

CENTRAL UNIVERSITY OF ODISHA KORAPUT ODISHA

SOUVENIR

XII FOUNDATION DAY





Editorial Board

Prof. Akshay Rout
Prof. E. Raja Rao
Prof. Sharat Kumar Palita
Mr. Charudutta Panigrahi
Mr. Sanjeet Kumar Das
Dr. Sourav Gupta



CENTRAL UNIVERSITY OF ODISHA

XII FOUNDATION DAY

29th AUGUST 2020





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- · Chief Minister of Odisha
- · Minister of Education, Govt. of India
- · Minister of Petroleum & Natural Gas and Steel, Govt. of India
- Minister of Agriculture and Farmers' Empowerment, Fisheries and Animal Resources Development and Higher Education, Govt of Odisha
- Member of Parliament, Lok Sabha, Koraput Odisha
- · Chief Secretary, Odisha
- Dr. Chandra Sekhar Kumar, Jt. Secretary, MHRD, Govt. of India
- Shri Lalit Kumar Mansingh, Former Indian Ambassador
- Shri Madhusudan Mishra, Collector & District Magistrate, Koraput
- Prof. Surabhi Banerjee, Former Vice Chancellor
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Editorial

ଓଡ଼ିଶା କେନ୍ଦୀୟ ବିଶ୍ୱବିଦ୍ୟାଳୟର ଦ୍ୱାଦଶ ସ୍ଥାପନା ଦିବସ ୨୦୨୦ ଉପଲକ୍ଷେ ଅଭିନନ୍ଦନ !

Greetings to all on the occasion of XII Foundation Day 2020 of Central University of Odisha.

The Foundation Day is a reminder of the purposes, is a day for assessment and is an earmark celebration for renewed vigour and rekindling of pledges. It signifies a periodic convergence of past, present and the future and is of great significance for the Central University of Odisha, an emerging knowledge centre of the country.

In twelve years, the Central University of Odisha has made prudent strides, has attracted industrious institution builders and talented team members who have handheld the University, despite nagging constraints.

On this XII Foundation Day celebrations, the University pays homage to the Father of our nation, Mahatma Gandhi.

Gandhiji had famously said that "the future depends on what you do today". Today the central University of Odisha is raring to go and broad base its services through which it would scale up its contribution to the local and regional development. In this dynamic world, the University is increasingly imbibing an entrepreneurial spirit, appropriately embedded in NEP 2020 and is constantly endeavouring to bond with its social and economic environment.

This souvenir marking the occasion of the Foundation Day, encapsulates the dreams of visionaries and policymakers, the pragmatic projections of futurists, the achievements of the researchers, the expectations of the community, the specificities of the students and above all the wisdom of the faculty members. This comprehensive compendium carries the varied stakeholders with their varied viewpoints, all aimed at making the Central University of Odisha a Centre of Excellence in foreseeable future. In many ways the Souvenir is a drawing board setting targets of the University and strategically contribute to Sustainable Development Goals. The University, located at Koraput, one of the most resourceful districts of India, and yet an 'aspirational district', aims at building capacities towards more evidence and innovations development. The Ministry of Education, Government of India, the State government, the district authorities, the facilitating agencies have been extending commendable support to the University. Hence, the significant role within the community to which it belongs, makes the Central University of Odisha distinctly engaged in nation building.

The University's contribution in mainstreaming PVTGs and making them significant stakeholders in India's socio-economic growth story need not be underplayed.

The Editorial board felt that an all-encompassing souvenir will be a befitting tribute to the growth of the University thus far, its milestones, and the knowledge commune it has already nurtured in the last twelve years. There is and understandably so, much more to accomplish and the list is often limitless. The Board aimed at shaping the Souvenir to be a record of the trials and tribulations of this young campus. The gist of the write-ups and messages from both the primary and secondary stakeholders, well-wishers, patrons starting from the President of India, Shri Ram Nath Kovind, firmly repose faith in the University to emerge as a Centre of Excellence in India, preparing the country for an unprecedented 'Atmanirbhar Bharat'.



The Editorial Board expresses its gratitude to the Vice Chancellor, Prof I. Ramabrahmam and the entire team, both back end and front end to make this souvenir possible. The Board is privileged to have worked with erudite authors and thinkers, ensuring sustainable follow-up actions on the thoughts elucidated.

ଏହା ଆମର କର୍ତ୍ତବ୍ୟ ଯେ ସି.ଇଉ.ଓ. (CUO) ଏକ ପ୍ରଜ୍ୱଳିତ, ସ୍ୱତନ୍ତ୍ର ଓ ଜ୍ଞାନଶୀଳ କେନ୍ଦ୍ର ଭାବେ ଛାପିତ ହୋଇପାରିବ I

Let's resolve to devote the Central University of Odisha to nation-building, as pledged in its logo.





FROM THE DESK OF THE VICE CHANCELLOR



I am privileged to be a part of the XII Foundation Day Celebrations of the CUO. Let me take this opportunity to convey my gratitude to and seek the blessings of Lord Jagannath for this assignment. CUO is on the cusp of a turning point for the sustained development of the organization as well as the people and institutions with which it has to travel a long distance of relevance and excellence. My top priority is to place our University on par with the new Central Universities and other Institutions of Higher Learning. Consolidation of the current educational programmes aside, I would like to introduce a stream of Science Courses and new Social Science Courses. State of the Art infrastructural facilities such as Science Laboratories, Digital Library, Computer Centre, Smart Classrooms, Student Facilities Centre and a Recreation Centre for the Faculty, Staff and Students. I will ensure that adequate funding is provided towards this end.

Public-Public and Public-Private-Civil Society partnerships and interventions is critically important for not only extending our expertise for community development but also is key to reinforcing our image and relevance to the society. Academic excellence is non-negotiable. A series of Curriculum development exercises are proposed alongside Faculty development. Development of Teaching and Research materials and Extension Programmes will further reinforce the Academic Activities. I assure the Faculty, Students and Administration Staff that I will guide you from the front. Let us rededicate ourselves to propelling the University forward on all fronts of social, economic and educational development.

I am glad that the stakeholders have expressed satisfaction with the initiatives of the University like the organizational changes, re-joining of CUCET, starting of new Courses, collaboration with PSUs etc. This also implies that there is a growing responsibility on all of us. I want all of you to join me in fulfilling the aspirations and expectations of the stakeholders.

Prof. I. Ramabrahmam

Messages

Granding



Shri Ram Nath Kovind President of India



राष्ट्रपति भारत गणतंत्र PRESIDENT REPUBLIC OF INDIA

MESSAGE

I congratulate the Central University of Odisha, Koraput on its 12th Foundation Day.

Central University of Odisha has always endeavoured to address the principle of "equity and access" as per its mandate under which it was established. The aim behind its establishment was to provide access to quality higher education to people in less educationally developed districts of KBK (Koraput, Balangir and Kalahandi) in Odisha. The University has been successful in providing educational opportunities to the people of this region which is known for its distinct tribal culture.

It is matter of pride that the Central University of Odisha is reaching the unreached and making education inclusive for all sections of the society. I am sure that these steps taken in the direction of providing education for all will prove to be fruitful as innumerable students are graduating from this University.

I extend my best wishes to the University and hope that it will be successful in its mission of bringing a balance between indigenous and global needs and establish a symbiotic relationship. I wish the Central University of Odisha the very best in all its future endeavours.

(Ram Nath Kovind)

New Delhi August 19, 2020









LOKASEVA BHAVAN BHUBANESWAR



MESSAGE

I am glad to know that the Central University of Odisha is celebrating its 12th Foundation Day on 29th August 2020 and bringing out a publication to mark the occasion. I extend my warm greetings to all the students, faculty and staff on this happy occasion and hope they will continue to work for a glorious future.

I, particularly, appreciate the efforts of the University to address the issues of mental health and wellbeing of students of colleges and universities in Odisha during this Covid-19 pandemic by offering counselling sessions. It is also heartening to note that the University is now expanding its zone of activities by offering new specialised courses from the next academic year. The Government of Odisha will continue to extend its support to the University in achieving the goals of quality, equity and excellence.

On this occasion, I wish the University all success in its endeavours and hope it will scale new heights in the years to come.

(NAVEEN PATNAIK)

Phone : Office : 0674-2531100, 2531500, 2535100 (Fax)
Residence : 0674-2591099, 2590299, 2590833 (Fax)

e-mail: emo@nic.in | twitter: twitter.com/COM_Odisha | Facebook: facebook.com/CMO.Odisha



रमेश पोखरियाल 'निशंक' Ramesh Pok hriyal 'Nishank'



शिक्षा मंत्री भारत सरकार MINISTER OF EDUCATION GOVERNMENT OF INDIA



MESSAGE

I congratulate the Central University of Odisha on the auspicious occasion of its XII Foundation Day on 29th August, 2020.

I am delighted that despite physical, social and geographical limitations in Koraput, the CUO has progressed encouragingly and is poised to transform the higher education scenario in the region as well as of the nation. I am sure that the CUO will reach the target of 50 per cent GER by 2030 as enunciated by NEP 2020 rising from a low GER of present 26 per cent. CUO innovations including a Helpline called 'Bharosa' that offers Cognitive Emotional Rehabilitation Counseling services to the College and University students in Odisha are noteworthy. The Home-Based Open Book Final Examinations (HBOBE) for the Terminal students is another commendable and pioneering achievement in the country. I am happy to learn that 322 boys and girls of the region, as well as the nation, have obtained their Masters and Doctoral Degrees in 2020. I am sure many more students will join the CUO in 2020 through the CUCET and a large number of faculty members would also join this year, strengthening the academic edifice. The addition of Science Courses will further strengthen the credentials of the University.

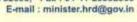
On this auspiscious occasion, I send my heartiest greetings and best wishes to the Central University of Odisha, its entire teaching fraternity, the students, the administrative officials and staff and wish them all round success and glory.

(Ramesh Pokhriyal 'Nishank')

श्वच्छ पारत

सबको शिक्षा, अच्छी शिक्षा

Room No. 3, 'C' Wing, 3" Floor, Shastri Bhavan, New Delhi-110 115 Phone: 91-11-23782387, 23782698, Fax: 91-11-23382365







धर्मेन्द्र प्रधान ଧନେହ୍ର ପ୍ରଧାନ Dharmendra Pradhan







पेट्रोलियम एवं प्राकृतिक गैस : इस्पात मंत्रालय भारत सरकार, नई दिल्ली

Minister Petroleum & Natural Gas; Steel Government of India New Delhi

ବାର୍ତ୍ତା

ଓଡ଼ିଶା କେନ୍ଦ୍ରୀୟ ବିଶ୍ୱବିଦ୍ୟାଳୟ, କୋରାପ୍ରଟ ତାର ହ୍ରାଦଶତମ ପ୍ରତିଷା ଦିବସ ପାଳନ କରୁଥିବା ଅବସରରେ ମୁଁ ମୋର ହାର୍ଦ୍ଦିକ ଶ୍ୱଭେଚ୍ଛା ଜ୍ଞାପନ କରୁଛି । ଓଡ଼ିଶା କେନ୍ଦ୍ରୀୟ ବିଶ୍ୱବିଦ୍ୟାଳୟର ଏହି ହାଦଶତମ ପ୍ରତିଷା ଦିବସରେ ନିଜକୁ ଏହାର ଏକ ଅଂଶ ଭାବେ ଦେଖିଲାବେଳେ ମୋ ଭିତରେ ସାଭାବିକ ଏକ ଆନନ୍ଦର ଶିହରଣ ଅନୁଭବ ହେଉଛି । ବିଶ୍ୱବିଦ୍ୟାଳୟର ଏହି 'ଗୋଟିଏ ଯୁଗ'ର ବିକାଶ ଓ ସମୃଦ୍ଧି ମୋତେ ବେଶ୍ ଆଶାବାଦୀ କରିପାରିଛି । ଓଡ଼ିଶା କେନ୍ଦ୍ରୀୟ ବିଶ୍ୱବିଦ୍ୟାଳୟର ଉଦ୍ୟମ ଫଳରେ ବିଶେଷତଃ କୋରାପୁଟ ଭଳି ଅଞ୍ଚଳରେ ଉଚ୍ଚଶିକ୍ଷା କ୍ଷେତ୍ରରେ ଯେଉଁ ଆହ୍ୱାନ ରହିଥିଲା, ତାହା କ୍ରମଶ ସହଜ ଓ ସୁଗମ ହୋଇଛି । ଚଳିତ ବର୍ଷ ଓଡ଼ିଶା କେନ୍ଦ୍ରୀୟ ବିଶ୍ୱବିଦ୍ୟାଳୟ, 'କେନ୍ଦ୍ରୀୟ ବିଶ୍ୱବିଦ୍ୟାଳୟ ମିଳିତ ପ୍ରବେଶିକା ପରୀକ୍ଷା-୨୦୨୦' (ସିନ୍ଦ୍ରସିଇଟି-୨୦୨୦)ରେ ଯୋଗଦାନ କରିଛି । ୧୪ଗୋଟି ବିଭାଗରେ ୩୦ ଗୋଟି ସ୍ପତନ୍ତ୍ର ପାଠ୍ୟକ୍ରମ ପାଇଁ ପ୍ରାୟ ୧୪,୫୦୦ଦରଖାନ୍ତ ଗୃହୀତ ହେବା ଏହାର ସମୂଦ୍ଧିକୁ ସ୍ୱଚାଏ । ଏହି ପ୍ରବେଶିକା ପରୀକ୍ଷାହ୍ରାରା ସମଗ୍ର ଭାରତରୁ ଛାତ୍ର/ଛାତ୍ରୀ ଆସିପାରିବେ ଏବଂ ଏକ ବୃହତ୍ ଶୈକ୍ଷିକ ବାତାବରଣ ସୃଷ୍ଟି ହୋଇପାରିବ । ସେହିଭଳି ଆସନ୍ତା ନଭେମ୍ବର ୨୦୨୦ ସୁଦ୍ଧା ୮୭ ଜଣ ଶୈକ୍ଷିକ (ଅଧ୍ୟାପକ/ପ୍ରାଧ୍ୟାପକ) ଏବଂ ୪୦ ଜଣ ଅଣ-ଶୈକ୍ଷିକ ପଦ ପୂରଣ କରିବାର ପ୍ରଚେଷା ବେଶ୍ ସ୍ତାଗତଯୋଗ୍ୟ । ଯାହାଳି ବିଶ୍ୱବିଦ୍ୟାଳୟର ଉଚ୍ଚଶିକ୍ଷା ଓ ଗବେଷଣାକୁ ଉଚ୍ଚମାନର କରିବାରେ ଅଧିକ ସହାୟକ ହେବ । ଏକ ମାନକ ଶୈକ୍ଷିକ ପ୍ରତିଷାନ ଭାବରେ ତଥା ଗୁଣବରା ଦୃଷିରୁ କେନ୍ଦ୍ରୀୟ ବିଶ୍ୱବିଦ୍ୟାଳୟ ଅବଶ୍ୟ ଶିଖରରେ ପହଞ୍ଚିବ-ସେଇ ବିଶ୍ୱାସ ମୋର ସବ୍ରବେଳେ ରହିଥିଲା ଏବଂ ରହିଛି ମଧ୍ୟ । ନୂତନ ଜାତୀୟ ଶିକ୍ଷା ନୀତି-୨ ୦ ୨ ୦ ଯେଉଁ ଉଚ୍ଚମାନର ଶିକ୍ଷାନୁଷ୍କାନ ଓ ଶିକ୍ଷାର ନବ-ରୂପାନ୍ତରଣ ପ୍ରସଙ୍ଗର ଉନ୍ନାପନ କରିଛି ସେହି ଧାରାରେ ଓଡ଼ିଶା କେନ୍ଦ୍ରୀୟ ବିଶ୍ୱବିଦ୍ୟାଳୟ ଅବଶ୍ୟ ନିଜକୁ ପ୍ରସ୍ତୁତ କରିବା ସହିତ ଜାହିର କରିପାରିବ ବୋଲି ମୋର ଦୃତ ପ୍ରତ୍ୟୟ ରହିଛି । ମୁଁ ପୁନଣ୍ଟ ବିଶ୍ୱବିଦ୍ୟାଳୟର ଏହି ହାଦଶତମ ପ୍ରତିଷା ଦିବସ ଅବସରେରେ ଏହାର ଶୈକ୍ଷିକ, ଅଣ-ଶୈକ୍ଷିକ କର୍ମକର୍ତ୍ତା ତଥା ଛାତ୍ର/ଛାତ୍ରୀ, ଗବେଷକ/ଗବେଷିକା ସମଞଙ୍କ ଶ୍ରଭେଚ୍ଛା ଇଣାଉଛି ।

ମାନ୍ୟବର ଶିକ୍ଷାମନ୍ତୀ ଡ. ରମେଶ ପୋଖରିୟାଲ'ନିଶଙ୍କ' ଜୀ ତଥା ମୋର ଅନ୍ୟାନ୍ୟ ସହଯୋଗୀମାନଙ୍କ ସହିତ ଆଜି ଓଡ଼ିଶା କେନ୍ଦ୍ରୀୟ ବିଶ୍ୱବିଦ୍ୟାଳୟର ସଂରଚନାତ୍ମକ ବିକାଶ ଭାବେ ହେବାକ୍ ଥିବା କେନ୍ଦ୍ରୀୟ ପାଠାଗାର,ଶୈକ୍ଷିକ-ଗୃହ,ଷ୍ଟାଫ-କ୍ୱାର୍ଟର, ଅଫିସ/ ପ୍ରଶାସନିକ ଗୃହ, ହ୍ନାର୍ଟ କ୍ଲାସରୁମ୍, ଭଳତମାନର କମ୍ପଟର ସେଣ୍ଟର, ଡିକିଟାଲ ଲାଇବ୍ରେରୀ ଆଦି କାର୍ଯ୍ୟର ଶ୍ରଭାରୟ ଓ ଭିଭି ପ୍ରଥର ସ୍ଥାପନ ବେଳେ ମୋତେ ବେଶ୍ ଗବିତ ଓ ଆନନ୍ଦିତ ଅନୁଜବ ହେଉଛି ।



Ministry of Petroleum & Natural Gas: 201-A, Shastri Bhawan, New Delhi-110001 Tel.: +91-11-23386622 Fax: +91-11-23386118 Ministry of Steel: Room No. 192, 1" Floor, Udyog Bhawan, New Delhi-110011 Tel.: +91-11-23062345, Fax: +91-11-23061395







DR. ARUN KUMAR SAHOO MINISTER

Agriculture & Farmers' Empowerment Fisheries & Animal Resources Development and Higher Education Odisha



D. O. No. /MAFEFARDHE

> BHUBANESWAR Date 24. 08. 2020

MESSAGE

It gives me immense pleasure to learn that the Central University of Odisha, Koraput is observing its 12th Foundation Day on 29th August 2020.

Education in Odisha is witnessing a rapid transformation in recent years. The Government of Odisha has taken many reformative measures for imparting qualitative education. Odisha is emerging as a knowledge hub in Eastern India with several new public and private universities. Central University of Odisha, Koraput is one of them. Its journey through the years must have been quite challenging in the district of Koraput. Yet the University has won laurels for its significant contribution to the Inclusive Higher Education Growth and Development in the KBK region. In the wake of COVID-19 situation, the Bharosa helpline of the University is indeed helping the students in boosting their confidence.

I extend my best wishes to all and wish the Foundation Day celebration all success.

(Dr. Arun Kumar Sahoo)









SAPTAGIRI SANKAR ULAKA

MEMBER OF PARLIAMENT LOK SABHA KORAPUT (ODISHA)



Member:

- Standing Committee on Food, Consumer Affairs and Public Distribution
- . Committee on Papers Laid on the Table

Delhi: 163, South Avenue New Delhi-110011.

011-23010840, 23010860 (Fax)
 saptagiri ulaka@sensad.nic.in

/saptagiriulaka/
 @saptagiriulaka

Ref. No.: MP/KOR/17/

Date: 24/08/2020

XII Foundation Day of the Central University of Odisha (CUO) - Greetings.

Central University of Odisha (CUO), was established in 2009 by parliament under the Central Universities Act with the primary aim to increase the access to quality higher education by people in less educationally developed districts which have a Graduate Enrollment Ratio of less than the national average of 11%.

I am pleased to convey my greetings and good wishes on the XII Foundation Day of the Central University of Odisha. During my review was pleased on the progress made recently in the university especially on the approach to development taken by the stakeholders. Though we are ranked 25 out of 40 Central Universities, as evaluated by MHRD, am sure with the kind of talent, resources and potential we have and joint efforts we could easily move up in the rankings in the next round of performance evaluation.

The university was established in Undivided Koraput region for a purpose – to uplift the tribals deprived of education and bring them in mainstream as well to promote tribal culture and heritage through research arms of the university. Also, the University was a medium to develop the area by attracting the best of talent from across the globe. To achieve the same, we should work together in plugging the gaps of vacancies in faculty, developing infrastructure and imbibing a culture of research amongst our students to be the best in the Country and globally. Am sure participation in CUCET 2020, Action Research Project on 'Skill Mapping, Re-Skilling and Up-Skilling the SC and ST Youth for Sustainable Development of Koraput' and steps to fill up vacancies are the right steps in the right direction. We have lots to do to reach our goals and would encourage everyone including each and every student to give in their best efforts and excel in everything they do. Keep up the good work and best wishes on the XII Foundation Day.

Best Regards

(Saptagiri Sankar Ulaka)

Rayagada: New Colony, AT/PO/District. Rayagada, Odisha, Pin-765001











Tel. : 0674 - 2534300 : 0674 - 2536700 Fax : 0674 - 2536660 Email : cspri@nic.in



MESSAGE

I am glad to know that Central University of Odisha (CUO) is commemorating its XII Foundation Day on 29 August, 2020 and is bringing out a Souvenir to mark the occasion.

Establishment of Central University in Odisha has brought in many high standards of teaching, research and incubation in higher education. The University, during its eleven years of operation has carved out a niche for itself. The institution has successfully implemented the first ever innovative method of Home-based Open Book Final Examinations (HOBE). It is indeed an out of box approach to de-stress the students during examinations. The introduction of Science Stream from current academic session will widen the horizons of the University curriculum. Similarly, the new social science courses in Public Administration, Psychology, Social Work and Public Health will add glory to the University. I hope that CUO will emerge as a center of excellence in higher education and will set new standards in educational eco-system of Odisha.

I compliment the students, who by virtue of their perseverance have acquired berths in CUO for higher studies and hope that they will come out with courage, conviction and capability to serve the fellow human being.

I extend my greetings to the whole Team of CUO, Koraput on this joyous occasion and wish the commemoration of the Foundation Day, a grand success.

(Asit Tripathy











भारत सरकार
मानव संसाधन विकास मंत्रालय
उच्चतर शिक्षा विभाग
शास्त्री भवन
नई दिल्ली - 110 115
GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF HIGHER EDUCATION
SHASTRI BHAVAN
NEW DELHI-110 115



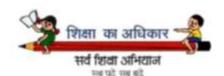
MESSAGE

Hearty Congratulations to the Central University of Odisha on its XII Foundation Day. The University is playing a significant role in reaching out higher education facilities to the aspirational students in a backward KBK region in Odisha alongside the inclusion of a diversified group of students from different parts of the country. The University is on the cusp of a major change in line with the spirit of the National Education Policy 2020. The MHRD and HEFA is in the process of approving significant funding for development of critical infrastructure in the CUO campus including modern Science Laboratories, Online Teaching and Learning Oriented Computer Facilities, Digital Library and Student Facilities Centre. Top Class NAAC Rating of the University and the NIRF Ranking would become a reality in the immediate future. Faculty Development Programmes and enhanced Student Learning and Performance should become a major objective. Infrastructure development and recruitment of teaching and non-teaching staff should be a priority for adopting the guidelines of NEP 2020. I will endeavour to ensure that the University Statutory Bodies like the COURT and Executive Council are reconstituted at the earliest. I wish the University a productive future and happy times.

(Dr. Chandra Shekhar Kumar)

New Delhi, 25th August, 2020

















I am pleased to learn that the Central University of Odisha is celebrating its 12th Foundation Day on 29th August, 2020.

The university is a vibrant symbol of the rich and diverse heritage of Odisha. Mindful of the faith and beliefs of the local tribal population, who are counted among the most ancient peoples of the world, a succession of rulers has left a precious inheritance of shrines and temples, arts and crafts, dance and music.

The 20th century intruded into its sylvan surroundings and brought in hydel projects, factories and the extraction of minerals. Today, the exquisite sarees of Kotpad and the alumina produced in Damanjodi, are equally famous in India and abroad.

But then, the 21st century brought the gift of the Central University, which delivers higher education at the doorsteps of the youth for the first time in the region's history.

Situated in the lush forests of the Koraput tribal district, the esteemed institution is aspiring to become a seat of learning where the passion, creativity, and idealism of young and old minds are applied to advancing our societal and economic well-being.

The Central University, is now as aspirational as the rest of the country and is endeavouring to sustain its traditions while fashioning its unique identity. I am confident that the university authorities are committed to preserve the culture and wisdom of tradition even as they guide their students to the opportunities of this century.

I am happy to send my warmest felicitations and best wishes to the faculty and students for the 12th Foundation Day.







Tel. Off. 06852-250700

Madhusudan Mishra, OAS (SAG) Collector & District Magistrate, Koraput



Tel. Off. 06852-250700 Tel. Res. 06852-250477 Fax. No. 06852-250466 E-Mail:-dm-koraput@nic.in



MESSAGE

My choicest greetings to the Central University of Odisha on its XII Foundation Day. My association with the University began with a major academic activity of the University called Bharosa. It is one of the most innovative and productive programmes anywhere in the country. As Chairperson of the Koraput District Aspirational Programme, I welcome the unique action research initiative of CUO in Skill Mapping, Skilling and Re-skilling SC and ST youths in 12 Districts of Odisha, I have had close interactions with the young faculty of the University on many academic fronts. The recruitment of new teachers that is proposed by the University will further strengthen its teaching and research capabilities. The Vice-Chancellor has been leading the University from the front in introducing creative programmes and functionally productive interventions like the Home-based Open Book Final Examinations (HOBE) at a time when other Universities were struggling to fight the COVID induced blues of the students. The proposal of the CUO to construct modern Science Laboratories, Classrooms and a Modern Library is a welcome addition to the learning resources of the University. On behalf of the District Administration and on my personal behalf I extend my cooperation in all the academic endeavours of the University. The introduction of Science Courses, in particular, will go a long way in fulfilling the rising aspirations of the students of the region for pursuing higher education that has been a distant dream for many.

I wish good luck to the University on this Special Day.

[MADHUSUDAN MISHRA, OAS (SAG)]













Prof (Dr.) Surabhi Banerjee Founding Vice Chancellor, Central University of Odisha

Dear Prof. Ramabrahmam,

Thank you for remembering the First and Founding Vice-chancellor of CUO on the auspicious occasion of the University's 12th Foundation Day.

I really appreciate the remarkable progress CUO has made under your dynamic leadership. The progress report reflects the achievement of the Hon'ble Vice Chancellor and his competent team.

I wish you a glorious success of your programme on the 29th August. May the CUO emerge as a flagship Central University in the foreseeable future.

Warm regards.

Prof (Dr) Surabhi Banerjee.











Prof Mohd. Miyan Ex-Vice Chancellor, Central University of Odisha

Dear Prof Ramabrahmam,

Thank you very much for your kind invitation for the Foundation day of the CUO on 29 Aug. 2020. I will be happy to attend, virtually.

Reading the progress and development of the University, I am glad that the University could make so much progress in almost all aspects of development. The number of applications received i.e. 14,500 is indication of its popularity. 72 All India ranking also indicates its development in academics and research. I am sure under your leadership the University will further improve its ranking.

I have also noted that the University has conducted Home based Open Book Examination successfully during 6-27 July 2020. Congratulations.

With kind regards

Mohammad Miyan D-194, Defence Colony New Delhi-110024 cell. 8008898902













Prof Sachidananda Mohanty Former Vice Chancellor, Central University of Odisha

Thank you very much Professor Ramabrahmam for your mail outlining the progress of the CUO under your leadership.

I wish you and the CUO the very best in its onward march and send you my sincere good wishes for the success of the Foundation Day on 29 August 2020.

Regards
Sachidananda Mohanty

Date: 9 August 2020













Professor A. P. Padhi Former Vice-Chancellor, Berhampur University Member Executive Council, CUO

Twenty ninth August is sacred day for the University. Aim High. Success is difficult without mutual help and cooperation. We must, therefore, put our heads and hearts together to promote quality in the University with undivided minds so as to reach the level of excellence.

New Education Policy offers both opportunities and challenges. We have to strive hard and engage in activities with enthusiasm conducive to University. Let us be up and doing.

It is possible and practicable through exertion and cheerful performance of duties without being lovers of ease to reach the peak.

Wishing success to you all in your onward journey.

God bless you all.













Shri Gadadhar Parida Former District Collector, Koraput

It gives me immense pleasure to see, the seed that was planted in 2009 has sprouted in time and has borne flowers and fruits for the Society of a back-ward region- popularly known as the "Koraput Region".

The normal teething troubles of the initial years has gone and now the University Campus has become vibrant with the promises to fulfil the hopes and aspirations of the people associated with the establishment and inauguration of the Central University of Odisha-Koraput.

May Lord Jagannath fulfil all the dreams of the Central University, Odisha, Koraput, and all persons associated with this noble seat of learning.







<u>ক্রিক্টেপ্রিক্ট্রক</u> Invited Articles



Establishment of Central University of Odisha

Shri Sanjib Chandra Hota, IAS (Retd.)

Former State Election Commissioner, Odisha



The Central University of Odisha established in Sunabeda N.A.C. area, completes its eleven years of existence on 29th August,2020. This University when established in Koraput district, augured a lot of expectation in people of Odisha for learning in post graduate courses with a new dimension to explore new frontier of knowledge in physical and social sciences including micro studies in subjects of humanity like tribal ethnicity, tribal art, literature and vanishing tangible and intangible heritage of different tribes. I hope the curriculum of the University comprises these subjects in some form or other. Unlike other universities of this State which are located mostly in urban locale, the Central University is chosen to

be established in a beautiful natural back ground not very far off from the district head quarter Koraput.

Idea of establishing this University in Koraput district was conceived sometime in the year 2000 both at the level of the State Government and Central Government. It took almost a decade to materialise. The very location of this University has many interesting features. Even though officially its site is in an urban area of Sunabeda Notified Area Council, its surrounding is only tribal habitat of several villages inhabited by tribes of Paraja, Gadaba and Kandha. Even today they are less developed compared to their no tribal counterparts in all respects. Most of them struggle to improve their living standards with their own efforts as well as under state patronage. Some of them who are still marginalised even struggle for their existence. Study of these tribes in realm of Economics, Sociology and Anthropology will open up a bundle of interesting facts and information which can be utilised as rich data for research in different trajectory. In academic studies, a genuine path finder first search and then go for re- search. Demography and Nature surrounding this University provide ample opportunities for such studies.

Sunabeda and Koraput district present many contrasting phenomena. Every morning one will notice that when the morning shift of engineers ,technicians and other workers would come to the aero engine factory of HAL (which produces sophisticated the engine for MIG fighter air craft), one will also notice that number of semi clad tribal people would be going in front of the factory gate towards nearby hills and jungle to collect different types of produce from the ever dwindling forest or some of them might going to a nearby place to work in a government sponsored project. This is the situation in the concluding year of second decade of 21st century. Can there be a bigger paradox of development? May be. But this contrast itself puts a number of questions to the faculty and students of this University.

In the University there must be a very good library keeping good number of books both on print and soft form for use. Reading of these books is very much necessary to assimilate information to inculcate knowledge and through research analysis reach the frontier of wisdom under the umbrella of the University. Here I would like to say that there are two unwritten books available here to the faculty and students. One is vast expanse of mother Nature in shape of the Eastern Ghats hills. Once covered with thick wood now is shrinking every day due to the greed of mankind. In the morning a student will hear the siren call of the MIG factory announcing closure and begin of a shift. He will also hear the music of nature in twittering of jungle birds and subtle sound of Kolab reservoir. This book of nature calls for study by the alumni of the University. The other unwritten book is tribal populace who while trying to adapt to modernity still very guardedly cling to their roots. These two unwritten books are not always available in other places.

In putting its foot in the second decade of its existence, let this temple of learning be a pilgrimage to knowledge seekers. Students coming out of this University will be reformers of Indian society while engaged in nation building. I wish this University all success and best wishes to all associated with it.





କେନ୍ଦ୍ରୀୟ ବିଶ୍ୱବିଦ୍ୟାଳୟର ଦ୍ୱାଦଶତମ ଜୟନ୍ତୀ ପାଇଁ ଏକ ସଶ୍ୱଦ୍ଧ ସ୍ୱାଗତିକା

ଶ୍ରୀ କୃଷ ସିଂହ ଚେୟାରମ୍ୟାନ, ସିତମ, ସେମିଳିଗୁଡା



ଜ୍ଞାନ ବିଜ୍ଞାନର ପୂଣ୍ୟଭୂମି କେନ୍ଦ୍ରୀୟ ବିଶ୍ୱବିଦ୍ୟାଳୟ, ନିଜର ଦ୍ୱାଦଶତମ ପ୍ରତିଷ୍ଠା ଦିବସକୁ ସମ୍ମିଳୀତ ଭାବେ ଉସ୍ସବମୁଖର କରି ଏବେ ପାଳନ କରିପାରୁନାହାନ୍ତି । କୋରନାର ବିଶ୍ୱବ୍ୟାପି ସଂକ୍ରମଣ, ଏବେ ସମଗ୍ର ମାନବ ସମାଜକୁ ସଙ୍ଗରୋଧରେ ରଖିବାକୁ ବାଧ୍ୟ କରିଛି। ପରସ୍କରଠାରୁ ଦୂରତ୍ୱ ରଖିବା ହୋଇଯାଇଛି ଆଜିର ଆହ୍ୱାନ । କୋରାପୁଟର ମହିମାଯୁକ୍ତ ଶିକ୍ଷାୟତନ, ଏହି କେନ୍ଦ୍ରୀୟ ବିଶ୍ୱବିଦ୍ୟାଳୟର ଭାରତର ୪୦ଟି କେନ୍ଦ୍ରୀୟ ବିଶ୍ୱବିଦ୍ୟାଳୟର ଭାରତର ୪୦ଟି କେନ୍ଦ୍ରୀୟ ବିଶ୍ୱବିଦ୍ୟାଳୟ ଭିତରେ ୨୫ତମ ମାନ୍ୟତା ଭିତରେ

ଅଛି । ଏହା କିଛି ଆମ ପାଇଁ କମ୍ ଗୌରବର ବିଷୟ ନୁହଁ।

କୋରାପୁଟ ଏକ ଟ୍ରାଇବଲ ସବ୍ ପ୍ଲାନ ବା ଆଜିର ସିଡ୍ୟୁଲଡ୍ ଏରିଆର ଭୂମି। ପୂର୍ଣ୍ଣତଃ ଆଦିବାସୀ ଅଧ୍ୟୁଷିତ ଅଷ୍ଟ୍ରୀକ ବା ନିଷାଦ ସଭ୍ୟତାର ଭୂମି। ଏଠି ଅନେକ ଭାଷା, ଅନେକ ଜାତି ଅଛନ୍ତି କିନ୍ତୁ ଭାଷା ଜାତିକୁ ନେଇ କେବେ ଝଗଡା ନାହିଁ। ଏଠାକୁ ଅନ୍ୟମାନେ ଆସିଛନ୍ତି, ୟାଙ୍କ ସଭ୍ୟତା ସଂସ୍କୃତିକୁ ବୁଝିବା ପାଇଁ। ଏହି ସଂସ୍କୃତିକୁ ମାନବର ଆଦ୍ୟ ସଂସ୍କୃତି କୁହାଯିବ। ଏହି ଅଷ୍ଟ୍ରୀକମାନଙ୍କଠାରୁ ଅନେକ ଆମେ ନେଇଛୁ, ଆମ ଗାଁ ଠାକୁରାଣୀଙ୍କଠାରୁ ଦାରୁଦେବତା ଶ୍ରୀ ଜଗନ୍ନାଥଙ୍କ ଧର୍ମ ସଂସ୍କୃତି ଯାଏ। ମୋ ଚିନ୍ତା କ୍ଷେତ୍ରରେ ଏହାର ଏକ ଖାସ୍ ପ୍ରଭାବ ଅଛି।

ବାହାର ଲୋକଙ୍କ ଆସିବା ଯିବା ଆମକୁ ପ୍ରଗତି ସହିତ ଖୁବ୍ ପରିଚିତ କରାଇଛି। ଇତିହାସର ରକ୍ତପାତ, ବିଜିଷିଗାର ଦୁଷ୍ପରିଶାମ ଆମେ ଭୋଗିଛେ ସତ, ବୈଦେଶିକ ଯିବା ଆସିବା, ରହିବା, ଖାଇବା ଆମ ସଭ୍ୟତାର ସଂସ୍କୃତିକୁ ରୁଦ୍ଧମନ୍ତ କରିଛି। ସେହି ନ୍ୟାୟରେ, ଶକ, ହୁଣ, ମୋଗଲ, ପଠାଣ ଏବଂ ଇଂରେଜ ମାନଙ୍କର ସାମ୍ରାଜ୍ୟବାଦୀ ଆଭିମୁଖ୍ୟ ଆମର ସଭ୍ୟତା, ସଂସ୍କୃତିକୁ କିଛି କମ୍ ଯୋଗଦାନ ଦେଇନାହିଁ। ଏଥିରେ ସଭ୍ୟତାର ସଙ୍କରୀକରଣ ହୋଇ ବିଶ୍ୱସଂସ୍କୃତି ଓ ସଭ୍ୟତାକୁ ସମୂଦ୍ଧି କରିଛି ।

ଇଂରେଜମାନେ ୧୮୦୩ ରେ ନ ଆସି ଯଦି ଆଗରୁ ଓଡ଼ିଶା ଆସିଥାନ୍ତେ ତେବେ ଏହି ଅଷ୍ଟ୍ରୀକ ନିଷାଦ ଭୂମି ସମୁକ୍କଳ ହୋଇଯାଇଥାନ୍ତା।

କଲିକତା ଯଦି ଇଂରେଜମାନଙ୍କ ରାଜଧାନୀ ହୋଇ ନଥାନ୍ତା, ବଙ୍ଗାଳି ଯାହା ଆଜି ଭାବୁଛି, ସାତ ଦିନ ପରେ ତାହା ଅବିଶିଷ୍ଟ ଭାରତ ଭାବିବାର କଥନିକା ହୋଇ ରହି ନଥାନ୍ତା। କିଛି ବ୍ୟତିକ୍ରମ, କିଛି କ୍ରମବଦ୍ଧ ଶୃଙ୍ଖଳାକୁ ଜନ୍କ ଦିଏ । ଆଜିର ବିଶାଳ ଭାରତ ଭୂଗୋଳ ବ୍ରିଟିଶ ଇଣ୍ଡିଆର ଏକ ପ୍ରତିଚ୍ଛବି ଏବଂ ଏହା ସାମ୍ରାଜ୍ୟବାଦୀ ସଭ୍ୟତାର (ଆମ ଦେଶକୁ) ଏକ ମହାଦାନ।

ନଅଙ୍କ ଦୂର୍ଭିକ୍ଷ ରେଭେନସା ସାହେବ କଲେଜଟିଏ କଟକରେ ଗଢି ନଥିଲେ, ମେଡ଼ିକାଲ କଲେଜଟିଏ ହୋଇ ନଥିଲେ, ଓଡ଼ିଶାର ପରିଚୟ ଆଉ ଏକ ଶତାଦ୍ଦୀ ପଛକ୍ ଚାଲିଯାଇଥାନ୍ତା।

ପୂର୍ବଘାଟ ପର୍ବତମାଳାର ଏହି ପାବନ ଆରଣ୍ୟକ ଭୂମି ଏବଂ ଉତ୍କଳର ସର୍ବୋଚ୍ଚ ପର୍ବତ ଦେଓମାଳି ଉପତ୍ୟକାରେ ଏହି ବିଖ୍ୟାତ ଶିକ୍ଷାୟତନ କେନ୍ଦ୍ରୀୟ ବିଶ୍ୱବିଦ୍ୟାଳୟ ଆଗାମୀ ଓଡ଼ିଶାର ସୁରୂପକୁ ବିଶେଷ କରି କୋରାପୁଟର ଅନିନ୍ଦିତ ରୂପ ସୌନ୍ଦର୍ଯ୍ୟ ଓ ତାର ସତ୍ୟନିଷ୍ଠ ପ୍ରଜ୍ଞା ଲୋକଙ୍କୁ ନୂତନ ଜୀବଦାନ ଦେବ।

ବୌଦ୍ଧଚର୍ଯ୍ୟା ଗାନରେ ମାଲୁଣୀ, ଶଉରୁଣୀ, ଡମୁଣୀଙ୍କୁ ନିଜସ୍ୱ ଗବେଷଣାରେ ଏହାର ଛାତ୍ରଛାତ୍ରୀ ଭେଟିବେ। ଏଠି ତମସା ତରଳ ଜଳସ୍ରୋତରେ ମାଲକାନଗିରି ବା ମାଲ୍ୟବନ୍ତର ବୀର ହନୁମାନ, ବାଳି ସୁଗ୍ରୀବ ସହିତ ସିତା ସୌମିତ୍ରୀ ରାମଙ୍କର ତ୍ୟାଗର ଦର୍ଶନ ହେବ। କେନ୍ଦ୍ରୀୟ ବିଶ୍ୱବିଦ୍ୟାଳୟ ତାର ଜ୍ଞାନ ନେତ୍ରରେ ଶୁଭ ଉନ୍କୋଚନ କରିବ ସତ୍ୟନିଷ୍ଠାର ଏହି କୋରାପୁଟକୁ।



ଏହି ବିଶ୍ୱବିଦ୍ୟାଳୟ ଏବେ ୮୭ ଜଣ ନୂତନ ଫ୍ୟାକଲଟି ଓ ୪୦ଜଣ ଅଫିସ କର୍ମଚାରୀଙ୍କ ପାଇଁ ନିଜର ବିଜ୍ଞପ୍ତି ପ୍ରକାଶ କରିଛି। ଧୀରେ ଧୀରେ ଏହି ଆଧୁନିକ ନାଳନ୍ଦାର ବିଶ୍ୱର୍ପ ପ୍ରକଟିତ ହେବ।

ଭାରତୀୟ ଶିକ୍ଷା ମହାକାଶରେ ଗୁଣାତ୍ପକ ଚେତନାରେ ପରିପ୍ରକାଶ, ଏହି ବିଶ୍ୱବିଦ୍ୟାଳୟ ଆଜି ମାତ୍ର ୧୨ ବର୍ଷର ବାଳକ। ୧୨ ବର୍ଷକୁ ଆମେ ଖୁବ୍ ସାଙ୍କେତିକ ଧରୁ। ୧୨ ବର୍ଷର ବାଳକ ଅଭିମନ୍ୟୁ ଚକ୍ରବ୍ୟୁହ ଭେଦ କରିଥିଲା। ୧୨ ବର୍ଷର ବାଳକ ବାଦଲ ଦିଲ୍ଲୀ ଆଲାଉଦ୍ଦୀନ୍ ହାରେମରୁ ପଦ୍ମିନୀଙ୍କୁ ଆଣିଥିଲା। ୧୨ ବର୍ଷର ଧର୍ମପଦ କୋଣାର୍କର ମୁଞ୍ଜି କେବଳ ମାରି ନଥିଲା, ସେ ବାରଶହ ବଢେଇଙ୍କ ଜୀବନଙ୍କୁ ବଞ୍ଚାଇବାକୁ ପ୍ରାଣବଳି ଦେଇଥିଲା। ଢେଙ୍କାନାଳର ୧୨ ବର୍ଷର ବାଳକ ବୀର ବାଜୀ ରାଉତ ଇଂରେଜ ସେନାକୁ ବ୍ରାହ୍ମଶୀ ନଦୀ ପାରି କରାଇବାକୁ ନଦେଇ ପୋଲିସ୍ ଗୁଳିରେ ପ୍ରାଣବଳି ଦେଇଥିଲା। ୧୨ ବର୍ଷକୁ ଗୋଟିଏ ଯୁଗ ବୋଲି ଆମେ କୁହନ୍ତି। ଆମ ଓଡ଼ିଶାର ଆରାଧ୍ୟ ଶ୍ରୀ ଜଗନ୍ନାଥଙ୍କର ୧୨ ବର୍ଷ ବା ଗୋଟିଏ ଯୁଗରେ ନବକଳେବର ହୁଏ । ଏ ଯୁଗଟି ହେଉଛି ଭାରତୀୟ ଜୀବନଧାରାର ଏକ ଗାଣିତିକ ମାଇଲଖୁଞ୍ଜ। ଏହି ବିଶ୍ୱବିଦ୍ୟାଳୟ ବିଗତ ଦଶକରେ ଏହାର ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କୁ ମୁଁ ସୀତମରେ ଏକ ବର୍ଷ ଯାଏ ହଞ୍ଜେଲରେ ରହିବାକୁ ଦେଇଥିଲି। ଆମର କଲେଜ ଚାଲୁଥିଲେ ମଧ୍ୟ ବିଶ୍ୱବିଦ୍ୟାଳୟ ପିଲାମାନଙ୍କଠାରୁ ଦିନଟିଏ ପାଇଁ କୌଣସି ବ୍ୟତିକ୍ରମ ମୋ ଦୃଷ୍ଟିକୁ ଆସିନାହିଁ।

କରୋନା ପୀଡିତ ଏହି ଆରଣ୍ୟକ ଭୂମିରେ ଗୋଟିଏ ଯୁଗ ଅତିକ୍ରମ କରୁଥିବା କେନ୍ଦ୍ରୀୟ ବିଶ୍ୱବିଦ୍ୟାଳୟର ବିଶିଷ୍ଟ ଶିକ୍ଷାବିତ୍, କୁଳପତି ମାନନୀୟ ଶ୍ରୀ ରାମବ୍ରହ୍ମମ, କୁଳ ସଚିବ, ସମୟ ପ୍ରଫେସର, ଗବେଷକ, ଗବେଷିକା, କାର୍ଯ୍ୟକର୍ତ୍ତା ଓ ଅଧ୍ୟୟନରତ ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କୁ ମୋର ଗଭୀର କୃତଜ୍ୱତା ଜଣାଇ ମୋର ସଂକ୍ଷିପ୍ତ ପ୍ରତିବେଦନକୁ ସମାପ୍ତ କରୁଛି।



Inauguration of CUO



Hon'ble Union HRD Minister Dr. Kapil Sibal inaugurates Central University of Orissa in presence Hon'ble Chief Minister of Orissa Sri Naveen Patnaik and first Vice Chancellor Prof. Surabhi Banerjee.



Hon'ble Chief Minister of Orissa Sri Naveen Patnaik and Hon'ble Union HRD Minister Dr. Kapil Sibal along with host of political leaders with two tribal boys on the inaugural day of CUO



Tribal Development: A Founding Pillar

Dr. Prafulla Chandra Mohapatra

Director, COATS, Koraput



The establishment of the Central University of Odisha, Koraput on 29th August, 2009 is a significant milestone in the development of higher education in this backward Koraput region.

The Council of Analytical Tribal Studies (COATS), a premier Research and Academic Institute established on 9th January, 1992 at Koraput has special reasons to be happy to get the privilege of being associated with a brilliant group of intellectuals at Koraput.

The Foundation Day Pendal of CUO was erected by Sri. Jagannath Temple, Koraput at 'Nishanimunda' situated in front of the main gate of COATS.

The Central University was inaugurated by the then Honourable Human Resource Development Minister of India Dr. Kapil Sibal in the presence of our Chief Minister Sri. Naveen Patnaik, Former Chief Minister Sri Giridhari Gomango, Late Pyarimohan Mohapatra, IAS (Retd) and M.P. Rajya Sabha, revered Vice-Chancellor Smt. Surabhi Banerjee and a galaxy of persons on the stage and around 3000 invitees of the area in the meeting.

The Foundation Stone was laid in the premises of COATS and in pursuance of Resolution No. IX of the Board of Governors dated 25.06.2009, the authorities of COATS spared six No. of Halls and Rooms and eleven Nishan Huts to the Central University, Odisha after doing necessary renovation and repair works on payment of a monthly user's fee of Rs.33,000/- for three years. However, after making necessary modification of the Central Silk Board Office building, the University shifted to this vacant building after a period of ten months.

Due to shortage of both teaching faculties and non-teaching staff, the university could not progress up to satisfaction till 2019. However, after the joining of Sri. Ramabrahmam as the Vice-Chancellor on 06.12.2019 the University is doing well.

A recent evaluation of 40 Central Universities made by MHRD has placed the Central University of Odisha, Koraput at rank 25 with above average (60%) performance. The increase in the number of application to 14500 in the CUCET, 2020 from different states of the country is another indicator of better performance of the University.

We are happy to note that advertisement has been made for recruitment of 87 faculty members in different academic disciplines and 40 non-teaching post. We hope that by 2021-22 academic session these faculty members will be appointed.

On 25.07.2017 the Central University of Odisha and COATS, Koraput signed a Memorandum of Understanding to collaborate in research, documentation and sharing resources to the best interest of both the institution.

COAT has extended its cooperation in the development of library and exhibits in the extension wing of CUO for Tribal Development in Koraput town. The Central University has also extended its cooperation during the organization of Silver Jubilee function of COATS during January 2018 and Silver Jubilee celebration of Tribal Museum during 2019.

The students of Sociology and Anthropology departments are also availing library facility in COATS for preparation of their dissertations.

We would like to continue the collaboration between us for all times to come.



ବିକାଶ ପଥେ ଓଡିଶା କେନ୍ଦ୍ରୀୟ ବିଶ୍ୱବିଦ୍ୟାଳୟ

ଡ଼ ଜଗବନ୍ଧୁ ସାମଲ ଅବସରପ୍ରାପ୍ତ ପ୍ରଫେସର, ଅର୍ଥନୀତି ଓ ଆଦିବାସୀ ବିକାଶ । କୋଟସ୍, କୋରାପୁଟ, ଓଡିଶା,



କୋରାପୁଟଠାରେ ପ୍ରତିଷ୍ଠିତ ଓଡ଼ିଶା କେନ୍ଦ୍ରୀୟ ବିଶ୍ୱବିଦ୍ୟାଳୟ ଇତି ମଧ୍ୟରେ ଏଗାର ବର୍ଷ ଅତିକ୍ରମ କରି ଦ୍ୱାଦଶ ବର୍ଷରେ ପାଦ ଦେଇଛି । ବିଭିନ୍ନ ସମୟରେ କାର୍ଯ୍ୟରତ କୁଳପତି, ଅଧ୍ୟାପକ, ଅଧ୍ୟାପିକା ଓ ଅଶଶିକ୍ଷକ କର୍ମଚାରୀମାନଙ୍କର ନିଷା ଓ ପ୍ରତିବଦ୍ଧତା ତଥା ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କର ଶୃଙ୍ଖଳିତ ଆଚରଣ ଓ ଶିକ୍ଷାଗ୍ରହଣ କରିବାର ପ୍ରବୃତ୍ତିକୁ ଆଧାର କରି ଏହି ବିଶ୍ୱବିଦ୍ୟାଳୟଟି ଉନ୍ନତି ପଥରେ ଆଗେଇ ଚାଲିଛି । ତଥାପି ଆଗକୁ ଅନେକ କିଛି କରିବାକୁ ପଡିବ, ଯାହାଫଳରେ ଦେଶର ଅଗ୍ରଣୀ ଶିକ୍ଷାନୁଷାନ ତାଲିକାର ଶୀର୍ଷରେ ଏ ବିଶ୍ୱବିଦ୍ୟାଳୟ

ସ୍ଥାନ ପାଇପାରିବ । ସମଗ୍ରଭାବରେ ଓଡିଶାବାସୀ ଓ ବିଶେଷକରି କୋରାପୁଟ ଅଞ୍ଚଳର ଜନସାଧାରଣ ଏପରି ଆଶାପୋଷଣ କରିବା ସ୍ୱାଭାବିକ ।

ଉଚ୍ଚଶିକ୍ଷାର ବିକେନ୍ଦ୍ରୀକରଣ ଓ ଅନୁନ୍ନତ ତଥା ଆଦିବାସୀ ଅଞ୍ଚଳର ବିକାଶକୁ ଦୃଷ୍ଟିରେ ରଖି ରାଜ୍ୟର ରାଜଧାନୀଠାରୁ ପାଞ୍ଚଶହ କି.ମି. ଦୂରରେ ଏକ ଗ୍ରାମୀଣ ପରିବେଶ ମଧ୍ୟରେ କୋରାପୁଟରେ ଏଭଳି ସନ୍ନାନଜନକ ବିଶ୍ୱବିଦ୍ୟାଳୟକୁ ସ୍ଥାପନ କରିବାର ପ୍ରତେଷ୍ଠା କେନ୍ଦ୍ର ତଥା ରାଜ୍ୟ ସରକାରଙ୍କର ଏକ ସମୟ ଉପଯୋଗୀ ଓ ସ୍ୱାଗତଯୋଗ୍ୟ ପଦକ୍ଷେପ ଥିଲା । ଏହି ସିଦ୍ଧାନ୍ତକୁ କୋରାପୁଟ ଭୂଖଣ୍ଡର ଅଧିବାସୀଗଣ ତଥା ଜିଲ୍ଲା ପ୍ରଶାସନ ସ୍ୱାଗତ କରିଥିଲେ ଓ ଏହାକୁ କାର୍ଯ୍ୟକାରୀ କରାଇବାରେ ସହଯୋଗର ହାତ ବଢାଇଥିଲେ ।

ଗୋଟିଏ ବିଶ୍ୱବିଦ୍ୟାଳୟର ଗୁଣବର। ବୃଦ୍ଧିପାଇଁ ତିନିଗୋଟି ଅତ୍ୟାବଶ୍ୟକ ଉପାଦାନ ହେଉଛି, ଉରମ ଭିରିଭୂମି, ପର୍ଯ୍ୟାପ୍ତ ପରିମାଣର ବିଜ୍ଞ ଶିକ୍ଷକ ନିଯୁକ୍ତି ଓ ଅନୁକୂଳ ଶୈକ୍ଷିକ ବାତାବରଣ । ସହର-ବଜାରଠାରୁ ଦୂରରେ, ପାହାଡ-ପର୍ବତଯେର। ପ୍ରାକୃତିକ ପରିବେଶ ମଧ୍ୟରେ ଗଢି ଉଠୁଥିବା ବିଶ୍ୱବିଦ୍ୟାଳୟଟି ଏକ ଶାନ୍ତ ଓ ଶୃଙ୍ଖଳିତ ଶୈକ୍ଷିକ ବାତାବରଣ ଯୋଗାଇ ପାରିଛି, ଏହା ନିଃସଦେହରେ କୁହାଯାଇପାରେ । ଶିକ୍ଷକ ଓ ଛାତ୍ରମାନଙ୍କ ମଧ୍ୟରେ ସୁସମ୍ପର୍କ, ଶିକ୍ଷାଦାନ ଓ ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କୁ ପ୍ରେରଣା ଯୋଗାଇବାରେ ଓ ଦିଗ୍-ଦର୍ଶନ ଦେବାରେ ଶିକ୍ଷକ ମାନଙ୍କର ପ୍ରତିବଦ୍ଧତା, ଏହି ଶିକ୍ଷା ବାତାବାରଣ ଯୋଗେଇବାରେ ପ୍ରମୁଖ ସ୍ଥାନ ଗ୍ରହଣ କରିଥାଏ । ପୁଣି ଉପଯୁକ୍ତ ପରିମାଣର ଶ୍ରେଣୀଗୃହ, ଛାତ୍ରାବାସ, ପରୀକ୍ଷାଗାର ଓ ପାଠାଗାର ଆଦି ଶିକ୍ଷାର ଭିଭିଭୂମିକୁ ଦୃଢ଼ୀଭୂତ କରିଥାଏ । ସବୁଠାରୁ ଗୁରୁବପୂର୍ଣ୍ଣ ଦିଗଟି ହେଲା, ପର୍ଯ୍ୟାପ୍ତ ପରିମାଣର ଦକ୍ଷ-ଶିକ୍ଷକ ନିଯୁକ୍ତି । କୋରାପୁଟଠାରେ ପ୍ରତିଷ୍ଠିତ କେନ୍ଦ୍ରୀୟ ବିଶ୍ୱବିଦ୍ୟାଳୟରେ ସ୍ଥାୟୀଶିକ୍ଷକ ଓ ଶିକ୍ଷୟତ୍ରୀଙ୍କର ଅଭାବ ଥିବା ଓ ସେଥିପାଇଁ ଶୈକ୍ଷିକ ବାତାବରଣରେ ଆଞ୍ଚ ଆସୁଥିବା ଖବର ଗଣମାଧ୍ୟମରେ ପ୍ରକାଶ ପାଇବା ଖବର, ଶିକ୍ଷାପ୍ରେମୀ ଓ ଜନସାଧାରଣଙ୍କୁ ବ୍ୟଥିତ କରି ଆସୁଛି । ଖୁସିର କଥା ଯେ ବିଶ୍ୱବିଦ୍ୟାଳୟ କର୍ଭପକ୍ଷ ଇତି ମଧ୍ୟରେ 87ଟି ଶିକ୍ଷକ ପଦବି ଓ 40ଟି ଅଶଶିକ୍ଷକ ପଦବି ପୂରଣ ପାଇଁ ବିଜ୍ଞାପନ ପ୍ରକାଶ କରିଛନ୍ତି, ତଥାପି ଅନ୍ଥସ୍ୱଂଖ୍ୟକ ସାୟୀଶିକ୍ଷକ, କିଛି ଅସ୍ଥାୟୀ ଶିକ୍ଷକ ଓ ସମୟ ସମୟରେ ଅନ୍ୟ ବିଶ୍ୱବିଦ୍ୟାଳୟମାନଙ୍କରୁ ଅତିଥି ଅଧ୍ୟାପକଙ୍କ ସାହାଯ୍ୟରେ ପିଲାମାନଙ୍କୁ ନିରଚ୍ଚର



ଶିକ୍ଷାପ୍ରଦାନରେ କର୍ତ୍ହପକ୍ଷ ଚେଷ୍ଟା କରିଆସୁଛନ୍ତି । ଫଳରେ ଏହି ଏଗାର ବର୍ଷ ମଧ୍ୟରେ ଅନେକ ଛାତ୍ରଛାତ୍ରୀ ଏହି ବିଶ୍ୱବିଦ୍ୟାଳୟରୁ ଉତ୍ତୀର୍ଷ୍ଣ ହୋଇ ସମାଜରେ ବିଭିନ୍ନ କ୍ଷେତ୍ରରେ ପ୍ରତିଷ୍ଠା ଲାଭକରିସାରିଲେଣି ।

ସମ୍ପ୍ରତି ବିଶ୍ୱବିଦ୍ୟାଳୟର ଛାତ୍ରଛାତ୍ରୀ ସଂଖ୍ୟା 900ରେ ପହଞ୍ଚି ସାରିଲାଣି । 14 ଗୋଟି ବିଭାଗରେ ଶିକ୍ଷାଦାନ ସମ୍ପାଦନ ହେଉଛି । ଗବେଷଣା କାର୍ଯ୍ୟକୁ ଆଗେଇ ନେବାରେ ବିଶ୍ୱବିଦ୍ୟାଳୟ କର୍ତୃପକ୍ଷ ଯତ୍ୱଶୀଳ । ବିଭିନ୍ନ ସମୟରେ ବିଶ୍ୱବିଦ୍ୟାଳୟ ପରିସରରେ ସେମିନାର ଓ ଆଲୋଚନାଚକ୍ରମାନ ଆୟୋଜନ ହେବା ଓ ସେଥିରେ ଶିକ୍ଷକ ଓ ଛାତ୍ରଛାତ୍ରୀଗଣ ସକ୍ରୀୟ ଅଂଶଗ୍ରହଣ କରୁଥିବା; ଏସବୁ ସ୍ୱାଗତଯୋଗ୍ୟ ପଦକ୍ଷେପ । କୋରାପୁଟ ଅଞ୍ଚଳର ପ୍ରାକୃତିକ ପରିବେଷ୍ଟନ, ଏ ଅଞ୍ଚଳର ପ୍ରକୃତିର ସନ୍ତାନ ଆଦିବାସୀ, ସେମାନଙ୍କର ସଂସ୍କୃତି ଓ ଜୀବନଯାପନ ଶୈଳୀ, ଐତିହାସିକ କୀର୍ତ୍ତରାଜି ଓ ପରିଦର୍ଶନ ୟଳୀମାନ, ଗବେଷକ ଓ ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କୁ ଜ୍ଞାନଆହରଣ ଓ ଗବେଷଣା କାର୍ଯ୍ୟରେ ସହାୟକ ହେବ । ଏ କ୍ଷେତ୍ରରେ ଅଧିକ ତତ୍ପରତା ପ୍ରକାଶ ପାଇବା ଦରକାର । ଖୁସିର କଥା ଆଦିବାସୀ ଜନଜୀବନ ଉପରେ ଗବେଷଣା କାର୍ଯ୍ୟକୁ ଆଗେଇ ନେବା ପାଇଁ କେନ୍ଦ୍ରୀୟ ବିଶ୍ୱବିଦ୍ୟାଳୟ କର୍ତ୍ତୃପକ୍ଷ ୟାନୀୟ ବିଶ୍ୱବିଦ୍ୟାଳୟ କର୍ତ୍ତୃପକ୍ଷ ହିନ୍ଦୁୟାନ ଆରୋନୋଟିକ ସଂସ୍ଥା (ହାଲ୍) ଓ ନାଲକୋ ସହିତ ଅନୁବନ୍ଧିତ । ଏସବୁ ବିଶ୍ୱବିଦ୍ୟାଳୟର ସାମାଜିକ ପ୍ରତିବନ୍ଧତାର ନିଦର୍ଶନ ଅଟେ । ଏହା ବ୍ୟତୀତ ବିଶ୍ୱବିଦ୍ୟାଳୟ କର୍ତ୍ତୃପକ୍ଷ ନିକଟସ୍ଥ କେତେ ଖଣ୍ଡ ଆଦିବାସୀ ଗ୍ରାମକୁ ପୋଷ୍ୟଗ୍ରାମ ରୂପେ ଗ୍ରହଣ କରି, ସେଗୁଡିକର ଶିକ୍ଷା, ସ୍ୱାସ୍ଥ୍ୟ ଓ ପରିଦ୍ୟାର ପରିଛନ୍ତତା ଆଦି ଉପରେ କାର୍ଯ୍ୟକ୍ରମମାନ ହାତକୁ ନେଇଛନ୍ତି । ୟାନୀୟ ପ୍ରାକୃତିକ ସମ୍ବଳ ଓ ଲୋକମାନଙ୍କର କାର୍ଯ୍ୟଦକ୍ଷତା ବିଚାରକୁ ନେଇ ଆଦିବାସୀ ଯୁବକମାନଙ୍କୁ କିଛି ତାଲିମ ଦେଇପାରିଲେ ଓ ବିଶ୍ୱବିଦ୍ୟାଳୟ କର୍ତୃପକ୍ଷ ଏଥିପାଇଁ ଯତ୍ୱଶୀଳ ହେଲେ, ଏ ଅଞ୍ଚଳର ବିକାଶରେ ଏହା ସହାୟକ ହୁଅନ୍ତ ।

ଆନନ୍ଦର ବିଷୟ ହେଉଛି ବିଶ୍ୱବିଦ୍ୟାଳୟ ଅନୁଦାନ ଆୟୋଗ ଓଡ଼ିଶା କେନ୍ଦ୍ରୀୟ ବିଶ୍ୱବିଦ୍ୟାଳୟକୁ 'ଖ' ଶ୍ରେଣୀ (ବି ଗ୍ରେଡ୍) ନାକ୍ ସ୍ୱୀକୃତି ଦେବା ଓ ନିକଟରେ ଭାରତ ସରକାରଙ୍କର ମାନବ ସମ୍ବଳ ବିକାଶ ବିଭାଗ ଏହାର ଗୁଣବଭାକୁ ବିଚାରକୁ ନେଇ, ଏହାକୁ ଦେଶର 40ଟି କେନ୍ଦ୍ରୀୟ ବିଶ୍ୱବିଦ୍ୟାଳୟ ମଧ୍ୟରେ 25ଡମ ସ୍ଥାନରେ ସ୍ଥାନୀତ କରିବା । ଏଥିପାଇଁ ବିଶ୍ୱବିଦ୍ୟାଳୟ ସହ ସଂପୃକ୍ତ ସମଷ୍ତେ ଧନ୍ୟବାଦର ପାତ୍ର ।

ମହାପ୍ରଭୁ ଜଗନ୍ନାଥ ବିଶ୍ୱବିଦ୍ୟାଳୟର କୁଳପତି, ସମଷ୍ଟ ପ୍ରଶାସନିକ ଅଧିକାରୀ, ଶିକ୍ଷକ ଓ ଶିକ୍ଷୟତ୍ରୀ ବୃନ୍ଦ ତଥା ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କୁ ବିଶ୍ୱବିଦ୍ୟାଳୟର ଅଭିବୃଦ୍ଧି ନିମନ୍ତେ ଅଧିକ ପ୍ରେରଣା ପ୍ରଦାନ କରନ୍ତୁ । ଏ ଅଞ୍ଚଳରେ ଶିକ୍ଷାର ଆଲୋକ ଅଧିକ ମାତ୍ରାରେ ବିକିରଣ ହେଉ । ଏ ବିଶ୍ୱବିଦ୍ୟାଳୟ ରାଜ୍ୟ ତଥା କୋରାପୁଟ ଅଞ୍ଚଳର ବିକାଶରେ ସହାୟକ ହେଉ । ଏ ମହାନ ଅନୁଷ୍ଠାନର ଦ୍ୱାଦଶତମ ପ୍ରତିଷ୍ଠା ଦିବସରେ ଏତିକି କାମନା ।





Central University of Odisha

(Its uniqueness revisited on the 12th Foundation Day 2020)

Shri Charudutta Panigrahi Mentor, FIDR



The location of the Central University of Odisha (CUO) in Koraput brings to the fore the appropriateness of a knowledge hub in the middle of a paradox – a *tribal district*, with unparallel abundance of natural resources & an *aspirational district* trying to bridge perennial gaps in human development.

Koraput is the blessed land and the future of Asia. Blessed because from Lord Jagannath to fighter planes to Asia's mineral treasury, it is complete & the people are content. It is the Sabarkshetra (the mystic land of the Lord). This is the land

where divinity and materialism co-exist in a unique balance. That is why the future of Asia – affluence of mine-able minerals, below the soil. Per capita income of Koraput should be one of the highest in India, but sadly always figures in the list of 'aspirational districts" of NITI Aayog. The reserve of 310 million tons in Panchpatmali mines is world's largest single-site bauxite deposit and yet Koraput suffers the indignity of infant death, large scale migration and rapid forest destruction. In Koraput 79% live below poverty line.

CUO as the knowledge hub would continue to play a direct role in shaping the human resources of the district, the state and the country. As a straight impact of a honed, better talented, specialised workforce will show in the human development of the district, the state and resulting Atmanirbhar (self-reliant) Bharat. The CUO's contribution in mainstreaming PVTGs and making them significant stakeholders in India's socio-economic growth story need not be underplayed. Mining royalty is the biggest non-tax contributor to the Odisha's revenue stream pegged at Rs 6130.97 crore from production of 270.84 million tonnes (mt) and supply of 287.80 mt minerals in 2017-18. The mining revenue is estimated to cross Rs 12,000 crore, 2021 onwards. Increasingly the local youths, educated and handheld by the University would join as skilled manpower in the industry and many can start their own enterprise.

In the last 12 years, which in local parlance is 1 yug (a significant time period representing the past, the present and the future), CUO has been able to aggregate the passion, creativity, and idealism of thinking minds, young and old alike, which have been applied to problem-solving and advancing our societal and economic well-being, not only in Koraput but in the country. The uniqueness of CUO lies in its strategic role in working towards localising SDGs (Sustainable Development Goals) in an aspirational district, an emerging state economy and a country aiming at a \$5 Trillion economy in the next decade. The global Goals for Sustainable Development are consequently integrated into higher education and the practice of engaging students in these efforts, through projects and community interventions result in directly impacting our performance in SDGs. Because CUO is amidst one of the most primitive tribal communities of the world. An improvement in the development indicators here would bring about a quantum jump in all round performance on human development indices.

The CUO has taken futuristic steps in orienting itself to proactive nation building. Some of them are as follows:

- Aligning university governance structures and operational policies with the aims of attaining the SDGs
- Identifying and addressing any key gap in the university in a response to the SDGs
- Mapping how high-level university strategies, policies, plans and reporting indicators align with the SDGs
- Identifying organizational units and streams which are relevant to specific SDGs



India and Odisha specifically is experiencing climate emergency, large scale displacements due to COVID pandemic and increasing pressure of gainful engagement of the burgeoning youth population (more than half of the population is below 35). CUO is taking unprecedented steps to embrace its cultural, socioeconomic and physical setting. It is imperative that CUO be socially embedded, thereby fostering development through direct engagement with its immediate communities, which are low-income and marginalised. CUO is working creatively, take out-of-the-box strides to become a regional knowledge and innovations hub and a greater force of societal transformation. Universities must focus on the individual. It is fostering student success, steadily, by becoming student-centric – rather than faculty-centric. This is by enhancing its capability of being nimble, anticipatory, imaginative and reactive. The departments, the faculty members and the eco-system at the CUO is providing unique environments that prepare students to be "master thinkers" able to grasp a wide array of skills and information. It is encouraging to know that CUO is attempting to prepare the most adaptable workforce to meet the demands of the market, the economy and the country's requirements.

In the coming years, the University is slated to become an effective partner in the national & global development. Through the proliferation of networks between like-minded alliances, community partnerships through students and faculties can transformation occur at the scale that is immediately needed in order to advance our present state and national knowledge economy. Our communities including all of us, should target this imminent future and transform their thinking to see CUO, not as self-indulgent "people factories," but as valuable idea generator and implementor. Under the ambit of the NEP 2020 and the Atmanirbhar Bharat plans of India, CUO has the potential to wield influence and to manifest technologies and concepts that can change lives like never before, during COVID or post COVID or climate emergencies or any other impending disruptions. Innovation and adaptation, as ushered in by NEP 2020 are needed now more than ever before in our higher education infrastructure and in our development institutions of global effect.

Contemporary universities like CUO have a responsibility to transcend traditional disciplinary limitations in pursuit of intellectual fusion with vocational blend and develop a culture of knowledge entrepreneurship. CUO must be prepared to further delivering higher education at scale – in a manner that bestows status upon CUO based upon the outcomes it achieves and its depth & breadth of impact rather than the exclusivity and quality of their incoming freshman class, alumni or confines of a prescribed format only.

The uniquely placed CUO has the responsibility of transforming the socio-economic situation of the indigenous people (PVTGs), influence the academic enterprise of the high energy, young country and supplement the emerging status of Odisha as the nation's growth driver.

From Sunabeda to WEF (World Economic Forum), I see a high quality, high energy growth trajectory of CUO's participation in comprehensive development of all of us. CUO should evolve as the window to the world. Only then we can redefine mainstream and re-evaluate its uniqueness to mine more uniqueness.

It is our responsibility to ensure that CUO grows further as a place of light, of liberty, and of learning.





Walking together

Shri Ch Santakar Journalist, Koraput



There was a day when tigers used to walk on the roads in Koraput region. People shivered with chilling weather conditions with great amount of rain and cold making their presence felt in greater part of the year. Suffering from malaria was a common word. Reaching a school was a distant dream for many children in the mountains and valleys of the region while an university was a word just for hearing from some fortunate youth. From those days of nature's beauty to this day when a Central University of Odisha was celebrating its foundation day, it was no less eventful. For most of the youth going to an university and for parents to send their children

to an University was not an easy task. Nearest university was at Berhampur and colleges in Koraput region were affiliated to it. Hence the coming of a central university was a big event for all of them. Some even had thought it to be like an affiliating university and the students reading in colleges of Koraput region might not have to go to Berhampur travelling hundreds of kilometres. But, the day when the packed audience in Nishani Munda of Koraput saw it's launching, the dreams with the university had begun opening further.

The first two years of the university was unforgettable for the students, faculty, staff and members of civil society who stood with the university. Memories of the classes in tin houses with semi-circular roof in COATS campus were fascinating. Students had the opportunity of interacting with local experts on different subjects. Being the temporary campus of the university, the classrooms were lacking the basic facilities. Boys hostel started functioning in a building at Koraput and girls stayed in the guest house of DNK in the town. Both the buildings had many challenges than solutions. But students knew that they were part of creating history and hence absorbed all challenges to stand with the university to move ahead with its plans.

Declaration of the first result was sure to be a memory that very few students can forget. Uploading the results in the updating website of the university was a challenge to meet the aspirations of the students to see their results at the earliest. Those days many people in Koraput region had the opportunity of getting an invitation from the university as frequent meetings were organized with doctors, poets, writers, journalists, tribal leaders, youth and lot more to get a finer touch of the inner feelings of the common man with the university while it was shaping the journey for the university. To further connect people and more particularly tribal youth at grassroots, orientation to become self-entrepreneurs by the attracted the attention the district towards university had of the University. Central University of Odisha is not just another institution but the aspiration of the district and the destination for lakhs of children in the much deprived region Koraput region has been read in the bracket of poverty, backwardness, illiteracy for good number of years in the past. Now is the time to explore the real strength of the district in providing a progressive life for generations even on the face of discouraging statistics of the modern world. History of Koraput region when unveiled might surprise the external world for its rich cultural heritage, agricultural practices, bondage with nature and collective life. Literature, folklore, folk theatre, music, art and the way of life in the region carries lots of innovation. And different departments in the university could throw light on these hidden objects for better visibility.



Articles from CUO Campus



Transition Times and Transformational Leadership: Strategies of Organizational Renewal and Academic Excellence of CUO

Prof. P. Durga Prasad Visiting Professor, Department of Sociology Central University of Odisha



The 'time has come' for the CUO to transform itself into a 'happening place' of educational excellence, administrative prudence and external engagement with associated institutions of learning with a focus on streamlined systems of governance. Cyclically, every organization, small or big, must go through a rigorous process of organizational renewal for leveraging its strengths even while maximizing the benefits of externalities.

Towards strengthening the institutional processes and human resources, internal brainstorming is the first proactive and substantial step. Inviting and internalizing

the good practices of comparable educational institutions is seen as a productive activity of value addition to the agenda of action and excellence of human resources, both within the organization and across the student community.

December 2019 is a watershed moment in the second innings of the institutional resurgence of CUO, as is witnessed by way of appointing a new leader with potential for revival first, renewal next and transformation eventually. It is this context that demands an internal review of the processes and resources, human and financial resources in particular. The Human Resources Grid assumes critical significance in the process of 'socialising the faculty, staff and students to the objectives of the University'. Good governance and streamlined administrative systems comprise the lifelines of any organizational renewal endeavour. Administrative reorganization ensued as a result of a series of consultations and informed interventions. New establishment sections have taken shape for discharging the administrative services with greater efficiency and accountability. A new recruitment centre has been carved out of the existing administrative staff resources. The Visiting Professors too, have been assigned key administrative roles for improved performance of administrative functions, whether inside the campus or outside. Faculty teams have been constituted to work out MoUs with PSUs and other organizations in the region. An MoU with HAL is already in place for joint community development initiatives through its Corporate Social Responsibility wing. The MoU with other large organizations like NALCO is in the offing.

The student strength currently stands at 843. Of these, about 322 terminal students have appeared for the first-ever Home-based Open Book Final Examinations (HOBE) in the country in July 2020. The intermediary students have also appeared for the HOBE in August 2020. The current student strength is expected to touch 3,000 by 2022 with the introduction of the new courses, as outlined. The CUO has joined the Central Universities Common Entrance Test (CUCET) for diversifying the student strength inasmuch as attracting larger numbers of applicants. We have received 14,500 applications, a quantum jump of 100 per cent over the previous year, for admission to the UG and PG Programmes of Academic Year 2020-21.

A Student Welfare Fund has been introduced for maximizing the welfare of the students. A Group Health Insurance Scheme has also been introduced for ensuring health care and wellbeing of the students. Bharosa, the Helpline of the CUO for Cognitive Emotional Rehabilitation of the students, was launched virtually by the Hon'ble Union Minister of Education, Dr. Ramesh Pokhriyal Nishank in May 2020. It takes care of the mental health and wellbeing of students of colleges and universities across the length and breadth of Odisha. A team of dedicated Voluntary Counsellors help the students in addressing the concerns of the students.



A Medical Policy for taking care of the health needs of the faculty and staff is in the offing. The SBI Life Insurance is working out the finer details. Specialized health care institutions have been finalised for the provision of professional health care services.

Therefore, a series of reforms of the kind illustrated above have been introduced with a fierce commitment and an actionable agenda for renewal. Happily, a solid beginning has been witnessed in the last six months with a tangible promise of further consolidation and contribution to the growth and excellence of the CUO. For the first time ever, a Statutory Meeting of the XVIII Academic Council of the CUO was held at the main campus in May 2020. So was a Virtual meeting of the Executive Council was for the first time held at CUO in August 2020. The Finance Committee resolutions and recommendations sandwiched between the above Statutory Meetings in August 2020 not only lent further credence to the administrative endeavours but also laid a platform for infusion of new funds via HEFA, the funding instrument of the Union Ministry of Education.

The recommendations of the EC, AC and FC have become the new source of enthusiasm, promise and delivery of key academics and infrastructural support systems. New Science Courses in Physics, Chemistry, Life Sciences and Social Science Courses like Political Science and Public Administration, Public Health, Social Work and Psychology will further strengthen the academic edifice of the University. New Centres like the Centre for Public Policy and Sustainable Development, Centre for Gender Studies, among other programmes like the Executive MBA Programme, are round the corner. Eighty-Seven Competent new faculty and Forty well trained non-teaching staff will be in place by November-December 2020 for making the outlined courses solid in intent and robust in substance in cooperation with the existing faculty. The present faculty strength has been enhanced by the addition of 10 Visiting Professors and 24 Guest Faculty. The total faculty strength now stands at close to 100 and is likely to cross the 200 mark by Academic Year 2021-22. State of the art Smart Classrooms, Laboratories, Computer Centre, Audio-Visual Studio and Student Facilities would soon be in place by October 2020 for improved and sustainable academic progress. Online teaching and learning will be a continuous process in view of the COVID-19 situation. MOOCs and NPTEL resources would be used for at least 40% of the course credits in almost all the departments of the University.

As part of CUO outreach programmes, community engagement of the staff and students will turn a new leaf of developmental interventions and empowerment in its adopted villages in the vicinity. Extending the expertise of CUO, innovative Action Research Projects for 'Skill Development of 3,000 SC and ST youth in 12 Districts of Odisha' and 'Rekindling the Aspirations of School Children in Ashram Schools' in and around Koraput would be the other major initiative of the University for consolidating the gains of a backward but Aspirational District of Koraput. Public-public, public-private and public-civil society partnerships and strategic alliances will comprise the core of sustained interventions over a period of five to ten years. The school-oriented initiative is intended primarily to promote the Gross Enrolment Ratio (GER) of the region in general and the tribal communities in particular. The current GER of 11 per cent in the region is far lower than the national average.

Therefore, the express endeavour of CUO would revolve around enhancing the GER to cultivate 'a catchment area and community' for enhancing the student enrolment in higher education institutions in general and the CUO in particular. In fact, the GER- promoting endeavour aims at achieving one of the noble objectives of the National Policy of Education 2020. The GER is expected to touch the 50 per cent mark by 2030. A resurgent India, a process and product of 'AatmaNirbhar Bharat', can thus be ushered. And the CUO visualizes itself as a frontline institution in taking this game-changing endeavour forward in collaboration with other institutions of learning and practice in the region. In fact, the CUO envisions a transformational role in this process of educational revolution being steered by the NEP.





The Visiting Insider

Prof Akshay Rout

Visiting Professor, Department of Journalism & Mass Communication Central University of Odisha Former Director General in Swachh Bharat Mission & Former Director General, Election Commission of India



There is often an inner calling that commands you to do a few good things. My association with the Central University of Odisha is one of those good things.

Working most of my life out of the national capital, I always had to make an extra effort to explain to friends and colleagues of my home state Odisha, which others from the so-called major States didn't have to. I had to do more such explaining to everyone around after I accepted the University's request to join them as a Visiting Professor few months back. Though Central Universities in the country are only about fifty in number, the knowledge of even the educated middle class does not

go beyond a dozen of them, those who have been beneficiaries of early birth, greater patronage, assured resources, unimpeded growth and the rest. No grudges here.

Need to confess that I myself had to google several times to find the modes to reach the campus where I was to teach and had to calculate the double-digit hours taken for safe landing in the University guest house. One more confession. With all my emotional attachment for Odisha, these emotions hardly ever travelled up to the long tail of my State, known as Koraput district. After having entered Koraput, you still need to have a pin point understanding of what is Koraput town, where is Sunabeda, why Semiliguda matters, where is CUO main campus, where is its part campus, where are its outer borders, which wilderness is its legal part, and what else belongs to the real wild.

But there ends the narrative of uncertainty and tentativeness. Once I stepped into the destination, it looked to me to be a place where hope should have home and aspiration its natural journey. The clear skies, the fresh air, the clean water, the organic vegetation, and the simplicity of the community around are only an external projection of the immense possibility that CUO, Koraput holds for developing young men and women into educated and career ready persons, a great bunch eager to face the evolving world, add value to humanity and also contribute to nation building.

A look around the classrooms and walls, and labs and common facilities would tell the story of what all needs to be done and how many of these need to be done tomorrow itself if not yesterday. One can get a bit philosophical if certain amount of time and opportunity has been lost. But then, you can't tread the path forward by looking back. Once you meet and teach among the students and the very close-knit faculties, there is a treasure explosion up front. Often you can be surprised and do have to dust your notions about this excellent academic institution half hidden from the eye. There are sharp observations coming intermittently from those not so glossy desks in the class that can floor a teacher; the creative suggestions from a young faculty can get you to rethink about what you learnt in 4 decades. When you sit down for the very homely meal in the company of fellow Visiting Professors at the modest but caring guest house of the University, you realise what a strategic gold import has been done by the Management to raise the level of academic discourse in the Campus.

The respect and affection that one receives from the small family of the University led by its impressively committed Vice-Chancellor are the stuff that would fuel anyone to give one's very best. Soon, I shed my Visitor tag in my mind, and became soon after a family member, and very soon thereafter an elder.



For about half a year now, all of us jointly at CUO have been going through the fire called COVID 19. This has made us steel, both in resolve and delivery. All that the University had to do –for safety and security of students and teachers, sustaining the tasks of teaching- learning, protecting career interest of students amidst deteriorating livelihood conditions, swift adaptation of technology and the new normal, ensuring compliances of multiple supervisory formations, making sure that long term planned development do not take a permanent backseat under Corona regime – all this required dogged sincerity and bold imagination. The University rose to the occasion in a manner that would be the envy of many elderly and more prosperous central Universities. When others have struggled to survive in the pandemic, this University has grown and expanded in many ways: addition to courses and faculties, new ways of examinations, admissions and recruitments, innovative intellectual platforms, and new infrastructure to name a few. The adversity has made the mutual bonding among the faculty and others of the University fraternity rock solid. The leadership and the work culture during this period will be scripted in golden letters in future history and documents.

The spirit with which the University has faced the COVID assault should define its 12th Foundation Day celebrations. This spirit is huge, though the ceremonies could be low key. The Central University of Odisha has demonstrated the indomitable spirit of men and women, the resilience of academic institutions, and the undying flame of education in the hearts of each one connected with Koraput campus, that no deadly virus can extinguish. I, for one, have the flame burning bright, though by name a visiting Professor, but by intent and passion a deep resident of our magnificent University.



First CUO Campus at COATS, Koraput









The Department of English Language & Literature and the New Education Policy, 2020

Prof. E. Raja Rao Visiting Professor Department of English Language & Literature Central University of Odisha

"Since collapse of education is collapse of the Nation," the New Education Policy 2020, adopted by the Ministry of Education, Government of India aims at providing "quality education" and "distribution of education to one and all." It is a matter of great pleasure to observe that the Central University of Odisha, Koraput is well equipped to achieve these targets under the leadership of Prof. I. Ramabrahmam, Hon'ble Vice-chancellor of the University.

The Department of Language and Literature, Central University of Odisha (Department of English Language & Literature/ DELL) which has come into existence in 2009 has been alive to the "politics of the dispossessed" and, accordingly, addresses these problems by imparting teaching in the most advanced areas like Post-Colonial Studies, Literary Theory comprising the Theory of Deconstruction and Reader Response, and Cultural Studies. It has also put a premium on the teaching of Women's Studies and Subaltern Studies as reflected in the writings of Arundhati Roy, Shobha Dey, Kamala Das and Mulk Raj Anand, R.K. Narayan, Salman Rushdie and Amitav Ghosh.

The New Education Policy 2020 far surpasses the Education Policies of 1986 and 1992. It

envisages an all-inclusive education that does not discriminate between the rich and the poor, the central and the marginal. It comes at a time when the marginal classes and the subalterns needed a kind of upliftment from the lower stratum in the society. The Central University of Odisha has already been doing a great job in this direction by giving emphasis to the Tribal people and the Tribal Studies which has already caught the imagination of the local people.

In the present-day developmental politics, the Tribals and the Scheduled Caste people play a key role in shaping the future society. The twentieth-century African American philosopher, W.E.B. Du Bois has rightly suggested in his central book, The Souls of Black Folk (1903): "The problem of the Twentieth Century is the problem of the colour-line." As the underlying idea in this famous saying is the racial segregation, the Nation can no more afford to keep the Tribal people as separate from the mainstream. Hence, the New Education Policy 2020 is specific about extending education to every sphere of life whatsoever. The Department of English Language and Literature (hereafter DELL) has been strategically placed in the middle of the undivided Koraput District. It has been preparing itself to grapple with the problems of the Tribal people in and around Koraput, who are found in large numbers, approximately more than thirty sects of tribes in Koraput itself. Accordingly, the syllabus of the DELL is anchored on the Black Studies and African American Studies. The minds of the young students have been geared in this direction by studying writers like Wole Soyinka, Chinua Achebe, BuchiAmecheta, Nadine Godimer, Olive Schreiner on the African side, and Richard Wright, Ralph Ellison, James Baldwin, Alice Walker and Toni Morrison on the African American side. They have been justly informed about the black men's suffering of the blues in their life and the justice they deserve as a sort of white man's expiation.

The New Education Policy 2020 also posits that the University Departments, under no circumstances, be designed as separate compartments, serving the limited purpose of only a chosen few of the Department. On the contrary, it should extend itself to all other Departments; hence, it should be interdisciplinary in character. The DELL has all the potentiality of becoming an inter-disciplinary department, as its subjects like the tribal studies, black studies and the subaltern studies could be better understood when it has a symbiosis with other Departments like Department of Social Science, Department of Anthropology and Department of Education. The interaction with these branches of knowledge would certainly enrich the understanding of the students about the subjects they grapple with. The "black





consciousness" which is central to the understanding of the texts on Black studies and African American Studies enables the students to understand the problems of the Tribal people closer at home. The lifestyle of the Africans and African-Americans as depicted in the works of Ralph Ellison, Alice Walker and Toni Morrison certainly helps the students to analyse the different moorings of tribal life.

The New Education Policy 2020 aims at the "holistic development of the learners." It categorically spells out that the "aim of education will not only be cognitive development, but also building character, and creating holistic and well-rounded individuals equipped with the key 21st century skills." The syllabus of the DELL, both in the linguistic and literature planes, aims at developing the character of the students by imparting "value-based education" which "includes development of humanistic, ethical, constitutional and universal human values of truth (satya), righteous conduct (dharma), peace (shanty), love (prem), non-violence (ahimsa), citizenship values and life-skills." It is not merely satisfied in imparting knowledge (Jnan), but is also involved in injecting wisdom (pragyan) through an in-depth discussion and analysis of the texts. To this end, the DELL has prescribed seminal texts from different literatures like English literature, American Literature, African Literature, African American Literature, Indian Classical literature, Indian English literature and Canadian literature. Ralph Ellison's novel *Invisible Man* and Toni Morrison's novel Beloved teach the students about life's "blues" which one should be ready to go through to live a successful and meaningful life. Ernest Hemingway's The Old Man and the Sea inculcates a strong sense of Stoicism and resignation, which is necessary for facing any sort of crisis in life. The other prescribed texts like Herman Melville's Moby Dick teaches one about the uncanny aspects of life and the "epic struggle" one has to put up to live through the life. There are many texts like F Scott Fitzgerald's The Beautiful and the Damned and Arthur Miller's All My Sons, which teach one the evil impact of recklessness and the guilt consciousness dishonesty in life, respectively.

DELL also comes very close to the expectations of the New Education Policy 2020 so far as its principle of equity, doled out to the women and weaker sections of the society, is concerned. It has been very active in imparting lessons which aim at women's empowerment. There is a whole course of "Women's Writing" which has been devoted to the women's issues in the twentieth century. The notable authors who are studied in this paper are Kamala Markandaya, Kamala Das, Manju Kapur, Alice Walker, Toni Morrison, Virginia Woolf, Doris Lessing, Margaret Atwood, Anne Hebert, Aritha van Herk and others.

DELL also prepares its students toward the global citizenship of the globalized world. The protagonists of the novels by Jhumpa Lahiri, Anita Desai, Kiran Desai, Bharati Mukherjee throw light not only on the diasporic life, but also the intricate way one is to balance between the assimilationist and integrationist norms in the diaspora. The texts emphasize how life becomes unbearable unless one cuts across the two cultures, one native, another foreign, and maintains one's individual self.

The singular thing that imbues the Department with universalism and cosmopolitanism is the introduction of two new courses in the present syllabus, namely the course on Translation and the course on Comparative Literature/ World Literature. Translations into English of indigenous Odia writers and other Indian writers of other languages would highlight the novelty of the "local culture" as against the global culture which is filtered through the global writers of England, America, Latin America, Canada and other countries. Even the tribal writers of Odisha could be translated into English to bring out the significance of their much neglected culture. This would be a novel attempt to come up to the expectation of the Kenyan Gikuyu writer Ngugi waThiong'o who proposes to study, as per his concept of "Globalectics", "the Global through the local and the local through the Global." In today's post-colonial world, it is the onus of the English Departments in this country to engage themselves in the juxtaposition of the local with the global and find out the *nouveau* themes in the former. This also leads the Department to the task of addressing different literatures in a comparative framework, which enables the readers, in the words of William Blake, "to see the world in a grain of sand ... and eternity in an hour."

DELL has evidenced its uniqueness by consciously adopting the pedagogical strategies of teaching-learning, as suggested by the Brazilian Educationist, Paulo Freire in his celebrated book, *The Pedagogy of the Oppressed* (1970). The Educationist lays stress on "critical pedagogy, bilingual education, and





multicultural education." DELL has, over the years, consciously evolved a system of teaching in the class-room which is in tandem with the principles of Paulo Freire, by enjoining on the teacher to show utmost respect for the students' "common sense" and maintain a sense of humility before the students. Teaching, as such, becomes in the class-room a two-way process, the student being educated by the teacher through conceptual teaching and critical thinking, and, sometimes, the teacher being educated by the insight of the student. The DELL teacher has been adequately informed to make elaborate discussions and have thorough interaction with the students, in order to make an in-depth analysis of the prescribed texts. Also, surprisingly, the Department, in order to have such a thorough exercise in critical analysis, has whetted its syllabus to a few essential texts. Covid-19 pandemic has brought out the bright side of the practice when each teacher was to adopt the digital strategy of imparting the online lessons. The inquisitive visible faces on the lap-top screen and their formal and informal gestures, ventilating their ideas on a textual problem were very much in keeping with the pedagogical frame of teaching, as prescribed by Paulo Freire.

Many of the programmes of DELL like its thrust on the "politics of the dispossessed," its basic preparation to grapple with the problems of the Tribals of Koraput, the "value-based" curricula in the syllabus, the preparation of the students for Global citizenship, the inter-disciplinary character of its syllabus cutting across other disciplines in the Campus, its readiness to give training to the students of other Departments in remedial communicative skills and life-skills - all this prefigures many of the agendas of the New Education Policy 2020. With the spectacular dynamics of DELL, Life Science Department, Department of Social Science, and Department of Education and others, the Central University of Odisha, Koraput has the great promise of becoming a Model University which could be at par with IITs and IIMs called MERUs (Multi-disciplinary Education and Research Universities). The University has the advantage of becoming multi-disciplinary as its engagement with the Tribal communities is sure to cut across other disciplines like Anthropology, Social Science, Life Science and Education. One of the expectations of the New Education Policy 2020 is not to make the Departments insular like pigeon holes catering to its own students and teachers. Each Department should be accessible to other departmental members and students. There should be the culture of Clubs and Associations which would facilitate the mutuality of the members of other Departments. As early as 2017, the DELL has opened a Poetry Club and its ancillary a Wall Magazine which is accessible to all the members of other Departments.

Some of the programmes like the remedial communicative classes for the students of the University, the on-line Google-Meet classes, or, for that matter, the Open Book on-line Examination for the Fourth Semester students of all the Departments of the University were possible because of the direct inspiration and intervention of our visionary Vice-Chancellor, Prof. I. Ramabrahmam. The dynamism of our Hon'ble Vice-Chancellor is unmistakable. Covid-19 pandemic could not deter him from visiting door to door of the students of Koraput. The Open Book examination for the Final Year students was a pioneering step and CUO was one the first universities to do so.

I am sure that the Central University of Odisha would go a long way in making great strides in its development and progression and would one day prove itself to be one of the leading Universities of the Nation. It is no exaggeration to say so. The proof of my optimism lies in the Vice-Chancellor's bold steps in opening all new subjects in the Campus like Political Science, Undergraduate classes etc. The signing of MOU with HAL and the Defence Wing, and his frequent appearance in media and social media to augment the visibility of the University make the Vice-Chancellor of the Central University of Odisha singular and unique.



प्राचीन भारतीय विद्याविधान

आचार्य रेमिल्ल वेंकटरामकृष्णशास्त्री विजिटिंग् प्रोफेसर्, संस्कृतशाखा



"विद्यया अमृतमश्नुते" - मानवमात्र विद्यासे अमृत पा सक्ता है । मानव या मनुष्य को मर्त्य बुलाते है , क्यों कि वह अनिवार्य से मृत्यु प्राप्त होता है। विद्या से उस ने अमृतत्व पा सक्ता है। इसीलिये सभी विद्यावान होना है। अत एव कह जाता है कि - या विद्या सा विमुक्तये । जिस से स्वातन्त्र्य मिलता है उसे विद्या कहते है।।

प्राचीन भारत ज्ञान का महत्वपूर्ण क्षेत्र है। इस मे लौकिक और पारलौकिक का समस्त विज्ञान है। इस का बोधन करने केलिए नलन्दा, तक्षशिला आदि विश्वविद्यालयें थे जिन मे देशीय और विदेशीय छात्रों ज्ञान पाते थे।।

प्राचीन कालमे गुरुकुल विद्या व्यवस्था रहता था। विद्याबोधन प्राधान्य से दो प्रकार था। इन दोनों प्रकारों से सभी छात्रों अर्थात उत्तम मध्यम और मन्द - इन तीन कक्षाओं का छात्रों विद्या पाते थे। वो दो प्रकार - कण्ठस्थी करण, और बौद्धिक पद्धति हैं। अतिप्राचीनकाल मे ग्रन्थों का मुद्रण और लिपि का उत्पत्ति भी न हीं थी। वेदों तथा अन्य शास्त्रों का रक्षण केलिए कण्ठस्थीकरण एक ही उपाय था । अतः सभी विद्याएं कण्ठस्थीकरण द्वारा रक्षित हो चुके । इस मे अर्थज्ञान हुआ या न , इस का प्राधान्य नहीं। केवल ग्रन्थ का यथार्थ स्वरूप रक्षण ही इसका परमार्थ है ।।

इस प्रकार मे ग्रु का लक्षण इसतरह होना है -

माध्यं मक्षरव्यक्तिः पदच्छेदस्त् स्स्वरः ।

धैर्यं लयसमर्थं च षडेते पाठका गृणाः ।। (पाणिनीयशिक्षा.33)

मधुर उच्चारण, स्पष्ट अक्षरव्यक्तीकरण, पदच्छेद, सुस्वर, धैर्य और लयसमर्थ - ये छे उत्तम गुरु का लक्षण मानते हैं। इसी प्रकार मे गुरु को -

गीती शीघ्री शिरःकम्पी तथा लिखित पाठकः

अनर्थज्ञः अल्पकण्ठश्च षडेते पाठकाधमाः ।। (पाणिनीयशिक्षा.34)

अतिदीर्घोच्चारण, शिर का कम्पन, पुस्तक देख कर पाठन, अर्थज्ञानराहित्य, हीनस्वर -ये छे लक्षण गुरु को नहीं होना चाहिए।।

कण्ठस्थीकरण प्रकार में गुरु को उच्चारण के अनुसार छात्र भी उच्चारण करता है। इसीलिए गुरूच्चारण बिलकुल अच्छी तरह होना। वेदमन्त्रों का उच्चारण स्वरप्रधान सहित होता है। स्वर में उदात अनुदात और स्वरितस्वर होते हैं। इस उच्चारण मे दोष होगा तो सारी अर्थ बदलजायेगा। स्वरभेद से उद्दिष्टार्थ न हीं पायेगा और अनर्थ भी होगा।इस लिए छात्र से कण्ठस्थ करवाने के लिए गुरु अच्छीतरह से माध्यीदि छे लक्षणों से परिपूर्ण होना चाहिए।।

जो अन्यप्रकार है - बौद्धिक पद्धित वो अर्थज्ञान के प्राधान्य से हि आया है।वेदार्थ तथा शास्त्रार्थज्ञान केलिए यह प्रकार अतीव शक्तिमान था। इस में फिर दो प्रकार है। पेहला उपदेश पद्धित दूसरा चर्चापद्धित हैं। उपदेशप्रकार में गुरु उपदेश करता है।छात्र सुनता है। िकन्तु प्रश्न न हीं करता है। छात्रों तीनप्रकार हैं - उत्तम मध्य और मन्द। मध्यम और मन्द कक्षाओं का छात्र गुरु से विषय पा सक्ता है, िकन्तु तुरन्त उस पर विचार नहीं कर सक्ता। परन्तु पश्चात् इसका मनन कर कोई सन्देह होता तो पूछता हैं। अधःस्तरों का कक्षाओं के छात्र भी इसी दशा में होते हैं।

दूसरा चर्चापद्धिति या गोष्ठीपद्धिति या प्रश्नोत्तरपद्धिति कहते हैं। इस में गुरु का उपदेश सुन कर तुरन्त छात्र प्रश्न करता है।इसका समाधान अन्य छात्र अथवा अध्यापक कहते हैं। इसप्रकार गोष्ठी के तरह अथवा प्रश्नोत्तर के तरह बोधन चलता है। यह अत्यन्त उन्नतश्रेणी प्रकार है। उत्तम छात्रों का इसी प्रकार पढाना आवश्यक है। महर्षि पतञ्जलि ने इसी हि प्रकार से महाभाष्य कहा गया था। यह प्रकार विश्वविद्यालय छात्रों का अन्सरणीय होता है।।

प्राचीन काल में छात्र का स्थयी या दशा देखकर स्वीकार या तिरस्कार करने का गुरु को जो अवकाश होता था वो आधुनिक काल मे नहीं है। कक्षा मे तीन प्रकारों के छात्रों होते हैं। गुरु मन्दाधिकार को ध्यान दे कर बोधन करना चाहिए। तब उत्तमाधिकारों को निरुत्साह लगती है।तीनों को संतुष्ट करने का प्रयत्न गुरु करना पड़ेगा है। यह काम बहुत कठिन होता है। यह कष्ट पर महाकवि भवभूति ने अच्छी तरह ध्यान दिया। उस ने कहा -

वितरति ग्रः प्राज्ञे विद्यां यथैव तथा जडे

न त् खल् तयोः ज्ञाने शक्तिं करोत्यपहन्ति वा।

भवति हि प्नर्भूयान् भेदः फलं प्रति तद्यथा

प्रभवति श्चि र्बिम्बग्राहे मणिः , न मृदादयः।।(उत्तररामचरितम् 2-4)

कक्षा में कुच्छ छात्र एक ही बार में गुरूपदेश अच्छीतरह पाते हैं। किन किन छात्र दो तीन बार कहने के बाद पा सकते हैं। किन्तु कुच्छ छात्र जो मन्दाधिकार कहा वे बार बार कहने भी नहीं पा सकत् हैं। गुरु किसी को ग्रहणशक्ति न ही दे सक्ते, किसी की न निकाल सक्ते। उन छात्रों

का संस्कारविशेष में भेद की कारण फल में भी बड़ा भेद होता है। जौसे शुद्ध मणि प्रतिबिम्ब का ग्रहण कर सक्ता है वैसे मिट्ठी न कर सकता। इसी कारण, कक्षा में गुरु को सभी छात्रों का एकरूप में उपदेश करना बहुत कष्ट होता है।।

परन्तु यह गुरु के प्रधान विधि है सभी विद्यार्थियों का अच्छीतरह बोधन करना। गुरु महा पण्डित हो या न हो , इस का पाण्डित्य से छात्रों का संबन्ध नहीं। किन्तु आवश्क विद्या का प्राप्त होना पडेगा। गुरु के पक्ष से सोचेंगे तो , गुरु पण्डित होना चाहिए, अर्थात उपदेश के विषय पर पूर्ण अधिकार होना चाहिए , और अच्छीतरह अर्थात छात्रों के अवगाह पाने के तरह बोधन करना है। जिस गुरु पाण्डित्य, और बोधनकौशल- इन दोनों मे एकरूपता हो उनको उत्तम गुरु का मान्यता मिलता है। इस विषय में महाकवि कालिदास ने इसतरह कहा -

शिलष्टा क्रिया कस्यचिदातम संस्था संक्रान्ति रन्यस्य विशेषयुक्ता यस्योभयं साधु स शिक्षकाणां धुरि प्रतिष्ठापयितव्य एव ।।

कभी कभी ऐसा होता है कि जिसे अच्छीतरह पाण्डित्य आता है उस का बोधनकौशल नहीं है, जिन में अच्छीतरह बोधनकौशल है उन्में पाण्डित्य नहीं होता। किन्तु जो बोधनकौशल और पाण्डित्य - दोनों में समर्थ है केवल वो हि उत्तम गुरु के रूपमे माना जाता है।।

प्राचीन काल में गुरु और शिष्य का संबन्ध अच्छीतरह होता था। विद्या विषय में दोनों कि परस्पर सहकार से अच्छी फल दोनों पा सक्ते हैं। इसी तरह यह ओडिस्सा- केन्द्रीय विश्वविद्यालय भी उत्तम प्राचीन गुरुशिष्यपरम्परा के अनुसार उन्नति प्राप्त हो । प्राचीन गुरुशिष्यपरम्परा मे यह उपनिषद वाक्यजात प्रसिद्ध है -

सह नाववतु । सह नौ भुनक्तु । सह वीर्यं करवावहै। तेजस्वि नावधीतमस्तु । मा विद्विषावहै ।।

ओं शान्तिः शान्तिः शान्तिः ।।

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Ideas to contemplate on 12th Foundation Day CUO-29th August 2020

Prof. Krushna Chandra Pradhan Visiting Professor Department of Odia Language & Literature Central University of Odisha



Foundation Day of the Central University of Odisha is an eventful day for all of us-the students and teachers, the scholars and the official staff. Such a day takes us back to the story of its inception, the process of growth, the present state and finally, a dream for a better future. This day makes us emotional and sensitive, generating a sense of belongingness to the campus. Our love and our achievements, our sense of identification are intimately cherished by all of us on this Foundation Day of the University.

The Central University of Odisha is one of the fifteen Central Universities of India, set up in 2009 by the Govt. of India located in the lush greenery of the Koraput region. It is a beautiful campus with its scenic setting and natural surroundings. During long eleven years, it has grown and is growing consistently, bringing the academicians, students and scholars into a close union, disseminating higher education as a centre of light and learning. Its aim and objective is to engage the students and scholars for nation building activities. Its aspiration is to ensure high quality academic supports to build their career and develop their personalities. The University is committed to provide a teaching framework in which values are taught implicitly. Through innovative academic programs, students are being enlightened in various subjects. The goals cherished by this university are to infuse the principles of national unity and integrity, social justice, democratic values, global harmony and understanding.

The undivided Koraput district is dominated by the tribal people. They respect their customs, traditions and rich heritage. I remember the great Odia novelist Gopinath Mohanty, the Jnanapitha award winner, who served in this region as an administrative officer for many years. During his stay, he came in close contact with the tribal communities of Koraput, knew their language and culture, conventions and practices, rituals and customs, their pleasure and pain. He wrote two classic novels such as *Amrutara Santana* and *Paraja* based on their life, tradition and belief. The *Amrutara Santana*, is the first novel of India which got the 'Sahitya Akademi Award' in the year 1955

Eventually, such tribal people and their world became an integral part of his consciousness and transformed themselves as characters in flesh and bone in the novels of *Paraja* and *Amrutara Santana*. Reading his novels is an experience in itself, enabling us to transport ourselves to the sprawling woodland areas of Koraput region. His novels indicate me important thing- our education is meaningless without our concern for the subalterns, the neglected tribal communities of Odisha and of the entire country.

Education is essential, it provides freedom and empowerment. Knowledge is power and education is the most powerful tool which can bring about social and economic development. But earning for living is not enough. It is high time to develop a language of values as tolerance, love, justice and fellowship. Our chief pre- occupation is to raise the intellect and sharpen their sensibilities and to make them curious for knowledge. But once Theodore Roosevelt said, "To educate a man in mind and not in morals is to educate a menace to society." It is believed that through value based education, better learning environment is created. The purpose of education is refinement of ethics, purification of soul and enlightenment of human intellects. Through education, we can transform the world and it helps us to gain knowledge which is necessary for better living. It is the ladder that can raise us to a great height. It removes our doubts and the unnecessary imaginary fears. Through intellect, we can make our perception sharper and we can understand our surroundings, our society and the whole world better. Light of education removes our darkness and ignorance.



The emergence of COVID-19 as a pandemic has altogether changed the global scenario. Lacks of people have died and economic structure has already collapsed in many countries. Colleges and universities have been doing their lot in such a time of perils and challenges. The Central University of Odisha is also aware of the present crisis. Under the leadership of Prof. I Ramabrahmam, our Vice Chancellor, we have been consistently working hard in raising the awareness of the people about the perils caused by COVID-19. A number of webinars have been organized by the University to create consciousness among the people. A great example is set by the Vice Chancellor himself, who moves from door to door and makes students and people understand in their language and provide necessary advice and instruction as to how they can keep themselves happy and healthy. He is a great source of inspiration for all of us. Implicitly, he conveys the message that no higher education is complete without inculcation of values, without our social concerns. Even from academic point of view, during the period of crisis caused by COVID-19, the online education programme is continued in this university. Examinations are held and results are declared. I am quite hopeful that our team spirit under the leadership of Prof. I Ramabrahmam can bring about a great transformation and prepare us for better future. On the Foundation Day of the University, we all should take oath for the all-round development of the University.



Celebration of 1st Foundation Day







Quality Education and Research Culture at Central University of Odisha: An Upward Journey

Prof. Sharat Kumar Palita

Professor and Head, Dept. of Biodiversity and Conservation of Natural Resources & Director of Research and Development, Central University of Odisha

"By education, I mean an all-round drawing of the best in the child and man in body, mind and spirit."

Mahatma Gandhi



The Central University of Odisha (CUO) has been established under the Central Universities Act, 2009 along with other 14 new Central Universities to increase the access to quality higher education by youths in less educationally developed districts, having GER less than the national average of 11%. Koraput District of Odisha comes within the KBK region (Koraput, Bolangir and Kalahandi) is considered as an extremely underdeveloped region with higher percentage of ST and SC population. The majority of the terrain is hilly with tribal as dominant group. About 89.95% people of this region still live in remote areas. Literacy rates are also far below the state as well as national averages. Female literacy is

only 29.10%. In fact, this region is characterized by poverty and backwardness, a degenerating natural resource base, poor physical and social infrastructure. CUO was established, under this backdrop, with a vision to develop it as Institution of Higher Learning with an aim to strike a balance between teaching, scholarship and commitment to address society's educational, economic, and cultural challenges.

A country's capability to undertake path-breaking research enables it to become rich and powerful by globally marketing value-added products and services. Thus, knowledge creation through scientific research is the key to economic development in a knowledge society. While India aspires to be a world power in the 21st century, it will have to become a knowledge society by promoting research. This necessitates not only guaranteeing substantial financial support, but also regenerating research culture and ceaselessly transmitting it among the coming generations of students. Therefore, Universities and particularly state funded universities like CUO has a greater role in providing good quality education and research for taking the country forward.

While CUO is completing 11yrs of its existence it is required to relook its academic growth from the perspectives of quality higher education and quality of research. The University started with five Post Graduate programmes like Anthropology, Sociology, Journalism and Mass Communication, English and Odia. In course of time it has expanded to 14 Departments under 07 Schools offering 01 Integrated, 02 Under Graduate, 11 Post Graduate, 08 MPhil and 08 PhD programmes. From an initial pass out strength of 106 in 2010-11 pass out batch, it has increased to 304 in the year 2019-20 and a total pass out of 2,208 (UG and PG combined) by now. Although, it may not seem a big number, but provided the location of the University in an underdeveloped region and the limited infrastructure and faculty, it is certainly a noteworthy achievement.

Though academic programmes started in the year 2009, Research programmes started in 2013 in four departments (Anthropology, J&MC, Sociology and Odia), thanks to the visionary leadership of the first Vice Chancellor Madam Surabhi Banerjee. In the next year 2014 research programme was started in Biodiversity and Conservation of Natural Resources. Presently, research programmes are offered by eight departments, with its extension in the subjects like Economics, Education and Statistics during the tenure of Vice-Chancellor Prof. Sachidananda Mohanty.



Koraput being a tribal dominated region, Social Science departments such as Anthropology has focussed their research mostly on health & nutritional status of tribals, displacement and its impact on social structure and livelihood and on studies on traditional knowledge system. Dept. of Journalism and Mass Communication carries out research in the area of content analysis, communication for development, impact of media on people in various social issues, media coverage, and awareness on folk dance/drama, culture etc. The Dept. of Sociology mostly focuses its research on tribal livelihood, development and displacement, tribal rights, impacts of modernisation on tribal culture and society as well as gender and environmental issues. Focal area of research in **Economics** are building strategies towards sustainable development, management of livelihood resources with focus on tribal region, women empowerment and economy and environment. Dept. of Education carries out research with focus areas like tribal education policy implementation in higher education and use of education technology for the development of students and teachers. The research focus of the dept. of Statistics are core areas like optimal design for experiments and applied research on statistics of epidemiology. The Dept. of Odia Language and Literature has published large number of articles and books in the Odia language. Basically research focus of Odia dept. is on Modern Odia Literature with comparative perspective along with rediscovering Folk Literature, Tribal Studies of southern Odisha.

Koraput region (undivided Koraput district) forms an important part of biodiversity rich Eastern Ghats of India. Presently Eastern Ghats rich but unexplored biodiversity is under threat from variety of factors. Although this region was known for its rich agrobiodiversity, there was no research on it. In this backdrop, Central University of Odisha started the **Dept of Biodiversity and Conservation of Natural Resources** in 2011. The Dept. has been carrying out research programmes with focus in faunal and floral biodiversity assessment, climate change studies including carbon sequestration potentialities of forests of Odisha and studies on ethnomedicinal practices of tribals of Koraput. Further, it also carries out research in under-utilised food crops of the region and their climate resilient potentialities that can boost the livelihood and economic potential of the indigenous communities.

By now, CUO has awarded 100 M.Phils, 20 Ph.Ds. along with honorary award of 02 DSc, 03 DLit and 01 LLDs. While, I joined the Dep of BCNR in the year 2013, not a single research publication from CUO was available, presently we have 94 publications, 386 citations with h index 10 under Scopus list from CUO faculty. A glimpse of research publications at CUO is available in Scopus website (Figure 1). It indicates that number of research publications and its citations from CUO has increased steadily over the years, indicating a positive growth pattern. Although different departments have contributed to the Scopus list, maximum contribution has come from Dept. of Biodiversity and Conservation of Natural Resources particularly more from the field of Stress Physiology and Agriculture Science.

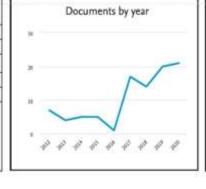
Reserch Output atCentral University of Odisha

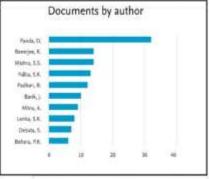
Number of Publications as shown in Scopus: 94

No. of Citations Received: 386; h-index: 10

#h-index = 10 (Of the 94 documents considered for the h-index, 10 have been cited at least 10 times.)

YEAR	No of Publications	Year wise Citations
2020	21	99
2019	20	118
2018	14	80
2017	17	40
2016	1	16
2015	5	<33
2014	5	
2013	4	
2012	7.	





Source: Scopus

Figure 1 Research Output at Central University of Odisha (From Scopus)



Research articles have been published in international journals with high impact factors (IF) like, Biodiversity and Conservation (Springer) (IF: 3.097), Frontiers in Pharmacology (IF: 4.225), Non Linear Dynamics (Springer) (IF: 4.867), Chaos, Solitons & Fractals (Elsevier) (IF: 3.764), Ambio (Springer) (IF: 3.616), Aquaculture (Elsevier) (IF: 3.224), Rice Science (Elsevier) (IF: 3.162) and Food Bioscience (Elsevier) (IF: 3.067), etc. With opportunities and facilities provided our academic community can come out at its best.

Higher Education Institutions (HEIs) are undergoing processes of increasing competition, demands for accountability, and a new paradigm. This is targeted at building efficiency and a desire for continual learning are gradually being integrated into institutional structures. Tools are also being developed that measure or benchmark the progress and success of these efforts. To maintain quality and making quality a way of life, benchmarking has emerged as a useful, easily understood, and effective tool for staying competitive.

National Assessment and Accreditation Council (NAAC) an autonomous body of UGC has been trying to promote the concept of best practices benchmarking in India since nineties. In Central University of Odisha our first Vice Chancellor Prof. Surabhi Banerjee started the process of quality control and established Internal Quality Assurance Cell (IQAC) with me as its first Director. This process was taken forward during the period of Prof. Sachidananda Mohanty, as the Vice Chancellor, who took initiatives for NAAC Accreditation. I was made the Chairman, NAAC Steering Committee and everybody in the University wholeheartedly worked very hard for this process. NAAC Peer Team visited the University during 7th-9th September 2017. University was accredited with B+ Grade (GCPA-2.59). This was a watershed moment in the history of the University and I must credit the able leadership of Prof. Mohanty as Vice-Chancellor for the success. The University has been participating in National Institutional Ranking Framework (NIRF) of MHRD since 2016 and then it was in the rank band of 151-200 during 2016 and 2019. These are certainly the glorious and encouraging moments for a very young University like ours.

There are also joyous moments for CUO academic community as the University ranked 23rd positions among the 25 top Central Universities of the country as per the "Outlook-ICARE rankings" published by Out Look, a reputed English magazine of India, during July 2019. The Outlook-ICARE Rankings 2019 evaluate institutions based on parameters such as Faculty Student Ratio (FSR), Faculty with PhD (FWP), Papers Per Faculty (PPF), Citations Per Paper (CPP) and Inclusiveness & Diversity (ID).

Recently, The Central University of Odisha (CUO) has got 25th rank amongst 40 central universities in the country. The rankings were released by the Ministry of Education. The score is based on an evaluation of key parameters fixed under Memorandum of Understanding (MoU) in 2019-20. But we are in a very competitive world, where we have to keep on improving by providing quality education and pathbreaking research. That is the need of the hour.

The present trend of students opting for CUO indicates that we have students from all 30 districts of Odisha along with students from across India - Chhattisgarh, Telangana, West Bengal, Bihar, Jharkhand and Assam. This year large number of students (+14,000) from different parts of the country and outside, have applied for admission in CUO. Another unique feature of CUO is that since last four years we have a higher ratio of women students in our academics. Things are changing.... and are about to change even more....

As we are going to celebrate 12th Foundation Day, the expectations keep rising. Under the leadership of our present Vice Chancellor Prof. I. Ramabrahmam we are embarking upon a new vista of development, infrastructural as well as academic. New recruitments in both faculty and non-teaching posts are in the offing, decision to start Masters in science subjects i.e. Physics, Chemistry, Botany, Zoology, Biochemistry, Biotechnology and subject in Social science such as Political Science, Public Administration, Psychology and Centre for Public Policy are welcome steps for the University to achieve its mission and vision.





Koraput is a unique place not only rich in biodiversity and untapped natural resources, but is also a natural laboratory that provides ample opportunities for scientists and social scientists to carry on research and explore cause, effect and impact of many of our national problems. We have a challenging but promising future ahead. We the stakeholders of the University must realise this and work towards achieving the goal by maintaining an ever scaling benchmark of quality academic and research culture.

"Quality is never an accident; it is always the result of an intelligent effort."

- Ruskin Bond



Celebration of 6th Foundation Day





Looking Forward

Shri K. V. Uma Maheswara Rao Joint Registrar Central University of Odisha



29th August 2020, is a momentous day for the Central University of Odisha as we celebrate its 12th Foundation Day. I have been fortunate to be associated with University for 10 years and being the 1st regular senior officer of the University. This day is also an exceptional one for each one of us as it offers a unique opportunity to celebrate what we have accomplished, to express our gratitude to those who have contributed to the growth of the University and to strengthen our resolve to continue developing our institution for our future generations.

The University which started in 2009 with just 9 Departments and two faculties each has grown by leaps and bounds. Today, we are 50 faculties and 14 departments and a strong Non-Teaching community. But more than the quantitative and infrastructural expansion, what drives us more is our university's qualitative and intellectual expansion. What makes us euphoric is the growing strength of our brilliant students and eminent alumni.

2020-2021 is going to be an important year of institution-building for us. To cater to social needs and to give major impetus for cutting edge research, we are going to establish eleven new departments including Executive MBA Programme to help uplift the standard of education mainly in the rural areas of Koraput. The network of interdisciplinary research institutions along with wider social outreach programmes, that we are envisaging, is going to be richly endowed by our illustrious contributions.

We have renewed our cherished dream of making our campus an integrated campus, and we deeply appreciate all those who are helping us in realizing this dream. Whatever we have been achieving till now is an outcome of the inspirations, efforts and contributions of each one of the faculty, staff and stakeholders. The University is proud of and honoured by those who have made constructive contribution.

As we navigate the new decade especially with so many challenges presented by COVID-19, we have to set the agenda for the future that must be based on the edifice of inclusion, diversity, innovation and sustainability for humanity. Let us also remind ourselves of those areas that we must pursue in our departments and faculties and also at an individual level to fulfil our dream of getting our university placed in the top 100 institutions of the world. Quality education, research and innovation, equitable ambience, sustainable campus, and partnerships with new knowledge producers are the major areas where we must continue to improve. Surely, each one of you are gifted with enormous potential to do much more to take us to the league of the world's top universities.

Our University's greatest strength is our students. It is a sacrosanct duty of every faculty member to impart high-quality education to our students, produce world-class research, abide by the rule of law, and render national service when the occasion demands. We all have a duty not only to consolidate the intellectual foundations of our university by following a rich teaching-learning process. We should strengthen the moral foundation of the University with the help of our exemplary philanthropy demonstrating our sensitivity toward vulnerable people who cannot overcome the present crisis without collective support. Let the University be known not only for its academic excellence but also for its philanthropic fragrance.

On our foundation day, let's take a pledge to further solidify our resolve 'to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.'





ଓଡ଼ିଶା କେନ୍ଦ୍ରୀୟ ବିଶ୍ୱବିଦ୍ୟାଳୟ ପରିକଳ୍ପନାର ବିବିଧ ପ୍ରେକ୍ଷା :

ନୂତନ ସୟାବନା ଓ ପ୍ରତିଶ୍ରୁତି

ଡ. ଆଲୋକ ବରାଳବିଭାଗ ମୁଖ୍ୟ ଓଡ଼ିଆ (ଭାରପ୍ରାପ୍ତ)ଓଡ଼ିଶା କେନ୍ଦ୍ରୀୟ ବିଶ୍ବବିଦ୍ୟ ।ଳୟ, କୋରାପୁଟ



ଓଡ଼ିଶାର କେଉଁଠାରେ ସ୍ଥାପିତ ହେବ ପ୍ରଥମ କେନ୍ଦ୍ରୀୟ ବିଶ୍ୱବିଦ୍ୟାଳୟ ତାହା ଥିଲା ଏକ ନୂତନ ସୟାବନାର ସମୟ ଏବଂ ସମଗ୍ର ଓଡ଼ିଶାବାସୀ ଥିଲେ ଉତ୍କଶିତ । ମାତ୍ର ଯେଉଁଦିନ ସଂବାଦଟି ପ୍ରଚାରିତ ହୋଇଗଲା ଯେ କୋରାପୁଟ ହିଁ ସେଇ ସ୍ଥଳ, ସେତେବେଳେ ସମୟେ ସେଇ ପ୍ରଞାବକୁ ଗ୍ରହଣ କରିଥିଲେ ବେଶ୍ ସକରାତ୍ପକତାରେ । କାରଣ ସମଗ୍ର ବିଶ୍ୱ ମାନଚିତ୍ରରେ ଜନଜାତୀୟ ଜୀବନ ଓ ସାଂସ୍କୃତିକ ପରିମଣ୍ଡଳ ଦୃଷ୍ଟିରୁ କୋରାପୁଟ ସବୁବେଳେ ଥିଲା ସ୍ୱତନ୍ତ୍ର । ଅତୀତରେ ସାର୍ବିକ ବିକାଶ ନିମନ୍ତେ କୋରାପୁଟରେ ହିନ୍ଦୁସ୍ଥାନ ଏରୋନେଟିକ୍ସ ଲିମିଟେଡ୍ (ହାଲ୍-ସୁନାବେଡା)

ଏବଂ ନେସନାଲ୍ ଆଲୁମିନିୟମ୍ କମ୍ପାନୀ ଲିମିଟେଡ୍ (ନାଲକୋ-ଦାମନଯୋଡି) ପାଇଁ ସମସ୍ତେ ପରିଚିତ ହୋଇସାରିଥିଲେ ବିକାଶଶୀଳ କୋରାପୁଟ ସହିତ । ଅନ୍ୟପକ୍ଷରେ ଜନଜାତୀୟ-ନୃତତ୍ତ୍ୱ ଓ ସମାଜତାତ୍ତ୍ୱିକ ଗବେଷଣା ନିମନ୍ତେ ସ୍ୱତନ୍ତ୍ର ପରିଚୟ ପାଇସାରିଥିଲା ଆଧୁନିକ କୋରାପୁଟ । ଅନୁରୂପ ଭାବରେ ସ୍ୱାଧୀନତାର ଅବ୍ୟବହିତ ପୂର୍ବରୁ ଏବଂ କିୟତ୍ ପରେ ଜ୍ଞାନପୀଠ ବିଜେତା ସାହିତ୍ୟିକ ଓ ପ୍ରଶାସକ ଗୋପୀନାଥ ମହାନ୍ତିଙ୍କ 'ପରଜା', 'ଅମୃତର ସନ୍ତାନ', 'ଦାଦିବୁଢା' ଭଳି ସୃଷ୍ଟି ସର୍ବଭାରତୀୟ ୟରରେ ଲୋକେ ପଢିସାରିଥିଲେ ଏବଂ ଜାଣିସ।ରିଥିଲେ ଏ ଭୂମିର ଗରିମା ଓ ସ୍ୱତନ୍ତତାକୁ ।

କୋରାପୁଟର ସମକାଳୀନ ବିକାଶ ପରିପ୍ରେକ୍ଷ।- ବିଶେଷତଃ ଶୈକ୍ଷିକ, ସାମାଜିକ, ଆର୍ଥିକ ଓ ସାଂସ୍କୃତିକ ଅଭିବୃଦ୍ଧିକୁ ଆଖି ଆଗରେ ରଖି ଯେଉଁ ପ୍ରୟାବଟି ଭାରତ ସରକାରଙ୍କଦ୍ୱାରା ସ୍ଥିରୀକୃତ ହୋଇଥିଲା, ତାହା ଅନେକଙ୍କୁ ୍ୟାଗତଯୋଗ୍ୟ ମନେହୋଇଥିଲା । କେବଳ ଓଡ଼ିଶା ବା କୋରାପୁଟର ଆଞ୍ଚଳିକ ବିକାଶ ନୁହେଁ ଏହାକୁ ସର୍ବ ଭାରତୀୟ ୟରରେ ଉଚ୍ଚଶିକ୍ଷା ଓ ଗବେଷଣାର ଏକ ମାନକ କେନ୍ଦ୍ର କରାଯିବାର ସ୍ୱପ୍ନ ଦେଖିବା ଆରୟ ହୋଇଥିଲା । ଯେତେବେଳେ ସାମୂହିକ ବିକାଶ କଥା ବିଚାର କରାଯାଇଥାଏ,ସେତେବେଳେ ଯେଉଁ କେତେକ ଦୂରଦୃଷ୍ଟି ରଖି ଏକ ପ୍ରତିଷାନର ପରିକଳ୍ପନ। କରାଯାଏ, ସେଥିମଧ୍ୟରେ 'ଭବିଷ୍ୟ-ଦୃଷ୍ଟି' ସର୍ବାଧିକ ମହତ୍ତ ରଖିଥାଏ । ଯାହାକୁ ବିକାଶ-ଅଧ୍ୟୟନ ଶାସ୍ତ୍ରରେ ଦୀର୍ଘକାଳୀନ ଯୋଜନା ବୋଲି ମଧ୍ୟ ଅଭିହିତ କରାଯାଇଥାଏ । ସେ ଦୃଷ୍ଟିର ଭାରତରେ ଏପରିକି ଓଡିଶାରେ କୋରାପୁଟ ଅପେକ୍ଷ। ଭଲ ଜାଗା ହୁଏତ ଅନ୍ୟ କେଉଁଠି ନଥିଲା ବୋଲି ମୋର ଅବଗତ ହୋଇଥାଏ । ପ୍ରାଚୀନ ଜନଜାତୀୟ ସଂସ୍କୃତି ହେଉ, ଜନଜାତୀୟ ବହୁଳତା ଦୃଷ୍ଟିରୁ ହେଉ, ଲୋକଜୀବନ ଓ ଲୋକସଂସ୍କୃତିର ବିଭିନ୍ନତା ଓ ବୈବିଧ୍ୟରେ ହେଉ ଅବା ବିବିଧ ଭାଷା-ପ୍ରାଚୁର୍ଯ୍ୟ ଦୃଷ୍ଟିରୁ ହେଉ, ବିଶ୍ୱର ଅନ୍ୟତମ ସର୍ବ ପ୍ରାଚୀନ ଧାନର କ୍ଷେତ୍ର ଭାବେ ହେଉ, ଜୈବ-ବିବିଧତା ଓ ପ୍ରାକୃତିକ ସମ୍ପଦ ଦୃଷ୍ଟିରୁ ହେଉ,ଭୌଗୋଳିକତା ଦୃଷ୍ଟିରୁ କିମ୍ବା ଏହାର ଖଣିଜ ସମ୍ପଦ ଦୃଷ୍ଟିରୁ ହେଉ- ବାହାରକୁ ନଜଣାପଡୁଥିଲେ ମଧ୍ୟ ସେଭଳି ଜାଗାଟିଏ ସମଗ୍ର ଓଡିଶାରେ ବିରଳ । ଅନ୍ୟ ପକ୍ଷରେ ସାମାଜିକ, ଶୈକ୍ଷିକ ଓ ଆର୍ଥନୀତିକ ବିକାଶ କ୍ଷେତ୍ରରେ ଅନେକ ପ୍ରକଳ୍ପ ଓ ଗବେଷଣା କାର୍ଯ୍ୟକାରୀ ହୋଇଥିଲେ ମଧ୍ୟ ତତ୍ କ୍ଷେତ୍ରରେ ଏକ ବିଶାଳ ଶିକ୍ଷା ପ୍ରତିଷ୍ଠାନ ନହେବାପର୍ଯ୍ୟନ୍ତ କୌଣସି ବିକାଶ ସିଧା-ସଳଖ ହୋଇପାରିନଥାଏ । ଏହାର ଅନ୍ୟ ଏକ କାରଣ ହେଉଛି ବିଜ୍ଞାନ-ପ୍ରଯୁକ୍ତିବିଦ୍ୟା ସହିତ ସାମାଜିକଶାସ୍ତ୍ରସମୂହ ହିଁ ଲୋଡା ହୋଇଥାଏ ସମଗ୍ର ବିକାଶର ମୂଳରେ । ଏ କଥା ମଧ୍ୟ ସତ୍ୟ ଯେ କୋରାପୁଟର ଖୁବ ନିକଟରେ ବିଶ୍ୱବିଦ୍ୟାଳୟ ନଥିବା ଏବଂ ଅନଗ୍ରସର ଅଥଚ ବିକାଶ ପାଇଁ ଆବଶ୍ୟକ ସମୟ ଉପାଦାନ ଓ ଭୂମି ଥିବା କ୍ଷେତ୍ର



ଦୃଷ୍ଟିରୁ କୋରାପୁଟରେ ଓଡ଼ିଶା କେନ୍ଦ୍ରୀୟ ବିଶ୍ୱବିଦ୍ୟାଳୟ ପରିକଳ୍ପନା ଥିଲା ଏକ ନୂତନ ଭାରତ ତଥା ନୂତନ ବିଶ୍ୱକୁ ଦେଖିବାର ଚୃତାନ୍ତ ଅଭୀସ୍କା ।

୨୦୦୯ ମସିହାର ଶେଷଆଡକୁ କୋରାପୁଟରେ ଆରୟ ହୋଇଯାଇଥିଲା ଓଡ଼ିଶା କେନ୍ଦ୍ରୀୟ ବିଶ୍ୱବିଦ୍ୟାଳୟର ଶୂଭାରୟ । ବିଶ୍ୱର ପ୍ରାୟ ସମୟ ଅନୁଷ୍ଠାନ ଓ ପ୍ରତିଷ୍ଠାନ ଯେତେବେଳେ ନୂଆ ଗଢିଉଠିଛି, ସେତେବେଳେ ଅନେକ ପ୍ରତିକୂଳତା ଦେଇ ସେମାନେ ଗତି କରିଛନ୍ତି । ସେଇ ନ୍ୟାୟରେ ଓଡ଼ିଶା କେନ୍ଦ୍ରୀୟ ବିଶ୍ୱବିଦ୍ୟଳୟ ମଧ୍ୟ ଅନେକ ପ୍ରତିକୂଳ ପରିସ୍ଥିତି ଦେଇ ଆଜି ଏଇ ୟରରେ ଆସି ଉପନୀତ ହୋଇଛି । ଆଜି ବି ଅନେକ ସମସ୍ୟା ରହିଛି କିନ୍ତୁ ସେସବୁକୁ ଅତିକ୍ରମ କରି ବିଶ୍ୱବିଦ୍ୟାଳୟ ଆଗେଇ ଚାଲିଛି । ବିଶେଷତଃ ଓଡ଼ିଆ, ହିନ୍ଦୀ, ସଂସ୍କୃତ, ଇଂରେଜୀ ଭାଷା ସାହିତ୍ୟ ଅଧ୍ୟୟନଠାରୁ ଆରୟ କରି ନୃତତ୍ତ୍ୱ, ସମାକଶୀୟ, ଅର୍ଥଶାସ୍ତ୍ୟ, ଶିକ୍ଷାଶାସ୍ତ୍ୟ, ପରିସଂଖ୍ୟାନ, ଗଣିତଶାସ୍ତ୍ର, ଗଣମାଧ୍ୟମ ଓ ଜନସମ୍ପର୍କ, ଜୈବବିଦିଧତା ଓ ପ୍ରାକୃତିକ ସଂରକ୍ଷଣ, କମ୍ପୁଟର, ବାଣିଜ୍ୟ ପରିଚାଳନା ଭଳି ଯେ ସମୟ ବିଷୟର ଅଧ୍ୟୟନ ଓ ଗବେଷଣା ଚାଲିଛି, କୁହାଯାଇପାରେ ନିକଟ ଅତୀତରେ ବିଶ୍ୱବିଦ୍ୟାଳୟର ମହତ୍ତମ ଯୋଗଦାନର ମୌଳିକ ଦିଗଗୁଡିକୁ କୋରାପୁଟ ପ୍ରେକ୍ଷାରେ ଅନୁଶୀଳନ କାରାଯାଇପାରିବ । କୋରାପୁଟର ଆନ୍ତରୀଶ ଆୟାମଗୁଡିକୁ ଆଖି ଆଗରେ ରଖି ଉଭୟ କଳା ଓ ବିଜ୍ଞାନଭିତ୍ତିକ ମାନକ ଶିକ୍ଷା ଓ ଗବେଷଣାକୁ ଅଗ୍ରାଧିକାର ଦେଇ ଏହି କାର୍ଯ୍ୟ ସାଧିତ ହୋଇ ପାରିବ । ଏପରିକି ଗବେଷଣା ଓ ପରିପାର୍ଶ୍ୱ ସହ ଅନୁବନ୍ଧିତ ବିବିଧ କାର୍ଯ୍ୟକ୍ରମ ସହିତ ନିକଟସ୍ଥ ଅନ୍ୟାନ୍ୟ ଶିକ୍ଷା ଓ ଶିକ୍ଷଣ/ତାଲିମ କେନ୍ଦ୍ର / ପ୍ରତିଷ୍ଠାନ, ଶିକ୍ଷପ୍ରତିଷ୍ଠାନ ତଥା ସକ୍ରୀୟ କର୍ମକରୁଥିବା ଅନୁଷ୍ଠାନସମୂହ ସହିତ ବିଶ୍ୱବିଦ୍ୟାଳୟ ଏକତ୍ର କାର୍ଯ୍ୟ କରି ନିଜ କ୍ଷେତ୍ରକୁ ଆଗକୁ ଆଗେଇନେବ ଏଥିରେ କୌଣସି ସନ୍ଦେହର ଅବକାଶ ନାହିଁ ।

ଗତ ଗୋଟିଏ ଦଶନ୍ଧି ଭିତରେ ଏ କଥା ମଧ୍ୟ ଲକ୍ଷ୍ୟ କରାଯାଇଛି ଯେ ବିଶେଷତଃ କୋରାପୁଟ ତଥା କେବିକେ(କୋରାପୁଟ-ବଲାଙ୍ଗର-କଳାହାଣ୍ଡି)ର ବ୍ୟାପକ ଅଞ୍ଚଳର ଉଚ୍ଚଶିକ୍ଷାର ବିକାଶରେ ବିଶ୍ୱବିଦ୍ୟାଳୟ ଏକ ଗୁରୁଦ୍ୱପୂର୍ତ୍ତ ଆଭିମୁଖ୍ୟ ଗ୍ରହଣ କରିଛି । ଏପରିକି ଓଡ଼ିଶାର ଏକମାତ୍ର କେନ୍ଦ୍ରୀୟ ବିଶ୍ୱବିଦ୍ୟାଳୟ ଭାବେ ସମଗ୍ର ଓଡିଶା ତଥା ପଡୋସୀ ରାଜ୍ୟମାନଙ୍କରେ ନିଜର ସ୍ୱତନ୍ତ୍ର ପରିଚୟ ମଧ୍ୟ ଜାହିର କରିପାରିଛି । "ଅଞ୍ଚଳର ସମୃଦ୍ଧି ଦେଶର ସମୃଦ୍ଧି"ର ମହାମନ୍ତ୍ରରେ ଆଞ୍ଚଳିକ ପରିସରରେ ଉଚ୍ଚଶିକ୍ଷା ଓ ଗବେଷଣା କ୍ଷେତ୍ରରେ ନୂତନ ସମ୍ଭାବନା ମଧ୍ୟ ସୃଷ୍ଟି କରିପାଇଛି । ଯେଉଁ କଥାକୁ କେହି ଅସ୍ତ୍ରୀକାର କରିପାରିବେ ନ ।ହିଁ ।

ସମ୍ପ୍ରତି ଦେଶର ସ୍ଳୋଗାନ: "ସମୟଙ୍କ ସହିତ ସମୟଙ୍କ ବିକାଶ" ଏବଂ 'ନୂତନ ଶିକ୍ଷାନୀତି- ୨ ୦ ୨ ୦ ' ଅନୁଯାୟୀ ଯେଉଁ କାର୍ଯ୍ୟକ୍ରମ ଦେଶରେ ଚାଲିଛି ସେଇ ଅନୁରୂପ ଓଡ଼ିଶା କେନ୍ଦ୍ରୀୟ ବିଶ୍ୱବିଦ୍ୟାଳୟ ତାହାର ନୂତନ ରୂପରେଖ ନେଇ ଅନେକ କାର୍ଯ୍ୟ ହାତକୁ ନେଇ ସାରିଛି- ଯାହାକି ନୂତନ ସମ୍ଭାବନାର ସୂଚକ ଓ ପ୍ରତିଶ୍ରୁତି ବୋଲି ପ୍ରତ୍ୟୟ ହୋଇଥାଏ । ନୂତନ ଶିକ୍ଷାନୀତିରେ ଉଚ୍ଚଶିକ୍ଷାର ଯେଉଁ ଗୁଣବଭା ଓ ମାନକତା ସହିତ ଉଚ୍ଚତର ମୂଲ୍ୟଯୁକ୍ତ ଗବେଷଣା ପ୍ରସଙ୍ଗର ଉହାପନ କରାଯାଇଛି, ସେ ସମୟ ହିଁ ହୁଏତ ବିଶ୍ୱବିଦ୍ୟାଳୟ ପାଇଁ ନୂତନ ଆହ୍ୱାନ ଓ ପ୍ରତିଶ୍ରୁତି ଭାବେ ଦଣ୍ଡାୟମାନ ହେବ ଏବଂ ସମ୍ପ୍ରତି ଏହି ଆଭିମୁଖ୍ୟ ଓ ଲକ୍ଷ୍ୟ-ଯାହାକି ଆଗରୁ ମଧ୍ୟ ସ୍ଥିରୀକୃତ ଥିଲା, ଆଜି ତାହାର ରୂପାନ୍ତରଣ ହେବା ସମୟ ଉପନୀତ ହୋଇଛି ବୋଲି ବିଚାର କରିବାକୁ ହେବ । ତେଣୁ ଏହି ପ୍ରତିଷ୍ଠା ଦିବସ ସେ ଦୃଷ୍ଟିରେ ଅନେକ ନୂତନତାର ବାର୍ତ୍ତାବହ ଏବଂ ସମ୍ଭାବନାର ସ୍ୱଚକ ଅଟେ ।

ଓଡ଼ିଶା କେନ୍ଦ୍ରୀୟ ବିଶ୍ୱବିଦ୍ୟାଳୟର ପ୍ରଥମ କୂଳପତି ପ୍ରଫେସର ସୁରଭି ବାନାର୍ଜୀଙ୍କଠାରୁ ଆରୟ କରି ପ୍ରଫେସର ସଚ୍ଚିଦାନନ୍ଦ ମହାନ୍ତି ଏବଂ ପ୍ରଫେସର ଆଇ.ରାମବ୍ରହ୍ମମଙ୍କ ପର୍ଯ୍ୟନ୍ତ ଏବଂ ସେ ମଧ୍ୟରେ ଅତିରିକ୍ତ ଦାୟିତ୍ୱ ନେଇଥିବା ପ୍ରଫେସର ମହନ୍ନଦ ମିଆଁ, ପ୍ରଫେସର ତଲତ୍ ଅହନ୍ନଦ ଏବଂ ଭାରପ୍ରାପ୍ତ କୁଳପତି ଭାବେ ପ୍ରଫେସର ଶରତ କୁମାର ପଳିତ । ପ୍ରମୁଖ ସେମାନଙ୍କ ଯୋଗଦାନ ଦେଇଆସିଛନ୍ତି । ବର୍ତ୍ତମାନ ବିଶ୍ୱବିଦ୍ୟାଳୟର କୁଳପତି ପ୍ରଫେସର ଆଇ.ରାମବ୍ରହ୍ମମଙ୍କ ଅବିରାମ ପ୍ରଚେଷ୍ଟାରେ ବିଶ୍ୱବିଦ୍ୟାଳୟ ସାର୍ବିକ ୟରରେ ନିଜକୁ ଏକ ଉଚ୍ଚତର ସୋପାନକୁ ନେବାପାଇଁ ଅକ୍ଲାନ୍ତ ପରିଶ୍ରମ

ଜାରି ରଖିଛି । ଅନେକ ନୂତନ ପଦକ୍ଷେପ ଓ ଦୂରଦୃଷ୍ଟିସମ୍ପନ୍ନ ପ୍ରକଳ୍ପର ଯୋଜନା ତାଙ୍କଦ୍ୱାରା ରୂପପାଇବାକୁ ଅପେକ୍ଷା ରଖିଛି। ପ୍ରତ୍ୟେକ ଅନୁଷ୍ଠାନର ସାମୂହିକ ବିକାଶ ଓ ସମୃଦ୍ଧି ପାଇଁ ଦେଖିବାକୁ ପଡ଼େ ସକରାତ୍ପକ ସ୍ୱପ୍ନ ଏବଂ କରିବାକୁ ପଡ଼େ ଅବିରାମ ଶ୍ରମ, ତେବେ ଯାଇ ସଫଳତା ମିଳେ । ଏହି ସ୍ଲୋଗାନ ହିଁ ହୋଇଛି ଆଜି ଓଡ଼ିଶା କେନ୍ଦ୍ରୀୟ ବିଶ୍ୱବିଦ୍ୟାଳୟର ମୌଳିକ ଲକ୍ଷ୍ୟ ଓ ଆଭିମୁଖ୍ୟ । ଏହି ଭଳି ଏକ ସକରାତ୍ପକ ପ୍ରତ୍ୟାଶା ଓ ବଳିଷ୍ଠ କର୍ମପ୍ରବଣତା ହିଁ ହୋଇପାରେ ଏହି ପ୍ରତିଷ୍ଠା ଦିବସର ମୌଳିକ ଆହ୍ସାନ ।



Celebration of 7th Foundation Day





The Institutional Culture in Central University of Odisha

Dr. Kapila KhemunduAssistant Professor & Head I/c
Department of Sociology



The Central University of Odisha is now gradually moving in the directions of its initial formative stage to the present take off stages. Being one of the members of the founding team of CUO, on this occasion of 12th Foundation Day I would like to appreciate all the teaching and non-teaching staff those who have contributed for bringing this institution from early difficulty period to this present stage. While working with CUO what I felt was that the role of leadership in shaping up institutional culture is very crucial for the growth and expansion of the University. The institutional culture in educational institution is its quint-essential element. Its

emphasis on diversity is of great value to the educational institution today. The growing aspiration for pursuing higher education among the diversified sections of Indian society due to affirmatives actions and promotion of democratic values is a major challenge before any institution for maintaining diversity management. Therefore, institutional culture must have a self and critical evaluation system to manage the diversity and avoid the possible discrimination in the educational institutions. The possible discrimination here refers to student enrolment, examinations, evaluation, hostel life, human resource management, financial management, organizational functioning, allocation of resources, allocation of duties and responsibilities, etc. University is a public institution which is open for all sections of people like the rich, the poor, tribal and different caste groups from different religions, culture, language, race, region and social background. Therefore, maintaining harmony and managing diversity is important cause of concern today. It is quite but natural that habitus develops over a period of time from the inception of an institution as mediated. Habitus as the acquired disposition of mind and body developed over a period of time in the inception of the institution. Institutional habitus could be understood as the impact of a cultural group or social class on an individual's behaviour as it is mediated through an organisation. What is important for the successful students is their social, academic, financial, cultural and emotional adjustment to the academic institution.

Educational institutions are considered as the store house of information and a big source of knowledge development. It gives directions and provides a clear path and guides students to achieve desirable success in their life. In educational institutions, students learn more about society, culture and develop a sense of responsibility. University as an educational institution plays a catalyst role for social transformation and overall social development. Universities are since long considered as the centre for innovation and development. The study of institutions may be done for various purposes. According to MacIver and Page, institutions may also be studied with respect to the ways in which they are interrelated in society. This approach, with its emphasis upon functional interrelationships, frequently involves historical analysis and often utilizes or suggests the comparative study of Institutions." (MacIver & Page: 2001: 17).

The Historical Background of CUO

The Central University of Odisha, Koraput is the by-product of long struggle of all sections of people of Koraput, including politicians, bureaucrats, community leaders, members of civil society group's media persons, lawyers, other professionals and concerned citizens. Cutting across the religion, region, caste, tribe, politics and ideology there was only one "unified" voice to establish a Central University in Koraput. The establishment of University in a place like Koraput was a long-standing demand of the people of Koraput region.

Several early initiative had been taken by Late K.C. Panigrahy (Ex. Chairman, NAC Koraput & a Social Worker), Mr. Giridhari Gomango (Ex. Lok sabha M.P. Koraput, Ex. C.M. of Odisha), Late Shri Pyari Mohan Mohapatra (IAS) and several other leaders. As per their version, they had, but, as ill luck would have it, it was established at Amarkantak, Madhya Pradesh. In several platforms and public forums



there was the talk to have a University at Koraput. It came as a surprise package to the region with the aim to improve the gross enrolment ratio of the people in backward region where the enrolment in higher education is less than 11 percent. The people desperately made a strong demand to enhance the status of V.D. Autonomous College, Jeypore to a State University.

About the University

The Central University of Odisha was established under the Central Universities Act 2009, by an Act of Parliament (No.3C of 2009) of India and came into existence since joining of the founding Vice-Chancellor in March 2009. It is one of the 15 new Central Universities established by Government of India during the UGC XI Plan period to address the concern of the Nation in the principles of "equity and access" to quality higher education.

The University endeavours to promote quality education for all and 'disseminate inclusive education' to reach the un-reached. It advocates for the symbiosis of the indigenous and the global scene and create a niche of its own so as to promote the principles of national unity and integrity, social justice, secularism, democratic values, cultural pluralism, international understanding and scientific approach to the problems of the society.

Despite many constraints and instituional weaknesses, there are some areas of the importance which would be seen as positive development and needed to be acknowledged. The ownership of the land, construction of boundery walls, committed academics, clean environment, non-intervention of politics and ideology, fabricated buildings and hostels, guest house, MoUs with some organization and Institutions, etc. are initial positive developments.

Academic Adaptation

Academic here refers to something related to education and scholarship especially to the teacher and scholar in a university of higher education. Academic adaptation or adjustment is to be understood in terms of teaching learning and co-curricular activities (which) are normally done as per the academic calendar. In the process of academic adaptation, generally new students especially First year students of various programmes express their feelings, thoughts and behaviours in relation to teaching learning activities. Generally students from vernacular school of languages find difficulty when they enter into the University immediately after their college life. The choice based credit system, continuous and comprehensive evaluation, internal examinations, assignments, group discussion, seminar presentations, etc. in the University education seems new to them. Some students are weak in their communication skills and feel uncomfortable in the class rooms. As a result, many of them bunk from classes by showing health problems, family problems or any other reasons. They take some time to know the academic activities of the University and accordingly, fit into the frame of teaching and learning. Other than this vital issue, students and teachers face problem due to poor infrastructure like inadequate library facilities, start to acclimatize themselves to the teaching of the course and other academic activities.

Institution Building: Major Challenges

In this twenty-first century, the buildings of an institution are more challenging today. The needs and aspirations of all the stakeholders flow from lot of diverse categories due to growth of multicultural environment comprising of different ethnic, cultural, linguistic, religion, region, caste and tribal backgrounds. Moreover, institutions today are not only gendered, but also sensitive to human rights including all sorts of harassment and also to various categories of reservations, especially for differently abled persons like transgender, and many more. That apart there is a legislative mandate for the institute and that has to be fulfilled and complied as per the instructions of the different regulating authorities of higher education. There is also widespread argument that institutions should be adapted to the culture of the societies in which they are located and it sounds unchangeable and open to different interpretations.





Conclusion

All the good practices like transparency, accountability, sense of responsibility, governance, decentralized administration, teacher taught relationships, and the notion of equality and gender equity/sensitivity to human rights are some of the responsible factors for shaping up the institutional culture under the dynamic leadership. Now CUO is fortunate enough to see a dynamic leader with vision in Prof. I. Ramabrahmam, our loving Vice-Chancellor who has recovered CUO from an imminent crisis in the formative stage of growth and given a new lease of life to it with his cautious and careful interventions in building this University. Within a very short span of time our achievements under his able guidance and leadership has provided an opportunity to introspect ourselves how CUO is marching ahead. The innovations in academic activities like revision of curriculum, appointment of Professors, promotion of both teaching and non-teaching staff, participation with CUCET, MoU with HAL, introduction of MOOCs, initiation of new Teaching Departments, introduction of Executive MBA for inservice Professionals, improvement in our NIRF ranking, launching Bharosa (online counselling for students during Covid-19 pandemic to overcome the challenges of mental health), smooth conduct of Home Based Open Book Examination, steps for Gender Cell, advertisement for both teaching and nonteaching positions, steps taken for various construction works, etc. are some of the leaps taken by our Hon'ble Vice-Chancellor, fit to be cherished beyond Covid-19 pandemic, which ensure a very promising future for CUO, shaping the institute's foundational culture.



Celebration of 9th Foundation Day







ଭିନ୍ନକ୍ଷମ ମାନଙ୍କର ସଂକଳ୍ପ, ବିକାଶର ସମାନ ସୁଯୋଗ, ସମାନ ଅଧିକାର. . . କେନ୍ଦ୍ରୀୟ ବିଶ୍ୱବିଦ୍ୟାଳୟର ସୁଦୃଢ ଆଧାର

ଡ଼ ପ୍ରଦୋଷ କୁମାର ସ୍ୱାଇଁ ସହକାରୀ ପ୍ରାଧ୍ୟାପକ, ଓଡ଼ିଆ ଭାଷା ଓ ସାହିତ୍ୟ ବିଭାଗ ଓଡ଼ିଶା କେନ୍ଦ୍ରୀୟ ବିଶ୍ୱବିଦ୍ୟାଳୟ, କୋରାପୁଟ



୨୦୦୯ ମସିହା ଆଦିବାସୀ ବହୁଳ ଓଡ଼ିଶା ରାଜ୍ୟର ଶିକ୍ଷାବ୍ୟବସ୍ଥା ପାଇଁ ଥିଲା ଏକ ନୂତନ ଆଶା ଓ ସମ୍ଭାବାନାର ସନ୍ଦିକ୍ଷଣ କାଳ। ଆଇ.ଆଇ.ଟି ଭୁବନେଶ୍ୱର ଏବଂ କେନ୍ଦ୍ରୀୟ ବିଶ୍ୱବିଦ୍ୟାଳୟ ଓଡ଼ିଶା ଏହି ଦୁଇଦୁଇଟି କେନ୍ଦ୍ରୀୟ ଶିକ୍ଷାନୁଷାନର ପ୍ରତିଷା ଓଡ଼ିଶାର ଚାରିକୋଟି ଜନସାଧାରଣ ମନରେ ସୃଷ୍ଟି କରିଥିଲା ଶିକ୍ଷା ଓ ରୋଜଗାରର ଏକ ନୂତନ ସମ୍ଭାବନା। ଏହି ରାଜ୍ୟର ଉପକଳବର୍ତ୍ତୀ ଅଞ୍ଚଳରେ ଚାରିଟି ବିଶ୍ୱବିଦ୍ୟାଳୟ ପ୍ରତିଷ୍ଠା ଦ୍ୱାରା ଯେଉଁ ଶିକ୍ଷାଗତ ଅସନ୍ତୁଳନ ସୃଷ୍ଟି ହୋଇଥିଲା, କୋରାପୁଟ ଭଳି ଏକ ଆଦିବାସୀ ତଥା ଉପାନ୍ତ ଅଞ୍ଚଳରେ କେଦ୍ରୀୟ ବିଶ୍ୱବିଦ୍ୟାଳୟ ଓଡ଼ିଶାର ପ୍ରତିଷ୍ଠା ଓ

କ୍ରିୟାକ୍ଟୋୟନ ସେହି ଅସନ୍ତୁଳନକୁ ବହୁମାତ୍ରାରେ ଦୂରୀଭୂତ କରିଛି କହିଲେ ସତ୍ୟରେ ଅପଳାପ ହେବନାହିଁ । ବିଶ୍ୱବିଦ୍ୟାଳୟ ପ୍ରତିଷା କାଳରୁ ଏଯାବତ୍ ଦୀର୍ଘ ବାରବର୍ଷର ଅବଧି ଓଡ଼ିଶାର ଶିକ୍ଷା, ସଂସ୍କୃତି, ସମାଜ ଓ ଅର୍ଥନୀତିକୁ ବହୁଭାବରେ ସମୃଦ୍ଧ କରିବା ସହ ଏକ ପୁଷ୍କଳ ଭବିଷ୍ୟତର ପଥ ଉନ୍ନକ୍ତ କରିଛି କହିଲେ ଅତ୍ୟୁକ୍ତି ହେବନାହିଁ। କୋରାପୁଟ ଓ ରାଜ୍ୟର ଅନ୍ୟାନ୍ୟ ଆଦିବାସୀ ଛାତ୍ରଛାତ୍ରୀମାନେ ଉଚ୍ଚଶିକ୍ଷା ଓ ଗବେଷଣା କ୍ଷେତ୍ରରେ ନିଜର ପ୍ରତିଭାକୁ ଜାହିର କରିବାରେ ଏହି ଶିକ୍ଷାନୁଷ୍ଠାନ ଏକ ସୁବର୍ଣ୍ଣ ସୁଯୋଗ ସୃଷ୍ଟି କରିପାରିଛି।

କେବଳ ଆଦିବାସୀ ଏବଂ ସାଧାରଣ ବର୍ଗର ଶିକ୍ଷାର ବିକାଶ କ୍ଷେତ୍ରରେ ଏହି ଅନୁଷାନ ପ୍ରମୁଖ ଭୂମିକା ଗ୍ରହଣ କରିଛି, କେବଳ ତାହା ନୁହେଁ ଅଧିକନ୍ତୁ ଭିନ୍ନକ୍ଷମ ମାନଙ୍କ ଶିକ୍ଷା ତଥା ନିଯୁକ୍ତି କ୍ଷେତ୍ରରେ ବିଶେଷ ଆଦର୍ଶରେ ପରିଶତ ହୋଇଛି। ବିଶ୍ୱବିଦ୍ୟାଳୟ ପ୍ରତିଷ୍ଠା ଠାରୁ ଆଜିଯାଏଁ ପ୍ରାୟ ପଚାଶରୁ ଉର୍ଦ୍ଧ୍ୱ ଭିନ୍ନକ୍ଷମ ଛାତ୍ରଛାତ୍ରୀ ନିର୍ବିବାଦରେ ସଫଳତାସହ କୃତକାର୍ଯ୍ୟ ହେବାସହ ଭାରତ ଓ ଓଡ଼ିଶା ସରକାରଙ୍କ ବିଭିନ୍ନ ବିଭାଗରେ ଆତ୍ମନିଯୁକ୍ତି ଲାଭ କରିପାରିଛନ୍ତି । ଭିନ୍ନକ୍ଷମ ମାନଙ୍କ ଶିକ୍ଷାର ବିକାଶ ପାଇଁ ବିଶ୍ୱବିଦ୍ୟାଳୟ ତରଫରୁ ଏଭଳି ଅନେକ ଅଭିନବ ପଦକ୍ଷେପ ଗ୍ରହଣ କରାଯାଇଛି। ଯଦ୍ୱାରା ଏହି ଛାତ୍ରଛାତ୍ରୀ ମାନେ ଖୁବ୍ ସହକରେ ତଥା ସ୍ୱାଧୀନ ଭାବରେ ଶିକ୍ଷାଲାଭ କରିବାପାଇଁ ସକ୍ଷମ ହୋଇପାରିଛନ୍ତି।

ବିଶ୍ୱବିଦ୍ୟାଳୟର ପ୍ରତିଟି ପ୍ରାସାଦକୁ ସୁଗମ୍ୟ କରାଇବାସହ ଦୃଷ୍ଟିବାଧିତ ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କ ଅବାଧ ଚଳପ୍ରଚଳ ପ୍ରତି ବିଶେଷ ଧ୍ୟାନ ଦିଆଯାଇଛି । ଶିକ୍ଷକ ଶିକ୍ଷୟତ୍ରୀ ମାନଙ୍କ ଅକୁଷ ସହଯୋଗ ଓ ତତ୍ପରତା ଭିନ୍ନକ୍ଷମ ଛାତ୍ରଛାତ୍ରୀଙ୍କ ମନରେ ଶିକ୍ଷାପ୍ରତି ଅପୂର୍ବ ଆକର୍ଷଣ ସୃଷ୍ଟିକରିପାରିଛି । ଏପରିକି ବିଶ୍ୱବିଦ୍ୟାଳୟର କେନ୍ଦ୍ରୀୟ ପାଠାଗାରରେ ଦୃଷ୍ଟିବାଧିତ ବିଦ୍ୟାର୍ଥୀ ମାନଙ୍କ ପାଇଁ ସ୍ୱତନ୍ତ୍ର ଟକିଙ୍ଗ ଲାଇବ୍ରେରୀର ବ୍ୟବସ୍ଥା କରାଯାଇଥିବାବେଳେ ବ୍ରେଲ ପତ୍ରପତ୍ରିକା ଏବଂ ଡିଜିଟାଲ ଅଡିଓ ବୁକ୍ସ ବ୍ୟବସ୍ଥା ମଧ୍ୟ କରାଯାଇଛି ।

ଏତଦଭିନ୍ନ ଭିନକ୍ଷମ ବିଦ୍ୟାର୍ଥୀ ମାନଙ୍କ ଅଧ୍ୟୟନକୁ ପ୍ରରାନ୍ଧିତ କରାଇବା ପାଇଁ କର୍ତ୍ପପକ୍ଷ ସ୍ୱତନ୍ତ୍ର ମାସିକ ପଢାଳି ଭଭା (ରିଡର ଏଲାଉନ୍ସ) ର ବ୍ୟବସ୍ଥା ମଧ୍ୟ କରିଛନ୍ତି । ଏହି ଭିନକ୍ଷମ ବିଦ୍ୟାର୍ଥୀ ମାନେ କିଭଳି ସହକରେ ବିଦ୍ୟା ଅଧ୍ୟୟନ ସହ ନିର୍ବିବାଦରେ ପରୀକ୍ଷା ଦେଇପାରିବେ ସେଥିନିମନ୍ତେ ମଧ୍ୟ ବିଶ୍ୱବିଦ୍ୟାଳୟ ତରଫରୁ ଦୃଷ୍ଟିବାଦିତ ପରୀକ୍ଷାର୍ଥୀ ମାନଙ୍କ ପାଇଁ ସ୍ୱତନ୍ତ୍ର ଲେଖାଳି ଭଭା (ରାଇଟର୍ ରେମୁନେସନ୍) ର ବ୍ୟବସ୍ଥା କରାଯାଇଛି । ଏହାଛଡା ଭିନକ୍ଷମ ବିଦ୍ୟାର୍ଥୀ ମାନେ କିଭଳି ସୁଚାରୁ ରୂପେ ଅଧ୍ୟୟନ କରିପାରିବେ, ସେମାନଙ୍କର ବୌଦ୍ଧିକ ଓ ସର୍ବାଙ୍ଗୀନ ବିକାଶ ହୋଇପାରିବ ସେଥିନିମନ୍ତେ ବିଶ୍ୱବିଦ୍ୟାଳୟ କର୍ଭପକ୍ଷ ସଦାସର୍ବଦା ତତ୍ପରତା ପ୍ରଦର୍ଶନ କରିଆସିଛନ୍ତି । 'ଇକ୍କାଲ ଅପର୍ଚୁନିଟି ସେଲ' ଭଳି ସ୍ୱତନ୍ତ୍ର ବିଭାଗ ତରଫରୁ ବିଶ୍ୱବିଦ୍ୟାଳୟ ସମୟ ଭିନକ୍ଷମ ବିଦ୍ୟାର୍ଥୀ ଓ କର୍ମଚାରୀ ମାନଙ୍କ ସୁବିଧା ଅସୁବିଧାକୁ ଦେଖାଶୁଣା କରାଯାଉଛି ।

ଅତଏବ କେନ୍ଦ୍ରୀୟ ବିଶ୍ୱବିଦ୍ୟାଳୟ ଓଡ଼ିଶାକୁ ରାଜ୍ୟର ଅଗଣିତ ଭିନ୍ନକ୍ଷମ ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କ ପୂର୍ଣ୍ଣାଙ୍ଗ ବିକାଶ, ସମାନ ଅଧିକାର ଏବଂ ଯଥାଯଥ କର୍ମସଂସ୍ଥାନ ପାଇଁ ଏକ ଅଗ୍ରଣୀ ଶିକ୍ଷାନୁଷାନବୋଲି କୁହାଯାଇପାରେ। ସଂପ୍ରତି ବିଶ୍ୱବିଦ୍ୟାଳୟର କୁଳପତି ପ୍ରଫେସର ଆଇ. ରାମବ୍ରହ୍ମ ଶିକ୍ଷାନୁଷାନର ସାମଗ୍ରିକ ବିକାଶ ସହିତ ଏହି ସ୍ୱତନ୍ତ୍ର ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କ ଅଧିକାର ସ୍ୱତନ୍ତ୍ରତା ପ୍ରତି ବେଶ୍ ତତ୍ପର ଓ ସମ୍ବେଦନଶୀଳ। ନିଷ୍ଟିତଭାବେ କେନ୍ଦ୍ରୀୟ ବିଶ୍ୱବିଦ୍ୟାଳୟ ଓଡ଼ିଶା ଆଗାମୀ ଭବିଷ୍ୟତର ଅଭିନବ ସୟାବନା ଓ ସୁଦୃଢ ଆଧାର।





Research and Development in Biodiversity

Dr. Kakoli BanerjeeAssistant Professor & Founding Head I/c
Department of Biodiversity & Conservation of Natural Resources



The systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions is known as "Research" while "Development" addresses fundamentally altering the way people live, connect, communicate and transact, with profound effects on economic development. Truly speaking it comes out with products which helps policy makers for framing policies, industries to launch new products and transforming business practices across the economy. Technological advancement and economic growth are truly related to

each other. The level of technology is also an important determinant of economic growth. The rapid rate of growth can be achieved through high level of technology. Thus, it is the technological progress which keeps the economy moving.

India is one of the 12 mega biodiversity countries in the world. This assemblage of three distinct realms (genetic diversity, species diversity and ecosystem diversity) makes the country rich and unique in biological diversity. The country is also one of the 12 primary centres of origin of cultivated plants and domesticated animals. However, due to industrialization and urbanization factors (like Habitat Fragmentation, Infestation by alien species, Pollution, Global Climate Change, Corridors and Connectivity and Overexploitation of Natural Resources), the earth is under severe environmental crisis. With the launching of the Biological Diversity Act, 2002 by the Act of the Parliament of India the need for preservation of biological diversity in India, and mechanism for equitable sharing of benefits arising out of the use of traditional biological resources and knowledge grew up. To implement this Act, Universities opened such types of Departments and State Biodiversity Boards were established. The application for intellectual property rights (IPR) not to be made without approval of National Biodiversity Authority was made compulsory. Today, as per the goals of the Sustainable Development: Agenda 2020, Goal 2: No Hunger, Goal 4: Quality Education, Goal 7: Affordable and Clean Energy and Goal 13: Climate Action - this department is aiming at all the selected goals so that some new innovation can be made in the field of hunger, green energy, education, and as well as addressing the problems of climate change.

"Green energy" is one of the most important terminologies in the present time for the government, for which this department has already estimated the amount of biomass and carbon that is stored in tropical deciduous forests in 13 southern districts of Odisha and coastal mangrove forests of Kendrapara district. We have submitted our results to the respective Ministries for proper policy implementations as this is the energy for future.

The Department took **its birth in October 2011**. It has been a long 9 years of experience in CUO since January 2012 when the Department was in its inception, with only a chair and a table. The usual mode of teaching was "chalk and talk". Being the Founding Head, the responsibility of making the Department was vested in me. With another colleague joining the Department we developed a wet lab and a dry lab for our University with advanced instruments and softwares. We introduced Remote Sensing and GIS techniques in monitoring biodiversity apart, with the ground truthing data for the State, especially the southern and coastal districts. With the advancement of time, we emerged into a most promising department in Science & Technology developments in the University. This department under the leadership of the First Vice Chancellor, Prof. Surabhi Banerjee entered the educational arena of the International forum by joining hands with the **European Union in the ERASMUS MUNDUS EUPHRATES Project** in 2013. This Department has received projects from Ministry of Earth Sciences, Govt. of India, NRSC Hyderabad under ISRO-Biosphere-Geosphere Programme, Department of Science & Technology, Govt. of Odisha and Biodiversity Board. With almost 60 publications in Peerreviewed, UGC-Care listed journals, about 06 Ph.Ds and 30 M.Phil students to its credit, the Department has made great strides over the period. At present, there are almost 08 Ph.D. scholars still pursuing



their research. There are about 60 M.Sc. students who are undergoing their PG courses in Biodiversity & Conservation of Natural Resources. About 10 students have qualified NET, SET and GATE exams and about 5 of them are in different institutions pursuing higher degrees at the National level. In foreign educational exchange 2 faculties were honoured with EUPHRATES fellowship and I myself have got the PEIN Research Excellence fellowship from University of Santiago de Compostela, Spain which is the nodal Institution for European Union. This department has also enumerated bat diversity, bird diversity, fish diversity, insect diversity and other faunal resources of the district with the pace of conservation. In Quality Education, we have gone into ICT and online, You-tube and other means in Covid-19 situations. Not only that, we are also giving updated research information to our students for higher technology development.

This department has also been active in the field of **tribal welfare and development** and has been continuously doing **research on rice varieties** in Koraput, commonly called as the Land of Rice. I has also been developing **prawn culture** particularly with new innovations in feed technology, keeping in mind the changing climate scenarios and economic development of the district. We have developed prawn products as means of socio-economic development and also are producing bread, cookies and cakes from sea based floral resources. We are very fast progressing with the administrative support and under the leadership of Prof. I. Ramabrahmam, our present Vice Chancellor, we hope to come up with new inventions as a result of adopting continual strategies of innovation and diffusion of technology as and when necessary.

Celebration of 10th Foundation Day







School of Languages: The Earnest Need of the Hour at the Region

Shri Sanjeet Kumar Das Assistant Professor & Head I/C Department of English Language & Literature



The School of Languages ventured its journey with the leitmotif to the needs of the region at the University's premises in 2009. Initially it stemmed only with Department of English Language and Literature (DELL) and Department of Odia Language and Literature (DOLL). Subsequently, in 2015 Department of Hindi and Department of Sanskrit were added. With the establishment of Central University of Odisha at Koraput the joint initiative of the Government (both Central and State) got gradually materialized in its mission to look into the beauty of the region and its preservation by making the

people aware of their unique ethno-linguistic and literary values, and making them self-reliant in different social spheres.

Pragmatically the 'ideal speaker-listener' and 'homogeneous speech community' are actually not possible. Following Noam Chomsky's above concepts, Hymes propagated the notion of 'communicative competence' that is having the following four sub-types: what is formally possible, what is feasible, what is the social meaning or value of a given utterance, and what actually occurs. Working from an ethnographic perspective, Hymes emphasized the way the language was used in speech communities, arguing that there were, "rules of use without which the rules of grammar would be useless."

As India is a multilingual and multicultural country and the people of different States and Union Territories show their excessive linguistic chauvinism/jingoism towards their own regional languages, English is used as the *Lingua Franca* in India and received the Second Language status in almost all the offices in India. Seidlhofer remarks that we should stop "the elusive goal of the native-speaker competence" and acquire "the emergent realistic goal, the intercultural competence achieved through a plurilingualism that integrates rather than ostracizes English as an International Language (EIL)". The development of 'English' and 'Englishes' is a natural and organic process, both difficult to predict and control. As Generalized Indian English (GIE) features have already been in the cognizance of the circle of intelligentsia, there will be no hurdles for all of us to face the 'emerging post-modern world'. The sooner we exhibit our grasp over English, the better we understand the people of the world.

The National Policy on Education 1986 and Revised 1992 recommended English as second language in secondary schools. The people of India learn this language for its cultural and utilitarian purpose. The Three-Language Formula (TLF) will continue to be implemented in schools, where two of three languages shall be native to India. Recently the New Education Policy 2020 focuses upon the growth and research of the classical and regional languages and literatures of the country. The linguistic and literary aspects of this socio-cultural milieu will be well-researched. The university will also nourish the hidden talent of the people. The New Education Policy (NEP) also advocates for the cross-fertilization of different disciplines, and accelerates the interests of the students to go beyond the watertight compartments.

Following the NEP 2020, Communicative Approach can be fully activated with all its competences and learners/students should spend more time in honing a language extensively and treat its errors as the natural outcomes to be rectified gradually in due course of time. In case of language teaching an effective communication happens, when a learner communicates fluently both in writing and speaking for the daily purposes. The following stages should be taken into account at the time of learning and teaching a language as 'Basic Course', and 'Advanced Course': Linguistic and Paralinguistic Behaviour as Stage-I and Renovation of Communication Strategies through Modern Technology as Stage-II. Following Ministry of Education, Government of India Universities and Educational institutes are offering and planning to offer more Massive Open Online Courses to fulfil the earnest need of the hour and the students also participate in these courses to earn the concept of Credit Transfer.



In this connection, the following table distinguishes between naturalistic discourse and classroom discourse produced by the learners of any language and should be taken into account to upgrade the style of teaching:

Characteristics	Naturalistic Discourse	Pedagogical Discourse
Function	Social interaction	Class management
Focus	Meaning	Form
Language	Authentic	Pre-planned
Use	Communicative	Pseudo-communicative
Structure	Non-hierarchical	Hierarchical
Style/Register	Informal	Formal
Power relations	Equalized	Unequal
Pattern	Information exchange	Display questions
Input	Foreigner talk	Teacher talk/peer talk
Output opportunities	Ample	Limited
Negotiation of meaning	Frequent	Rare
Feedback	Repair	Error-correction

The child acquires the First Language in the natural environment and comes to the formal education system later. The child should also be facilitated the same degree of freedom to learn the other languages. The neural plasticity of the brain in case of child is very flexible and active to galvanize positively for the simultaneous leaning of languages without any stress or loss. This process will enhance the cognitive development of the child, and induce the spread of multilingualism and national harmony in the later phases of his or her life.

The dreams of the region, though untouched for centuries, are turning into reality systematically. Traditional values and practices of the community are to be induced and blended with modern technology at this Higher Education Institutions (HEI) for the availability at the international realm. The smiles and tears of the indigenous people are heard properly by the Government and allure the mass to be with them for their unique cultural heritage and the foreigners are getting acclimatized splendidly to their simplicity and ethnic practices with innovative skills. Under the vibrant leadership of the present Vice-Chancellor the University is gradually getting spruced up with its architectural mission and vision.

The School of Languages through the University plans to float the Certificate Courses and Diploma Courses in languages, keeping in view the employability skills of the students and working personnel at various organizations. Since the inception of Department of English under the aegis of School of Languages, I have been leading the department to the best of my knowledge at the university.





Underutilized Crops of Koraput for Food and Nutritional Security: Research at CUO

Dr. Debabrata Panda

Assistant Professor
Department of Biodiversity and Conservation of Natural Resources



Koraput is a land of topographical and ecological diversity with rich assembly of unique flora and fauna. The plant genetic repository of the region is of great significance in the global context and notably Koraput is one of the centres of diversity for many food crops and forest species. Recently it is declared as one of the agro-biodiversity hotspots in India for maintaining unique tribal traditional agricultural practices, conservation vis-à-vis utilization of inherited traditional knowledge for local food security.

Historically, tribal people identified and collected plants for food and medicine from forests and developed a range of processing methods in accordance with their needs. With modernization and settled agriculture, this knowledge is becoming lost, a trend that may lead to decreased diversity of indigenous diets and poorer nutrition. These are the useful plant species for marginalized farmers but are largely ignored by researchers, breeders and policy makers and biodiversity of Koraput remains untapped. In the context of regional importance, Central University of Odisha (CUO) set up a Department of Biodiversity and Conservation of Natural Resources (DBCNR) in the year 2011-12. It has been taking a leading role in this region for enabling tribal and rural families to derive economic benefit from genetic resources.

Since the inception of DBCNR, the author and his research team members have been taking initiative to chronicle the nutritional value of selected neglected and underutilized crop species such as indigenous rice, millets, wild tuber, fruits and flowers used by different tribal people in Koraput. For integrating them into developmental interventions, research on scientific assessment of these neglected and underutilized crops is being carried out at DBCNR. Till date, DBCNR has taken initiative for conservation and popularisation of nearly 200 numbers of local rice genotypes, 30 local finger millets For different wild Yams of Koraput. more information, (https://sites.google.com/view/dr-debabrata-panda/home). With the Research support from Department of Science and Technology, Government of Odisha, the author is able to characterise traditional rice landraces of Koraput for climate resilience and their useful agronomic traits. By screening more than 130 varieties, three popular rice landraces (Kalajeera, Machhakanta and Haldichudi) of Koraput were identified as higher degree of tolerance to multiple stresses like drought, salinity and flooding stress (Functional Plant Biology, 47(2): 99-111, 2020; Data in Brief, 25, 2019; Rice Science 27(1): 32-43, 2020).

Genetic diversity of indigenous finger millet genotypes of Koraput was also studied and some genotypes were identified which can provide food and nutritional security and livelihood of poor farming community of Koraput (J Plant Biochemistry Biotechnology, 2020). Recently, DBCNR, CUO took up documentation of the wild edible plants and their importance towards food security of rural poor tribes of Koraput District by collecting data from 20 tribal villages belonging to six primitive tribal groups like Paroja, Bhumia, Gadaba, Bhatra, Koya and Kondha. Based on research at DBCNR, some wild yam species have been identified as better nutritional, mineral and antioxidant capacity than cultivated species. It is also suggested that these wild yam species are a safe food source for mass consumption and domestication, leading to potential improvement of food and nutritional security (Frontier in Pharmacology 11:496, 2020; Food Bioscience 34: 100527, 2020).

Recently, some studies at DBCNR, CUO also highlighted the cultivation of high value industrial or medicinal crops such as Lemon grass, Brahmi and Sun flower for better *in situ* agronomic management of fly ash or mining over burden area (Int. J. Phytoremediation, 2018, 2020). By the active participation of students, herbarium of nearly 150 numbers of local flora are maintained at DBCNR. The agro-



biodiversity research at CUO has been facilitated by various equipments such as Photosynthetic system, Chlorophyll fluorescence meter, Gel electrophoresis, PCR, Atomic absorption spectrophotometer etc. at DBCNR.

The teachers and research scholars of DBCNR have made significant contribution towards research. In the last five years, nearly 35 research papers have been published in high quality international journals regarding agro-biodiversity of Koraput from this department. Till date nearly 56 MSc. Dissertations, 8 MPhils and 3 PhDs on different aspects of agro-biodiversity of Koraput have been awarded under my guidance at CUO. Presently, CUO has also been taking initiative for patenting and popularisation of these local genetic resources for global implication. It is high time that we have to take necessary steps to conserve these valuable resources in their natural habitat and to validate them scientifically. A strategy to promote commercial production of these indigenous crops of Koraput is required to boost the local economy by initiating processing and value addition and creating market pools/facilities.



Celebration of 11th Foundation Day







Changing perspectives in Media Education vis-à-vis COVID-19: Challenges & Intervention by Dep't of J & MC

Dr. Sourav GuptaAssistant Professor Department of Journalism & Mass Communication



Introduction

The COVID-19 struck like thunder and lightning splitting the students & teachers apart and leaving them wondering for ways to counter the situation. The discipline of Communication Studies always comprises a combination of Theoretical and Practical aspects. It demands close association, collective action and outdoor activities. The sheer scale of the pedagogy of the discipline poised it against the COVID-19 health

norms. For the Department of Journalism & Mass Communication at the Central University of Odisha the challenge was manifold.

Background-Media Education in India over the last century

Exactly a hundred years ago, Dr. Annie Besant, a British socialist, theosophist, women's rights activist, writer, and philanthropist Dr. Annie Besant introduced journalism as a discipline in the National University at Adyar, Madras under the aegis of Theosophical Society, in 1920. The trend continued in universities and enhanced post recommendations of the First Press Commission (1948-52) to expand formalized journalism education in India. Degree courses started subsequently with the addition of the term 'Mass Communication' with Journalism, largely inspired from the west.

As Prof Ankuran Dutta in his article '100 years of media and journalism education in India' reports:

".......With the establishment of SITE and Kheda as important landmarks in the history of communications and communication-research in India, higher studies in mass-communication witnessed a profuse transformation in the course contents."

The nomenclature of the discipline has always been diverse-while in the foreign, we find a much broader perspective with 'Communication' encompassing the all the aspects of the discipline, there are others with 'Media Studies' focusing on the medium rather than on the process. Exceptional institutions like the Department of Communication at the University of Hyderabad and Centre for Culture, Media & Governance at the Jamia Milia Islamia, the School of Arts & Aesthetics at Jawaharlal Nehru University engaged in media anthropology, sociology of media, community media from an ethnographic perspective which immediately posited them in the new paradigm of media scenario with the global south. However, they remain exceptions and for the new departments like the one at the Central University of Odisha, problems of space, infrastructure and human resource add on to the cart.

Contemporary crisis and intervention in J & MC at CUO

The CUO wrote the writing on the wall pretty early, earlier than many leading varsities, and wasted no time in orienting the faculty in online teaching. The session with Prof Srinivas Kappagantula, the Head ICT & Project Management Unit, National Institute of Educational Planning & Administration, New Delhi was an enlightening one which introduced us to modern online Teaching Learning Methods (TLM) like Moodle & Google Classroom and concepts like Synchronous, Asynchronous & Blended Learning. The video conferencing softwares like Zoom, Webex & Google Meet opened up a new avenue and an opportunity closest to the traditional class room atmosphere with features of screen sharing were used by the Faculty for online classes. However, it was found out that a sizeable portion of the students were located in remote areas with extremely poor connectivity issues and could not participate in the synchronized online classes. It was clear that asynchronous teaching was the order of the day. So, the Faculty of the J & MC department adopted the following techniques:



- 1. Sharing learning materials through group email
- 2. Sharing learning material through subject wise WhatsApp group
- 3. Academic & mental health counselling over WhatsApp and telephones
- 4. Sharing content over personal YouTube channels and others' also
- 5. Home based assignments for internal evaluation

The most important aspects of the pedagogy were the selection of the learning materials which should have a potential to cover the practical aspects. Demonstration lectures by other institutions and individuals were extremely helpful in this regard. In Film Studies, a few demonstrations regarding use of camera and film production process were extremely helpful. So was Facebook live sessions like the one on television serial making by noted director Dr. Chandrkanta Dwivedi. Selected power point presentations were also shared. The Faculty themselves recorded lectures, uploaded in YouTube and shared them. Continuous telephonic counselling at the inter personal and group level countered the issue of mental health of students to some extent.

The issue regarding research based dissertation was solved by restricting the research to secondary data only emphasizing on review of literature. Still, some students managed to take interviews through email, whatsapp and phone. But, how would the evaluation be done for such a process like Internship which is so very industry oriented? After much brain storming, at the behest of senior faculties a set of assignments were developed which could supplement the internship programme. The assignments were industry & practical oriented which demanded both analytical skills as well as an understanding of how the industry & market operates. The students would have to really look for industry trends in order to address them. The Home based assignment system was the most suitable system under prevailing health norms and the model was successfully replicated for the final examinations also. The highlight of the J & MC intervention was discoursing the Covid-19 handling, especially the instrumentality of communication by government and related agencies, to the virtual classroom and examinations. The lead and strategic input from a Visiting Professor with substantial experience of governance and execution played a pivotal role in this context.

Conclusion

The process has just begun and is far away from being perfect. There are problems and these are not alternatives to the traditional pedagogy. But the COVID-19 lingers on and in a way has tickled our creative faculties. Innovations like the Massive Open Online Courses (MOOCs) and Data Journalism are on all-time high. However, it seems a paradigm shift from study of mass media to community media & human communication modes, nearby, local in nature is also on the cards. Fingers crossed.





Good Practices in Promoting Gender Equality

Dr. Minati SahooAssistant Professor
Department of Economics



United Nation's Sustainable Development Goals-2030 emphasize the promotion of gender equality as crucial for accelerating sustainable development. Inequality with regard to the mortality rate, literacy level, health conditions, safety, security and freedom will damage the sanctity of human existence. To advance the gender equality and empowerment of women and girls, there is need of transformative shifts, integrated approaches and new solutions. Various studies have shown that globally, the state of women's education, health and cases of violence against women is worse than that of men. The World Economic Forum Report 2017 points

out that another 100 years will be required for global inequality gap between men and women to disappear entirely. As women are a major part of the society and play a great role in social, economic and political activities, it is becoming necessary to make the world a more 'gender inclusive' place. For achieving the goals of gender equality and women's empowerment, it is important to unlock their full potential.

As balance drives a better working world, gender balance is also essential for economies and communities to thrive. Collective action and shared responsibility are the key for driving a gender-balanced world. All should contribute hand-in-hand towards the development and growth of the organizations they work for and eventually towards the growth of the overall economy. An individual will never understand the other gender without being sensitive to their needs and getting acquainted with one another's existence. To overcome any sort of differentiation, it is required that all the genders should support and promote the upliftment and wellness of their own and the others. For this, it is realised that there is need for sensitivity and awareness more urgently in the recent times.

Institutions of higher education today are more diverse than ever before, and, in terms of numbers, also have a growing proportion of women. Educational spaces instil thoughts and perceptions that inhibits the future populations from practising gender discrimination. For creating more gender sensitive notions of rights and respect, it is highly important that approaches must be educative, preventive and correctional. In this regard, Central University of Odisha is committed to create and maintain an environment which is free of all forms of gender based discrimination and to ensure a congenial working environment for women.

The University regularly organises gender awareness and sensitization programme to sensitize relevant stakeholders regarding the issues of gender equality. Eminent Resource persons from various specialised backgrounds were invited to the workshops to sensitize and enlighten the academic community. Posters were put up at various places in the University to spread gender awareness among all. Every year, Central University of Odisha observes International Women's Day to celebrate acts of courage and determination by ordinary women who have played an extraordinary role. On this occasion, the University felicitates those who have made remarkable contributions to the women's community especially in the tribal region. The University has felicitated eminent personalities including Padma Shri Awardee 2019, Smt. Kamala Pujari, Mother's on Wheel fame, Smt. Madhuri Sahasrabudhe and Prakruti Mitra Awardee, Smt. Radha Pandia.

Different types of competition like collage, poster making, essay writing, original poetry writing, group song, modern pencil art on various themes like "Liberation of Women", "Revolutionary Role of Women in freedom struggle of India", "Role of Women in Nation Building", "Gandhiji and Empowerment of Women", "Approaches to Enhance the Aspirations of Girls in Tribal Region" have been organised in the University. Many students have enthusiastically participated in those competitions and trophies and certificates were awarded to the winners. The University also takes up discussions, workshops and seminars and may plan to take up debates and theatrical performances in order to sensitize on gender issues.



Central University of Odisha, as an institution of higher education engaged in teaching, research and the spread of knowledge, is constantly working towards providing a conducive environment for the efficient and effective communications among all. All possible efforts are being made to promote gender equality in education access, learning process and educational outcomes. Recognition of differences, awareness of intersections of gender and emancipation being crucial tools in analysing social and cultural relations in today's societies, the University is making every possible endeavour in building a gender-balanced place where all can work and study harmoniously, free of violence and discrimination.



Ek Bharat Shrestha Bharat







Standing of Central University of Odisha in tackling Covid-19 outbreak

Dr. Ramendra Kumar ParhiDSW I/c, Assistant Professor & HoD I/c
Department of Education



The pandemic COVID-19 is an unprecedented global crisis that evolved in an unexpected distress to affect not only our physical health, but also our mental health. The lockdown situation in the country during this COVID-19 outbreak has a severe impact on all aspects our life. The decision to observe the lock down in the country was the very scientific and the best measure to reduce transmission; otherwise this in turn would cast an adverse impact on the psychosocial factors of people's lives and gave rise to several negative psychosocial outcomes of the student community and others. There was a need to address the psychosocial

state of the students and others in need in a scientific way. Hence, it was important for the university to address any kind of mental health and psychological concerns of the student community and others in need during and after COVID-19. In a first such move, Central University of Odisha had set up a helpline named as 'Bharosa' for psychological counselling by experts free of cost for the students and others in need. The CUO Helpline 'Bharosa:08046801010was launched on 11 May 2020 by Dr. Ramesh Pokhrial Nishank, Union HRD Minister in the presence of Dr. Arun Kumar Sahoo, Hon'ble Minister, Dept. of Higher Education, Government of Odisha and Vice- Chancellor of Central University of Odisha, Prof I Ramabrahmam. In the pursuit of the mission 'Bharosa' team through its helpline continues to provide mental health and psychological support to the students and others during this crisis period. The helpline receives calls from the students who are worried over examinations and about its uncertainty as well as travel, declaration of results, future career, and placements throughout the country.

A research study was conducted on "Tackling COVID-19 Outbreak through Gram Panchayats: A study from Rural Odisha" by the teachers and research scholars of Central University of Odisha to comprehend the current situation of COVID-19 outbreak in Odisha and to find out the role of Panchayats in managing the pandemic in Odisha. The COVID-19 pandemic was also a major problem for all the administrative divisions of respective countries of the world. This study was carried out in the Odisha state of India with a purpose to understand the working of different Gram Panchayats to tackle covid-19 crisis. Primary data were collected from different Gram Panchayats of Odisha through semi-structured interviews whereas secondary data have been collected from the State Government Online Portals. It was found that Sarpanches along with Community Health workers and volunteers were doing a meticulous job in managing COVID-19 outbreak and monitoring different plans. This study would have been favourable for the administrative divisions of other states to consider various aspects related to the functioning of Gram Panchayats to manage the situations arising out of COVID-19 outspread in their respective regions.

As a rational preventive measure to alleviate the risk of shrinking the corona virus, offline classes had been suspended from last week of March 2020 and that subsequently led to the significant loss of academic and psychological damage for the students. To meet the academic and psychological loss of the students, university had resorted to a seemingly effective solution of online teaching. Teaching-learning transactions were being made by the faculty members of different academic departments of the university on regular basis through various virtual modes. Various online extension lectures and webinars were also organized on a wide spectrum of topics related to various disciplines. University used to provide information to the students on regular basis regarding the programme of live sessions transacted through Gyan Vani and Gyan Darshan Channels.

Not only has the lockdown situation of COVID-19 affected the academic and curricular transactions, but it has also severe impact on the examinations, for conducting offline examination may increase the risk of spreading corona virus. Learning of the students alongside their health and mental well-being



was critically important during this pandemic. While students were locked on their homes due to COVID-19 pandemic, there was a huge debate about the mode of examinations at different levels of the country. Going one step further Central University of Odisha planned to conduct the home based open book examination as the suitable alternative to reduce students' anxiety with the aim of saving their precious time by the limited internet data usage. In this context, Central University of Odisha decided to go for the Home-based Open Book Examinations and conducted the examination successfully for the students of terminal semester students and the examinations for the intermediate semester students are in process.

To mitigate the problem and supply of books and materials to the students, Central Library of Central University of Odisha has taken several initiatives i.e. by providing a dedicated web portal (https://idp.cuo.ac.in/) for off-campus 24X7 access through INFLIBNET, creating an attractive openaccess COVID-19 Library Resources web portal. However, to promote free and open-access digital resources the Central Library facilitates a dedicated web portal Cyber Library (https://library.cuo.ac.in:8081/cyberlibrary/) which includes various lists of useful e-resources such as e-books, e-journals, video lectures, subject gateways, databases etc.

In this crisis period, when social distancing is being used to control the Corona-virus, the social media accounts of the university have become the vital mode to communicate, support, and to reach out to the university fraternity as well as the other bodies across the country. Social media of the university become wider in disseminating the information on various issues. During this pandemic time, this platform is being used to supplement the candidates of CUCET across the country.



CUO in News







An Electrifying Journey of Central Library

Shri Bijayananda Pradhan Librarian (I/c.) Central Library, CUO



"To build up a library is to create a life. It's never just a random collection of books."

- Carlos María Domínguez

Although Central University of Odisha was formally started in 2009, it had no permanent building of its own. It might be recalled that the University was running in a few tin shed houses in COATS campus (an institution owned by Jagannath

Temple Trust) in Koraput town. In those initial days of its growth, the library did not receive much attention. A slight development noticed after the University got a leased building from Central Silk Board, Ministry of Textile, Govt. of India in 2010 and after that the basic needs for a University was greatly felt. Gradually attempts were initiated for setting up of a small library at Central Silk Board Building, now known as Landiguda Campus (City Centre of CUO). In 2010, Mr. Mukunda Khillo, a local person was called by the University administration to act as the caretaker for some of the books that were procured by the then administration for the Library. Till August 2010, he was the only person to manage the show and subsequently in September 2010, Mr. Rudra Narayan, another Library professional from Bhubaneswar joined with him for better management of the Library. He was managing the Library with a collection of books not more than three thousands of five departments till March 2011. Finally on 01 April 2011, I joined in the Central Library as the first full-fledged officer to set up the modern Library. These efforts of erstwhile days marked a small, but auspicious beginning towards the present status of Central Library that is truly called the temple of the University.

After I joined in the Central Library, a blueprint was prepared to cater the needs of both the campus Library. I was instrumental in giving a proper plan and layout for the temporary building of the present Central library of main campus, Sunabeda. All the library furniture along with the server room infrastructure was planned properly during my period. It was the real difficult time for the Central Library as all the housekeeping operations of the Library were managed manually. Day by day collections of books have increased. The traditional practice of running the library has prompted us to plan for the automation of the library activities. The library team took the challenge and finally started the automation project with the help of internationally acclaimed Integrated Library Open-Source software Koha. The dream came true when all the Central Library activities were fully automated in the year 2016 and then a hybrid library was planned for providing better library services.

To cope with the digital shift in this postmodern era, Central library has made its own dedicated library website by means of which all of its services and activities are shared in the cyberspace 24x7. The Library has also subscribed so many e-resources for the benefit of its users and these e-resources can be accessed remotely through INFED (INFLIBNET Access Management Federation), which is very much helpful to the students in the COVID-19 pandemic era.

As research programmes of CUO got started, the Library felt to provide some of the research support tools to help the researchers as well as research scholars. Following the UGC guideline "preventive measures for maintaining minimum standards and academic integrity", Central Library has subscribed two major anti-plagiarism softwares i.e., Urkund and iThenticate to minimize the plagiarism in their research work and to curb the menace of academic dishonesty. Now, in this COVID-19 pandemic situation the Central Library is providing numerous digital contents such as e-books, e-journals, e-thesis and dissertations, open-access contents to its users at a single window through "COVID-19 Library Resources portal". As of now, the Central Library facilitates many services such as Web-OPAC, Indian Research Information Network System (IRINS), Electronic Thesis and Dissertations (ETDs),



Institutional Digital Repository (IDR), INFED, Subject and Research Guide, Cyber Library, News Clippings, Discovery Services, Book Review service etc.

Education is the key to human resource development. Education, research, and Library are very much interconnected with each other. Therefore, library is rightly regarded as the soul of an academic institution and is a vital organ for proper exploitation of our intellectual resources. A good academic excellence cannot be achieved without the support of good collection of library resources. The initiatives (e-PG Pathshala, ShodhGanga, Swayam, Swayamprabha, NPTEL, NDLI, e-Gyankosh, Dikshya, Spoken tutorial, etc.) of Government of India have been widely publicized, and become a great asset during this pandemic crisis for the learning communities.

Central Library witnessed many ups and downs since its inception. Various dignitaries like Prof. N. R. Madhava Menon (father of modern legal education) and present Governor of Odisha, his Excellency Prof. Ganeshi Lal visited the Library and appreciated its facilities. As stated by the father of Library science in India Dr. S.R. Ranganathan "Library is a growing organism" and this is truly visible in these 12 years of inception. In this context, a decade back Central Library that started with two trunks of books has now been converted into a state of the art automated Library having 40,000 books, along with huge collection of e-resources and has all the facilities like CCTV, central air conditioning with sufficient computers for the benefit of its users.

Hopefully, with the active support of Prof. I. Ramabrahmam, Vice-Chancellor, CUO- the present leader, the Library will very soon get its permanent Central library building which will have all the infrastructure of a world class University Library system.

"Libraries store the energy that fuels the imagination. They open up windows to the world and inspire us to explore and achieve, and contribute to improving our quality of life."

- Sidney Sheldon

(American writer and producer)







A Walk through the Memory Lane

Dr. Rudrani MohantyFaculty
Department of Odia Language and Literature



"The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and hardship"

Within a span of 11 years, the Central University is privileged to have a distinguished educationist and an institution builder, Professor I. Ramabrahmam to lead the institution as the Vice Chancellor. Since he has taken charge, our VC is laying stress on research based education and is leading from the front in

building a conducive working environment.

I still remember that pleasant morning of Wednesday, 16 September 2009 when classes started commencing the operations in Central University of Odisha. With my eyes full of dreams and a heart filled with confidence I started my journey to Koraput, the district which is a museum of natural beauty with its rich heritage; to join as the faculty member in Department of Odia Language and Literature, at the University. While waiting for the Hirakhand Express at Bhubaneswar railway station I had many thoughts in my mind about the University. Though Koraput is a tribal district, it is also regarded as the holy land of 'Sabara Srikhetra'. So as the train approached the station, I was mulling over the word HIRA (diamond) from the name "Hirakhand" and discovered a magnetic connection with divinity and education. I prayed to Lord Jagannath and was determined that even if life showers burning coal instead of diamonds, I would try my best to turn those adversities into advantages by imparting proper education and doing my duties to the best of my abilities. With confidence, we the teachers, the staff members and the students lighted the lamp of education under the able guidance of the former Vice-Chancellor Professor Surabhi Banerjee. Along with the duty of mentoring the students in the classrooms, I served as the Warden for girl's hostel as well as was the in charge of various cultural and non-cultural events.

Today 11 years have passed, with the blink of an eye, and the Central University of Odisha stands even taller and grander. To establish itself as a revered institution, the University has to continuously upgrade itself and contribute to "Atmanirbhar Bharat". It has to expand to new progressive areas under the guidance of the present Vice-Chancellor. Needless to say, during the present global pandemic, many innovative steps have been taken for the welfare of the students, like facilities of Open book exam system, creating Virtual classes and many more. His dedication towards developmental activities for the Central University of Odisha and the society is a constant source of inspiration to all of us.

I foresee the Central University to touch greater heights in the coming years.





CUO & Sociology Teaching

Dr. Aditya Keshari MishraFaculty, Department of Sociology



This write up relates to my decade-long teaching experience at Central University of Odisha (CUO), Koraput, which is the only central university in the state of Odisha. In fact, this relates to my assignation with academics in CUO in everyday life situations. My teaching in CUO includes both inside and outside the classroom. This mix of theory and experiential teaching has evolved after the completion of my doctoral programme at the prestigious University of Hyderabad.

The development vision of any university fundamentally relies upon three building-blocks - teaching, research, and extension where teaching is undoubtedly considered as the hallmark of any institution. CUO is not an exception. The teaching in CUO has started soon after its establishment by the Central Universities Act in the year 2009. As an institution which is constantly developing, my teaching experience comes with an unique blend of creativity, satisfaction, curiosity of a young eco system and the vision of a glorious future with a fast expanding alumni, experience sharing by global experts and an ever diversifying knowledge archive.

My association with CUO is very close and intimate. The reason is obvious. It has bestowed me with a series of situations that have helped me in (re)defining my teaching perspectives and practices, which have ultimately nurtured my academic benchmark, aiming higher. In this regard, I owe my sincere gratitude to the members of academics and administration, and also the students at large, the pillar of my teaching profession. Before I delve into the experience of my teaching in this historic university, let me share my academic identity with this institution in the first place. My years of university teaching run almost parallel to the age of CUO itself. In a sense, both of us are coeval to each other. I feel privileged to have started as a teacher in this budding university just only five months after its inception, as I started teaching sociology in the very first academic session of this university. I feel very fortunate and I am grateful to CUO for providing me this opportunity.

Classroom, I strongly believe, embodies the fundamental laboratory for every sincere teacher. It has provided me continual impetus in myriad ways. Active engagement with the classroom helps a teacher mature over time. The more one remains engrossed in the classroom, the richer is the level of his/her maturity. In this sense, I owe much of my experience and maturity to my classrooms. Unlike many other Indian universities, Central University of Odisha, Koraput manifests a unique reality: that is, the feature of 'distinctiveness and diversity' in matters of sociology-classroom. This is both a challenge as well as an opportunity.

Challenge in the sense that the teacher has to teach almost all beginners of sociology. As the university is located in a tribal tract, much of the students' concentration, so far, is from KBK region, the tribal pocket of Odisha. We hardly find sociology as a subject at the graduation level in most of the colleges located in this region. That apart, sociology in CUO is an open discipline; any graduate from any stream – arts, science, and commerce – can become a learner of sociology. Therefore, teaching sociology often becomes a challenging task in almost all universities in India since most of the students are from non-sociology backgrounds. It is, at the same time, an opportunity in the sense that one gets to interact with students of diverse milieu and expectations. Such an opportunity, I realize, helps a teacher to innovate his/her module and method of teaching and grow every day. That has been my learning. I remain indebted to the diversity of students.

As a teacher, I get a multitude of insights from my classroom. Some insights are more challenging than others. Let me share a couple of significant ones. To begin with, it is very interesting to observe the reason behind selecting sociology as a subject by the newly admitted students with whom we start our interaction soon after their admission. It is frequently observed that very few students select sociology as a full-fledged career. Besides, sociology is viewed by many as an attractive option for civil services.



Another cohort of students pursues sociology till they get employed, whereas some others opt sociology out of the complete wilderness; just to keep themselves engaged till their marriage. Second, most of the students are inclined to rely on web site materials, substandard notes as reference materials. It is often found that students prefer dictations in class, which, I consider, unfortunate in university academics. The demand is quite appalling as well as intriguing on the part of a teacher like me who has been exposed to debates, dialogues, free-thinking, reading, critical reflections, and research in my formative years. I realise dictation in certain situations is necessary. But, dictation-based deliberation will in a long run shrink the cognitive faculties of the students. Three, there is a tendency of writing mechanically than writing with understanding. The students almost paraphrase the teacher as lectured in the classroom or they reproduce everything from a book without any understanding. Four, I have noticed that students are obsessed with local author books instead of studying the original books, articles, and other publications that are universally and widely referred.

Despite these challenges, students in sociology also make excellent achievements that make their teachers proud especially related to research programmes in leading universities/institutes, civil services, UGC-NET, and others. I am sure; the above-mentioned short-term approaches will find their way out in the coming years with the system of open competition and stringent research. This will help set up an appropriate platform for 'knowledge construction', the true meaning/character of a university.

In fact, a university quintessentially contributes immensely to the sociology of knowledge. CUO as an institution is in its infancy in this respect. We have miles to go in a path which has a bright future. The alacrity and briskness with which the institution is marching ahead especially under the current leadership, I am sure, CUO will make phenomenal progress in academics. In a short time, CUO will emerge as a 'centre of excellence' in east India.



Vice-Chancellor takes Stock of Home-Based Open Book Examinations





The Soul of Central University of Odisha

Shri Manas Chandra Panda

Assistant



I am none else but the soul of the Central University. I came into being to this holy land of peace, bliss and prosperity in the year of 2009, and was welcomed by all the simple, sincere, but less educated tribal mass of this paradise and also congratulated by the Government of India that subsequently supported me with great enthusiasm and cooperation, and the allocation of copious fund and other possible fundamental facilities. By that grace I have been furnished with a good library, good Guest House, well-decked

Auditorium and smart Class Rooms, Hostel for the Girls, Boys, etc. A long boundary wall has been erected to significantly mark my border in the mountainous landscape.

I blossomed successfully like a flower with romantic fragrance, at the topmost care of venerable Vice-Chancellors during the short span of my life. I wish I could be well valued in the NAAC assessment.







Future of Science and Technology in Biological Sciences

Ms. Asmita Basu Ph.D. Scholar Department of Biodiversity and Conservation of Natural Resources

"The science of today is the technology of the tomorrow."

Edward Teller

(American-Hungarian theoretical physicist, colloquially known as 'The father of the hydrogen bomb')

The three words "Science", "Technology" and "Innovation" are mostly used in a linked manner and this linkage implicitly means a linear progression from researches in science to creations in technology to innovate products. The end result or the innovations have immense roles to play in every aspect of the society, be it cultural, economic or socio-economic. The improvement of the lifestyle of the entire human race is based on it. History is the witness that science has always functioned in two ways - curiosity driven and need driven and ultimately the discoveries, purposeful or unintended (discoveries by chance like microwave, quinine, X-rays, radioactivity, pacemaker etc.) have served the needs of living organisms on this earth and hence we can infer that science doesn't always have to address an immediate need of society, it can also be for the thirst of knowledge which in the long run definitely would serve us one way or the other.

The field of Biological Sciences is boundless as it consists of every branch that is related to LIFE dealing with the smallest prokaryote and its system (single celled organisms) to the highest and most advanced plants and animals or mammals like us with complex system physiology. For investigating an organism, flora or fauna, a biologist has to know well the characteristics where it survives and therefore biologists are often called "Naturalists" too.

Talking of future of biological sciences and technologies, we can cite appropriately the present situation of pandemic COVID-19 that we are going through. The whole world badly needs a vaccine to combat the virus and in this time of immense crisis only a biologist can save the mankind. The scientists from the field of Biochemistry and Genomics are working on the vaccine while the Biotechnology and Bioengineering based scientists are coming up with cost-effective testing kits and that's how biology along with technology has become the hope of wellbeing for the living world.

Biodiversity and Conservation of Natural Resources of Central University of Odisha is one such department that aims to nicely collaborate between Biological Sciences and Technology to improve the livelihood of humans and also to save the rich biotic resources of the country from any possible threat. Here our respected professors and researchers have given equal importance to both plants and animals and have discovered new techniques to enrich the economy and lifestyle of the locals. Researches on prawn culture with respect to the climatic conditions of hilly terrain of Koraput have been made that would uplift the economy of the local tribals in future. Mapping of tropical forest of Koraput and other parts of Odisha using GIS and Remote Sensing, studying fish, bat, bird, paddy diversity, calculating carbon storage potential of the mangrove ecosystems of Odisha, making bakery products out of seaweeds etc. are few important research achievements of the department and there are many more. Koraput is a tribal belt of Odisha and their lifestyle is closely connected to the natural resources and that makes our department even more important owing to the local socio - economic conditions.

Koraput is rich in natural resources (Kolab river, Duduma falls, rich forest cover, extensive stretches cultivable lands) but not much work has been done earlier on this region. The department aims to explore them and make it useful to the local people. Besides natural resources, Koraput is famous for its bauxite mines. National Aluminium Company Limited (NALCO) is a mining industry located at Damanjodi. The scholars from the department have done projects related to their mining activities and



its impact on the local ecosystem. We aspire to run projects in collaboration with this industry in future that would help in environmental monitoring and assessment and also would help the company to take required precautionary measures. Hindustan Aeronautics Limited (HAL) is another big industry located in Koraput and we aspire to work in collaboration with them in future too.

I am fortunate enough to be a research scholar in this department under the esteemed guidance of Dr. Kakoli Banerjee who is not only a Ph.D. advisor but also friend, philosopher and guide. Also I want to thank Prof. S. K. Palita, Head of the Department and Dr. Debabrata Panda, Assistant Professor of the department from whom we learn every day. And I see immense materialistic future perspectives of the department with respect to contribution in science, uplifting the economy of the locals and making India proud through our research. We want to make sure that the locals don't have to depend only on the traditional system for their living, we would like to bring in nature friendly technologies uplifting their life style. Under the leadership of our Vice Chancellor Prof. I. Ramabrahmam I can foresee that our University would be among the top institutions of the world in near future.



Celebration of International Women's Day 2020







Celebration of Foundation Day 2020



CENTRAL UNIVERSITY OF ODISHA OBSERVED XII FOUNDATION DAY ON 29TH AUGUST 2020

The Central University of Odisha celebrated its 12th Foundation Day on 29th August 2020 in virtual mode. His Excellency, Hon'ble President of India and Visitor of central universities Shri Ram Nath Kovind has greeted the University fraternity on the occasion. In his message he stressed the need for value based education for the growth and development of the students and the youth. His Excellency, Hon'ble Governor of Odisha, Prof. Ganeshi Lal through video message talked about the importance of Indian traditional education and hoped that the nation will make use of the traditional knowledge under the new Education Policy. He gave importance to 'Sunrise Technology' culture which means promotion of Indian culture.

In his message the Chief Minister of Odisha, Shri Naveen Patnaik greeted the University fraternity and assured all help to the University in achieving higher goals. He praised the efforts of the University during the COVID 19 situation.

On the occasion foundation stone of three permanent buildings was laid by the Hon'ble Union Minister of Education Dr. Ramesh Pokhriyal 'Nishank' and the Hon'ble Union Minister of Petroleum & Natural Gas and Steel Shri Dharmendra Pradhan. In his address, Dr. Pokhriyal congratulated the University for rising to the occasion and becoming one of the prominent universities of India within few years. He also praised the efforts of the Central University of Odisha during the COVID 19 period by launching the 'Bharosa' programme, which helped a lot of students in overcoming the pandemic trauma through counselling. He further praised the University for successfully conducting the Home Based Open Book Examination. He recalled the old glory of India when people from other countries were coming to India for studies. Now it's time to achieve that type of education through the new education policy. He urged the University community to focus more on research and development.

In his address, Shri Dharmendra Pradhan analysed various schemes of the central government which could be helpful in the upliftment of the society. He said that the Central University of Odisha, being the premiere institute of Southern Odisha, is doing satisfactory work in the development of education in the locality. However, he stressed the need for more collaborative efforts from the University for achieving great heights. It includes the mentorship programme under the National Research Foundation, Academia-industry linkage, research in tribal and anthropological studies and consultancy service with prominent industries of the locality like Hindustan Aeronautics Limited (HAL) and NALCO. He assured all type of help to the University, being the only central university of the state. He urged the students to be the torch bearers of 'Atmanirbhar Bharat'.

Vice Chancellor of Central University of Odisha Prof. I. Ramabrahmam who earlier unfurled the University flag, inaugurated the Foundation Day Programme in the presence of faculty members, officers and staff of the University. He highlighted the important achievements of the University and also described the future plans. He focused on starting of new courses especially science programmes which will definitely enhance the scientific temper among the students.

The Foundation Day lecture was delivered by Dr. Sanjeev Sanyal, Principal Economic Adviser, Government of India. He spoke on the rich educational opportunities in India and stressed the need for practical life education for the students so that they can know the actual world by coming out of bookish world. He urged the students to educate themselves to meet challenges of the new changing world. In every sphere of education new methods and new learnings should be searched so that education can be total. He said that the new education policy will be highly helpful in this aspect.





Minister of Higher Education, Odisha, Shri Arun Kumar Sahoo and former Chief Minister of Odisha Dr. Giridhar Gomango also congratulated the University in their messages.

The Chairman of the University Grants Commission Prof. D.P. Singh, in his video message praised the University for moving one step ahead in pandemic situation by conducting the Home Based Open Book Examination. He also assured all help in the growth of the University towards achieving new goals.

The Chancellor of the University Prof. P.V. Krishna Bhatt congratulated the University and said that integrity and effort of the faculty members and staff will enable the University to grow.

On behalf of the University Prof. Sharat Kumar Palita also addressed the dignitaries and the vote of thanks was given by Dr. Asit Kumar Das, Registrar of the University. Dr. Sourav Gupta, Asst. Professor anchored the event. Twelve saplings were planted in the campus to commemorate the occasion. An online Souvenir was also released by the Honourable Ministers.

The programme was attended by all faculty members and staff of the University inside the campus by maintaining proper social distance and students and dignitaries through virtual mode.



Celebration of XII Foundation Day 2020









MOMENTS FROM XII FOUNDATION DAY 2020



Welcome Address by Prof. I. Ramabrahmam, Vice-Chancellor



Introduction of the Guests

SOUVENIR



Inauguration of Academic Block, Central Library and Residential Quarters by Shri Ramesh Pokhriyal 'Nishank', Hon'ble Minister of Education, Government of India and Shri Dharmendra Pradhan, Hon'ble Minister of Petroleum, Natural Gas & Steel, Government of India



Vice-Chancellor Prof. I. Ramabrahmam on behalf of the Guests brings out the curtain over the Foundation Stone of Academic Block-1



Shri Ramesh Pokhriyal 'Nishank', Hon'ble Minister of Education, Government of India addresses CUO fraternity on the occasion of 12th Foundation Day

SOUVENIR



Shri Dharmendra Pradhan, Hon'ble Minister of Petroleum, Natural Gas & Steel, Government of India addresses CUO fraternity on the occasion of 12th Foundation Day



Inauguration of e-Souvenir



12th Foundation Day Lecture by Shri Sanjeev Sanyal, Principal Economic Adviser, Government of India



Faculty members, officers and staff of the university in the audience on occasion of the XII Foundation Day Meeting



Committee for Foundation Day Lecture 2020

Prof. S.K. Palita, Head, BCNR - Chairman Dr. Sourav Gupta, Asst. Prof., J&MC- Member Dr. Rudrani Mohanty, Lecturer, DOLL – Member Mr. Manas Kumar Das, Asst. Registrar- Member Registrar - Convener

Sub-Committees

1. Reception-cum-Organising

Chairman: Prof. I. Ramabrahmam, Vice Chancellor **Members:**

Prof. S.K. Palita, Chairman Foundation day Committee

Prof. P. Durga Prasad- Visiting Professor Prof. Akshay Rout- Visiting Professor Prof. E. Raja Rao- Visiting Professor Prof. Bhagabat Patra- Visiting Professor

Prof. Sabita Patnaik- Visiting Professor

Prof. Krushna Chandra Pradhan- Visiting Professor

Prof. Pramod Kumar Jena- Visiting Professor Prof. V.K.R.V. Sastry- Visiting Professor Prof. B.B. Mishra, Academic Consultant Mr. K. Kosala Rao, Finance Officer I/c Dr. Jayant Kumar Nayak, CoE I/c Mr. K.V. Uma M. Rao, Jt. Registrar

Convener: Dr. Asit Kumar Das, Registrar

2 Message Reading & Recording

Dr. Sourav Gupta, Asst. Prof., J&MC - Convener Prof. P. Durga Prasad, Visiting Professor- Member Dr. Kakoli Banerjee, Asst. Prof., BCNR- Member Dr. Minati Sahoo, Asst. Prof., Eco., Member Ms. Sony Parhi, Lecturer, J&MC- Member Mr. Sujit Kr Mohanty Lecturer, J&MC - Member

3. Souvenir

Prof. Akshay Rout, Visiting Professor- Chairman Mr. Charudatta Panigrahi – Special Invitee Prof. E. Raja Rao, Visiting Professor - Member Mr. Sanjeet Kumar Das, Asst. Prof., DELL- Member Dr. Sourav Gupta, Asst. Prof., J&MC- Convener

4. Technical & Broadcasting

Dr. Mahesh Kumar Panda, Asst. Prof. & Head I/c, Stat-Convener

Dr. Jyotiska Datta, Asst. Prof.& Head I/c, Math- Member Dr. Soumendra Kumar Mohanty, Consultant-Member

Mr. Sibaram Patra, Assistant - Member

Mr. Sanjeev Kumar Papneja, Sr. Tech. Asst- Member Mr. Anuj Singh- Consultant, System Analyst- Member



5.	Broadcasting Equipment Purchase	Mr. K.V. Uma M. Rao, Jt. Registrar-Convener Dr. Mahesh Kumar Panda, Asst. Prof.& Head I/c, Stat - Member
		Dr. Jyotiska Datta, Asst. Prof.& Head I/c, MathMember Dr. Soumendra Ku. Mohanty, Consultant- Member Mr. Sanjiv Ku. Papneja, Sr. Technical Asst Member Mr. Ajit K. Patra, UDC - Member
6.	Refreshment	Dr. Debabrata Panda, Asst. Prof., BCNR- Convener Mr. Bijayananda Pradhan, Asst. Librarian-Member Dr. B.K. Srinivas, Asst. Prof., AnthroMember Mr. Manas Panda, AssistantMember Mr. Rudra Narayan, PAMember
7.	Flag hoisting and Foundation Stone laying	Dr. Ramendra K. Parhi, Asst. Prof.& Head I/c, Edn Convener Mr. Sudhakar Patnaik (OIC) - Member Mr. Padmalochan Swain, Asst. Engineer Member Mr. Nitun P.C Technical Supervisor (Civil) Member
8.	Media Coverage	Mr. Gupta Prasad Barik- Clerk- Member Dr. Pradosh Kumar Rath, Asst. Prof.& Head I/c, J&MCConvener Dr. Alok Baral, Asst. Prof.& Head I/c, DOLLMember Ms. Talat Jahan Begum, Lecturer, J&MC -Member Dr. Phagunath Bhoi, PRO, Coordinator
9.	Transport	Mr Uma Maheswar Rao, Jt. Registrar - Convener Mr. M. M. Patra, OIC (Admn.) -Member Mr. Santosh Ku. Padhy, Clerk -Member
10.	National Anthem	Dr. Pradosh Kumar Rath, Asst. Prof.& Head I/c, J&MC Convener Dr. Pradosh Ku. Swain, Asst. Prof., DOLL- Member Dr. Kakoli Banerjee, Asst. Prof., BCNR- Member Dr. Rudrani Mohanty, Lecturer, DOLL-Member Dr. Ganesh Prasad Sahu, Lecturer, DOLL-Member
11.	Community Engagement	Dr. Kapila Khemundu, Asst. Prof.& Head I/c, Soc Convener Mr. Prashant Kumar Behera, Asst. Prof., ECO Member Mr. Biswajit Bhoi, Asst. Prof., ECO Member Dr. Meera Swain, Lecturer, Anthropology-Member Dr. Aditya Keshari Mishra-Lecturer, Sociology-Member
12.	Documentary Preparation	Dr. Sourav Gupta, Asst. Prof., J&MC - Convener Dr. Mayuri Mishra, Lecturer, Hindi – Member Mr. Sujit Kumar Mohanty, Lecturer, J&MC- Member



CENTRAL UNIVERSITY OF ODISHA

AT: SUNABEDA PO: NAD SUNABEDA-763004, DIST: KORAPUT,

Email: info@cuo.ac.in, website: www.cuo.ac.in

