YEARLY STATUS REPORT - 2021-2022

Part A	
Data of the Institution	
1.Name of the Institution	CENTURION UNIVERSITY OF TECHNOLOGYAND MANAGEMENT
• Name of the Head of the institution	Dr. Supriya Pattanayak
• Designation	Vice-Chancellor
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	06815222999
• Mobile no	9437424149
• Registered e-mail	registrar@cutm.ac.in
• Alternate e-mail address	vc@cutm.ac.in
• City/Town	Paralakhemundi
• State/UT	Odisha
• Pin Code	761211
2.Institutional status	
• University	Private
• Type of Institution	Co-education
• Location	Urban

• Name of the IQAC Co-ordinator/Director	**Prof. K.V.D. Prakash**
• Phone no./Alternate phone no	**8328964815**
• Mobile	**8895585474**
• IQAC e-mail address	**prakash.kvd@cutm.ac.in**
• Alternate Email address	**gprath@cutm.ac.in**
3.Website address (Web link of the AQAR (Previous Academic Year)	https://cutm.ac.in/download-pdf/?pname=/wp-content/uploads/iqac/Annual-Quality-Assurance-Report-AQAR-2020-21&catID=144
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://cutm.ac.in/academic-calendar/

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	**A+**	**3.37**	**2023**	**12/08/2023**	**12/08/2028**

6.Date of Establishment of IQAC	**01/07/2012**

7.Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NIL	**NIL**	**NIL**	**NIL**	**NIL**

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**
• Upload latest notification of formation of IQAC	View File
9.No. of IQAC meetings held during the year	**4**
• The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website.	**Yes**

(Please upload, minutes of meetings and action taken report)		
• (Please upload, minutes of meetings and action taken report)	View File	

10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**
• If yes, mention the amount	

11.Significant contributions made by IQAC during the current year (maximum five bullets)

- **NAAC accreditation with 'A' Grade**

- **India Rankings NIRF**

- **Data submission for AISHE, MHRD**

- **Curriculum and Syllabus compilation for Science, Engineering and other Programs**

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
i. To conduct Academic Audit	**i. Conducted the Academic Audit for 2020-21 andsubmitted the report to the Registrar of theUniversity**
ii. Engaging with Stakeholders for qualityenhancement	**ii. Coordinated the meetings with parents, trainingand placement cell, alumni and industry personnel**
iii. Engagement with faculty for design ofcurriculum for CBCS and industry specificdomains as per the online class workrequirement due to covid pandemic	**iii. Meetings were organised with faculty, alumniand industry for offering CBCS and developing domainbased syllabus. Online courses ware was prepared anduploaded as courseware. cutm.ac.in**

13.Whether the AQAR was placed before statutory body?	Yes

- Name of the statutory body

Name	Date of meeting(s)
The AQAR report was placed to the Senior Management Team and Board of Management meeting along with the University Annual report for approval. The Board of Managementappreciated the efforts of IQAC and approved the report.	03/12/2022

14.Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?	Yes

15.Whether institutional data submitted to AISHE

Year	Date of Submission
2021-22	14/02/2023

16.Multidisciplinary / interdisciplinary

The NEP notes that 'Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development'. Higher education especially plays an important role in providing universal access to quality education. Centurion University is committed to this pronouncement of the Government of India. In addition, Centurion University is committed to the attainment of the 17 UN SDGs, which enables the personal accomplishment and enlightenment of students, equips them with the resources for constructive public engagement, and enables productive contribution to society. In an endeavour to develop good, thoughtful, well-rounded, holistic and creative individuals, Centurion University has adopted the CBCS, which enables students to pursue
their passion by opting for courses from different disciplines. Towards embedding a multidisciplinary approach, STEM and Humanities subjects are integrated through classroom teaching, practice, projects and internships, keeping in view the outcomes of higher studies, employment and/or entrepreneurship. The University has

several student clubs, platforms for exploring the intersections between science and humanities. It has supported the Chandrabhaga international poetry festival from its very inception. Also in supporting the district level Krishi Melas and the Youth for Water+ Abhiyan, students are encouraged to be engaged with different stakeholder communities. The University provides interdisciplinary domain specializations that could be from a discipline other than that being pursued. This leads to hands-on projects which in some instances have led to commercial production. For example, transformer repair and maintenance leading to manufacturing, likewise e-vehicles, both of which are commercially viable initiatives. Further, the University has adopted the schemata of 4 year undergraduate programs and integrated UG/PG programs. The open access courseware provides appropriate curriculum, outlines the engaging pedagogy, identifies the projects/case studies and provides additional resources to support students. Being a Skill University, Centurion recognises prior learning and enrols employees of its various social outreach entities into different programs enabling multiple entry and exit, providing certification at different levels. The University has also aligned its courses to the NSQF,QP/NOS. It further enrols all its school dropouts (skill trainees and grade4 employees) to upgrade their level of education through NIOS and pursue further studies. Its lab to land, land to lab and community action learning approach show positive learning outcomes, including increased creativity and innovation, critical thinking, problem-solving abilities, teamwork, communication skills, etc. There is also a focus on environmental education, climate change, gender, yoga and value added courses. The University carries out cutting edge interdisciplinary R&D through its 24 Research Centers and also provides seed grants for the materialisation of these projects (Automated polyhouses, Tracking of apparel manufacturing process through IIoT, Use of composites in the manufacture of fish tanks, 3D printers, Insulin pump, Smart transformers, etc). The University has established the Center for Innovators and Entrepreneurs and industry-academic linkages are nurtured through 50 onsite industry sponsored laboratories. Multidisciplinary intern groups are formed for summer internships in the University. They are technically mentored in Hackathons so that the outcome is a visible product/patent/publication. This will lead to patents, products (commercially viable) and research publications.

17.Academic bank of credits (ABC):

The credit history of each and every student is maintained adhering to the choice-based-credit system (CBCS). The University has established an articulation committee to support the transition of students to and from the University. Also to enable students to exercise their multiple entry and exit choices, the articulation committee determines the nature of the certification a student is eligible for following a mapping of the courses undertaken by the student. Further, the University aims to subscribe to a tamper proof block chain enabled service for alumni and prospective employers to access certificates and credit count. So, the preparedness for transition to ABC is complete and likely to be smooth.

18. Skill development:

Centurion University is recognised as a 'Skill University' by the Government of Odisha and has integrated skills into higher education which is industry-production oriented. It has promoted several social outreach enterprises under the Umbrella brand 'Gram Tarang', which operate as laboratories for students to practice. The skills range from low end skills such as, for example, apparel, vermicomposting, organic farming, to high end skills such as AR/VR, Image Processing, Precision Manufacturing, 3D Printing, Smart Agriculture, Tissue Culture, etc. The University has over 50 industry sponsored laboratories which prepare students for Industry 4.0. https://cutm.ac.in/wp-conte nt/uploads/2022/booklet/University-Industry- Symbiosis.pdf The University has designed and offers 109 skill courses and 41 domains which are aligned to the National Skill Qualification Framework (NSQF). Students can also opt for courses from Swayam, Coursera, Udemy and other platforms. Faculty members of the University also contribute to these platforms. https://cutm.ac.i n/wp-c ontent/uploads/2022/booklet/Skills-Repository- Compendium.pdf https://cutm.ac.in/wp-content/uploa ds/2022/booklet/Domains-Repository.pdf Centurion University has developed over 30 diplomas as well as 50 certificate courses to be offered in hybrid mode to external learners. All courses have theory+ practice+project and one month on-campus modules to hone their skills on real-time basis. The courses are also mapped with industrial skills and competencies as the outcome. The focus is also on digital design, manufacturing, simulation and testing with projectproduct- production (action-learning) as a pedagogical tool.

19. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

As the student population is diverse, most faculty teach in a

combination of English, Hindi and Odia (or at least two languages), although the medium of instruction is English. This is to ensure better accessibility by students to the teaching learning material. Further, five faculty of the University were selected through a highly competitive process to translate Engineering/ Science texts into Odia in a
project initiated by AICTE. The University has introduced a B.Tech course in Phytopharmaceuticals to fulfil the skilled human resource requirement at the request of Himalaya Wellness Company, Dabur and Emami. This takes into account Traditional Indian Knowledge System and provides opportunities to students in the global market. There is also an on- Campus Indic Knowledge Center working on science and Vedas and publishes periodically under the guidance and leadership of Prof Shantamma, who is an authority in this area. The University operates three Ayurvedic wellness spa units to train its students and provide services to the public. It has excellent sports infrastructure and trainers and has also introduced yoga practice for the well-being of students and faculty members.

20.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

In defining the program outcomes, program specific outcomes and course outcomes, the University adheres to the Outcome based education as outlined by the NEP 2020.

21.Distance education/online education:

The University offered 1236 courses online during the COVID pandemic year and offered the labs through V-Labs. The University offers online certificate and diploma courses. In addition, as we are a multi campus university, a number of the courses are delivered online. The University offered online summer internships (during COVID) to students from other Universities. Our application for Open and Distance Learning (ODL) is in process.

Extended Profile

1.Programme

1.1 Number of programmes offered during the year:	53

File Description	Documents
Data Template	[View File](#)

1.2	11

Number of departments offering academic programmes	

2.Student

2.1 Number of students during the year	**7020**

File Description	Documents
Data Template	[View File](#)

2.2 Number of outgoing / final year students during the year:	**1578**

File Description	Documents
Data Template	[View File](#)

2.3 Number of students appeared in the University examination during the year	**6385**

File Description	Documents
Data Template	[View File](#)

2.4 Number of revaluation applications during the year	**36**

3.Academic

3.1 Number of courses in all Programmes during the year	**1265**

File Description	Documents
Data Template	[View File](#)

3.2 Number of full time teachers during the year	**365**

File Description	Documents
Data Template	[View File](#)

3.3 Number of sanctioned posts during the year	**370**

File Description	Documents
Data Template	View File

4.Institution

4.1 Number of eligible applications received for admissions to all the Programmes during the year	**34059**

File Description	Documents
Data Template	View File

4.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	**1249**

File Description	Documents
Data Template	View File

4.3 Total number of classrooms and seminar halls	**219**

4.4 Total number of computers in the campus for academic purpose	**2345**

4.5 Total expenditure excluding salary during the year (INR in lakhs)	**9044**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the University

The creation of a useful curriculum at Centurion University is a process that involves multiple steps, is dynamic, and uses an approach that takes into account all angles. The first step in the process involves determining whether or not the currently taught curriculum is pertinent to the evolving requirements of communities on a local to global scale. The curriculum is designed and developed to ensure excellence in the quality that provides an outcomes-based education (OBE) to achieve the three specific objectives in a methodical manner. These objectives are employment, higher education, and entrepreneurship.(https://cutm.ac.in/wp-content/uploads/2022/booklet/Curriculum- Design-and-Development.pdf)

Step-1: Faculty Council accordingly prepares the draft curriculum keeping in view: University Vision and Mission (where ICT and Skill based education are emphasized). Program Educational Objectives. Feedback collected from stakeholders (Industry experts, academia, alumni, students, parents). Periodic evaluation of course progress vis-à-vis PEOs, POs, PSOs and Cos. Conclusions drawn from analysis of attainment / non-attainment of COs, POs and PSOs. Further, it is forwarded to the BOS for further improvement of syllabus.

File Description	Documents
Upload relevant supporting document	[View File](#)

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

1

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

1.1.3 - Total number of courses having focus on employability/ entrepreneurship/ skill development offered by the University during the year

1.1.3.1 - Number of courses having focus on employability/ entrepreneurship/ skill development during the year

1137

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced of the total number of courses across all programs offered during the year

95

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.2.2 - Number of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented during the year

8

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

Centurion University has made the courses on Gender, Human Rights and Ethics, and Environmental Science mandatory for all disciplines. Disaster Management and Climate Change have been integrated into the relevant curricula. Training on Safety and First Aid is also imparted to the students. There are active Career Guidance Cell, Culture Sports and Responsibility Cell, Anti-Ragging Cell, SC/ST and Minority Cell, NSS, NCC. Few of the programmes with cross cutting curricula are detailed below:

There is a bouquet of skill electives to all the students. Some of these electives are Disaster Management, Seed production, Drug

Research, Nutraceuticals, Yoga and Meditation, which reflects on human values, professional ethics, sustainable agriculture, climate change and ecological issues.

Centurion University is an equal opportunity organisation and treats students without gender bias. Girls are encouraged to take part in all kinds of sports, co-curricular activities, self-defence training and yoga. A well-established Internal Complaints Committee, in accordance with the Sexual Harassment of Women at Workplace (Prevention, Prohibition, and Redressal Act 2013), deals with issues related to sexual harassment with utmost care, support, justice and confidentiality.

File Description	Documents
Upload relevant supporting document	View File

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

16

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3.3 - Total number of students enrolled in the courses under 1.3.2 above

1.3.3.1 - Number of students enrolled in value-added courses imparting transferable and life skills offered during the year

4964

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3.4 - Number of students undertaking field projects / research projects / internships during the year

5356

File Description	Documents
Upload the data template	[View File]()
Upload relevant supporting document	[View File]()

1.4 - Feedback System

1.4.1 - Structured feedback for design and review of syllabus – semester wise / is received from Students Teachers Employers Alumni	• **All 4 of the above**

File Description	Documents
Upload relevant supporting document	[View File]()

1.4.2 - Feedback processes of the institution may be classified as follows	• **Feedback collected, analysed and action taken and feedback available on website**

File Description	Documents
Upload relevant supporting document	[View File]()

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Demand Ratio

2.1.1.1 - Number of seats available during the year

2522

File Description	Documents
Upload the data template	[View File]()
Upload relevant supporting document	[View File]()

2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

1123

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the studentsand organises special Programmes for advanced learners and slow learners

Centurion University admits students through an appropriate mechanism. The students selected are from varied backgrounds like rural/ urban and local/ international. There exists a natural gap among them, which is addressed as below.

Pre-admission Counselling: Students have access to admission counsellors to get the latest information about the admission process, branches, courses, schools and various programs of the University. Orientation: For fresher the orientation programme is conducted, that includes: ? know your University by an exhaustive virtual and conducted campus tour, ? teaching/learning/evaluation systems, ? University disciplinary norms, ? academic policy and different Grievance-Redressal processes, ? meet the industry experts, ? listen to the career and motivational talks, ? placement and internship opportunities available ? industrial, social and cultural outreach . Baseline Tests and Bridge Courses: Baseline tests are conducted to assess the need of the student. Accordingly, bridge courses are conducted for the new entrants to provide meaningful transition to the core, domain and skill courses. Mentoring: Faculty mentors are allotted to students. Mentoring is done routinely once a week. Each student is tracked through mentoring report and special intervention is made for critical students with the support of their parents and experts.

File Description	Documents
Upload relevant supporting document	View File
Link For Additional Information	https://cutm.ac.in/wp-content/uploads/2022/naacssr/2/2.2/2.2.1/(1)Report-On-Program-For-Advanced-Learner.pdf

2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
7020	365

File Description	Documents
Upload relevant supporting document	View File

2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences

Centurion University since inception is committed to ensure the holistic development of the students through student-centric learning processes. We espouse hands-on learning skill among students by providing them much required facilities for collaborative action and problem-solving skills through active involvement in real-life projects. All these are blended suitably in our curriculum. The following practices provide the broad spectrum of initiatives undertaken in the university to make the learning student-centric: https://cutm.ac.in/wp-content/uploads/2022/booklet/Student-Centric-Methods-for-Enhancing-Learning-Experiences.pdf

Projects and Field Practicum: Projects are built-in components of most of the courses. Beyond inbuilt projects of courses, there are minor and major projects in the programs. Students opting for domain courses are involved in live projects in tie-up with various industries. The university has collaborated with various universities and scientific institutions for the purpose. Lab practical, simulation through the advanced tools like Biovia, Simulia, field experiments are an integral part of the courses. Internships and Apprenticeship: Students opt for internship in organizations. Internship is assigned with credits in different schools. It provides an opportunity to translate classroom knowledge

`into practice in organizations. We also provide apprenticeship to students in the domain area to hone their skills.`

File Description	Documents
Upload relevant supporting document	View File

2.3.2 - Teachers use ICT enabled tools including online resources for effective teaching and learning processes during the year

`As explained in 2.3.1, Centurion is a working live model of NEP-2020. Immersive Experiential Pedagogy is its backbone integrated with digital technologies. This helps in exploring the Action-Reflection- Action to its core. Teachers are encouraged, trained and rewarded for making students go beyond the normal and explore learning from the world using ICT tools. CUTM has developed a dynamic and state-of-the-art learning infrastructure so as to get the Educational Technology plugged into its core delivery. This is executed through our Research Center for Edutech which focusses on digitisation of curricula, implementation of LMS as a IT backbone, development of 3D immersive technologies for understanding difficult topics and students and faculty developing their own content and pedagogy. At the same time, students are encouraged to learn from global resources which include Swayam, Coursera, Udemy and many such platforms. This facility is available for students also in our integrated library management system (refer Criteria 4.2.1).`

File Description	Documents
Upload relevant supporting document	View File

2.3.3 - Ratio of students to mentor for academic and other related issues during the year

2.3.3.1 - Number of mentors

`353`

File Description	Documents
Upload relevant supporting document	View File

2.4 - Teacher Profile and Quality

2.4.1 - Total Number of full time teachers against sanctioned posts during the year

`370`

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.4.2 - Total Number of full time teachers withPh.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. during the year

230

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.4.3 - Total teaching experience of full time teachers in the same institution during the year

2.4.3.1 - Total experience of full-time teachers

1598

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.4.4 - Total number of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the year

5

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

14

2.5.1.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the year

14

File Description	Documents
Upload the data template	*View File*
Upload relevant supporting document	*View File*

2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year

36

File Description	Documents
Upload relevant supporting document	*View File*

2.5.3 - IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

The University has a well-established and efficient centralised examination management system for all constituent campuses where processes of pre-examinations, conduct of examinations, declaration of results and awards of degrees are controlled and monitored by a central examination unit. The system is responsive to student grievances also. The CUTM-software "Examination Management System (EMS)" is for maintaining and processing both external and internal examination related records and data. The system generates eligible list of students for appearing examination as per University Regulations, generates admit cards and signature sheets to help the students. Processing and declaration of result has been integrated in EMS which has helped the University to compile fast and error free results, create real time database and generate consolidated grade-sheets immediately after publication of results. Over the past five years, several reforms have been introduced in the examination system. These reforms have yielded a positive impact on continuous internal assessment system through tests, presentations, assignments, students' participation in group work, classroom learning and other initiatives. These assessments give adequate scope to the students to improve their performance and analyse their progress on a continuous basis.

File Description	Documents
Upload relevant supporting document	*View File*

2.5.4 - Status of automation of Examination division along with approved Examination Manual	A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.6 - Student Performance and Learning Outcomes

2.6.1 - The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

The University policy describes a systematic approach to define the Programme Objectives (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of all programs offered while developing the curriculum, which is examined and approved by Board of Studies and Academic Council. Each course has been defined with course outcomes(COs), with reference to the specific competencies that can be achieved. Further, CO of each course is mapped with Programme Outcome/s(POs), with appropriate levels of correlation viz; High-3, Medium-2, Low-1. These mapping are done according to the nature of discipline and courses offered. The key objectives of these outcomes is to assess level of knowledge, skill and other competencies through continuous and multiple assessment processes. More than 70% of the courses are focused to measure hands-on skill and hence each course type has been defined with Theory/Practice/Project component.

The course title, credit, type, course outcomes and mapping of COs with POs are defined in the syllabus. The syllabus is available in the website of University under each programme. In addition to this, the University has developed digital content at courseware@cutm.ac.in for each course/programme which describes the Course objectives, Course Outcomes, Mapping of COs with POs and session plan of the course.

File Description	Documents
Upload relevant supporting document	View File

2.6.2 - Attainment of Programme outcomes, Programme specific outcomes and course outcomes are

evaluated by the institution during the year

The University has a systematic process of collecting and evaluating data related to course outcomes and programme outcomes to redesign pedagogy and other specific measures to improve the learning eco system for the students.

The assessment of each course are done through internal continuous assessment(CA) by concerned course faculty and End Semester(ES) written examination conducted by QA cell. The internal assessment of a course for theory component includes MCQ test, presentation, written assignment and Learning Record(LR) whereas the external assessments is done through written exam where the type of questions are defined and aligned to meet specific COs. The practice component of courses is evaluated through demonstration of experiments/software tools/handing equipment by course faculty as internal (50%) and external faculty (50%). The Project component is evaluated through display hardware project/product/research findings and analysis/patent/publication.

The Programme Specific outcomes is assessed considering the attainment of course outcomes and additionally supported by course feedback taken from students. Apart from this the programme outcome is judged from the feedback by recruiters during campus drives, progression towards higher education, qualifying various competitive and entrance examinations such as NET, GATE, CAT, GRE, GMAT etc.

Procedure for attaining COs, POs and PSOs.

- ○ Evaluation of Course Outcome

File Description	Documents
Upload relevant supporting document	[View File]()

2.6.3 - Number of students passed during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

1578

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a web link)

https://cutm.ac.in/download-pdf/?pname=/wp-content/uploads/iqac/po-pso-co/Students-Satsfaction-Survey&catID=144

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

3.1.1 - The institution Research facilities are frequently updated and there is well defined policy for promotion of research which is uploaded on the institutional website and implemented

The Centurion University of Technology and Management (CUTM) is actively involved in research in the fields of science, engineering, technology, health sciences and humanities to enrich the present knowledge through lab-to-land and land-to-lab model. The objectives of research at CUTM are knowledge generation, evidence-based advocacy, experiential learning, strengthening the curriculum and sustainable product/patent development in line with SDGs.

CUTM has a well-laid research policy set by the Research Policy Group headed by Vice-Chancellor of the University. All the research activities of the university are reviewed by Research Advisory Group chaired by the President of CUTM. The Director (Research), as the Head of the Research Council and the Research Co-ordination Committee, operationalises and standardises the quality of research. At the department level, the quality assurance, progress evaluation and research outcome are assessed by the Departmental Research Committee. To promote high quality research aligned with the UN sustainable development goals (SDGs), the 21 Research Centres (RCs) are established in August 2020 following the 'CUTM Research Promotion Policy of May 2017'. The university provides the research support through seed money grant to faculties and PhD research fellowship.

File Description	Documents
Upload relevant supporting document	View File

3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)

76.70

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.1.3 - Number of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the year

13

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year

34

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.1.5 - Institution has the following facilities to support research Central Instrumentation Centre Animal House/Green House Museum Media laboratory/Studios Business Lab Research/Statistical Databases Moot court Theatre Art Gallery	**A. Any 4 or more of the above**

File Description	Documents
Upload relevant supporting document	View File

3.1.6 - Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies during the year

4

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.2 - Resource Mobilization for Research

3.2.1 - Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the year (INR in Lakhs)

923.00

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.2.2 - Grants for research projects sponsored by the government agencies during the year (INR in Lakhs)

706.60

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.2.3 - Number of research projects per teacher funded by government and non-government agencies during the year

1629.60

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an eco-system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

Centurion University of Technology and Management (CUTM) is a leading Skill University of India. It lays emphasis on creating sustainable livelihoods in challenging geographies and rural demographics through education that results in employability and kindles entrepreneurship. This model has been applauded by the Government of Odisha, Government of India, NITI Aayog and international organizations such as United Nations, UNESCO, World Bank, British Council, etc.

CUTM has been recognized as a "Centre of Excellence" by the Ministry of Skill Development and Entrepreneurship (MSDE), GOI, and is a pioneer in "Skill Integrated Higher Education". CUTM follows a "domain specific-industry linked delivery structure and evaluation process" as the education model. The curricula allows students to learn "real time" according to their interest/choice through "Skills-for- Success" and "Choice-based-Credit-System"; thereby boosting self-confidence and kindling entrepreneurship spirit. This is evident from several student-led start-ups within the University.

Entrepreneurship-based and enterprise-linked teaching/learning/practice/research leading to projects and products. This results in tangible and sustainable social impact and boosts the reputation/brand- value/revenue-generation for the stake-holders.

CUTM focuses on contribution to Nation Building by linking Education to Employability, Employment, Enterprise, Entrepreneurship and Entrepreneurs –

File Description	Documents
Upload relevant supporting document	[View File](#)

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

89

3.3.2.1 - Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year wise during the year

89

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.3.3 - Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the year

3.3.3.1 - Total number of awards / recognitions received for research/innovations won by institution/teachers/research scholars/students year wise during the year

19

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.4 - Research Publications and Awards

3.4.1 - The institution ensures implementation of its stated Code of Ethics for research

3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following 1. **Inclusion of research ethics in the research methodology course work** 2. **Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc)** 3. **Plagiarism check** 4. **Research Advisory Committee**	**A. All of the above**

File Description	Documents
Upload relevant supporting document	[View File](#)

3.4.2 - The institution provides incentives to teachers who receive state, national and international recognitions/awards Commendation and monetary incentive at a University function Commendation and medal at a University function Certificate of honor Announcement in the Newsletter / website	**A. All of the above**

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.4.3 - Number of Patents published/awarded during the year

3.4.3.1 - Total number of Patents published/awarded year wise during the year

54

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.4.4 - Number of Ph.D's awarded per teacher during the year

3.4.4.1 - How many Ph.D's are awarded during the year

45

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year

733

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	**No File Uploaded**

3.4.6 - Number of books and chapters in edited volumes published per teacher during the year

3.4.6.1 - Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings during the year

169

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS — C. Any 3 of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.8 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

Scopus	Web of Science
500	598

File Description	Documents
Any additional information	No File Uploaded
Bibliometrics of the publications during the year	View File

3.4.9 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

Scopus	Web of Science
32	28

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File
Any additional information	No File Uploaded

3.5 - Consultancy

3.5.1 - Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy

The University has a well-articulated consultancy policy with established procedures for revenue sharing. With this, the University encourages and promotes the flow of knowledge and expertise to and from businesses. This contributes to the development of growing and productive relationships ensuring that benefits accrue to all stakeholders.

Consultancy activity is often associated with other responsibilities including teaching, mentoring, professional development, research and other academic activities; consultancy is therefore to be undertaken in a manner consistent with the contractual responsibilities of the faculties. The primary objective however is to provide quality services to meet the needs of the clients while at the same time managing risks. Therefore, a faculty is permitted to undertake upto 30 working days of consultancy activities per academic year with the approval of HoD/ Dean/ Pro-VC/ VC.

The benefits that the University hopes to accrue from successful consultancies are:

- development of useful business and academic collaborations and contacts; adding value to Industry-Academia symbiosis.
- extension of the knowledge base, thereby augmenting the teaching and learning capabilities of academic and research faculty/ staff;
- increased external stimulus for enriching intellectual activity;
- leveraging external funding through enhanced reporting of consulting activities;

File Description	Documents
Upload relevant supporting document	[View File](#)

3.5.2 - Revenue generated from consultancy and corporate training during the year (INR in Lakhs)

3.5.2.1 - Total amount generated from consultancy and corporate training during the year (INR in lakhs)

1750.06

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.6 - Extension Activities

3.6.1 - Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the year

Centurion University of Technology and Management (CUTM) has taken up initiatives to enhance employability of school dropouts, skill integrated higher education, and social- entrepreneurial outreaches for creating a student centric learning system. CUTM works in true partnership with government, market and civil society organization in all its endeavours. More than fifty percent of student projects are based on real problems in the community/ organization. Students receive certificate/ assessment from the Community organization/ Beneficiary for all project work relevant to the community and every School has minimum one Action Research project per annum relevant to the community.

Specifically, the events presented below are celebrated each year. The events typically comprise Extension activities in the neighbourhood community in order to sensitise the students to social issues and holistic development. This activity has created an impact both with the students and community as a whole. The NCC, NSS, YRC & Social Responsibility Unit of the University organise / take part in various initiatives on a continual basis like organizing:

- Swachh Bharat initiatives,
- Blood donation camps,
- Awareness programs on AIDS prevention,
- Working with Orphanages,
- Working with Old age homes,
- Working with Home for specially-abled,
- Working with Home for mentally destitute,
-
-

File Description	Documents
Upload relevant supporting document	View File

3.6.2 - Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the year

3.6.2.1 - Total number of awards and recognition received for extension activities from Government / Government recognised bodies during the year

15

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.6.3 - Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the year(including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

45

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.6.4 - Total number of students participating in extension activities listed at 3.6.3 above during the year

5400

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.7 - Collaboration

3.7.1 - Number of collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

3.7.1.1 - Total number of Collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

196

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.7.2 - Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the year

86

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.

Centurion University has extensive and well planned campuses with more than 25% of the area dedicated to green spaces. It has robust infrastructure which ensures each student has access to relevant facilities and an environment conducive to realizing requisite learning outcomes. Its facilities are 100% compliant with all statutory requirements for the offered courses.

Based on current student strengths, the University presently has 226 Classrooms (including 25% Smart Classrooms), 169 Laboratories (course / subject specific and multidisciplinary), 2071 Computing Equipment (including PCs / Laptops / Tablets), and 12 Seminar Halls / Auditorium respectively, across all campuses.

The University has invested continuously over the past 5+ years to add capacity and capabilities that ensure effectiveness of the teaching-learning process, in the following:

1. Modernized classrooms with 25% "Smart" (including smartboards,

projector, WiFi and immersive tech equipment). This ensures a collaborative environment for participative / engaged learning.
2. Multi-disciplinary High-performance Computing Lab in collaboration with Dassault Systemes covering digital design, simulation, AR/VR and gaming related domains (Dassault Systemes 3DS and Unity platforms). This lab is used by various disciplines such as Engineering and Applied Sciences.
3. Best in class laboratories (subject specific as well as multi-disciplinary).

File Description	Documents
Upload relevant supporting document	[View File](#)

4.1.2 - The institution has adequate facilities for cultural activities, yoga, games (indoor, outdoor) and sports. (gymnasium, yoga centre, auditorium, etc.)

The main campuses of Centurion University at Bhubaneswar and Paralakhemundi are spread over 40 acres and 160 acres respectively. The campuses have vast green spaces covered with exotic plants and fruit / flower bearing trees. The natural beauty of the campuses provide an ideal ambience for sports, yoga and other activities related to well-being of the students.

In order to encourage these activities, the University has student clubs, sports teams as well as formal calendar of events based on their interest, formal teams as well as a calendar of events. Kits and uniforms provide the students with a sense of team identity and spirit. Students are recognized for participation through certificates, trophies and monetary rewards.

The University periodically hosts multiple intra/inter University and national level events in collaboration with various associations, such as Orissa Cricket Association, etc., to encourage healthy competition amongst the student fraternity and for participation in co-curricular activities.

The University also offers sports as credit earning skill courses through its Skills for Success Programs, to inculcate a healthy sporting discipline. Examples are provided in the annexure.

File Description	Documents
Upload relevant supporting document	[View File](#)

4.1.3 - Availability of general campus facilities and overall ambience

The major campuses of Centurion University are at Bhubaneswar (Jatni) and Paralakhemundi, situated in the poorer and under-developed parts of Odisha having tribal inhabitation, with the objective of serving the underprivileged communities/geographies. Each campus has been designed to ensure that it offers the best in class education infrastructure and living conditions.

In order to attract the best talent of faculty and staff, all modern amenities such as connectivity (electronic and physical) and medical/residential/recreational facilities are available within the campuses or in close proximity. Each campus offers a balanced lifestyle in a tranquil environment, conducive to overall well-being and supportive of academic pursuits.

Some of the key features and general facilities, available at both campuses, are listed below:

1. Gated Campus and Security: Fully gated and walled community with 24x7 physical and electronic surveillance systems have been established at both the campuses.
2. Residential Facilities for Staff and Faculty: On campus residential accommodation is available for single and married employees, along with their families. This is offered free or for a very nominal rental for covering maintenance.

Residential Facilities for Students: The campuses have segregated female and male residential facilities (to accommodate up to 70% of the enrolled students),

File Description	Documents
Upload relevant supporting document	[View File](#)

4.1.4 - Total expenditure excluding salary for infrastructure augmentation during the year (INR in Lakhs)

3046

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

The university library operation is automated through a leading open source software 'Integrated Library Management System (ILMS-Koha version 20.11) in the year 2021. It runs in window/Linux/Ubuntu server and functions on any operating systems (Linux, UNIX, Mac), catalogued through MARC21/UNIMARC, data transfer (Z39.50 server/ SQL, MYSQL), Export and Import records through ISO2709. The Koha ILMS has been linked to our ERP-I-Cloud EMS software which enables all the members of the University for a user-friendly process of transaction. It carries out the execution of core areas of library operations such as:

- Inventory management (Cataloguing, acquisition, indexing),
- Bar code of books, journals and documents,
- Online Public Access Catalogue (OPAC) for searching library documents by the users,
- Membership creation,
- Circulation (Check-in/check-out, reservation),
- Periodic report generation of library transactions,
- Library Administration.

We have created a user friendly consolidated catalogue for all the campus libraries and the same has been indexed in the library website for easy access of the users. The University libraries have adequate built-up space to provide services in different sections like Circulation, Reference, Periodical, Technical, Reading room, Stack area, Acquisition, Digital library area, Student reading room, Faculty reading room, etc.

File Description	Documents
Upload relevant supporting document	View File

4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e – journals e-	A. Any 4 or all of the above

books e-ShodhSindhu Shodhganga Databases

File Description	Documents
Upload relevant supporting document	View File

4.2.3 - Annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the year (INR in Lakhs)

44.72

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

4.2.4 - Number of usage of library by teachers and students per day (foot falls and login data for online access)

2384

File Description	Documents
Upload relevant supporting document	View File

4.3 - IT Infrastructure

4.3.1 - Number of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities during the year

183

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

4.3.2 - Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

The IT Policy of CUTM aims to make the university's processes automated, efficient and effective. It covers all aspects of the IT infrastructure (e.g. Computing Devices, Networks, Wi-Fi etc.), Services (Software license, User access management, enhancement of existing applications and developing new applications), Network

Security (Firewall management, VPN etc.) and adoption of Cloud based applications. The CUTM EMS (Education Management System) and LMS (Learning Management System) are superior applications based on SAAS (Software As a Service) model, reducing cost and increasing effectiveness of the unified approach to all aspects of education delivery in all CUTM campuses.

IT EXPANSIONS/ ENHANCEMENTS

1) High performance computing (HPC): PARAM Shavak Supercomputers have been procured for performing high-end scientific research using modelling, simulation and data analysis, and creating HPC aware skilled workforce. More supercomputers are planned to be purchased for all campuses.

2) Cloud services: For online storage of data, including large digital media, cloud services such as AWS are used extensively at CUTM. The cloud policy module of CUTM IT policy describes what

to migrate to cloud, how to ensure it is secure.

File Description	Documents
Upload relevant supporting document	[View File](#)

4.3.3 - Student - Computer ratio during the year

Number of students	Number of Computers available to students for academic purposes
7020	2345

4.3.4 - Available bandwidth of internet connection in the Institution (Leased line)	• ?1 GBPS

File Description	Documents
Upload relevant supporting document	[View File](#)

4.3.5 - Institution has the following Facilities for e-content development Media centre Audio visual centre Lecture Capturing System(LCS) Mixing equipment's and softwares for editing	**A. All of the above**

File Description	Documents
Upload relevant supporting document	[View File](#)
Upload the data template	[View File](#)

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Total expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year

2860

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Centurion University of Technology and Management strives to provide physical and support facilities for an excellent academic environment in a clean and green campus. In order to achieve this objective, the University has a General Maintenance Department which has established systems and processes for regular maintenance and for proper utilization of resources like buildings, classrooms, laboratories, hostels, sports, yoga/meditation facilities, gardens/lawns, etc.

There are policies formulated for annual, periodic and preventive maintenance as per the operation manual of the OEM. The policies ensure that all equipment relevant to laboratory , IT system, sports and gym, waste to wealth ,STPs, solar power system etc have updated annual maintenance contracts wherever necessary, or are serviced by trained in-house staff so as to be available for service 24X7.

The policies pertaining to campus cleanliness such as no waste policy, no smoking policy, etc., are strictly adhered to. In order

to redress issues faced by students, faculty and staff, there is an established system whereby the concerned student/faculty/staff can lodge complaints through an ERP system which ensures that the same is resolved in a timely manner by the respective unit (Plumbing, IT, Electrical, Carpentry, Sanitation, Waste disposal and waste to wealth etc.).

File Description	Documents
Upload relevant supporting document	[View File](#)

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Total number of students benefited by scholarships and free ships provided by the institution, Government and non-government agencies (NGOs) during the year (other than the students receiving scholarships under the government schemes for reserved categories)

3678

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

5.1.2 - Total number of students benefited by career counselling and guidance for competitive examinations offered by the Institution during the year

5788

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) Awareness of trends in technology	**A. All of the above**

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organisation wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	• **All of the above**

File Description	Documents
Upload relevant supporting document	View File

5.2 - Student Progression

5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)

5.2.1.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

47

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.2.2 - Total number of placement of outgoing students during the year

1351

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.2.3 - Number of recently graduated students who have progressed to higher education (previous graduating batch) during the year

221

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter -university/state/national/international events (award for a team event should be counted as one) during the year

19

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.3.2 - Presence of Student Council and its activities for institutional development and student welfare

Centurion University actively promotes student participation and representation in a wide range of academic and non-academic aspects of the university's service delivery in order to place an emphasis on students' overall growth. As a result of this effort, students will not only be given a voice, but also a sense of responsibility as young adults. Students typically participate in the form of individual representatives chosen by the students themselves or committees formed specifically to address specific issues. Several student committees have been formed, each focusing on a different aspect of curricular, co-curricular, and extra-curricular growth. Committees- Cultural Committee, the Sports Committee, the Responsibility Committee, and the Core Coordinators Team for the Cultural, Sports, and Responsibility (CSR) Committee all exist within the Student Association. The Student Representatives include

the Anti-Ragging Committee, the Hostel Committee, the Mess Committee, the Anti-Drug Brigade, the Class Representative, and the Placement Coordinators

Cultural- Alumni and student representatives make up a portion of the Board of Studies. Some of the different Social Responsibility wings include the National Service Scheme (NSS) Coordinators, the National Cadet Corps (NCC) Platoon, the Youth Red Cross (YRC) Coordinators, the Bharat Scout and Guides (BSG) Team,

File Description	Documents
Upload relevant supporting document	View File

5.3.3 - Number of sports and cultural events / competitions organised by the institution during the year

247

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.4 - Alumni Engagement

5.4.1 - The Alumni Association/Chapters (registered and functional)contributes significantly to the development of the institution through financial and other support services during the year

The University has two registered Alumni Associations - JITM Alumni Association (JITMAA) and Centurion University Alumni Association (CUAA). JITMAA (registered in 2008) caters to the alumni of Jagannath Institute of Technology and Management (JITM), Paralakhemundi. Subsequently, after according of University status, JITM's name changed to Centurion University of Technology and Management (CUTM). CUAA was registered in 2018 and comprises of alumni across all CUTM campuses. However, both Alumni Associations continue and students passing out from all campuses of CUTM are registered in these associations. The Alumni Associations (AA) are student driven and the Alumni choose their own President and coordinators. They have an independent social media presence.- [Website @ http://alumni.cutm.ac.in] and [FB- https://www.facebook.com/profile.php?id=100003277914437]

The AA / Chapters provide an interface between the alumni, staff and students of CUTM and have contributed significantly to the development of the University through financial / non-financial means. The area of participation over the past five years include: 1. Alumni placement Assistance Cell: The Alumni employed in various organizations keep the University abreast of available job opportunities. They guide the students on the placement process and help motivating them in developing their career further.

File Description	Documents
Upload relevant supporting document	[View File](#)

5.4.2 - Alumni contribution during the year (INR in Lakhs)	A. ? 5Lakhs

File Description	Documents
Upload relevant supporting document	[View File](#)

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance

The CUTM tag lines read, "Shaping Lives …. & Empowering Communities …. ". Currently the university is focussing on - "Learn from the world " and finally " Make the world". Centurion vision 'to transform the local communities' is rooted in the firm belief that the institutions, in developing societies, MUST transform the communities they work with. In this context, the communities mean, Faculty, Students, and the communities from local to global.

Rooted in this conviction, the University has the following vision, mission and goal (VMG). In the last 11 years, there is sufficient impact visible to make it a LIVING vision and mission (VM).

Vision:

A globally accredited human resource center of excellence catalyzing "sustainable livelihoods" in the "less developed markets across the globe".

Mission:

- Provision of quality, globally accredited academic programmes in technology and management .
- Provision of globally accredited employability training for less endowed segments of the population.
- Promotion of entrepreneurial culture and enterprise in the target areas.
- Facilitating improved market access to goods and financial services to the target population.
- Promotion of lighthouse project interventions in the target area .

File Description	Documents
Upload relevant supporting document	[View File](#)

6.1.2 - The effective leadership is reflected in various institutional practices such as decentralization and participative management

Centurion has "Shaping Lives and Empowerment of Communities" as its vision. Therefore, institutional practices have been radically innovative and dynamic. This is possible by our transformational leadership and practices. Centurion has been facing many challenges in institutional practices. In order to overcome the challenges, CUTM has a leadership of original thinking and has devised various practices in consonance with the vision and mission and organisational goals.

- Learning Organisation: Transformational change needs out-of-the-box thinking as every change requires a specific strategic process of approach. Flexibility, dynamism, and constant flux are hall marks of such processes. Being located in remote areas, it had to experiment with appropriate and innovative HR practices like performance based incentives and dis-incentives to attract and retain faculty. An ideal Centurion faculty is the one who is in perfect tune with academics and its application aligned to the market.
- Governance: We at CUTM follow the practice of collaboration, transparent sharing of information, negotiation as a basic tool of decision making, smart procedures, and digital governance. So it practices paperless office, paperless examinations, Slack for workflow management, and ERP for both academic and non-academic management. Our trans-functional Research Canters (RCs) focus on publications, products and

patents.

File Description	Documents
Upload relevant supporting document	[View File](#)

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

Centurion University as a Skill University has designed and delivered a comprehensive skill integrated (based on NSQF competency levels) higher education. It integrates hands on knowledge, practice linked pedagogy and experiential learning in an inclusive environment with a focus in rural and remote areas. The University has progressively succeeded in institutionalizing the unique model that blends Technical Vocational Education & Training (TVET) Qualifications with Skill Development. The intent is to ensure that each skill program equips youth with specific technical skills and competencies along with the necessary life skills to ensure a seamless transition into the modern workplace and be productive citizens. This model applies to all programs across the University.

In its endeavour to implement the skill integrated higher education, the University has recreated a live production environment in its campuses where students eventually design, simulate, test, and manufacture a product (prototype and commercialise) or service with a tangible socio-economic value and this it recognises to be the best measure of the outcome of any course.

File Description	Documents
Upload relevant supporting document	[View File](#)

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Centurion University has the overall policy framework that encourages transparency This has been ensured by having a clear ICT enabled MIS that shares, in its website, policies and handbooks relating to HR, Recruitment, Employee Induction, Faculty/staff

Handbook , Code of Conduct, Internal promotion, Research, FDP, Consultancy, Grievance redressal, POSH, Examination, Admission, Placement, Scholarship, Student Handbook, Prevention of ragging, Gender equality, Equal opportunities, Green campus, Environmental sustainability, Prohibition of smoking, drugs and alcohol, Good food in the campus, Recycling & waste reduction, and processes (listed below) in all academic and administrative areas.

Enterprise Resource Planning (ERP) is integrated with the LMS/SIS systems. These arrangements ensure a culture of self-service where all the stakeholders have access to relevant information. Further the internal IQAC monitors periodically to ensure continuous improvement of Management Information Systems.

1. Governance

Act of the University mentions the Board of Governors as the apex body and the Governor of the State is the Visitor. The Academic Council is responsible for the approval of the academic programs. The BoS comprising of the experts from academics and industry approves all new syllabus and changes, if any, keeping in view the changes in the system.

File Description	Documents
Upload relevant supporting document	[View File](#)

6.2.3 - Institution Implements e-governance in its areas of operations

6.2.3.1 - e-governance is implemented covering following areas of operation 1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination	A. All of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff

Performance Appraisal is the analysis of an employee's recent successes and failures, personal strengths, challenges and suitability for promotion or further improvement. Therefore the requirement of training and mentoring as the need arises. CUTM is aligned to NEP-2020 regarding the performance appraisal of the teaching staff. The University eco-system is open, participatory and data based. The API score of the employee and interaction with technical experts w.r.t the job description drawn is of utmost significant. And for non-teaching employees, only the matrix as per the job description is evaluated. This system has been developed with a purpose to help the employee's career development and advancement.

The performance analysis for teaching staff is based on academic qualifications, teaching experience, feedback from students and colleagues, research experience and training, Research projects and consultancy, attendance in Seminars/Conferences/Symposia/ Workshops, number of publications/products/patents, and communication skills. Innovations/Contributions in Teaching are evaluated based on contribution made towards Design of Curriculum, teaching methods, Laboratory experiments, Evaluation methods, Preparation of resource materials including books and reading materials, Laboratory manuals, and Remedial Teaching/Student Counselling.

The assessment for non-teaching staffs is evaluated by their academic qualifications, work experience, the job role they are assigned along with the deliverables and targets.

File Description	Documents
Upload relevant supporting document	View File

6.3.2 - Total number of teachers provided with financial support to attend conferences /

workshops and towards membership fee of professional bodies during the year

120

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.3.3 - Number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the year

43

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.3.4 - Total number of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the year(Professional Development Programmes, Orientation / Induction Programmes Refresher Course, Short Term Course)

113

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources

CUTM has various sources of funds like: 1. Student fee income, 2. CSR grants for skill development 3. Consulting and Research income from government and corporate income 4. Manufacturing and turn-key project implementation 5. Incubation services 6. Commercialisation of IP For infrastructure augmentation, CUTM avails term loan from financial institutions. CUTM collaborates with industry partners through deep and meaningful engagements of large scale and high impact and undertakes consulting assignments from industry partners, central and state governments. CUTM also executes production orders as part of its incubation and learn-while-earn programmes. The University has also more than 10 vibrant Research Centres (RCs)

headed by senior faculty. The research centres constantly look for new product development opportunities, consulting, design and commercialisation of IP created, CNC and additive manufacturing. The University has also a wing dedicated for fund raising for its activities as well as start-up capital for its incubated units. Reputed consulting firms support CUTM incubatees for VC/PE funds. This network is managed by eminent professionals and regularly reviewed by senior management. For optimal utilisation of resources, bottoms-up budgeting is carried out every year, where-in, every department, school and campus propose their annual capital and operational fund requirements.

File Description	Documents
Upload relevant supporting document	[View File](#)

6.4.2 - Funds / Grants received from government bodies during the year for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)

3.0

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

6.4.3 - Funds / Grants received from non-government bodies, individuals,philanthropists during the year for development and maintenance of infrastructure (not covered under Criteria III and V)(INR in Lakhs)

70.1

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

6.4.4 - Institution conducts internal and external financial audits regularly

CUTM conducts internal and external financial audits regularly. It has a full-time accounts department and in house internal audit team since inception to ensure proper and timely maintenance of accounts and audit compliances.

The External Financial Audit of CUTM is carried out by the appointed independent auditors (SRB and Associates Chartered Accountants). For each financial year they check and establish the accuracy of the financial statements and related accounting policies/standards are as per statutory requirements. They also give an opinion on maintenance of proper books of accounts and agreement of the certified financial statements with the books of accounts.

All Utilization Certificates to various grant giving agencies, FCRA annual Financials are also certified by the external auditor time to time. Since inception, till the financial year ending 2019-20, all the annual financial statements has been certified by the external auditors.

The Internal audit of CUTM is conducted on concurrent basis by its internal audit team, consisting of employees and expert consultants. The team visits multiple campuses as per the approved annual audit plan and check for operational efficiency and effectiveness of internal control mechanisms with respect to the financial transactions throughout the organization established by Standard operating procedures.

File Description	Documents
Upload relevant supporting document	[View File](#)

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals

Internal Quality Assurance Cell (IQAC) operates to develop an internal culture of quality assurance and generates, regulates and analyses monthly information reports related to quality enhancement of the teaching and learning process, structures and methodologies of operations and learning outcomes which is outlined in the Internal Quality Strategy. The improved NIRF and THE rankings are an indication of this effort. Enhancing IQAC Processes: At the outset, IQAC ensured that the course material is prepared in line with the CUTM Vision and NEP 2020, and in accordance with the global technological advances and the expected outcomes (in terms of POs, PSOs and COs). After review by external experts of Industry/Academia, courses are approved by the BoS and Academic

Council, and are made available in the public domain (courseware.cutm.ac.in). IQAC also ensures that it stays updated with the technology, revising the courses to integrate skills as required, intensifying the implementation of CBCS, implementing Theory+Practice+Project (or a combination) in every course and initiating a process of quality checks. Course preparedness sessions and regular monitoring are conducted for all courses. A key initiative is the maintenance of learning records by students which is an evidence of learning through the entire program.

File Description	Documents
Upload relevant supporting document	[View File](#)

6.5.2 - Institution has adopted the following for Quality assurance Academic Administrative Audit (AAA) and follow up action taken Confernces, Seminars, Workshops on quality conducted Collaborative quality initiatives with other institution(s) Orientation programme on quality issues for teachers and studens Participation in NIRF Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)	A. Any 5 or all of the above

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting documnent	[View File](#)

6.5.3 - Incremental improvements made for the preceding during the year with regard to quality (in case of first cycle) Post accreditation quality initiatives(second and subsequent cycles)

The IQAC is entrusted to monitor the periodic progress and ensure the implementation.

Curricular Aspects:

CUTM believes in skill based education and accordingly syllabus is prepared with more emphasis on lab and practice based teaching followed by student-projects with visible outcome (based on OBE) like production of 3-D printers, Transformers, E-Vehicles, Drones etc. This was enabled by the introduction of 'domain based

teaching'.

Keeping pace with changing technology, the syllabus is revised in consultation with experts from Industry and academia. During the pandemic, the optimal use of ICT in the teaching learning process has yielded encouraging outcome like online teaching and evaluation. The University has introduced a system of examination-on-demand (EOD) to facilitate on-time completion of courses by the students.

A number of cross-disciplinary, industry relevant and innovative Research Centers (RCs) have been initiated, which have led to increased publications, patents and products.

CUTM received international grants from UTFORSK, Norway; AAGS, DAP, Australia; GAP Foundation.

Administrative Aspects:

In tune with the revised curriculum, and research policy, the requisite infrastructure was created. The existing Wi-Fi bandwidth has been upgraded. Libraries have been fully digitised and made user-friendly. Laboratories are equipped with computers, sophisticated equipment and licenced software.

File Description	Documents
Upload relevant supporting document	[View File](#)

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Centurion University has a work culture based on inclusivity, integrity, and impartiality, in line with its motto "Shaping Lives and Empowering Communities." The University is an equal opportunity employer that values diversity and recognizes the importance of supporting women in particular. We are proud that the University's three statutory positions, Vice Chancellor, Registrar, and Director

Quality Assurance/Controller of Examinations, are all held by women. The University follow policies and processes that ensure the safety, security and well-being of women as follows: a) Measures: ? 'Gender, Human Rights and Ethics' has been introduced as a mandatory subject for all students.? ? All students participate in Gender sensitization session during their induction programme also regular workshops organized for all staff and students.? ? Institutional scholarships (50% fee waiver) provided to female students pursuing non-conventional disciplines as part of Chandrika scholarships.? ? Flexible timings provided to enable women faculty and staff to maintain a work- life balance.? ? Female faculty and students encouraged to take up leadership roles in various University activities? ? A Girls NCC battalion is existing.? ? Collaborating with women's wings of apex bodies such as FICCI FLO, WICCI for various activities.?

File Description	Documents
Upload relevant supporting document	<u>View File</u>
Annual gender sensitization action plan(s)	Preparation of Gender Sensitization Annual Calendar, Facilities available forfemale students & lady faculty & Staff ? Introduction to Gender, Human Rights andEthics' Orientation Programme ? Awareness on CUTM Gender Policy ? Gendersensitization through discussion & video documentaries/short movies ? Introduction of Gender Champions ? Institutional scholarships (Female) ? WomenEntrepreneurship, Fun Games and interaction; Poster Competition, Solo dance, SoloSong, Poetry, Duet, Group Dance, Drama on the theme Gender Equality today for aSustainable Tomorrow, Faculty Development Programme, Workshop in Barlanda
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information	? Security Staff for 24 hours in Colleges and Hostels. ? Security Staff inCollege Pathways during working Hours. ? Camera Surveillance on College Premises,Hostels, and Pathways. ? Onsite Ambulance Service in case of Emergency. ? Separate Wash Rooms for Girls and Boys. ? Common Reading Rooms for Boys and GirlsSeparately. ? Academic, cultural or sports training under the supervision of afaculty. ? Training programs on Self-defense for women students organized. ? Health and Hygienic training. ? Health checkup camps. Volunteer female studentsappointed as 'Special Police Officers' in collaboration with Commissionerate ofPolice, Odisha.

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation Solar energy　Biogas plant Wheeling to the Grid　Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment	**A. Any 4 or All of the above**

File Description	Documents
Upload relevant supporting document	[View File]()

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

CUTM is committed to making every effort to provide zero-waste and sustainable eco-system facilities on all of its campuses. The waste management facilities installed on its campuses not only address local concerns about the environmental impact of its operations, but also align with United Nations Sustainable Development Goals (SDGs) such as SDG 7 and SDG 15. The University plans to redesign the lifecycle of resources until they are used to their full potential. In this spirit, it has implemented solid waste management systems such as • Kwik Composting Machines to manage food waste from student canteens and convert it into green manure. The composting machines produce compost at an average rate of 130 kg per day using saw dust from the CUTM wood-labs and bio-culture as minor ingredients. • Paper Recyclability Machines for recycling office waste such as paper and fabric waste from our apparel manufacturing unit are converted into value-added products such as hand-made paper and related gift items.

• Plastic waste from across campus is recycled into paver blocks. • Similarly, agricultural waste (paddy straw) and biowastes are converted into packaging (egg baskets), fabric, eco-pens, eco-pencils, and other products. • Single-use plastic is prohibited at the University

File Description	Documents
Upload relevant supporting document	[View File]()

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: 1. Restricted entry of automobiles 2. Use of bicycles/ Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastic 5. Landscaping	**A. Any 4 or All of the above**

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following: 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	**A. Any 4 or all of the above**

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons	**A. Any 4 or all of the above**

with disabilities: accessible website, screen-reading software,mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

File Description	Documents
Upload relevant supporting document	[View File]()

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words)

Centurion University believes in unity in diversity. Our campuses are located in remote districts of the country. Towards this, the University has pro-actively made efforts to promote diversity. Students from nine different countries, religions, languages and cultures are encouraged to take part in events across campuses. This gives a feeling of 'home away from home' for these students, in the campus and hostels. All the festivals are celebrated along with students from different cultural backgrounds. There is a multi-faith space created for students inside the campus. Food is one of the important aspect of culture, is given high priority and food is provided according to their cultural beliefs and practices. The Food Kiosks on campus also cater to the palate of the diversity of students from within and outside the country. Inclusive spaces are created across the campuses for the students to meet and greet each other. The University also promotes and supports students from different linguistic background by associating a suitable mentor to each student. This helps majority of the students from underprivileged backgrounds and alien culture to take the advantage and participate with other students in various activities.

File Description	Documents
Upload relevant supporting document	[View File]()

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

CUTM is committed to making students, faculty, and staff aware of and sensitive to their constitutional obligations. Students are sensitized through courses such as Gender, Human Rights, and Ethics, as well as through participation in activities organized by CUTM's Culture and Social Responsibility unit (during Republic Day and

Independence Day Celebrations in which Flag hoisting and other activities are conducted). Furthermore, workshops are held throughout the year for the University's faculty and staff to educate them on the interconnected issues of 'Rights, Duties, and Responsibilities' as an Indian citizen. On various National Days, such as International Human Rights Day, International Mother Language Day, International Women's Day, National Women's Day, International Day for the Disabled, World AIDS Day, Environment Day, and Science Day, this is done at the university level. External constitutional experts have been invited to give talks on the aforementioned issues. The workshops are held in a discussion format, with everyone learning about the Preamble's ideals and the Fundamental Rights of a Person guaranteed in Part III (Article 14-32) of the constitution, such as the Right to Equality, the Right to Freedom, the Right to Culture and Education, the Right against Exploitation,

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on Code of Conduct are organized	All of the above

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

Centurion University takes immense pride in our country's heritage and makes every effort to ensure that its celebrated. Further, multiple initiatives are undertaken to ensure that its students are fully aware of the contributions and sacrifices made by our Nation's leaders both during the freedom struggle and toward shaping its progress. Specifically, the events presented below are celebrated each year. The events typically comprise remembrance speeches, students' competitions (debates, essay, painting) related to the event, parades and flag hoisting (for specific days such as Republic and Independence days). Besides student, staff and faculty, local

community is also often invited to participate in these celebrations. University celebrates National Festivals and Births Anniversaries of great Indian personalities every year as follows: Republic Day and Independence Day: Every year the Institution celebrates Republic Day and Independence Day with great pomp on the campus. All the staff and students attend the program. The program starts with Flag Hosting followed by National Anthem, Patriotic cultural program, March Past by NCC Cadets, Departments, Schools and various acts and skills presented to the gathering by the students.

File Description	Documents
Upload relevant supporting document	[View File](#)

7.2 - Best Practices

7.2.1 - Describe one best practice successfully implemented by the Institution as per NAAC format provided in the Manual

1. Title of the Practice: Community action learning program (CALP)

2. Objectives of the Practice

The concept stems from a core belief that an institution is part of the larger community and everything students do should contribute to a social impact. In pursuance of the UN Sustainable Development Goals, the University proactively aligns all its activities with the achievement of the same. Students are required to reach out to local communities and put into practice the knowledge and skills acquired in the classroom to solve day to day problems they face. This program additionally helps students to develop a sense of concern for community, negotiation through communication, strategic planning, team spirit, etc, thus ensuring the overall confidence. 2. The Context The contextual framework for this practice would require a deeper understanding of the communities within which the University is based and the student profile that the University attracts.

The University operates in some of the most difficult geographies (Prime Minister's aspirational districts, previously left wing extremist districts) with one of the most challenging clientele (some of the most disadvantaged demographics). These locations, with a varied range of development challenges, provide an ideal platform

for this program.

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

Centurion University of Technology and Management (CUTM) gains its distinctive edge by redefining, redesigning and constantly innovating in delivery of outcome-based education with a missionary focus on the learner and imparting the knowledge, skills and behavioral traits needed to shape their futures. The pedagogical framework and approach is by integrating hands-on-knowledge, experiential-based, practice-oriented pedagogy through internal internships and extensive industry exposure which provides a progression from traditional learning in the classroom to applied learning in the laboratory and finally into action learning in a live production environment. CUTM chose a unique path of setting up a traditional University with a strong social and community outreach through its skilling interventions eventually getting recognized by a) Government of Odisha as a Skills University, b) by the Ministry of Skill Development & Entrepreneurship, Government of India as the first multi-sector Center of Excellence and c) by National Council of Vocational Education & Training as the awarding body for NSQF skill certifications. CUTM is working towards this mission of building human resource capability through education, skilling and competency development that ensures employability. Entrepreneurial skills are also strongly developed and encouraged,

7.3.2 - Plan of action for the next academic year

We are planning to add some new programmes, such asBachelor of Management Studies (Airlines and Airport Management),Bachelor of Business Administration (Healthcare Management) etc. Placement goal would be to place at least 1500 students out of the eligible list of 2023pass outstudents. Placement Training on Quantitative, Aptitude, English,mock test and mock PI will beconducted in a three week window. Every faculty must publish in three journal articles out of which 2 must be reflected in the Scopus database and attend a minimum of 2 international/national conferences in a year.