



Centurion
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Shaping Lives...
Empowering Communities...

DIGITAL INCLUSION AND LITERACY POLICY 2026

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CENTURION UNIVERSITY OF TECHNOLOGY AND MANAGEMENT
ODISHA

FOREWORD



At Centurion University of Technology and Management, we firmly believe that digital empowerment is no longer a privilege but a fundamental enabler of education, innovation, employability and inclusive development. As technology continues to reshape the way we learn, work, communicate and contribute to society, it is imperative that every individual has equitable access to digital resources and the skills necessary to participate meaningfully in the digital world.

The Digital Inclusion and Literacy Policy reflects our commitment to creating an inclusive and technology-enabled learning ecosystem that empowers students, faculty, staff and communities to harness the opportunities offered by the digital age. Through this policy, the University seeks to bridge digital divides, promote equitable access to digital infrastructure and learning resources, strengthen digital competencies and foster responsible, ethical and secure use of technology.

Aligned with our mission of transforming lives through education, skill development and sustainable livelihood creation, this policy extends beyond the boundaries of the campus. It reinforces our commitment to empowering rural, tribal and underserved communities through digital literacy, digital inclusion and technology-enabled capacity building. By integrating digital competencies into teaching, learning, research, innovation and community engagement, we aim to prepare our stakeholders for the demands of an increasingly digital and interconnected world.

This policy also supports national priorities such as Digital India and the National Education Policy (NEP) 2020, while contributing to the United Nations Sustainable Development Goals, particularly those related to Quality Education, Gender Equality, Decent Work, Innovation and Reduced Inequalities.

I encourage all members of the Centurion fraternity to actively embrace the principles and objectives outlined in this policy. Together, let us foster a culture of digital inclusion, lifelong learning, innovation and responsible technology use, ensuring that no one is left behind in our collective journey toward a more equitable, empowered and digitally connected future.

Prof. (Dr.) Supriya Pattanayak
Vice Chancellor

Centurion University of Technology and Management

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DIGITAL INCLUSION AND LITERACY POLICY

1. Preamble

Centurion University of Technology and Management recognizes that digital technologies have become essential enablers of education, employability, research, innovation, entrepreneurship, governance and social development. The University is committed to ensuring equitable access to digital resources and fostering digital competencies among all stakeholders, irrespective of socio-economic status, gender, geographical location, disability or educational background.

This policy establishes a framework for promoting digital inclusion and enhancing digital literacy among students, faculty, staff and community stakeholders associated with the University.

2. Purpose

The purpose of this Policy is to promote digital inclusion and strengthen digital literacy across the University by ensuring equitable access to digital technologies, resources and opportunities. It seeks to bridge digital divides, foster responsible and secure use of technology, enhance digital skills and employability, support inclusive participation in learning, research and governance and extend digital literacy initiatives to underserved communities through outreach and engagement programmes.

3. Scope

This Policy applies to all members of the Centurion University of Technology and Management (CUTM) community, including students, faculty members, research scholars, administrative and support staff. It also extends to alumni participating in University-supported digital initiatives, community beneficiaries engaged through outreach and extension programmes and partner institutions, collaborators and other stakeholders involved in digital inclusion and digital literacy activities facilitated by the University.

4. Policy Principles

The Digital Inclusion and Literacy Policy is guided by a set of core principles that promote equitable access, meaningful participation and responsible use of digital technologies. These

principles provide the foundation for creating an inclusive digital ecosystem that empowers all members of the University community to benefit from technological advancements while fostering lifelong learning, innovation and social responsibility.

4.1 Equity and Inclusion

The University is committed to ensuring equitable access to digital resources, services and learning opportunities for all stakeholders. Efforts shall be made to eliminate barriers to participation and ensure that no individual is disadvantaged in accessing digital technologies on the basis of socio-economic status, gender, geography, language, disability or any other factor.

4.2 Accessibility

The University shall strive to provide accessible digital platforms, tools, content and learning resources that accommodate the diverse needs of users, including persons with disabilities. Digital systems shall be designed and implemented in accordance with recognized accessibility standards and inclusive practices.

4.3 Affordability

The University shall promote access to affordable digital devices, software applications, internet connectivity and other technological resources to support effective participation in academic, research, administrative and outreach activities.

4.4 Lifelong Learning

The University shall encourage continuous development of digital knowledge, skills and competencies among students, faculty, staff and community stakeholders. Opportunities for ongoing learning and capacity building shall be provided to enable individuals to adapt to evolving technological environments.

4.5 Safety and Ethics

The University shall foster a culture of responsible, ethical, safe and secure use of digital technologies. All stakeholders shall be encouraged to uphold principles of digital citizenship, data privacy, cybersecurity, academic integrity and respectful online engagement.

4.6 Innovation and Employability

The University shall promote the development of digital competencies that enhance innovation, creativity, entrepreneurship and employability. Emphasis shall be placed on skills relevant to Industry 4.0 and emerging technologies, preparing learners and professionals for the evolving demands of the digital economy.

5. Strategic Objectives

To advance digital inclusion and strengthen digital literacy across the University and the wider community, Centurion University of Technology and Management (CUTM) shall pursue the following strategic objectives. These objectives are designed to ensure equitable access to digital resources, build digital competencies, empower stakeholders through technology and promote inclusive socio-economic development through digital engagement.

5.1 Universal Digital Access

The University shall strive to create an inclusive digital environment by ensuring reliable and equitable access to digital infrastructure and services. Efforts shall be made to provide robust internet connectivity across campuses, facilitate access to digital learning platforms and institutional systems and establish digital learning hubs, computer laboratories and access centres to support learning, research and skill development.

5.2 Digital Literacy Development

The University shall promote the development of digital literacy and competency among all stakeholders. It shall ensure that students acquire essential digital skills required for academic success and future employment, enhance faculty capabilities in digital pedagogy and technology-enabled teaching and strengthen the digital proficiency of administrative staff to support effective governance and service delivery.

5.3 Digital Empowerment

The University shall empower students, faculty, staff and other stakeholders to effectively utilize digital technologies for learning, research, communication, innovation, entrepreneurship and problem-solving. Emphasis shall be placed on fostering confidence, creativity and productivity through the meaningful use of digital tools and platforms.

5.4 Community Digital Inclusion

In alignment with its commitment to social responsibility and community development, the University shall extend digital literacy and digital inclusion initiatives beyond the campus. Through outreach and extension programmes, CUTM shall support schools, rural communities, Self-Help Groups (SHGs), farmers, artisans, youth and other underserved populations in developing digital skills and accessing the benefits of the digital economy.

6. Digital Literacy Framework

To build a digitally competent, responsible and future-ready University community, Centurion University of Technology and Management (CUTM) shall adopt a structured Digital Literacy Framework. The framework is designed to progressively develop digital knowledge, skills and competencies across multiple levels, enabling stakeholders to effectively participate in education, research, employment, innovation and the digital society.

6.1 Level 1: Foundational Digital Literacy

The University shall ensure that all stakeholders acquire essential digital skills required for effective participation in academic, administrative and everyday digital environments. This includes competencies in basic computer operations, internet navigation, email communication, online collaboration tools, digital documentation and the storage, management and retrieval of digital information.

6.2 Level 2: Academic Digital Literacy

The University shall promote the effective use of digital technologies to support teaching, learning, research and academic engagement. Competencies at this level shall include the use of Learning Management Systems (LMS), online learning platforms, digital content creation tools, academic databases, research applications and citation and referencing software.

6.3 Level 3: Digital Citizenship

The University shall foster responsible and ethical participation in the digital environment by promoting awareness of cybersecurity, privacy protection, ethical technology use, responsible social media engagement, digital rights and responsibilities and the prevention of cyberbullying, online harassment and misinformation.

6.4 Level 4: Employability and Industry Skills

The University shall equip learners and professionals with digital competencies that enhance employability and workplace readiness. This includes skills in data literacy, AI literacy, cloud computing awareness, digital collaboration platforms, productivity software and digital entrepreneurship relevant to contemporary professional environments.

6.5 Level 5: Advanced Digital Skills

The University shall encourage the development of advanced technology competencies to support innovation, research and Industry 4.0 readiness. Focus areas shall include Artificial Intelligence (AI), Data Analytics, Internet of Things (IoT), Cybersecurity, Automation Technologies and other emerging digital technologies with significant academic, industrial and societal applications.

7. Digital Inclusion Measures

To ensure equitable access to digital resources and opportunities, Centurion University of Technology and Management (CUTM) shall implement targeted digital inclusion measures that address infrastructural, technological and accessibility-related barriers. These measures are intended to promote meaningful participation in digital learning, research, administration and community engagement activities for all stakeholders.

7.1 Infrastructure Support

The University shall strengthen its digital infrastructure to facilitate seamless access to technology-enabled services and learning environments. This shall include the provision of reliable high-speed internet connectivity across campuses, Wi-Fi-enabled learning and collaborative spaces, extended access to computer laboratories beyond regular academic hours and the establishment of digital access centres in rural, remote and underserved campus locations.

7.2 Device Accessibility

The University shall endeavour to improve access to digital devices for students and other stakeholders, particularly those from economically disadvantaged backgrounds. To support equitable participation in digital learning and academic activities, the University may facilitate laptop and device support programmes, establish device-sharing and lending mechanisms and implement special assistance schemes aimed at reducing barriers to technology access.

7.3 Inclusive Design

The University shall promote the development and deployment of inclusive and accessible digital systems that accommodate the diverse needs of users. Institutional digital platforms and services shall, wherever feasible, adhere to recognized accessibility standards, support assistive technologies such as screen readers, provide multilingual interfaces and ensure user-friendly design to facilitate effective engagement by individuals from diverse backgrounds and learning needs.

8. Faculty Capacity Building

The University shall promote continuous professional development to strengthen faculty competencies in digital education and technology-enabled teaching. Capacity-building initiatives shall focus on digital pedagogy, blended and online learning methodologies, development of digital learning resources, application of Artificial Intelligence (AI) in teaching and assessment and participation in certification programmes related to digital education technologies and innovative instructional practices.

9. Student Development Initiatives

The University shall encourage students to enhance their digital competencies through foundational digital literacy programmes, digital skill certification courses and experiential learning opportunities. Students shall be motivated to engage in projects involving emerging technologies, develop digital portfolios to showcase their skills and achievements and participate in innovation, hackathons and digital entrepreneurship initiatives to strengthen their employability and future readiness.

10. Community Outreach and Social Responsibility

In alignment with its commitment to inclusive development and social responsibility, the University shall leverage its outreach and extension ecosystem to promote digital inclusion among underserved communities. This shall include conducting digital literacy programmes in rural and tribal areas, building digital competencies among school students and teachers, supporting the digital empowerment of women, farmers, artisans and self-help groups and enhancing awareness of digital financial services, e-governance initiatives and access to government digital platforms.

To achieve these objectives, the University shall:

- Conduct digital literacy and digital citizenship programmes for rural and tribal communities, including awareness on cyber safety, internet usage and digital financial literacy;
- Facilitate skill development initiatives in digital productivity tools, digital entrepreneurship, e-commerce, digital marketing and emerging technologies to enhance employability and livelihood opportunities;
- Promote the adoption of digital technologies in agriculture through awareness programmes on digital advisory services, market information systems and technology-enabled farming practices;
- Support the digital empowerment of women, Self-Help Groups (SHGs), farmers, artisans and other marginalized groups by improving access to digital platforms, financial services and online marketplaces;
- Encourage the use of accessible and inclusive digital technologies to ensure participation by persons with disabilities, first-generation learners, economically disadvantaged groups and linguistically diverse communities; and
- Foster student engagement through digital volunteerism and community service initiatives that contribute to digital literacy, inclusion and socio-economic development.

These initiatives shall contribute to the University's mission of creating sustainable livelihoods, promoting digital equity and advancing the United Nations Sustainable Development Goals

(SDGs), particularly those related to quality education, gender equality, decent work, innovation, reduced inequalities and community development.

Strategic Initiatives

To advance digital inclusion and community transformation, the University shall undertake the following strategic initiatives:

a. Digital Literacy and Awareness

The University shall conduct digital literacy programmes, cyber safety awareness campaigns, internet usage training and digital financial literacy initiatives for rural and tribal communities, school students and educators.

b. Digital Skills and Employability

The University shall facilitate skill development programmes in digital productivity tools, digital entrepreneurship, e-commerce, digital marketing, Artificial Intelligence (AI) and other emerging technologies to enhance employability and livelihood opportunities.

c. Digital Agriculture and Rural Livelihoods

The University shall promote the adoption of digital technologies in agriculture through awareness and training on digital advisory services, precision farming, market information systems and technology-enabled rural enterprises.

d. Inclusive Digital Empowerment

Special initiatives shall be undertaken to improve digital access and participation among women, Self-Help Groups (SHGs), farmers, artisans, persons with disabilities, first-generation learners and economically disadvantaged communities.

e. Student Digital Volunteerism

Students shall be encouraged to participate in digital outreach and community engagement activities through volunteer programmes that support digital literacy, digital inclusion and technology adoption in nearby communities.

Through these initiatives, the University seeks to strengthen digital equity, promote socio-economic development and contribute to the achievement of relevant Sustainable Development Goals (SDGs).

Alignment with Sustainable Development Goals

The University's Digital Inclusion and Digital Literacy initiatives support the achievement of the United Nations Sustainable Development Goals (SDGs) by promoting equitable access to digital technologies, enhancing digital skills, fostering innovation and empowering communities through technology-enabled development. In particular, these initiatives contribute to **SDG 4 (Quality Education)**, **SDG 5 (Gender Equality)**, **SDG 8 (Decent Work and Economic Growth)**, **SDG 9 (Industry, Innovation and Infrastructure)**, **SDG 10 (Reduced Inequalities)** and **SDG 17 (Partnerships for the Goals)** through inclusive digital learning, digital empowerment, capacity building and collaborative community engagement programmes.

Outcome Expectations

Through the implementation of this Policy, the University aims to enhance digital literacy and digital participation among students, staff and community members, strengthen employability through the development of relevant digital competencies, promote digital entrepreneurship and sustainable livelihood opportunities, improve access to digital government and financial services and contribute to inclusive socio-economic development in the regions served by the University.

11. Cyber Safety and Responsible Digital Behaviour

The University shall promote a culture of safe, secure and responsible use of digital technologies across all academic, administrative and operational activities. Efforts shall be undertaken to enhance awareness of cybersecurity risks, safeguard personal and institutional data, encourage the ethical and responsible use of Artificial Intelligence (AI) tools and ensure compliance with applicable legal, regulatory and institutional requirements. All users of the University's digital resources and systems shall adhere to the provisions of the University's ICT Policy, Data Protection and Privacy Policy and Cybersecurity Policy.

12. Roles and Responsibilities

The successful implementation of this Policy requires the active participation and collaboration of all stakeholders across the University. Roles and responsibilities shall be defined as follows:

12.1 University Administration

The University Administration shall provide strategic leadership, policy direction and necessary resources to support digital inclusion and digital literacy initiatives. It shall periodically review policy implementation and ensure sustained institutional commitment towards creating an inclusive and digitally empowered environment.

12.2 Internal Quality Assurance Cell (IQAC)

The IQAC shall monitor the implementation and effectiveness of this Policy, track relevant digital literacy and inclusion indicators and facilitate continuous improvement through periodic reviews and recommendations.

12.3 Schools and Departments

Schools and Departments shall promote the integration of digital competencies within academic programmes and organize digital literacy, capacity-building and awareness initiatives for students and staff.

12.4 Faculty Members

Faculty members shall adopt technology-enabled teaching and learning practices, promote digital literacy and mentor students in the ethical, responsible and effective use of digital technologies.

12.5 Students

Students shall actively participate in digital literacy and skill development initiatives and demonstrate responsible, ethical and secure use of digital technologies in academic and personal contexts.

13. Monitoring and Evaluation

The University shall establish appropriate mechanisms to monitor and evaluate the effectiveness of its Digital Inclusion and Digital Literacy initiatives. Periodic assessments shall be conducted to measure student and faculty digital competency levels, utilization of digital infrastructure and services, participation in digital literacy and capacity-building programmes, outcomes of community outreach initiatives and digital inclusion indicators across stakeholder groups.

To support continuous improvement and informed decision-making, an **Annual Digital Inclusion and Digital Literacy Report** may be prepared and reviewed by the Internal Quality Assurance Cell (IQAC) and the University Management, highlighting progress, challenges and opportunities for further enhancement.

14. Key Performance Indicators (KPIs)

To evaluate the effectiveness of this Policy and drive continuous improvement, the University shall establish and monitor key performance indicators related to digital inclusion and digital literacy. These shall include student participation in foundational digital literacy programmes, faculty training in digital pedagogy, enrolment in digital certification programmes, accessibility and utilization of digital services, the number of beneficiaries reached through digital outreach initiatives and employability outcomes associated with digital skills development. The University shall strive for progressive improvement in these indicators to ensure broad-based digital empowerment and institutional excellence.

15. Approval and Review

This policy has been approved by the university administration and will be reviewed periodically to ensure its effectiveness and compliance with current laws and best practices. Any amendments to the policy will be communicated to the university community.



Dr. Anita Patra
Registrar
Centurion University of Technology and Management





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CENTURION UNIVERSITY OF TECHNOLOGY AND MANAGEMENT, ODISHA

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Bhubaneswar Campus

Ramchandrapur
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Balangir Campus

Behind BSNL Office
IDCO land, Rajib Nagar
Dist.- Balangir, Odisha
India, PIN-767001

Rayagada Campus

IDCO Industrial Area
Pitamahal, Rayagada
Dist.-Rayagada, Odisha
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