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

Times Higher Education
**Sustainability Impact Ratings**







# SUSTAINABLE DEVELOPMENT GOAL 17 PARTNERSHIPS FOR THE GOALS



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## 1. Executive Summary

Centurion University of Technology and Management (CUTM) recognises that the Sustainable Development Goals can be achieved only through collaboration across government, civil society, industry, academia and communities. Guided by its vision of "Shaping Lives and Empowering Communities", the University works through partnerships that contribute expertise to public policy, convene dialogue across sectors, gather and measure data for the SDGs, share best practice across borders and make education for sustainable development available to every student and to the wider community.

The University's partnership base continues to grow: **142 MoUs and partnership agreements were active at the end of 2025**, compared with 128 in 2024 and 98 in 2023. During the year the University established **35 new collaborative partnerships** – 10 with government and statutory bodies, 4 with NGOs and civil-society organisations, 16 with industry and health-care organisations and 5 with international institutions. It became a **Knowledge Partner of the Capacity Building Commission**, Government of India; the **Assessment and Certification Body** for the skill programmes of the Odisha Scheduled Castes & Scheduled Tribes Development Finance Cooperative Corporation (OSFDC); and an implementing institution for the **Apprenticeship Embedded Degree/Diploma Programme** with the Board of Apprenticeship Training. Three farmer-facing proposals worth **₹48.5 million** were presented to Government of Odisha screening committees, and national research councils funded policy studies on solar energy for tribal farmers, residential schools for tribal students and the impacts of mining suspension on Adivasi communities (ANRF grant of ₹3.83 million).

The University organised or took part in **eight cross-sectoral dialogues** that brought together more than **1,237 participants** from government, research, health care, industry, professional bodies and civil society. The 13th Indian Social Work Conference adopted the **Bhubaneswar Declaration** on professional social work standards for India, and the proceedings of SCOPES-2024 – 241 peer-reviewed papers – were published on IEEE Xplore.

Internationally, CUTM gathered and measured SDG data with **Western Sydney University**, **Monash University** and **Saveful Worldwide** (Australia), and reviewed and developed best practice through six collaborations: Western Sydney University's review of CUTM's performance across all 17 SDGs; the Indo-German Energy Programme; the International Green Gown Awards, where Pollinator Paradise was **Highly Commended**; the AIM-Q 2025 conference, with partners from seven countries; training for **71 government officers from Zimbabwe**; and six executive programmes for **four Nepalese banks**, including 27 officers of Rastriya Banijya Bank.

Partnerships with NGOs supported student volunteering that collected **1,194 units of blood**, research with the SELCO Foundation, the Dassault Systèmes Foundation and SACAL, and educational programmes that trained more than **190 school principals and teachers** and **120 farmers and NGO field staff**. Education for the SDGs reached every student: **4,296 students** took mandatory SDG-centred courses, **5,701 students** from 69 programmes registered for **186**

**dedicated sustainability courses**, **3,171 students** studied in sustainability-focused degree programmes and **4,973 students** were assessed for sustainability literacy. Beyond the campus, **1,171 farmers** attended the Utkal Krishi Mela, participation in recurring community education rose from more than 815 in 2024 to more than 1,253, and alumni, children in care and Scheduled Caste farmers took part in dedicated learning activities.

Together, these partnerships make CUTM a bridge between knowledge and action, advancing SDG targets 17.6, 17.9, 17.14, 17.16, 17.17 and 17.18 alongside SDG 4.7 on education for sustainable development.

## 2. Summary – Our Impact on SDG 17: Partnerships for the Goals

| Category | 2025 Impact | SDGs Linked |
|---|---|---|
| **Active MoUs and partnership agreements** | 142 at year end (128 in 2024) | 17 |
| **New collaborative partnerships** | 35 (10 government, 4 NGO, 5 international) | 17 |
| **Scopus-indexed publications mapped to SDG 17** | 49 (42 in 2024) | 17 |
| **Cross-sectoral SDG dialogues** | 8 events; 1,237+ participants | 1–4, 7, 9–11, 13, 15–17 |
| **International SDG data collaborations** | 3 (Australia) | 2, 12, 13, 15, 17 |
| **International best-practice collaborations** | 6 (Australia, Germany, UK-led awards, Zimbabwe, Nepal) | 1, 4, 7, 8, 13, 17 |
| **NGO collaborations for the SDGs** | 10 programmes; 1,194 units of blood; 120 farmers; 190+ teachers | 1–4, 8, 10, 12, 15, 17 |
| **Students in mandatory SDG courses** | 4,296 | 4, 17 |
| **Students in dedicated sustainability courses** | 5,701 (186 courses, 69 programmes) | 4, 17 |
| **Students assessed for sustainability literacy** | 4,973 (60 programmes) | 4, 17 |
| **Community education participants (recurring activities)** | 1,253+ (815+ in 2024) | 1–4, 8, 17 |

**"SDG 17 underscores the power of collaboration, uniting governments, institutions, industry and communities to accelerate progress towards a sustainable and inclusive future."**

***Impact and Outcomes, 2024 and 2025***

| Domain | 2024 | 2025 | Change |
|---|---|---|---|
| **Active MoUs and partnership agreements** | 128 | 142 | +11% |
| **New MoUs and partnerships** | 30+ | 35 | +17% |
| **Scopus-indexed publications mapped to SDG 17** | 42 | 49 | +17% |
| **Rastriya Banijya Bank officers trained (Nepal)** | 20 | 27 | +35% |
| **School teachers and principals trained** | 150 | 190+ | +27% |

| Domain | 2024 | 2025 | Change |
|---|---|---|---|
| **Alumni at Alumni Meets** | 230+ | 319+ | +39% |
| **Participants in recurring community education** | 815+ | 1,253+ | +54% |

### *Growth of the Partnership Network*

The University's register of active MoUs lists **142 agreements active at the end of 2025**, an increase of 11% over 2024 and 45% over 2023. The 35 partnerships signed during the year more than replaced agreements that reached the end of their term, keeping the network growing while it is renewed with partners whose work is most closely aligned with the SDGs.

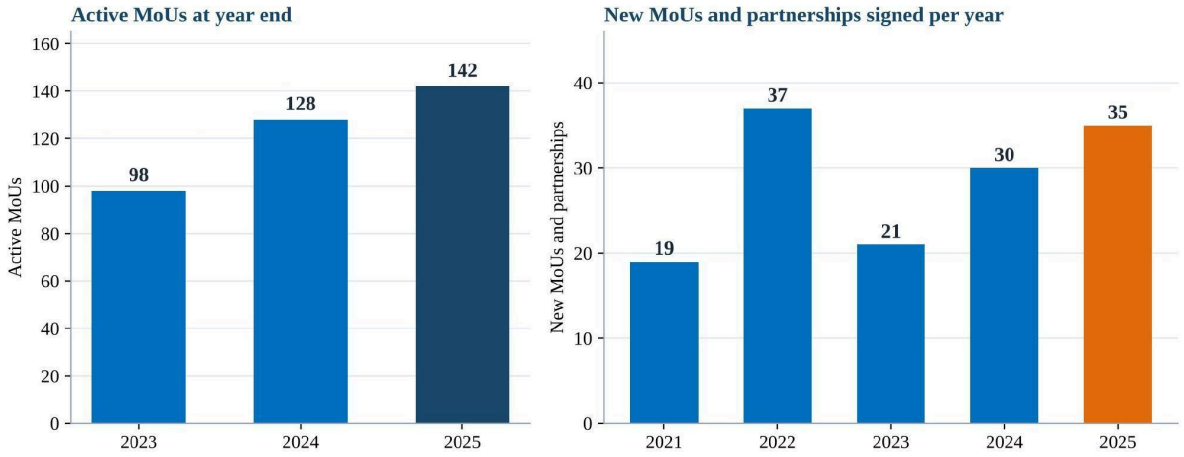



*Fig. 1: Active MoUs at Year End (2023–2025) and New MoUs and Partnerships Signed per Year (2021–2025)*

### *Research Output on SDG 17*

Research on partnerships for the Goals has grown rapidly. Scopus-indexed publications by CUTM authors mapped to SDG 17 rose from a single paper in 2021 to **42 in 2024 and 49 in 2025**, reflecting the increasing volume of joint research with government, industry, NGO and international partners.

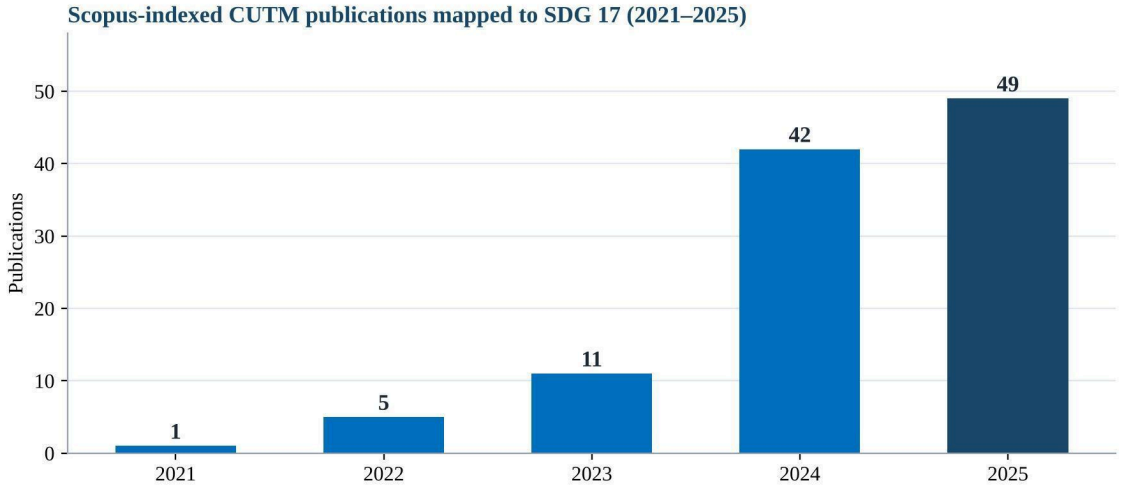



*Fig. 2: Scopus-Indexed CUTM Publications Mapped to SDG 17 (2021–2025)*

Sources: CUTM register of active MoUs, 2025–26 (signed up to December 2025), and partnership records, 2025; Scopus, Elsevier – SDG 17 mapping for Centurion University of Technology and Management.

## 3. SDG 17 Impact Framework (IMPACT)

The Impact Framework links each of the University's SDG 17 initiatives to the SDG target it serves, its 2025 data, the outputs delivered, the impact achieved and the 2030 target. It is organised under six dimensions that spell **IMPACT**: **I**nnovation, **M**easurement, **P**artnership and Policy, **A**ction and Implementation, **C**ollaboration and Community, and **T**ransformation and Technology.

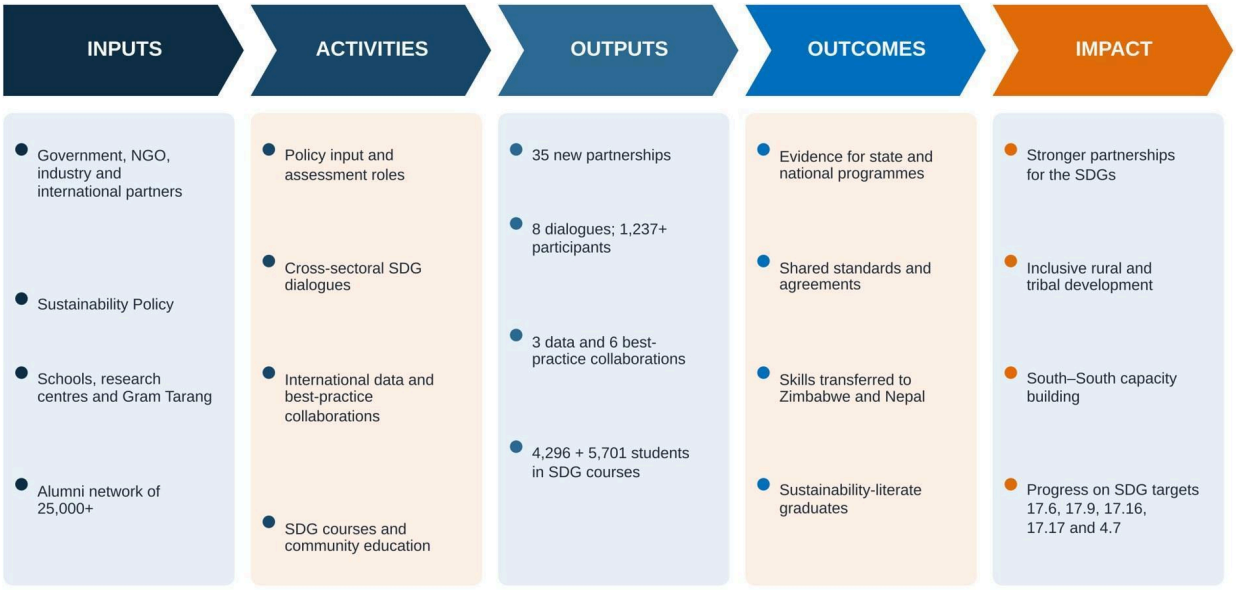



*Fig. 3: SDG 17 Impact Pathway – from Inputs to Impact*

### Summary – Our Impact on SDG 17 – Partnerships for the Goals

| Dimension | Impact Area / Indicator | Initiatives | 2025 Data | Output | Impact | 2030 Target |
|---|---|---|---|---|---|---|
| Innovation | **North–South, South–South and triangular cooperation on science and innovation – SDG 17.6** | Cross-sector partnerships | 142 active MoUs; 35 new partnerships: 10 government, 4 NGO, 11 industry, 5 health care, 5 international | Joint research, training, internships and centres of excellence | Wider knowledge transfer and cross-sector innovation | Maintain 200+ active MoUs and double innovation projects by 2030 |
| | **Effective public, public–private and civil-society partnerships – SDG 17.17** | Industry and technology collaboration | Integrated-circuit design centre (Marqueesemi); semiconductor laboratory (SIGIP); AI skills (L&T Technology Services); blockchain (Polkadot, BlockOn); 3 company MoUs agreed after the genomics conference | Industry-linked laboratories, internships and curricula | Job-ready graduates in emerging technologies | Double innovation projects by 2030 |
| Measurement | **Data, monitoring and accountability – SDG 17.18** | International SDG data collaborations | 3: Western Sydney University (all 17 SDGs); Saveful IMPACT Centre (household food saving); Monash University (114- and 60-question surveys) | Verified SDG performance data; food-saving platform; Indigenous knowledge records | Evidence-based SDG reporting and research | Full automation of SDG data and benchmarking by 2030 |

| Dimension | Impact Area / Indicator | Initiatives | 2025 Data | Output | Impact | 2030 Target |
|---|---|---|---|---|---|---|
| | **Capacity building in developing countries – SDG 17.9** | Research and programme fund mobilisation | ₹42.0 M (habitation) and ₹32.1 M (skills) committed for FY 2025–26; ₹3.83 M ANRF grant; ₹48.5 M in proposals | Funded programmes and policy research | Strengthened financial capacity for SDG work | Target ₹25 crore with expanded global partnerships by 2030 |
| **Partnership and Policy** | **Partnerships between government, private sector and civil society – SDG 17.17** | Government partnerships for SDG policy | 10 new government partnerships; CBC Knowledge Partner; OSFDC assessment body; BOAT apprenticeship programme; 3 proposals to Government of Odisha | Policy input, assessment and implementation roles | Evidence for state and national programmes | 11+ government alliances a year and triple CSR engagement by 2030 |
| | **Multi-stakeholder partnerships – SDG 17.16** | NGO alliances for community development | 4 new NGO partnerships (BRLF, BAIF, INTACH, FLO); 10 NGO programmes; 1,194 units of blood; 3 research projects | Joint volunteering, research and educational resources | Improved health and livelihoods in rural areas | 25 NGO partnerships and 50,000 rural beneficiaries by 2030 |
| **Action and Implementation** | **Capacity building for implementation of the SDGs – SDG 17.9** | Vocational training and farmer education | 1,171 farmers at Utkal Krishi Mela; 174 in hands-on training; 101,586 Gram Tarang learners (FY 2025–26); 190+ PM SHRI teachers | Skills and farmer training programmes delivered | Employability and climate-smart farming skills | Train 108,000+ skill learners a year and reach 10,700+ community beneficiaries across 10 districts by 2030 |
| | **Multi-stakeholder dialogue and policy exchange – SDG 17.16** | SDG dialogues, conferences and workshops | 8 events; 1,237+ participants; Bhubaneswar Declaration; 75 abstracts; 241 IEEE papers | National and international dialogues on SDG themes | Shared standards, agreements and published research | Organise 200+ SDG events by 2030 |
| **Collaboration and Community** | **South–South and triangular cooperation – SDG 17.6** | International best-practice collaborations | 6 collaborations; 71 Zimbabwe officers trained; 6 programmes for 4 Nepalese banks; Green Gown Highly Commended | Skill-training model adapted for Zimbabwe; banking practice shared with Nepal | Cross-border capacity building and recognition | Extend to 5 new African/ASEAN partners and 30+ global partnerships by 2030 |
| | **Multi-stakeholder partnerships – SDG 17.17** | Alumni and community education | 319+ alumni at Alumni Meets; 290 in 5 alumni-led sessions; 25,000+ alumni on portal; 460+ children in care and street-connected children | Lifelong learning and outreach | Stronger links between university and community | 1,000 alumni mentors and start-up collaborators by 2030 |
| **Transformation and Technology** | **Education for sustainable development – SDG 4.7 / 17.18** | SDG education for all students | 4,296 in mandatory SDG courses; 5,701 in 186 dedicated courses; 3,171 in sustainability degrees; 4,973 assessed; 3,907 SWAYAM–NPTEL enrolments | Sustainability embedded across every school | Sustainability-lite rate graduates | Achieve full SDG alignment and partnership integration by 2030 |
| | **Global partnership networks for innovation – SDG 17.16** | Digital platforms and new alliances | Saveful India app; IMPACT Centre of Excellence; integrated alumni portal | Data-driven platforms for partners and alumni | Sustained international collaboration and resource mobilisation | 50+ new cross-sector alliances by 2030 |

## 4. SDG 17 Impact at a Glance (2025)

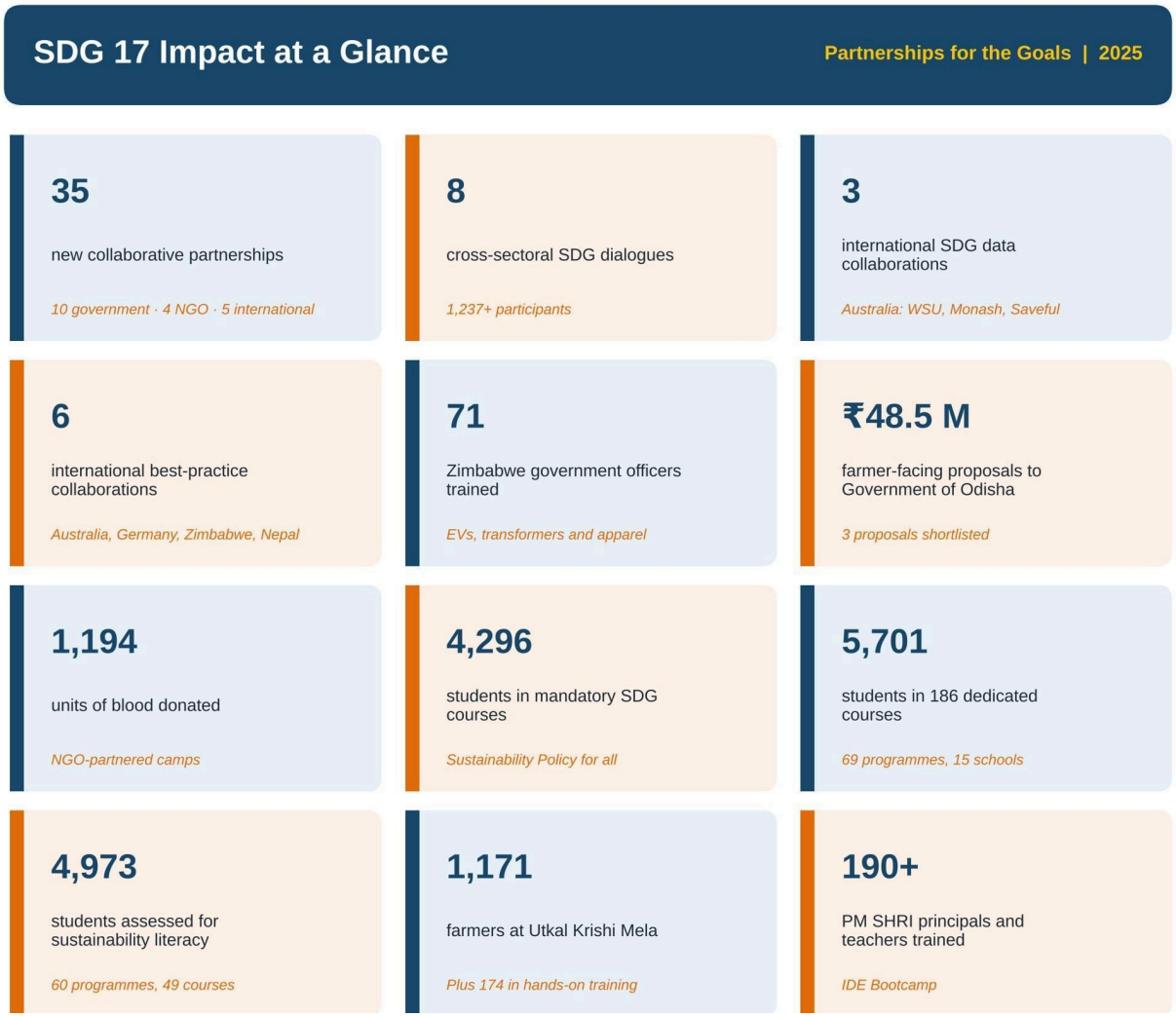



*Fig. 4: SDG 17 Impact at a Glance (2025)*

## 5. Relationships with Government and NGOs for SDG Policy

Centurion University of Technology and Management (CUTM) works with national and state government agencies, statutory bodies and regional non-governmental organisations to contribute **academic expertise, applied research, technical knowledge, capacity building and evidence to policy, planning and programme development**These relationships connect the University's research and expertise with government and community priorities and support sustainable development initiatives at national, state and regional levels.

During the reporting period, CUTM established **35 new collaborative partnerships**, including ten with government and statutory bodies and four with NGOs and civil-society organisations. Seven partnerships particularly relevant to policy and programme development are highlighted: the **Capacity Building Commission (CBC), Board of Apprenticeship Training (BOAT), Odisha Scheduled Castes & Scheduled Tribes Development Finance Cooperative**

**Corporation (OSFDC), State Forensic Science Laboratory Chhattisgarh, Bharat Rural Livelihood Foundation (BRLF), BAIF Development Research Foundation and INTACH Odisha**.

CUTM's strongest evidence of policy and planning engagement includes **three farmer-focused proposals valued at ₹48.5 million presented to Government of Odisha screening committees; its role as a Knowledge Partner to the Capacity Building Commission;ICSSR-funded policy research on solar energy for tribal farmers and on residential schools for tribal students, and ANRF-funded research on mining suspension; policy inputs and development of Odisha State culture-centric development models through INTACH; and assessment and reporting for a Government of Odisha skills programme through OSFDC**.

CUTM also contributes to the implementation of national and state initiatives. Examples include implementation of the **Apprenticeship Embedded Degree/Diploma Programme**, an Innovation, Design and Entrepreneurship Bootcamp reaching more than **190 PM SHRI school principals and teachers**, and the Gajapati tribal habitation initiative, where CUTM's surveys and technical design informed a climate-resilient housing and infrastructure programme with **₹42 million committed for FY 2025–26**.

Together, these activities demonstrate CUTM's engagement across the policy and programme pathway, from **identifying development challenges and generating evidence, through policy and strategy input, to implementation, monitoring, reporting and continued programme development**.

The sections that follow outline these engagements

- **1. Key Government and NGO Partnerships**
- **2. Direct Input into Government Policy and Planning**
- **3. Policy Research and Evidence**
- **4. Policy and Programme Pathways**
- **5. Ongoing Government and NGO Partnerships**
- **6. Collective Contribution Across the Policy Cycle**
- **7. Register of New Partnerships**

## ❖ 5.1 Key Government and NGO Partnerships

These featured case studies extend beyond conventional academic collaborations by enabling joint planning, implementation, technical assistance, research, monitoring, and policy feedback. Through these engagements, the University contributes practical knowledge and field-based evidence that support government programmes and regional development and policy initiatives.

***Capacity Building Commission (CBC), Government of India***

On 11 February 2025, Centurion University of Technology and Management (CUTM) signed a two-year Statement of Intent with the Capacity Building Commission (CBC), Government of

India, establishing CUTM as a Knowledge Partner in public-sector capacity building, knowledge exchange and institutional development.

Under the partnership, CUTM provides:

- academic inputs and expertise in skill development aligned with national policies, including the National Education Policy (NEP);
- knowledge products and case studies on sustainability and capacity building;
- online learning content for the iGOT (Integrated Government Online Training) platform, responding to functional and behavioural training needs identified by CBC; and
- knowledge exchange between academia and government institutions supporting competency-based public-sector capacity development.

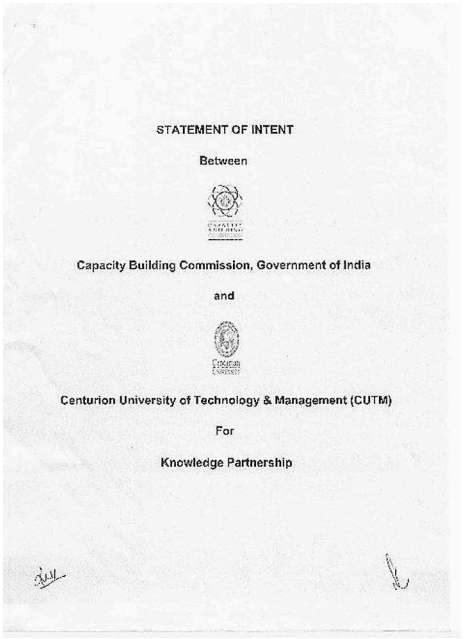
***Contribution to SDG-related government policy and implementation***

The partnership provides a formal mechanism through which CUTM contributes academic expertise and sustainability knowledge to a Government of India body responsible for strengthening public-sector capacity. CUTM's role as Knowledge Partner includes responding to government-identified capacity needs and producing knowledge resources, sustainability case studies and learning content that support competency-based governance and institutional development.

***Evidence and results***

- The Statement of Intent was executed with the Joint Secretary, Capacity Building Commission, in New Delhi in February 2025 and is valid for two years.
- The agreement formally identifies CUTM as a Knowledge Partner and defines its role in academic inputs, sustainability knowledge products and case studies, and development of iGOT learning content.

Relevant SDGs: SDG 4, SDG 16 and SDG 17.



STATEMENT OF INTENT

Between

Capacity Building Commission, Government of India

and

Centurion University of Technology & Management (CUTM)

For

Knowledge Partnership

*Fig. 5: Evidence and results*

***Odisha Scheduled Castes & Scheduled Tribes Development Finance Cooperative Corporation (OSFDC)***



भारतीय गैर न्यायिक

एक सौ रुपये

Rs. 100

ONE HUNDRED RUPEES

रु. 100

भारत INDIA

INDIA NON JUDICIAL

ଓଡ଼ିଶା ओड़िशा ODISHA

S 772809

**Memorandum of Understanding**

This Memorandum of understanding (hereinafter called MoU) is executed on this **16th Day of August, 2025** Under OSFDC Skill Development Training Programme for Sch. Caste Youths of Odisha.

**BETWEEN**

The Government of Odisha represented by **The Odisha Scheduled Caste & Scheduled Tribe Development Finance Co-operative Corporation Limited (OSFDC)**, Lewis Road, Bhubaneswar - 751014 hereinafter called "the First Party" which expression shall unless repugnant to the contract shall mean and include its successor-in-interest and permitted assignees of the FIRST PART.

And

The **Centurion University of Technology & Management (CUTM)** incorporated under CUTM ACT 04/2010, Govt. of Odisha having their registered office at Alluri Nagar, Paralakhemundi, Dist – Gajapati, Odisha and Centre for Skill Certification having Head office at 2nd floor, Madhusudan Building, Centurion University campus, Ramachandrapur, Jatani, Dist- Khordha, Pin- 752050, Odisha represented by Shri. Parthasarathi Mohanty, National Head- Skill Assessment and Certification (hereinafter called the "Assessment & Certification Body), which expression shall unless repugnant to the context or meaning thereof, be deemed to mean and include its successors and assigns) on behalf of the Second Party.

Managing Director
OSFDC Ltd. Bhubaneswar

National Head
Skill Assessment & Certification
Centurion University of Technology & Management

*Fig. 6: Odisha Scheduled Castes & Scheduled Tribes Development Finance Cooperative Corporation (OSFDC)*

On 16 August 2025, Centurion University of Technology and Management (CUTM) signed a Memorandum of Understanding (MoU) with the Odisha Scheduled Castes & Scheduled Tribes Development Finance Cooperative Corporation (OSFDC), Government of Odisha, for a period of three years. The partnership supports the implementation of OSFDC's Skill Development Training Programmes by designating CUTM as the Assessment and Certification Body for trainees enrolled under various government skill development schemes. The primary objective of

the collaboration is to improve the employability of Scheduled Caste youth through timely, transparent, and competency-based assessment and certification.

***Objectives***

The collaboration focuses on:

- Conduct assessment and certification of trainees under OSFDC Skill Development Training Programmes.
- Improve the employability of Scheduled Caste youth through competency-based assessment and recognised certification.
- Ensure transparent, fair, and standardised assessment processes in accordance with programme guidelines.
- Strengthen collaboration between CUTM and OSFDC in implementing government skill development initiatives.
- Support quality assurance and continuous improvement of skill development programmes through systematic assessment and reporting.

***Contribution to SDG Policy Development***

The partnership strengthens collaboration between the Government of Odisha and Centurion University in implementing skill development programmes for Scheduled Caste youth. As the designated Assessment and Certification Body, CUTM conducts competency-based assessments, certifies successful trainees, publishes assessment results within the prescribed timeline, and ensures transparent and unbiased evaluation of trainees. These assessment and reporting processes contribute to the monitoring and evaluation of government skill development interventions, providing evidence on trainee performance and programme implementation that supports quality assurance and continuous programme improvement. Regular coordination meetings between CUTM and OSFDC further facilitate review of programme implementation, enabling feedback and adaptive management to enhance the effectiveness of state skill development initiatives.

***Expected Outcomes***

The partnership is expected to:

- Improve the quality and credibility of trainee assessment and certification.
- Enhance the employability of Scheduled Caste youth through recognised certification.
- Strengthen monitoring and evaluation of government skill development programmes.
- Promote transparent and standardised assessment practices.
- Support continuous improvement of state skill development initiatives through evidence-based assessment and regular institutional coordination.

***Actions and Results***

- By the MoU of 16 August 2025, the Government of Odisha, through OSFDC, designated CUTM as the Assessment and Certification Body for trainees of the OSFDC Skill Development Training Programme for Scheduled Caste youth.

- Assessment results are published within the timelines prescribed by OSFDC and form the record OSFDC uses to monitor trainee competency and the performance of training providers.
- The assessment role draws on the sector expertise of Gram Tarang, CUTM's skill development arm, which enrolled 101,586 learners in FY 2025–26 across long-term technical training, short-term skilling, vocational education in schools, and work-integrated training and apprenticeships.

***Relevant SDGs***

- SDG 4 – Quality Education
- SDG 8 – Decent Work and Economic Growth
- SDG 10 – Reduced Inequalities
- SDG 17 – Partnerships for the Goals

***State Forensic Science Laboratory (SFSL), Chhattisgarh***


MEMORANDUM OF UNDERSTANDING (MOU)

Centurion University

CENTURION UNIVERSITY OF TECHNOLOGY AND MANAGEMENT
ODISHA

STATE FORENSIC SCIENCE LABORATORY,
POLICE LINE CAMPUS, BEHIND PUJARI PARK, TIKARAPARA,
RAIPUR, CHHATTISGARH 492001

DECEMBER 10, 2025

*Fig. 7: State Forensic Science Laboratory (SFSL), Chhattisgarh*

On 10 December 2025**,** Centurion University of Technology and Management (CUTM) signed a Memorandum of Understanding (MoU) with the State Forensic Science Laboratory (SFSL), Chhattisgarh**,** to strengthen academic and research collaboration in forensic science and related disciplines. The partnership establishes a framework for cooperation in teaching, scientific training, collaborative research, exchange of expertise, and capacity building to enhance forensic science education and support the evolving needs of the criminal justice system. Through this collaboration, both institutions aim to promote knowledge exchange, research excellence, and institutional cooperation between academia and a government forensic agency.

***Objectives of the Partnership***

The partnership aims to:

- Strengthen academic and research collaboration in forensic science and allied disciplines.
- Develop teaching and training systems aligned with the needs of the criminal justice system.
- Facilitate collaborative research, scientific publications, consultancy, and exchange of research materials and laboratory facilities.
- Promote faculty and student training, internships, dissertation guidance, and Ph.D. collaboration.
- Organise joint workshops, seminars, conferences, and capacity-building programmes.
- Encourage collaborative research in emerging areas such as cybersecurity, forensic chemistry, forensic biology, artificial intelligence, and machine learning.

***Contribution to SDG Policy Development***

The partnership strengthens collaboration between Centurion University and the State Forensic Science Laboratory, Chhattisgarh, in supporting institutional capacity building and evidence-based practices within the criminal justice system. Through specialised training, collaborative research, scientific consultancy, and knowledge exchange, the partnership contributes to developing professional competencies in forensic science. The MoU establishes a Coordination Committee responsible for coordinating collaborative activities, reviewing programme progress at least once each year, considering new research proposals, and supporting implementation of joint initiatives. These mechanisms contribute to the monitoring and review of collaborative interventions, enabling continuous improvement, institutional learning, and informed decision-making in forensic science education and research.

***Outcomes***

- Strengthen forensic science education, research, and professional training.
- Enhance collaboration between academia and government forensic institutions.
- Promote interdisciplinary research and innovation in forensic science and emerging technologies.
- Strengthen programme monitoring and institutional coordination through the Coordination Committee.
- Support continuous improvement of collaborative research, training, and capacity-building initiatives through periodic review and knowledge sharing.

***Actions and Results***

- The MoU was signed on 10 December 2025 for three years and constitutes a Coordination Committee that reviews progress at least once a year and considers new research proposals.
- It was the second agreement with a state forensic laboratory within the year, following the MoU of 29 August 2025 with the Forensic Science Laboratory, Uttar Pradesh, which covers joint research, training, workshops, consultancy and Ph.D. co-guidance.

***Relevant SDGs***

- SDG 4 – Quality Education

- SDG 9 – Industry, Innovation and Infrastructure
- SDG 16 – Peace, Justice and Strong Institutions
- SDG 17 – Partnerships for the Goals

***Bharat Rural Livelihood Foundation (BRLF)***




*Fig. 8: Bharat Rural Livelihood Foundation (BRLF)*

In July 2025, Centurion University of Technology and Management (CUTM) signed a three-year Memorandum of Understanding (MoU) with the Bharat Rural Livelihood Foundation (BRLF) to collaborate on research, documentation, training and skill development, and field-level demonstrations and trials. The partnership focuses on agricultural development and the empowerment of farmers in the tribal regions of Odisha.

***Objectives***

The partnership aims to:

- Undertake collaborative research on sustainable agriculture and rural livelihoods.
- Promote farmer empowerment through training and capacity-building programmes.
- Develop documentation and knowledge resources on good agricultural practices.
- Conduct field demonstrations showcasing sustainable farming technologies.
- Facilitate knowledge exchange between academia, development practitioners, and farming communities.
- Support community-based initiatives contributing to the Sustainable Development Goals.

***Contribution to SDG Policy Development***

The collaboration strengthens CUTM's engagement with one of India's leading rural development organisations to generate evidence that supports sustainable agriculture and rural livelihood programmes. Through collaborative research, documentation, farmer training, field demonstrations, and continuous stakeholder engagement, the partnership contributes practical knowledge that can inform rural development strategies and improve programme implementation. The collaboration also promotes regular knowledge sharing and review of field

experiences, supporting adaptive management and evidence-informed approaches for sustainable community development.

***Outcomes***

- Strengthen collaborative research on sustainable rural development.
- Improve farmer knowledge through structured training and field demonstrations.
- Generate documentation and evidence supporting rural livelihood programmes.
- Enhance community participation in sustainable agriculture initiatives.
- Promote knowledge exchange among academia, NGOs, and local communities.
- Support continuous improvement of rural development interventions through collaborative learning.

***Actions and Results***

- The MoU was signed in July 2025 through CUTM's Centre for Governance and Sustainable Societies, which leads the University's participatory livelihood research with NGO partners in tribal Odisha.
- The agreed workstreams are research and documentation of good agricultural practices, farmer training and skill development, and field-level demonstrations and trials in tribal regions.

***Relevant SDGs***

- SDG 1 – No Poverty
- SDG 2 – Zero Hunger
- SDG 8 – Decent Work and Economic Growth
- SDG 13 – Climate Action
- SDG 17 – Partnerships for the Goals

***BAIF Development Research Foundation***


MEMORANDUM OF UNDERSTANDING
(MoU)

BETWEEN

Centurion University of Technology and Management, Odisha

AND

BAIF Development Research Foundation, Pune

*Fig. 9: BAIF Development Research Foundation*

On 18 September 2025, Centurion University of Technology and Management (CUTM) signed a Memorandum of Understanding with BAIF Development Research Foundation, one of India's leading rural development organisations. The partnership aims to strengthen collaboration in rural development, sustainable agriculture, livestock management, environmental conservation, climate change, research, and community development. The MoU establishes a framework for knowledge exchange, collaborative research, curriculum enrichment, student engagement, and joint initiatives that contribute to sustainable development.

***Objectives of the Partnership***

The collaboration will:

- Promote knowledge exchange on rural development, agriculture, and allied sectors.
- Undertake joint studies and evidence-based analysis on issues of mutual interest.
- Collaborate on research and development related to rural development and Sustainable Development Goals (SDGs).
- Strengthen curriculum through industry and practitioner inputs.
- Facilitate student internships, placements, and experiential learning opportunities.
- Develop joint research proposals and policy briefs on rural development and allied sectors.

***Contribution to SDG Policy Development***

The partnership strengthens collaboration between academia and a regional non-government organisation to support evidence-based rural development and sustainable development initiatives. Through joint research, knowledge exchange, data-driven studies, and preparation of policy briefs for government, CUTM and BAIF contribute evidence that can inform rural

development strategies and SDG-related programmes. The collaboration also supports curriculum enhancement, research dissemination, and stakeholder engagement, while periodic monitoring and review of joint activities enable continuous improvement and adaptive management of collaborative initiatives.

***Expected Outcomes***

Key outcomes include:

- Strengthen collaborative research on rural development and SDG-related themes.
- Generate evidence and policy briefs to support rural development initiatives.
- Enhance knowledge exchange between academia and the development sector.
- Improve curriculum relevance through practitioner inputs.
- Expand student internship and placement opportunities.
- Strengthen continuous monitoring and review of collaborative activities.

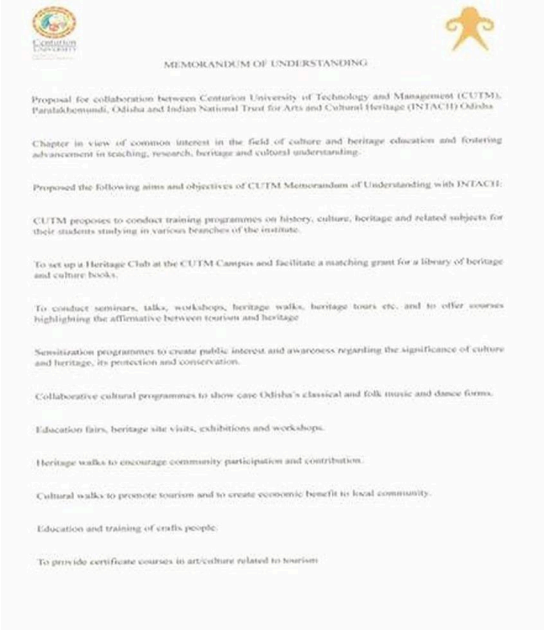
***Actions and Results***

- January 2025: BAIF conducted a campus placement drive at the University for M.Sc. Agriculture and B.Tech. Agriculture students, and BAIF officers delivered a career talk to students of agriculture and management.
- 18 September 2025: the MoU was signed, covering knowledge exchange, curriculum design, joint studies, internships and placements, and joint research proposals and policy briefs on rural development.
- 25 September 2025: the Regional Director (East) of BAIF delivered an expert lecture at the University to agriculture, agri-business and MBA students.
- 3 October 2025: the signed MoU was formally exchanged between the Registrar of CUTM and the President and Managing Trustee of BAIF.

***Relevant SDGs***

- SDG 1 – No Poverty
- SDG 2 – Zero Hunger
- SDG 13 – Climate Action
- SDG 15 – Life on Land
- SDG 17 – Partnerships for the Goals

### *Indian National Trust for Art and Cultural Heritage (INTACH)*



MEMORANDUM OF UNDERSTANDING

Proposal for collaboration between Centurion University of Technology and Management (CUTM), Paralakhemundi, Odisha and Indian National Trust for Arts and Cultural Heritage (INTACH) Odisha

Chapter in view of common interest in the field of culture and heritage education and fostering advancement in teaching, research, heritage and cultural understanding.

Proposed the following aims and objectives of CUTM Memorandum of Understanding with INTACH:

CUTM proposes to conduct training programmes on history, culture, heritage and related subjects for their students studying in various branches of the institute.

To set up a Heritage Club at the CUTM Campus and facilitate a matching grant for a library of heritage and culture books.

To conduct seminars, talks, workshops, heritage walks, heritage tours etc. and to offer courses highlighting the affirmative between tourism and heritage

Sensitization programmes to create public interest and awareness regarding the significance of culture and heritage, its protection and conservation.

Collaborative cultural programmes to show case Odisha's classical and folk music and dance forms.

Education fairs, heritage site visits, exhibitions and workshops.

Heritage walks to encourage community participation and contribution.

Cultural walks to promote tourism and to create economic benefit to local community.

Education and training of crafts people.

To provide certificate courses in art/culture related to tourism

*Fig. 10: Indian National Trust for Art and Cultural Heritage (INTACH)*

On 24 September 2025, Centurion University of Technology and Management (CUTM) signed a Memorandum of Understanding with the Indian National Trust for Art and Cultural Heritage (INTACH), Odisha, to strengthen collaboration in culture and heritage education, research, heritage conservation, and community engagement. The partnership promotes interdisciplinary learning, capacity building, cultural awareness, and collaborative initiatives that support sustainable cultural development and heritage conservation.

#### *Objectives*

The partnership aims to:

- Promote education and research in culture, heritage, and tourism.
- Organise seminars, workshops, heritage walks, exhibitions, and awareness programmes.
- Establish a Heritage Club and strengthen heritage education.
- Facilitate interdisciplinary research and curriculum enrichment.
- Promote capacity building, faculty development, internships, and student engagement.
- Encourage collaborative research and sharing of academic and research facilities.

#### *Contribution to SDG Policy Development*

The CUTM–INTACH partnership explicitly provides for the **development of Odisha State culture-centric development models, research reports and monographs, and inputs to policy matters relating to culture and heritage**Through interdisciplinary research, documentation and community engagement, the partnership provides a mechanism for CUTM and INTACH to generate evidence and expertise relevant to regional cultural-development and heritage-conservation policy.

***Expected Outcomes***

The partnership is expected to:

- Strengthen interdisciplinary research on culture and heritage.
- Generate reports, monographs, and policy inputs on cultural development.
- Enhance heritage education and community awareness.
- Promote student participation through heritage clubs, internships, heritage walks, and cultural activities.
- Strengthen collaboration between academia and heritage conservation organisations through capacity-building and knowledge-sharing initiatives.

***Actions and Results***

- 14–15 February 2025: CUTM and INTACH jointly organised the Litfest Book Carnival at the University.
- 24 September 2025: the MoU with INTACH (Odisha Chapter) was signed on NSS Day, establishing the Heritage Club and providing for training programmes, workshops, heritage walks, exhibitions, certificate courses and research, with particular attention to the heritage of Gajapati district.

***Relevant SDGs***

- SDG 4 – Quality Education
- SDG 11 – Sustainable Cities and Communities
- SDG 17 – Partnerships for the Goals

***Board of Apprenticeship Training (BOAT)***


MEMORANDUM OF UNDERSTANDING
(MOU)
BETWEEN
BOARD OF APPRENTICESHIP TRAINING (WESTERN REGION), MUMBAI
An autonomous body of Ministry of Education, Government of India
&
Centurion
UNIVERSITY
Shaping Lives...
Empowering Communities...
CENTURION UNIVERSITY OF TECHNOLOGY AND MANAGEMENT, ODISHA
for
Implementation of Apprenticeship Embedded Degree/ Diploma Programme (AEDP) under National Apprenticeship Training Scheme (NATS) of Ministry of Education, Government of India
Page 1 of 11
BHUBANESWAR

*Fig. 11: Board of Apprenticeship Training (BOAT)*

On 5 September 2025, Centurion University of Technology and Management (CUTM) signed a Memorandum of Understanding with the Board of Apprenticeship Training (Western Region), Mumbai, an autonomous body under the Department of Higher Education, Ministry of Education and Government of India. The agreement is valid from 5 September 2025 to 5 September 2029 and focuses on implementing the Apprenticeship Embedded Degree/Diploma Programme (AEDP) under the National Apprenticeship Training Scheme (NATS) in accordance with the University Grants Commission (UGC) Guidelines 2025.

***Objectives***

The partnership aims to:

- Implement the Apprenticeship Embedded Degree/Diploma Programme (AEDP).
- Integrate apprenticeship training into undergraduate degree and diploma programmes.
- Embed On-the-Job Training (OJT) as an academic component of the final year.
- Strengthen industry–academia collaboration through structured apprenticeships.
- Promote skill development and experiential learning in accordance with UGC and NATS guidelines.
- Support implementation of apprenticeship-based higher education across CUTM and its affiliated institutions.

***Contribution to SDG Policy Implementation***

Through its partnership with BOAT, CUTM supports implementation of national apprenticeship and higher-education policy by embedding the Apprenticeship Embedded Degree/Diploma Programme and credit-bearing on-the-job training within its academic programmes. The partnership provides a formal mechanism for collaboration between government, higher education and industry in implementing national skill-development and apprenticeship initiatives.

***Contribution to SDG Policy Development***

The partnership supports the implementation of national higher education and apprenticeship policies through collaboration between a higher education institution and a Government of India statutory body. The MoU enables the integration of apprenticeship-based learning within academic programmes in accordance with the UGC Guidelines 2025 and the National Apprenticeship Training Scheme (NATS)**.** It also promotes collaboration among academia, industry, and government to strengthen workforce readiness, facilitate industry engagement, and support the implementation of national skill development initiatives.

***Expected Outcomes***

The partnership is expected to:

- Expand apprenticeship opportunities for undergraduate and diploma students.
- Integrate industrial training within academic curriculum.
- Strengthen industry participation in higher education.

- Enhance employability through structured apprenticeship programmes.
- Support implementation of apprenticeship-based education aligned with national policy.
- Promote collaboration among academia, industry, and government institutions.

***Actions and Results***

- The MoU was executed at the Board of Apprenticeship Training (Western Region), Mumbai, on 5 September 2025, making CUTM an implementing institution for the Apprenticeship Embedded Degree/Diploma Programme (AEDP) under the National Apprenticeship Training Scheme, in line with the UGC Guidelines 2025.
- The agreement commits CUTM to embed On-the-Job Training as a credit-bearing component of the final year of its degree and diploma programmes, translating a national higher-education policy into the University's curriculum.
- The agreement builds on CUTM's established apprenticeship system: in FY 2025–26, 22,178 learners were enrolled in work-integrated skills training and apprenticeships through Gram Tarang.

***Relevant SDGs***

- SDG 4 – Quality Education
- SDG 8 – Decent Work and Economic Growth
- SDG 9 – Industry, Innovation and Infrastructure
- SDG 17 – Partnerships for the Goals

## ❖ 5.2 Direct Input into Government Policy and Planning

Beyond the partnerships described above, CUTM contributed directly to government policy and planning. It submitted project proposals for appraisal under a state plan scheme, undertook policy research funded by national research councils and convened a policy dialogue on public health services with state and district authorities.

***Project Proposals under the Odisha State Plan Scheme "Innovative Projects"***

The Department of Agriculture and Farmers' Empowerment, Government of Odisha, funds farmer-facing innovation through its State Plan Scheme "Innovative Projects". For 2025–26, CUTM submitted the three proposals below, which were shortlisted for appraisal. In February 2025 the Department invited CUTM faculty to present them to its Internal Screening Committees, chaired by the Director of Horticulture (20 February 2025) and the Director of Agriculture and Food Production (25 February 2025), alongside proposals from ICRISAT, CIMMYT, the ICAR–Central Tuber Crops Research Institute and the Odisha University of Agriculture and Technology.

*Table 1: Project Proposals under the Odisha State Plan Scheme "Innovative Projects"*

| Proposal | Proposed Budget (₹ million) | Duration |
|---|---|---|
| Enhancing Food and Nutritional Security Using Smart Vertical Farming and Soilless Saffron Cultivation in Odisha | 16.90 | 2 years |

| Proposal | Proposed Budget (₹ million) | Duration |
|---|---|---|
| Advancing Soil Grid Systems: Bridging the Gap Between Regional Analysis and Farmer-Specific Nutrient Needs | 22.75 | 3 years |
| Promoting Youth Employment and Agricultural Sustainability through the Use of Black Soldier Fly Larvae for Poultry, Fish and Livestock Feed Production in Odisha: An Integrated Farming System Approach | 8.87 | 1 year |
| **Total** | **48.52** | |

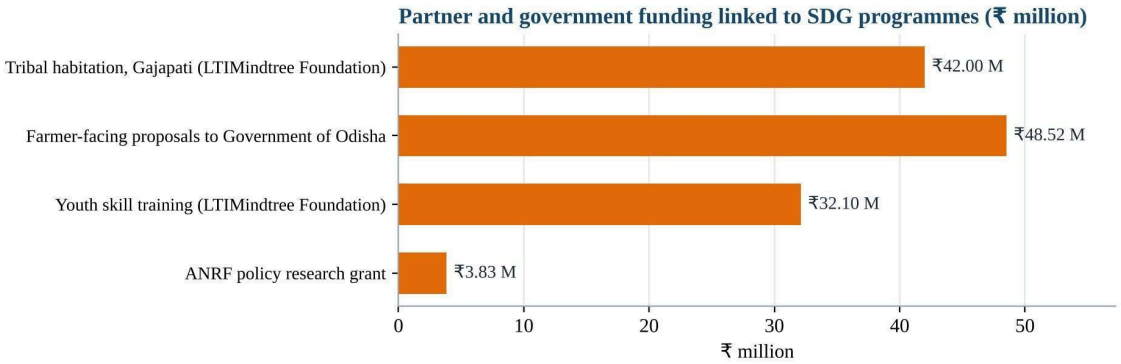



*Fig. 12: Partner and Government Funding Linked to SDG Programmes and Policy Research (₹ million)*

The proposals respond to state priorities in nutrition security, farm-level soil-nutrient management and youth employment in integrated farming. As the Department required, each was designed to be farmer-facing rather than solely research-oriented, so that the results could be taken up directly in the State's agricultural extension programmes.

### ❖ 5.3 Policy Research Evidence: Funded by National Research Councils

- **Solar energy and tribal farm livelihoods (ICSSR, 2024–25):** Under an ICSSR Collaborative Empirical Research Project on Solar Energy and Sustainability (File No. 25/2024-25/SES/OBC/RP/ICSSR), CUTM researchers surveyed 1,007 tribal farm households in Koraput and Nabarangapur districts, 502 using solar energy and 505 not using it, and held key informant interviews and focus group discussions. The study, co-directed with a General Manager of Odisha Power Transmission Corporation Ltd and a Senior Advisor of the SELCO Foundation, found that solar energy raised agricultural productivity, lowered energy costs and reduced dependence on diesel and other polluting fuels (SDGs 1, 2, 7 and 13). Its final report, completed in December 2025, makes policy recommendations on technical support, maintenance and institutional arrangements to sustain solar schemes for tribal farmers.
- **Residential schools for tribal students (ICSSR, 2024–25):** Under an ICSSR Collaborative Minor Research Project led by the Vice-Chancellor, CUTM researchers carried out fieldwork in government residential schools for tribal students, including Ashram, Sevashram, Eklavya Model and Kalinga Model Residential Schools, in Koraput, Rayagada and Mayurbhanj districts, through interviews, observations, case studies and focus group discussions with students and teachers. The study found gaps in mother-tongue instruction, culturally relevant teaching, vocational training and students' awareness of

reservation benefits, and proposes a reform framework for multilingual education, a curriculum that draws on indigenous knowledge, gender-sensitive facilities and stronger career and entitlement support (SDGs 4, 5 and 10).

- **Mining suspension and Adivasi communities (ANRF, December 2025):** Under the Advanced Research Grant of the Anusandhan National Research Foundation, Government of India, in Quantitative Social Science, CUTM researchers were awarded ₹3.83 million for the project "Beyond the Mines: An Assessment of the Socio-Economic and Environmental Impacts of Mining Suspension on Adivasis in Odisha". The study assesses the effects of a public policy decision, the suspension of mining, on tribal households and the environment, and will provide evidence for mining, rehabilitation and tribal-welfare policy.

***Policy Dialogue on Public Health Services***

On 29–30 January 2025, the University's health sciences and nursing schools organised a two-day conference, "Public Health Services: Challenges and Opportunities", with the Collector and District Magistrate of Balasore district as chief guest and experts from the Directorate of Medical Education and Training (DMET), Government of Odisha, and the health industry. The conference examined gaps in public health service delivery with the officials responsible for it. Alongside the conference, the University provided vision check-ups for 550 people, free spectacles for 470 and doctor consultations for 160.

## ❖ 5.4 Policy and Programme Pathways

The following examples show how CUTM's work with government agencies and partner organisations progressed from an identified challenge, through CUTM's contribution and the resulting policy or programme action, to a measurable result.

***Climate-Resilient Tribal Habitation, Gajapati District***

*Table 2: Climate-Resilient Tribal Habitation, Gajapati District*

| Pathway Stage | Description |
|---|---|
| **Challenge** | Below-poverty-line tribal households in Alajhola and Gayaljuba (Rayagada block) and Rashika Rajpur (Gumma block), Gajapati district, lacked secure housing, public lighting and safe drinking water. |
| **CUTM Contribution** | As implementing agency for the LTIMindtree Foundation, CUTM conducted village surveys and designed the habitation package through its architecture and civil engineering teams: climate-resilient houses with rainwater harvesting, solar streetlights, community solar facilities and solar-powered borewells for drinking water. |
| **Policy or Programme Action** | The project is implemented with the Integrated Tribal Development Agency (ITDA) and the District Rural Development Agency (DRDA), Gajapati, in line with district tribal-development planning. |
| **Result** | Funding of ₹42.0 million was committed for FY 2025–26 for house construction and village infrastructure in the three villages. |

## *Innovation, Design and Entrepreneurship in PM SHRI Schools*

*Table 3: Innovation, Design and Entrepreneurship in PM SHRI Schools*

| Pathway Stage | Description |
|---|---|
| **Challenge** | The National Education Policy 2020 calls for innovation, design thinking and entrepreneurship in school education, yet school leaders have had limited exposure to structured methods for introducing them. |
| **CUTM Contribution** | CUTM hosted the Odisha state-level Innovation, Design and Entrepreneurship (IDE) Bootcamp from 17 to 19 December 2025 with the Department of School Education & Literacy, Government of India, the All India Council for Technical Education (AICTE) and the Ministry of Education's Innovation Cell, delivering three days of sessions on design thinking, prototyping and business models. |
| **Policy or Programme Action** | The bootcamp formed part of a national programme rolled out simultaneously across 25 states and 2 union territories, with participation from the Odisha School Education Programme Authority (OSEPA) and the National Council of Educational Research and Training (NCERT). |
| **Result** | More than 190 principals and teachers of PM SHRI schools in Odisha were trained and presented their innovation ideas in pitch sessions on the final day. |




*Fig. 13: Innovation, Design and Entrepreneurship Bootcamp for principals and teachers of PM SHRI schools, CUTM, 17–19 December 2025*

## *Mobile Health and Vision Care for Underserved Communities*

*Table 4: Mobile Health and Vision Care for Underserved Communities*

| Pathway Stage | Description |
|---|---|
| **Challenge** | Residents of remote and tribal villages, and institutional populations such as prisoners, have limited access to screening for non-communicable diseases and refractive error. |
| **CUTM Contribution** | CUTM's School of Allied and Healthcare Sciences operates the Health Care on Wheels and Vision Care on Wheels units, supported by the Life Insurance Corporation of India (LIC), the LTIMindtree Foundation and CureBay. |
| **Policy or Programme Action** | Camps were organised with gram panchayats (elected village councils) and, at Jharpada Jail, with the Director General of Prisons, Odisha. |

| Pathway Stage | Description |
|---|---|
| **Result** | More than 60 free health camps reached over 10,000 rural residents. The camp at Jharpada Jail in March 2025 screened 239 prisoners and provided 185 spectacles. |



*Fig. 14: The Governor of Odisha inspecting CUTM's Health Care on Wheels mobile unit at Raj Bhavan (the Governor's official residence), Bhubaneswar, 14 May 2025*

## ❖ 5.5 Ongoing Partnerships with Government Agencies and NGOs

The partnerships below were established in previous years and remain active. The table shows the joint activities they delivered and their key results.

***Table 5: Ongoing Partnerships with Government Agencies and NGOs***

| Partner | Activity | Key Figures |
|---|---|---|
| Swami Vivekanand National Institute of Rehabilitation Training and Research (SVNIRTAR), Ministry of Social Justice & Empowerment | Four-month rotatory clinical internship of CUTM Bachelor of Physiotherapy students at SVNIRTAR's 200-bed rehabilitation hospital (16 July – 21 November 2025), across six physiotherapy units and the Department of Physical Medicine and Rehabilitation. | 4-month internship across 7 clinical postings; completion certified by SVNIRTAR (November 2025) |
| LTIMindtree Foundation | Tribal habitation project in Gajapati (Section 5.1); renewal of the youth skill training programme; support for the Health Care on Wheels unit. | ₹42.0 million (habitation); ₹32.1 million (skill training); 60+ health camps |
| Odisha University of Agriculture and Technology (OUAT) | OUAT students trained in CRISPR-Cas9 genome editing at CUTM (3–4 November 2025); OUAT interns trained at CUTM's Centre for Drug Design (May–June 2025). | 9 OUAT students in genome-editing training |
| Composite Regional Centre for Skill Development, Rehabilitation and Empowerment of Persons with Disabilities (CRC-SRE), Balangir | Community outreach on World Mental Health Day held at CRC-SRE by 15 B.Sc. Nursing and GNM students (10 October 2025); joint World Mental Health Day programme at the University addressed by four CRC-SRE specialists, including the Director, a clinical psychologist and an Indian Sign Language instructor (15 October 2025). | 2 joint programmes; 15 students in community outreach; 4 CRC-SRE specialists and 8 faculty members involved |

| Partner | Activity | Key Figures |
|---|---|---|
| Swasthya Swaraj Society, Bhawanipatna | Training of women from tribal districts as frontline community health practitioners through the Diploma in Community Health Practice. | 30+ women trained (cumulative) |




*Fig. 15: CUTM physiotherapy interns at SVNIRTAR, Olatpur, Cuttack, during their clinical internship, 2 September 2025*




*Fig. 16: Training programme on CRISPR-Cas9 genome editing tools attended by OUAT students, CUTM, 3–4 November 2025*

## ❖ 5.6 Collective Contribution of Government and NGO Partnerships to SDG Policy Development 2025

For these seven partnerships featured this table outlines the specific element of SDG policy development.

*Table 6: Collective Contribution of Government and NGO Partnerships to SDG Policy Development 2025*

| Element of SDG Policy Development | CUTM Contribution |
|---|---|
| **Identifying Problems and Challenges** | Village surveys in Gajapati identified housing, lighting and drinking-water deficits in three tribal villages, addressed with district tribal-development officials, and the January 2025 public health conference examined service gaps with district and state health officials. |
| **Developing Policies and Strategies** | CUTM presented three farmer-facing project proposals worth ₹48.5 million to the screening committees of the Department of Agriculture and Farmers' Empowerment, Government of Odisha. The BOAT partnership complements this work through implementation of national apprenticeship and higher-education policy within CUTM's curriculum. |
| **Modelling Interventions** | The ICSSR solar-irrigation study assesses the effects of solar pumps on tribal farm households, and the ANRF study assesses the impacts of mining suspension on Adivasi communities. The Gajapati habitation project demonstrates a replicable package of climate-resilient housing with rainwater harvesting and solar infrastructure. |
| **Monitoring and Reporting on Interventions** | As the designated Assessment and Certification Body for OSFDC's Skill Development Training Programme, CUTM conducts competency-based assessment and certification and reports results to OSFDC. These results provide evidence on trainee competency and training-provider performance, supporting government monitoring, quality assurance and programme review. Health-camp registers record screening and treatment outcomes, and the SFSL Coordination Committee reviews joint activity annually. |
| **Enabling Adaptive Management** | Partnerships were adjusted on the basis of results: the LTIMindtree skill programme was renewed for FY 2025–26; the relationship with BAIF moved from student placement in January 2025 to a full research and curriculum MoU in September 2025; and forensic collaboration was widened from one to two state laboratories within the year. |

*Table 7: Outcomes and results – Collective Contribution of Government and NGO Partnerships to SDG Policy Development 2025*

| Outcome | Result | Partner |
|---|---|---|
| Project proposals presented to state screening committees (combined proposed budget) | 3 (₹48.5 million) | Department of Agriculture and Farmers' Empowerment, Government of Odisha |
| Policy research grant sanctioned (ANRF Advanced Research Grant) | ₹3.83 million | Anusandhan National Research Foundation, Government of India |
| PM SHRI (Government) school principals and teachers trained in innovation and design thinking | 190+ | Department of School Education & Literacy; AICTE; Ministry of Education Innovation Cell |
| Learners enrolled in skill programmes of Gram Tarang, CUTM's skill development arm (FY 2025–26) | 101,586 | National Skill Development Corporation (NSDC), state skill development programmes and industry partners |
| Learners in work-integrated skills training and apprenticeships (FY 2025–26) | 22,178 | Industry partners under national apprenticeship schemes |
| Students in vocational education programmes in schools under the National Skills Qualifications Framework (NSQF) (FY 2025–26) | 69,526 | State school education authorities |
| Industrial sewing machine operators trained / placement offers (FY 2025–26) | 1,086 / 1,032 | Apparel industry partners |

| Outcome | Result | Partner |
|---|---|---|
| Funds committed to tribal habitation in three Gajapati villages (FY 2025–26) | ₹42.0 million | LTIMindtree Foundation; ITDA and DRDA, Gajapati |
| Funds committed to youth skill training (FY 2025–26) | ₹32.1 million | LTIMindtree Foundation |
| Rural residents reached by mobile health camps (60+ camps) | 10,000+ | LIC, LTIMindtree, CureBay |
| People given vision check-ups / spectacles at the public health conference (January 2025) | 550 / 470 | Directorate of Medical Education and Training, Government of Odisha; district administration |
| Prisoners screened / spectacles provided, Jharpada Jail | 239 / 185 | Director General of Prisons, Odisha |
| New partnerships with government and statutory bodies | 10 | National and state agencies |

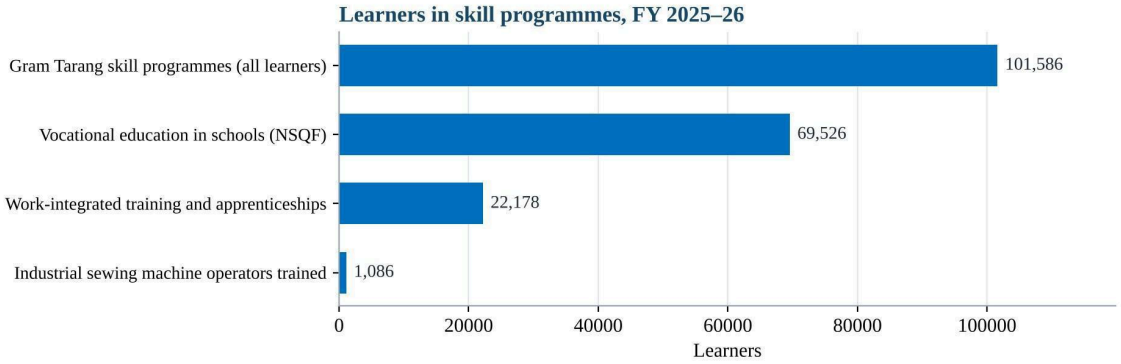



*Fig. 17: Learners in Skill Programmes Delivered with Government and Industry Partners, FY 2025–26*

Key institutional outcomes include:

- **Direct Policy Input:** CUTM presented three project proposals to screening committees of the Government of Odisha and undertook policy research funded by the ICSSR and the ANRF.
- **Strengthened Public-Sector Capacity:** The Capacity Building Commission and BOAT partnerships and the PM SHRI bootcamp link CUTM's teaching directly to the capability of public institutions and schools.
- **Independent Monitoring of Public Programmes:** As OSFDC's Assessment and Certification Body and through the SFSL Coordination Committee, CUTM provides assessment and review functions within government programmes.
- **Evidence for Rural and Tribal Development:** The BRLF and BAIF partnerships and the ICSSR studies on solar energy and on residential schools generate field evidence for livelihood, energy and education programmes in tribal Odisha, while the Gajapati habitation project tests a replicable model on the ground.
- **Heritage and Community Engagement:** The INTACH partnership connects students with the documentation and promotion of the heritage of Gajapati district through the Heritage Club.

Collectively, these partnerships demonstrate CUTM's whole-institution approach to supporting evidence-informed decision-making, strengthening institutional capacity, and promoting collaborative action towards the Sustainable Development Goals.

## ❖ 5.7 Summary of Key Partnerships and Contributions

The table below summarises the principal government and NGO active partnerships, the nature of each engagement and its contribution to SDG policy development.

*Table 8: Summary of Key Partnerships and Contributions*

| Partnership | Nature of Engagement | Contribution to SDG Policy Development | Relevant SDGs |
|---|---|---|---|
| Department of Agriculture and Farmers' Empowerment, Government of Odisha | Proposals under the State Plan Scheme "Innovative Projects" (February 2025) | Farmer-facing proposals on nutrition security, soil-nutrient management and integrated farming | 2, 8, 17 |
| ICSSR and ANRF, Government of India | Funded policy research | Evidence on solar energy, tribal residential schools and the impacts of mining suspension for tribal-development and education policy | 1, 4, 7, 10, 17. |
| Capacity Building Commission (CBC), Government of India | Knowledge partnership under a Statement of Intent (February 2025) | Academic inputs, knowledge products and iGOT learning content for public-sector capacity building | 4, 16, 17 |
| Board of Apprenticeship Training (BOAT), Ministry of Education | Implementing institution under an MoU (September 2025) | Integration of the Apprenticeship Embedded Degree/Diploma Programme into CUTM's curriculum | 4, 8, 9, 17 |
| OSFDC, Government of Odisha | Designated Assessment and Certification Body (August 2025) | Competency-based assessment and certification of Scheduled Caste youth under a state skill programme | 4, 8, 10, 17 |
| State Forensic Science Laboratory, Chhattisgarh | Academic and research collaboration (December 2025) | Joint training and research, reviewed annually by a Coordination Committee | 4, 9, 16, 17 |
| Bharat Rural Livelihood Foundation (BRLF) | Research and field collaboration (July 2025) | Research, farmer training and field demonstrations in tribal Odisha | 1, 2, 8, 13, 17 |
| BAIF Development Research Foundation | Research, curriculum and placement collaboration (September 2025) | Joint studies, policy briefs, curriculum inputs and student placements in rural development | 1, 2, 13, 15, 17 |
| INTACH, Odisha Chapter | Heritage education partnership (September 2025) | Heritage Club, heritage education and inputs on culture and heritage policy | 4, 11, 17 |
| LTIMindtree Foundation; ITDA and DRDA, Gajapati | Implementing agency for CSR-funded programmes | Climate-resilient tribal habitation, youth skill training and mobile health care | 1, 3, 7, 11, 17 |
| Department of School Education & Literacy, AICTE and Ministry of Education Innovation Cell | State-level host of a national programme (December 2025) | Innovation, design and entrepreneurship training for PM SHRI school leaders | 4, 17 |

## ❖ 5.8 Complete Register of New Collaborative Partnerships

The table lists all 35 new partnerships.

*Table 9: Complete Register of New Collaborative Partnerships*

| No. | Partner | Type | Signed | Focus |
|---|---|---|---|---|
| 1 | Capacity Building Commission, Government of India | Government (national) | Feb 2025 | Knowledge partnership for public-sector capacity building |

| No. | Partner | Type | Signed | Focus |
|---|---|---|---|---|
| 2 | Board of Apprenticeship Training (Western Region), Mumbai | Government (national) | 5 Sep 2025 | Apprenticeship Embedded Degree/Diploma Programme |
| 3 | Odisha Scheduled Castes & Scheduled Tribes Development Finance Co-operative Corporation (OSFDC) | Government (state) | 16 Aug 2025 | Assessment and certification of trainees |
| 4 | State Forensic Science Laboratory, Chhattisgarh | Government (state) | 10 Dec 2025 | Forensic science training and research |
| 5 | Bharat Rural Livelihood Foundation (BRLF) | NGO | Jul 2025 | Farmer empowerment in tribal Odisha |
| 6 | BAIF Development Research Foundation, Pune | NGO | 18 Sep 2025 | Rural development research, curriculum and placements |
| 7 | INTACH, Odisha Chapter | NGO | 24 Sep 2025 | Heritage Club, heritage education and research |
| 8 | Forensic Science Laboratory, Uttar Pradesh | Government (state) | 29 Aug 2025 | Joint forensic research, training and Ph.D. co-guidance |
| 9 | Indian Council of Agricultural Research (ICAR)–National Bureau of Plant Genetic Resources, New Delhi | Government research | 9 Jan 2025 | Student training and postgraduate research |
| 10 | ICAR–Directorate of Onion and Garlic Research, Pune | Government research | 2025 | Student exchange and joint research |
| 11 | ICAR–Indian Institute of Agricultural Biotechnology, Ranchi | Government research | 2025 | Student exchange and shared research facilities |
| 12 | ICAR–Indian Institute of Soil and Water Conservation, Dehradun | Government research | 2025 | Training and research in soil and water conservation |
| 13 | INFLIBNET Centre (Inter-University Centre of UGC) | Government (national) | 2025 | Deposit and preservation of doctoral theses (Shodhganga) |
| 14 | FICCI Ladies Organisation (FLO), Bhubaneswar Chapter | Civil society | 3 Nov 2025 | Entrepreneurship awareness for women |
| 15 | L&T Technology Services Ltd., Mumbai | Industry | 26 Sep 2025 | Student training, internships and AI skills |
| 16 | Code F Solutions Pvt. Ltd., Nagpur | Industry | 4 Mar 2025 | Training, internships and placement |
| 17 | Evogene Agritech Pvt. Ltd., Bengaluru | Industry | 19 Feb 2025 | Joint R&D and field trials of crop hybrids |
| 18 | Vaachi Seeds Pvt. Ltd., Kanpur | Industry | 28 Nov 2025 | Use of R&D facilities for crop research |
| 19 | Synbiogenesis Pvt. Ltd., West Bengal | Industry | 2025 | Joint training, internships and skill development |
| 20 | Marqueesemi India Pvt. Ltd. | Industry | 2025 | Centre of excellence for integrated-circuit design |
| 21 | SIGIP Technology India Pvt. Ltd. | Industry | 2025 | Semiconductor design innovation laboratory |
| 22 | iSPACE (T3-Tech), Hyderabad | Industry | 2025 | Joint programmes, internships and research |
| 23 | Mythri Infrastructure and Mining India Pvt. Ltd. | Industry (CSR) | 2025 | Skill training and placement support |
| 24 | Ultra Corpotech Pvt. Ltd. | Industry (CSR) | 27 Mar 2025 | Skill training for rural and aspirational youth |
| 25 | CureBay Clinics Pvt. Ltd. | Health care | 10 Jan 2025 | Telemedicine and diagnostics for mobile health camps |

| No. | Partner | Type | Signed | Focus |
|---|---|---|---|---|
| 26 | Utkal Healthcare Pvt. Ltd. | Health care | 21 Jul 2025 | Health camps, clinical training and outreach |
| 27 | Bluejay Health | Health care | 2025 | Clinical training and community health outreach |
| 28 | Primary Healthtech Pvt. Ltd. (MobiLab) | Health care | 2025 | Diagnostic training; PhleboPreneur programme (September 2025) |
| 29 | Medi-AnalytiQ Healthcare Pvt. Ltd., Bengaluru | Health care | 2025 | Community health activities and student learning |
| 30 | Spacetex Infoways Pvt. Ltd., Cuttack | Industry | 12 Nov 2025 | Drone, DGPS and GIS training for students |
| 31 | Saveful Worldwide Pty Ltd, Australia | International | 6 Nov 2025 | Saveful India Initiative and IMPACT Centre of Excellence |
| 32 | The University of Western Australia | International | 2025 | Academic exchange and research cooperation |
| 33 | Southern Leyte State University, Philippines | International | 2025 | Faculty and student exchange and joint research |
| 34 | BlockOn Ventures SDN BHD, Malaysia | International | 2025 | Blockchain incubation and curriculum development |
| 35 | Polkadot Blockchain Academy | International | 26 Feb 2025 | Blockchain education and joint training |




*Fig. 18: New Collaborative Partnerships by Partner Type (2025)*

## 6. Cross-Sectoral Dialogue about the SDGs

Centurion University of Technology and Management (CUTM) actively initiates and participates in cross-sectoral dialogue to advance the United Nations Sustainable Development Goals (SDGs). Through conferences, seminars, workshops, technical forums, and collaborative outreach programmes, the University brings together government agencies, industry partners, healthcare institutions, professional societies, research organizations, academic institutions, and community stakeholders to address contemporary sustainable development challenges.

## ❖ 6.1 Overview of Cross-Sectoral Dialogue

In 2025, CUTM organized and/or participated in 8 cross-sectoral dialogue events involving government, research and funding agencies, hospitals, industry, professional associations and civil society, reaching more than 1,000 participants and addressing intersectional challenges of the UN SDG agenda . These dialogues produced documented results, including published research, industry agreements, a conference declaration and follow-up training for government officials, and they continue established series such as SCOPES and International GIS Day. By connecting research, practice and community action, CUTM uses cross-sectoral dialogue as a practical means of advancing the Sustainable Development Goals.

*Table 10: Cross-sectoral dialogue events, 2025*

| Event | Date | Partners and Sectors | SDGs | Participants | Outcome |
|---|---|---|---|---|---|
| GIS Day 2025 – International Conference on GeoAI and Smart Mapping | 19 Nov 2025 | Esri India; Indian Society of Geomatics; IIT Tirupati Navavishkar I-Hub; Government of Assam; Watershed Department, Government of Odisha | 9, 11, 13, 15, 17 | 173 | Knowledge dialogue and transfer:<br>75 abstracts accepted for publication |
| National Conference on Frontiers in Genetics and Genomics | 20–21 Feb 2025 | ANRF, Government of India; Genotypic Technology; biotechnology industry | 3, 4, 9, 17 | 237 (incl. 20 speakers) | Knowledge dialogue and transfer:<br>Book of Abstracts released; MoUs agreed with 3 companies |
| National Seminar on Advancements in Forensic DNA Profiling Techniques | 24 Jan 2025 | AIIMS New Delhi; State Forensic Science Laboratory, Odisha; Thermo Scientific; judiciary | 3, 16, 17 | 96 | Technical exchange:<br>Expert dialogue on DNA evidence for criminal justice |
| Early Detection Programme for Oral, Breast and Cervical Cancer | 17 Oct 2025 | Homi Bhabha Cancer Hospital and Research Centre | 3, 4, 17 | 75 | Technical exchange<br>Cancer screening and awareness camp |
| Three-Day Workshop on Agri-Photovoltaic Technology | 22–24 Feb 2025 | Skill Council for Green Jobs; GIZ; MNRE; EY India; OUAT | 4, 7, 13, 17 | 26 (12 industry) | Technical exchange<br>First Agri -PV training in Odisha; ~100 indirect beneficiaries |
| 13th Indian Social Work Conference | 6–8 Nov 2025 | NAPSWI; OPSWA; Government of Odisha (Speaker and Deputy Chief Minister); UNDP Odisha; NGOs including PRIA, SELCO Foundation and PRADAN | 1, 10, 16, 17 | 523 | Industry standards<br>Bhubaneswar Declaration; 250+ papers; ethical technology standards |
| Two-Day Workshop on Foundations of SDGs | 19–20 Sep 2025 | CGSSS and School of Management; national SDG frameworks (NITI Aayog) | 4, 17 | 29 | Action Plan<br>SDG action plans drafted by participant groups |
| One-Day Regional Seminar on Frontiers in Plant Science Research | 25 Aug 2025 | Odisha Botanical Society; Utkal, North Orissa and Ravenshaw Universities | 2, 4, 13, 15, 17 | 120+ | Knowledge dialogue and transfer<br>Agreement to host the OBS Annual Conference |
| **Total: 8 events** | **Jan–Nov 2025** | **Government, research, health, industry, professional bodies and civil society** | | **1,237+** | |

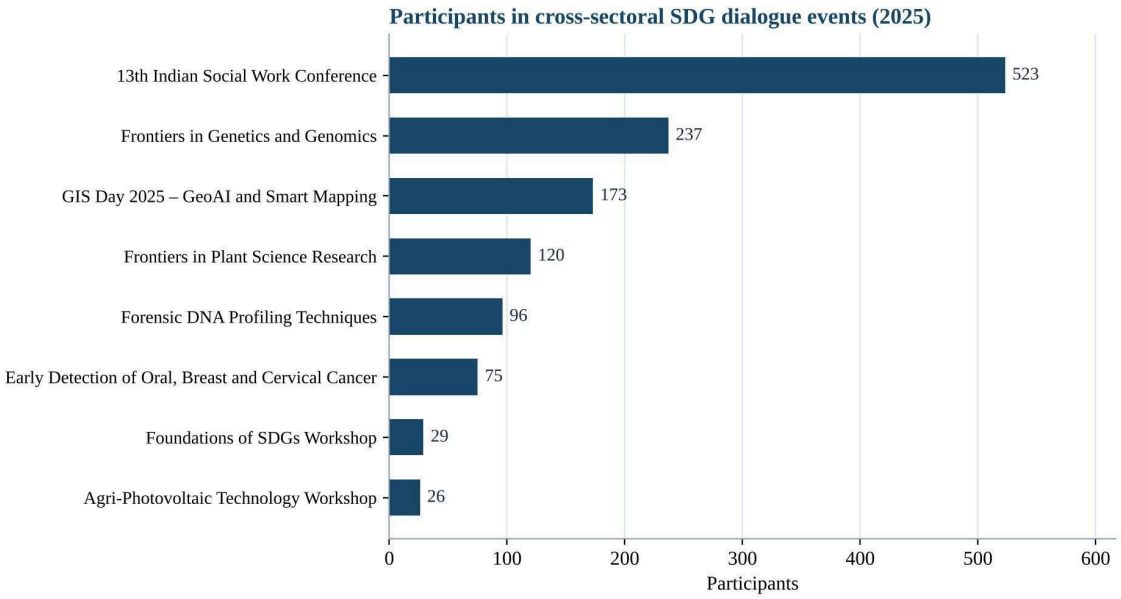



*Fig. 19: Participants in Cross-Sectoral SDG Dialogue Events (2025)*

### *13th Indian Social Work Conference 2025*

The 13th Indian Social Work Conference was organized by CUTM in collaboration with the National Association of Professional Social Workers in India (NAPSWI) and the Odisha Professional Social Workers Association (OPSWA), with support from the Indian Council of Social Science Research (ICSSR). The conference brought together social work professionals, policymakers, government officials, NGOs, researchers, academic institutions and development practitioners from across India to deliberate on contemporary social development challenges. The conference served as a national platform for cross-sectoral dialogue on sustainable development under the theme "Technology, Innovation and Society: Challenges and Opportunities for Ecosocial Work and Sustainable Development".

**Venue:** Centurion University of Technology and Management (CUTM), Bhubaneswar

**Participants:** 523 delegates (281 women and 242 men) from 29 States and Union Territories, together with international experts from Canada and Australia.

**Outcome:** Adoption of the Bhubaneswar Declaration, a consensus document defining professional social work standards for India, together with a syllabus addendum aligned with India's National Education Policy 2020, draft standards for the ethical use of technology, and an advocacy roadmap for school social work (valedictory session, 8 November 2025).




*Fig. 20: 13th Indian Social Work Conference 2025*

***Key Outcomes***

- Brought together 523 delegates from 29 States and Union Territories, along with experts from Canada and Australia, government leaders, UNDP Odisha and NGOs.
- Adopted the Bhubaneswar Declaration, a consensus document defining professional social work standards for India.
- Produced a syllabus addendum aligned with the National Education Policy 2020 and draft standards for the ethical use of technology.
- Set out a roadmap for school social work and launched practice pilots in Odisha linked to Mission Shakti and community-led climate resilience.

***SDG Alignment***

*Table 11: SDG Alignment – 13th Indian Social Work Conference 2025*

| Sustainable Development Goal | Contribution |
|---|---|
| SDG 1 – No Poverty | Promoted dialogue on inclusive livelihoods and poverty reduction. |
| SDG 10 – Reduced Inequalities | Strengthened discussion on social inclusion and equity. |
| SDG 16 – Peace, Justice and Strong Institutions | Encouraged policy dialogue and participatory governance. |
| SDG 17 – Partnerships for the Goals | Strengthened collaboration among academia, NGOs, government agencies and professional bodies through national dialogue. |

***GIS Day 2025 – International Conference on GeoAI and Smart Mapping for a Sustainable Tomorrow***

Date: 19 November 2025

Participants: 173

**Documented Output:** 75 research abstracts accepted for publication, 34 online paper presentations and 36 poster presentations, with Best Poster Awards conferred on 19 November 2025.




*Fig. 21: GIS Day 2025 – International Conference on GeoAI and Smart Mapping for a Sustainable Tomorrow*

### *Organizers and Collaborating Partners*

The International Conference on "GeoAI and Smart Mapping for a Sustainable Tomorrow" was organized by the Department of Civil Engineering**,** Geo-BIM Club**,** Centre for Data Science and Machine Learning**,** and Centre for Smart Infrastructure**,** Centurion University of Technology and Management (CUTM). The conference was conducted in collaboration with Esri India Pvt. Ltd. and the Indian Society of Geomatics (ISG)**,** in association with the School of Engineering and Technology**,** School of Agriculture and Bio-Engineering**,** and M.S. Swaminathan School of Agriculture**.** The event formed part of the global celebration of GIS Day 2025, promoting the application of geospatial technologies to advance sustainable development.

### *Event Description*

Centurion University organized the International Conference on "GeoAI and Smart Mapping for a Sustainable Tomorrow" **on** 19 November 2025 as a multidisciplinary platform to promote cross-sectoral dialogue on the role of geospatial technologies and artificial intelligence in achieving the Sustainable Development Goals (SDGs). The conference brought together 173 participants**,** including faculty members, researchers, research scholars, students, GIS professionals, and industry professionals from India and abroad.

The conference featured keynote lectures, technical paper presentations, poster presentations, and expert discussions delivered by distinguished speakers from the IIT Tirupati Navavishkar I-Hub Foundation, Andhra University, the Government of Assam, and the Watershed Department, Government of Odisha. The programme brought together academia, government agencies, researchers, students, and professionals to exchange knowledge on GeoAI, GIS, remote sensing, climate resilience, sustainable infrastructure, and disaster risk reduction, thereby fostering cross-sectoral collaboration for sustainable development.

### *Key Outcomes*

- Facilitated cross-sectoral dialogue among academia, industry, research institutions, professional organizations, and students on the application of GeoAI and geospatial technologies for sustainable development.

- Strengthened institutional collaboration between Centurion University**,** Esri India Pvt. Ltd.**,** and the Indian Society of Geomatics (ISG)**,** creating opportunities for future research, innovation, and capacity-building initiatives.
- Enhanced participants' knowledge of GeoAI, GIS, remote sensing, and artificial intelligence for addressing challenges related to climate resilience, smart cities, sustainable infrastructure, water resource management, and disaster risk reduction.
- Promoted interdisciplinary research and knowledge exchange by accepting 75 research abstracts for publication, facilitating 34 online technical paper presentations and 36 offline poster presentations, alongside keynote lectures and expert interactions involving specialists from Esri, the Indian Space Research Organisation (ISRO), the Indian Institutes of Technology, the National Institutes of Technology and other leading organizations.
- Recognized outstanding research contributions through the Best Poster Awards, encouraging innovation, student engagement, and the use of geospatial intelligence and digital technologies as evidence-based tools for sustainable planning, environmental management, and resilient infrastructure development in support of the Sustainable Development Goals.

### *SDG Alignment*

*Table 12: SDG Alignment – GIS Day 2025 – International Conference on GeoAI and Smart Mapping for a Sustainable Tomorrow*

| Sustainable Development Goal | Contribution |
|---|---|
| **SDG 9 – Industry, Innovation and Infrastructure** | Promoted innovation in GeoAI, GIS, and digital technologies to support sustainable infrastructure and technological advancement. |
| **SDG 11 – Sustainable Cities and Communities** | Showcased geospatial applications for smart city planning, urban mobility, resilient infrastructure, and sustainable resource management. |
| **SDG 13 – Climate Action** | Facilitated discussions on climate resilience, environmental monitoring, climate change impact assessment, and disaster risk reduction using GeoAI technologies. |
| **SDG 15 – Life on Land** | Highlighted geospatial applications for land-use mapping, watershed management and natural resource monitoring, with contributions from the Watershed Department, Government of Odisha. |
| **SDG 17 – Partnerships for the Goals** | Strengthened collaboration among academia, industry, research institutions, and professional organizations through cross-sectoral dialogue, knowledge exchange, and strategic partnerships. |

### *National Conference on Frontiers in Genetics and Genomics*

Date: 20–21 February 2025

Participants: 237 researchers, academicians, biotechnology professionals and students, including 20 invited speakers

**Documented Output:** Release of the NCFGG 2025 Book of Abstracts at the conference (20–21 February 2025), and a post-conference report of 23 February 2025 recording agreements to sign MoUs with miBiome Therapeutics, ProCyto Labs and Elmentoz for student internships and

placements, the induction of invited speakers into the Centre's Research Advisory Committee, and planned sequencing workshops with Illumina and Oxford Nanopore Technologies.

***Organizers and Collaborating Partners***

The Centre for Genetics and Genomics, Centurion University of Technology and Management (CUTM), organized the National Conference on Frontiers in Genetics and Genomics on 20–21 February 2025 in collaboration with Genotypic Technology, Bengaluru**.** The conference was supported by the Anusandhan National Research Foundation (ANRF) and provided a platform for researchers, academicians, biotechnology professionals, and students to exchange knowledge on emerging developments in genetics and genomics.

***Event Description***

The National Conference on Frontiers in Genetics and Genomics was organized to promote interdisciplinary dialogue on advances in genetics, genomics, molecular biology, and biotechnology. The conference brought together experts from academia, research organizations, and the biotechnology industry to discuss emerging research, innovative technologies, and applications of genomics in healthcare, agriculture, and life sciences.

Through keynote lectures, technical sessions, and scientific discussions, participants explored contemporary challenges and opportunities in genetic research while fostering collaboration between universities, research institutions, and industry. The partnership between CUTM**,** Genotypic Technology**,** and the Anusandhan National Research Foundation (ANRF) strengthened knowledge exchange and encouraged collaborative research aligned with national priorities in biotechnology and sustainable development.

***Key Outcomes***

- Facilitated cross-sectoral dialogue among academia, biotechnology industry experts, researchers, and students on emerging developments in genetics and genomics.
- Strengthened collaboration between CUTM**,** Genotypic Technology, and the Anusandhan National Research Foundation (ANRF)**,** promoting research partnerships and scientific knowledge exchange.
- Enhanced participants' understanding of recent advances in genomics, molecular biology, biotechnology, and their applications in healthcare, agriculture, and life sciences.
- Provided a platform for networking and interdisciplinary collaboration among scientists, academicians, industry professionals, and research scholars.
- Encouraged future collaborative research, innovation, and technology transfer in genetics and genomics.

***SDG Alignment***

*Table 13: SDG Alignment – National Conference on Frontiers in Genetics and Genomics*

| Sustainable Development Goal | Contribution |
|---|---|
| **SDG 3 – Good Health and Well-being** | Promoted research in genetics and genomics with applications in human health and disease prevention. |

| Sustainable Development Goal | Contribution |
|---|---|
| **SDG 4 – Quality Education** | Enhanced scientific learning through expert lectures, technical discussions, and research exchange. |
| **SDG 9 – Industry, Innovation and Infrastructure** | Strengthened innovation and biotechnology research through academia–industry collaboration. |
| **SDG 17 – Partnerships for the Goals** | Fostered collaboration between a university, a biotechnology company, researchers, and a national research funding body to advance scientific research and innovation. |

### *National Seminar on Advancements in Forensic DNA Profiling Techniques*

**Date:** 24 January 2025 **Venue:** Aryabhatta Building, Centurion University of Technology and Management (CUTM) **Participants: 96**

**Documented Output:** Hybrid seminar held on 24 January 2025 with sessions by AIIMS New Delhi, Thermo Scientific, the State Forensic Science Laboratory, Odisha, and a former District Judge on the use of DNA evidence in the criminal justice system.




*Fig. 22: National Seminar on Advancements in Forensic DNA Profiling Techniques*

### *Organizers and Collaborating Partners*

The National Seminar on Advancements in Forensic DNA Profiling Techniques was organized by the School of Forensic Sciences in collaboration with the Centre for Genetics and Genomics, Centurion University of Technology and Management (CUTM). The seminar provided a multidisciplinary platform for dialogue on recent advances in forensic DNA technologies and their applications in criminal investigation, forensic science, and the justice system.

### *Event Description*

Centurion University organized the National Seminar on Advancements in Forensic DNA Profiling Techniques on 24 January 2025 to promote cross-sectoral dialogue on emerging developments in forensic DNA analysis and its role in strengthening criminal justice and public safety. The seminar brought together **96 participants**, including forensic scientists, academic researchers, healthcare experts, industry professionals, forensic laboratory officials, legal experts,

faculty members and students to exchange knowledge on DNA-based forensic investigation and emerging analytical techniques.

The seminar featured expert lectures and technical discussions delivered by Dr. Chittaranjan Behera (All India Institute of Medical Sciences, New Delhi), Dr. Sanjeeb Day (Thermo Scientific), Dr. Subhashish Sahoo (Additional Director, State Forensic Science Laboratory, Odisha), and Shri Gayadhara Panda (Former District Judge, Odisha). The event facilitated collaboration among academia, healthcare institutions, industry, government forensic laboratories, and the judiciary, promoting interdisciplinary learning and knowledge exchange on forensic DNA profiling, scientific investigation, and evidence-based justice systems.

***Key Outcomes***

- Facilitated cross-sectoral dialogue among 96 participants from academia, healthcare institutions, industry, government forensic agencies, and the judiciary, on advances in forensic DNA profiling and its applications in criminal justice.
- Strengthened collaboration between Centurion University, AIIMS New Delhi, Thermo Scientific, the State Forensic Science Laboratory, Odisha, and members of the judiciary through expert lectures and technical discussions, fostering future knowledge exchange and professional networking.
- Enhanced participants' understanding of emerging DNA profiling technologies, molecular forensic techniques, and their applications in forensic science, criminal investigation, and evidence-based justice.
- Promoted interdisciplinary learning by bringing together experts from healthcare, industry, government forensic laboratories, academia, and the legal sector to discuss current challenges and innovations in forensic DNA analysis.
- Reinforced the importance of scientific innovation, institutional collaboration, and cross-sectoral partnerships in strengthening forensic investigation, justice delivery, and public trust in forensic science.

***SDG Alignment***

*Table 14: SDG Alignment – National Seminar on Advancements in Forensic DNA Profiling Techniques*

| Sustainable Development Goal | Contribution |
|---|---|
| **SDG 3 – Good Health and Well-being** | Promoted scientific knowledge and innovation in forensic genetics and molecular diagnostics supporting public health and forensic science. |
| **SDG 16 – Peace, Justice and Strong Institutions** | Strengthened knowledge and collaboration on forensic DNA technologies that support fair investigations, evidence-based justice, and institutional capacity. |
| **SDG 17 – Partnerships for the Goals** | Fostered cross-sectoral dialogue and partnerships among academia, healthcare institutions, industry, government forensic agencies, and the judiciary through a national seminar. |

***Early Detection Programme for Oral, Breast and Cervical Cancer 2025***

**Date:** 17 October 2025 **Venue:** Seminar Hall, 2nd Floor, Aryabhatta Building and Community Diagnostic Centre (CDC), Centurion University of Technology and Management (CUTM) **Participants: 75**

**Documented Output:** Screening and awareness camp for oral, breast and cervical cancer delivered with the Homi Bhabha Cancer Hospital and Research Centre on 17 October 2025.




*Fig. 23: Early Detection Programme for Oral, Breast and Cervical Cancer 2025*

### *Organizers and Collaborating Partners*

The Early Detection Programme for Oral, Breast and Cervical Cancer, followed by a Screening and Health Awareness Camp for Common Cancers, was organized by the Centurion Capacity and Competence Development Centre (CCCDC) in association with the School of Allied and Healthcare Sciences (SOAHS)**,** Centurion University of Technology and Management (CUTM), in collaboration with the Homi Bhabha Cancer Hospital and Research Centre**.** The programme established an academia–healthcare partnership to promote cancer awareness, preventive healthcare, and early detection through expert-led awareness sessions and community health screening.

### *Event Description*

Centurion University organized the Early Detection Programme for Oral, Breast and Cervical Cancer, followed by a Screening and Health Awareness Camp for Common Cancers, on 17 October 2025 to strengthen collaboration between academia and the healthcare sector while promoting preventive healthcare practices. The programme brought together 75 participants**,** including faculty members, students, healthcare professionals, and community members, to increase awareness of oral, breast, and cervical cancers through expert-led sessions emphasizing risk factors, early symptoms, prevention, and timely diagnosis.

Conducted in collaboration with the Homi Bhabha Cancer Hospital and Research Centre**,** the programme integrated health education with cancer screening services, providing a platform for dialogue between academia and healthcare professionals on preventive healthcare strategies. By combining awareness sessions with screening activities, the initiative encouraged knowledge exchange, early detection, and community engagement, contributing to improved public health outcomes and strengthening partnerships for sustainable healthcare delivery.

### *Key Outcomes*

- Facilitated cross-sectoral dialogue among 75 participants, including faculty members, healthcare professionals and community members, on cancer prevention, early diagnosis, and public health awareness.

- Strengthened institutional collaboration between Centurion University and the Homi Bhabha Cancer Hospital and Research Centre, promoting partnerships in preventive healthcare, health education, and community outreach.
- Enhanced awareness of oral, breast, and cervical cancers, including risk factors, symptoms, screening methods, and preventive healthcare practices through expert-led awareness sessions.
- Integrated health awareness with cancer screening services, encouraging early detection, timely referral, and improved access to preventive healthcare.
- Reinforced the importance of collaborative partnerships in advancing preventive healthcare, community well-being, and sustainable public health initiatives through academia–healthcare engagement.

### *SDG Alignment*

*Table 15: SDG Alignment – Early Detection Programme for Oral, Breast and Cervical Cancer 2025*

| Sustainable Development Goal | Contribution |
|---|---|
| **SDG 3 – Good Health and Well-being** | Promoted cancer awareness, preventive healthcare, early detection, and health screening to improve community health outcomes. |
| **SDG 4 – Quality Education** | Enhanced health literacy and awareness through expert-led educational sessions on cancer prevention and early diagnosis. |
| **SDG 17 – Partnerships for the Goals** | Strengthened collaboration between the university and the Homi Bhabha Cancer Hospital and Research Centre through a joint awareness and screening programme promoting sustainable healthcare partnerships. |

### *Three-Day Workshop on Agri-Photovoltaic Technology*

Date: 22–24 February 2025

Venue: Aqua Hall, Centurion University of Technology and Management (CUTM), Bhubaneswar

Participants: 26 (including 12 industry participants**)**

**Documented Output:** First Agri-Photovoltaic training workshop in Odisha under the GIZ–MNRE INSolar programme, completed on 24 February 2025 with 12 technical sessions, a field visit to the 40 kW Agri-PV plant at OUAT and an estimated 100 indirect beneficiaries.




*Fig. 24: Three-Day Workshop on Agri-Photovoltaic Technology*

***Organizers and Collaborating Partners***

The Three-Day Workshop on Agri-Photovoltaic Technology was organized by the School of Engineering and Technology, Centurion University of Technology and Management (CUTM), in collaboration with the Skill Council for Green Jobs (SCGJ) under the Trainings in New and Innovative Solar Applications (TISA) initiative of the Indo-German Energy Programme, supported by GIZ and the Ministry of New and Renewable Energy (MNRE). The workshop was conducted in association with EY India and the Institution's Innovation Council (IIC) to strengthen capacity building in agrivoltaic technologies.

***Event Description***

Centurion University conducted a three-day Agri-Photovoltaic Technology Workshop from 22 to 24 February 2025 to promote cross-sectoral collaboration in renewable energy and sustainable agriculture. The workshop brought together 26 participants, including 12 representatives from industry, alongside researchers, faculty members, and students to explore the integration of photovoltaic systems with agricultural production.

The programme featured expert lectures on agrivoltaic system design, operation and maintenance, regulatory frameworks, business models, and policy considerations, complemented by hands-on training and a field visit to a 40 kW Agri-Photovoltaic Plant at Odisha University of Agriculture and Technology (OUAT). Supported through the Indo-German Energy Programme and implemented in collaboration with SCGJ, GIZ, EY India, and government stakeholders, the workshop created a platform for dialogue among academia, industry, policymakers, and renewable energy experts to advance sustainable energy solutions for agriculture.

***Key Outcomes***

- Facilitated cross-sectoral dialogue among 26 participants, including 12 industry representatives, researchers, faculty members and students, on agrivoltaic technologies and sustainable energy solutions.

- Strengthened collaboration between CUTM, SCGJ, GIZ, MNRE-supported programmes, EY India, and OUAT, promoting partnerships for renewable energy innovation and sustainable agriculture.
- Enhanced participants' knowledge of agrivoltaic system design, installation, operation, maintenance, policy frameworks, procurement strategies, and business models through expert-led sessions and practical training.
- Provided practical exposure through hands-on activities and a field visit to an operational 40 kW Agri-Photovoltaic Plant, strengthening understanding of real-world applications of renewable energy in agriculture.
- Fostered future collaboration in research, training, and large-scale deployment of agrivoltaic technologies, supporting India's transition toward sustainable agriculture and clean energy.

### *SDG Alignment*

*Table 16: SDG Alignment – Three-Day Workshop on Agri-Photovoltaic Technology*

| Sustainable Development Goal | Contribution |
|---|---|
| **SDG 4 – Quality Education** | Built technical capacity through specialized training in agrivoltaic technologies. |
| **SDG 7 – Affordable and Clean Energy** | Promoted innovative solar energy applications for sustainable agriculture. |
| **SDG 13 – Climate Action** | Supported climate-resilient farming practices through renewable energy integration. |
| **SDG 17 – Partnerships for the Goals** | Strengthened collaboration among academia, industry, government-supported programmes, international development partners, and sector skill councils to advance sustainable energy innovation. |

### *Two-Day Workshop on Foundations of SDGs: Understanding, Integrating and Applying for Sustainable Futures*

**Date:** 19–20 September 2025

**Venue:** Centurion University of Technology and Management (CUTM)

**Participants:** 29 students from multiple disciplines

**Documented Output:** SDG-based action plans drafted and presented by participant groups on 20 September 2025, applying India's National Indicator Framework and the SDG India Index of NITI Aayog, the Government of India's policy think tank.



*Fig. 25: Two-Day Workshop on Foundations of SDGs: Understanding, Integrating and Applying for Sustainable Futures*

### *Organizers and Collaborating Partners*

The workshop was organized by the Centre for Governance and Sustainable Societies (CGSS) in collaboration with the School of Management, Centurion University of Technology and Management (CUTM), Bhubaneswar, bringing together faculty members, researchers, students and sustainability practitioners to strengthen understanding of the Sustainable Development Goals and of India's national SDG monitoring framework.

### *Event Description*

The two-day workshop created an interdisciplinary platform for dialogue on the implementation of the Sustainable Development Goals through interactive lectures, case studies, collaborative discussions and action planning exercises. Participants explored practical approaches for integrating SDGs into teaching, research, institutional planning and community engagement while exchanging experiences and best practices across disciplines.

### *Key Outcomes*

- Strengthened institutional understanding of the Sustainable Development Goals.
- Facilitated dialogue among faculty members, researchers and sustainability practitioners.
- Encouraged interdisciplinary collaboration for SDG implementation.
- Promoted knowledge sharing on sustainability-oriented education and research.
- Enhanced institutional capacity for collaborative SDG action.

### *SDG Alignment*

***Table 17: SDG Alignment – Two-Day Workshop on Foundations of SDGs: Understanding, Integrating and Applying for Sustainable Futures***

| Sustainable Development Goal | Contribution |
|---|---|
| SDG 4 – Quality Education | Strengthened sustainability education and institutional learning. |
| SDG 17 – Partnerships for the Goals | Promoted interdisciplinary dialogue and collaboration for SDG implementation. |

***One-Day Regional Seminar on Frontiers in Plant Science Research***

Date: 25 August 2025

Venue: Hall No. 6, Aryabhatta Building, School of Applied Sciences (SoAS), Centurion University of Technology and Management (CUTM)

Participants: 120+ scientists, academicians, research scholars and students, including members of the Odisha Botanical Society

**Documented Output:** Agreement with the Odisha Botanical Society, announced on 26 August 2025, for the CUTM Department of Botany to host the Society's Annual Conference.




*Fig. 26: One-Day Regional Seminar on Frontiers in Plant Science Research*

***Organizers and Collaborating Partners***

The Department of Botany, School of Applied Sciences (SoAS), Centurion University of Technology and Management (CUTM) organized the One-Day Regional Seminar on Frontiers in Plant Science Research in collaboration with the Odisha Botanical Society (OBS). The seminar brought together scientists, academicians, research scholars, and students to discuss recent advances in plant science research, biodiversity conservation, food security, climate resilience, and future collaborative research initiatives.

### *Event Description*

The One-Day Regional Seminar on Frontiers in Plant Science Research was held on 25 August 2025 at the School of Applied Sciences, CUTM, in collaboration with the Odisha Botanical Society (OBS). The seminar served as a regional platform for cross-sectoral dialogue by bringing together scientists, academic leaders, researchers, and students to exchange knowledge on contemporary developments in plant science.

The programme featured keynote addresses and technical lectures by distinguished experts from CUTM, Utkal University, North Orissa University, and Ravenshaw University, focusing on plant physiology, photosynthetic fluorescence, crop productivity, climate resilience, biodiversity conservation, and translational research. Interactive discussions and networking sessions encouraged knowledge exchange, strengthened institutional collaboration, and inspired young researchers to pursue innovative research addressing sustainability and ecological challenges.

### *Key Outcomes*

- Facilitated cross-sectoral dialogue among scientists, academicians, research scholars, students, and the Odisha Botanical Society, promoting collaboration in plant science research and sustainability.
- Strengthened partnerships between CUTM, Odisha Botanical Society, and leading academic institutions through expert lectures, discussions, and networking opportunities.
- Enhanced participants' understanding of photosynthetic fluorescence, plant physiology, crop productivity, and climate resilience, supporting research relevant to sustainable agriculture and biodiversity conservation.
- Encouraged young researchers to adopt modern research techniques and promoted collaborative research across institutions through academic interaction and scholarly exchange.
- Highlighted the role of plant science research in food security, biodiversity conservation, climate change adaptation, and sustainability, reinforcing the contribution of collaborative research to the Sustainable Development Goals.

### *SDG Alignment*

*Table 18: SDG Alignment – One-Day Regional Seminar on Frontiers in Plant Science Research*

| Sustainable Development Goal | Contribution |
|---|---|
| **SDG 2 – Zero Hunger** | Promoted plant science research supporting crop productivity and food security. |
| **SDG 4 – Quality Education** | Enhanced research capacity through expert lectures and academic knowledge exchange. |
| **SDG 13 – Climate Action** | Addressed climate resilience and ecological challenges through plant science research. |
| **SDG 15 – Life on Land** | Encouraged biodiversity conservation and sustainable management of plant resources. |
| **SDG 17 – Partnerships for the Goals** | Strengthened collaboration between CUTM, Odisha Botanical Society, and external universities through a regional academic dialogue. |

## ❖ 6.2 Continuing Dialogue Series and Partnerships

Several dialogue platforms and partnerships reported in the previous year remained active in 2025 and produced new, documented results.

*Table 19: Continuing dialogue series and partnerships, status in 2025*

| Series or Partner | Activity and Result in 2025 |
|---|---|
| IEEE SCOPES International Conference series (with IEEE Bhubaneswar Subsection) | The proceedings of SCOPES-2024 were published on IEEE Xplore in May 2025: 241 peer-reviewed papers (72 from CUTM, 11 from international contributors and 158 from other Indian institutions), selected with the help of 916 reviewers worldwide.https://ieeexplore.ieee.org/document/10990695 |
| International GIS Day series (with Esri India) | Fifth CUTM edition held on 19 November 2025 with 173 participants and 75 accepted abstracts. CUTM was recognized by Esri as a GIS Day winner in 2021 for organizing the event. |
| Forest and wildlife dialogue with the Odisha Forest Department | CUTM's drone Remote Pilot Training Organisation contributed to divisional capacity-building programmes on the use of drones in forestry, each attended by about 100 forest officials, at the Divisional Forest Office, Paralakhemundi (September 2025) and the Divisional Forest Office, Aska, Ganjam (December 2025). |
| Indian National Trust for Art and Cultural Heritage (INTACH) | Joint Litfest Book Carnival (14–15 February 2025) and an MoU signed on 24 September 2025 establishing a Heritage Club and joint heritage education and research. |
| Genotypic Technology Pvt. Ltd., Bengaluru | Research MoU in force in 2025–26; co-organized the National Conference on Frontiers in Genetics and Genomics (20–21 February 2025). |

## ❖ 6.3 From Dialogue to Action: Documented Results

The following examples show discussions at CUTM-led or CUTM-supported forums producing a documented recommendation, agreement, follow-up programme or measurable result.

**Social work conference to national professional standards.** At the 13th Indian Social Work Conference (6–8 November 2025), four structured group discussions chaired by NAPSWI office-bearers produced the Bhubaneswar Declaration, a consensus document defining professional social work standards for India, together with a syllabus addendum, aligned with India's National Education Policy 2020, integrating AI literacy, ecosocial work, disaster risk reduction and entrepreneurship; draft standards of care for the ethical use of technology; an advocacy roadmap for introducing social work at the higher secondary level and appointing school social workers; and practice pilots in Odisha on social entrepreneurship linked to Mission Shakti, the State Government's women's self-help group programme, and community-led climate resilience. The President of NAPSWI set out the implementation strategy at the valedictory session.

**Forestry drone training for government officials.** After CUTM's drone instructors presented drone applications for forest-health monitoring and wildlife protection to about 100 forest officials at the Divisional Forest Office, Aska, in December 2025, the Divisional Forest Officer selected 10 forest officers to undergo drone pilot training at CUTM's Remote Pilot Training Organisation. A similar discussion with the Divisional Forest Officer, Gajapati, in September 2025 led to talks on a drone pilot training project for 100 officers.

**Genetics and genomics conference to industry agreements.** The post-conference report of 23 February 2025 records that the national conference, supported by the Anusandhan National Research Foundation, led to agreements to sign MoUs with miBiome Therapeutics, ProCyto Labs and Elmentoz for student internships and placements; several invited speakers joined the Centre for Genetics and Genomics' Research Advisory Committee; and sequencing workshops were planned with Illumina and Oxford Nanopore Technologies.

**Plant science seminar to a state-level scientific forum.** Following the regional seminar of 25 August 2025, the Odisha Botanical Society and CUTM agreed that the CUTM Department of Botany would host the Society's Annual Conference, as announced on 26 August 2025, extending the regional dialogue into a state-wide forum for plant scientists.

**Engineering research dialogue to published output.** Papers presented at SCOPES-2024 were published as conference proceedings on IEEE Xplore in May 2025, making 241 peer-reviewed papers, including 11 international contributions, permanently available to researchers and practitioners.

### ❖ 6.4 Summary of Impact

These multi-stakeholder platforms facilitate the exchange of knowledge, research findings, technological innovations, policy perspectives, and best practices across diverse sectors. By fostering collaboration among academia and external partners, CUTM promotes interdisciplinary learning, strengthens institutional partnerships, supports evidence-based decision-making, and encourages collaborative solutions that contribute to sustainable development at regional, national, and global levels.

The University's cross-sectoral engagements contribute to several Sustainable Development Goals, including SDG 1 (No Poverty), SDG 2 (Zero Hunger), SDG 3 (Good Health and Well-being), SDG 4 (Quality Education), SDG 7 (Affordable and Clean Energy), SDG 9 (Industry, Innovation and Infrastructure), SDG 10 (Reduced Inequalities), SDG 11 (Sustainable Cities and Communities), SDG 13 (Climate Action), SDG 15 (Life on Land), SDG 16 (Peace, Justice and Strong Institutions), and SDG 17 (Partnerships for the Goals). During 2025, CUTM organized and participated in a diverse portfolio of cross-sectoral dialogues that strengthened partnerships, enhanced knowledge exchange, and promoted collaborative action towards achieving the SDGs.

## 7. International Collaboration on SDG Data

In 2025, CUTM also took part in three international collaborations whose purpose was to gather or measure data for the Sustainable Development Goals (SDGs). With Monash University (Australia), CUTM gathered and recorded the traditional ecological knowledge of the Lanjia Saura Indigenous community of Odisha, contributing to SDG 15 (Life on Land). With Saveful Worldwide Pty Ltd (Australia), CUTM began building a data platform and a joint centre to measure household food saving and its climate benefits in India, contributing to SDG target 12.3

on halving food waste. Mentored by Western Sydney University (Australia), CUTM measured and analysed its institutional performance data across all 17 SDGs.

*Table 20: International collaborations on SDG data, 2025*

| Partner (country) | Agreement and status | Data gathered or measured in 2025 | Key dates, 2025 | SDGs |
|---|---|---|---|---|
| Saveful Worldwide Pty Ltd (Australia) | MoU signed 6 November 2025 (36 months) | Development of the Saveful India app, which records food used and saved by households; IMPACT Centre for measuring food-system and climate outcomes | 8 August; 6 November | 2, 12, 13, 17 |
| Monash University (Australia) | Research Collaboration Agreement, July 2024; active in 2025 | Recording of Indigenous traditional ecological knowledge on trees, forests and environmental change through interviews and structured questionnaires in Gajapati District, Odisha | January–May (Workshop 1, India); July–December (Workshop 2, Australia) | 11, 15, 17 |
| Western Sydney University (Australia) | Three Memoranda of Understanding (MoUs), 2022–2024; active in 2025 | Measurement and analysis of CUTM's institutional performance data against all 17 SDGs; joint verification of the evidence behind each indicator | 23 June; 15 September; 29 September to 8 November; 11 November | All 17, with a focus on 1, 3, 14 and 17 |

Together, these collaborations cover institutional SDG performance data, household food-saving data, and community data on forests and environmental change.

### *Western Sydney University (Australia): Measuring and monitoring CUTM's Performance against the SDGs*

#### *Partner and agreement*

Western Sydney University (WSU) has worked with CUTM under MoUs signed on 20 July 2022, 7 March 2024 and 1 July 2024, which remain in force until 2029–2030. The MoU of 1 July 2024 (valid until June 2029) was signed specifically to strengthen communication and identify joint project opportunities through evidence-based collaboration. The collaboration on SDG measurement, data collection and mentoring is led on the WSU side by the Director, Sustainability Education and Partnerships, Office of the Pro Vice-Chancellor (Learning and Teaching), who also directs the Regional Centre of Expertise on Education for Sustainable Development, Greater Western Sydney, recognised by the United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS).

### *Saveful Worldwide Pty Ltd (Australia): Measuring Household Food Saving in India*

#### *Partner and agreement*

Saveful Worldwide Pty Ltd, Melbourne, operates a technology platform that helps households save food, money and time by turning the ingredients they already have into meals. CUTM and Saveful signed an MoU on 6 November 2025, valid for 36 months, to develop, test and expand Saveful in India (the Saveful India Initiative). The work addresses SDG target 12.3 (halving food waste), with linked benefits for SDG 2 (Zero Hunger) and SDG 13 (Climate Action).

#### *Data gathered and measured in 2025*

• **8 August 2025:** Saveful's founders and its app development partner held a technical meeting with CUTM's technology team to plan the India version of the app.

• **6 November 2025:** the MoU made CUTM Saveful's preferred technology partner in India and committed CUTM technical staff to the app's development for an initial six months.

• **Data and measurement under the MoU:** CUTM students test and use the app, provide feedback and contribute to research and user-engagement studies (clause 3.5). The two partners establish the IMPACT Centre of Excellence (Innovation, Measurement and Partnership for Actionable Climate Transformation), which is intended to use data, measurement and behavioural insights to drive change in food systems (clause 4.1). Progress is reviewed at quarterly meetings, and all user data is handled under Indian and Australian data protection law (clauses 7 and 9).

• **What the app measures:** the Saveful India app records the ingredients a household has, suggests recipes that use leftovers, reminds users of stored food and tracks the food and money each user saves. These records give the partners household-level data on food saved, measured against a national household food waste level of about 55 kg per person per year.

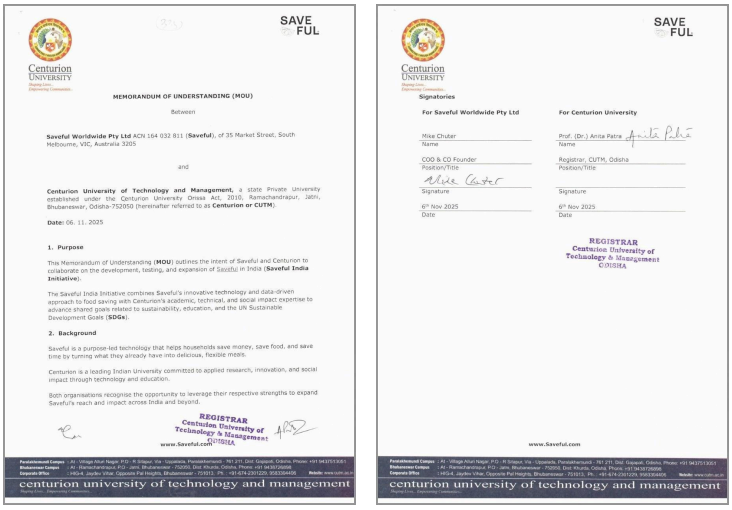


*Fig. 27: First page and signature page of the CUTM–Saveful Memorandum of Understanding, signed on 6 November 2025*

### *Monash University (Australia): Gathering Traditional Ecological Knowledge from Indigenous Communities*

#### *Partner and agreement*

CUTM and the Wominjeka Djeembana Indigenous Research Lab of Monash University, Melbourne, work together on the Ara-Thulu (Tree) project under a Research Collaboration Agreement signed by CUTM on 30 July 2024, with a project term from 1 July 2024 to 16 May 2026. The project is funded by a Maitri Cultural Partnerships First Nations Collaboration Grant from the Centre for Australia-India Relations, Department of Foreign Affairs and Trade, Government of Australia. It brings together the Lanjia Saura community of Gajapati District, Odisha, and First Nations communities of south-eastern Australia to record what these communities know about trees, forests and their relationship with the land. Under the agreement, the results, data and observations generated by the project are owned jointly by the two universities.

***Data gathered in 2025***

• **January to May 2025 (Workshop 1, Odisha):** the joint CUTM–Monash team gathered knowledge from Lanjia Saura elders, women, artists and villagers of Bailapadar village, Gajapati District, through interviews, structured questionnaires, field notes, photography and video, together with site visits to trees of cultural significance.

• **Structured questionnaires:** the team used a 114-question questionnaire for the Lanjia Saura knowledge holder and a 60-question bilingual (English and Odia) questionnaire for Lanjia Saura women. The questions cover how households collect and use forest products such as leaves, herbs and fruits, which trees are important for food, medicine and ceremonies, and whether respondents have noticed changes in the forest or climate during their lifetime.

• **July to December 2025 (Workshop 2, Australia):** the second workshop was held in two parts with First Nations knowledge holders in Australia, and the team continued to collect cultural narratives from the Lanjia Saura knowledge holder for bilingual English–Odia publications.

• **Monitoring:** monthly progress reports and a shared action register recorded the consultations, workshop outcomes and data collected, and milestone reports were submitted to the Australian Department of Foreign Affairs and Trade.

***Outcome***

The data recorded in 2025 documents traditional ecological knowledge on trees, forests, cultivation practices and seasonal cycles, the use of forest materials in crafts such as Benda fish traps and Juno brooms, and community observations of environmental change. Monash University reports the Ara-Thulu project under SDG 15 (Life on Land) in its own SDG reporting.



**Questionnaire for Lanjia Saura Women**

1. Can you tell me your name and a little about your family or village?
   ଆପଣ ନିଜ ନାମ ଓ ଆପଣଙ୍କ ପରିବାର / ଗାଁ ବିଷୟରେ କିଛି କହିପାରିବେ କି?
2. What does being a Lanjia Saura woman mean to you?
   ଲଞ୍ଜିଆ ସାଉରା ମହିଳା ହେବାର ଅର୍ଥ ଆପଣ ପାଇଁ କ'ଣ?
3. What makes you most proud of your people and way of life?
   ଆପଣଙ୍କ ଲୋକମାନଙ୍କ ଓ ଜୀବନ ଶୈଳୀ ପାଇଁ କେଉଁ ଜିନିଷ ଆପଣଙ୍କୁ ଗର୍ବିତ କରେ?
4. What stories did you hear from your elders about your land and ancestors?
   ଆପଣଙ୍କ ଜମି ଓ ପୂର୍ବଜମାନଙ୍କ ବିଷୟରେ ବୃଦ୍ଧମାନଙ୍କଠାରୁ କିଏ କିଏ କଥା ଶୁଣିଛନ୍ତି?
5. How do you feel when you think about your hills, forest, and home?
   ଆପଣ ଆପଣଙ୍କ ପାହାଡ଼, ଜଙ୍ଗଲ ଓ ଘର ବିଷୟରେ ଭାବିଲେ କିପରି ଅନୁଭବ କରନ୍ତି?
6. What are the main responsibilities of women in your home and community?
   ଘର ଓ ସମୁଦାୟରେ ମହିଳାଙ୍କ ମୁଖ୍ୟ ଦାୟିତ୍ୱ କ'ଣ?
7. How do women take part in decision-making or village rituals?
   ମହିଳାମାନେ ଗାଁର ନିଷ୍ପତ୍ତି କିମ୍ବା ପୂଜା-ପର୍ବରେ କିପରି ଭାଗ ନେନ୍ତି?
8. During birth, marriage, or harvest, are there any rituals led by women?
   ଜନ୍ମ, ବିବାହ କିମ୍ବା ଫସଲ ଘରୋଇ ସମୟରେ ମହିଳାମାନେ ନେତୃତ୍ୱ କରୁଥିବା କୌଣସି ଅନୁଷ୍ଠାନ ଅଛି କି?
9. How do women help and support each other in your village?
   ଆପଣଙ୍କ ଗାଁରେ ମହିଳାମାନେ ପରସ୍ପରକୁ କିପରି ସହଯୋଗ କରନ୍ତି?
10. How are young girls taught about Saura customs and values?
    ଛୋଟ ଝିଅମାନଙ୍କୁ ସାଉରା ପରମ୍ପରା ଓ ମୂଲ୍ୟ ବିଷୟରେ କିପରି ଶିଖାଯାଏ?
11. What role does the forest play in your daily life?
    ଜଙ୍ଗଲ ଆପଣଙ୍କ ଦୈନିକ ଜୀବନରେ କିପରି ଭୂମିକା ନିଏ?
12. Are there sacred trees or places in your community?
    ଆପଣଙ୍କ ସମୁଦାୟରେ କୌଣସି ପବିତ୍ର ଗଛ କିମ୍ବା ସ୍ଥାନ ଅଛି କି?
13. Can you share any story about spirits or ancestors who live in nature?
    ପ୍ରକୃତିରେ ବସୁଥିବା ଆତ୍ମା କିମ୍ବା ପୂର୍ବଜମାନଙ୍କ ବିଷୟରେ କୌଣସି କାହାଣୀ କହିପାରିବେ କି?
    *(Saura term: "idital" – ancestral spirit symbols painted on walls)*
14. How do women collect or use forest products like leaves, herbs, or fruits?
    ମହିଳାମାନେ ଜଙ୍ଗଲରୁ ପତ୍ର, ଔଷଧି ଗଛ, ଫଳ ଆଦି କିପରି ସଂଗ୍ରହ କରନ୍ତି?
15. Have you noticed changes in the forest or climate in your lifetime?
    ଆପଣ ନିଜ ଜୀବନରେ ଜଙ୍ଗଲ କିମ୍ବା ପରିବେଶରେ କୌଣସି ପରିବର୍ତ୍ତନ ଦେଖିଛନ୍ତି କି?
16. What types of art or crafts do women create?
    ମହିଳାମାନେ କେମିତି କଳା କିମ୍ବା ହସ୍ତଶିଳ୍ପ କରନ୍ତି?
17. Can you describe how Saura wall painting (*idital*) is made?
    ସାଉରା ଚିତ୍ରାଳି ଚିତ୍ର (*idital*) କିପରି ତିଆରି କରାଯାଏ ଏବଂ ତାର ଅର୍ଥ କ'ଣ?
18. Do women sing, dance, or tell stories related to ancestors or forest?
    ମହିଳାମାନେ ପୂର୍ବଜ କିମ୍ବା ଜଙ୍ଗଲ ସମ୍ପର୍କିତ ଗୀତ, ନୃତ୍ୟ କିମ୍ବା କାହାଣୀ କହନ୍ତି କି?
19. From whom did you learn your art or cultural knowledge?
    ଆପଣ ନିଜ କଳା କିମ୍ବା ପରମ୍ପରାଗତ ଜ୍ଞାନ କାହାଠାରୁ ଶିଖିଛନ୍ତି?

*Fig. 28: First page of the bilingual (English and Odia) questionnaire used by the CUTM–Monash team to gather knowledge from Lanjia Saura women, 2025*

***Summary***

In 2025, CUTM took part in three international collaborations that gathered or measured data for the SDGs. Western Sydney University and CUTM measured and verified CUTM's performance data across all 17 SDGs between June and November 2025 and agreed a plan to strengthen data collection. Saveful Worldwide and CUTM signed a 36-month MoU on 6 November 2025 to build a platform and a joint centre for measuring household food saving in India. Monash University and CUTM gathered traditional ecological knowledge from the Lanjia Saura Indigenous community of Odisha through interviews and structured questionnaires between January and December 2025.

## 8. International Collaboration for SDG Best Practice

Centurion University of Technology and Management (CUTM) continues to engage with international universities, government representatives, industry partners, and global experts to review comparative approaches and promote best practices for advancing the SDGs. In 2025 six key collaborations demonstrate these efforts. A major move in 2025 was to engage with the International Green Gown Awards supported by the Environmental Association for Universities and Colleges (EAUC) and supported by United Nations Environment Programme (UNEP), International Association of Universities (IAU), Higher Education Sustainability Initiative (HESI). **This global platform was developed to review and showcase international best practice for addressing the SDGs.** Together, these collaborations supported international knowledge exchange, comparative learning, capacity building, and the adaptation of practices relevant to the SDGs.

**Table 21** summarises the six collaborations and their documented outcomes.

*Table 21: International Collaboration for SDG Best Practice*

| Partner (country) | Agreement or framework | Best practice reviewed or developed | Measurable 2025 outcomes | SDGs |
|---|---|---|---|---|
| Western Sydney University (Australia) | MoU, 1 July 2024, for evidence-based collaboration; active in 2025 | Benchmarking of CUTM's SDG practice against the world's highest-ranked university in the THE Impact Rankings | All 17 SDGs reviewed; 4 priority areas identified; written strategy with recommendations, 11 November 2025 | All 17 |
| Indo-German Energy Programme (GIZ with India's Ministry of New and Renewable Energy) | TISA training initiative with the Skill Council for Green Jobs, 2025 | Transfer of international agrivoltaic (solar-plus-farming) practice to Odisha | 26 participants (12 from industry); 12 technical sessions; 22–24 February 2025 | 2, 7, 13, 17 |
| International Green Gown Awards (EAUC with UNEP and IAU) | International awards and peer-review programme, 2025 cycle | Comparison of 2 CUTM sustainability programmes with university practice worldwide | 2 programmes named international finalists; 1 Highly Commended award, 7 October 2025 | 4, 8, 13, 15, 17 |
| AIM-Q 2025 international conference partners (7 countries outside India) | International programme committee and speaker network, 2025 | Comparative research on artificial intelligence and sustainable innovation | 150+ abstracts; 84 paper presenters; 6 thematic tracks; 22 December 2025 | 8, 9, 12, 13, 17 |

| Partner (country) | Agreement or framework | Best practice reviewed or developed | Measurable 2025 outcomes | SDGs |
|---|---|---|---|---|
| Government of Zimbabwe (Presidential and National Scholarships Department) | Memorandum of Understanding (MoU), 11 November 2024; active in 2025 | Adaptation of CUTM's skill-integrated training model for transfer to Zimbabwean vocational institutions | 71 government officers in training in 3 sectors (March 2025); programme completed 24 July 2025 | 4, 7, 8, 9, 17 |
| Rastriya Banijya Bank and the Banking, Finance and Insurance Institute of Nepal (Nepal) | MoU, 2 February 2024 (five years); active in 2025 | Management development for Nepalese bank officers, with exposure to Indian community-enterprise practice | 27 RBB officers trained, 16–20 June 2025 (20 in 2024); 6 executive programmes for 4 Nepalese banks in 2025 | 1, 8, 10, 17 |

### *How the Collaborations Meet the Best-Practice Criteria*

*Table 22: Alignment of each collaboration with the three elements of best practice*

| Collaboration | International collaboration and research | Comparative approaches reviewed | International best practice developed |
|---|---|---|---|
| Western Sydney University | MoU-based partnership with the world's highest-ranked university in the THE Impact Rankings | CUTM's practice compared across all 17 SDGs and indicator by indicator | Written strategy with best-practice recommendations, 11 November 2025 |
| Indo-German Energy Programme (GIZ) | Training partnership within an Indo-German government programme | International agrivoltaic practice reviewed against Odisha's farming conditions | Odisha's first agrivoltaic training; 26 participants, 12 from industry |
| International Green Gown Awards | International review by EAUC, UNEP and the International Association of Universities | 2 CUTM programmes compared with university practice worldwide | Highly Commended award; programmes published as international good practice |
| AIM-Q 2025 | International programme committee from 7 countries | Approaches to AI and sustainable innovation compared across 6 tracks | 150+ abstracts and 84 papers; selected papers under consideration for publication |
| Government of Zimbabwe | Government-to-university South–South partnership | CUTM's training model matched to Zimbabwe's industrial priorities in 3 sectors | 71 officers prepared as master trainers to replicate the model in Zimbabwe |
| Rastriya Banijya Bank and BFIN, Nepal | Bank and institute partnership under a five-year MoU | Indian banking and community-enterprise practice examined by Nepalese bankers | 6 executive programmes for 4 banks; 27 RBB officers trained in June 2025 |

## ❖ 8.1 Western Sydney University (Australia): Benchmarking CUTM's SDG Practice against the World's Highest-Ranked University

### *Partner and agreement*

Western Sydney University (WSU) was ranked first in the world in the THE Impact Rankings 2025, for the fourth consecutive year. CUTM and WSU signed a Memorandum of Understanding (MoU) on 1 July 2024 to strengthen communication and identify joint project opportunities through evidence-based collaboration.

### *Comparative review and best practice developed in 2025*

WSU delivered a comparative review of CUTM's performance across all 17 SDGs. It identified CUTM's strengths and priority areas where practice was not yet matched by evidence: SDGs 1, 2, 3, 7, 13, 14 and 15 and education for the SDGs under SDG 17.

The review gave CUTM a structured comparison of its SDG practice with that of the world's highest-ranked university in the THE Impact Rankings, together with an agreed strategy for strengthening its SDG work across its campuses.

***Indo-German Energy Programme: Bringing International Agrivoltaic Practice to Odisha Partners***

CUTM's School of Engineering and Technology organised Odisha's first training workshop on agri-photovoltaic (agrivoltaic) technology, which combines solar power generation with crop production on the same land. The workshop was delivered with the Skill Council for Green Jobs under the Trainings in New and Innovative Solar Applications (TISA) initiative of the Indo-German Energy Programme, implemented by the German development agency GIZ with India's Ministry of New and Renewable Energy, and with EY India.

***Comparative review and best practice developed in 2025***

• **22 to 24 February 2025:** 26 participants, including 12 from industry, attended 12 technical sessions on agrivoltaic system design, installation, operation and maintenance, regulatory frameworks, procurement, business models and policy.

• **Application to local conditions:** Participants visited the 40 kW agrivoltaic plant at Odisha University of Agriculture and Technology to review how the technology performs under Odisha's farming conditions.

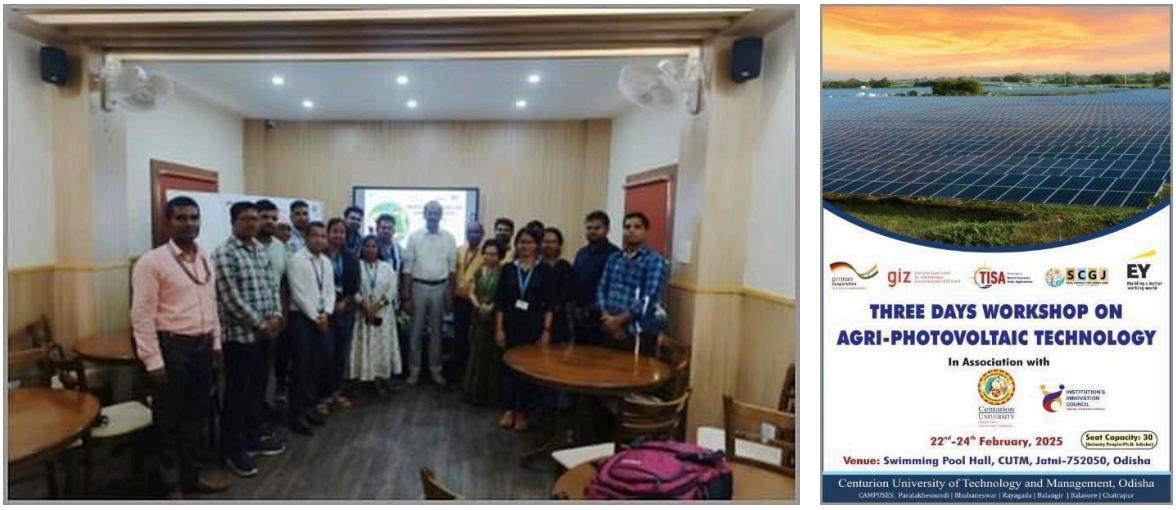



*Fig. 29: Participants and brochure of the Three-Day Workshop on Agri-Photovoltaic Technology under the Indo-German Energy Programme, 22–24 February 2025*

***International Green Gown Awards: International Review of CUTM's Sustainability Practice Framework***

The International Green Gown Awards are run by the EAUC in partnership with the UN Environment Programme and the International Association of Universities. Entries from universities around the world are assessed by international judges, and the finalists' projects are published as examples of good practice for the global higher-education sector.

***Comparative review in 2025***

Two CUTM programmes were named international finalists: Pollinators' Paradise, a biodiversity research park (Nature Positive category), and CUTM's Career-Ready Skill Programmes (Next Generation Learning and Skills category). Pollinator Paradise received a **Highly Commended International Green Gown Award**CUTM was the only university from India among the ten international finalists.

***Outcome***

The awards benchmarked two CUTM programmes against university practice worldwide. Both are now published by the EAUC as international examples of good practice, and the judges' feedback identified specific measures for strengthening the evidence behind CUTM's skills programmes.

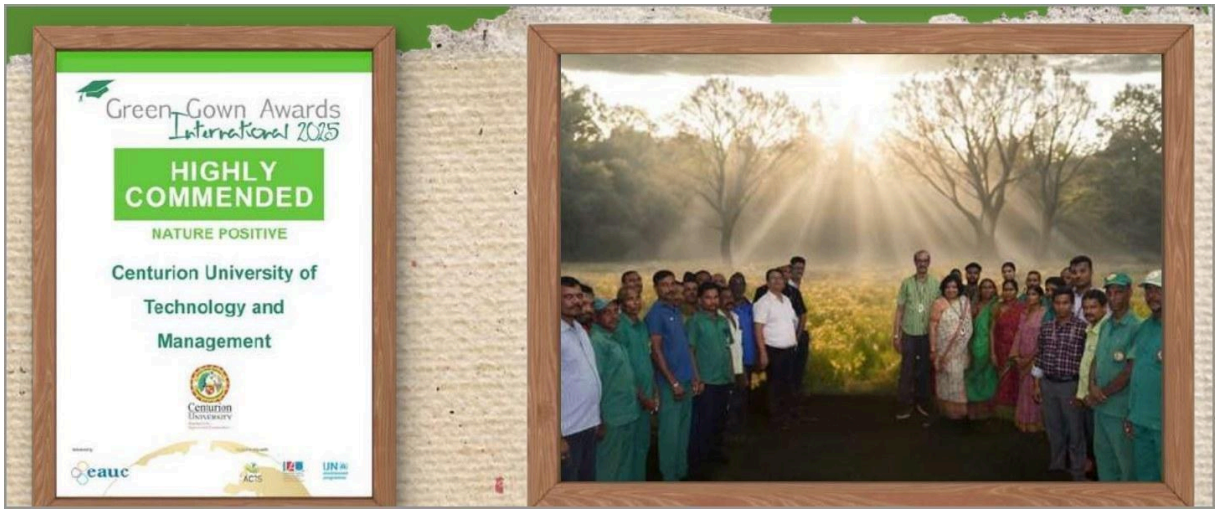



*Fig. 30: CUTM's Highly Commended certificate, International Green Gown Awards 2025 (Nature Positive), with the Pollinator Paradise team*

***AIM-Q 2025: International Comparative Research on Artificial Intelligence and Sustainable Innovation***

***Framework***

CUTM's School of Management organised the International Conference on Artificial Intelligence and Sustainable Innovation: Next Gen Management in the Quantum Era (AIM-Q 2025) as a virtual conference on 22 December 2025. Its international programme committee included members from the University of Canberra (Australia), Pennsylvania State University and the Mayo Clinic (United States), Monash University Malaysia, Poznań University (Poland), Daffodil International University (Bangladesh), and industry experts based in France and Germany.

***Comparative review in 2025***

• **Thematic tracks:** Papers in six thematic tracks compared approaches to sustainable innovation and regenerative business models, artificial intelligence for food security and climate-responsive innovation, circular-economy practice, and ethical governance of artificial intelligence in the public sector.

• **Research submitted:** More than 150 abstracts were received from researchers and practitioners in Germany, France, Malaysia, the United States and Australia, as well as from ten Indian states, and 84 papers were presented.

• **Publication:** Selected peer-reviewed papers are under consideration for an edited book to be published by Taylor & Francis.




*Fig. 31: Brochure of the AIM-Q 2025 international conference, 22 December 2025*

***Government of Zimbabwe: Adapting CUTM's Skills-Training Model for Replication in Zimbabwe***

***Partner and agreement***

CUTM signed an MoU with the Republic of Zimbabwe, represented by the Presidential and National Scholarships Department in the Office of the President and Cabinet, on 11 November 2024. Under this South–South partnership, CUTM trains mid-career Zimbabwean government officers in its skill-integrated education model so that they can establish and lead similar training in Zimbabwe.

***Comparative review and best practice developed in 2025***

CUTM reviewed its skill-integrated training model against Zimbabwe's industrial priorities and matched it to three sectors, so that the officers could adapt the model for Zimbabwean vocational institutions.

- **Training:** From January to July 2025, 71 officers trained at CUTM under Zimbabwe's Presidential Scholarship Programme in electric vehicle assembly, transformer design and manufacture, and apparel production. Each course combined workshop practice with production planning, quality control, low-waste manufacturing and enterprise planning for small and medium-sized enterprises.

- **Launch and completion:** The programme was launched on 7 March 2025 with a Zimbabwean government delegation and the Ambassador of India to Zimbabwe. The officers graduated on 24 July 2025.
- **Replication:** The officers are now prepared as master trainers to set up the same model in Zimbabwean vocational institutions.

***Contribution to the SDGs***

The programme builds Zimbabwe's capacity to deliver technical and vocational skills for employment and enterprise (SDG 4, Target 4.4), through scholarships for officers from a developing country (Target 4.b). Training in electric vehicle assembly and transformer manufacture supports clean transport and reliable electricity supply (SDG 7). By preparing trainers for small and medium-sized manufacturing enterprises, it supports productive employment (SDG 8) and inclusive industrialisation (SDG 9). As a South–South partnership that builds national capacity in a developing country, it contributes directly to SDG 17 (Target 17.9).




*Fig. 32: Zimbabwean government officers training in apparel production, electric vehicle assembly and transformer manufacture at CUTM, 10 July 2025*

***Rastriya Banijya Bank and the Banking, Finance and Insurance Institute of Nepal: Sharing Indian Banking and Community-Enterprise Practice with Nepal***

***Partner and agreement***

Rastriya Banijya Bank Limited (RBBL) is a government-owned commercial bank that serves all 77 districts and 7 provinces of Nepal. CUTM and RBBL signed a five-year MoU effective from 2 February 2024 covering training, education, research and consultancy. The MoU sets out a five-day international programme model at CUTM, combining 20 hours of exposure visits with 20 hours of course learning, in areas that include financial literacy and banking regulation, digital banking, corporate governance and social responsibility, and sustainable finance and rural-sector development. These hours count towards CUTM's 48-hour professional certification courses, which are delivered in Nepal with the Banking, Finance and Insurance Institute of Nepal.

***Comparative review and best practice developed in 2025***

Nepalese bank officers examined Indian banking and community-enterprise practice at first hand, for application to banking and rural-sector development in Nepal.

- **Programme:** From 16 to 20 June 2025, 27 RBBL officers completed a five-day Management Development Programme at CUTM. Sessions on banking and management were combined with visits to CUTM's Community Diagnostics Centre, the JC Kumarappa

Rural Technology Park, the Saora Tribal Museum, and smart-agriculture and renewable-energy installations, showing Indian models of community service delivery and rural enterprise.

- **Growth:** The 2025 group followed a first group of 20 officers in September 2024, an increase of 35 per cent.
- **Wider programme:** With the Banking, Finance and Insurance Institute of Nepal, CUTM delivered six executive programmes for four Nepalese banks: Rastriya Banijya Bank, Nepal Investment Mega Bank, Prabhu Bank and Machhapuchchhre Bank. Between 86 and 92 per cent of participants rated the courses Excellent or Very Good.

***Contribution to the SDGs***

The partnership strengthens the capacity of Nepal's banking sector to widen access to financial services. RBBL is government-owned and serves all 77 districts of Nepal, including rural areas with limited banking. Training its officers in financial literacy, sustainable finance and rural-sector lending supports access to financial services for poor and vulnerable people (SDG 1, Target 1.4) and the capacity of domestic financial institutions to expand banking for all (SDG 8, Target 8.10). Exposure to CUTM's community and tribal enterprises gives bankers practical models for lending to underserved rural and tribal communities, supporting their economic inclusion (SDG 10, Target 10.2). As a cross-border partnership that builds institutional capacity in a least developed country, it contributes to SDG 17 (Target 17.9).




*Fig. 33: Officers of Rastriya Banijya Bank, Nepal, at CUTM and its Community Diagnostics Centre on the first day of the Management Development Programme, 16 June 2025*

***Summary***

In 2025, CUTM reviewed comparative approaches and developed international best practice on the SDGs through six collaborations. Western Sydney University reviewed CUTM's practice across all 17 SDGs and issued a written best-practice strategy on 11 November 2025. CUTM adapted its skills-training model for 71 Zimbabwean government officers in three industrial sectors, preparing them to replicate it in Zimbabwe; the programme concluded on 24 July 2025. CUTM also delivered six executive programmes for four Nepalese banks, including training for 27 officers of Rastriya Banijya Bank from 16 to 20 June 2025, the second annual group under that partnership. Under the Indo-German Energy Programme, CUTM trained 26 participants in agrivoltaic practice from 22 to 24 February 2025. In the International Green Gown Awards, two CUTM programmes were assessed against university practice worldwide, and Pollinator

Paradise was Highly Commended on 7 October 2025. Through AIM-Q 2025, CUTM and its international partners compared approaches to artificial intelligence and sustainable innovation, with more than 150 abstracts from India and five other countries and 84 papers presented.

## 9. Collaboration with NGOs for the SDGs

Centurion University of Technology and Management (CUTM) continued to collaborate with NGOs, charitable trusts, and not-for-profit foundations to advance the SDGs through student volunteering, research, and educational initiatives. These collaborations build on long term partnerships and strengthen community engagement, knowledge sharing, rural development and health outcomes.

In 2025, CUTM students worked with NGO partners in five programmes: the Social Immersion Programme blood donation camps, an eye-screening camp, environmental activities with Young Indians, and visits to two children's homes. In research, CUTM faculty carried out studies with the SELCO Foundation and the Dassault Systèmes Foundation, and began joint research on indigenous seeds with SACAL. In the development of educational resources, CUTM worked with the Wadhwani Foundation, Harsha Trust, Bhagavatula Charitable Trust, the Brahma Kumaris and the Art of Living to train more than 190 school principals and teachers, 120 farmers and NGO field staff, and more than 290 students, staff and faculty members.

Table 23 summarises these collaborations.

*Table 23: NGO collaborations for the SDGs*

| Type of collaboration | NGO partner | 2025 activity | Date | Scale |
|---|---|---|---|---|
| Student volunteering | Lions Club of Bhubaneswar; Central Red Cross Blood Bank, Cuttack; Red Cross, Balasore; Ama Odisha Raktadana Abhiyan (Sambad) | Voluntary blood donation camps, including the 32nd and 33rd Mega Voluntary Blood Donation Camps | Through 2025 | 1,194 units of blood |
| Student volunteering | H.E.L.P. Foundation | Netra Yatra free eye-screening camp, Puri | 29 Jun | 300+ screened; 295 helped |
| Student volunteering | Young Indians (Yi), Confederation of Indian Industry | E-waste group discussion; FUTURE 5.0 climate competition | 16 Jul; 26 Jul | 30+ students; 4 delegates |
| Student volunteering | SOCH Foundation; Adruta Children's Home | Outreach at two children's homes | 20 Oct | 35 volunteers |
| Research | SELCO Foundation | ICSSR-funded study of solar energy and tribal farm households | 30 Jan; 30 May | 1 funded project |
| Research | Dassault Systèmes Foundation (La Fondation Dassault Systèmes) | Funded project on technology for sustainable farming | Ongoing; 21 Oct | 1 funded project |
| Research | SACAL | Joint field research on indigenous seeds and seed conservation, Mohana block | 30 Oct | 3 research objectives; 5 faculty researchers |
| Educational resources | Wadhwani Foundation | Innovation, Design and Entrepreneurship Bootcamp | 17–19 Dec | 190+ principals and teachers |
| Educational resources | Harsha Trust; Bhagavatula Charitable Trust | Residential farmer training in sustainable agriculture | 2–3 Jan; 17–18 Jan | 120 farmers and staff |

| Type of collaboration | NGO partner | 2025 activity | Date | Scale |
|---|---|---|---|---|
| Educational resources | Brahma Kumaris; Art of Living | Mental health seminar; World Meditation Day session | 13 Nov; 21 Dec | 290+ participants |

## ❖ 9.1 Student Volunteering Programmes

***Blood Donation Camps with the Lions Club of Bhubaneswar and the Red Cross (2025)***

In 2025, CUTM student volunteers organised voluntary blood donation camps with NGO partners that together collected 1,194 units of blood. The Lions Club of Bhubaneswar partnered with the University on the two largest camps. The 32nd Mega Voluntary Blood Donation Camp, on 23 August 2025, was held with SCB Medical College and Hospital, Cuttack, and collected 411 units. The 33rd Mega Voluntary Blood Donation Camp, on 11 December 2025, was held with the Central Red Cross Blood Bank, Cuttack, and collected 257 units. On 13 October 2025, the School of Pharmacy held a camp with Ama Odisha Raktadana Abhiyan, the blood donation campaign of the Odia daily Sambad, at which 58 students and staff came forward to donate and 53 units were collected and delivered to the district blood centre. A further camp was held with the Red Cross, Balasore, and Ama Odisha Raktadana Abhiyan. Student volunteers ran donor registration, supported health screening and looked after donors after donation (SDG 3: Good Health and Well-being).



*Fig. 34: Blood donation camps with the Lions Club of Bhubaneswar (left) and Ama Odisha Raktadana Abhiyan, 13 October 2025 (right)*

***Netra Yatra Eye-Screening Camp with the H.E.L.P. Foundation (29 June 2025)***

During the Rath Yatra festival in Puri, CUTM's School of Paramedics and Allied Health Sciences and the H.E.L.P. Foundation held the Netra Yatra free eye-screening camp at Bada Danda, Puri. Faculty and student volunteers screened more than 300 pilgrims and visitors, and 295 of them received optical support (SDG 3: Good Health and Well-being).




*Fig. 35: Netra Yatra eye-screening camp with the H.E.L.P. Foundation, Puri, 29 June 2025*

***Environmental Action with Young Indians (16 and 26 July 2025)***

Young Indians (Yi), the youth wing of the Confederation of Indian Industry, worked with CUTM's Research Centre for Waste to Wealth Management on a group discussion on electronic waste management and recycling on 16 July 2025, attended by more than 30 student volunteers. On 26 July 2025, four CUTM students represented the University at the Yi Bhubaneswar Chapter finale of the FUTURE 5.0 competition, where they competed with students from six institutions and presented proposals for pond rejuvenation, Miyawaki forest plantation and urban heat mitigation (SDG 12: Responsible Consumption and Production; SDG 13: Climate Action).




*Fig. 36: E-waste group discussion (left) and FUTURE 5.0 chapter finale (right) with Young Indians, July 2025*

***Outreach at the SOCH Foundation and Adruta Children's Home (20 October 2025)***

Twenty-two student volunteers visited the shelter of the Society for Children (SOCH) Foundation in Jatni, a child-rights organisation, where they cleaned the premises, made rangoli designs, shared snacks and led activities with the children. On the same day, 13 student and alumni volunteers visited Adruta Children's Home in Kantabada, which cares for abandoned and destitute children, and served festive meals, lit lamps and led games. The volunteers paid for the Adruta visit themselves (SDG 1: No Poverty; SDG 10: Reduced Inequalities).



*Fig. 37: Student volunteers at the SOCH Foundation (left and centre) and Adruta Children's Home (right), 20 October 2025*

## ❖ 9.2 Research Programmes

***SELCO Foundation: Solar Energy and Tribal Farm Households***

CUTM researchers are carrying out a study funded by the Indian Council of Social Science Research (ICSSR), "Efficiency of Solar Energy in Socio-Economic Development of Tribal Farmers' Households". On 30 January 2025, the research team of Dr Shiv Sankar Das, Dr Pradeep Kumar Sahoo, Dr Ansuman Jena and Dr Debashree Debadatta Behera met the SELCO Foundation, a not-for-profit organisation working on sustainable energy for the poor, to agree the study sample and the plan for fieldwork. On 30 May 2025, the team pre-tested the household interview schedule, held focus group discussions with villagers and inspected a solar irrigation system in Junapani village, Papadahandi block, Nabarangpur district (SDG 1: No Poverty; SDG 7: Affordable and Clean Energy).




*Fig. 38: Fieldwork for the ICSSR solar energy study: solar irrigation system, household interview and focus group discussion, Nabarangpur district, 30 May 2025*

***Dassault Systèmes Foundation: Technology for Sustainable Farming***

The Dassault Systèmes Foundation, the Indian arm of the not-for-profit La Fondation Dassault Systèmes, funds a CUTM project, "Use Technology to Empower Farmers with Sustainable Agriculture Practices (through Visual Learning and Data-Driven Techniques)", led by Dr Saurav Barman, Dr P. Naga Harsha Vardhan and Ms Keerthi Priya Oggu of the M.S. Swaminathan School of Agriculture. Under the project, CUTM's Knowledge on Wheels vehicle took visual learning resources on sustainable agriculture to farmers in Rasur village on 21 October 2025 (SDG 2: Zero Hunger; SDG 4: Quality Education).

***SACAL: Research on Indigenous Seeds and Seed Conservation (30 October 2025)***

On 30 October 2025, five faculty researchers from the M.S. Swaminathan School of Agriculture, Dr Saurav Barman, Dr Nilanjana Datta, Dr Tanmoy Shankar, Dr Subhrajyoti Chatterjee and Dr P. Naga Harsha Vardhan, met the NGO SACAL in Mohana block, Gajapati district, to plan joint field research on the seed systems of local farmers. The research has three objectives:

- To identify the reasons for the decline of indigenous seeds;
- To trace the introduction and adoption of hybrid seeds in farmers' fields across Mohana block; and
- To document Indigenous Technical Knowledge (ITK) on seed conservation and storage.

During the same visit, the team and SACAL visited a community-managed seed centre run under the Shree Anna Abhiyan at Kharidhepa (SDG 2: Zero Hunger; SDG 15: Life on Land).




*Fig. 39: Research planning meeting with SACAL (left) and visit to a community-managed seed centre (right), Mohana block, 30 October 2025*

## ❖ 9.3 Development of Educational Resources

***Innovation, Design and Entrepreneurship Bootcamp with the Wadhwani Foundation (17–19 December 2025)***

CUTM hosted the Odisha edition of the Innovation, Design and Entrepreneurship (IDE) Bootcamp for Principals and Teachers of PM SHRI Schools at the University. The bootcamp was

organised with the Department of School Education and Literacy, Government of India, the All India Council for Technical Education (AICTE) and the Ministry of Education's Innovation Cell, with the Wadhwani Foundation, a not-for-profit organisation, as academic partner. More than 190 principals and teachers from PM SHRI schools across Odisha took part.

Over three days, participants learned and practised design thinking, problem framing, customer personas, the jobs-to-be-done method, prototyping, the business model canvas and the basics of funding and financial literacy, and ended with two-minute pitches of their own ideas. The bootcamp equipped school leaders to bring innovation and entrepreneurship teaching into their schools, and it was reported in the regional press (SDG 4: Quality Education; SDG 8: Decent Work and Economic Growth).



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# Entrepreneurship, design thinking must be integral to school education: Dy CM Parida

**PBD BUREAU**

BHUBANESWAR, DEC 21

ODISHA Deputy Chief Minister Pravati Parida said that entrepreneurship and design thinking must be made an integral part of school education to nurture confident and future-ready learners. Addressing educators at the valedictory session of the three-day Innovation, Design and Entrepreneurship (IDE) Bootcamp held from December 17 to 19, 2025, at Centurion University of Technology and Management (CUTM), Odisha, she stressed that PM SHRI Schools have the potential to emerge as national models if innovation becomes a part of everyday teaching and learning.

Prof. MuktiKanta Mishra, President of Centurion University of Technology and Management, echoed the emphasis on innovation, highlighting the role of strong institutional leadership in preparing students for a rapidly changing world.

The national-level programme was organized by the Department of School Education and Literacy in collaboration with the All India Council for Technical Education (AICTE) and the Ministry of Education's Innovation Cell (MIC), with academic support from the Wadhwani Foundation

The bootcamp brought together more than 190 Principals and Teachers from PM SHRI Schools across Odisha, aiming to strengthen leadership capacity and promote innovation at the school level. At the institutional level, the programme was organized by the Department of Electronics and Communication Engineering, CUTM, under the leadership of Dr. Harish Chandra Mohanta, Head of the Department, whose academic stewardship played a key role in the smooth execution of the event.

The IDE Bootcamp was inaugurated nationally by Prof. T. G. Sitharam, Chairman, AICTE; Dheeraj Sahu, Additional Secretary, Department of School Education and Literacy; and Abhay Jere, Vice Chairman, AICTE. The launch marked the simultaneous rollout of the programme across 25 States and two Union Territories, reflecting the Government of India's strong focus on embedding innovation and entrepreneurship in school education.

The state-level inauguration at CUTM was attended by eminent academicians and policymakers, including CUTM Pro Vice-Chancellors Prof. Biswajit Mishra and Prof. Ajay Kumar Nayak, Prof. Karuna Kar Nanda, Director of the Institute of Physics, Bhubaneswar, Dr. Bijay Kumar Sahu of the National Research Development Corporation, Himanshu Bhusana Samarath, Joint Director (Teacher Education), OSEPA; Sagar Hariramani, Startup Fellow, AICTE Innovation Cell; and Harish Chandra Mohanta, Convenor, Institution's Innovation Council (IIC), CUTM.

Throughout the three days, participants engaged in hands-on workshops, immersive sessions, and collaborative group activities focused on design thinking, problem-solving, and entrepreneurial leadership. The sessions emphasized experiential learning in line with the National Education Policy, encouraging educators to translate innovative ideas into classroom practice.

The bootcamp concluded with a collective commitment from school leaders to implement innovation-led approaches in PM SHRI Schools, reinforcing the foundation for quality, inclusive, and future-oriented education in Odisha and beyond.

*Fig. 40: Press report of the IDE Bootcamp, The Political and Business Daily, 22 December 2025*

***Farmer Training with Harsha Trust and Bhagavatula Charitable Trust (January 2025)***

• **Bhagavatula Charitable Trust, 2–3 January 2025:** The M.S. Swaminathan School of Agriculture hosted 100 farmers on a residential training visit funded by the Azim Premji Foundation through Bhagavatula Charitable Trust, Anakapalli, Andhra Pradesh. Farmers visited CUTM's agricultural production units, where faculty and students demonstrated the farming practices used there.

• **Harsha Trust, 17–18 January 2025:** CUTM trained 20 farmers and field staff from Harsha Trust in organic and sustainable farming practices through a residential visit. The visit was part of the Focused Rural Development Programme, which Harsha Trust implements with CSR support from HDFC Bank under its Parivartan initiative.

These two programmes trained 120 farmers and NGO field staff (SDG 2: Zero Hunger; SDG 12: Responsible Consumption and Production).

***Well-Being Education with the Brahma Kumaris and the Art of Living (November and December 2025)***

• **Prajapita Brahma Kumaris Ishwariya Vishwa Vidyalaya, 13 November 2025:** CUTM and the Prajapita Brahma Kumaris Ishwariya Vishwa Vidyalaya held a seminar on "Mental Health and Well-Being". Dr E. V. Swaminathan, a life coach associated with the Brahma Kumaris for nearly 30 years, taught practical techniques for staying mentally balanced and resilient under academic and personal pressure. More than 200 students attended.

• **Art of Living, 21 December 2025:** On World Meditation Day, the Centurion Yoga Club and the School of Nursing held a guided meditation session at Siba Kripa Yogashala, Aryabhatta Building, CUTM. The session was led by Ms Rupal, an Art of Living faculty member and advanced yoga trainer, and was attended by more than 90 students, staff and faculty.

Together, the two sessions reached more than 290 participants (SDG 3: Good Health and Well-being).




*Fig. 41: Seminar with the Prajapita Brahma Kumaris Ishwariya Vishwa Vidyalaya, 13 November 2025 (left), and World Meditation Day session, 21 December 2025 (right)*

## 10. Commitment to Meaningful Education on the SDGs

Centurion University of Technology and Management (CUTM) is committed to providing meaningful education on the Sustainable Development Goals (SDGs) to all students. CUTM's Sustainability Policy, issued with a foreword by the Vice-Chancellor, requires sustainability to be integrated into the curriculum and requires students to apply their learning in local communities.

In 2025, CUTM implemented this commitment through three key approaches.

- **1.** Every school maps its courses to the SDGs most relevant to its discipline and integrates sustainability into its core, domain and skill courses.
- **2.** Programme curricula include mandatory courses on the environment, human values, gender and ethics, taken by 4,296 students during the year, and the Sustainability Policy requires every student to apply their learning in local communities.

- **3.** All students can pursue further SDG learning through national online courses, skill and certificate courses, workshops and volunteering.

*Table 24: How CUTM meets the elements of SDG education for all*

| Element | How CUTM meets it | Evidence |
|---|---|---|
| Commitment by the University as a body | The Sustainability Policy commits the University to integrate sustainability into the curriculum and requires students to apply their learning in local communities. All staff and students have a duty to uphold it. | Sustainability Policy (Version 2), with a foreword by the Vice-Chancellor; held by the Registrar |
| Education integrated across the full curriculum | Every school maps its courses to the SDGs most relevant to its discipline and teaches them through core, domain and skill courses. | School-wise SDG course mapping (Table 25) |
| Mandatory education for all | SDG-centred courses in programme curricula, taken by 4,296 students during the year, and a policy requirement for all students to apply their learning in local communities. | Student course registration records (Table 26); Sustainability Policy |
| Optional education for all | Every student can choose optional online courses on SWAYAM and NPTEL, the Government of India's national online learning platforms; CUTM students made 3,907 course enrolments on these platforms during the year. Students can also take skill and certificate courses on sustainability themes, workshops and volunteering programmes. | SWAYAM-NPTEL records; NSQF-aligned skill courses, certificate courses and SDG workshops (Table 27) |

## ❖ 10.1 The University's Commitment to SDG Education

CUTM's Sustainability Policy states the University's commitment to the SDGs and applies to the whole institution. In its foreword, the Vice-Chancellor, Prof. (Dr) Supriya Pattanayak, sets out the expectation that learning will be applied in practice:

*"Students with active support from teachers are required to reach out to local communities and put into practice the learning, knowledge and skills acquired in the University campuses to identify and address day-to-day problems of communities within which it exists."*

The Policy states that "all staff and students engaged in university activities have a duty to uphold the Policy" and names the Registrar, Dr Anita Patra, as its custodian. For each of its seven areas (green landscapes, green transport, water, waste, energy, plastic waste and e-waste), the Policy requires that the subject be integrated into higher education through the curriculum, research, practice and skill training. It also states that universities "can mold young minds for a green environment through proper educational models", which places education at the centre of the University's response to the SDGs. This approach is consistent with India's National Education Policy 2020, which calls for multidisciplinary, skill-integrated and socially responsive higher education.

## ❖ 10.2 Education Integrated across the Full Curriculum

Each of CUTM's schools maps its courses to the SDGs most relevant to its discipline and teaches sustainability through core, domain and skill courses. The University's action-learning model links classroom teaching to practical work in laboratories, production units and communities, so that students apply sustainability principles within their own field of study.

*Table 25: SDG integration across CUTM's schools*

| School | Main SDGs | Examples of sustainability-related courses and curriculum areas |
|---|---|---|
| School of Engineering and Technology | 6, 7, 9, 11, 13 | Solid Waste Management (CUTM3102); Water Resource Management; Renewable Energy and Green Technology; Electric Vehicle Manufacturing (skill course) |
| M.S. Swaminathan School of Agriculture | 2, 12, 13, 15 | Introductory Agrometeorology and Climate Change (ASAG1202); Farming Systems and Organic Farming for Sustainable Agriculture (ASAG3207); Organic Farming (skill course); food sustainability through sustainable farming practices and low-environmental-impact agricultural production |
| School of Fisheries | 2, 6, 14 | Principles of Aquaculture (FSAQ 1101); Aquatic Ecology, Biodiversity and Disaster Management (FSEM 2106); Coastal Zone Management (FSEM 3108); Aquatic Pollution (CUTM1379); food sustainability through sustainable aquaculture and environmentally responsible aquatic food production |
| School of Veterinary and Animal Sciences | 2, 3, 12, 15 | Bachelor of Veterinary Science and Animal Husbandry; food sustainability, animal welfare, sustainable livestock production, food safety and public health, and environmental sustainability integrated within the veterinary and animal husbandry curriculum |
| School of Management | 2, 8, 10, 12 | Agri-Business Management (ABCU2320); Rural Marketing (CUMM2360); Introduction to Emerging Mobility Solutions (CUTM1196) |
| School of Applied Sciences and School of Biotechnology | 3, 6, 12, 15 | Sustainable Chemistry (CUTM1425); Environmental Biotechnology (CUTM1646) |
| School of Pharmacy and Life Sciences | 3, 9, 12 | Drug Regulatory Affairs and Intellectual Property Rights (CUTM1672) |
| School of Nursing and School of Paramedics and Allied Health Sciences | 3, 5 | Community Health Nursing; clinical and community health postings |
| School of Law | 5, 10, 16 | Human Rights Law; legal aid clinics |
| School of Media and Communication | 4, 5, 13, 16 | Media Laws and Ethics; Culture, Communication and Society |
| School of Vocational Education and Training | 4, 7, 8 | Apprenticeship-embedded B.Voc and D.Voc programmes; NSQF-aligned technical trades |

Within agriculture, fisheries and veterinary/animal sciences, curriculum mapping explicitly addresses food-system sustainability, including sustainable production, environmental impacts, animal welfare and public health.

## ❖ 10.3 Mandatory SDG Education for All Students

CUTM's programme structures place SDG-centred courses in the early semesters of its programmes, so that students meet the environmental, social and ethical dimensions of sustainable development at the start of their studies. The University's student course registration records show 5,412 registrations for these courses during the year, 2,885 from January to June and 2,527 from July to December, by 4,296 different students (Table 26). In the July to December semester, first-semester students in 34 of the University's 53 undergraduate, diploma and certificate programmes registered for at least one SDG-centred course. In 25 programmes, including Business Administration, Computer Applications, Commerce, Forensic Science,

Biotechnology, Physiotherapy and Medical Radiation Technology, every first-semester student did so. Programmes that follow a national curriculum set by a regulatory body teach the environment through the course set by that body; in the B.Sc. (Hons.) Agriculture programme, which follows the ICAR curriculum, is Environmental Studies and Disaster Management.

***Table 26: SDG-centred courses in programme curriculum***

| Course (code) | Focus | SDGs | January–June | July–December | Year |
|---|---|---|---|---|---|
| Environmental Science (CUTM1674, BP206T) | Ecosystems, biodiversity, natural resources, pollution and environmental protection | 6, 7, 12, 13, 14, 15 | 1,089 | 1,028 | 2,117 |
| Environmental Studies (CUTM1010, CUTM4191); Environmental Studies and Disaster Management (ASAM1202, ASES3101) | The environment, natural resources, pollution control and disaster management | 6, 11, 12, 13, 15 | 614 | 49 | 663 |
| Gender, Human Rights and Ethics (CUVA4060, CUTM1014) | Gender equality, human rights and ethical conduct in study and the workplace | 5, 10, 16 | 598 | 685 | 1,283 |
| Universal Human Values (CUVA4064) | Values such as integrity, empathy and respect, and their practice in personal, social and professional life | 4, 10, 16 | 513 | 510 | 1,023 |
| Climate Change and Sustainability (CUVA4056); Climate Change, Sustainability and Organisation (CUTM1015) | The causes and impacts of climate change, mitigation and adaptation, and sustainable development | 7, 12, 13 | 58 | 181 | 239 |
| Gender Sensitization (CUTM4633, CUTM2670); Gender Mainstreaming (EXTN0510) | Gender equality and respect in the workplace and in development work | 5, 10 | 13 | 74 | 87 |
| **Total registrations** | | | **2,885** | **2,527** | **5,412** |
| **Different students** | **Some students took more than one course** | | **2,335** | **2,207** | **4,296** |




*Fig. 42: Registrations in SDG-Centred Programme Courses (2025)*

Orientation programmes for newly admitted students introduce the same themes. In August 2025, the orientation programme of the School of Engineering and Technology, attended by about 900 new students, and that of the School of Applied Sciences and the School of Biotechnology included sessions on gender awareness and ethics and on the University's social responsibility work; the engineering programme also covered renewable energy and electric vehicles for sustainable mobility.

In addition, the Sustainability Policy requires students, with the support of their teachers, to work with local communities and apply their learning to community problems. This requirement extends SDG education beyond the classroom for every student.

## ❖ 10.4 Optional SDG Learning for All Students

Beyond the courses required by their programme, every student, whatever their school, programme or year of study, may choose further SDG learning. Table 27 lists the main options in 2025.

*Table 27: Optional SDG learning open to all students, 2025*

| Option | Description and 2025 participation |
|---|---|
| SWAYAM and NPTEL courses | SWAYAM and NPTEL are the Government of India's national online learning platforms. Every student can take their courses, including courses on the environment, energy, sustainability and development, alongside their programme. In the January–April and July–December 2025 semesters, CUTM students made 3,907 course enrolments, registered for 1,008 course examinations in 45 and 95 courses respectively, and earned 559 certificates. |
| Skill courses | Students may choose NSQF-aligned skill courses with a sustainability focus, such as Solar Photovoltaic Technician, Hydroponics Technician, Beekeeping, and Agrivoltaic Systems and the Sustainable Development Goals. |
| Certificate courses | Students may take certificate courses in Organic Farming, Vermicomposting, Mushroom Farming and Bio-fertiliser Preparation, which teach sustainable agriculture and circular use of resources. |
| Workshop: Foundations of SDGs | A two-day workshop on 19 and 20 September 2025 for 29 students from several disciplines covered all 17 SDGs, India's SDG framework and tools for SDG mapping and monitoring, and ended with group SDG action plans. |
| Workshop: Agri-Photovoltaic Technology | A three-day workshop from 22 to 24 February 2025, held with the Skill Council for Green Jobs under the Indo-German Energy Programme, trained 26 participants, including students, in combining solar power generation with farming. |
| Workshop: Solar Energy, Smart Manufacturing and Sustainability | A two-day workshop on 24 and 25 October 2025 engaged 82 participants in solar energy, smart manufacturing and sustainable development. |
| Energy Conservation Week | From 14 to 20 December 2025, 35 students and faculty members took part in an expert lecture on energy conservation and led a public awareness rally. |
| Well-being seminars | More than 200 students attended a seminar on mental health and well-being on 13 November 2025, and more than 90 students, staff and faculty joined a guided meditation session on World Meditation Day, 21 December 2025. |



*Fig. 43: Foundations of SDGs workshop, 20 September 2025 (left and centre), and Solar Energy, Smart Manufacturing and Sustainability workshop, October 2025 (right)*

CUTM, as a body, is committed to meaningful SDG education for all its students. Its Sustainability Policy, issued with a foreword by the Vice-Chancellor, requires sustainability to be integrated into the curriculum and requires students to apply their learning in local communities. In 2025, every school taught the SDGs most relevant to its discipline through its core, domain and skill courses. Programme curricula required students to take courses on the environment, human values, gender and ethics, and 2,207 students registered for these courses between July and December 2025; every student was also required by the Sustainability Policy to apply their learning in local communities. All students could also choose further SDG learning through online, skill and certificate courses and workshops.

Sources: CUTM Sustainability Policy (Version 2)

## 11. Dedicated Courses on Sustainability and the SDGs

Centurion University of Technology and Management (CUTM) offers dedicated courses on sustainability and the Sustainable Development Goals (SDGs) in two forms: full degree programmes with a strong focus on sustainability, in agriculture, veterinary science, fisheries, nursing, civil engineering, the life sciences, chemistry and law; and dedicated elective, domain and skill courses within degrees in every sector, from engineering, management, pharmacy and health sciences to the basic sciences, maritime studies and vocational training.

The University's student course registration records for January to June and July to December 2025 show 3,171 students enrolled in these degree programmes during the year, including 965 new students admitted during the year (Table 29). They also list 186 dedicated elective, domain and skill courses in seven areas, for which 5,701 students from 69 programmes in 15 schools registered: 3,388 from January to June and 3,497 from July to December (Table 28).

***Table 28: Dedicated elective, domain and skill courses on sustainability, by area***

| Area | Main SDGs | Courses | January–June | July–December | Year |
|---|---|---|---|---|---|
| **Sustainable agriculture and food systems** | **2, 12, 13, 15** | **57** | **1,177** | **1,285** | **1,963** |
| **Public health, veterinary public health and livestock** | **2, 3** | **26** | **1,151** | **891** | **1,669** |
| **Renewable energy and clean mobility** | **7, 9, 11, 13** | **11** | **695** | **580** | **1,259** |
| **Climate, environment, waste and pollution** | **6, 11, 12, 13, 14** | **32** | **403** | **558** | **901** |

| Area | Main SDGs | Courses | January–June | July–December | Year |
|---|---|---|---|---|---|
| **Water, soil and land management** | **6, 15** | **21** | **492** | **355** | **604** |
| **Human rights, governance and rural development** | **1, 5, 10, 16** | **10** | **299** | **250** | **535** |
| **Sustainable fisheries and aquaculture** | **2, 14** | **29** | **204** | **179** | **308** |
| **Total** | | **186** | **3,388** | **3,497** | **5,701** |

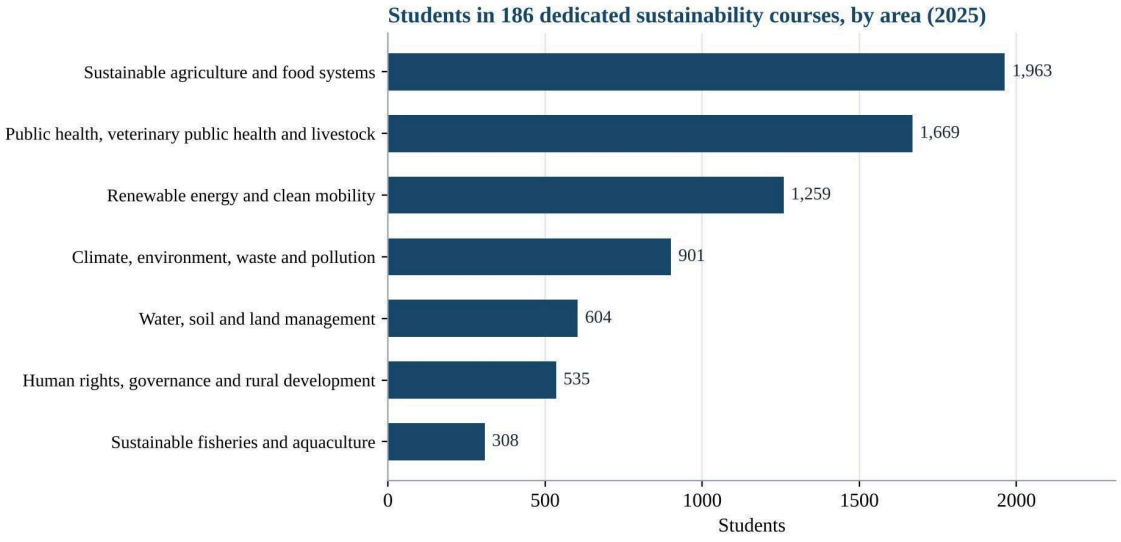



*Fig. 44: Students in 186 Dedicated Sustainability Courses, by Area (2025)*

Note: The total counts each student once. Some students took courses in more than one area, and some took courses in both January–June and July–December, so the total is less than the sum of the rows and of the two half-year columns

## ❖ 11.1 Full Degree Programmes Focused on Sustainability

CUTM offers undergraduate and postgraduate degrees whose subject is sustainable development, in agriculture, veterinary science, fisheries, nursing, civil engineering, the life sciences, chemistry and law. Table 29 lists these programmes, with 3,171 students enrolled during the year and 965 new students admitted in July 2025. Students also learn through hands-on practical work.

***Table 29: Sustainability-focused degree programmes, students enrolled and new students***

| Degree programme | Sustainability focus | Main SDGs | Students enrolled during the year | New students admitted in 2025 |
|---|---|---|---|---|
| **B.Sc. (Hons.) Agriculture** | **Sustainable crop production, natural and organic farming, soil health and farming-based livelihoods** | **2, 12, 13, 15** | **1,132** | **257** |
| **B.V.Sc. and A.H. (Veterinary Science and Animal Husbandry)** | **Livestock production, animal nutrition, and veterinary public health and epidemiology** | **2, 3** | **238** | **81** |

| Degree programme | Sustainability focus | Main SDGs | Students enrolled during the year | New students admitted in 2025 |
|---|---|---|---|---|
| M.Sc. (Agriculture), seven specialisations | Agronomy, soil science, plant breeding for climate resilience, horticulture, entomology, plant pathology and agricultural extension | 2, 13, 15 | 191 | 56 |
| Bachelor of Fishery Science | Aquaculture, fisheries resource management and fisheries policy and law | 2, 14 | 209 | 48 |
| M.Sc. Geoinformatics | Remote sensing and GIS for agriculture, forestry, health and urban and regional planning | 11, 13, 15 | 34 | 20 |
| MBA in Agribusiness Management | Agribusiness, rural development programmes and agribusiness policy | 2, 8 | 34 | 10 |
| Master of Fishery Science | Recirculating aquaculture systems and soil and water quality management in aquaculture | 14 | 15 | 9 |
| B.Sc. Nursing | Community health nursing, environmental health and epidemiology | 3 | 658 | 291 |
| B.Tech. Civil Engineering | Water supply and sanitary engineering, hydrology and irrigation, green construction and disaster preparedness | 6, 9, 11 | 162 | 36 |
| B.Sc. Zoology | Indigenous fisheries, beekeeping, vermiculture and microforestry | 2, 14, 15 | 97 | 33 |
| M.Sc. Zoology | Sustainable aquaculture, soil and water quality management, and ecology | 14, 15 | 161 | 30 |
| M.Sc. Botany | Advanced plant ecology and the study of plant communities and ecosystems | 13, 15 | 107 | 24 |
| Master of Laws (LL.M.) | Human rights law and consumer protection law | 10, 16 | 90 | 64 |
| M.Sc. Applied Chemistry | Sustainable chemistry, energy storage and industrial pollution management | 7, 12 | 20 | 3 |
| Bachelor of Dairy Technology | Dairy production and processing, with waste disposal and pollution abatement | 2, 12 | 23 | 3 |
| Total | | | 3,171 | 965 |




*Fig. 45: M.Sc. (Agriculture) students in practical sessions on protected cultivation and hydroponics during a one-week hands-on workshop on smart agriculture, 15–21 April 2025*



*Fig. 46: B.F.Sc. students at hands-on training in hygienic, low-waste seafood processing, organised by the Marine Products Export Development Authority in two export processing units, November 2025*

## ❖ 11.2 Dedicated Sustainability Courses within Degree Programmes

Dedicated sustainability courses are taken by students in every sector of the University. Engineering and vocational students take courses in solar energy, electric vehicles, waste management and sanitation; management and law students take courses in sustainable mobility, rural development, human rights and consumer protection; and health, pharmacy and veterinary students take courses in community and public health, epidemiology and livestock management. Agriculture, fisheries and science students take courses in organic and natural farming, soil and water management, sustainable aquaculture, ecology, plant tissue culture and remote sensing for natural resources. Students can also take the NPTEL course Education for Sustainable Development through the University's NPTEL–SWAYAM Local Chapter, which, three B.Sc. students completed with Elite and Gold certificates in the January–April 2025 semester. Table 30 lists every course with the number of students registered for it.

***Table 30: Dedicated sustainability courses and students registered***

| Area | Courses (students registered) |
|---|---|
| Sustainable agriculture and food systems | Farming Based Livelihood Systems (305); Farming System and Organic Farming for Sustainable Agriculture (226); Principles of Integrated Pest and Disease Management (226); Geoinformatics and Nanotechnology for Precision Farming (208); Rain-Fed Agriculture and Watershed Management (206); Vermicomposting Farming (205); Hydroponics Technology (180); Principles and Practices of Natural Farming (168); Organic Farming (153); Organic Production: Field Crops (111); Organic Production: Horticultural Crops (111); Bio-fertiliser and Biopesticide Production Technology (111); Organic Production Technology (111); Aquaponics Cultivator (107); Horticulture Nursery Management (100); Seed Production and Testing Technology (98); Raising Crops Under Automated Polyhouse (91); Soil-Less Farming and Hydroponics Technology (91); Smart Irrigation and Nutrient Management (91); Biopesticide Production (84); Management of Crops in Hydroponics (83); Use of Smart Tools for Precision Crop Management (83); Hybrid Seed Production of Vegetables (83); Bio-fertiliser Production (81); Mushroom Production Technology (78); Introduction to Apiculture (77); Production Management of Medicinal and Aromatic Crops (56); Plant Tissue Culture Technologies (56); Certification and Inspection Systems in Organic Farming (56); Biopesticides and Bio-fertilisers (56); Vermimanuring Technician (55); Pollinator Habitat Design and Maintenance (46); Micro Irrigation Technology (41); Bio-fertiliser Preparation (35); Plant Tissue Culture Engineering (33); Mushroom Farming (31); Remote Sensing in Agriculture and Crop |

| Area | Courses (students registered) |
|---|---|
| | Monitoring (28); Cropping System and Sustainable Agriculture (26); Breeding for Stress Resistance and Climate Change (25); Commercial Plant Tissue Culture (23); Applied Plant Tissue Culture (23); Techniques for Conservation of Plant Genetic Resources (23); Applied Hi-Tech Horticulture (22); Protected Cultivation of Vegetable Crops (22); Development of Biopesticides and Bio-fertilisers (17); Beekeeping Practices (16); Seed Production: Paddy (14); Production of Underutilized Vegetable Crops (13); Seed Production of Vegetable Crops (13); Technologies of Plant Tissue Culture (12); Microforestry Practices (10); Recent Trends in Post-Harvest Technology (9); Pest Management Techniques in Storage (9); Post-Harvest Storage of Fruits and Vegetables (9); Vermiculture (6); Beneficial Insect Farming (6); Insect Ecology (3) |
| Health, veterinary public health and livestock | Community Pharmacy and Management (345); Social Pharmacy (313); Social and Preventive Pharmacy (282); Livestock and Poultry Management (168); Livestock Production Management (160); Animal Nutrition (156); Poultry Farming (136); Dairy Farming (103); Poultry Production Technology (86); Veterinary Public Health and Epidemiology (77); Veterinary and Animal Husbandry Extension Education (77); Livestock Farm Practices (77); Community Health Nursing I Including Environmental Science and Epidemiology (73); Epidemiology (54); Health Programme in India (37); Feed for Livestock and Aquatic Lives (20); Public Health and Community Optometry (17); Public Health Microbiology (13); Community Medicine (12); Community Health Nursing II (12); Backyard Livestock (10); Nutrition and Health (8); GIS in Health (8); Introduction to Community Health (6); Epidemiology and Community Optometry (5); Mental Health (2) |
| Climate, environment, waste and pollution | Green Synthesis (234); Solid Waste Management (168); Hyper-Spectral Remote Sensing and Its Application (69); Remote Sensing and Digital Image Processing (61); Disaster Preparedness and Planning Management (60); Mine Environment and Hazards (58); Advances in Plant Ecology (54); Paper Recycling Operation and Management (54); Forensic Biology and Wildlife Forensics (45); Coastal Zone Management (44); Aquatic Pollution (44); Fish By-products and Waste Utilisation (44); LiDAR Remote Sensing and Its Applications (41); Fish Toxicology (25); Systematics and Diversity of Plants (24); Marine Pollution Prevention (MARPOL, ISO, ISM and ISPS) and Watch-keeping (22); Compliance with Pollution Prevention Requirements (20); Ecology and Evolution (14); Fish and Shellfish Waste Management (14); Plant Ecology and Phytogeography (10); Disaster Management (10); Waste Disposal and Pollution Abatement (10); Sustainable Chemistry (8); RS and GIS for Environmental Engineering (8); Sustainability in Construction and Green Structures (8); Geological Remote Sensing Technique (8); Microwave Remote Sensing and Applications (8); RS and GIS for Urban and Regional Planning (8); RS and GIS for Agriculture and Forestry (8); Renovation and Retrofitting of Green Structures (6); Industrial Pollution and Management (3); Urban Transportation Planning (1) |
| Renewable energy and clean mobility | Solar Lighting Technology (389); Solar Thermal Engineering (220); Renewable Energy and Green Technology (206); Solar PV Microgrid System (165); Agrivoltaic Technology (159); Introduction to Emerging Mobility Solutions (53); EV Battery Manufacturing (52); Energy Storage Materials (18); Electric Vehicles (8); Energy Storage System (4); Non-Conventional Renewable Energy (1) |
| Human rights, ethics and rural development | Community Action Learning (293); Agricultural Research, Research Ethics and Rural Development Programmes (97); Agricultural Finance and Cooperation (72); Human Rights in Indian Context (29); Human Rights Law in International Order (29); Fisheries Cooperative and Marketing (24); Competition Law and Consumer Protection Law (20); Contemporary Development Communication (14); Agribusiness Environment and Policy (14); Rural Marketing (13) |
| Sustainable fisheries and aquaculture | Coastal Aquaculture and Mariculture (67); Fish Nutrition and Feed Technology (67); Soil and Water Quality Management in Aquaculture (57); Fish and Shellfish Health Management (48); Fresh Water Aquaculture (48); Fish Production and Value Addition (44); Fish and Shellfish Breeding and Hatchery Management (43); Inland Fisheries (43); Fisheries Extension (43); Feed Management in Aquaculture (40); Health Management in |

| Area | Courses (students registered) |
|---|---|
| | Aquaculture (36); Aquaculture Rearing (36); Advanced Sustainable Aquaculture (30); Finfish Hatchery Management (25); Marine Fisheries (25); Fisheries Policy and Law (25); Fisheries Extension Education (24); Shellfish Hatchery Management (24); Fish Population Dynamics and Stock Assessment (24); Biofloc Aquaculture (22); Fish and Shellfish Nutrition (16); Indigenous Fishery (14); Hatchery Technology for Finfishes and Shellfishes (9); Freshwater Aquaculture Production Systems (9); Coastal Aquaculture and Mariculture Farming Systems (9); Recirculating Aquaculture Systems (9); Aquaculture Policy and Planning (6); Open Water Aquaculture (6); Non-Conventional Aquaculture Farming Practices (1) |
| Water, soil and land management | Problematic Soils and Their Management (208); Manures, Fertilizers and Soil Fertility Management (205); Soil Fertility Management (167); Soil Plant and Water Testing (78); Soil and Water Chemistry (48); Water Supply and Sanitary Engineering (43); Principles and Practices of Water Management (26); Management of Problem Soils and Waters (26); Soil Erosion and Conservation (26); Principles and Practices of Soil Fertility and Nutrient Management (24); Hydrology and Irrigation (23); Rainwater Harvesting and Artificial Recharge (15); Integrated Watershed Management (15); Sustainable Watershed (15); R Programming in Watershed Hydrology (11); Modelling and Simulation of Watershed Processes (11); Geo-Spatial Application in Watershed Management (11); Watershed Hydrology (9); RS and GIS for Hydrology and Water Resources (8); Hydrology and Irrigation Engineering (3); Soil, Water and Air Pollution (2) |

## ❖ 11.3 Online Sustainability Courses through SWAYAM and NPTEL

SWAYAM is the Government of India's national online learning platform, and NPTEL (National Programme on Technology Enhanced Learning) is one of its national coordinators, offering courses developed by the IITs and IISc. Students may earn credit for SWAYAM–NPTEL courses on sustainability and the SDGs through the University's NPTEL–SWAYAM Local Chapter. In 2025, CUTM students made 374 enrolments in 34 SWAYAM–NPTEL courses on these themes and earned 111 certificates (Table 31)..

*Table 31: SWAYAM–NPTEL courses on sustainability taken by CUTM students*

| Course title | Main SDGs | Students registered |
|---|---|---|
| Natural Resources Management | 12, 15 | 114 |
| Environmental Science | 6, 13, 15 | 38 |
| Micro Irrigation Engineering | 2, 6 | 38 |
| Business and Sustainable Development | 8, 12 | 37 |
| Charging Infrastructure | 7, 11 | 22 |
| Rural Water Resources Management | 6 | 18 |
| Forests and their Management | 13, 15 | 15 |
| Basics of Health Promotion and Education Intervention | 3 | 12 |
| Education for Sustainable Development | 4, 13 | 10 |
| Wastewater Treatment and Recycling | 6 | 8 |
| Wild Life Ecology | 15 | 8 |
| Applied Environmental Microbiology | 6, 12 | 7 |
| Soil Science and Technology | 2, 15 | 6 |
| One Health | 3, 15 | 4 |

| Course title | Main SDGs | Students registered |
|---|---|---|
| Physics of Renewable Energy Systems | 7 | 4 |
| Post Harvest Operations and Processing of Fruits, Vegetables, Spices and Plantation Crop Products | 2, 12 | 4 |
| Climate Change - Extreme Events | 13 | 3 |
| Ecology and Society | 13, 15 | 3 |
| Machine Learning For Soil And Crop Management | 2, 15 | 3 |
| Water and waste water treatment | 6 | 3 |
| Advanced Aquaculture Technology | 2, 14 | 2 |
| Basic Environmental Engineering and Pollution Abatement | 6, 11 | 2 |
| Food Microbiology for Safe and Sustainable Food Systems | 2, 3, 12 | 2 |
| Air pollution and Control | 3, 11 | 1 |
| Basic Course in Ornithology | 15 | 1 |
| Carbon Accounting and Sustainable Designs in Product Lifecycle Management | 12, 13 | 1 |
| Climate Change Science | 13 | 1 |
| Corporate Social Responsibility | 8, 17 | 1 |
| Environmental Biotechnology | 6, 12 | 1 |
| Environmental Nanotechnology and Applications | 6, 12 | 1 |
| Non-conventional energy Resources | 7 | 1 |
| Plastic Waste Management | 12, 14 | 1 |
| Selection of Nanomaterials for Energy Harvesting and Storage Application | 7 | 1 |
| Total- 34 courses | | 374 |

***Summary***

CUTM offers dedicated courses on sustainability and the SDGs as full degrees and as elective, domain and skill courses. During the year, 3,171 students were enrolled in degree programmes with a strong focus on sustainability, including 965 new students admitted during the year. In addition, 5,701 students from 69 programmes in 15 schools registered for 186 dedicated elective, domain and skill courses in seven areas: sustainable agriculture and food systems; public health, veterinary public health and livestock; renewable energy and clean mobility; climate, environment, waste and pollution; water, soil and land management; human rights, governance and rural development; and sustainable fisheries and aquaculture. These courses give students specialised knowledge and practical skills for sustainable development. Students also made 374 enrolments in 34 NPTEL online courses on sustainability, which led to 111 certificates.

## 12. Education for the SDGs in the Wider Community

Centurion University of Technology and Management (CUTM) extends education for sustainable development beyond its enrolled students through community training, professional

capacity building, public education and livelihood-focused learning. Activities engage **school teachers and principals, farmers, rural and tribal communities, healthcare participants and other community groups**, linking practical education with sustainable livelihoods, health, climate resilience, resource management and innovation. This approach combines experiential and lifelong learning with community engagement and partnerships. In 2025, CUTM extended its outreach education to local farmers, villagers, schoolteachers, **professionals, and alumni, as well as vulnerable groups**, including children in care homes, street-connected children, and farmers from Scheduled Caste communities. These initiatives strengthen knowledge, develop practical skills, and promote sustainable practices within the wider community.

*Table 32: Outreach education for the wider community by audience, 2025*

| Audience | Main 2025 activities | Participants |
|---|---|---|
| Local residents and farmers | Utkal Krishi Mela; residential and village training in sustainable agriculture and aquaculture; organic farming training; agri-photovoltaic workshop; community tree planting; village health and nutrition education; teacher education bootcamp | See Sections 1.1 to 1.4 |
| Alumni | Alumni Meet 2025 and alumni knowledge-exchange sessions including guided campus tours and SDG awareness activities. | More than 319 alumni at two Alumni Meets; 290 participants in five sessions |
| Vulnerable and disadvantaged groups | Education and well-being activities for children in care homes and street-connected children; livelihood training for Scheduled Caste farmers | 180 children (Adruta); 280+ children (Hope Through Sports); 20 farmers |

### *Year-on-Year Comparison*

Participation in the University's recurring outreach activities rose from more than 815 in 2024 to more than 1,253 in 2025 (Table 33). In both years, Alumni Meets were held at two campuses.

The 2025 farmer training figure comprises the Bhagavatula Charitable Trust (100), Harsha Trust (20), NMAET–ATMA (25), dragon fruit (20) and LIC HFL HRIDAY (9) programmes.

*Table 33: Participants in recurring outreach activities, 2024 and 2025*

| Activity | 2024 | 2025 |
|---|---|---|
| Hands-on and residential training for farmers (excluding the Krishi Mela) | 180 | 174 |
| Free dental camp with Hi-Tech Dental College and Hospital | 255 | 280 |
| Training for school teachers and principals | 150 | 190+ |
| Alumni Meets (two campuses) | 230+ alumni and families | 319+ alumni |
| Alumni-led knowledge-exchange sessions | Not held | 290 participants in five sessions |
| Total, recurring activities above | 815+ | 1,253+ |

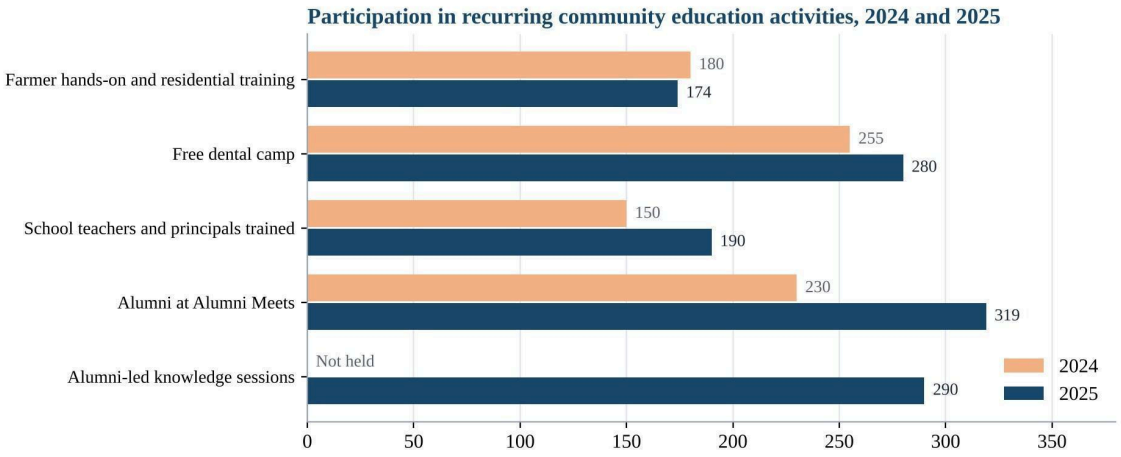



*Fig. 47: Participation in Recurring Community Education Activities, 2024 and 2025*

## ❖ 12.1 Education for Local Residents and Farmers - SDGs 1, 2, 6, 13, 14 and 15

Sustainable Agriculture and Aquaculture Education for Rural Communities

CUTM provides hands-on education for local resident farmers in sustainable agricultural practices, including **organic farming, dairy farming, fisheries, water-efficient irrigation and climate-resilient crop management**.

**Utkal Krishi Mela (7–8 April 2025):** The M.S. Swaminathan School of Agriculture organised the third Utkal Krishi Mela, a two-day agricultural outreach programme attended by 1,171 farmers, along with agricultural professionals, researchers, and self-help groups. The event featured expert panel discussions, farmer–scientist interactions, and a farmers' quiz covering livestock development, aquaculture, farm mechanisation, crop protection, and alternative farming practices. Trainees in mushroom cultivation and beekeeping were recognised for their participation, while Soil Health Cards were distributed to host farmers. The initiative promoted agricultural knowledge sharing, practical skill development, and sustainable farming and aquaculture practices among the farming community.



*Fig. 48: Farmers and University staff at the Utkal Krishi Mela, 7–8 April 2025*

**Residential Training for Farmers:** On 3–4 September 2025, CUTM organised a two-day residential training programme for 25 farmers from Buguda Block, Ganjam district, in collaboration with the Agricultural Technology Management Agency (ATMA) under the

Department of Agriculture and Farmers' Empowerment, Government of Odisha. Participants received hands-on training at the University's demonstration units in dragon fruit cultivation, vermicomposting, beekeeping, vanilla cultivation, mushroom production, agricultural drone applications, livestock management, Black Soldier Fly larvae, recirculating aquaculture systems, and biofertiliser production.

Earlier in 2025, CUTM also provided training in organic and sustainable farming practices to 100 farmers from the Bhagavatula Charitable Trust on 2–3 January and 20 farmers and field staff from Harsha Trust on 17–18 January. These programmes strengthened practical agricultural skills and promoted sustainable farming practices among farmers and rural communities




*Fig. 49: Farmers from Buguda block during residential training in sustainable agriculture, September 2025*



*Fig. 50: Farmers and field staff of Harsha Trust during training in organic and sustainable farming, January 2025*

### *High-Value and Climate-Smart Farming*

On 3 November 2025, CUTM trained 20 small and marginal farmers, primarily from Scheduled Caste communities, in organic dragon fruit cultivation, covering soil health, grading, processing, and market linkages. The programme was supported by the Science and Technology for Equity

Empowerment and Development (SEED) Division of the Department of Science and Technology, Government of India, under project DST/SEED/SCSP/2023/275.

On 23–24 October 2025, a training programme on controlled-environment saffron cultivation engaged 34 farmers, young agricultural professionals, and students. The sessions covered hydroponic cultivation techniques and nutrient management. Additionally, from 22–24 February 2025, CUTM organised a workshop on agri-photovoltaic technology in collaboration with the Skill Council for Green Jobs under the Indo-German Energy Programme. The workshop trained 26 participants, including 12 industry professionals, in integrating solar power generation with agricultural production. These initiatives promoted livelihood diversification, resource-efficient farming, and the adoption of innovative, climate-smart agricultural technologies.




*Fig. 51: Training in organic dragon fruit farming for small and marginal farmers, 3 November 2025*

***Mushroom Cultivation Training***

Mushroom cultivation offers small and landless farmers, particularly women, an affordable income-generating opportunity by converting agricultural residues into marketable products. In 2025, University staff and final-year agriculture students provided training in paddy straw and oyster mushroom cultivation at Kududa village on 29 January, Tamparakaita village in Gosani Block on 30 January, and Rajpur village on 7 February through the University's NSDC-approved skill training centre. On 6 April, nine farmers associated with the LIC HFL HRIDAY project received hands-on training in paddy straw mushroom cultivation at the University's mushroom unit. These initiatives equipped participants with practical skills to utilise crop residues for sustainable livelihood generation.

***Environmental Education with Local Communities and residents***

On 7 July 2025, 13 University students and staff joined volunteers of Kusumati Chhanaghara Gram Panchayat and teachers of Kusumati Chhanaghara High School to plant trees around the school during Van Mahotsav, the national tree-planting festival, learning together about the role of trees in climate resilience and biodiversity. From 15 to 18 July 2025, the University's National Service Scheme (NSS) unit planted perennial trees in villages, school grounds and farmers' fields under the national campaign "Ek Ped Maa Ke Naam" ("A Tree in the Name of Mother"), using seedlings from the Divisional Forest Office and following up to ensure the seedlings survived.




*Fig. 52: Community members, teachers and University volunteers at the Van Mahotsav plantation drive, Kusumati, 7 July 2025*

### *Community Health Education*

#### *Healthcare on Wheels and Community Health Education*

The School of Nursing's Healthcare on Wheels programme delivered health education and preventive healthcare services to rural communities in Gajapati district. During National Nutrition Week (1–6 September 2025), nursing students and NSS volunteers reached 208 residents across six villages—Dhamunigaon, Ranadevi, Kantragada, 7th Mile, R. Sitapur, and Dalimbapur—through awareness talks, flashcards, interactive games, and a food festival showcasing nutritious local recipes.

During World Breastfeeding Week, more than 230 mothers and family members received education on breastfeeding, maternal and child nutrition, and hygiene. A free health check-up camp also served 74 people, providing health counselling and guidance on preventive care. In November 2025, an awareness programme held on National Cancer Awareness Day at Vayalapadu village reached 45 people, including 35 schoolchildren, through awareness sessions and free oral and cervical cancer screening. The programme emphasised early detection and included a pledge against tobacco use. CUTM's community health care on wheels bus is badged with the SDGs adding another layer of awareness and promotion across rural and urban Odisha.




*Fig. 53: Healthcare on Wheels and Community Health Education*

***Community Dental Health Camp***

In February 2025, CUTM's Community Diagnostic Centre, in collaboration with Hi-Tech Dental College and Hospital, organised a free dental health camp. A total of 280 people received dental check-ups and counselling on oral hygiene, promoting preventive healthcare and awareness of oral health in the community.



*Fig. 54: Nutrition education for school children in Gajapati district during National Nutrition Week, September 2025*




*Fig. 55: Healthcare on Wheels health check-up camp and a village health education session, 2025*

On National Girl Child Day, 24 January 2025, School of Law students and faculty ran a rural legal-awareness programme in nearby villages. Through door-to-door visits, street plays and posters, they explained the right to education, the law prohibiting child marriage and protections against discrimination, encouraged parents to keep their daughters in school, and distributed educational kits and sanitary packs to girls.

***Professional outreach***

***Training School Leaders in Innovation and Entrepreneurship***

From **17–19 December 2025**, CUTM hosted the Odisha Innovation, Design and Entrepreneurship (IDE) Bootcamp for **more than 190 principals and teachers from PM SHRI schools across Odisha**The programme formed part of a national initiative involving the Department of School Education and Literacy, AICTE and the Ministry of Education's Innovation Cell, with the Wadhwani Foundation as academic partner. Participants engaged in practical learning on innovation, design thinking and entrepreneurship, strengthening their capacity to support innovation within school education. [orissadiary.com], [aicte.gov.in]

**SDG linkages:** SDG 4 – Quality Education; SDG 8 – Decent Work and Economic Growth; SDG 9 – Industry, Innovation and Infrastructure; SDG 17 – Partnerships for the Goals.

**External evidence:** Odisha Diary: IDE Bootcamp at Centurion University AICTE: IDE Bootcamp for PM SHRI School Principals and Teachers

## ❖ 12.2 SDG Awareness and Lifelong Learning for Alumni

Centurion University extends SDG-related learning beyond its formal academic programmes by engaging alumni as both learners and knowledge contributors. Through campus-based learning experiences, community outreach and alumni-led knowledge-exchange sessions, the University connects its wider alumni network with sustainable development challenges, emerging professional practices and opportunities to contribute to the SDGs.

***Alumni Meets and Campus Tours***

In December 2025, the University organised Alumni Meet 2025 – “Home Coming 2025” across two campuses, with events held on 24 December and 26–27 December. A total of 319 alumni representing diverse disciplines and graduating years attended in person, while others

participated online. The University also launched an integrated alumni portal to connect its community of more than 25,000 alumni and facilitate continued professional networking and engagement.

The Meets provided alumni with opportunities to learn about the University's ongoing educational, research and community-oriented initiatives. Guided tours of laboratories, research centres, Centres of Excellence, and skill-training and production facilities introduced alumni to the University's work in skills development, livelihoods, research and innovation (SDGs 4, 8 and 9). Departmental visits and discussions with faculty and students encouraged knowledge exchange on curriculum development, mentoring and potential collaboration.

Learning activities also addressed individual and community well-being. A session on Hatha and Nada Yoga promoted awareness of physical and mental well-being (SDG 3). At one campus, 25 alumni conducted a two-hour interactive session with ITI and diploma students on career pathways, employability skills and industry expectations. Alumni also visited a local school on the second day to share their experiences with pupils, extending educational engagement beyond the University campus (SDGs 4 and 8).

Through these activities, the University used alumni gatherings not only to maintain graduate connections but also to facilitate learning, professional knowledge-sharing and educational outreach to students and the wider community.



*Fig. 56: Alumni at Alumni Meet 2025, December 2025*



*Fig. 57: Alumni touring a skill-training and production facility (left) and at the Hatha and Nada Yoga session (right), Alumni Meet 2025, December 2025*

### *Alumni-Led Sessions on SDG Themes*

The University also provides opportunities for alumni to share professional expertise and practical insights through knowledge-exchange sessions open to alumni, students and professionals. During 2025, five sessions addressed themes spanning sustainable agriculture, natural resource management, responsible business practices, healthcare and pharmaceutical manufacturing. These sessions enabled participants to engage with real-world applications of knowledge and explore their connections with the SDGs.

On 20 January 2025, an MBA alumnus (2013–15), working as Senior Programme Officer with the Watershed Support Services and Activities Network (WASSAN) and the Shree Anna Abhiyan, formerly the Odisha Millets Mission, shared insights from the State's efforts to revive millet cultivation for nutrition security and his work in watershed development. The session connected participants with issues of food security, sustainable agriculture and ecosystem management (SDGs 2 and 15).

Subsequent sessions broadened the learning agenda to include accounting in evolving business environments shaped by sustainability considerations (SDGs 8 and 12), professional development and leadership in radiology (SDG 3), career opportunities in the pharmaceutical industry (SDGs 3 and 8), and industrial practices in parenteral manufacturing, including an online session (SDGs 3 and 9).

***Table 34: Alumni knowledge-exchange sessions and their SDG themes***

| Session | Date | Participants | SDG Themes |
|---|---|---|---|
| Transforming Human Resources: Insights from the Odisha Millets Mission | 20 January 2025 | 52 | 2, 15 |
| Accounting Dynamics in Emerging Business Landscapes | 26 August 2025 | 72 | 8, 12 |
| Professional Growth and Leadership in Radiology | 22 October 2025 | 79 | 3 |
| Career Opportunities in the Pharmaceutical Industry | 27 October 2025 | 45 | 3, 8 |
| Industrial Insights and Parenteral Manufacturing (online) | 30 October 2025 | 42 | 3, 9 |

| Session | Date | Participants | SDG Themes |
|---|---|---|---|
| **Total** | | **290** | |




*Fig. 58: Alumni-led sessions on radiology, 22 October 2025 (left), and on careers in the pharmaceutical industry, held online, 27 October 2025 (right)*

Together, the five sessions reached 290 participants, providing opportunities to learn from alumni expertise across multiple professional fields. By connecting practical industry experience with sustainable development themes, these initiatives support continuing education and SDG awareness beyond the University's enrolled student population.

## ❖ 12.3 Education for Vulnerable and Disadvantaged Groups

**Adruta Children's Home:**

Adruta Children's Home in Bhubaneswar cares for abandoned, parentless and destitute children. On 26 June 2025, the International Day against Drug Abuse and Illicit Trafficking, 11 University volunteers ran a programme there for 180 children on healthy lifestyles and the prevention of drug abuse, including a drawing competition on the theme “Breaking the Chains: Prevention, Treatment, and Recovery for All”. On 20 October 2025, 13 students and alumni returned to the home to celebrate Diwali with the children, arranging meals for all residents and leading activities with them.

**SOCH Foundation.**

The Society for Children (SOCH) Foundation in Jatni works with runaway, missing and addicted children and school dropouts, and runs a residential education bridge camp to return them to age-appropriate schooling. On 20 October 2025, 22 University volunteers spent the afternoon with 200 children at the camp, cleaning the premises, making rangoli designs and leading activities on child rights, teamwork and creativity.




*Fig. 59: University volunteers with children at the SOCH Foundation education bridge camp, 20 October 2025*



*Fig. 60: University volunteers with children at Adruta Children's Home, 26 June 2025*

**Hope Through Sports**.

On 28 January 2025, the University supported the Hope Through Sports meet for street-connected children of Bhubaneswar at Pragati Kendra, Ashok Nagar, providing health check-ups and physical activity sessions. More than 280 children took part in over 35 competitions, which promoted health, fitness and social inclusion.

***Summary***

CUTM, as a body, runs dedicated outreach education on the SDGs for the wider community. In 2025, it trained farmers in sustainable agriculture, mushroom cultivation, high-value organic crops and agri-photovoltaics; planted trees with local schools and villages; delivered nutrition, maternal, dental and cancer-awareness education in villages; and trained more than 190 school principals and teachers. It engaged more than 319 alumni at its two Alumni Meets and 290

participants in alumni-led sessions, and ran education and well-being activities for children in care homes and street-connected children.

## 13. Measuring the Sustainability Literacy of Students

Centurion University of Technology and Management (CUTM) assesses students' sustainability literacy through dedicated courses covering environmental sustainability, climate change, sustainable resource management, gender equality, and human rights. These courses are evaluated under the University's Outcome-Based Education (OBE) framework, which defines Course Outcomes (COs) and assesses student learning through continuous internal assessments, mid-semester examinations, and end-semester examinations.

Assessment results are recorded in the University's examination system and analysed using indicators such as pass rates, average scores, and Course Outcome attainment. This process helps evaluate students' understanding of sustainability-related concepts and their ability to apply the knowledge gained.

In 2025, **4,973 students across 60 academic programmes** were registered in dedicated sustainability courses and assessed through this framework, demonstrating CUTM's systematic approach to evaluating sustainability-related learning.

### ❖ 13.1 Assessment Instruments

Each dedicated sustainability course is evaluated using the assessment methods listed in Table 35. Course faculty design and evaluate assessments in alignment with the relevant Course Outcomes (COs), while term-end examinations are conducted centrally by the University's Examination Cell across all campuses to ensure consistency and standardisation.

*Table 35: Instruments used to measure sustainability literacy*

| Instrument | What it measures | Timing |
|---|---|---|
| Continuous internal assessment: quizzes, assignments, presentations and laboratory or field work | Understanding of key concepts such as ecosystems, pollution, climate change, resource use and the SDGs, and their application to local problems | Throughout the semester |
| Mid-semester examination | Learning and short-term retention of the first half of the syllabus | Middle of the semester |
| Term-end examination | Retention of the full syllabus and the ability to analyse sustainability problems and propose solutions | End of the semester |
| Projects and field reports (Environmental Science and Climate Change and Sustainability) | Ability to investigate a real environmental issue, collect evidence and recommend action | During the semester |
| CO attainment analysis | Percentage of students who reach the target level for each Course Outcome, calculated from all of the above | After results are declared |

## ❖ 13.2 Students Assessed in 2025

Table 36 shows the number of students registered in dedicated sustainability courses in the two semesters of 2025, taken from the University's course registration records for all campuses. Across the year, 4,973 students from 60 programmes took at least one of 49 sustainability courses and were assessed in them. Environmental Science and Environmental Studies alone were taken by 2,865 students from 37 undergraduate and diploma programmes, including agriculture, engineering, pharmacy, computer applications, business administration, forensic science, biotechnology and allied health sciences.

*Table 36: Students registered in dedicated sustainability courses, 2025*

| Course group | January–June 2025 | July–December 2025 | 2025 (distinct students) |
|---|---|---|---|
| Environmental Science / Environmental Studies | 1,703 | 1,162 | 2,865 |
| Gender equality and human rights | 611 | 788 | 1,399 |
| Sustainable agriculture, aquaculture and watershed management | 452 | 85 | 529 |
| Waste management and pollution control | 136 | 147 | 279 |
| Climate change and sustainability | 58 | 206 | 264 |
| Renewable energy and sustainable technology | 222 | 9 | 231 |
| Disaster management and environmental hazards | 58 | 70 | 128 |
| Ecology | 74 | 3 | 77 |
| All sustainability courses (distinct students) | 2,791 | 2,338 | 4,973 |

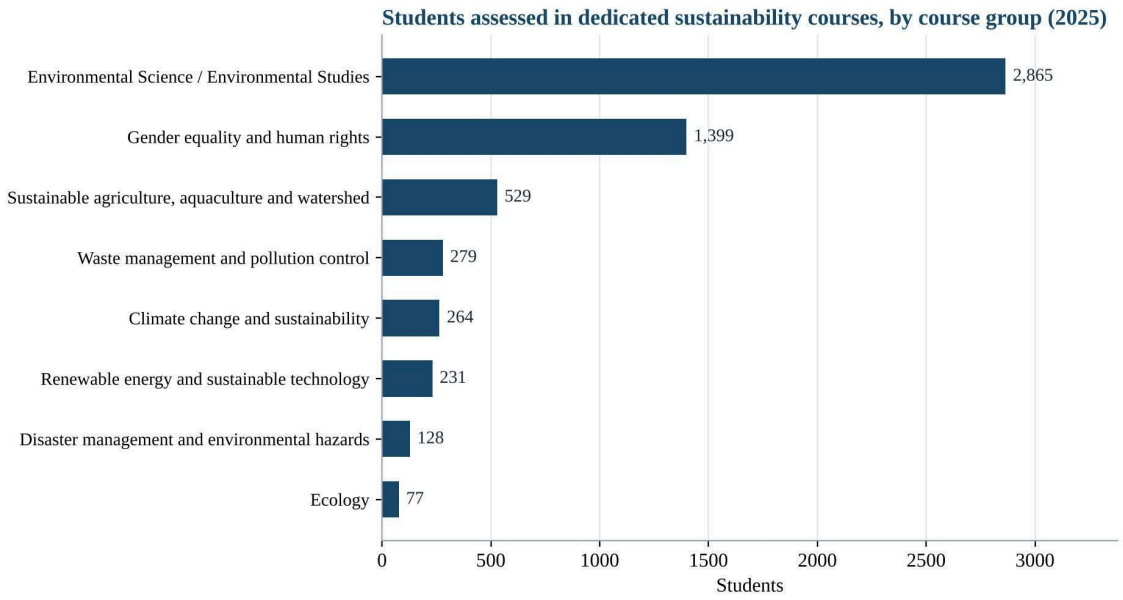



*Fig. 61: Students Assessed in Dedicated Sustainability Courses, by Course Group (2025)*

A student who took courses in more than one group is counted once in the totals, so the group figures add up to more than the totals.

## ❖ 13.3 Co-curricular Assessment

Learning in sustainability courses is reinforced and tested through co-curricular events. On 12 August 2025, National Remote Sensing Day, the School of Engineering and Technology held expert talks on India's Earth observation missions and on remote sensing for natural resource monitoring, climate change studies and disaster mitigation, followed by a quiz competition that tested what students had learned. Fifty-three students from civil, mechanical and computer science engineering, agriculture and agricultural engineering signed the attendance register, and the four best performers received prizes.




*Fig. 62: Students at the National Remote Sensing Day talks (left) and prize winners of the quiz competition (right), 12 August 2025*

## ❖ 13.4 Use of the Results

CUTM conducts approximately 217 semester examinations annually across 53 programmes, evaluating around 89,986 answer books across 2,358 subjects. Sustainability course results are recorded and reviewed through the same university-wide examination system used for all academic courses. Schools periodically review student performance and Course Outcome (CO) attainment. When a CO falls below its target, course faculty revise teaching strategies, practical and field-based activities, or assessment methods in subsequent course offerings. This continuous improvement process aims to strengthen students' understanding of sustainability concepts and help them achieve the expected sustainability literacy outcomes..

***Summary***

CUTM measures the sustainability literacy of its students through the assessment of dedicated courses under its Outcome-Based Education framework, using internal assessment, examinations, projects and CO attainment analysis. In 2025, 4,973 students from 60 programmes were assessed in these courses, including 2,865 in Environmental Science and Environmental Studies, and their results were recorded against the Course Outcomes of each course. Co-curricular quizzes, such as the National Remote Sensing Day quiz for 53 students, further test their understanding of environmental and climate topics.

Sources: CUTM course registration records, January–June 2025 and July–December 2025, all campuses; CUTM Academic Regulations; Examination Cell notices on mid-semester and term-end examinations, 2025–26; Department of Civil Engineering, report on National Remote Sensing Day, August 2025; Vice-Chancellor's Report, 13th Convocation, December 2025.

## 14. Results Matrix – SDG 17 (2025)

| Focus Area | 2025 Value | 2030 Target |
|---|---|---|
| **New collaborative partnerships** | 35 | 50+ new cross-sector alliances |
| **Active MoUs and partnership agreements** | 142 | 200+ active MoUs |
| **Government and statutory partnerships (new)** | 10 | 11+ government alliances a year |
| **NGO partnerships (new) and NGO programmes** | 4 new; 10 programmes | 25 NGO partnerships |
| **Cross-sectoral SDG dialogues** | 8 events; 1,237+ participants | 200+ SDG events |
| **International SDG data collaborations** | 3 | Full automation of SDG data and benchmarking |
| **International best-practice collaborations** | 6 | 30+ global partnerships; 5 new African/ASEAN partners |
| **Funds committed to SDG programmes (LTIMindtree Foundation, FY 2025–26)** | ₹74.1 million | ₹25 crore mobilised |
| **Students in mandatory SDG courses** | 4,296 | All students |
| **Students in dedicated sustainability courses** | 5,701 | Full SDG alignment of programmes |
| **Students assessed for sustainability literacy** | 4,973 | All students |
| **Learners in skill programmes (Gram Tarang, FY 2025–26)** | 101,586 | 108,000+ learners a year |
| **Rural residents reached by mobile health camps** | 10,000+ | 10,700+ community beneficiaries across 10 districts |
| **Participants in recurring community education** | 1,253+ | Wider reach across 10 districts |
| **Scopus-indexed publications mapped to SDG 17** | 49 | Sustained growth in partnership research |
| **Alumni engaged (Meets and sessions)** | 609 | 1,000 alumni mentors |

## 15. Interlinkage Wheel – SDG 17 and Connected Goals




*Fig. 63: SDG 17 Interlinkage Wheel*

- **SDG 17 ↔ SDGs 1, 2 and 10:** tribal livelihood research, farmer training with BRLF, BAIF and SACAL, and banking-sector capacity in Nepal.
- **SDG 17 ↔ SDG 3:** mobile health camps, cancer screening, blood donation and eye care with hospitals and NGOs.
- **SDG 17 ↔ SDGs 4 and 8:** SDG education for every student, apprenticeship-embedded degrees and skill training for Zimbabwe's officers.
- **SDG 17 ↔ SDGs 7 and 13:** agrivoltaic training, solar-energy research and climate-resilient tribal habitation.
- **SDG 17 ↔ SDGs 15 and 16:** Indigenous ecological knowledge with Monash University, forensic science partnerships and public-sector capacity building.

Every partnership the University builds therefore advances several Goals at once, turning collaboration into measurable progress on the 2030 Agenda.

## 16. Conclusion and Way Forward

Centurion University continues to stand as a living example of how strong partnerships drive sustainable development. During the year it formed **35 new partnerships**, taking its active

MoUs to 142, contributed evidence and expertise to state and national programmes as a Knowledge Partner of the Capacity Building Commission, an assessment body for OSFDC and an implementing institution for national apprenticeship policy, and presented farmer-facing proposals worth ₹48.5 million to the Government of Odisha. Eight cross-sectoral dialogues with more than 1,237 participants produced the Bhubaneswar Declaration, industry agreements and published research.

Internationally, the University measured its performance across all 17 SDGs with Western Sydney University, began measuring household food saving with Saveful, recorded Indigenous ecological knowledge with Monash University, trained 71 officers from Zimbabwe and bankers from four Nepalese banks, and earned a Highly Commended International Green Gown Award. At home, every student meets the SDGs in the curriculum: 4,296 in mandatory courses, 5,701 in 186 dedicated courses and 4,973 assessed for sustainability literacy, while farmers, alumni and vulnerable children take part in community education.

***Way Forward***

Looking ahead, CUTM will expand its role as a hub of collaborative innovation by strengthening global partnerships and integrating digital platforms for knowledge sharing, research and capacity building. By 2030 the University aims to:

- establish 50+ new cross-sectoral partnerships with international universities, industries and NGOs;
- mobilise ₹25 crore through partner-funded projects and extend South–South cooperation to five new African and ASEAN partners;
- organise 200+ SDG dialogues, train 108,000+ skill learners a year and reach 10,700+ community beneficiaries across ten districts;
- automate SDG data collection and benchmarking through the IMPACT Centre and its partners; and
- engage 1,000 alumni as mentors and collaborators for the Goals.

**“Partnerships that Foster Progress” – uniting knowledge, communities and institutions for a sustainable and inclusive future.**