CENTURION UNIVERSITY OF TECHNOLOGY & MANAGEMENT
Strategic Plan 2015-25

SCOPE

The University Strategic Plan sets out a framework of priorities for the University, its schools and departments. The Leadership team of the University led by the Vice Chancellor along with its Board of Directors was instrumental in drafting of the plan and all stakeholders including extended board members, academic board members, Deans of Schools and Directors of the constituent campuses will be essential partners in its implementation. The strategic plan is followed by a detailed implementation plan which is reviewed periodically in the Board of Studies and Strategic Review meetings.

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 behavioural traits needed to shape their futures. The pedagogical framework and approach is by integrating hands-on-knowledge, experiential-based, practice-oriented pedagogy through 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. This overall approach is captured in the Mission, Vision and Values of the University and percolates down to each school, department and faculty of the University.

CENTURION UNIVERSITY: MISSION AND VISION

VISION

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

MISSION

Converging education with employability, employment, and entrepreneurship through lighthouse projects, real time products, and appropriate and relevant skilling and application of technology which includes:

Registrar, CUTM

REGISTRAR
Centurion University of
Technology & Management
ODISHA

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

STRATEGIC AREAS OF FOCUS

1 **Pedagogical focus on skills integration & industry engagement**

Learning methodology & philosophy is on hands on learning, skills & education

2 **Focus on *Action Learning & Research***

Encourages Action based learning and research through real time interventions

3 **Transforming into a *Smart* University prepared for Industry 5.0**

Embraces technology and industry 5.0 trends across the board – from lab to land

4 **A *Community focus* with strong, deliberate alignment to SDGs**

SDG aligned outreach activities include vocational education, financial inclusion, livelihoods etc.

5 ***Outcome focus* of *Employment, Higher Studies & Entrepreneurship***

Apart from preparing youth for industry & higher studies, entrepreneurship development is core to curriculum incubating students to start enterprise

6 ***People focus* with faculty development core to its strategy**

Finding & grooming the best talent in terms of faculty, researchers & skill domain expertise

STRATEGIC INITIATIVES IN EACH AREA OF FOCUS

#	Strategic Area of Focus	Key strategic Initiatives
1	Pedagogical Focus on Skills integration and industry engagement	1.1 Hands on skills, experience-based learning and practice oriented Pedagogy 1.2 Skills for Success: Programmatic skills integration into curriculum through skill electives and domains 1.3 Centurion Skills competition for WorldSkills participation 1.4 NSQF Alignment, QP NOS based assessment through Skill Assessment Cell accredited by NSDA/NCVET 1.5 Industry integration and linkages
2	Focus on Action Learning and Research	2.1 Action Learning through production and OJT 2.2 Action Learning through Industry Partnerships 2.3 Active issues-based Research and Publications 2.4 Innovation and Solution focused Research Centers 2.4 QP and NOS Development assessment and Awarding Body
3	Transforming into a Smart University for Industry 5.0	3.1 ICT in education 3.2 3D Design and Go to Market program 3.3 Electric Vehicle Design and Manufacturing, 3.4 Transformer Design and Manufacturing with NABL Accreditation
4	Community focus and alignment to SDGs	4.1 Centurion Mantra - Accessibility, Diversity, Inclusivity, Equity and Egality in Education Delivery with special focus on Skill Development for disadvantaged school and college dropouts 4.2 Community Action Learning Program 4.3 Sustainability Focused campuses – Waste to Wealth program 4.5 Sustainable Farming Practices in local farmer community
5	Outcome focus: Employment, Higher studies and Entrepreneurship	5.1 Industry Placements: Mission 2,000 5.2 International Partnerships, Internships, Higher studies and integrated courses 5.3 Center for Innovators & Entrepreneurs
6	People Focus and faculty development	6.1 Attract, Recruit and Train 6.2 Professional Development of Faculty in New age Teaching and Learning 6.3 Holistic development of faculty, non teaching staff and students through Sports and Yoga

1. SKILLS INTEGRATION AND INDUSTRY ENGAGEMENT

Committed to the holistic education of each student, CUTM's pedagogical strategy focuses on an experiential knowledge based system which equips students with the skills, knowledge and behavioural traits that will enable them to become productive citizens of the country. This is enabled through specific strategic initiatives.

CUTM has iteratively and progressively institutionalized a unique model that focuses on producing industry and work ready youth irrespective of their educational background or qualifications. A focus on hands on skills is woven into the fabric of the University programs across schools and departments.

STRATEGIC INITIATIVE 1.1
SKILLS INTEGRATION: Hands on Skills, Experience based learning and Practice Oriented Education

Goal	Open-source curriculum and session plans for each course with skills integrated into the curriculum
Objective	Curriculum to be recalibrated with focus on hands on skills in every course being taught by 2019
Implementation Plan	The Board of Studies and senior management of the University mandated every course to have a component which focuses on Theory + Practice + Project and Internship. Further, Hands on skills, Experience based learning through either practice in the lab or by working in the various manufacturing units in the campuses or at the industry partners through the National Employability Enhancement Mission (NEEM) program will be embedded in the curriculum. Faculty will be given intensive training in workshop mode on the above and will be asked to recalibrate their curriculum and then upload their new curriculum on the open source courseware on the CUTM website. Faculty will also be trained on Wordpress and other IT skills to ensure self sufficiency. There will be a faculty performance incentive scheme announced to back this competency development plan.
Measure of Success	Curriculum that is created for each course has this focus and is uploaded on www.courseware.cutm.ac.in Incentives awarded to faculty based on the scheme announced.
Resources Needed	Well equipped labs, industry partnerships and intensive Faculty training programs Budgetary provision for incentive schemes
Next 5 yr plan	Industry endorsements on the individual courses

STRATEGIC INITATIVE 1.2
SKILL FOR SUCCESS PROGRAM (SFS)

Goal	Offer minimum of 10 sectors and 50 courses which are QP NOS aligned as skill based elective courses to students as part of the Choice Based Credit System with option to specialize in the domain in final year of studies
Objective	Integrate skills into the University's curriculum and shift the focus towards developing skills from theory and academics
Implementation Plan	The University has adopted a Choice Based credit system since 2014 and partnered with NSDC to setup advanced skill labs in domains like CNC Machining, Additive Manufacturing, Design, Robotics and Embedded Systems, PLC, Renewable energy etc. Additionally industry partners were on boarded to setup advanced labs in areas like Automotive Technology (Ashok Leyland, Yamaha, Hyundai, Volvo Eicher), Design (Dassault Systems), Woodwork Engineering (FELDER), Automation (FESTO), Electrical & Energy (Schneider). Production units were also setup in Apparel Manufacturing, Electrical Vehicle Assembly, Transformer Manufacturing, Chalk and Handmade paper manufacturing etc. to provide facilities for hands on learning. Skill courses are presently (2015) offered as add on courses to the University students however the implementation strategy will change in the following years with the launch of the **Skill for Success** program where over 80 skill based courses, ranging from 2 to 4 credits each, will be designed and offered to the students as part of the Choice Based Credit System implementation as **Skill Electives.** The courses need to be designed basis availability of labs or industry partners. Trainers will be on boarded and put through TOTs with Master Trainers/ Domain experts. After having received basic exposure to a particular sector and skill, students will be given the option to go deeper into that area or take another domain in subsequent semesters and can specialize in a domain entirely in the last semester with a 24 credit domain including internship/ publication/ patent/ product development. Expertise from other NSDC partners like Gram Tarang, ICA and domain experts like Heritage vision in Pharmacy, Cranes Varsity in Embedded systems, Sun Moksha for Smart Agriculture, Himalayas for Phytopharmaceutical will be roped in to help build the capacity of the team to offer these courses. All the skill courses will then be aligned to QP/NOSs and were uploaded on

	the ERP where the students were allowed to choose their elective
Measure of Success	Number of QP/ NOS based certifications as Skill Electives per year for students Placement of students in domain areas
Resources Needed	NSDC funded Skill Labs, Industry Partners, Domain experts and consultants for TOTs and faculty development
Next 5 Yr plan	Creation of 10 new Qualification Files to be submitted to NCVET for approval in new areas like Industry 5.0, Renewable Energy, Sustainable Agriculture practices and Waste management

STRATEGIC INITATIVE 1.3
Centurion Skills Competition as pathway to World Skills

Goal	To have 30 medallists in India Skills Competition and 2 medallist at World Skills competition by 2027
Objective	To create an aspiration for hands on skill development amongst the student and faculty community at CUTM To become a skills University par excellence
Implementation Plan	The first such program will be launched in coming years by the School of Vocational Education & Training where each campus will conduct a 'Centurion Skills' competition in the specific QP/ NOSs that will be offered as part of the Skills for Success (SFS) program. The assessment methodology will be adopted from the World Skills and India Skills competition and a campaign will be launched to create excitement amongst the students across the various schools and departments. The identified students will be provided intensive trainings and will compete at different levels. Specialised world skills trainers/ experts will be identified and brought in to support students at different levels. An incentive/ award structure will be planned for both the students and the mentors/ trainers at different levels of competition qualified. The University will focus on specific skill areas for development
Measure of Success	Nr of medallists at different levels of Skill competition (State, Regional, India) Nr of participants at World Skills Nr of medallists at World Skills
Resources Needed	Skill labs, Trainers, Master Trainers, Coordination with NSDC Budgetary allocation for incentives/ awards
Next 5 Yr Plan	10 Medallists at India Skills Competition At least 1 Medallist at World Skills

STRATEGIC INITATIVE 1.4
NSQF Alignment, QP NOS based assessment through Skill Assessment Cell accredited by NSDA/NCVET Awarding Body

Goal	Establishment CUTM Skill Assessment Cell and further accreditation by National Skill Development Authority (NSDA)/ National Council for Vocational Education and Training (NCVET)
Objective	National Skill Qualification Framework (NSQF) Alignment of all skill courses to enable standardized Qualification Pack (QP) National Occupation Standards (NOS) based assessment
Implementation Plan	CUTM has been a pioneer in skill-based education and has contributed significantly to the skilling ecosystem in general as an assessing and awarding body. As Odisha's first Skills University, the academic board determined to establish a Skill Assessment Cell entirely focused on NSQF alignment of curricula and conducting QP/ NOS based assessments of skill courses. The University will propose to the Directorate General of Training, MSDE that the assessment cell will be initially declared an assessing body. In addition, the University will propose to become a nodal agency for training and certification of assessors. The University will also propose to NSDA to become the first awarding body for Skill Certifications outside of Sector Skill Councils and will subsequently attempt to become empanelled by several states such that it can conduct over 5 lakh assessments of skill programs. The University will constantly strive to align and embed the skill courses within its curriculum such that students can graduate with multiple certifications making them more competent professionals and industry ready job seekers.
Measure of Success	Nr of Assessments Nr of Certifications
Resources Needed	Assessment Cell will be staffed by 25 full time assessors, coordinators, MIS staff. 10000+ assessors will be empanelled in the field level to conduct assessments
Next 5 Yr Plan	• Establish the Skill Assessment Cell and adequately resource it • Assess and certify 1 Crore Indians ethically, speedily and accurately • Translate certifications to credits and accumulate towards education qualifications • Invest in and use technology to drive traceability and authenticity in training and assessments and encourage technology adoption among training providers, trainees and assessors

STRATEGIC INITATIVE 1.5
Industry Integration and Partnerships

Goal	Industry sponsored labs setup in various campuses
Objective	Industry involvement in developing hands on skills
Implementation Plan	A Sectoral focussed approach will be taken for developing deep partnerships with industry. The sectors for focus may include • Manufacturing (Sub sectors: Apparel & Textiles, Precision Machining, Additive Manufacturing, Electrical & Energy, Robotics & Automation, Carpentry & Woodwork, Design) • Automotive Assembly, Automotive service & Auto components manufacturing • Hospitality • Paramedics & Allied Health Sciences • Agriculture Based on the sectors of focus, leading industries of each sector will be identified and approached by the outreach team and partnerships will be proposed for joint development of skill labs, courses, curriculum development, training of trainers, skilling of trainees and placements. Apart from this CSR support will also be sought for sponsoring the training of underprivileged youth from disadvantaged communities.
Measure of Success	Nr of Industry Partners Nr of Industry sponsored labs
Resources Needed	Outreach team to develop industry partnerships and secure CSR funds
Next 5 year plan	Set ambitious targets by 2020 to substantially increase by 2025 the number of industry partners by 200% Aim to create by 2025 an additional 10 skill labs with industry support

2. ACTION LEARNING AND ACTIVE ISSUE BASED RESEARCH

The University is known for its pioneering approach to action-based learning and encouraging active research in solving real world problems relevant for the local government, industry and community. CUTM's distinctiveness comes from recreating a live production environment in the campuses where students design, simulate, test and manufacture a product (prototype to commercial scale) or service with a tangible socio-economic value. This is achieved through live production facilities, strong industry linkages for workshop and lab creation, curricula development and training of trainers which together creates an ecosystem for developing market relevant skills with exposure to the actual equipment/ tools/ processes and systems that the students would experience in the

workplace. The University has market linked live and real-time production/ service delivery cum learning labs and facilities. Interdisciplinary research is encouraged to further the advancement of knowledge, skills, innovation and creativity.

Enterprise and innovation are fundamental to Centurion's continuing research success and to its positive impact on society. They position the University and the region as a place of opportunity which will attract the best researchers and students from around the world.

Working with our Local Enterprise Partnership (Gram Tarang), local government, national government, NGOs and local and global business, we will foster an environment which nurtures social and commercial entrepreneurs.

We will invest in our capacity to increase collaborative research activity with business, industry and other external organisations, and provide enhanced support for spinouts and start-ups derived from our research through the work of Center for Commercialization of Innovation and Entrepreneurship. We will increase co-location and co-working with businesses alongside our academic research (establishing innovation centres) and will actively engage in the formation of innovation districts.

STRATEGIC INITIATIVE 2.1
Action Learning Labs for Production and Internships

Goal	To provide **University students across all schools hands on experience in a live production environment**
Objective	Setting up production facilities for the immersive learning experience across schools
Implementation Plan	Following Production Units will be incubated at CUTM which will serve as the ideal immersive learning experience for the skill courses of University students and also offer 24 credit domains in the final semester of studies. The various operational units will include: Transformer Manufacturing Unit, Electric Vehicle Manufacturing Unit, Woodwork Engineering, Apparel manufacturing, Textile manufacturing (spinning), Chalk Making Unit, Paver Unit, Hand Made paper unit, CNC Machining Unit, Robotic Welding Unit, PLC Automation Lab, Dassault Design Labs, Vermi Compost Unit, Tissue Culture Lab, Cactus Plantation, Butterfly Garden etc. The University will endeavour to make many of these units ISO certified, NABL accredited and have the required government approvals to manufacture and sell goods. The product categories will be registered on the Government e Market place (GEMS portal) and the units will bid and execute orders from government tenders like ISRO, Railways, HAL etc. Even in areas like Paramedics & Allied healthcare, CUTM plans to establish a Community Diagnostic Center to be approved by Govt. of Odisha which will serves as a live experience center for the students while serving the needs of the local community.
Measure of Success	Nr of jobs generated at the production Units Annual turnover generated from the production units

	Nr of students pursuing skill based electives at the units Nr of students pursuing skill domains at the units
Resources Needed	Investment in machines and equipment Investment in technical manpower and marketing team
Five Year Plan	250+ jobs generated at the production Units INR 15 crore turnover generated from the production units 1000+ students pursuing skill based electives at the units 500+ students pursuing skill domains at the units

STRATEGIC INITIATIVE 2.2
Action Learning through Industry partnerships

Goal	**To provide University students across all schools hands on experience in a live industry environment**
Objective	Partnering with industries to setup labs for the immersive learning experience across campuses and enhance employability through On the Job learning and paid internships
Implementation Plan	Following 'production' setups will be made with Industry partners which will serve as the ideal immersive learning experience for the skill courses of University: Automotive Labs with Ashok Leyland, Hyundai, Yamaha, Volvo Eicher, TVS motors Welding Lab with Godrej Process Equipment Division & SKH Woodwork Lab with FELDER & Godrej Interio Automation Lab with FESTO Electrical Lab with Schneider RAC Lab with Godrej Appliances Renewable Energy Lab with Schneider Xray lab with GE Healthcare 3D Design lab with Dassault Systems All the labs will be equipped with the machines and tools specified and given by the industry. Curriculum will be co-developed and trainers will also be trained by the industry partners. This will ensure that the students get a live production experience in the campus itself. Besides the production labs, the University will also partner with over 50 industries based out of Chennai, Pune, NCR and Coimbatore where students will get a chance to get hands on exposure through paid internships.

Measure of Success	Total Nr of Industry supported Labs Total Nr of Industry Partners Total nr of students pursuing skill-based electives at the units Total nr of students securing industry internships
Resources Needed	Investment in technical manpower and marketing team
Five Year Plan	Total Nr of Industry supported Labs: 12 Total Nr of Industry Partners: 52 Total nr of students pursuing skill-based electives at the units: 450+ Total nr of students securing industry internships: 1000+

STRATEGIC INITIATIVE 2.3
Active issues-based Research and Publications

Goal	**To focus on quality research and publications by faculty and students of the University**
Objective	Increasing the research indices of individual faculty and the University (H-Index, Citation Index) Research to lead to publication and patents Patents to lead to product development and commercialization Getting externally funded projects
Implementation Plan	The University will make efforts to attract, recruit and retain quality faculty. Faculty will be encouraged to pursue multidisciplinary research University will facilitate collaboration with experienced mentors and researchers in conducting quality research and publications (journal, conference and books) University will conduct series of workshops on quality research, publications and IPR The faculty will be supported in applying for internal (seed money) and external (govt, other funding agencies, etc) funding The Schools will also have to commit to conducting workshops, seminars and conferences
Measure of Success	Nr of publications in indexed journals Nr of patents published, granted, commercialized Nr of grants received Nr of workshops, seminars and conferences held Amount of grant received
Resources Needed	Research oriented faculty Budget allocation for research (human, infrastructure and conduct of the research) and incentives Access to quality publications (online and offline)
Five Year Priorities	Enhance the opportunities and support for early-career researchers. Invest substantially in the research environment, both human and physical

	(including the estate, libraries, collections, equipment and IT) by 2025. Increase the scale and scope of our central research fund to grow our capacity to pump-prime, and match-fund major research initiatives. Engage with business, NGOs and others to grow the volume and value of non-public-sector-funded research on a sustainable basis.

INITIATIVE 2.4
Research Centers

Goal	**To establish research centers in thrust areas of the University**
Objective	To align faculty to thrust areas of research and collaborate with each other To pursue quality and cutting edge research, publications and patents To engage students in research and publications
Implementation Plan	To establish research centers in the thrust areas, identify research coordinators and align faculty to those To develop action plans for the research centers The University will identify and provide training (training providers/ experts) and industry partners in cutting edge tools and techniques in thrust areas The University will undertake regular monitoring and review of the activities of the research centers to provide direction to the same In the long term, the University will support in the commercialization of products and services developed by the Research Centers through the establishment of a Center for Commercialization of Innovation and Entrepreneurship, and Technology Transfer Office The University will support the transformation of the Research Centers to Start up enterprises
Measure of Success	Nr of Research Centers established Nr of products and services developed, patented/ copyrighted Nr of products and services commercialised Nr of startups established
Resources Needed	Quality human resources and infrastructure Industry Mentors Legal Advice
Five Year Plan	Broaden and invest in innovation activities and foster the entrepreneurial environment for staff and students.

STRATEGIC INITIATIVE 2.5
Action based Research for QP NOS development

Goal	**Add 5 new Qualifications each year to the National Qualifications register, NCVET**
Objective	Faculty and student involvement in action based research in developing new Qualifications for NCVET approval
Implementation Plan	Cross functional teams with industry experts constituted to identify new domains for developing qualifications not already covered in the NQR. E.g. Renewable Energy, Waste to Wealth, Electric Vehicle Manufacturing, Sustainable Farming practices etc.
Measure of Success	Nr of Qualification Files Submitted to NCVET Nr of Qualification Files Approved or in process
Resources Needed	Investment in technical manpower and marketing team
Five Year Plan	Total Nr of Qualification Files Submitted to NCVET: 20 Total Nr Qualification Files Approved: 18

3. SMART UNIVERSITY FOR INDUSTRY 5.0

The University strives to become 'Smart' through the introduction of cutting edge technologies in all its thrust areas. These include Agriculture, Pharmacy, Allied Health Sciences, Applied Sciences, Engineering and Management. The university focuses on combining human creativity and craftsmanship in the thrust areas with the speed, productivity and consistency to meet the needs of the industry. Skills to integrate AI and the crucial and exclusively human strengths of problem-solving, value-adding creativity, and deep understanding of customers, to improve products and productivity is encouraged by the University.

Our innovation and enterprise will impact the world through new understanding that leads to cultural, societal, political and economic change. We are a university with global ambition but have deep roots locally and nationally. We will invest further in the infrastructure to facilitate regional, national and international collaboration, in the skills and people to provide capacity for such collaboration, and engage with the Global South. We aim to maximise the cultural, social and economic benefit derived from this introduction of technology regionally, nationally and across the world.

STRATEGIC INITIATIVE 3.1
ICT in Education

Goal	**Introduction of ICT in education**
Objective	To enhance skills of the faculty in developing ICT material in various disciplines To develop ICT material, introduce the same in the curriculum and enable real time personalization and upgradation of content To help nurture the motivation and collaborative spirit of students and improve student engagement and knowledge retention To design and float a number of online certificate, advanced certificate and diploma courses in partnership with other platforms/ stakeholders to be offered externally
Implementation Plan	Capacity building programs in various digital tools (Adobe, Canva and Doodly) Use of the digital tools in developing high quality content To develop a high quality standardized courseware At least 20% of every program to be delivered in online mode Convert the skill and domain courses to certificate, advanced certificate and diploma courses, identify platforms/ partners and offer the programs
Measure of Success	All curriculum to be developed with high quality teaching-learning material and placed on courseware At least 20% of all courses to be delivered online or in hybrid mode All skill and domain courses to be developed and delivered as certificate, advanced certificate and diploma courses
Resources Needed	Residences required for the short term programs MoUs with partners to be established
Five Year Plan	No of students enrolling and completing certificate, advanced certificate and diploma programs – 2000 No of programs to be developed – 100 certificate courses and 50 domains

STRATEGIC INITATIVE 3.2
3D Design and Go to Market program

Goal	**Giving University students across all schools hands on experience in a live production environment**
Objective	Setting up production facilities for the immersive learning experience across schools

Implementation Plan	Following Production Units will be incubated at CUTM which will serve as the ideal immersive learning experience for the skill courses of University students and will also offer 24 credit domains in the final semester of studies. Various units will be operationalised such as: Transformer Manufacturing Unit, Electric Vehicle Manufacturing Unit, Woodwork Engineering, Apparel manufacturing, Textile manufacturing (spinning), Chalk Making Unit, Paver Unit, Hand Made paper unit, CNC Machining Unit, Robotic Welding Unit, PLC Automation Lab, Dassault Design Labs, Vermi Compost Unit, Tissue Culture Lab etc. Many of these units will be ISO certified, NABL accredited and will have the required government approvals to manufacture and sell goods. The product categories will be registered on the Government e Market place (GEMS portal) and the units successfully bid and execute orders from government tenders like ISRO, Railways, HAL etc. In areas like Paramedics & Allied Healthcare, CUTM plans to establish a Govt. of Odisha approved Community Diagnostic Center which will serve as a live experience center for the students while serving the needs of the local community.
Measure of Success	Total production Units to be established: 25 Total nr of domains floated: 50 Annual turnover to be generated by the units: INR 15 crores Total employment to be generated by the units: 100+ Total nr of students pursuing skill based electives at the units: 1,000+ Total nr of students pursuing domains at the units: 500+
Resources Needed	Investment in machines and equipment (INR 10 Cr) Investment in technical manpower and marketing team
Five Year Plan	Total employment generated at the production Units: 500+ Total annual turnover generated from the production units: INR 30 Cr+ Total nr of students pursuing skill based electives at the units: 3,000+ Total nr of students pursuing skill domains at the units: 2,000+

STRATEGIC INITIATIVE 3.3
Electric Vehicle Design and Manufacturing

Goal	**Giving University students across all schools hands on experience in a live production environment, electric vehicle design and manufacturing**
Objective	Setting up e-vehicle design and manufacturing unit for the immersive learning experience across schools
Implementation Plan	Several Production Units will be incubated at CUTM which serve as the ideal immersive learning experience for the skill courses of University students and also offer 24 credit domains in the final semester of studies. One of them will be a state of the art e-vehicle design and manufacturing unit. This unit will be ISO certified, NABL accredited and have the required government approvals to manufacture and sell goods. The products will be registered on the Government e Market place (GEMS portal) and the units will be successfully bid and orders executed from government tenders. Efforts will also be made to execute orders from private players.
Measure of Success	Total nr of students pursuing skill based electives at the units: 500+ Total nr of students pursuing skill domains at the units: 250+ Total employment generated at the production Units: 100+ Total annual turnover generated from the production units: INR 5 Cr+
Resources Needed	Investment in machines and equipment (INR 10 Cr) Investment in technical manpower and marketing team
Five Year Plan	Total nr of students pursuing skill based electives at the units: 1,000+ Total nr of students pursuing skill domains at the units: 500+ Total employment generated at the production Units: 200+ Total annual turnover generated from the production units: INR 10 Cr+

STRATEGIC INITATIVE 3.4
Transformer Design and Manufacturing

Goal	**Giving University students across all schools hands on experience in a live production environment, transformer maintenance and repair and design and manufacturing**
Objective	Setting up transformer design and manufacturing unit for the immersive learning experience across schools Students will have the opportunity for immersive learning in transformer maintenance and repair as well

Implementation Plan	Several Production Units will be incubated at CUTM which serve as the ideal immersive learning experience for the skill courses of University students and also offer 24 credit domains in the final semester of studies. One of them will be a state of the art transformer design and manufacturing unit. This unit will be ISO certified, NABL accredited and have the required government approvals to manufacture and sell goods. The products will be registered on the Government e Market place (GEMS portal) and the units will be successfully bid and orders executed from government tenders. Efforts will also be made to execute orders from private players.
Measure of Success	Total nr of students pursuing skill based electives at the units: 500+ Total nr of students pursuing skill domains at the units: 250+ Total employment generated at the production Units: 100+ Total annual turnover generated from the production units: INR 5 Cr+
Resources Needed	Investment in machines and equipment (INR 10 Cr) Investment in technical manpower and marketing team
Five Year Plan	Total nr of students pursuing skill based electives at the units: 1,000+ Total nr of students pursuing skill domains at the units: 500+ Total employment generated at the production Units: 200+ Total annual turnover generated from the production units: INR 10 Cr+

4. COMMUNITY FOCUS ALIGNED TO SUSTAINABLE DEVELOPMENT GOALS (SDGS)

CUTM believes that it is vitally important that the University is relevant to the local community within which its campuses operate. Having chosen to setup its campuses in some of the most remote, tribal districts of Odisha like Gajapati, Bolangir, Rayagada, Ganjam etc. the University has had social inclusion and equity in its vision and mission from the outset. The concept stems from a core belief and conviction that an institution is part of the larger community and everything students learn should connect and contribute to a social impact. In pursuance of the UN Sustainable Development Goals, the University proactively aligns all its teaching and learning activities to accomplish the same.

CUTM is committed to working in partnership with the state government and district authorities to reach out to the most remote marginalized communities and increase its societal and economic impact at both local and regional levels. CUTM reaches out to non-traditional learners through the work of its School of Vocational Education & Training offering flexible and blended (digital and traditional) learning with a special focus on hands on skills that results in job opportunities for school dropouts.

Students with active support from teachers are required to reach out to local communities and put into practice the learning, knowledge and skills acquired in the University campuses to identify and address day to day problems of communities within which they exist. This program additionally

helps students to develop a sense of responsibility for community, engagement through communication, strategic planning, innovative approach for problem solving, team spirit, etc, thus building confidence to be a productive citizen of the World.

The contextual framework for this practice requires a deeper understanding of the communities within which the University functions and the students' profile that the University attracts. CUTM operates in some of the most difficult geographies (NITI Aayog's aspirational districts) and works closely within marginalized and disadvantaged communities. A large proportion of University students too come from the tier 2 and tier 3 cities, villages and remote areas. These regions are remote, largely agrarian with a varied range of development challenges, are prone to natural disasters providing an ideal platform for the University's community outreach programs.

Further, enterprise and innovation are fundamental to CUTM's continuing research success and to its positive impact on society. They position the University and the region as a place of opportunity which will attract the best talent. Working with our social outreach entities, local councils and government, CUTM fosters an environment which nurtures social and commercial entrepreneurs. One of the key areas identified for innovation is environmental sustainability and as the saying goes, it must begin from home. The program 'Waste to Wealth' was created with this objective.

CUTM will set up a School of Agriculture Sciences with the primary objective of bringing in scientific farming practices into the rural communities by educating the youth. A key program to be taken up by the School will include training of farmers.

STRATEGIC INITIATIVE 4.1

Centurion Mantra: Accessibility, Diversity, Inclusivity, Equity and Equality; To include the marginalized communities into the mainstream by providing access to education and skills to the disadvantaged.

Goal	25% of student intake to be provided free of cost education/ scholarships or skill programs which can result in enhanced employability, employment or self employment opportunities.
Objective	Accessibility, Diversity, Inclusivity, Equity and Equality in education
Implementation Plan	CUTM is recognised as a leader in skill integrated higher education and has been designated as a 'skills university' by the Government of Odisha. It determined to integrated skills into higher education in 2015. Toward this end, a basket structure will be planned to facilitate students who are academically weak to progress by taking combination of subjects, which will include skill electives. Further, every course will have theory +practice +project component or a combination of them so that a student will get hands on, experience based, practice oriented learnings and the focus will be on competencies gained. Efforts will be made to enrol students from socio-economically weaker sections and girls into programs where they were traditionally under represented. For this attractive performance based scholarships will also be designed. Prior to this, CUTM began its first skill program in 2006 in partnership with the state government and trained tribal youth of Gajapati district to be welders and fitters and placed them in Hyderabad. In 2008, CUTM approached other

	departments of the state and central government to seek funding and support for imparting placement linked skill development programs for tribal youth, scheduled castes, women and those from below poverty line. In 2010 CUTM was sanctioned a project by the Ministry of Rural Development to impart training to 10,000 rural poor which was successfully completed in 2013. CUTM approached National Skill Development Corporation to scale up its skill programs and incubated a skill company in 2010. Over INR 60 Cr was spent in creation of labs which are used to impart training to over 50,000 youth per annum through government schemes which ensures that the needy youth continue to benefit. CUTM also approached various industries to also skill youth through CSR and started a one of its kind program in partnership with Mindtree to skill hearing and speech impaired youth for jobs in carpentry, apparel and hospitality. These programs continue with a dedicated project team devoted to government scheme implementation and CSR project implementation.
Measure of Success	Total nr of students trained in skill courses resulting in upskilling, higher education, employment or self-employment: 5000 + 300,000 Total nr of students trained and placed: 2000 + 100,000
Resources Needed	Investment in machines and equipment (INR 60 Cr) Investment in technical manpower and marketing team
Five Year Plan	Total nr of students trained in skill courses resulting in upskilling, higher education, employment or self-employment to date: 10000 + 500,000 Total nr of students trained in placement placed: 5000 + 200,000

STRATEGIC INITATIVE 4.2
To build a stronger and more constructive relationship with our local and regional community

Goal	The University recognizes the importance of engaging with communities, especially for job creation in the rural economy and has developed this practice to seed entrepreneurial opportunities for youth willing to promote agri based on farm & off farm enterprise or provide last mile services in rural or peri-urban areas.
Objective	CUTM aims to make a difference to the communities with constant engagement and innovation. The Community Action Learning Program (CALP) will adopt a project based approach to develop the capacity, competency and confidence of students to go beyond the traditional curricula and careers, identify real world problems in the community around them and seek service and entrepreneurial opportunities in solving these problems. The exercise will, in addition, build a sense of pride in giving back to the community, to be innovative, creative and imaginative and hone softer skills such as confidence, communication skills, negotiation skills etc. in students.

Implementation Plan	Students of 2nd, 3rd year of the School of Vocational Education & Training and 4th year students of BSc Agriculture Sciences will form interdisciplinary groups and take up project design, planning, coordination and implementation. The group size may vary between 2 and 5 members. Each group will select a Team Leader and will be provided with a designated photographer/ videographer. The team will have the autonomy to discuss and debate the final idea and prepare an action plan and present the outcome in an end term exhibition. A mentoring team consisting of experienced faculty will be identified to provide support.
Measure of Success	Formalisation of the projects Training of students Identification of communities, NGOs and deployment of students Implementation in teams and at scale - delivery of domain and entrepreneurial skills. Third party assessment and certification. Established partnership with the local NGOs to handhold farmers into enterprise creation, cooperative formations and market linkages for their produce.
Resources Needed	Project Group Mapping and Parents buy in: Community interventions requires extensive travel to remote areas and students may be required to stay in the local community to work with them for developing any interventions that will have long term value. Parents are likely to be uncomfortable with their wards, especially girls, travelling into unknown territory and communities. This can be resolved by restructuring the groups to ensure male/ female mix, and being initially accompanied by a mentor. Local language considerations have to be taken into account. Community engagement: Trust and confidence building of the local community to allow the student and teacher groups to enter their community and share the problems they face and be open to the interventions being proposed by the students. This can be overcome through the long-standing relationships developed between the University and district and block level administration. Credibility built over the years in implementing field projects in the field of Skill Development, Agriculture, Cooperative creations etc. can help overcome these challenges.
Five Year Plan	Roll out to all schools and ensure at least 5 units are incubated at CIE

STRATEGIC INITIATIVE 4.3
Sustainability Focused campuses – Waste to Wealth program

Goal	Create sustainable campuses
Objective	To inculcate in the students a sense of social, economic and environmental responsibility

Implementation Plan	Waste to wealth program will be started with a focus on 1. Campus Waste water from hostels 2. Campus Food waste from the mess 3. Campus paper waste from the exam cell 4. Campus fabric waste from the Apparel & Textile Production and Skill training CoE 5. Campus plastic waste 6. Discarded old vehicles from University staff With these in mind, staff and student projects will be initiated focusing in each area to find ways to covert the waste into some form of goods of socio-economic Value. A sustainable form of natural water treatment process using Nualgi will be taken up which will allow all the campus waste water from the hostels to accumulate in a lake and be treated and re-used for maintaining the campus horticulture and recharge the ground water. A partnership will be sought with Pune based company to bring in mega bio-digestors which will take the food waste from the kitchen areas and convert it into vermi-compost and create top soil which will be fed to the most arid parts of the campus, converting them into green areas. Campus paper waste and fabric waste will be combined to incubate a student led handmade paper unit which will make several products such as diaries, notebooks, paper bags, packaging material, etc. Campus plastic waste will also be an input in the Pavers Unit being planned to be managed by a Civil engineering alumnus of the university. As a student project, junked old vehicles of staff will be converted into e-vehicles by the students which will become a fully scaled up incubated Electric Vehicle company.
Measure of Success	Nr of successfully scaled units Carbon Credits
Resources Needed	Innovation and Enterprise
Five Year Plan	Roll out to all campuses and ensure another 5 units are incubated at CIE

STRATEGIC INITATIVE 4.4
Sustainable Farming Practices in local farmer community

Goal	Create sustainable farming communities by skilling them to adopt organic farming practices and self-sufficient in vermi-compost
Objective	To inculcate in local farmer populace, a sense of social, environmental responsibility

Implementation Plan	This will be led by B.Sc. Agriculture students, formalized and implemented at scale in partnership with National Skill Development Corporation through the training and certification of 70,000 farmers of Odisha with an overall aim of doubling farmer income. Students will be selected, trained and deployed in remote, rural areas with partner NGOs for community engagement, batch creation and delivery of 80 hours curriculum comprising domain and entrepreneurial skills. This will be followed up by third party assessment and certification by the Agriculture Skill Council of India (ASCI). The students will also work with the local NGOs to handhold the farmers into enterprise creation, cooperative formations and market linkages for their produce. Success and impact will also be captured through third party qualitative and quantitative assessments submitted to the Ministry of Skill Development and NSDC.
Measure of Success	Nr of farmers trained and Certified in sustainable farming practices (70,000)
Resources Needed	Curriculum integration with Agriculture School NSDC support in funding the RPL program
Five Year Plan	Replicate the NSDC program in other states and extend to another 100,000 farmers of Odisha

5. OUTCOME FOCUS OF EMPLOYMENT, HIGHER STUDIES AND ENTREPRENEURSHIP

The three student outcomes the University strives for are employment, higher studies and entrepreneurship. In pursuance of the said outcomes, quality placements for the students remains a key strategic objective and CUTM adopted a goal of 'Mission 2000' i.e. 2000 unique placements by 2025. For this, the University will invite close to 250 companies on campus and participates in at least 30 off campus placement drives related to various disciplines. The total offers were 1774. The University also has several industry collaborations and supports students in preparing for and appearing for industry certification examinations. Further, those interested students will be encouraged to take up higher studies. The University provides coaching for several qualifying examinations such as NET, GATE, JRF and so on. A few students will choose the path of entrepreneurship and the University's Center for Innovators and Entrepreneurs will handhold and provide necessary support for their incubation.

STRATEGIC INITIATIVE 5.1
Quality Placements: Mission 2000

Goal	Quality Placements for students
Objective	To develop job ready skills in students so that they may secure placement To develop confidence in students to be able to demonstrate their technical

	and soft skills during placements and secure positions To support students for industry certifications
Implementation Plan	The University will engage a group of trainers specialising in aptitude reasoning, communication skills and core domain specific skills. The training calendar for the year will be finalised. At the outset to provide generic skills, the University will integrate into the curriculum a job readiness course. This will account for cumulative progression of the students in particular skill sets and can be carried over to subsequent semesters. This will give adequate time for students to hone their skills with trainer guided support and practice. An attempt will be made to identify specific training platforms for the said purpose to supplement the effort of trainers. Further, student specific skills will be identified and competencies will be developed through intensive training. A student specific learning plan will be developed to identify the areas to focus on. For this specific trainers will be identified and they will mentor students as required. Industry specific skills to be identified prior to the drive and intensive training to be provided. For this specific trainers will be identified and their skills will be upgraded in the first instance. Faculty will also be mandated to undertake industry certifications.
Measure of Success	Number of students trained for placements Number of students placed Number of students qualifying various industry certification examinations
Resources Needed	Generic trainers Domain specific trainers Access to various training and certification platforms
Five Year Plan	Enhance to 2000 unique placements

STRATEGIC INITATIVE 5.2
Internships, Higher studies and integrated courses including International Partnerships

Goal	Create o**pportunities for internships, higher studies and integrated courses including international partnerships**
Objective	To develop skills in students so that they may secure internships To support students for training for various discipline related competitive examinations such as NET/ GATE/ JRF/ SRF and for state/ central civil services, railways, postal, banks, insurance, and so on

	To encourage students to undertake integrated courses and participate in international academic and internship partnerships
Implementation Plan	The University will identify institutions and industry internships for the students to explore. Further, the University will also identify opportunities for internships in its production units and social outreach enterprises, Gram Tarang. The University will also encourage students to identify their own internships. In order to assess the performance in internships, guidelines will be developed, both for the industry personnel and University supervisor. This will be closely monitored to ensure the students benefit the utmost from such opportunities. Beyond the regular curriculum, students will also be prepared for competitive examinations through well designed intensive trainings, both in their discipline (NET, GATE. JRF, SRF, etc) and for state/ central civil services, railways, postal, banks, insurance, and so on. The University will undertake a market survey to identify disciplines before developing integrated courses. Subsequently, based on the information gathered, integrated courses and dual degrees will be designed and offered. Attempts will be made to establish collaborations with international universities to provide integrated/dual degrees and internships.
Measure of Success	Number of students placed in internships Number of students enrolling for higher education Number of students securing scholarships for higher education Number of students enrolling in integrated programs and/or dual degrees
Resources Needed	Trainers for generic and discipline based skills Domain specific trainers for NET, GATE. JRF, SRF, etc and for state/ central civil services, railways, postal, banks, insurance, and so on Specialists to design the integrated courses and the courseware for the delivery of the courses
Five Year Plan	Number of students placed in internships enhanced 20% Number of students enrolling for higher education enhanced by 20% Number of students securing scholarships for higher education enhanced by 20% Number of students enrolling for integrated programs enhanced by 20%

STRATEGIC INITIATIVE 5.3
Incubating and encouraging entrepreneurship at CENTER FOR INNOVATORS AND ENTREPRENEURS

Goal	Project based approach to develop skills for New Product Development spanning Ideation, Design and Concept Development, Simulation and Testing, Prototype development, Market Assessment, Commercialization for Industry 4.0
Objective	While IT companies and technology-based startups are attracting a large proportion of the student talent pool, CUTM remains committed to the need of real world skills in the manufacturing sector especially for the dynamic environment of Industry 4.0. The LAB TO MARKET program will be designed to

	equip students with necessary skills that span the product development process which was absent in the traditional theory-based curricula. This typically follows a 7 step process which oversees the product development life cycle. Entrepreneurship is a core principle behind project selection and students are encouraged to focus on market needs and encourage projects that focus on commercialization aspects of products or services
Implementation Plan	A unique multidisciplinary multiple credit specialization will be introduced into the CUTM academic curricula called LAB TO MARKET. This course will span over one semester with an additional option for students to take the product into the market in the next semester. The course will especially focus on introducing students to technologies relevant to Industry 4.0 and will be structurally broken up into the key steps of product development spanning Ideation, Design and Concept Development, Simulation and Testing, Prototype development, Market Assessment, Commercialization. A partnership with Dassault Systems has been established which will provide students with state of the art technology and 3D experience software which allows digital product development, validation, simulation, testing and prototype development, bill of materials and product costing. This will also include the following key elements: • Innovative Digital Product Development from PPR- a Product itself or a Process or Resource • End to end digital design, validated digitally, Prototyped digitally, manufactured digitally and launched digitally • Use of 3D Experience Platform of Dassault Systemes - CATIA, SIMULIA, DELMIA, and ENOVIA • Guided by industry experts to build a Lab to market in 100 days strategy for Market Assessment to Commercialise the product • Linkage will be established with 'Gram Tarang Startup Odisha Incubation Center' to hand hold the start-up/ entrepreneur and File IPR/ Patent The end outcome for the student will be to Learn, Experience and develop skill and competencies valued by Industry and as required to be a productive citizen. The project itself will be driven as at any Industry - planning, presentation, process learning, communication, Team work and collaboration, risk and its mitigation, product progress and review etc. Students completing the program will be either given handholding for their startups or internships with industry OEM- Automotive, Aero, Process Industry, Heavy Machinery and their Tier-1, Tier2 suppliers. One of the major constraints/ limitations of the traditional educational institutions is the lack of a structured entrepreneurship development process. The University is planning to establish a Centre for Innovators and Entrepreneurs as an Incubator with the purpose of providing mentoring and incubating young minds and creating a thriving entrepreneurial ecosystem in Centurion University. Major support that will be provided are : • Work Space support • Mentoring support • Technical Support • Market linkages • Managerial and Business support training

	• Scale up Plan
Measure of Success	The evidence of success will come from the number of students who complete the course, get placed with the industry or eventually incubate some of the projects into formally registered units. The real evidence of success is when startups begin being incubated as successful commercial entities through Startup Odisha.
Resources Needed	The biggest challenge faced in the program design and implementation will be in finding skilled faculty and trainers to deliver the training and handholding. This will be overcome by bringing in key talent at a senior level from the industry and upskilling existing faculty by leveraging industry partnerships. Industry connect has been a key strength at Centurion University. Partners like Ashok Leyland, Dassault Systems, FESTO, FELDER, Café Coffee Day, WIPRO, Volvo Eicher, Schneider etc. have supported various programs especially for training of trainers and providing on the job learning exposure to both faculty and students. ToT programs have also been conducted in partnership with Sector Skill Councils of NSDC which has given exposure to the faculty to step up and deliver the LTM program. A second challenge will be to address the traditional mindsets of all stakeholders. Securing use cases from Industry and demonstrating through outcomes will be a useful strategy in addressing this
Five Year Plan	The University's Center for Innovators and Entrepreneurs (CIE) will build an ecosystem for supporting students and faculty with their startups which includes a co-working space, common facilities centers including state of the art workshops and labs equipped with 3D Printers, 3 & 5 axis CNC production machines, CNC woodwork machines, 16 Needle automated embroidery machine, fabric printing machine, hand-made paper unit, electric vehicle design and production lab, smart transformer lab etc.

6. PEOPLE

People are the foundation of a University's success and the quality of our academic, research, professional and support staff is critical to our future. In order for Centurion to remain a world-leading institution for research and teaching we must continue to attract, recruit and support talented individuals and provide a diverse, inclusive, fair and open environment that allows staff to grow and flourish.

Our Human Resources policies and processes provide the framework for departments and faculties to support their people and to respond to the ever-changing external environment.

In order to ensure that the University maintains its position and progresses we must continue to recruit and retain the very best staff. We will ensure that our reward arrangements, are robust, transparent and competitive. We will address the challenges of living in the Centurion campuses by providing excellent childcare provision and improving the infrastructural facilities.

We will actively promote health and wellbeing so that our people are able to give their best to their work and feel valued, and we will support working parents and all those with caring responsibilities.

STRATEGIC INITIATIVE 6.1
To attract, recruit and retain the highest calibre staff

Goal	A happy and productive workforce and ecosystem
Objective	Ensure we remain an attractive place to work, taking into consideration the work environment, housing, childcare, and salary Review and improve our current arrangements to support the personal and career development of all staff To achieve the best learning outcomes for students To attain the best research outcomes for faculty leading to patents and products To develop the skills of entrepreneurship in both students and faculty To ensure a well maintained infrastructure from a highly skilled workforce
Implementation Plan	The University will develop a robust policy framework for the said purpose, that is to attract, recruit and retain highest calibre staff. Further, it will develop a robust policy for incentivising faculty for research outcomes leading to patents and products and their commercialization. Encouraging faculty to attend conferences, seminars and workshops through a well-developed system of sponsorship. An effort will be made to review and improve our current arrangements to support the personal career development of all staff, that is support them for post-doctoral fellowships, liens/ secondments by enabling leave, etc. A system of recognising and awarding the performance of students will also be developed. Further, an environment to nurture entrepreneurship will be provided as indicated in 5.3. A system to recognise and award ancillary staff will also be developed. The National Days of Celebration will be used as a forum to celebrate the achievements of such staff and bring their contribution to the public limelight. Efforts will be made to showcase such stars in public domain so as to ensure continued motivation of all.
Measure of Success	Number of years of service of each faculty increasing Satisfaction surveys from faculty and students
Resources Needed	An agile HR team that will be responsive to the needs of Schools and is able to attract talent from the market. A School/ Research Center that can identify cutting edge domains for research and development of course curriculums. Retaining our best graduates as Research Scholars/ Interns/ Trainers. Raising the financial resources to support these activities.
Five Year Plan	Develop a strong performance appraisal system.

STRATEGIC INITIATIVE 6.2
To work towards an increasingly diverse staffing profile
Professional Development of Faculty in New age Teaching and Learning

We believe that the broad range of cultural and other experiences that a diverse workforce brings will help the University maintain and develop its international outlook, strengthening its research and teaching. We will foster an inclusive culture that promotes equality of opportunity, values diversity and maintains a working, learning and social environment in which the rights and dignity of all our staff and students are respected. We will amplify the voices of under-represented groups in leadership and decision-making and work to eliminate any barriers to their success.

Goal	The University to be nurtured as a place for all groups to be respected and rights of all to be protected
Objective	To embed a supportive, inclusive culture and increase the diversity of University staff at all levels through the implementation of specific action plans To ensure that all the statutory provisions of the state are embedded within the University system so as to avoid discrimination of any kind
Implementation Plan	A robust policy framework to be developed so as to ensure that the rights of students, faculty and non-teaching staff are protected. Develop infrastructure in accordance with the same where required Encourage forums where diverse voices can be heard and their concerns can be mainstreamed Embed courses in the syllabus that address discrimination and marginalisation such as Gender, Climate Change, Self in Society and so on so to impact society at large Ensuring that leadership roles are rotated, where possible, such that talent is recognised and nurtured Ensure that the institutional frameworks as set out in the statutory provisions of the state are established and operational (minutes of all meetings will be meticulously maintained) Establishment of International Students Cell Establishment of Student Counselling Cell Celebration of various National Days of significance, including women's day, mother language day, disability day, mental health day, and so on
Measure of Success	All statutory provisions are met No formal or informal complaints of discrimination No faculty or non-teaching staff exiting on account of discrimination
Resources Needed	An HR team sensitive to the issues and keeping pace with the developments of the global workplace and changes in society and developing policies as and when required Investment in infrastructure as and when required
Five Year Plan	Keep abreast with statutory requirements Identify more courses to be included

STRATEGIC INITIATIVE 6.3

To support staff in personal and professional development
Holistic development of faculty, non teaching staff and students through Sports, Naturopathy and Yoga

Personal and professional development is key to enabling individuals to reach their full potential and maximise their contribution to the University. We will encourage staff at all levels to participate in planning their personal development and we will strengthen and promote our development programmes for all staff, regardless of their employment status. In particular, we will provide dedicated personal development support for early-career research staff and will ensure that those with management and leadership responsibilities are supported to be effective in those roles.

For effective personal, professional and holistic development, health and wellbeing is critical. The University will encourage faculty, staff and students to participate in sports and yoga and take utmost benefit of the wellness (naturopathy) centers which will be established in all three mother campuses. The University has and will continue to invest in sports infrastructure in all its campuses. Further, dedicated sports coaches for various individual and team sports will be engaged. Yoga experts will be engaged for not only training but providing the philosophical knowledge that is the basis for this practice.

Goal	H**ealth and wellbeing of all** and more engaged faculty, staff and students
Objective	To improve personal and professional development To increase productivity of the workforce To ensure that there are less instances of sickness and absenteeism To ensure that the workforces is happier and less stressed To ensure that the faculty/ staff feel valued and that their personal and/or family life is important To facilitate employee mental health and well-being
Implementation Plan	Create a well-resourced system for faculty to plan their personal and professional development Create a policy and practice environment that is supportive of wellbeing, where responsibility for wellbeing is shared and owned by all Put in place creative and consistent measures to help faculty/ staff to balance competing demands on their time, both within their roles and between their working and home lives, including developing our childcare provision and flexible working policies, and enabling academic staff to vary their duties over the course of their career Put in place creative and consistent measures to help students lead a life away from home (those in residences) and balancing competing demands on their time, a balance between study, practice and leisure Ensure wellbeing by encouraging faculty/ staff and students to participate in sports, naturopathy and yoga To establish and formalise ways to highlight faculty/staff feel valued To provide services for basic mental health issues and create a referral system

Measure of Success	Number of years of service of each faculty increasing Utilization survey/ audit of sports infrastructure Satisfaction surveys from faculty and students
Resources Needed	Training for leadership, senior and middle management Expert trainers in yoga Sports infrastructure and trainers, establish linkages with the various professional bodies and industry to improve the quality Budgetary provision for the above – upgradation and replacement as and when required
Five Year Plan	Establish excellent sports facilities and wellness centers in all campuses

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