Centurion University
Shaping Lives...
Empowering Communities...

SDG-4 · QUALITY EDUCATION

CENTURION UNIVERSITY OF TECHNOLOGY AND MANAGEMENT

EXECUTIVE EDUCATION & VOCATIONAL TRAINING

Programmed · Programmed & Ad-hoc · Ad-hoc · 2025

850,000+ Vocational Trainees to Date	**22,178+** Active Apprentices 2025	**460+** Faculty Upskilled (FDPs)	**BOTH** Programmed & Ad-hoc

124,073 Total Annual Beneficiaries 2025 (1,865 direct programmes incl. 800 Karjayakaram youth + 122,208 Gram Tarang enrolment; 850,000+ cumulative trainees to date)

6 BFIN Programmes 2025	**800** Karjayakaram Youth Trained 2025	**426** Industry Deployment Sites	**21** States Covered

Executive Impact Summary

PROGRAMMED	AD-HOC	BOTH
Structured Annual Programmes	**Responsive Vocational Outreach**	**Work-Integrated Learning**
BFIN MDPs · FDPs · Karjayakaram · Lernern India	Craft Fairs · RTP Workshops · Special Camps	Apprenticeships · JCK Park · SEEDAP

6 Programmes	22,178+	460+	300+
BFIN Nepal MDP	**Apprentices 2025**	**Faculty FDPs**	**JCK Park Learners**
Banking & finance professionals	400+ industries · 21 states	External faculty upskilled	Rural craft & agri workshops

SDG-4.3	Equal access for all to affordable and quality technical, vocational and tertiary education.
SDG-4.4	Substantially increase the number of youth and adults with relevant skills for employment.
SDG-4.c	By 2030, substantially increase the supply of qualified teachers and trainers.
SDG-8.6	Substantially reduce the proportion of youth not in employment, education or training.
CUTM Status	Centre of Excellence, MoSDE · NAAC A+ · DGT-approved · 166 skill courses · 43 industry-partnered domains
Activity Type	Both programmed (calendar-based MoU-linked) and ad-hoc (responsive, partner-driven)

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Introduction

Centurion University of Technology and Management's (CUTM) model advances technical and vocational education, skills development and employability, contributing to SDG 4 and SDG 8. In 2025, this was reflected across three principal tracks: Work-Integrated Vocational Education through the Lernern India apprenticeship network (22,178 active apprentices), International Executive Education through BFIN Nepal (6 programmes, 205 international banking professionals), and Rural Craft and Agri Skill Development through the JC Kumarappa Technology Park (300+ community learners). These initiatives extend learning opportunities beyond the university through short courses and vocational training open to the general public, delivered through both structured programmes and ad-hoc training.

Campuses	Bhubaneswar · Paralakhemundi · Rayagada · Balangir · Balasore · Chatrapur · Vizianagaram (AP)
Core tracks	Work-Integrated Vocational · International Executive MDPs · Rural Craft & Agri Skills · Faculty FDPs
Activity type	Both programmed (annual, calendar-based) and ad-hoc (community and partner-responsive)
2025 scale	22,178 apprentices · 205 BFIN participants · 300+ JCK learners · 460+ FDP faculty
SDG alignment	SDG-4.3, 4.4, 4.5, 4.c, 8.6 — all directly addressed through documented programmes
Partners	Lernern India · BFIN Nepal · LTIMindtree CSR · SEEDAP · Gram Tarang · JCK-TP-IC

1. Work-Integrated Technical & Vocational Education

CUTM has developed a structured, modular, credit-based Qualification Framework aligned to UGC embedded degree guidelines and approved by the Directorate General of Training, Government of India. This framework enables employed learners to earn short-term, non-degree vocational certifications without leaving their jobs.

1.1 Dual Education Model — Industry-Embedded Learning

CUTM's Dual Education Model integrates academic learning with on-the-job industrial training. Industry partners co-design curricula, host apprentices at their facilities, and co-certify learners — ensuring that every qualification is market-relevant and immediately applicable.

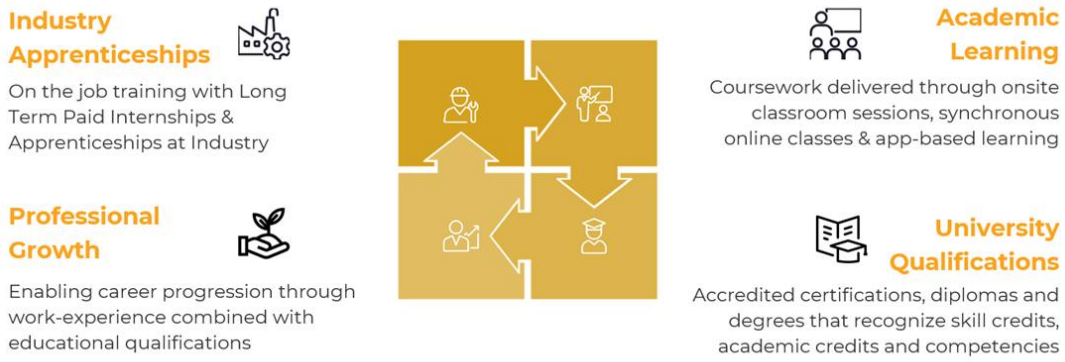


Figure 1. CUTM Dual Education Model — industry-embedded work-integrated learning framework

1.2 Pathway Enablement Framework

The Pathway Enablement Framework provides multiple entry and exit points for learners — school leavers, working adults, ITI graduates, and industry professionals — ensuring that vocational education is a ladder, not a dead end. Credit transfers, stackable qualifications and recognition of prior learning allow learners to progress from certificate to diploma to degree.

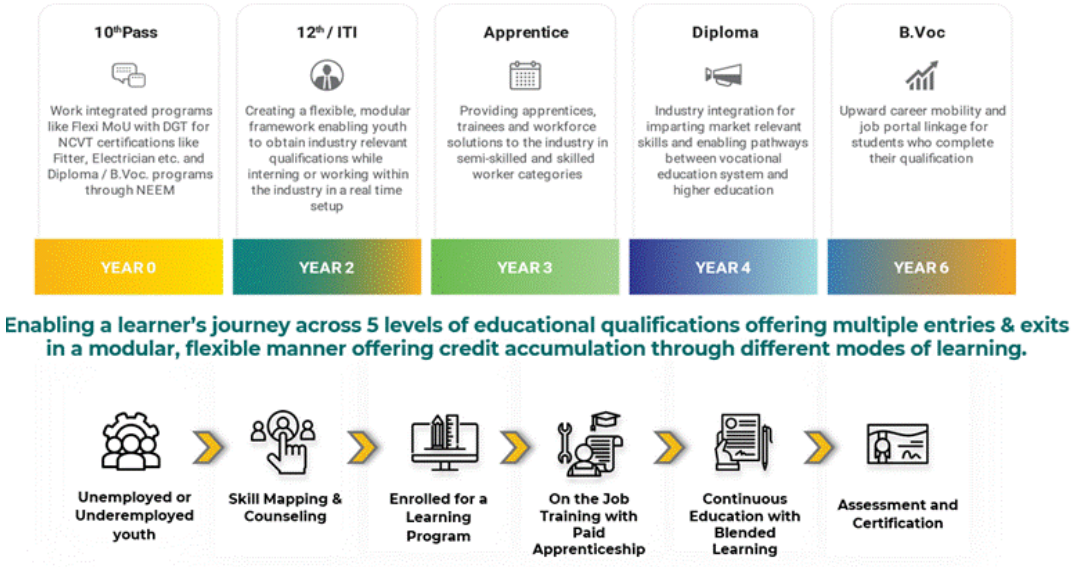


Figure 2. Pathway Enablement Framework — multiple entry and exit routes for vocational learners

1.3 Lernern India Apprenticeship Partnership — 2025

CUTM, in partnership with Lernern India, operates India's largest Skills-Integrated and Apprenticeship-Embedded Further Education programme — deploying 22,178+ active apprentices in 2025 across 400+ industry partners in 21 states and 426 locations. With 850,000+ trainees served to date, this is the single largest vocational training programme associated with any Indian university.

22,178+	400+	21	850,000+
Active Apprentices 2025	Industry Partners	States Covered	Total Trainees to Date

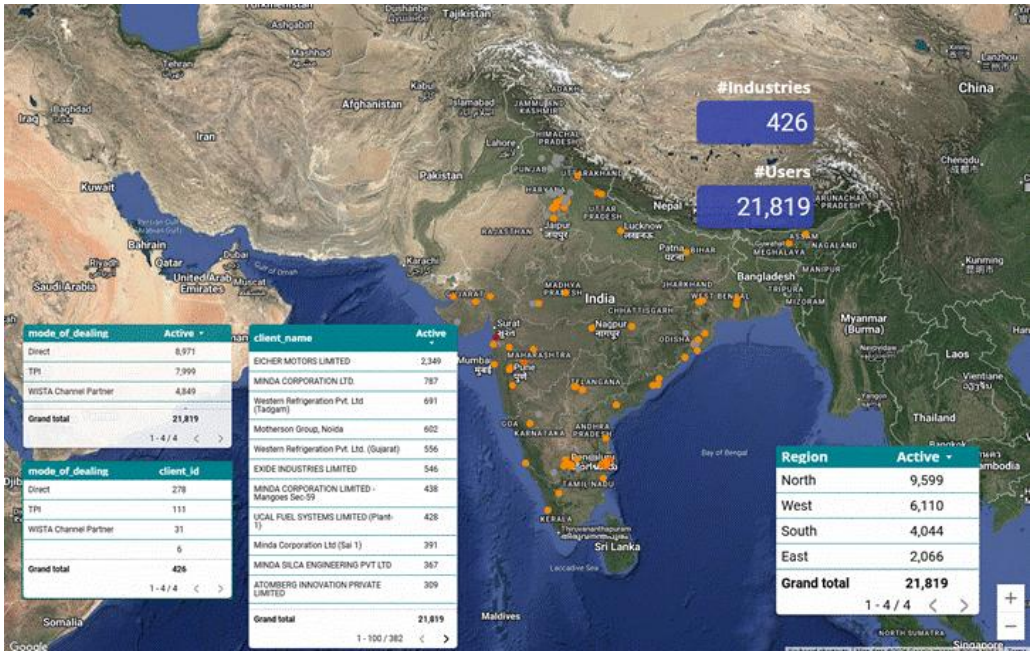


Figure 3. Snapshot of student deployment across India — 21 states, 426 locations, 400+ industry partners

1.4 Blended Learning Methodology

Training is delivered through a rigorously designed blended model that balances flexibility with rigour:

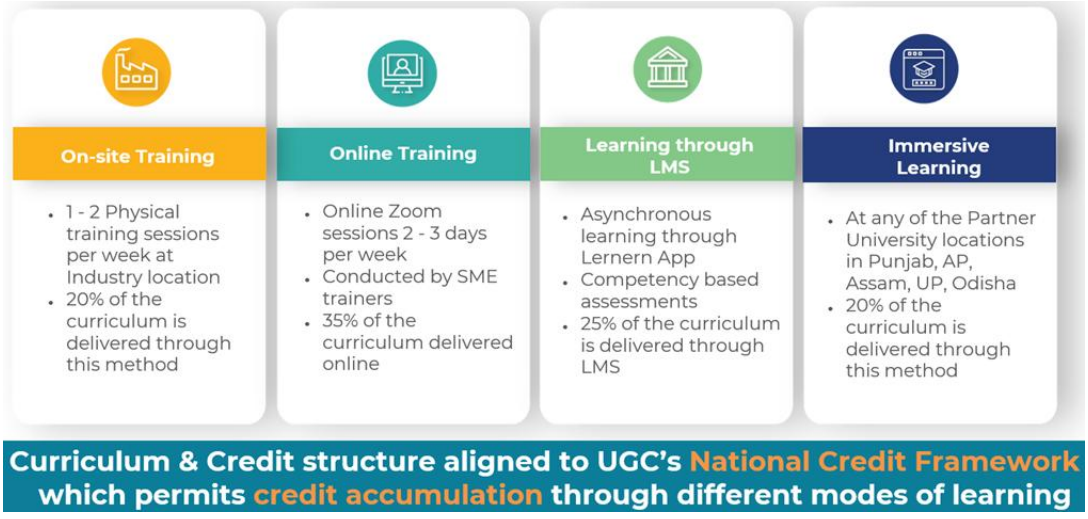


Figure 4. CUTM training methodology — blended learning breakdown and deployment snapshot

20% Onsite 1–2 physical sessions a week at the industry location	**35% Online** Live Zoom sessions, 2–3 days a week, by SME trainers	**25% LMS** Asynchronous learning on the Lernern app; competency-based assessments	**20% Immersive** At partner university locations (Punjab, AP, Assam, UP, Odisha)

1.5 Impact Survey — 871 Alumni Tracked

A rigorous post-programme survey of 871 alumni (minimum 2 years post-completion) documented employment outcomes, salary progression and skills utilisation — demonstrating measurable, lasting impact of the vocational training model.

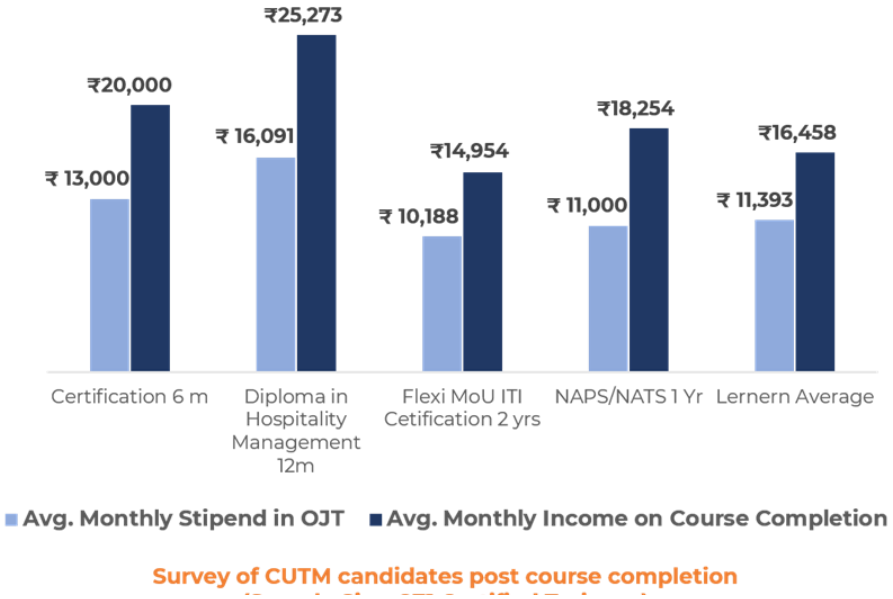


Figure 5. Impact survey results — 871 alumni tracked post-completion (minimum 2 years)

Courses offered	Electrical Systems & Maintenance · Manufacturing Technology · Automobile Servicing · Smart Agriculture
Programme flow	MoU signing → Programme design → Candidate recruitment → Onboarding → Deployment → OJT → Assessment → Certification
Certification	Industry-co-certified; aligned to NSQF levels; DGT and NCVT recognised
Target learners	School leavers · ITI graduates · Working adults · Tribal and rural youth · Differently-abled persons
SDG-4 contribution	Inclusive, equitable, industry-relevant vocational education for marginalised learners across 21 states
SDG-8 contribution	Large-scale workforce development; 850,000+ trainees to date

Skill University YouTube Feature: https://www.youtube.com/watch?v=2dvmPVQ_sh0

2. Regional & International Executive Education — BFIN–CUTM Partnership

The Banking, Finance and Insurance Institute of Nepal (BFIN), in collaboration with CUTM, delivered six executive and management development programmes in 2025 — serving 205 banking and finance professionals from Nepal's leading banks (Rastriya Banijya Bank, Nepal Investment Mega Bank, Prabhu Bank, Machapuchchhre Bank). All programmes were hosted at CUTM campuses in Odisha and AP.

INTERNATIONAL EXECUTIVE EDUCATION	BFIN–CUTM programmes are explicitly designed for working banking professionals — NOT enrolled students. They are short executive-format programmes covering credit management, operations, trade facilitation and leadership.Average satisfaction: 86–92% Excellent/Very Good.

2.1 BFIN Programme Table — 2025

All six BFIN–CUTM programmes delivered in 2025, with participant numbers, duration and satisfaction ratings:

Programme	Participants	Duration
Certification Course on Operations Management (Batch 1 & 2)	45	(Aug–Nov 2025)
Certification Course on Credit Management	40	Aug–Oct 2025
MDP – RBB Batch 2 (Odisha, India)	30	16–20 June 2025
Trade Facilitation MDP – Visakhapatnam (RBB & NIMB)	25	16–19 Dec 2025
CBP – NIMB Group (Morning & Afternoon)	35	3–18 Aug 2025
CBP – Batch 3 (NIMB, Prabhu, Machapuchchhre)	30	25 Nov–30 Dec 2025
Total	**205**	

Participants consistently praised the practical nature of content, immersive campus experiences, exposure to Indian banking practices, field visits to rural enterprises, and the university's hands-on learning infrastructure. The BFIN–CUTM model demonstrates CUTM's capacity to deliver internationally standard executive education to professional audiences.

2.2 Certification Course on Operations Management, August–November 2025

The Certification Course on Operations Management (CCOM), delivered in two batches, trained 45 Nepalese banking professionals in operational strategy, process management and service excellence. With an 86.35% Excellent/Very Good rating, it stands as one of the highest-rated programmes in BFIN's annual calendar.





Figure 6. BFIN Certification Course on Operation Management, Aug–Nov 2025 — participant photos and programme overview

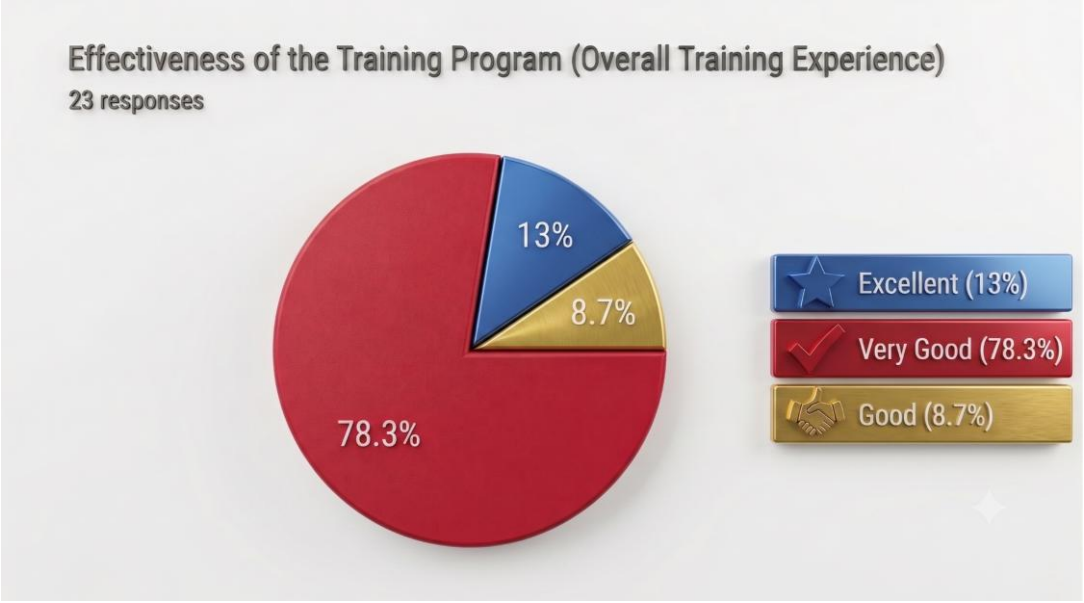


Figure 7. Certification Course on Operation Management — participants and faculty, 2025 (full group)

2.3 Management Development Programme — Rastriya Banijya Bank (RBB), June 2025

The Management Development Programme for Rastriya Banijya Bank Limited (RBB) took place at CUTM Paralakhemundi (16–20 June 2025). The 5-day residential programme combined strategic management sessions with cultural immersion: visits to the Saora Tribal Museum, rural technology demonstrations at the JCK Technology Park, and field exposure to smart agriculture and renewable energy installations. Participants rated the programme "Highly Positive."





Figure 8. Management Development Programme (RBB), 16th–20th June 2025 — sessions and campus exposure visits

2.4 Certification Course on Credit Management, August–October 2025

The Certification Course on Credit Management (CCCM), delivered between 29 August and 31 October 2025, achieved the highest satisfaction rating of all 2025 BFIN programmes: 91.6% Excellent/Very Good. The curriculum integrated credit theory with practical case studies — covering credit appraisal, risk assessment, SME lending, and portfolio management.



Figure 9. Certification Course on Credit Management, 29th August – 31st October 2025 (91.6% satisfaction rating)

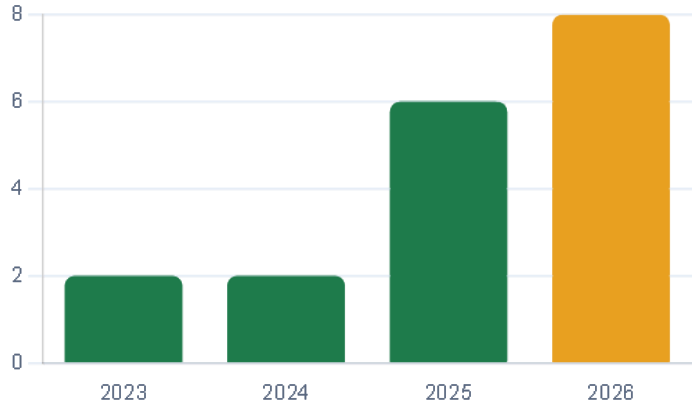


Figure 11. Government Sector Participants

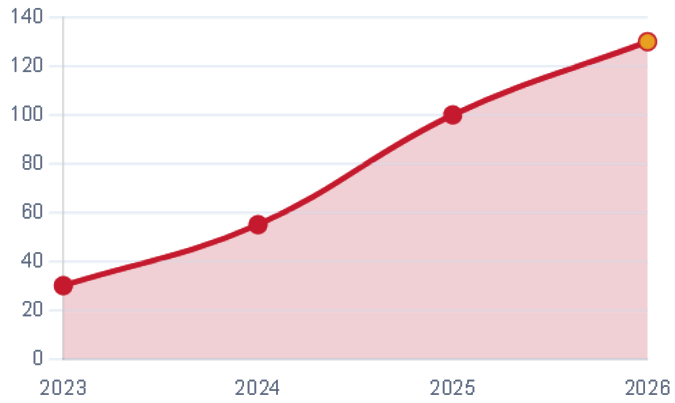


Figure 10. BFIN Programme Count per Year

2.5. OFS Probationer Exposure Training

Odisha Forest Service (OFS) probationary officers were brought to CUTM's Paralakhemundi campus for structured exposure training — combining visits to the Saora Tribal Museum, vanilla gardens, and skill training units with lectures on rural development and traditional ecological knowledge.

Programme	OFS Probationer Campus Exposure — Paralakhemundi Campus
Activities	Saora Tribal Museum · Vanilla/specialty crop gardens · Skill training demonstrations · RTP units
Testimonial — D. Kindo	"We started the tour with the Garden where various flowers and plants like vanilla were showcased..."
Testimonial — Participant	"We visited the Saora Tribal Museum — showcasing the rich traditions and heritage of the Saora community."
SDG link	SDG-4.4 (vocational knowledge) · SDG-15 (traditional ecological knowledge)

During 2025, no training programmes were conducted under the PACS, OFS Probationer,and Australian Aboriginal Programme initiatives. Consequently, no trainee participation was recorded under these programmes for the reporting year.

3. JC Kumarappa Technology Park & Innovation Centre

3.1 Park Overview — 12 Studio Units

The JC Kumarappa Technology Park and Innovation Centre (JCK-TP-IC), established in 2022 and registered as an LLP, is a multidisciplinary community learning ecosystem embedded within the Paralakhemundi campus. Named after the Gandhian rural economist, its 12 studio units host year-round workshops, craft skill training, artisan fairs, and community learning events—open to rural artisans, tribal community members, the general public, and students.

Clay Studio (SK Mirmira)	115 potters · 176 students · year-round craft training open to rural artisans
Craft Studio (Nandalal Bose)	15 skill programmes · 367 students · handmade product fairs
Community Knowledge Library (SR Ranganathan)	150 community booklets produced · 2 annual craft fairs · book fair
Indigenous Music Ashrama (Ravishankar)	15 public performances · 127 students · tribal music heritage preservation
Natural Tye Dye Studio (Stockholm Papyrus)	25 students · natural dye workshops with local artisans
Verrier Elwin Centre for Social Studies	265 surveys · 675 students · 15 nature trails with tribal communities
Gram Swaraj Kendra (Gandhi)	Paper cup production unit — sustainable livelihood + SDG-12
Bee & Wax House (Ghatge)	Honey, wax crafts, tribal artisan sourcing and upskilling
Textile Studio (Gangadhar Meher)	15 students · 5 textile fairs · handloom and weaving skills
Sustainable Agriculture (Kamala Pujari)	25 LEISA workshops · tribal village adoption for agri skills
Coffee Connect (VG Sioddhartha)	25 students · Araku tribal coffee sourcing · enterprise skills training
Peace Yard (Tagore)	15 public lectures · workshops on sustainability and social cohesion

JCK Technology Park Marketplace: http://www.magicterrain.com

3.2 2025 Skill Development Activities

In 2025, JCK-TP-IC significantly expanded its outreach activities and skill development programmes, engaging over 300 non-enrolled community participants in addition to enrolled students:

Activity	Reach	Outcome / SDG-4 Contribution
LEISA & Food & Nutrition Security Workshop	72 students	Sustainable nutrition, micro-garden initiatives; rural food literacy
Nutritional Gardens & Ecological Resource Management	72 students	Sustainable farming practices; community food security
Climate-Smart Agriculture & Nutrition Garden Training	64 students	Practical agri-learning; climate adaptation skills
Creative Clay Art, Sculpture & Terracotta Workshops	93 participants	Indigenous craft skills; artisan livelihood development

Fabric Printing, Natural Dyeing & Rural Textile Innovation	Multiple batches	Artisan-led training; sustainable textile skills
Rural Artisan Craft Fairs & Traditional Art Workshops	93 participants	Immersive craft learning; cultural heritage preservation
Safe Food Systems, Food Security & Governance Workshop	76 students	Food governance; sustainability awareness; policy literacy
Total	**470 Beneficiaries**	

The combined total across these tracked groups is 470 individuals spanning 6 distinct entries (excluding the text-only "Multiple batches" note).

3.3 SDG-4 Contribution

JCK-TP-IC advances SDG-4 Quality Education through six documented pathways:

Experiential Learning	Students learn through direct engagement with artisans, rural communities and live production demonstrations
Skill Development & Employability	Pottery, textiles, natural dyeing, sustainable agriculture, coffee brewing — all create tangible employment outcomes
Community Knowledge Exchange	Rural artisans and students co-create knowledge, preserving traditional wisdom while building modern market skills
Preservation of Indigenous Knowledge	Documentation and transmission of tribal craft, ecological and cultural practices — SDG-4.7
Lifelong Learning	Outreach extends to rural dwellers, artisans, farmers and community members who are NOT university students
Research-Driven Education	Verrier Elwin Centre conducts socio-cultural and ecological research that informs all community programmes

3.4 Photo Gallery — RTP Activities 2025



Figure 12. Photo Gallery — RTP Skill Activities 2025: clay studio, craft workshops and artisan training



Figure 13. Rural Works by RTP Students — community-based vocational learning activities, 2025



Figure 14. RTP Community Learning — rural engagement, craft production and technology park activities, 2025



Figure 15. JCK Technology Park activities 2025 — community outreach, artisan workshops and sustainable agriculture demonstrations

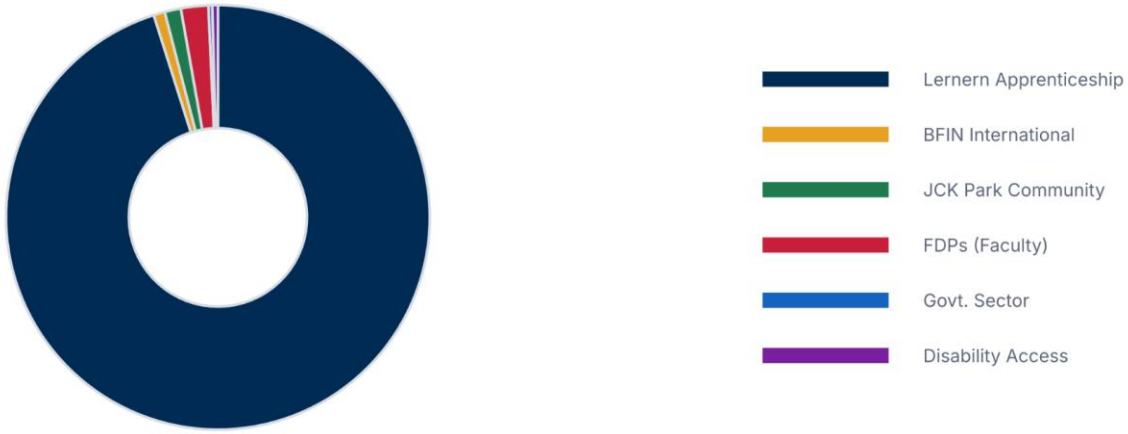


Figure 16. ***Programme Typology Breakdown — 2025***

4. SDG-4 Programme Alignment Matrix

The table below maps every CUTM executive education and vocational training track to its documented SDG-4 contribution and evidence base:

Programme Track	SDG-4 Contribution & Evidence
BFIN Executive Programmes (Nepal)	International banking professionals upskilled in credit, operations, trade facilitation — 91.6% rating; cross-border SDG-4.3 contribution.
Karjayakaram (LTIMindtree CSR)	800 marginalised youth trained ; CNC + sewing machine operator training — SDG-4.4 + SDG-8 (decent work).
Lernern India Apprenticeship	22,178 active apprentices 2025; 850,000+ trainees to date; 21 states — largest university-industry apprenticeship in India. SDG-4.4 + SDG-8.
JCK Technology Park	Artisan skill fairs, craft workshops, sustainable agriculture — 300+ community learners in 2025; SDG-4.7 + SDG-8 + SDG-12.
Disability Access Vocational Training	Differently-abled learners (650+ to date) trained in wood engineering, apparel, coffee connect; SDG-4.5 (inclusive education).
SEEDAP / Gram Tarang	Government-partnered outreach training in AP and Odisha for tribal, rural and underprivileged communities — SDG-4.4 + SDG-10. Gram Tarang (free to learners): total enrolment rose from 96,802 (2024-25) to 122,208 (2025-26), about 26%; in-situ learning 77,145 → 112,326; NSQF schools 61,616 → 90,148; long-term TVET 690 → 906; short-term skilling 18,967 → 8,976.
Teacher FDPs (SoET, Civil Engg, Pharma)	460+ external faculty upskilled in 2025 — multiplying impact far beyond CUTM; SDG-4.c (qualified educators).

CLASSIFICATION	CUTM is assessed as PROGRAMMED AND AD-HOC for SDG-4.3.3 — meeting the highest category (Programmed & Ad-hoc) of the THE Impact Rankings SDG-4 indicator 4.3.3. All executive education and vocational programmes are documented, recurring, open to non-enrolled learners, and grounded in formal MoUs, government approvals and institutional policy.

Metric / Programme Category	2023	2024	2025	2026 (Projected)
International Banking Professionals	19	30	205	250
Government Sector Participants	30	55	100	130
Vocational Trainees (Cumulative)	100,000+	500K+	850,000+	878,000–880,000 (cumulative as projected in 4.3.4)
Vocational Trainees (Annual enrolment — Gram Tarang)	—	96,802 (2024-25)	122,208 (2025-26)	134,429 (2026-27)
JCK Park / Rural Artisans	165 (inception)	165+ artisans	300+ learners	400+

Faculty Development (FDPs)	200+	200+	460+	600+
Karjayakaram Youth Trained (LTIMindtree CSR)	-	-	800	Closed
BFIN Programmes Count	2	2	6	8
States Covered	15	15	21	25
Total beneficiaries — direct programmes (banking + government + JCK + FDP)	**414**	**450**	**1,865**	**1,380**
Total beneficiaries — including Gram Tarang annual enrolment	**414***	**97,252**	**124,073**	**135,809**

Conclusion: Turning Expertise into Access

SDG-4.3.3

CUTM hosts both programmed and ad-hoc executive education and vocational training for people NOT attending the university — meeting the highest category of the THE Impact Rankings SDG-4 indicator 4.3.3. In 2025, documented programmes served 22,178 apprentices, 205 international banking professionals, and 300+ community craft and agri learners. Total annual beneficiaries in 2025: 124,073 (1,865 across direct programmes, including 800 Karjayakaram youth, plus 122,208 Gram Tarang annual enrolment), within 850,000+ cumulative vocational trainees to date.

There is a form of institutional generosity that defines the character of the university : the willingness to turn internal expertise into external access. CUTM practices this generosity at scale.

When Nepalese bankers from Rastriya Banijya Bank, Nepal Investment Mega Bank and Prabhu Bank travel to CUTM's Paralakhemundi campus for management development programmes, they leave with credit management frameworks, leadership tools and a first-hand understanding of rural Indian enterprise that no classroom in Kathmandu could have provided. When 22,178 apprentices clock in at 400 factories across 21 states under the Lernern India programme, they are attending CUTM — as apprentices and learners in the fullest sense [enrolment status of learners embedded in B.Voc/D.Voc degrees to be confirmed]: purposeful, certified and transforming their lives. When a tribal artisan learns natural dyeing techniques alongside a university student in the JCK Technology Park's textile studio, she is a beneficiary of exactly the kind of education SDG-4.3.3 was designed to capture.

CUTM's executive and vocational outreach in 2025 is a central expression of the institution's founding belief: that skill, knowledge and the opportunity to grow should not stop at the university gate — they should radiate from it.

205	850,000+	460+	300+
BFIN Exec. Learners	**Vocational Trainees**	**Faculty FDPs 2025**	**JCK Park Learners**
International banking MDPs	To date · 21 states	External faculty upskilled	Rural craft & agri skills

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SDG-4 Indicator 4.3.3 · Executive Education & Vocational Training · Report 2025

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References & Links

CUTM Educational Outreach & Skill Development	https://cutm.ac.in/educational-outreach-skill-development/
BFIN Nepal Partnership	https://cutm.ac.in/banking-finance-and-insurance-institute-of-nepal-ltd-bfin/
Lernern India Apprenticeship — YouTube Feature	https://www.youtube.com/watch?v=2dvmPVQ_sh0
Karjayakaram — LTIMindtree CSR Programme	https://cutm.ac.in/?option=com_content&view=article&id=157&Itemid=677
Disability Access Vocational Training	https://cutm.ac.in/disability-access-schemes/
JCK Technology Park / Magic Terrain Marketplace	http://www.magicterrain.com
Centurion Courseware (Open Courses)	https://courseware.cutm.ac.in/
CUTM Programmes Conducted for Services Access	https://cutm.ac.in/programmes-conducted-service-access/
CUTM Latest News & Events	https://cutm.ac.in/our-latest-news/
CUTM MOU Registry	https://cutm.ac.in/mou/
SDG Learning Portal	https://cutm.ac.in/learn/sdg/
CUTM School of Vocational Education & Training	https://cutm.ac.in/school-of-vocational-education-and-training/


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