6.	Khageswar Dumari	2010-12	Jogana Sahayak, P.D.S. Lamtaput, Koraput	
7.	Titun Khara	2010-12	Junior Lecturer in Odia, Sindhedevi mahabidylaya, Nandapur, Koraput	Passout M.Phil. (Odia)
8.	Pratap Kondagori	2010-12	Junior Lecturer in Odia, SSD Girls High School, dangasil, Rayagada	
9.	Swadhin Sangita Nayak	2010-12	Junior Lecturer in Odia, SSD Girls High School, Raighar, Nawarangpur	
10.	Sebarani Hansada	2011-13	Teacher, Ananta Dalai Smuriti Bidyapitha Kuleilo, Cuttack,	
11.	Bhagabati Gudia	2012-14	Lecturer in Odia, Narasingh Mahabidylaya, Tarabhata, Koraput (SSB-2016)	
12.	Shaswati Meher	2014-15 (MPhil)	Lecturer in Odia, G.P.R. College, Kuntara, Sambalpur. (SSB-2016)	UGC-NET M.Phil
13.	Prithumita Biswas	2012-14	Vikash Junior College, Nawarangapur	
14.	Banaja Priyadarshini Sahu	2012-14	Computer Teacher, Vikash Vidyalaya,	
15.	Ballabh Jani	2012-14	Lecturer in Odia, Kotpad College, Kotpad (SSB-2016)	UGC-NET
16.	Minakshi Moharana	2013-15	Guest Lecturer in Odia, Govt. College, Koraput	
17.	Madhusmita Jena	2014-16	Guest Lecturer in Odia, Gobindpali College, Malkangiri	
18.	Sagarika Patra	2012-14	Guest Lecturer in Odia, Kundra College, Koraput	
19.	Bilasini Mallik	2011-13	Madhubabu Ancahluk Mahabidyalaya, Potteru, Malkangiri	UGC-NET
20.	Archana Swain	2009-11	SSD High School, Ambadola, Rayagada	
21.	Sunadhara Krisani	2010-12	Primary Teacher, Lamtaput	
22.	Hemanta Halba	2010-12	Primary Teacher, Koraput	
23.	Nabakishore Khara	2010-12	Lecturer in Odia, Padua College, Koraput	
24.	Anil Kumar Panigrahi	2010-12	Odia Teacher, Chinmaya Bidyalaya, Therubali, Rayagada	
25.	Muralidhar Nayak	2010-12	Lecturer in Odia, College, Bhawanipatna	

26.	Anita Barik	2010-12	Teacher, Saint School, Koraput	
27.	Sanyasi Dakua	2010-12	Teacher, Saraswati Sishu Mandir, Sunabeda, Koraput	
28.	Mir Mustakim Alli	2009-11	Junior Staff, Government Hospital, Koraput	
29.	Kanakdei Bharea	2014-16	Bidyarthi College, Nabarangapur	
30.	Arun Kumar Raj	2010-12	Lecturer in Odia, Malkangiri College, Malkangiri (SSB-2016)	UGC-NET Ph.D Continuing
31.	Biswanath Sahu	2015-16 (MPhil)	Lecturer in Odia, Barapali College, Baragarh (SSB-2016)	UGC-NET M.Phil Continuing
32.	Jaladhar Dash	2015-16 (MPhil)	Lecturer in Odia, Anchalika Mahabidylaya, Hatadihi, Keonjhar (SSB-2016)	UGC-JRF/NET M.Phil Continuing
33.	Laxmipriya Patra	2013-14 (Ph.D)	Lecturer in Odia, Pattamundai College, attamundai, Kendrapara. (SSB-2016)	UGC-JRF/NET Ph.D Continuing

35. Student progression:

Student progression	Percentage against enrolled
UG to PG	Nil
PG to M.Phil.	7.5%
PG to Ph.D.	3%
Ph.D. to Post-Doctoral	Nil
Employed	50%
• Campus selection	Nil
• Other than campus recruitment	100%
Entrepreneurs	Nil

36. Diversity of staff:

Percentage of faculty who are	
graduates of the same university	Nil
from other universities within the State	50%
from universities from other States	50%
from universities outside the country	Nil

37. Number of faculty who were awarded M.Phil., Ph.D., D.Sc. and D.Litt. during the assessment period: One faculty was Ph.D. (Dr. P.K. Swain)

38. Present details of departmental infrastructural facilities with regard to

Library: Nil

Internet facilities for staff and students: Available

Total number of class rooms: 03

Class rooms with ICT facility: 01

Students' laboratories: Nil

Research laboratories: Nil

39. List of doctoral, post-doctoral students and Research Associates

- from the host institution/university: NIL
- from other institutions/universities: NIL

40. Number of post graduate students getting financial assistance from the university:22

41. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology: NIL

42. Does the department obtain feedback from:

- a. Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?

Yes

- b. Students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?

Students' feedback in each semester is being taken for self analysis of the faculty members.

- c. Alumni and employers on the programmes offered and how does the department utilize the feedback?

NIL

43. List the distinguished alumni of the department (maximum 10):

Sl.No.	Name of the Alumini	P.G. Batch	Present Post Hold	Remarks
1.	Asish Kumar Sahu	2010-12	Lecturer in Odia, Ravenshaw University Cuttack (Odisha)	UGC-JRF
2.	Haragouri Masti	2010-12	Revenue Inspector, (R.I.),Boipariguda, Koraput	
3.	Pralhad Khilo	2009-11	Ad-hoc Lecturer in Odia, Panchyat College, Bargarh	UGC-NET
4.	Niroja Sekhari Sahu	2009-11	Lecturer in Odia, Dasmantapur Degree College, Koraput	Passout M.Phil. (Odia)
5.	Suryakanti Nayak	2011-13	Guest Lecturer in Odia, Govt. College, Koraput	Passout M.Phil. (Odia)
6.	Smita Bisoi	2011-13	Lecturer in Odia, Kotpad Junior College	
7.	Khageswar Dumari	2010-12	JoganaSahayak, P.D.S. Lamtaput, Koraput	
8.	Titun Khara	2010-12	Junior Lecturer in Odia, Sindhedevimahabidylaya, Nandapur, Koraput	Passout M.Phil. (Odia)

9.	Pratap Kondagori	2010-12	Junior Lecturer in Odia, SSD Girls High School, dangasil, Rayagada	
10.	Swadhin Sangita Nayak	2010-12	Junior Lecturer in Odia, SSD Girls High School, Raighar, Nawarangpur	

44. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts.

Special lectures are conducted regularly by inviting eminent literary persons.

45. List the teaching methods adopted by the faculty for different programmes

- Interactive Method
- ICT Method
- Group Discussions

46. How does the department ensure that programme objectives are constantly met and learning outcomes are monitored?

Different activities are taken for achieving objectives i.e., regular students seminars, exposure to different field areas, preparing different project report in P.G. reports ,collecting rare literatures etc.

47. Highlight the participation of students and faculty in extension activities.

Students are participating in different cultural and academic activities at state and national level.

48. Give details of “beyond syllabus scholarly activities” of the department:

Social activities like participating different awareness programmes, Blood donation camps, participation in cultural programmes, sports activities, debate, essay and quiz competitions.

49. State whether the programme/ department is accredited/ graded by other agencies? If yes, give details.

Not yet accredited

50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied

The research output are published in different journals, edited Books, and sole Books which are addition to new knowledge and opening new horizons for critical analysis and

comparative studies of different literatures.

51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

Strengths:

1. Qualified faculty & Researchers.
2. Outcomes of very good students & Scholars with very good placements.
3. Most of the students are qualifying UGC-NET/JRF
4. High quality research output of faculty members.
5. Scope for comparative research in Literature and Tribal Languages.

Weaknesses:

1. Insufficient of Faculty members
2. Lack of Infrastructure
3. Lack of Infrastructure and study materials for visual challenged students
4. Lack of human resources is constraint for organising seminars and workshops
5. No department Library

Opportunities:

1. Odia Language after getting the 6th Indian Classical Language status; so many opportunities are there for placement
2. Opportunities for comparative research in Literature
3. Opportunities for research in Tribal Languages
4. Opportunities for NET and other competitive coaching
5. Opportunities for providing training in computer knowledge in Odia language and getting job in different media organisations.

Challenges:

1. To create new environment in the field of teaching and research for the enrichment of Odia language and literature with modern prospective.
2. Preservation of oral literature, manuscripts and palm leaf manuscripts.
3. Translating different texts in different tribal languages.
4. Establishing a Language chair in the name of a renowned odia writer.
5. Making different outreach programmes in different corridors of nation regarding prospective of Odia Language and Literature.

52. Future plans of the department:

The Department of Odia Language and Literature comes under the School of Language and offers Master of Arts course since its inception in 2009. The course study of M.A. is revised in regular intervals and made up to date. Department provides **specialized teaching in Comparative Literature, Translation Studies, Folk Literature tribal**

studies etc. The diverse field of the M.A course adopted modern technology in editing and translation. Master of Philosophy and Doctor of Philosophy courses were introduced in the department since the academic year of 2013-14. The Department has been active in its research activities since its inception. The teachers of the department supervise dissertation for Masters Programme where students get anthropological and sociological field work exposure in the fourth semester. Sizeable number of students from the department cleared UGC-JRF/NET and some of them secured employment in reputed governmental and non-governmental sectors.

Since the Central University of Orissa is established in Koraput region in the admist of diversified cultural groups and communities who speak various languages and dialects. There are 62 indigenous groups are inhabiting in the region. Keeping in view of the rich cultural heritage and other linguistic aspects of the local people, it is prime job of the Department to **document and preserve the folklore and oral literature** by means of seminars, symposiums, workshops etc. Issues like explorations, research, experiments by **collecting and compiling the elements of language and literature through anthropological and socio-cultural comparative perspective** is on the pipeline. Pioneering works pertaining to research on language, literature and culture have been done but it is the high time to **continue the old tradition with new approach** by coordinating Odia language with culture and literature. **The verge of extinction and the dying out cultures with the impact of globalization and modernity can be preserved and saved.**

Odia language and literature has an ancient history with rich cultural heritage and uniqueness, because of this trait it has attained the status of 6th classical language of India in the recent past. To keep the past tradition of Odia language and literature live, it was proposed to **organize and conduct various research works which give boost to Odia for its growth.** To cater the various issues pertaining to growth and progress of the Odia language there is a necessity of **departmental annual research journal** with good repute of national standard. For the further growth of the above cause University must have **one classical language chair**, which was duly recommended by government of India.

Proposing strategic measures and steps to connect Odia Language and Literature to commoners and thereby initiating a new look with sensible values and ideas to Odia language. In this regard **creating awareness** in a more attractive ways so that it will enable to enrich the growth and prosper of Odia language and literature. For the benefit of non-Odia people the department has proposed to run certificate and diploma programme in Odia language under MIL, which also help in growth and expansion of Odia language.

Evaluative Report of the Department of Sanskrit

1. Name of the Department: **Department of Sanskrit**
2. Year of establishment: **2015**
3. Is the Department part of a School/Faculty of the university? **Yes, It is part of School of Languages of the Central University of Orissa**
4. Names of programmes offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., D.Sc., D.Litt., etc.): **PG in Sanskrit**
5. Interdisciplinary programmes and departments involved: **Nil**
6. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Nil**
7. Details of programmes discontinued, if any, with reasons: **Nil**
8. Examination System: Annual/ Semester/Trimester/Choice Based Credit System: **Semester Examination System with Choice Based Credit System**
9. Participation of the department in the courses offered by other departments: **Nil**
10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others):

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	1	0	
Associate Professors	2	0	
Asst. Professors	4	0	
Others (Contractual Lecturer)		2	

11. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

Name	Qualification	Designation	Specialization in PG & Research Level	Teaching Experience (Year/Month)	M.Phil. & Ph.D. Guidance (Last 4years)
Komura Prasad Chary	M.A. M.Phil., UGC-NET	Guest Faculty & Department In Charge	Poetics, Literature	6 months	NA

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors:

Prof. Raghunath Panda, Former Professor, P.G. Dept. of Sanskrit, Utkal University, Vanivihar, Bhubaneswar

-
13. Percentage of classes taken by temporary faculty – programme-wise information:
MA.- 100%
14. Programme-wise Student Teacher Ratio: **P.G. = 3: 1,**
15. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual: **Nil**
16. Research thrust areas as recognized by major funding agencies: **Nil**
17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.
Nil
18. Inter-institutional collaborative projects and associated grants received: **Nil**
- a) National collaboration: **Nil**
b) International collaboration: **Nil**
19. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.
Nil
20. Research facility / centre with
- state recognition: **Nil**
 - national recognition: **Nil**
 - international recognition: **Nil**
21. Special research laboratories sponsored by / created by industry or corporate bodies: **Nil**
22. Publications:
- Chapters in books: **Nil**
 - Edited Books: **Nil**
 - Number of papers published in peer reviewed journals (national / international):
Papers: International-1, National-6, Creative Writings (stories, poems, dramas)- 8
 - Monographs: **Nil**
 - Books with ISBN with details of publishers: **Nil**
 - Number listed in International Database (For *e.g.* Web of Science, Scopus,): **Nil**
 - Humanities International Complete, Dare Database: **Nil**
 - International Social Sciences Directory, EBSCO host, etc.: **Nil**
 - Citation Index – range / average: **Nil**
 - SNIP: **Nil**
 - SJR: **Nil**
 - Impact Factor – range / average: **Nil**
 - h-index: **Nil**
-

23. Details of patents and income generated: Nil
24. Areas of consultancy and income generated: Nil
25. Faculty selected nationally / internationally to visit other laboratories / institutions industries in India and abroad: Nil
26. Faculty serving in:
- National committees: Life Member, Prof. K.V. Sarma Research Foundation, Gandhinagar, Adyar, Chennai
 - International committees: Nil
 - Editorial Boards: Nil
 - any other (please specify): Nil
27. Faculty recharging strategies (UGC, ASC, Refresher / orientation programs, workshops, training programs and similar programs):
- UGC, ASC, Refresher / orientation programs
 - Workshops & training programs: Nil
28. Student projects:
- percentage of students who have done in-house projects including inter-departmental projects: Nil
 - percentage of students doing projects in collaboration with other universities/ industry / institute: Nil
29. Awards / recognitions received at the national and international level by:
- Faculty: Nil
 - Doctoral / Post-Doctoral fellows: Nil
 - Students: Nil
30. Seminars/ Conferences/Workshops organized and the source of funding (national /international) with details of outstanding participants, if any.: Nil
31. Code of ethics for research followed by the departments: Nil
32. Student profile programme-wise:

Name of the Programme(refer to question no. 4)	Year (admission)	Applications received	Selected		Pass percentage	
			Male	Female	Male	Female
M.A. in Sanskrit	2015-17	20	1	3	Ongoing	
M.A. in Sanskrit	2016-18	41	2	12	Ongoing	

33. Diversity of students:

Name of the Programme (refer to question no. 4)	Year (admission)	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State
M.A. in Sanskrit	2015-17		100	0
	2016-18			

34. How many students have cleared Civil Services and Defence Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise.

Nil

35. Student progression:

Student progression	Percentage against enrolled
UG to PG	Nil
PG to M.Phil.	Nil
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed	
• Campus selection	Nil
• Other than campus recruitment	Nil
Entrepreneurs	Nil

36. Diversity of staff:

Percentage of faculty who are	
graduates of the same university	Nil
from other universities within the State	50%
from universities from other States	50%
from universities outside the country	Nil

37. Number of faculty who were awarded M.Phil., Ph.D., D.Sc. and D.Litt. during the assessment period: Nil

38. Present details of departmental infrastructural facilities with regard to

Library: Nil

Internet facilities for staff and students: Available

Total number of class rooms: 02

Class rooms with ICT facility: Nil

Students' laboratories: Nil

Research laboratories: Nil

39. List of doctoral, post-doctoral students and Research Associates

- from the host institution/university: Nil
- from other institutions/universities: Nil

-
40. Number of post graduate students getting financial assistance from the university: 01
41. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology: NIL
42. Does the department obtain feedback from:
- a. Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?
Yes
 - b. Students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?
The Department is utilising the feedback received from the students for the development of teaching and learning.
 - c. Alumni and employers on the programmes offered and how does the department utilize the feedback?
NIL
43. List the distinguished alumni of the department (maximum 10): Not applicable
44. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts.
NIL
45. List the teaching methods adopted by the faculty for different programmes
For M.A. programme-
- i. Student teacher discussion on topics related to the courses.
 - ii. Use of black-board in the classrooms to brief the students.
46. How does the department ensure that programme objectives are constantly met and learning outcomes are monitored? Through different tests and interaction
47. Highlight the participation of students and faculty in extension activities.: NIL
48. Give details of “beyond syllabus scholarly activities” of the department:
- i. Students are briefed in the classes on subjects related to the courses also.
 - ii. Faculties of the Department are participating in various National Seminars.
 - iii. Research papers and creative writings of the faculties are published in different National and International journals.
49. State whether the programme/ department is accredited/ graded by other agencies? If yes, give details.
Not yet accredited
-

50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied

The Department has introduced courses (viz. Yoga, Ayurveda, environmental studies, language studies) on the syllabus which will enable the students to know the ancient Indian knowledge system and apply them in a new perspective.

51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

Strengths:

- Study atmosphere in the Campus.
- Library facility for both students and Faculty in Central Library.

Weaknesses:

- Lack of sufficient number of faculties.

Opportunities:

- Job Oriented. After completing the M.A. course, the students will be able to get jobs in various government sectors viz. School teachers, language trainees, junior lecturers.

Challenges:

- Creating awareness among the students to opt Sanskrit study and also among the common people to understand the hidden treasure of Sanskrit Language

52. Future plans of the department:

- To establish a Departmental library
- To establish a manuscript library in the Department for working in the unpublished and unnoticed literary heritage of Indian knowledge system
- To undertake various research projects in Sanskrit to enhance the research potential of the Department

Evaluative Report of the Department of Sociology

1. Name of the Department: **Department of Sociology**
2. Year of establishment: **2009**
3. Is the Department part of a School/Faculty of the university? **Yes/ the Department of Sociology under the School of Social Sciences**
4. Names of programmes offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., D.Sc., D.Litt., etc.): **M.A., M.Phil. and Ph.D. Programmes**
5. Interdisciplinary programmes and departments involved: **Course is designed as per choice based credit system**
6. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Not done yet**
7. Details of programmes discontinued, if any, with reasons: **No programme has been discontinued in the Department**
8. Examination System: Annual/ Semester/Trimester/Choice Based Credit System: **Semester Examination System with Choice Based Credit System**
9. Participation of the department in the courses offered by other departments: **Yes**
10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others):

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	01	Nil	Nil
Associate Professors	02	Nil	Nil
Asst. Professors	04	01	Nil
Others (Contractual Lecturer)		02	Nil

11. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

Name	Qualification	Designation	Specialization In PG & Research Level	Teaching Experience (Year/Month)	M.Phil. & Ph.D. Guidance (Last 4 years)
Dr. Kapila Khemundu	Ph. D.	Assistant Professor	Sociological Theories and Methodology, Social Change and Development, Subaltern Studies	About 11 years of Teaching and Research Experience	7 M. Phil., Students

Dr. Aditya Keshari Mishra	Ph. D.	Assistant Professor (on-contract)	Sociology of Development, Sociology of Health, Sociology of Tribal Studies	6 years teaching	NIL
Dr. Sagarika Mishra	Ph. D.	Faculty (Consolidated)	Gender and Society, Sociology of Environment, Industrial Sociology	3 years of teaching	NIL

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors: Nil
13. Percentage of classes taken by temporary faculty – programme-wise information:
In the entire programme about 60% classes are taken by temporary Faculty
14. Programme-wise Student Teacher Ratio: M. A. - 20: 1, M. Phil – 10: 1, Ph. D.- 4: 1
15. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual:
At present only one supporting staff (on contract) catering to the needs of Sociology and Economics Department.
16. Research thrust areas as recognized by major funding agencies:
Sociology of Tribal Society, Industrial Sociology, Sociology of Health, Social Change and Development
17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.
Presently we don't have any research project in the Department of Sociology.
18. Inter-institutional collaborative projects and associated grants received: Nil
 - c) National collaboration: Nil
 - d) International collaboration: Nil
19. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.
Nil
20. Research facility / centre with
 - state recognition: Yes
 - national recognition: Yes
 - international recognition: Nil

21. Special research laboratories sponsored by / created by industry or corporate bodies: Nil

22. Publications:

- Chapters in books: Nil
- Edited Books: Nil
- Number of papers published in peer reviewed journals (national / international): 03
- Monographs: Nil
- Books with ISBN with details of publishers: 01
- Number listed in International Database (For e.g. Web of Science, Scopus,): Nil
- Humanities International Complete, Dare Database: Nil
- International Social Sciences Directory, EBSCO host, etc.: Nil
- Citation Index – range / average: Nil
- SNIP: Nil
- SJR: Nil
- Impact Factor – range / average: Nil
- h-index: Nil

Publication of Dr. K. Khemundu

Research Journals

1. Khemundu, Kapila. "Role of Right to Information Act in the Fight Against Corruption in India", *Radical Humanist*, June 2006, Vol. 70, No. 3, pp.31-34.
2. Khemundu, Kapila. "Right to Information as Empowering People", *Social Action*, Oct-Dec 2006, Vol.56, No. 04, pp. 344-349.
3. Khemundu, Kapila. "The Hard Won Legislation on RTI Act Becoming a Bitter Pill Centering Round the Issues of File Notings", *Radical Humanist*, January 2007, Vol. 70, No.10, pp.33-36.

Book Published

1. Khemundu, Kapila, 2013. *Indian Sociology: Engagement with Values*, Kalpaz Publication, Delhi

Publications of Dr. A. Mishra

Research Journals

1. Mishra, A. (2003) Social Capital: An Alternative Paradigm to Development". *The Fourth World*, National Institute of Social Work and Social Sciences, Bhubaneswar, No. 17.
2. Mishra, A. (2004) Innovation in Agricultural Research and Extension: A Multi-agential approach through NATP", *The Third Concept: An International Journal of Ideas*, November, Vol. 17, 201.
3. Mishra, A. (2004) National Agricultural Technology Project: Transcending 'Technological Gap'". *The Kurukshetra: A Journal on Rural Development*, Ministry of Rural Development, New Delhi, Vol. 52, No. 07.
4. Mishra, A. (2004) NGOs and Literacy Campaign: A Vision through REFLECT, A Study in Yakshi, Hyderabad". *The Third Concept: An International Journal of Ideas*, New Delhi, Vol. 18, No. 208.

5. Mishra, A. (2004) Social Capital: Alternative Model for Viable Development". *The Kurukshetra: A Journal on Rural Development*, Ministry of Rural Development, New Delhi, Vol. 53, No. 01.
6. Mishra, A. (2004) The Participatory Governance: Towards a Public-Private Partnership". *Journal of Good Governance*. People's Vision Publication, Hyderabad, *Special Issue*.
7. Mishra, A. (2004) Working of Gram Panchayat in Orissa: Some Reflections". *The Orissa Review*. Information and Public Relations Department, Government of Orissa, Bhubaneswar, Vol. LX, No. 12.
8. Mishra, A. (2005) Microfinance through Self-Help Groups: An Interpretative Understanding through Social Capital". *Journal of Small Enterprises Development, Management, and Extension (SEDME)*. Hyderabad: National Institute of Small Industry Extension Training (NISIET), Vol. 32, No. 01.
9. Mishra, A. (2006) What Happened to Technology Dissemination and Adoption? A Study of Dissemination of Agricultural Technologies in Orissa". *Social Action*. New Delhi: Indian Social Institute (ISI), Vol. 56, No. 01.
10. Mishra, A. and Mishra, B.K. (2004) Privatization of Higher Education: A Sociological Interrogation". *The Delhi Business Review: An International Journal of Society for Human Transformation and Research*, Society for Human Transformation and Research, New Delhi, Vol. 05, No. 02.
11. Mishra, A. and Mishra, B.K. (2006) Right to Information: Need for Decentralization and Procedural Simplification". *Social Action*. New Delhi: Indian Social Institute (ISI), Vol. 56, No. 04.
12. Mishra, A. and Mishra, S. (2008) Water Pollution and Changing Livelihood Systems: A Study of Patancheru Industrial Belt of Andhra Pradesh. *Journal of Rural Development*, National Institute of Rural Development, Hyderabad, Vol. 27, No. 04.
13. Mishra, A. and Mishra, S. (2014) Industrialising Nature: Inventiveness or Imperilment? Interrogating Nature-Culture Nexus Sustainability. *Ravenshaw Journal of Economics*, Volume 02, 2014.

Publication of Research Papers in Edited Volumes

1. Mishra, A. (2006) Changing Profile of Agriculture in Orissa: Towards a Policy Framework through NATP" in Sachidananda Satapathy (ed.) *Orissa Vision-2020*. Cuttack; New Age Publications.
2. Mishra, A. (2006) National Agricultural Technology Project: Transcending 'Technology Gap'" in S. B. Verma, S. K. Jiloka and Kannaki Das (eds) *Rural Education and Technology*, Deep and Deep Publications, New Delhi, 2006 (Reprint).
3. Mishra, A. (2006) Social Capital: Alternative Model for Viable Development" in S. B. Verma, P.N. Sankaran and R. K. Shrivastawa (eds.) *Rural-Based Development Strategies*, Deep and Deep Publications, New Delhi, 2006 (Reprint).
4. Mishra, A. (2007) Local Community, Social Capital and Forest Management" in K.K. Misra (ed.) *Traditional Knowledge in Contemporary Societies: Challenges and Opportunities*, Indira Gandhi Rashtriya Manav Sangrahalaya, Bhopal and Pratibha Prakashan, Delhi, 2007.
5. Mishra, A. (2009) Reforms in Dissemination of Technology in Agriculture: A Study of National Agricultural Technology Project in India" in V. B. Jugale (ed.) *Economic Growth and Foreign Trade Relations among India, China and Asean*. New Delhi: Serials Publications.
6. Mishra, A. (2009) Sociology of Ageing in India: Perspectives and Policy Options" in M. V. Laxmi Devi (ed.) *Dimensions of Ageing in India*. New Delhi: Excel Publications.

7. Mishra, A. and Mishra, B.K. (2004) Development and Its Discontents: Locating Displacement and Gender” in Mamata Swain and others (eds.) Gender dimensions of displacement and resettlement. New Delhi: SSDN Publishers and Distributors.
8. Mishra, A. and Mishra, B.K. (2004) Governance through Participatory Decentralization: A Policy Framework through Social Capital” in Hiranmaya Dhara (ed.) *Coping with Globalization*. New Delhi: Concept Publication (Forthcoming).
9. Mishra, A. and Mishra, B.K. (2006) Sociology of Ageing in India: Perspectives and Policy Options” in Arvind Joshi (ed.) *Older Persons in India*. New Delhi: Serial Publications, 2006.

23. Details of patents and income generated: Nil

24. Areas of consultancy and income generated: Nil

25. Faculty selected nationally / internationally to visit other laboratories / institutions industries in India and abroad: Nil

26. Faculty serving in:

- National committees: Nil
- International committees: Nil
- Editorial Boards: Nil
- any other (please specify): Nil

27. Faculty recharging strategies (UGC, ASC, Refresher / orientation programs, workshops, training programs and similar programs):

- UGC, ASC, Refresher / orientation programs : NIL
- Workshops & training programs: NIL

28. Student projects:

- percentage of students who have done in-house projects including inter-departmental projects: 100%
- percentage of students doing projects in collaboration with other universities/ industry / institute: Nil

29. Awards / recognitions received at the national and international level by: Nil

- Faculty: Nil
- Doctoral / Post-Doctoral fellows: Nil
- Students: Nil

30. Seminars/ Conferences/Workshops organized and the source of funding (national /international) with details of outstanding participants, if any.:

Seminars: With collaboration of JNU and IIPA, Delhi Department of Sociology has conducted one National Seminar and with Collaboration of the District Administration one State Level Seminar has been organized. The Department has also conducted one Workshop.

31. Code of ethics for research followed by the departments:

Humanitarian, Rational and Scientific Approach

32. Student profile programme-wise:

Name of the Programme(refer to question no. 4)	Year (admission)	Applications received	Selected		Pass percentage	
			Male	Female	Male	Female
M.A. in Sociology	2009-11		15	15	100	100
M.A. in Sociology	2010-12		13	15	95	95
M.A. in Sociology	2011-13	160	11	19	100	100
M.A. in Sociology	2012-14	190	15	15	100	100
M.A. in Sociology	2013-15	135	17	33	100	100
M.A. in Sociology	2014-16	179	18	31	100	100
M.A. in Sociology	2015-17	104	14	16	Ongoing	
M.A. in Sociology	2016-18	85	9	18	Ongoing	
M.Phil. in Sociology	2013-14	83	3	1	100	0
M.Phil. in Sociology	2014-15	77	1	4	Ongoing	
M.Phil. in Sociology	2015-16	58	1	3	Ongoing	
Ph.D. in Sociology	2013-18	91	0	1	Ongoing	
Ph.D. in Sociology	2014-19	36	1	0	Ongoing	
Ph.D. in Sociology	2015-20	14	2	2	Ongoing	

33. Diversity of students:

Name of the Programme (refer to question no. 4)	Year (admission)	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State
M.A. in Sociology	2010-12	0	100	0
	2011-13	0	96.67	3.33
	2012-14	0	100	0
	2013-15	0	98	2
	2014-16	0	100	0
	2015-17	0	96.67	3.33
	2016-18			

34. How many students have cleared Civil Services and Defence Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise.

NET & JRF : 02

NET : 06

35. Student progression:

Student progression	Percentage against enrolled
UG to PG	Nil
PG to M.Phil.	95%
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed <ul style="list-style-type: none">Campus selectionOther than campus recruitment	Nil 45%
Entrepreneurs	Nil

36. **Diversity of staff:**

Percentage of faculty who are	
graduates of the same university	Nil
from other universities within the State	Nil
from universities from other States	100%
from universities outside the country	Nil

37. Number of faculty who were awarded M.Phil., Ph.D., D.Sc. and D.Litt. during the assessment period: Nil

38. Present details of departmental infrastructural facilities with regard to

Library: Nil

Internet facilities for staff and students: Available

Total number of class rooms: 02

Class rooms with ICT facility: Nil

Students' laboratories: Nil

Research laboratories: Nil

39. List of doctoral, post-doctoral students and Research Associates

- from the host institution/university: Doctoral student Only one
- from other institutions/universities: Doctoral Students three

40. Number of post graduate students getting financial assistance from the university: 16

41. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology: NIL

42. Does the department obtain feedback from:

- a. Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?

Regularly Department receives the feedback from the teachers and the curriculum of sociology Department has been revised thrice since its inception on 16th September, 2009.

- b. Students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?

Yes, Keeping on the views in the feedback, departmental staff meeting conducted to improve the condition.

- c. Alumni and employers on the programmes offered and how does the department utilize the feedback?

Nil

43. List the distinguished alumni of the department (maximum 10):

Sl.No.	Name of the Student	Admission Batch	Present Assignment
1	Alok Patra	2009-11	Ph.D.Scholar, Jawaharlal Nehru University
2	Biswajit Mohanty	2009-11	District Coordinator, Women And Child Deptt. Nowrongpur
3	Krushna Chetty	2010-12	Ph.D.Scholar, Central University of Gujarat
4	Abhimanuyu Ragadi	2011-13	Livelihood Expert-Mission Shakti, Koraput
5	Debadatta Nayak	2012-14	Project Fellow, Rajiv Gandhi University, Arunachal Pradesh
6	Ankurita Nayak	2012-14	Lecturer, Womens' College, Sunabeda, Koraput
7	Lingaraj Pradhan	2012-14	Project Coordinator, Sova
8	Chakrapani Sahu	2013-15	Lecturer, Vikram Dev Autonomous College, Jeypore, Koraput
9	Sunil Mohapatra	2012-14	Lecture Devendra Satapathy Memorial College, Dhenkanal
10	Bishnu Mohaptra	2012-14	Ph.D. Scholar, NCDS, Bhubaneswar

44. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts.

- Special lecture: Total four special lectures have been organised
- Workshop: One Workshop has been organized
- Seminar: Two Seminars have been organised

45. List the teaching methods adopted by the faculty for different programmes

M.A.: Classroom lecture, seminar presentations (Oral and PPT), Group Interaction and Learning, Field Exposure Visits.

M. Phil.: Classroom lecture, seminar presentations (Oral and PPT), Field Study method.

Ph. D. : Classroom lecture, seminar presentations (Oral and PPT), Field Study method

46. How does the department ensure that programme objectives are constantly met and learning outcomes are monitored?

Through the student and teacher feedback system

47. Highlight the participation of students and faculty in extension activities.

University programmes and functions: 100%

Co-curricular activities: Always there is representation from the Department of Sociology

48. Give details of “beyond syllabus scholarly activities” of the department:

Exposure visits, Departmental get-togethers (Welcoming the fresh batch and giving farewell to outgoing batch, Departmental Seminars, Students Seminar, Invited lecture)

49. State whether the programme/ department is accredited/ graded by other agencies? If yes, give details.

Not yet accredited

50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied:

Blending traditional indigenous social practices and culture of the tribes of the locality with the modern knowledge system.

51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

Strengths:

Well qualified faculty members

Weaknesses:

Inadequate number of faculty

Opportunities:

Indigenous communities provide great opportunity for the Scholars and Researcher

Challenges:

Enrolment of students from different parts of the country

52. Future plans of the department:

- Organizing seminars, Workshops, Conferences
 - Conducting Methodology Courses
 - Inviting Visiting Professors
 - Establishment of Departmental Library
 - Research collaboration with other institutions
 - Academic Exchange Programme
 - The Department aspires to emerge as a Centre for Academic Excellence in the field of Sociology
-

Evaluative Report of the Department of Statistics

1. Name of the Department: **Department of Statistics**
2. Year of establishment: **2015**
3. Is the Department part of a School/Faculty of the university? **Yes, School of Applied Sciences**
4. Names of programmes offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., D.Sc., D.Litt., etc.): **M.Sc. in Applied Statistics and Informatics- PG**
5. Interdisciplinary programmes and departments involved:
 - **Integrated M.Sc. in Mathematics (5 years programme)**
 - **M.A. in Economics**
6. Courses in collaboration with other universities, industries, foreign institutions, etc.:
No collaborative programmes offered in this Department
7. Details of programmes discontinued, if any, with reasons: **Nil**
8. Examination System: Annual/ Semester/Trimester/Choice Based Credit System: **Semester Examination System with Choice Based Credit System**
9. Participation of the department in the courses offered by other departments:
 - **Operation Research-I- Mathematics**
 - **Probability Theory-I- Mathematics**
10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others):

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	1	0	
Associate Professors	2	0	
Asst. Professors	4	1	
Others (Contractual Lecturer)		1	

11. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

Name	Qualification	Designation	Specialization in PG & Research Level	Teaching Experience (Year/Month)	M.Phil & Ph. D Guidance (Last 4 years)
Dr. Mahesh Kumar Panda	Ph.D.	Assistant Professor	Statistics	Around 3 years	Nil
Mr. Kirtiman Gopanayak	M.Sc.	Lecturer (in contract)	Statistics	Nil	Nil

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors:

- Prof. (Retd.) Swadheenanda Pattanayak, Former Director, Institute of Mathematics & Applications, Bhubaneswar
- Prof. (Retd.) Jitendra Sarangi, Department of Statistics, Utkal University, Bhubaneswar
- Prof. (Retd.) Somanath Bagh, Department of Statistics, Sambalpur University

13. Percentage of classes taken by temporary faculty – programme-wise information:

M.Sc. in Applied Statistics and Informatics: **40%**

14. Programme-wise Student Teacher Ratio:

M.Sc. in Applied Statistics and Informatics: **=15:1**

15. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual: **Nil**

16. Research thrust areas as recognized by major funding agencies

- Optimal design
- Reliability engineering
- Survival analysis

17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.

Nil

18. Inter-institutional collaborative projects and associated grants received: **Nil**

- a) National collaboration: **Nil**
b) International collaboration:

Sl. No.	Title of the inter-institutional collaborative project	Name of the institution	National /International	Amount
1	Erasmus Mundus project/ TS studies at Vilnius University for 1 month	Vilnius University, Lithuania	International	2500 Euro

19. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.

Nil

20. Research facility / centre with

- state recognition: Nil
- national recognition: Nil
- international recognition: Nil

21. Special research laboratories sponsored by / created by industry or corporate bodies: Nil

22. Publications:

- Chapters in books: Nil
- Edited Books: Nil
- Number of papers published in peer reviewed journals (national / international): 03
- Monographs: Nil
- Books with ISBN with details of publishers: Nil
- Number listed in International Database (For *e.g.* Web of Science, Scopus,): Nil
- Humanities International Complete, Dare Database: Nil
- International Social Sciences Directory, EBSCO host, etc.: Nil
- Citation Index – range / average: Nil
- SNIP: Nil
- SJR: Nil
- Impact Factor – range / average: Nil
- h-index: Nil

Publications of Dr. Mahesh Kumar Panda, Asst. Professor

Research Journal:

1. Panda, M. (2011) A-optimal designs for an additive cubic model, Statistics and Probability Letters, 81(2), 259-266.
2. Panda, M. (2011) Optimal designs of multi-response mixture experiments, Journal of the Indian Society of Agricultural Statistics, 65(1), 91-98.
3. Panda, M. (2011) Optimal design for second degree K-model for mixture experiments based on weighted simplex centroid design, Metron – International Journal of Statistics, vol. LXIX (3), 251-263.

23. Details of patents and income generated: Nil

24. Areas of consultancy and income generated: Nil

25. Faculty selected nationally / internationally to visit other laboratories / institutions industries in India and abroad: Nil

26. Faculty serving in:

- i. National committees: Nil
- ii. International committees: Nil
- iii. Editorial Boards: Nil
- iv. any other (please specify): Nil

27. Faculty recharging strategies (UGC, ASC, Refresher / orientation programs, workshops, training programs and similar programs):

- UGC, ASC, Refresher / orientation programs = 01
- Workshops & training programs: 06

28. Student projects:

- percentage of students who have done in-house projects including inter-departmental projects: 100%
- percentage of students doing projects in collaboration with other universities/ industry / institute: Nil

29. Awards / recognitions received at the national and international level by: Nil

- Faculty: Nil
- Doctoral / Post-Doctoral fellows: Nil
- Students: Nil

30. Seminars/ Conferences/Workshops organized and the source of funding (national /international) with details of outstanding participants, if any.: Nil

31. Code of ethics for research followed by the departments: Nil

32. Student profile programme-wise:

Name of the Programme (refer to question no. 4)	Year (admission)	Applications received	Selected		Pass percentage	
			Male	Female	Male	Female
M.Sc. In Applied Statistics & Informatics	2015-17	102	15	10	Ongoing	
M.Sc. In Applied Statistics & Informatics	2016-18	25	3	6	Ongoing	

33. Diversity of students:

Name of the Programme (refer to question no. 4)	Year (admission)	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State
M.Sc. in Statistics	2015-17		84	16
	2016-18			

34. How many students have cleared Civil Services and Defence Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise. :Nil

35. Student progression:

Student progression	Percentage against enrolled
UG to PG	Nil
PG to M.Phil.	Nil
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed	
• Campus selection	Nil
• Other than campus recruitment	Nil
Entrepreneurs	Nil

36. Diversity of staff:

Percentage of faculty who are	
graduates of the same university	Nil
from other universities within the State	Nil
from universities from other States	100%
from universities outside the country	Nil

37. Number of faculty who were awarded M.Phil., Ph.D., D.Sc. and D.Litt. during the assessment period: Nil

38. Present details of departmental infrastructural facilities with regard to

Library: Issuing books from Central Library

Internet facilities for staff and students: Available

Total number of class rooms: 01

Class rooms with ICT facility: Nil

Students' laboratories: Nil

Research laboratories: Nil

39. List of doctoral, post-doctoral students and Research Associates

- from the host institution/university: Nil
- from other institutions/universities: Nil

40. Number of post graduate students getting financial assistance from the university: 05

41. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology: NIL

42. Does the department obtain feedback from:

- a. Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?

NIL

- b. Students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?

NIL

- c. Alumni and employers on the programmes offered and how does the department utilize the feedback?

NIL

43. List the distinguished alumni of the department (maximum 10): **Not applicable**

44. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts.

NIL.

45. List the teaching methods adopted by the faculty for different programmes

- **Interactive Method**
- **ICT Method**
- **Group Discussions**

46. How does the department ensure that programme objectives are constantly met and learning outcomes are monitored? **Nil**

47. Highlight the participation of students and faculty in extension activities.: **Nil**

48. Give details of “beyond syllabus scholarly activities” of the department: **Nil**

49. State whether the programme/ department is accredited/ graded by other agencies? If yes, give details.

Not yet accredited

50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied: **Nil**

51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

Strengths:

- **Study atmosphere in the Campus.**

- Library facility for both students and Faculty in Central Library.

Weaknesses:

- Lack of sufficient number of faculties and infrastructure

Opportunities:

- Job Oriented,
- Signing MoU with foreign institutes for teacher and student exchange programme

Challenges:

- Creating awareness among the students to opt Statistics for doing Master Degree

52. Future plans of the department:

- ✓ To start research programme in the coming Academic Year
- ✓ To develop interdisciplinary statistical models for use in the subjects
- ✓ To develop a departmental seminar library

Evaluative Report of the Department of Teacher Education

1. Name of the Department: Dept. of Teacher Education
2. Year of establishment: 2013
3. Is the Department part of a School/Faculty of the university?
Yes: Under School of Education & Educational Technology
4. Names of programmes offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., D.Sc., D.Litt., etc.):
UG: Bachelor of Education (B.Ed.)
5. Interdisciplinary programmes and departments involved: Nil
6. Courses in collaboration with other universities, industries, foreign institutions, etc.: Nil
7. Details of programmes discontinued, if any, with reasons: Nil
8. Examination System: Annual/ Semester/Trimester/Choice Based Credit System:
Semester System (As per NCTE Norms)
9. Participation of the department in the courses offered by other departments: Nil
10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others):

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	1	0	
Associate Professors	2	0	
Asst. Professors	4	1	
Others (Contractual Lecturer)		8	

11. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

Name	Qualification	Designation	Specialization in PG & Research Level	Teaching Experience (Year/ Month)	M.Phil. & Ph. D. Guidance (Last 4years)
Dr. Ramendra Kumar Parhi	M.A., M.Ed. M.Phil., Ph.D., PGDGC (NCERT), UGC- NET	Assistant Professor	Educational Psychology, Measurement & Evaluation, Education for Tribal Adolescents, Teacher Education	7 years	NIL
Dr. R.S.S. Nehru	Ph.D.	Lecturer	Child Psychology/ Comparative Education/Teacher Education	13 Years	NIL

Mr. K . V. Narasimha Rao	M.A.(Eng), M.Ed.	Lecturer	Pedagogy of English	2 Years	NIL
Mr. Santosh Jena	M.A., M.Ed. (UGC-NET/JRF)	Lecturer	Pedagogy of English, Special Education, Teacher Education.	2 Years	NIL
Mr. Akshya Kumar Bhoi	M.A., M.Phil., UGC-NET	Lecturer	Special Education	9 years	NIL
Dr. Shishir Kumar Bej	M.A., M.Ed., Ph.D.,	Lecturer	Statistics, Teacher Education, Research Methodology,	18 years	NIL
Mr. P. William Benarji	M. Phil.	Lecturer	Teaching Methods of Mathematics/ School Administration/E-Learning	6 Years	NIL
Miss B. Soren	M.A.	Lecturer	Sculpture (Visual Art)	03 months	NIL
Mr. Atish Kumar Satapathy	M.A., UGC-NET	Lecturer	Performing Arts	01 year	NIL

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors:

- Prof. S. K. Swain
- Dr. B. C. Mishra

13. Percentage of classes taken by temporary faculty – programme-wise information:

60%

14. Programme-wise Student Teacher Ratio: P.G. = 3: 60, M.Phil.= 2:10, Ph.D.= 1: 8

- 50:1 for Compulsory Classes,
- 25:1 for Methodology Classes

15. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual: Nil

16. Research thrust areas as recognized by major funding agencies:

- Teacher Education
- Education for Tribal Adolescents
- Inclusive Education (tribal education and special education)
- ICT in Education
- Value Education

17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.

Nil

18. Inter-institutional collaborative projects and associated grants received: Nil
- a) National collaboration: Nil
- b) International collaboration: Nil
19. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.
- Nil
20. Research facility / centre with
- state recognition: Nil
 - national recognition: Nil
 - international recognition: Nil
21. Special research laboratories sponsored by / created by industry or corporate bodies: Nil
22. Publications:
- Chapters in books: 10
 - Edited Books: 2
 - Number of papers published in peer reviewed journals (national / international): 98

Name of the Faculty	National Journals	International Journals	Total
Dr. R.K.Parhi	05	13	18
Dr. Poornima, R.	35	2	37
Dr. R.S.S. Nehru	04	22	26
Mr. Santosh Jena	-	2	02
Dr. S .K.Bej	04	03	07
Mr. A.K.Bhoi	03	Nil	03
Mr. P.WilliamBenarji	02	03	05
Total	53	45	98

- Monographs: 8
- Books with ISBN with details of publishers: 18
- Number listed in International Database (For *e.g.* Web of Science, Scopus,): Nil
- Humanities International Complete, Dare Database: 4
- International Social Sciences Directory, EBSCO host, etc.: Nil
- Citation Index – range / average: 6
- SNIP: Nil
- SJR: Nil
- Impact Factor – range / average: Nil
- h-index: Nil

Publications of Dr. Ramendra Parhi, Asst. Professor

1. Parhi, R.K. & Kant, N. (2013). A Study to find out the causes of Dropout among the SC and ST Students of Mayurbhanj and Keonjhar District of Odisha. *Edu Care* , Vol-I, No.-1, ISSN: 2319-5282.
2. Parhi, R.K. (2009). Construction of a Listening Comprehension Test. *Ideal Research Review*, Vol. No. -21, No-III, Patna, ISSN:-0973-0583.
3. Parhi, R.K. (2009). Study of Effects of Problem Solving Ability and Mechanical Aptitude on Academic Achievement of Engineering School Students” in the journal: *Research Journal of Social and Life Sciences*, Vol. 06, Year 03, Rewa, M.P. ISSN 0973-3914.
4. Parhi, R.K. (2011) “Environmental Education and Awareness” in the Edited book named: *Environmental Protection*, Gayatri Publications, Rewa, ISBN: 978-81-87364-44-3.
5. Parhi, R.K. (2011). Academic Anxiety, Self Concept and Achievement in Mathematics of Navodaya and Kendriya Vidyalay Students of Odisha. *Shodha Samiksha*, Vol. II, Issue-I, ISSN: 2249-5045.
6. Parhi, R.K. (2012). A Study of Adjustment among Tribal and Non Tribal Students of Secondary Schools in Kalahandi District of Odisha. *APH Publishing Corporation*, New Delhi, *Edu World*, Vol.I, No.-1, ISSN: 2319-7129.
7. Parhi, R.K. (2012). A Study to find out the causes of Dropout among the SC and ST Students of Mayurbhanj and Keonjhar District of Odisha. *Research Journal of Arts, Management & Social Sciences*, Vol.VII-II, Year-04, having ISSN: 0975-4083.
8. Parhi, R.K. (2012). Educational Problems of Tribal Adolescents in Nuapada District of Odisha. *International Journal of Educational Technology and Research*, Vol.I, No.-II, ISSN: 2278-232X.
9. Parhi, R.K. (2012). Effects of Mental Health and Parenting on Academic Achievement of Adolescents in Bhadrak District of Odisha. *APH Publishing Corporation*, New Delhi, *Thoughts on Education*, Vol. I, No. 1, ISSN: 2320-4710.
10. Parhi, R.K. (2013). A Comparative Study of Adjustment among Tribal and Non Tribal Adolescents of High Schools in Saraikela Kharsawan District. *Education Times*, Vol. I, No.-1 , ISSN: 2319-8265.
11. Parhi, R.K. (2013). A Study to find out the causes of Dropout among the SC and ST Students of Mayurbhanj and Keonjhar District of Odisha. *Education for All* , Vol-I, No.-1, ISSN: 2319-2437.
12. Parhi, R.K. (2013). An Investigation into the Problems of High School Tribal Students in Nabarangpur District with Regard to Education” *Learning Community*, ND Publication, New Delhi, ISSN: 0976-3201, Vol.4, Issue:2.
13. Parhi, R.K. (2014). Achievement Motivation in Adolescents in Relation to Sex and Socio-economic Status” in the Journal: *Education and Welfare* , Vol-I, No.-1,ISSN: 2320-1762.
14. Parhi, R.K.(2015). Construction of a Study Habits Inventory for Adolescents” in the Journal: *Journal of Contemporary Educational research and Innovations* , Issue-5, Vol.-5, ISSN: 2249-9636 (Online) and 2250-0618 (Print).

Books Published

Parhi, R K. *Educational Psychology*. APH Publishing Co., New Delhi. ISBN. 978-93-313-1943-2
Parhi, R K. *Educational Psychology, Measurement & Statistics*. APH Publishing Co., New Delhi. ISBN. 978-93-313-1944-9

Books Published by Dr. R. Poornima

Poornima, R. Emotional intelligence, occupational stress and job satisfaction of the special education teachers. Discovery Publishers, New Delhi. ISBN. 978-93-5056-009-7

Poornima, R. Occupational stress, professional burnout and job satisfaction of the University teachers. Discovery Publishers, New Delhi. ISBN. 978-93-5056-286-4

Publications of Dr. R.S.S. Nehru

1. Nehru, R.S.S. (2012) A Study on Home Advantage in Team and Individual Sports. International Journal of Edu Care – Vol: 1, APH, New Delhi-Nov-2012 ISSN: 2319~5282.pp. 274-281.
2. Nehru, R.S.S. (2012) A study of learning difficulties in 8th class students of Secondary schools in East Gowari District. International Journal of Edu Care – Vol: 1, APH, New Delhi-Nov-2012 ISSN: 2319~ 5282. pp .309-328.
3. Nehru, R.S.S. (2012) The influence of teaching techniques on changing and retention of certain attitudes among secondary school students- An Analytical Study. International Journal of Edu Care – Vol:1, APH, New Delhi-Nov-2012 ISSN: 2319~5282.pp.282-299.
4. Nehru, R.S.S. (2012) Awareness of child rights among 10th class students of Visakhapatnam district. International Journal of Edu Care – Vol: 1, APH, New Delhi-Nov-2012, ISSN: 2319~5282.pp.300-308.
5. Nehru, R.S.S. (2012) Identification of Soft Skills among 10th Class Students, of Visakhapatnam Corporation High Schools. International Journal of Edu Care – Vol: 1, APH, New Delhi-Nov-2012. ISSN-2319~5282.pp. 309-328.
6. Nehru, R.S.S. (2012) Attitude of Teachers towards the Importance of Distance Education in Chodavaram Mandal of Visakhapatnam District (Andhra Pradesh). International Journal of Education and Society, APH Publishers, New Delhi , January-December-2012.pp.139-149.ISSN: 2319-9687
7. Nehru, R.S.S. (2012) A Study on the Attitudes of Teachers towards School Complex in Primary Schools at Chodavaram Mandal of Visakhapatnam District (Andhra Pradesh). International Journal of Education and Society, January-December 2012 Issue. Pp.150-158. ISSN: 2319-9687
8. Nehru, R.S.S. (2012) A Study on Causes of Dropouts among Primary School Children in Narsipatnam Division. International Journal of Education at The Crossroads, January-December 2012 Issue .pp. 82-98. ISSN: 2320-0316
9. Nehru, R.S.S. (2014) Opinion on Stress and Suicidal Tendency among IXth Class Teenagers In Chinagadili Mandal Of Visakhapatnam District. Excellence International Journal of Education and Research (Multi-subject journal) EIJER, April-2014, Vol-2, Issue-4 .pp.539-560. ISSN: 2322-0147 (Online)
10. Nehru, R.S.S. (2013) Teachers Learning in the Web 2.0 Technologies: Past, Present and Future. International Journal of Educational Aspects, Management Studies and Applied Sciences, ISSN: 2320~0383, Yearly-2013 .pp, 145-153.
11. Nehru, R.S.S. (2013) Causal factors of street children phenomena-children's opinion at PAPA home, Visakhapatnam city. International Journal of Educational Aspects, Management Studies and Applied Sciences, Feb-2013. ISSN: 2320~0383.pp, 254-265.

12. Nehru, R.S.S. (2013) Two Special Schools For Visually Challenged In the Town Of Visakhapatnam - A Case Study. *IJMER, International journal of Academic Research (IJAR)* (IMPACT FACTOR – 2.735) ISSN: 2277-7881, Mar -2013.pp, 281-320.
13. Nehru, R.S.S. (20124) E-Learning mode of teaching of Mensuration for 7th Class students at Kakinada town –An Experimental study. *IJMER International journal of Academic Research (IJAR)* (IMPACT FACTOR – 2.972), ISSN: 2277-7881, April-2014.pp.170-183.
14. Nehru, R.S.S. (2014) Behavioral Disorders among School Children- an over view. *Excellence International Journal of Education and Research (Multi-subject journal) EIJER*, ISSN: 2322-0147(Online), Vol-2, Issue-4, and April-2014.pp.484-499.
15. Nehru, R.S.S. (2014) Behavioral Disorders among School Children- A pilot study. *Excellence International Journal of Education and Research (Multi-subject journal) EIJER*, ISSN: 2322-0147(Online), Vol-2, Issue-4, May-2014.pp.714-745.
16. Nehru, R.S.S. (2014) Soft Skills for Professional Graduates in Visakhapatnam City. *IJARS*, ISSN: 2350-1472.VOL.1, No: 15, NOV-2014.pp.67-97.
17. Nehru, R.S.S. (2014) Importance of Initiatory school experience programme in teacher education: perspectives of student teachers in Central university of Orissa. *International Journal of Informative & Futuristic Research (IJIFR-IMPACT FACTOR-3.059)*, Dec-2014.pp.930-940.ISSN: 2347-169 (Online)
18. Nehru, R.S.S. (2014) Attitude of elementary school teacher's towers their profession in Koraput District, Orissa.*International Journal of Informative & Futuristic Research IJIFR* (IMPACT FACTOR – 3.059), Oct-2014.pp. 640-660.ISSN: 2347-169(Online)
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23. Nehru, R.S.S. (2013) The Indian Higher Education at Cross Roads-Current higher education scenario in the context of Liberalization, privatization and Globalization, (2013-2014). ISBN: 978-81-909853-2-1.pp, 131-141, (2013).
24. Nehru, R.S.S. (2014) Climatic Change: Effects on Sustainable Livelihoods-Environmental Education of teacher educators and teachers through technology, (2013-14).*International journal of Academic Research (IJAR)* (IMPACT FACTOR – 2.972). ISSN: 2248-7666.PP.170-183,(2014).
25. Nehru, R.S.S. (2016) Comparative Choice Based Credit System in India and Vietnam: Best practices and limitations of Education and Teacher Education. *International Journal of Academic Research, Voice of intellectuals – Pint Impact factor: 3.075(IJAR-Vol-3, Issue (2)1, February, 2016. ISSN: 2348-7666, pp:26-34.*
26. Nehru, R.S.S. (2016) Corporate Social Responsibility (CSR) &Education for Sustainable Development. *International Research Journal Engineering, IT and Scientific Research – Online*

Impact Factor: 3.605 (IRJEISR-Vol-II, Issue-3), Indonesian Journal ISSN: 2454 – 2261, pp: 112-125, March-2016.

27. Nehru, R.S.S. (2016) Comparative Inclusive Education Programmes in the United States of America and India. JMER International journal of Academic Research (IJAR) (IMPACT FACTOR – 2.972), ISSN: 2277-7881, May-2016.pp.

Book Published by Dr. R.S.S. Nehru

Nehru, R.S.S. Teaching Strategies. APH Publishing Co. New Delhi. ISBN. 978-81-313- 1641-2

Nehru, R.S.S. Research Methodology, APH Publishing Co. New Delhi. ISBN. 978-81-313-1629-0

Nehru, R.S.S. Evaluation and Measurement, APH Publishing Co. New Delhi. ISBN. 978-81-313-1629-0.

Nehru, R.S.S. Education Administration, Management & Planning. APH Publishing Co. New Delhi. ISBN. 978-93-313-1882-4.

Nehru, R.S.S. Teacher Education. APH Publishing Co. New Delhi. ISBN. 978-93-313-1883-5.

Nehru, R.S.S. E-Learning-Theory and Practice. APH Publishing Co. New Delhi. ISBN. 978-93-313-1792-6.

Nehru, R.S.S. Essentials of E-Learning. APH Publishing Co. New Delhi. ISBN. 978-93-313-1956-0.

Nehru, R.S.S. Guidance and Counselling. APH Publishing Co. New Delhi. ISBN. 978-93-313-1954-8

Nehru, R.S.S. Elementary Education. APH Publishing Co. New Delhi. ISBN. 978-93-313-1965-4

Nehru, R.S.S. Blended Learning. APH Publishing Co. New Delhi. ISBN. 978-93-313-20101-5

Nehru, R.S.S. ICT in Education. APH Publishing Co. New Delhi. ISBN. 978-93-313-2111-4

Nehru, R.S.S. Philosophies of Education. APH Publishing Co. New Delhi. ISBN. 978-93-313-2226-5

Nehru, R.S.S. Principals of Curriculum. APH Publishing Co. New Delhi. ISBN. 978-93-313-2226-5

Nehru, R.S.S. Learning and learning Environment. APH Publishing Co. New Delhi. ISBN. 978-93-83761-45-6

23. Details of patents and income generated: Nil

24. Areas of consultancy and income generated: Nil

25. Faculty selected nationally / internationally to visit other laboratories / institutions industries in India and abroad:

National University of Education, Teacher Education, Hanoi, Vietnam

26. Faculty serving in: Nil

- ✓ National committees: Nil
- ✓ International committees:

An International Journal named, Journal of Contemporary Educational Research and Innovations, ISSN: 2249-9636 (Online) and 2250-0618 (Print). Chidambaram, Tamil Nadu

✓ Editorial Boards:

Yes,

- AK Bhoi, ACADEME J.O.E, Haryana
- RSS Nehru, IJMER, Visakhapatnam

✓ any other (please specify): Nil

27. Faculty recharging strategies (UGC, ASC, Refresher / orientation programs, workshops, training programs and similar programs):

- UGC, ASC, Refresher / orientation programs -02
- Workshops & training programs: NIL

28. Student projects:

- percentage of students who have done in-house projects including inter-departmental projects: Nil
- percentage of students doing projects in collaboration with other universities/ industry / institute: Nil

29. Awards / recognitions received at the national and international level by: Nil

- Faculty:

Name of the Faculty	Name of the Award	National / International
Dr. R.K.Parhi	1. President of India's Inspired Teacher for the Year-2015	National
Poornima, R.	1. Young Guest Doctoral Researchers Annual Scholarship for Investigation and Learning (Yggdrasill) - 2011 2. Srinath Bhargava Memorial Award 2012	Research Council of Norway, Oslo Indian Psychometric and Educational Research Association (IPERA), Patna and Harprasad Institute of Behavioural Studies, Agra

- Doctoral / Post-Doctoral fellows: Nil
- Students: Nil

30. Seminars/ Conferences/Workshops organized and the source of funding (national /international) with details of outstanding participants, if any.: Yes

31. Code of ethics for research followed by the departments: **Yes**

32. Student profile programme-wise:

Name of the Programme(refer to question no. 4)	Year (admission)	Applications received	Selected		Pass percentage	
			Male	Female	Male	Female
B.Ed. (Teacher Education)	2013-14	3316	56	44	93	93
B.Ed. (Teacher Education)	2014-15	6494	71	29	96	96
B.Ed. (Teacher Education)	2015-17	4604	50	50	Ongoing	
B.Ed. (Teacher Education)	2016-18	10453	36	16	Ongoing	

33. Diversity of students:

Name of the Programme (refer to question no. 4)	Year (admission)	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State
B.Ed.	2013-14	0	99	1
	2014-15	0	99	1
	2015-17	6	92	2
	2016-18			

34. How many students have cleared Civil Services and Defence Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise.

NET=1, SET/CTET=41

35. Student progression:

Student progression	Percentage against enrolled
UG to PG	Nil
PG to M.Phil.	Nil
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed	
• Campus selection	Nil
• Other than campus recruitment	Nil
Entrepreneurs	Nil

36. Diversity of staff:

Percentage of faculty who are graduates of the same university	Nil
from other universities within the State	50%
from universities from other States	50%
from universities outside the country	Nil

-
37. Number of faculty who were awarded M.Phil., Ph.D., D.Sc. and D.Litt. during the assessment period: 01
38. Present details of departmental infrastructural facilities with regard to
- Library: Nil
- Internet facilities for staff and students: Available
- Total number of class rooms: 05
- Class rooms with ICT facility: Nil
- Students' laboratories: 02
- Research laboratories: Nil
39. List of doctoral, post-doctoral students and Research Associates
- from the host institution/university: NIL
 - from other institutions/universities: NIL
40. Number of post graduate students getting financial assistance from the university: 39
41. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology: NIL
42. Does the department obtain feedback from:
- a. Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?
- Nil
- b. Students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?
- Yes.
- c. Alumni and employers on the programmes offered and how does the department utilize the feedback?
- No alumni association yet formulated
43. List the distinguished alumni of the department (maximum 10): Not applicable
44. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts.
- Nil.
45. List the teaching methods adopted by the faculty for different programmes
1. Lecture-Discussion method
 2. Focused Reading and Reflection
-

3. Observation-Documentation-Analysis
4. Projects
5. Group Presentations
6. Seminar
7. School-Based Practical
8. Workshops
9. Interactions with the Community

46. How does the department ensure that programme objectives are constantly met and learning outcomes are monitored?

Through continuous and comprehensive evaluation and feedback system

47. Highlight the participation of students and faculty in extension activities.

- Awareness Rally by B.Ed. Students
- Visit to different Innovative centres of pedagogy of teaching and learning
- Community Study programme

48. Give details of “beyond syllabus scholarly activities” of the department:

- Wall Magazine
- Swacha Bharat Abhiyan
- SUPW
- Science Quiz
- Initiatory School Experiences programme was organised in different innovative centres of pedagogy and learning named, Navodaya Vidyalaya, Ekalabya Model Residential School, Kendriya Vidyalaya, School for Visually Challenged (Blind), School for Hearing and Speech Impaired, MANAS (School for Mentally Retarded), Kasturba Gandhi Vidyalaya of Koraput locality with a purpose to develop understanding about good practices in teaching and learning.

49. State whether the programme/ department is accredited/ graded by other agencies? If yes, give details.

Yes, B.Ed. programme is recognized by the NCTE (Approval letter No. ERC/7-160.1.1/2013/20957 dated, 20/09/2013 and ERC/NCTE/ERCAPP61/2012/B.Ed. (Revised Order)/2015/32668, dated 31/05/2015

50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied

Department of teacher education prepares prospective teachers for our country by providing necessary skills and competencies in them. It enriches content knowledge and pedagogical competence of prospective teachers. The trainee teachers of the dept. conduct action research for the solution of practical problems of teaching and learning.

-
51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

Strengths:

- 1) Motivated teaching faculty
- 2) Dept. prepares prospective teachers for this region as well as for the country.
- 3) Adaptable Students
- 4) Through community study programme, Internship programme and Initiatory School Experiences programme, trainee teachers of the dept. get involved with community and schools.
- 5) Healthy relationship between teachers and students

Weaknesses:

- 1) Lack of infrastructure – including physical: Resource Centres and human resources
- 2) Lack of teaching faculty at higher grade (Associate Professors and Professors)
- 3) Underdeveloped campus life and facilities
- 4) No PG and research programs
- 5) Lack of adequate number of Secondary Practising schools for trainee teachers of the dept.

Opportunities:

- 1) Partnership with the local employers for sharing of some infrastructural facilities.
- 2) Signing MoU with nearby schools for both practice teaching and placement of students every academic year.
- 3) Offering PG and research programs so as to build research partnership with the Universities in the neighbouring state and also across the country.

Challenges:

- 1) To meet the Infrastructure, teaching & non-teaching staffs, Resource centres for training programmes as per NCTE norms.

52. Future plans of the department:

As research is one of the significant dimensions of higher education, hence, Department aims at to introduce Master Degree programme and M.Phil. and Ph.D. in Education in future. Also the research programmes will act as a catalyst to enhance the quality of teaching and training activities that are imparted in the dept. of teacher education.

INFRASTRUCTURE



PANOROMIC VIEW OF CUO CAMPUS



ACADEMIC BLOCKS OF THE UNIVERSITY



NEW ACADEMIC BLOCK



LIBRARY BUILDING

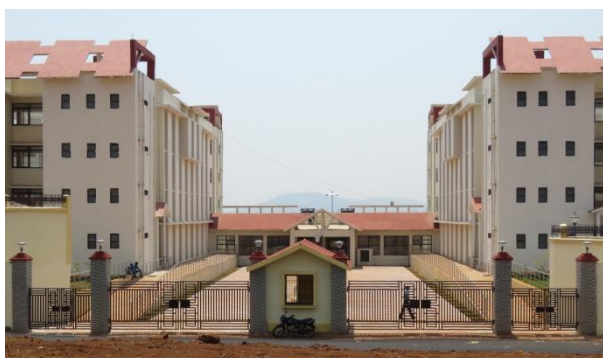


ENTRANCE GATE

INFRASTRUCTURE



GIRLS HOSTEL



ENTRANCE OF GIRLS HOSTEL



ENTRANCE OF BOYS HOSTEL



BOYS HOSTEL (FRONT VIEW)

INFRASTRUCTURE



UNIVERSITY GUEST HOUSE



COMPUTER CENTRE



STUDENTS INSIDE THE LIBRARY



STUDENTS IN COMPUTER CENTRE

Old Campus of CUO and COATS Campus of Koraput



Old Campus of CUO at Landiguda at Koraput



CUO was started in the COATS Campus, Koraput in 2009

CUO ACTIVITIES



Prof. Sachidananda Mohanty, Vice-Chancellor addressing villagers and Media on the occasion of adoption five villages on 25.09.2025.



Vice-Chancellor Prof. S.N. Mohanty, addressing students and faculty on the occasion of 125th Birth Anniversary of B.R. Ambedkar on 26.11.2025. Invited Speaker Prof. Surya Narayan Mishra on the dais.



Vice-Chancellor Prof. S. Mohanty addressing the audience with Prof. Rajen G. Harshe on the dais (Left) on the occasion of CUO-HAL Distinguished Lecture on "Globalisation and Contemporary International Relations" held on 21.03.16.



Vice-Chancellor Prof. S. Mohanty (extreme Right) with Mr. Malay Mishra IFS (Centre) on the occasion of CUO-HAL Distinguished Lecture on "Cultural Diplomacy in a Changing World" held on 29.07.16.



Vice-Chancellor Prof. S. Mohanty with Prof. Malasri Lal of Delhi University on the occasion of CUO-HAL Distinguished Lecture on "In Search of Sita: Revisiting the Mythology" held on 29.03.16



Vice-Chancellor Prof. S. Mohanty on the dais with Prof. Geeta K. Vemuganthi of University of Hyderabad on the occasion of CUO Distinguished Lecture on "Eye Diseases: Bench to Bedside Journey" held on 25.04.16

CUO ACTIVITIES



CUO-HAL Distinguished Lecture on "Swaraj and the divided Republic : Sri Aurobindo's Dream of a New India" held on 29.03.16. On the Dais : Vice-Chancellor Prof. S. Mohanty (Left), Prof. M.R. Paranjape of JNU (Centre) and Er. Malay Deb, Exec. Director, HAL (Right).



Celebration of 'International Yoga Day' on 21.06.16



Prof. R. Panda of Utkal University delivering a special lecture on "Sanskrit : The Foundation of Indian Culture" on 21.09.16. Prof. S.N. Mohanty, Vice-Chancellor on the dais.



Prof. Nurjahan Begum of University of Hyderabad and Prof. S.N. Mohanty, Vice-Chancellor on the dais on the occasion of Special lecture on " Rashtrabhasa Hindi Ki Chunoutiyan Aur Sambhabanayan" on 21.09.16.



Prof. Malasri Lal of Delhi University and Vice-Chancellor Prof. S. N. Mohanty with on the dais on the occasion of Special Lecture on Literature held on 28.03.16



Fmr. Ambassador Malay Misra IFS, Vice-Chancellor Prof. S. N. Mohanty and Dr. P.K. Rath (Head I/c J&MC) on the dais on the occasion of Special Lecture on Media and Public Diplomacy held on 9.03.16

CUO ACTIVITIES



Dr. Sruti Mohapatra, eminent social worker delivering a lecture on “Facing Life’s Challenges with Confidence” on 28.08.16 organised by the Equal Opportunity Cell. Dr. S.K. Palita, Dean, SBCNR and Chairman of the Cell on the dais.



Guest on the occasion of 8th Foundation Day (29.08.16): Er. D. Deb, Exec. Director, HAL, Prof. U.N. Singh, Director, Rabindra Bhavan, Viswa Bharati, Prof. S.N. Mohanty, Vice-Chancellor, CUO and Er. R.K. Mishra, Exec. Director, NALCO



Vice-Chancellor Prof. S. Mohanty addressing the Students and faculty on the occasion of inauguration of New Academic Block



Vice-Chancellor Prof. S. Mohanty inaugurating the Health Centre of the University



Inauguration of the NAAC Cell by the Vice-Chancellor Prof. S. Mohanty.



Inauguration of the Hostel Premier League by the Vice-Chancellor Prof. S. Mohanty

CUO ACTIVITIES



Craft Exhibition was organised in the University on 02.02.16



Vice-Chancellor Prof. S. Mohanty addressing on the occasion of Birth Anniversary of Swami Vivekananda on 12.01.16. **Prof. Amulya Ranjan Mohapatra**, Invited Speaker and founder of Ramakrishna Ashram in Koraput on the dais



140th Birth Anniversary of Sardar Vallabhbhai Patel was observed on 31.02.16. Vice-Chancellor Prof. S. Mohanty (centre) on the dais.



Google Science Fair award winner Ms. Lalita Prasada Sripada Srisai, student of Delhi Public School, NALCO, Damajodi with Vice-Chancellor Prof. S. N. Mohanty on the occasion of International Women's Day – 2016 held on 8th March, 2016.



Plantation was carried out in the Main Campus, Sunabeda on 15.08.15



Two Day "Book Exhibition" was inaugurated in the permanent Campus at Sunabeda

CUO ACTIVITIES



Classical Odia Language Day was celebrated on 11.03.16. Chief Speaker and noted language expert Prof. Khageswar Mohapatra, Vice-Chancellor Prof. S. Mohanty and Dr. A. Baral, Head I/c, Odia Dept. on the dais.



Yoga Fest was celebrated on 25.05.16. Dr. Amulya Ratna Mohapatra, founder of Ramakrishna Ashram of Koraput and Vice-Chancellor, Prof. S.N. Mohanty on the dais.



Two Computer Centres were inaugurated by the Vice-Chancellor, Prof. S.N. Mohanty in the Main Campus, Sunabeda on 08.04.16.



Cleanliness drive in the Boys Hostel. Vice-Chancellor, employees and students participating in the drive.



Essay Competition among students on the occasion of Swachhta Pakhwara held on 15.12.15

CUO ACTIVITIES



Student and Faculty and officer of the University participating Swachhta Pakhwara held on 15.12.15



Academicians, Officers and Students of CUO with visiting German students on 11.09.15.



Observation of the 'World AIDS Day' and Blood Donation Camp' on 01.12.14.



Dr. S.K. Palita, Convener of the Outreach programme delivering his address to the staff and students at Kendrapara Autonomous College, Kendrapara, Odisha on 21st Feb., 2014.

6TH FOUNDATION DAY, NATIONL SEMINARS AND EUPHRATES PROGRAMME



Prof. Mohmad Miyan, Vice-Chancellor addressing students and faculty on the occasion of 6th Foundation Day on 29th August, 2014. Sitting (L to R) Col. R.S. Chauhan, Registrar and Er. R.K. Mishra, Chief Executive, NALCO, Damanjodi (Chief Guest)



National Seminar on "Climate Change and Biodiversity", organised by the School of Biodiversity and Conservation of Natural Resources (SBCNR) on 23rd & 24th November 2013. On the Dais : Prof. K.G. Saxena, JNU (Chief Guest); Prof. S. Banerjee, Vice-Chancellor; Dr. J. Sunderesan Pillai (Chief Speaker) and Dr. S.K. Palita (Chairman)



Seminar on "Biodiversity and Conservation Initiatives in Koraput Region, Odisha" organised by the SBCNR on 28th & 29th March, 2015. On the Dais : Dr. K. Banerjee (Dy. Convener), Dr. M.K. Jena (Co-Convener), Prof. M.K. Misra, Berhampur University (Chief Speaker); Col. R.S. Chauhan (Registrar), Dr. A.K. Mohapatra, IFS (Chief Guest) and Dr. S.K. Palita (Convener)



EUPHRATES PROJECT UNDER ERASMUS MUNDUS PROGRAMME operated by the School of Biodiversity and Conservation of Natural Resources

INAUGURATION OF THE UNIVERSITY AND CONVOCATIONS



CUO was inaugurated on 29th August, 2009 by Mr. Kapil Sibal, Hon'ble Union Minister for Human Resource Development



Mr. Naveen Patnaik, Hon'ble Chief Minister of Orissa and Mr. Kapil Sibal, Hon'ble Union Minister for Human Resource Development on the occasion of inauguration of the University



1st Convocation of CUO on 10th July, 2011. Prof. Surabhi Banerjee, Vice-Chancellor, CUO; Hon'ble Finance Minister of India Mr. Pranab Mukherjee, Hon'ble Governor of Odisha Mr. M.C. Bhandare and Hon'ble Chief Minister of Odisha Mr. Naveen Patnaik on the dais.



2nd Convocation of CUO on 29th July, 2012. Prof. Surabhi Banerjee, Vice-Chancellor, CUO; Padma Bhushan Prof. Bikash Sinha, Mrs. Vibha Puri Das (IAS), Secretary, Ministry of Tribal Affairs, Government of India (Guest of Honour), Justice Smt Ruma Pal (Chief Guest), Padmashree Prof. Anil K. Gupta and Prof. A.K. Mishra, Registrar on the dais. The Degree of Doctor in Science (Honoris Causa) was conferred on Prof. Bikash Sinha, Degree of Doctor in Literature (Honoris Causa) was conferred on Prof. Anil K. Gupta and noted social activist Smt. Arnapurna Maharana.

CONVOCATION, SPECIAL PROGRAMMES AND AWARD OF HONORIS CAUSA



Third Convocation of CUO on 1st July, 2013. Padmashree Tulashi Munda, noted social worker, Prof. Surabhi Banerjee, Vice-Chancellor, CUO; Dr. M. Pallam Raju, Hon'ble Union Minister for Human Resource Development, Prof. (Dr.) K. Srinath Reddy, President, PHFI and the Chancellor of Central University of Orissa and Prof. A.K. Misra, Registrar on the dais.



Special Convocation of CUO was held on 31st August, 2013. Mr. Gopal Subramaniam, the Former Solicitor General of India, conferred with Doctor of Law (Honoris Causa) addressing the distinguished gathering.



Professor Madhav Gadgil, an internationally acclaimed Ecologist was conferred with the Degree of Doctor of Science (Honoris Causa) on 29th December, 2013 in a special programme at New Delhi.



Dr. M.M. Pallam Raju, Hon'ble HRD Minister of India presenting the Degree of Doctor of Literature to Padmashri Tulasi Munda, noted Social Worker on 3rd Convocation of CUO on 1st July 2013



The Degree of Doctor of Literature (Honoris Causa) was conferred on noted Freedom Fighter and Social Worker Smt. Arnapurna Moharana



Prof. Bikash Sinha, Homi Bhabha Professor, Department of Atomic Energy, Govt of India was conferred the Degree of Doctor of Science (Honoris Causa) during 2nd Convocation of CUO on 29th July, 2012



Prof. Anil K. Gupta, Professor of Indian Institute of Management, Ahmedabad was conferred the Degree of Doctor of Literature (Honoris Causa) during 2nd Convocation of CUO on 29th July, 201

FOUNDATION DAY LECTURE AND MEMORIAL LECTURES



Mr. Sam Pitroda, Advisor to the Prime Minister of India delivering the First Foundation Day Lecture through Video mode



Dr. Devi Prasad Shetty, Chairman, Narayana Hrudayalaya, Bangalore delivering the First Foundation Day Lecture through Video mode



His Excellency Shri Pranab Mukherjee, Hon'ble President of India delivering the Fourth Foundation Day Lecture through Video mode



Prof. (Dr.) Kaushik Basu, Chief Economic Advisor to Govt. of India delivering the First Adam Smith Memorial Lecture



Prof. (Dr.) Sekhar Bandyopadhyay delivering the First Utkalmani Gopabandhu Das Memorial Lecture



The First Kuntala Kumari Sabat Memorial Lecture in Literature on 4th January 2014. On the Dais: Dr. Pratibha Satpathy (Jnanpith Awardee), Prof. Surabhi Banerjee (Vice-Chancellor), Prof. P.K. Mohanty (Invited Speaker)



The Second Utkalmani Gopabandhu Das Memorial Lecture in Social Science on 'Netaji's Vision of National Unity' was delivered by Prof. Sugata Bose, Gardiner Professor of Oceanic History and Affairs, Harvard University, USA on 16th February, 2014. On the Dais : Prof. Atul Chandra Swain, Utkal University; Mr. Jugal Kishore Mohapatra, Chief Secretary, Govt. of Odisha; Prof Surabhi Banerjee (VC), Prof Sugata Bose and Prof. K.K. Basa, Utkal University.

INDUSTRY-ACADEMIA INTERFACE AND MOUS



First Industry-Academia Interface was organized in collaboration with Confederation of Indian Industry (CII) and Federation of Indian Chambers of Commerce and Industry (FICCI) in Bhubaneswar on the 18th March 2010.

On The Dais : **Shri Naveen Patnaik**, Hon'ble Chief Minister of Odisha as the Chief Guest and Prof. S. Banerjee, Vice-Chancellor



Exchange of MoU between Mrs. Sujata Sen, Director British Council and Prof. (Dr.) Surabhi Banerjee, Vice Chancellor, CUO



Exchange of MoU between Prof. Graham Smith, Vice Chancellor/CEO, University of Wananga, New Zealand and Prof. (Dr.) Surabhi Banerjee, Vice Chancellor, CUO



प्रो. सचिदानन्द महान्ति
कुलपति

Prof. Sachidananda Mohanty
Vice-Chancellor

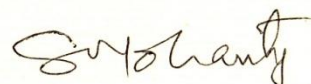
Ref. VCO/CUO/2016/113

केन्द्रीय विश्वविद्यालय उडिसा, कोरापुट
Central University of Orissa, Koraput

Date: 26.09.2016

DECLARATION

I certify that the data included in this Self-Study Report (SSR) are true to the best of my knowledge. This SSR is prepared by the institution after internal discussions. I am aware that the peer team will validate the information provided in this SSR during the peer team visit.



Signature of the Head of the Institution

Place: Koraput

Date: 26.09.2016

with seal



Camp Office : Type-'C', Block-4, New Govt. Colony, At/P.O. - Gajapati Nagar, Bhubaneswar-17, Tel.: 0674-2748094, Fax : 0674-2748092
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E-mail : vc@cuo.ac.in, sachimohanty@yahoo.co.in, Website : www.cuo.ac.in