



YEARLY STATUS REPORT - 2022-2023

Part A	
Data of the Institution	
1.Name of the Institution	Centurion University of Technology and 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/wp-content/uploads/igac/Annual%20Quality%20Assurance%20Report-AQAR-2021-22.pdf				
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/wp-content/uploads/calender/2022-23/				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	3.10	2015	15/11/2015	14/11/2020
Cycle 2	A+	3.37	2023	12/08/2023	11/08/2028
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			Yes		

<p>uploaded on the institutional website. (Please upload, minutes of meetings and action taken report)</p>	
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 	<p>View File</p>
<p>10. Whether IQAC received funding from any of the funding agency to support its activities during the year?</p>	<p>No</p>
<ul style="list-style-type: none"> If yes, mention the amount 	
<p>11. Significant contributions made by IQAC during the current year (maximum five bullets)</p>	
<p>NAAC Accreditation with 'A+'</p>	
<p>Data Submission for AISHE, MHRD</p>	
<p>Curriculum and Syllabus compilation for Science, Engineering and other programs</p>	
<p>India Rankings NIRF</p>	
<p>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</p>	
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Plan of Action	Achievements/Outcomes
Submission of IIQA for NAAC second cycle accreditation	Submission of IIQA on 17/11/2022 and subsequent approval
Submission of SSR for NAAC second cycle accreditation	Submission of SSR on 07/02/2023 and awarded with Grade A+ and score 3.37
Audit of major Equipment to check Lab readiness	Audit process was initiated in the August 2023 and based on the audit reports action was taken regarding repair of equipment/replacement by new equipment
Collection and analysis of stakeholder feedback	Feedback was collected, analysed and action taken
Faculty incentives for excellence in research and publications	Announcement was made in January, 2023 and applications were invited. The results were announced in February, 2023
Setting up of Internal Quality Assurance Cell in new campuses of Chatrapur and Balasore	Internal Quality Assurance Cell was setup in the new campuses located at Chatrapur and Balasore and the faculty and staff were sensitized on the importance and role of IQAC
13. Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> 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 Management appreciated 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
2022-23	04/04/2024
16. Multidisciplinary / interdisciplinary	
<p>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. Being a Skill University, Centurion recognises prior learning and enrolls 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. 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.</p>	
17. Academic bank of credits (ABC):	
<p>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</p>	

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. 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. The focus is also on digital design, manufacturing, simulation and testing with project-product-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 onCampus 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 63

Number of programmes offered during the year:

File Description	Documents
Data Template	View File

1.2 12

Number of departments offering academic programmes

2.Student

2.1 7883

Number of students during the year

File Description	Documents
Data Template	View File

2.2 2115

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.3 9398

Number of students appeared in the University examination during the year

File Description	Documents
Data Template	View File
2.4	42
Number of revaluation applications during the year	
3.Academic	
3.1	1319
Number of courses in all Programmes during the year	
File Description	Documents
Data Template	View File
3.2	420
Number of full time teachers during the year	
File Description	Documents
Data Template	View File
3.3	425
Number of sanctioned posts during the year	
File Description	Documents
Data Template	View File
4.Institution	
4.1	36169
Number of eligible applications received for admissions to all the Programmes during the year	
File Description	Documents
Data Template	View File
4.2	1560
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	

File Description	Documents
Data Template	View File
4.3 Total number of classrooms and seminar halls	235
4.4 Total number of computers in the campus for academic purpose	2445
4.5 Total expenditure excluding salary during the year (INR in lakhs)	15722

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. These objectives are employment, higher education and entrepreneurship.

Step-1: Faculty Council accordingly prepares the draft curriculum keeping in view:

- University Vision and Mission
- Feedback collected from stakeholders
- Periodic evaluation of course progress
- 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.
- Benchmarking of curriculum to program(s) run by leading educational institutions

- Guidelines of AICTE/ UGC/ICAR/PCI and all relevant regulatory bodies.

Step-2: Conducting Pre-Board of Studies (Pre-BoS) meetings to discuss the draft curriculum and recommend necessary improvements.

Step-3: Conducting the Board of Studies (BoS) meeting to finalize the curriculum and syllabi.

Step-4: Submitting to the Academic Council of the University and then to the Board of Governors for final approval.

Step-5: Periodic review by BoS to ensure the incorporation of suggestions.

File Description	Documents
Upload relevant supporting document	View File

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

11

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

1318

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

181

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

55

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. Few of the programmes with cross cutting curricula are detailed below:

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.

Human Rights policies are in place for the protection of underprivileged and marginal groups.

The course on 'Climate change and Sustainable Organisations' is mandatory for all Management and BTech programmes.

Centurion University, with its goal for a clean environment, has declared the campuses 'plastic free', and fosters a culture of 'love of nature'.

The University Community Diagnostic Center trains students to

participate and assist in providing subsidised health care facilities (primarily tests) to the rural communities in its vicinity by organising regular eye camps and health camps.

The University has engagement with urban slums and incubated an Urban Micro Business Centre through which students work with the community to help them in establishing supply chains to the market for selling their products.

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

102

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

7380

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

1967

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

3463

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

1477

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 students and organises special Programmes for advanced learners and slow learners

The students selected are from varied backgrounds and 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 freshers 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

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.

Mentoring: Faculty mentors are allotted to students. Mentoring is done routinely once a week.

Additional Lab Classes: Slow Learners are encouraged to attend extra lab classes for individual practice and to relate the application of concepts learnt by them in theory sessions.

Competitive Events: Robotics, coding, drone technology and ad-mad shows are a few examples. The University has formed different clubs for this purpose.

Culture Sports Responsibility (CSR): The credit-based CSR programme of the University gives the students an opportunity to develop their personality and learn from the experience of doing real tasks beyond the classroom related to culture, sports and responsibility

File Description	Documents
Upload relevant supporting document	No File Uploaded
Link For Additional Information	Nil

2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
2971	420

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:

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.

Guest Lectures, Seminars, Workshops and Symposia: As part of academic development, all Schools organise guest lectures, seminars, workshops and symposia on new age topics.

Group Learning and Flip the Class Pedagogy: Group assignments, group discussions, brainstorming sessions and projects are part of the curriculum design that ensures peer learning. Flip class pedagogy and material sharing with students ensures learning at the pace of

the learner.

Events: University on a continuous basis promotes events like project demonstrations, product competitions, idea generation forums, and entrepreneurial events to encourage students to inculcate design

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

1. ICT.....

CUTM has developed a dynamic learning infrastructure which is executed through our Research Center for Edutech which focuses on digitisation of curricula, implementation of LMS, development of 3D immersive technologies for understanding difficult topics and students and faculty developing their own content and pedagogy. Students are encouraged to learn from global resources which include Swayam, Coursera, Udemy and many such platforms. This facility is available in our integrated library management system.

- Digitalisation of Courseware: All the 1100 odd courses taught at the university are digitally aligned with session plans, lesson plan, teaching aids and assessment. The courseware is available as reference material for skills integrated higher education model (Centurion Model).
- Immersive learning content : The faculty and students have developed 100+ difficult-to- understand topics into 3D immersive learning using various metaverse technologies.
- The University uses a custom made ERP for the entire learning management for all courses.

- The university has its own payment app, Insta Money, integrated for fee collection
- Entire student feedback and interaction happens on the custom made digital platform of CUTM.
- The university also uses simulation labs wherever possible. All such simulation labs are hosted in AWS/Pi Data Center and Centurion@Cloud which is hosted in one of the campuses.

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

397

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

420

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

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

267

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

20212

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	No File Uploaded

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

42

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 centralized 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.

The End-semester assessment is conducted by a centralised process through EMS under CCTV surveillance. The answer books are coded and decoded in order to maintain confidentiality and unbiased evaluation process. Independent and unbiased evaluation is done through external answer script evaluators/examiners. These examiners are supplied with scanned solutions for each question. The University follows the fair practice of providing photocopy of answer-books to students on-demand and re-evaluation is done as per University norm.

Other good practices followed are -

1. Examination-on-Demand (EOD) for back papers is introduced for quick publication of result.
2. Inclusion of Aadhar number and display of student photographs in grade-sheets.
3. Academic transcripts are uploaded in NAD-Digilocker

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). Further, CO of each course is mapped with Programme Outcome/s(POs), with appropriate levels of correlation.

The course title, credit, type, course outcomes and mapping of COs with POs are defined in the syllabus. The assessment of each course follows a standard pattern of internal and external assessments.
Evidence of Other Assessments

- MOOC, Internship etc.
- Domain Skills
- Learning Records

Attainment of learning outcomes are directly measured through internal continuous assessment(CA) and End Semester(ES) written examination. CA includes online MCQ test, presentation, written assignment and Learning Record(LR). The QA cell of the University creates a question bank, which is updated, reviewed every semester. The University takes the final grade earned by students as the data point to assess the attainment of COs of each course. The attainment level of all courses in a programme are used to assess the attainment of POs and PSOs for the programme.

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/handling 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

2115

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/wp-content/uploads/igac/po-pso-co/Students-Satisfaction-Survey.pdf>

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 institution's Research facilities are frequently updated and there is a 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.

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. To encourage faculty members for quality research output, CUTM designed and implemented research incentive policy in May 2019 followed by "Provost's research award" which is implemented on September 2020 and subsequently upgraded in January 2022. These incentives acknowledge the publications, patents, products, start-ups, consultancy and extra mural projects. It is important to note that the research focus of RCs and faculties address almost all the SDGs of United Nations either directly or indirectly.

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)

20.33LAKHS

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

2

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

7

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 **A. Any 4 or more of the above** Central Instrumentation Centre Animal House/Green House Museum Media laboratory/Studios Business Lab Research/Statistical Databases Moot court Theatre Art Gallery

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

8

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)

7.17

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)

140.58

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

147.75

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. 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 allow 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.

CUTM focuses on contribution to Nation Building by linking Education to Employability, Employment, Enterprise, Entrepreneurship and Entrepreneurs - The 5Es. The education delivery model combines and converges teaching, training, design, project, product and production as learning outcomes. To institutionalise the 5E model, CUTM has established a Centre for Innovators, Entrepreneurs and Commercial (CIEC) in partnership with Start-Up Odisha.

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

109

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

109

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

44

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 **A. All of the above**

- 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**

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 **A. All of the above**
Commendation and monetary incentive at a University function
Commendation and medal at a University function
Certificate of honor
Announcement in the Newsletter / website

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

115

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

35

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

360

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

112

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- A. Any 5 or all of the above
PG-Pathshala For CEC (Under Graduate) For
SWAYAM For other MOOCs platform For
NPTEL/NMEICT/any other Government
Initiatives For Institutional LMS**

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

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
1878	7009

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

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
43	38

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

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;
- Development of possible opportunities for future partnerships such as research projects, internships, knowledge transfer partnerships, commercialization and licensing of IPR, spin-off commercial ventures;
- Financial benefits to the University and to faculty in the form of additional income.

The Consultancy Policy of the University aims to encourage faculty to undertake research consultancies, professional service provision, design, prototyping and commercialization of products, and development of intellectual property rights.

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)

5826.53

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. More than fifty percent of student projects are based on real problems in the community/ organization

Specifically, the events presented below are celebrated each year. The events comprise Extension activities in the neighbourhood community in order to sensitize the students to social issues and holistic development. Swachh Bharat initiatives,

- Blood donation camps,
- Awareness programs on AIDS prevention,
- Working with Orphanages,
- Working with Home for specially-abled,
- Working with Home for mentally destitute,
- International Yoga Day,
- Road Safety Awareness,
- Save our Rivers campaign,
- Tree plantation drive,
- Adoption of Village,
- Anti- Tobacco rally,
- W2W (Waste to Wealth) initiatives

The University has adopted a concept of 'Adarsh Gram' to promote sustainable livelihood security and quality of life of village communities around its campuses. The interventions in the villages are designed to meet the requirements of United Nations Sustainable Development Goals (SDGs) covering Education, Health, Livelihood, Natural Resources, Infrastructure and Governance. These activities connect students with the larger social issues in the community and makes them socially responsible, sensitive and thus facilitates in

the holistic development.

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

1

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)

43

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

3181

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

20

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

12

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 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. Its facilities are 100% compliant with all statutory requirements for the offered courses.

The University presently has 226 Classrooms (including 25% Smart Classrooms), 169 Laboratories, 2071 Computing Equipment, and 12 Seminar Halls / Auditorium respectively, across all campuses.

The University has invested continuously to add capacity and capabilities in the following:

1. Modernized classrooms with 25% "Smart" (including smartboards, projector, WiFi and immersive tech equipment). Multi-disciplinary High-performance Computing Lab in collaboration with Dassault Systemes covering digital design, simulation, AR/VR and gaming related domains.
2. Multi-purpose drones to facilitate in various academic and research activities.
3. 90% of information systems are hosted on Amazon Web Services (AWS) cloud infrastructure. Investment in 1 Gbps internet 'pipe' from Power Grid Corporation of India, gives us the ability to flexibly scale the required infrastructure for additional server space, bandwidth requirement and for specific applications such as virtual rooms / labs.
4. Fully operational content creation team and infrastructure (high-end cameras, high-end PCs with software such as Adobe Creative Cloud and Doodly)
5. Subscription and access to self-learning platforms such as Coursera for world class content.

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 natural beauty of the campuses provide an ideal ambience for sports, yoga and other activities.

The University has student clubs, sports teams as well as formal calendar of events based on their interest. 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.

The University also offers sports as credit earning skill courses to inculcate a healthy sporting discipline.

Facilities for Cultural Activities

1. Performing Arts:

1. Designated multi-purpose rooms that are used by students for practicing various arts such as classical dancing, singing and debating.
2. Support to the participants with musical instruments and expert musicians etc.
3. Open spaces for practicing hobbies such as rangoli, flower decoration etc.
4. Mega sized conference hall / auditorium cum stage (size 50'x40')

2. Community Events:

Students are encouraged to participate in community events such as traffic week, national events and inter college competitions..

Facilities for Sports and Yoga

1. Facilities for outdoor games (Cricket grounds, Multi-purpose grounds, Tennis courts, Basketball courts, Volleyball courts etc.)
2. Facilities for indoor games
3. Well-equipped indoor and open-air gymnasiums supervised by qualified gym instructors
4. Swimming pool in Bhubaneswar campus
5. Yoga Centre with a separate yoga / prayer hall with a Yoga cum Physical Instructor

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 underdeveloped 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)

2885

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

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-books e-ShodhSindhu Shodhganga Databases **A. Any 4 or all of the above**

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)

88.54

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)

123748

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

193

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, 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.

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.
2. Cloud services: For online storage of data, including large digital media, cloud services such as AWS are used extensively at CUTM.
3. Core network - Both wired and wireless: remote and on-site troubleshooting is provided for GSM/CDMA and NGN products. 1 GBPS internet connection with 1:1 ratio from BSNL and PowerGrid Corporation.
4. Secure campus-to-campus connectivity: VPN is used for such connectivity over a public network such as the Internet.
5. Firewall: Gateway Management Group (MID) for firewall administration, and management of "Security" rights is used.
6. IT Administration: Installation, configuration, and maintenance of servers, routers, switches, PCs, user account management, monitoring performance, and carrying out backup and recovery operations.

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
7883	2445

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

4916

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.

The University provides physical and support facilities for an

excellent academic environment in a clean and green campus. The University has a General Maintenance Department which has established systems and processes for regular maintenance and for proper utilization of resources.

There are policies for annual, periodic and preventive maintenance. The policies ensure that all equipment relevant to laboratory , IT system, sports etc have updated annual maintenance contracts wherever necessary, or are serviced by trained in-house staff.

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 through ERP which ensures that the same is resolved in a timely manner.

The General Maintenance Department ensures uninterrupted power and water supply, effective sanitation and cleaning, apart from keeping the entire campus green, neat and plastic-free. Maintenance of computers and other IT equipment is done in-house by the IT maintenance cell. The Administrative Head also coordinates the University’s efforts for disaster preparedness. The faculty members, staff/laboratory assistants and other service personnel are given responsibility to maintain the equipment under their supervision. External equipment manufacturers are referred to when efforts within the University fail.

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)

4621

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

50

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**50**

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**1038**

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**197**

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****110**

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.

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 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 NSS, NCC Platoon, YRC Coordinators, the Bharat Scout and Guides Team, the Gender Champions, and SPOs ,

The priority method ensures student- It representation in academic and administrative committees. Each class and department has a student association with Class Representatives.

Statutory positions of the University

Academic clubs- These are active on all of our campuses, and students plan, organize, and execute campus- and community-wide events.

Student associations Development- All students are encouraged to attend class committee meetings and provide feedback to the senior academic 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

355

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.

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.

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.
- Facilitating improved market access to goods and financial services to the target population.

Reflections in CUTM academic and administrative governance:

- The VM are articulated through the curriculum, pedagogy, learning environment and the extension activities done by the university.
- “Shaping Lives” is translated as Shaping Livelihoods. The focus has been on skill development, hands-on learning and improving employability.
- Culture Sports Responsibility (CSR) is an integral part of students’ societal learning making them responsive to the societies’ needs.

This initiative has made the stakeholders transformational and Atmanirbhar.

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

- **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.

- **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
- **Organisational structure and process:** The self-financed CUTM follows mixed model of governance, that seamlessly blends the typical academic administration structure, with that of the corporate financial and revenue management structures.
- **Values:** Giving importance to merit over seniority, encouraging out-of-box and innovative thinking, hands-on practice approach, taking risks and challenges, having market or client orientation, problem solving are all encouraged as values.
- **Student governance:** Students are encouraged to think beyond the classroom, give feedback, learning infrastructure and they have amply lived upto these expectations. They are encouraged to think of 'earn-while-learn', by creation and commercialisation of value. Students participate in over 20 different Culture, Sports and Responsibility (CSaR) clubs.
- **Financial management:** Financial management in Centurion follows best corporate practices.
- **Quality control:** In order to have effective quality control, an academic audit is periodically carried out as per norms. In addition, green audit, energy audit and water audit is done routinely.

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.

In its endeavor 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). The University's courses consist of blended modules, by converging traditional, applied and action learning and developing learning level competency through numeracy-literacy-technical-life-professional and entrepreneurial skills, equipping students to face diverse entry level jobs and career progression.

The distinctive model of CUTM has been cited by name in the UN General Assembly debate on Right to Education[1], acknowledged in the World Bank Report on Quality of Higher Education[2], prominently reflected in the British Council Global Report on Social Enterprise and Higher Education[3] eloquently reflected in the Best Practices Report - State Forward of NITI Ayog[4] and published as a case study by UNESCO.

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.

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. 2. Human Resource Development and Administration

The University has a robust HR Policy. In addition to the well-designed SOP for recruitment it includes an employee induction program that's policy-oriented.

3. Finance Administration

The Financial Administration of the University is integrated into the ERP System.

4. Counselling, Training & Placement

The University puts emphasis on psychological counselling for behavioural, relationship and mental wellbeing and career counselling to assess the student's potential and to support them in their career choices.

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 A. All of the above following areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

File Description	Documents
Upload the data template	No File Uploaded
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

The analysis of an employee's recent successes and failures, personal strengths and challenges, and suitability for promotion or further improvement is known as performance appraisal. As a result, as the need arises, training and mentoring are required. In terms of

teacher performance evaluation, CUTM adheres to NEP-2020. The University eco-system is open, collaborative, and data-driven. The employee's API score and interaction with technical experts in relation to the job description are crucial. Teaching innovations/contributions are evaluated based on contributions to curriculum design, teaching methods, laboratory experiments, evaluation methods, resource material preparation (including books and reading materials), laboratory manuals, and remedial teaching/student counselling. Non-teaching staff are evaluated based on their academic qualifications, work experience, the job role they are assigned, as well as deliverables and targets. During the appraisal process, the employee's leadership qualities are valued, as are the contributions made to the University/school/department/function, Co-curricular Activities, Enrichment of Campus Life (Hostels/sports/games/cultural activities), Students Welfare and Discipline, Membership/Participation in Committees/Fora on Education and National Development, and so on. The performance of faculty and staff members is evaluated on a regular basis. Salary and other benefits are increased or promoted based on the individual's performance. Increment has a fixed component and a performance component that is linked as a part (incentive) based on performance.

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

98

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

80

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)

419

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.

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. The consolidated capital and operational budget and cashflow projections will be presented by the Financial Committee to the Board of Management and approvals are obtained as per priorities and availability of funds. The funds utilization process for procurement of the material will be monitored by the Purchase committee and Deans of schools and also the finance department at a central level. Internal audit will be conducted as an ongoing process and Financial audit will be conducted by chartered accountant firm at the end of each financial year to verify the compliance to fund utilization policy.

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

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)

4

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). 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. Process of settling audit objections: ??The audit objections of external audit and internal audit with all the material facts, findings are communicated to the audit committee through a formal report after completion of the assignment. ??The audit objections could be in the nature of - Recovery, Rectification, Action -oriented, Nonproduction of evidences, Misappropriation, mis-utilisation of funds, procedural lapses, Non compliances of statutory provisions etc. ??These communications were examined by the audit compliance committee consisting of - Deputy Registrar Finance, Head of Internal Audit, Concerned Dean / Department heads and any other expert members nominated by the board of trustees.

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. 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. Important contribution of quality assurance strategy: Being a Skill University and recognised as a Center of Excellence (CoE) by the MSDE, CUTM primarily focuses on two practices of skill based learnings which the IQAC regularly monitors quality in these areas and suggests improvements and incentives: The University has introduced skill integrated courses to improve learning outcomes and enhance employability as a strategy for institutionalising quality assurance and disruption in the teaching learning process. Gateway driven projects have been mainstreamed for students to develop Products/ Solutions to problems that are real, scalable, and impact driven. Skills for Success (SFS) and NSQF-aligned Job-role based

courses and World Skills Competition aligned curriculum nurture the passion and interest of students.

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

A. Any 5 or all of the above

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)

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	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. 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. Sustainability Aspects: From the outset, sustainability is at the core of all the University does. In creating wealth from waste- food waste, water waste, plastic waste, waste paper and waste fabric is recycled to vermicomposting, watering the grounds, paver

blocks and handmade paper. Collaboration with Government: The University works closely with GoO to provide a PGD in Financial Management to its newly qualified OFS officers.

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. Measures: ? 'Gender, Human Rights and Ethics' has been introduced as a mandatory subject for all students. Safety and Security Measures ? Well-trained and vigilant women security guards are stationed across the campus. ? Extensive CCTV surveillance network with 24x7 monitoring. ? Awareness campaigns by students volunteers through street plays (Nukkad Natak) rallies and camp on women's safety and gender sensitivity. ? Creche (day care centers) for wards of University staff. ? Internal Complaints Committee against Sexual Harassment in place as per the Prevention, Prohibition and Redressal of Sexual Harassment at work places Act 2013 and list of committee members displayed in strategic locations of the University Common Rooms ? Common rooms and leisure/recreational spaces for men and women have been established to facilitate informal meetings and discussions. Other Measures ? Observing special days like International Women's day, International Day for the Elimination of Violence Against Women, International Human Rights Day, National Girl Child day etc.

File Description	Documents
Upload relevant supporting document	View File
Annual gender sensitization action plan(s)	https://cutm.ac.in/aqar-22-23/7-1-1-measures-initiated-byinstitution-for-promoting-gender-equity-3/
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	Nil

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. • 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. The University's Liquid Waste Management system consists of a network of

channels that flow to Sewage Treatment Plants (STPs) with a total capacity of 6 lakh L/day. Each STP has its own testing laboratory. The treated water produced by these STPs is used for sprinkler irrigation of sports fields and lawns, as well as gardens, horticultural, and agricultural purposes. The STP's solid waste sediment is also used as manure.

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: **A. Any 4 or All of the above**

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

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: **A. Any 4 or all of the above**

1. Green audit

- 2. Energy audit
- 3.Environment audit
- 4. Clean and green campus recognitions/awards
- 5.Beyond the campus environmental promotional activities

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 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.

A. Any 4 or all of the above

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. Our campuses are equipped with facilities which are useful for differently abled people to study and work. University takes utmost care when dealing with students in daily activities. Our admission policy also encourages 'inclusion' to give preference to students from rural and under-privileged backgrounds in consonant with our vision and mission statement 'empowering communities'. Every year University considers fee concession to students from economically backward classes (depends on case to case). There are also common rooms and open spaces for students to

undertake their religious and cocultural practices. There is an 'Equal Opportunites Cell' at the University which ensures equity among students related to provision of opportunities. Centurion University has a 'Policy on Sexual Harassment: Prevention, Prohibition and Addressal' in place. This is one of the hallmarks of 'unity in diversity' creating a campus life of harmony and happiness.

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 legal implications of all of these articles are also discussed in great detail in the workshops, which sparks a lot of debate about how there is a mismatch between what the Constitution provides and what people in society do on a daily basis. The University promotes yoga and meditation as part of its curriculum as a value addition and for the holistic personality development of students and faculty

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, All of the above

administrators and other staff Annual awareness programmes on Code of Conduct are organized

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, Mahatma Gandhi & Shastri Birth Anniversary, Teachers Day, Engineers Day, Science Day, National Youth Day, National Education Day, Good Governance Day, National Unity Day, National Constitution Day Etc. This encourages the students to acquire knowledge on the significance of the events/ personalities. Please browse through the link for details of the events along with photographs, awards and recognitions @ <https://cutm.ac.in/event-calender/csr/>

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. These objectives are employment, higher education and entrepreneurship.

Step-1: Faculty Council accordingly prepares the draft curriculum keeping in view:

- University Vision and Mission
- Feedback collected from stakeholders
- Periodic evaluation of course progress
- 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.
- Benchmarking of curriculum to program(s) run by leading educational institutions
- Guidelines of AICTE/ UGC/ICAR/PCI and all relevant regulatory bodies.

Step-2: Conducting Pre-Board of Studies (Pre-BoS) meetings to discuss the draft curriculum and recommend necessary improvements.

Step-3: Conducting the Board of Studies (BoS) meeting to finalize the curriculum and syllabi.

Step-4: Submitting to the Academic Council of the University and then to the Board of Governors for final approval.

Step-5: Periodic review by BoS to ensure the incorporation of

suggestions.

File Description	Documents
Upload relevant supporting document	View File

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

11

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

1318

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

181

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

55

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. Few of the programmes with cross cutting curricula are detailed below:

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.

Human Rights policies are in place for the protection of underprivileged and marginal groups.

The course on 'Climate change and Sustainable Organisations' is mandatory for all Management and BTech programmes.

Centurion University, with its goal for a clean environment, has declared the campuses 'plastic free', and fosters a culture of 'love of nature'.

The University Community Diagnostic Center trains students to participate and assist in providing subsidised health care facilities (primarily tests) to the rural communities in its vicinity by organising regular eye camps and health camps.

The University has engagement with urban slums and incubated an Urban Micro Business Centre through which students work with the community to help them in establishing supply chains to the market for selling their products.

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**102**

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****7380**

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**1967**

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

- Feedback collected, analysed

may be classified as follows

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

3463

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

1477

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 students and organises special Programmes for advanced learners and slow learners

The students selected are from varied backgrounds and 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 freshers 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

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.

Mentoring: Faculty mentors are allotted to students. Mentoring is done routinely once a week.

Additional Lab Classes: Slow Learners are encouraged to attend extra lab classes for individual practice and to relate the application of concepts learnt by them in theory sessions.

Competitive Events: Robotics, coding, drone technology and ad-mad shows are a few examples. The University has formed different clubs for this purpose.

Culture Sports Responsibility (CSR): The credit-based CSR programme of the University gives the students an opportunity to develop their personality and learn from the experience of doing real tasks beyond the classroom related to culture, sports and responsibility

File Description	Documents
Upload relevant supporting document	No File Uploaded
Link For Additional Information	Nil

2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
2971	420

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:

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.

Guest Lectures, Seminars, Workshops and Symposia: As part of academic development, all Schools organise guest lectures, seminars, workshops and symposia on new age topics.

Group Learning and Flip the Class Pedagogy: Group assignments, group discussions, brainstorming sessions and projects are part of the curriculum design that ensures peer learning. Flip class pedagogy and material sharing with students ensures learning at the pace of the learner.

Events: University on a continuous basis promotes events like project demonstrations, product competitions, idea generation forums, and entrepreneurial events to encourage students to inculcate design

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

1. ICT.....

CUTM has developed a dynamic learning infrastructure which is executed through our Research Center for Edutech which focuses on digitisation of curricula, implementation of LMS, development of 3D immersive technologies for understanding difficult topics and students and faculty developing their own content and pedagogy. Students are encouraged to learn from global resources which include Swayam, Coursera, Udemy and many such platforms. This facility is available in our integrated library management system.

- Digitalisation of Courseware: All the 1100 odd courses taught at the university are digitally aligned with session plans, lesson plan, teaching aids and assessment. The courseware is available as reference material for skills integrated higher education model (Centurion Model).
- Immersive learning content : The faculty and students have developed 100+ difficult-to- understand topics into 3D immersive learning using various metaverse technologies.
- The University uses a custom made ERP for the entire learning management for all courses.

- The university has its own payment app, Insta Money, integrated for fee collection
- Entire student feedback and interaction happens on the custom made digital platform of CUTM.
- The university also uses simulation labs wherever possible. All such simulation labs are hosted in AWS/Pi Data Center and Centurion@Cloud which is hosted in one of the campuses.

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	
397	
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	
420	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File
2.4.2 - Total Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. during the year	
267	
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	
20212	
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	No File Uploaded

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

42

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 centralized 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.

The End-semester assessment is conducted by a centralised process through EMS under CCTV surveillance. The answer books are coded and decoded in order to maintain confidentiality and unbiased evaluation process. Independent and unbiased evaluation is done through external answer script evaluators/examiners. These examiners are supplied with scanned solutions for each question. The University follows the fair practice of providing photocopy of answer-books to students on-demand and re-evaluation is done as per University norm.

Other good practices followed are -

1. Examination-on-Demand (EOD) for back papers is introduced for quick publication of result.
2. Inclusion of Aadhar number and display of student photographs in grade-sheets.
3. Academic transcripts are uploaded in NAD-Digilocker

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). Further, CO of each course is mapped with Programme Outcome/s(POs), with appropriate levels of correlation.

The course title, credit, type, course outcomes and mapping of COs with POs are defined in the syllabus. The assessment of each course follows a standard pattern of internal and external assessments. Evidence of Other Assessments

- MOOC, Internship etc.
- Domain Skills
- Learning Records

Attainment of learning outcomes are directly measured through internal continuous assessment(CA) and End Semester(ES) written examination. CA includes online MCQ test, presentation, written assignment and Learning Record(LR). The QA cell of the University creates a question bank, which is updated, reviewed every semester. The University takes the final grade earned by students as the data point to assess the attainment of COs of each course. The attainment level of all courses in a programme are used to assess the attainment of POs and PSOs for the programme.

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/handling 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

2115

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/wp-content/uploads/igac/po-pso-co/Students-Satisfaction-Survey.pdf>

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 institution's Research facilities are frequently updated and there is a 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.

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. To encourage faculty members for quality research output, CUTM designed and implemented research incentive policy in May 2019 followed by "Provost's research award" which is implemented on September 2020 and subsequently upgraded in January 2022. These incentives acknowledge the publications, patents, products, start-ups, consultancy and extra mural projects. It is important to note that the research focus of RCs and faculties address almost all the SDGs of United Nations either directly or indirectly.

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)

20.33LAKHS

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

2

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

7

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

8

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)

7.17

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)

140.58

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

147.75

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. 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 allow

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.

CUTM focuses on contribution to Nation Building by linking Education to Employability, Employment, Enterprise, Entrepreneurship and Entrepreneurs – The 5Es. The education delivery model combines and converges teaching, training, design, project, product and production as learning outcomes. To institutionalise the 5E model, CUTM has established a Centre for Innovators, Entrepreneurs and Commercial (CIEC) in partnership with Start-Up Odisha.

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

109

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

109

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

44

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

A. All of the above

- 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**

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

115	
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	
35	
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	
360	
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	
112	
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	A. Any 5 or all of the above

MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS

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

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
1878	7009

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

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
43	38

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

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;
- Development of possible opportunities for future partnerships such as research projects, internships, knowledge transfer partnerships, commercialization and licensing of IPR, spin-off commercial ventures;
- Financial benefits to the University and to faculty in the form of additional income.

The Consultancy Policy of the University aims to encourage faculty to undertake research consultancies, professional service provision, design, prototyping and commercialization of products, and development of intellectual property rights.

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)

5826.53

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. More than fifty percent of student projects are based on real problems in the community/ organization

Specifically, the events presented below are celebrated each year. The events comprise Extension activities in the neighbourhood community in order to sensitize the students to social issues and holistic development. Swachh Bharat initiatives,

- Blood donation camps,
- Awareness programs on AIDS prevention,
- Working with Orphanages,
- Working with Home for specially-abled,
- Working with Home for mentally destitute,
- International Yoga Day,
- Road Safety Awareness,
- Save our Rivers campaign,
- Tree plantation drive,
- Adoption of Village,
- Anti- Tobacco rally,
- W2W (Waste to Wealth) initiatives

The University has adopted a concept of 'Adarsh Gram' to promote sustainable livelihood security and quality of life of village communities around its campuses. The interventions in the

villages are designed to meet the requirements of United Nations Sustainable Development Goals (SDGs) covering Education, Health, Livelihood, Natural Resources, Infrastructure and Governance. These activities connect students with the larger social issues in the community and makes them socially responsible, sensitive and thus facilitates in the holistic development.

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

1

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)

43

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

3181

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

20

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

12

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 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. Its facilities are 100% compliant with all statutory requirements for the offered courses.

The University presently has 226 Classrooms (including 25% Smart Classrooms), 169 Laboratories, 2071 Computing Equipment, and 12 Seminar Halls / Auditorium respectively, across all campuses.

The University has invested continuously to add capacity and capabilities in the following:

1. Modernized classrooms with 25% "Smart" (including smartboards, projector, WiFi and immersive tech equipment). Multi-disciplinary High-performance Computing Lab in collaboration with Dassault Systemes covering digital design, simulation, AR/VR and gaming related domains.
2. Multi-purpose drones to facilitate in various academic and research activities.
3. 90% of information systems are hosted on Amazon Web Services (AWS) cloud infrastructure. Investment in 1 Gbps internet 'pipe' from Power Grid Corporation of India, gives us the ability to flexibly scale the required infrastructure for additional server space, bandwidth requirement and for specific applications such as virtual rooms / labs.
4. Fully operational content creation team and infrastructure (high-end cameras, high-end PCs with software such as Adobe Creative Cloud and Doodly)
5. Subscription and access to self-learning platforms such as Coursera for world class content.

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 natural beauty of the campuses provide an ideal ambience for sports, yoga and other activities.

The University has student clubs, sports teams as well as formal calendar of events based on their interest. 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.

The University also offers sports as credit earning skill courses to inculcate a healthy sporting discipline.

Facilities for Cultural Activities

1. Performing Arts:

1. Designated multi-purpose rooms that are used by students for practicing various arts such as classical dancing, singing and debating.
2. Support to the participants with musical instruments and expert musicians etc.
3. Open spaces for practicing hobbies such as rangoli, flower decoration etc.
4. Mega sized conference hall / auditorium cum stage (size 50'x40')

2. Community Events:

Students are encouraged to participate in community events such as traffic week, national events and inter college competitions..

Facilities for Sports and Yoga

1. Facilities for outdoor games (Cricket grounds, Multi-purpose grounds, Tennis courts, Basketball courts, Volleyball courts etc.)
2. Facilities for indoor games
3. Well-equipped indoor and open-air gymnasiums supervised by qualified gym instructors
4. Swimming pool in Bhubaneswar campus
5. Yoga Centre with a separate yoga / prayer hall with a Yoga cum Physical Instructor

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 underdeveloped 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)

2885

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

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-books e-ShodhSindhu Shodhganga Databases

A. Any 4 or all of the above

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)

88.54

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)

123748

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**

193

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, 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.

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.
2. Cloud services: For online storage of data, including large digital media, cloud services such as AWS are used extensively at CUTM.
3. Core network - Both wired and wireless: remote and on-site

troubleshooting is provided for GSM/CDMA and NGN products. 1 GBPS internet connection with 1:1 ratio from BSNL and PowerGrid Corporation.

4. Secure campus-to-campus connectivity: VPN is used for such connectivity over a public network such as the Internet.
5. Firewall: Gateway Management Group (MID) for firewall administration, and management of "Security" rights is used.
6. IT Administration: Installation, configuration, and maintenance of servers, routers, switches, PCs, user account management, monitoring performance, and carrying out backup and recovery operations.

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
7883	2445

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

4916

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.

The University provides physical and support facilities for an excellent academic environment in a clean and green campus. The University has a General Maintenance Department which has established systems and processes for regular maintenance and for proper utilization of resources.

There are policies for annual, periodic and preventive maintenance. The policies ensure that all equipment relevant to laboratory , IT system, sports etc have updated annual maintenance contracts wherever necessary, or are serviced by trained in-house staff.

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 through ERP which ensures that the same is resolved in a timely manner.

The General Maintenance Department ensures uninterrupted power and water supply, effective sanitation and cleaning, apart from keeping the entire campus green, neat and plastic-free. Maintenance of computers and other IT equipment is done in-house by the IT maintenance cell. The Administrative Head also coordinates the University's efforts for disaster preparedness. The faculty members, staff/laboratory assistants and other service personnel are given responsibility to maintain the equipment under their supervision. External equipment manufacturers are referred to when efforts within the University fail.

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)

4621

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

50

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

• All of the above

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

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

50

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

1038

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

197

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

110

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.

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 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 NSS, NCC Platoon, YRC Coordinators, the Bharat Scout and Guides Team, the Gender Champions, and SPOs ,

The priority method ensures student- It representation in academic and administrative committees. Each class and department has a student association with Class Representatives.

Statutory positions of the University

Academic clubs- These are active on all of our campuses, and students plan, organize, and execute campus- and community-wide events.

Student associations Development- All students are encouraged to attend class committee meetings and provide feedback to the senior academic 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

355

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 AlumniAssociation (JITMAA) and Centurion UniversityAlumniAssociation (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.

File Description	Documents
Upload relevant supporting document	View File

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

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.
- Facilitating improved market access to goods and financial services to the target population.

Reflections in CUTM academic and administrative governance:

- The VM are articulated through the curriculum, pedagogy,

learning environment and the extension activities done by the university.

- "Shaping Lives" is translated as Shaping Livelihoods. The focus has been on skill development, hands-on learning and improving employability.
- Culture Sports Responsibility (CSR) is an integral part of students' societal learning making them responsive to the societies' needs.

This initiative has made the stakeholders transformational and Atmanirbhar.

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

- **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.
- **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
- **Organisational structure and process:** The self-financed CUTM follows mixed model of governance, that seamlessly blends the typical academic administration structure, with that of the corporate financial and revenue management structures.
- **Values:** Giving importance to merit over seniority, encouraging out-of-box and innovative thinking, hands-on practice approach, taking risks and challenges, having market or client orientation, problem solving are all encouraged as values.
- **Student governance:** Students are encouraged to think beyond the classroom, give feedback, learning infrastructure and they have amply lived upto these expectations. They are encouraged to think of 'earn-while-learn', by creation and

commercialisation of value. Students participate in over 20 different Culture, Sports and Responsibility (CSaR) clubs.

- Financial management: Financial management in Centurion follows best corporate practices.
- Quality control: In order to have effective quality control, an academic audit is periodically carried out as per norms. In addition, green audit, energy audit and water audit is done routinely.

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.

In its endeavor 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). The University's courses consist of blended modules, by converging traditional, applied and action learning and developing learning level competency through numeracy-literacy-technical-life-professional and entrepreneurial skills, equipping students to face diverse entry level jobs and career progression.

The distinctive model of CUTM has been cited by name in the UN General Assembly debate on Right to Education[1], acknowledged in the World Bank Report on Quality of Higher Education[2], prominently reflected in the British Council Global Report on Social Enterprise and Higher Education[3] eloquently reflected in the Best Practices Report - State Forward of NITI Ayog[4] and

published as a case study by UNESCO.

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.

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.

2. Human Resource Development and Administration

The University has a robust HR Policy. In addition to the well-designed SOP for recruitment it includes an employee induction program that's policy-oriented.

3. Finance Administration

The Financial Administration of the University is integrated into the ERP System.

4. Counselling, Training & Placement

The University puts emphasis on psychological counselling for behavioural, relationship and mental wellbeing and career

counselling to assess the student's potential and to support them in their career choices.

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	No File Uploaded
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

The analysis of an employee's recent successes and failures, personal strengths and challenges, and suitability for promotion or further improvement is known as performance appraisal. As a result, as the need arises, training and mentoring are required. In terms of teacher performance evaluation, CUTM adheres to NEP-2020. The University eco-system is open, collaborative, and data-driven. The employee's API score and interaction with technical experts in relation to the job description are crucial. Teaching innovations/contributions are evaluated based on contributions to curriculum design, teaching methods, laboratory experiments, evaluation methods, resource material preparation (including books and reading materials), laboratory manuals, and remedial teaching/student counselling. Non-teaching staff are evaluated based on their academic qualifications, work experience, the job role they are assigned, as well as deliverables and targets. During the appraisal process, the employee's leadership qualities are valued, as are the contributions made to the University/school/department/function, Co-curricular Activities, Enrichment of Campus Life

(Hostels/sports/games/cultural activities), Students Welfare and Discipline, Membership/Participation in Committees/Fora on Education and National Development, and so on. The performance of faculty and staff members is evaluated on a regular basis. Salary and other benefits are increased or promoted based on the individual's performance. Increment has a fixed component and a performance component that is linked as a part (incentive) based on performance.

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

98

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

80

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)

419

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.

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. The consolidated capital and operational budget and cashflow projections will be presented by the Financial Committee to the Board of Management and approvals are obtained as per priorities and availability of funds. The funds utilization process for procurement of the material will be monitored by the Purchase committee and Deans of schools and also the finance department at a central level. Internal audit will be conducted as an ongoing process and Financial audit will be conducted by chartered accountant firm at the end of each financial year to verify the compliance to fund utilization policy.

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

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)

4

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). 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. Process of settling audit objections: ??The audit objections of external audit and internal audit with all the material facts, findings are communicated to the audit committee through a formal report after completion of the assignment. ??The audit objections could be in the nature of - Recovery, Rectification, Action -oriented, Nonproduction of evidences, Misappropriation, mis-utilisation of funds, procedural lapses, Non compliances of statutory provisions etc. ??These communications were examined by the audit compliance committee consisting of - Deputy Registrar Finance, Head of Internal Audit, Concerned Dean / Department heads and any other expert members nominated by the board of trustees.

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. 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. Important contribution of quality assurance strategy: Being a Skill University and recognised as a Center of Excellence (CoE) by the MSDE, CUTM primarily focuses on two practices of skill based learnings which the IQAC regularly monitors quality in these areas and suggests improvements and incentives: The University has introduced skill integrated courses to improve learning outcomes and enhance employability as a strategy for institutionalising quality assurance and disruption in the teaching learning process. Gateway driven projects have been mainstreamed for students to develop Products/ Solutions to problems that are real, scalable, and impact driven. Skills for Success (SFS) and NSQF-aligned Job-role based courses and World Skills Competition aligned curriculum nurture the passion and interest of students.

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

A. Any 5 or all of the above

other institution(s) Orientation programme on quality issues for teachers and students Participation in NIRF Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)	
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File Description	Documents
Upload the data template	View File
Upload relevant supporting document	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. 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. Sustainability Aspects: From the outset, sustainability is at the core of all the University does. In creating wealth from waste- food waste, water waste, plastic waste, waste paper and waste fabric is recycled to vermicomposting, watering the grounds, paver blocks and handmade paper. Collaboration with Government: The University works closely with GoO to provide a PGD in Financial Management to its newly qualified OFS officers.

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. Measures: ? 'Gender, Human Rights and Ethics' has been introduced as a mandatory subject for all students. Safety and Security Measures ? Well-trained and vigilant women security guards are stationed across the campus. ? Extensive CCTV surveillance network with 24x7 monitoring. ? Awareness campaigns by students volunteers through street plays (Nukkad Natak) rallies and camp on women's safety and gender sensitivity. ? Creche (day care centers) for wards of University staff. ? Internal Complaints Committee against Sexual Harassment in place as per the Prevention, Prohibition and Redressal of Sexual Harassment at work places Act 2013 and list of committee members displayed in strategic locations of the University Common Rooms ? Common rooms and leisure/ recreational spaces for men and women have been established to facilitate informal meetings and discussions. Other Measures ? Observing special days like International Women's day, International Day for the Elimination of Violence Against Women, International Human Rights Day, National Girl Child day etc.

File Description	Documents
Upload relevant supporting document	View File
Annual gender sensitization action plan(s)	https://cutm.ac.in/aqar-22-23/7-1-1-measures-initiated-byinstitution-for-promoting-gender-equity-3/
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	Nil

<p>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/</p>	<p>A. Any 4 or All of the above</p>
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power-efficient equipment	
File Description	Documents
Upload relevant supporting document	View File
<p>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</p> <p>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. • 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. The University's Liquid Waste Management system consists of a network of channels that flow to Sewage Treatment Plants (STPs) with a total capacity of 6 lakh L/day. Each STP has its own testing laboratory. The treated water produced by these STPs is used for sprinkler irrigation of sports fields and lawns, as well as gardens, horticultural, and agricultural purposes. The STP's solid waste sediment is also used as manure.</p>	
File Description	Documents
Upload relevant supporting document	View File
<p>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</p>	<p>A. Any 4 or all of the above</p>

File Description	Documents
Upload relevant supporting document	View File

7.1.5 - Green campus initiatives include

<p>7.1.5.1 - The institutional initiatives for greening the campus are as follows:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of bicycles/ Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastic 5. Landscaping 	<p>A. Any 4 or All of the above</p>
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File Description	Documents
Upload relevant supporting document	View File

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

<p>7.1.6.1 - The institution’s initiatives to preserve and improve the environment and harness energy are confirmed through the following:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities 	<p>A. Any 4 or all of the above</p>
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File Description	Documents
Upload relevant supporting document	View File

<p>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</p>	<p>A. Any 4 or all of the above</p>
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facilities for persons 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. Our campuses are equipped with facilities which are useful for differently abled people to study and work. University takes utmost care when dealing with students in daily activities. Our admission policy also encourages 'inclusion' to give preference to students from rural and under-privileged backgrounds in consonant with our vision and mission statement 'empowering communities'. Every year University considers fee concession to students from economically backward classes (depends on case to case). There are also common rooms and open spaces for students to undertake their religious and cocultural practices. There is an 'Equal Opportunitites Cell' at the University which ensures equity among students related to provision of opportunities. Centurion University has a 'Policy on Sexual Harassment: Prevention, Prohibition and Addressal' in place. This is one of the hallmarks of 'unity in diversity' creating a campus life of harmony and happiness.

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 legal implications of all of these articles are also discussed in great detail in the workshops, which sparks a lot of debate about how there is a mismatch between what the Constitution provides and what people in society do on a daily basis. The University promotes yoga and meditation as part of its curriculum as a value addition and for the holistic personality development of students and faculty

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, Mahatma Gandhi & Shastri Birth Anniversary, Teachers Day, Engineers Day, Science Day, National Youth Day, National Education Day, Good Governance Day, National Unity Day, National Constitution Day Etc. This encourages the students to acquire knowledge on the significance of the events/ personalities. Please browse through the link for details of the events along with photographs, awards and recognitions @ <https://cutm.ac.in/event-calender/csr/>

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

<https://cutm.ac.in/aqar-22-23/7-2-1-best-practices-4/>

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

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.

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, and several startups have been incubated through the Center for Commercialisation of Innovators

7.3.2 - Plan of action for the next academic year

- Revision of Syllabus in line with the current industry requirements and technological advancements.
- Modification in the teaching learning process by incorporating the recommendations given by the NAAC peer team
- Setting up School of Biotechnology and School of Veterinary and Animal Sciences
- Expanding the School of Nursing to the campuses of Balasore, Rayagada, Bolangir and Paralakhemundi
- Motivate faculty for increasing research initiatives like Publications, Patents, Products, research funds and grants etc.
- Workshop for faculty by Web of Science , Scopus and Taylor and Francis with regard to publishing in high Impact Factor journals
- Encourage faculty for at least three journal publications

annually out of which two must be reflected in the Scopus/WoS database and incentivise them on achieving the same

- Motivate faculty to attend at least two international/national conferences and FDPs in a year
- Setting up of Internal Quality Assurance Cell in new campuses of Chatrapur and Balasore
- Faculty incentives for excellence in research and publications
- Seminar for discussing the importance of academic integrity in the era of Artificial Intelligence
- Conduct a national level Hackathn by the School of Engineering and Technology
- Conduct reviews to check preparedness of schools/ departments for the next session in term of course plan, Lab readiness etc.
- Efforts for more national and international collaborations with the industries and academic institutions for improved student internship, placement and research activities
- Improve the placement prospects of students through relevant training program and networking