

Centurion University of Technology & Management

Shaping lives...empowering communities!

Institutionalizing skills through integration
with higher education & industry

5th May 2021

MU Tech 6

JYOTI

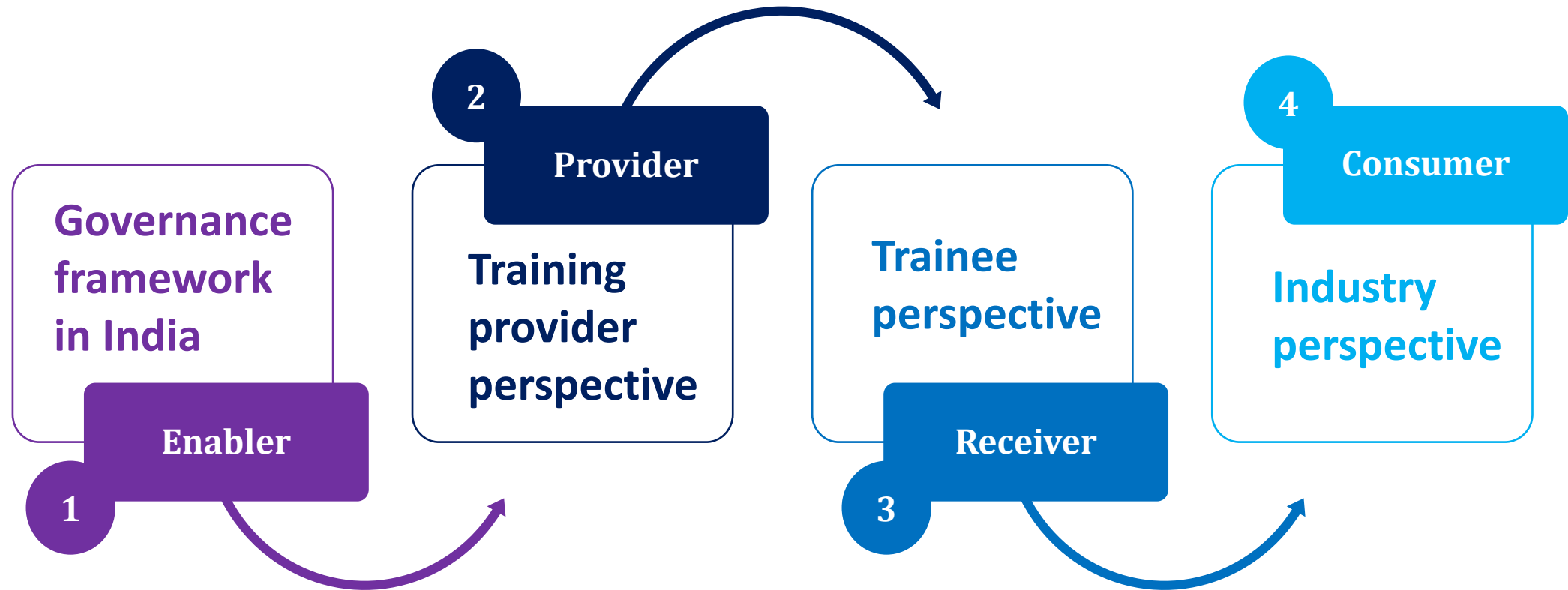




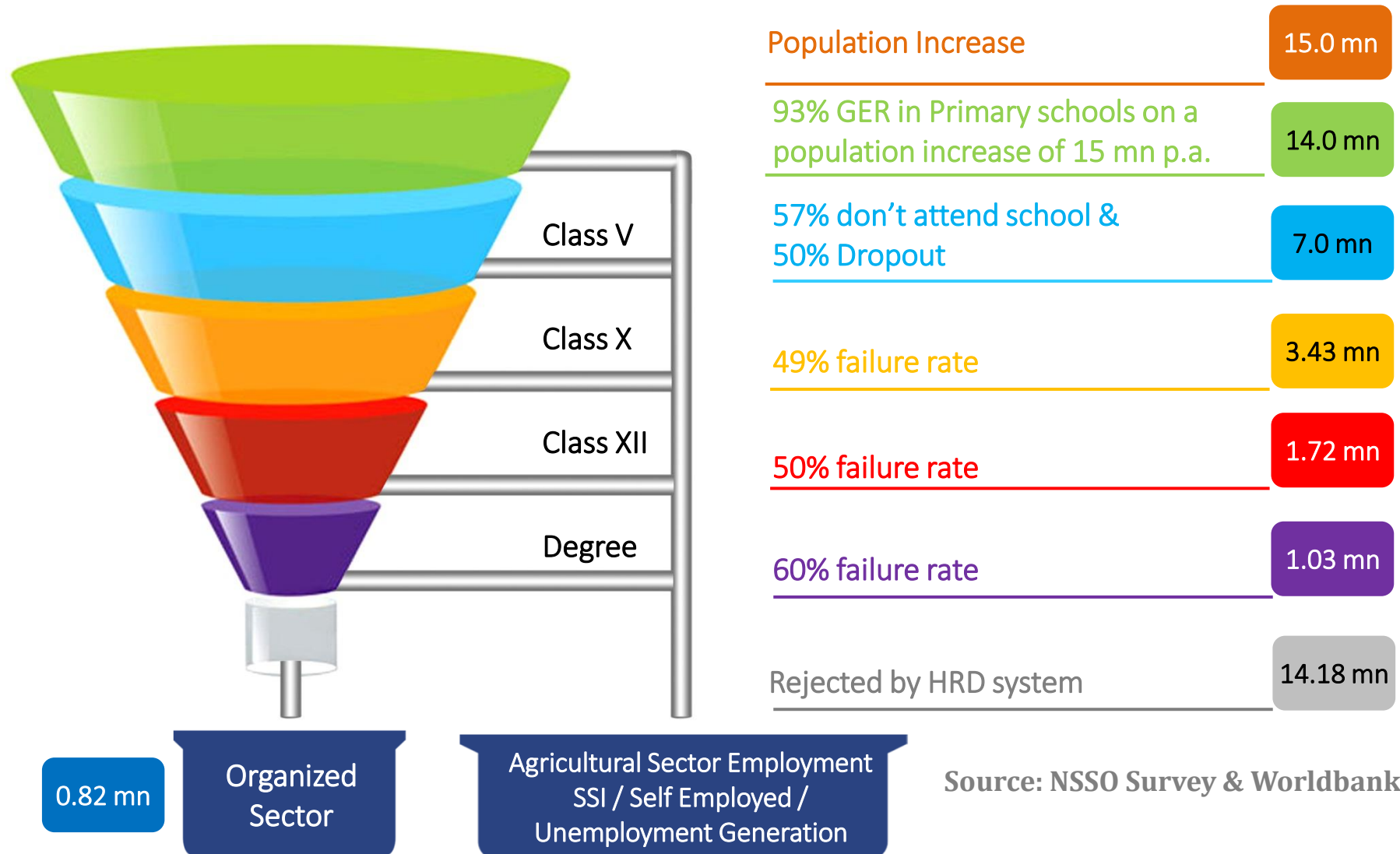
Centurion University

How can a University be relevant for youth like Bhanupriya and help them to dream & aspire?

The four stakeholders' perspectives



3. Receiver: High dropout rates resulting in no skills or qualifications



A need to focus on those failed by the system at bottom of pyramid

3. Understanding why our students dropout

Source: Economic & Political Weekly

| <u>Reasons for the dropouts</u> | <u>Rural</u> | <u>Urban</u> |
|---|--------------|--------------|
| 1) Child not interested in studies | 37.2% | 37.4% |
| 2) Unable to cope | 16.4% | 13.7% |
| 3) Parents not interested in studies | 12.5% | 8.8% |
| 4) Financial constraints | 11.2% | 15.8% |
| 5) Other reasons | 10.4% | 10.5% |
| 6) Participation in other economic activities | 6.1% | 5.3% |
| 7) Attend to domestic duties | 3.7% | 3.9% |
| 8) To work for wage/salary | 2.5% | 4.6% |

Students are disengaged from learning; Return on Education / Training are perceived as being very uncertain

4. Consumer: Industry perspective

Manpower Shortage

- Shortage of manpower across industry
 - **Manufacturing:** ITIs & Polytechnics not producing enough skilled technicians
 - **Services:** No formal vocational education system

Quality of workforce

- Inadequacies in Existing ITIs/Polytechnics/colleges
 - Poor Infrastructure & technology; quality of trainers, no industry linkages; archaic curriculum not revised since 60's

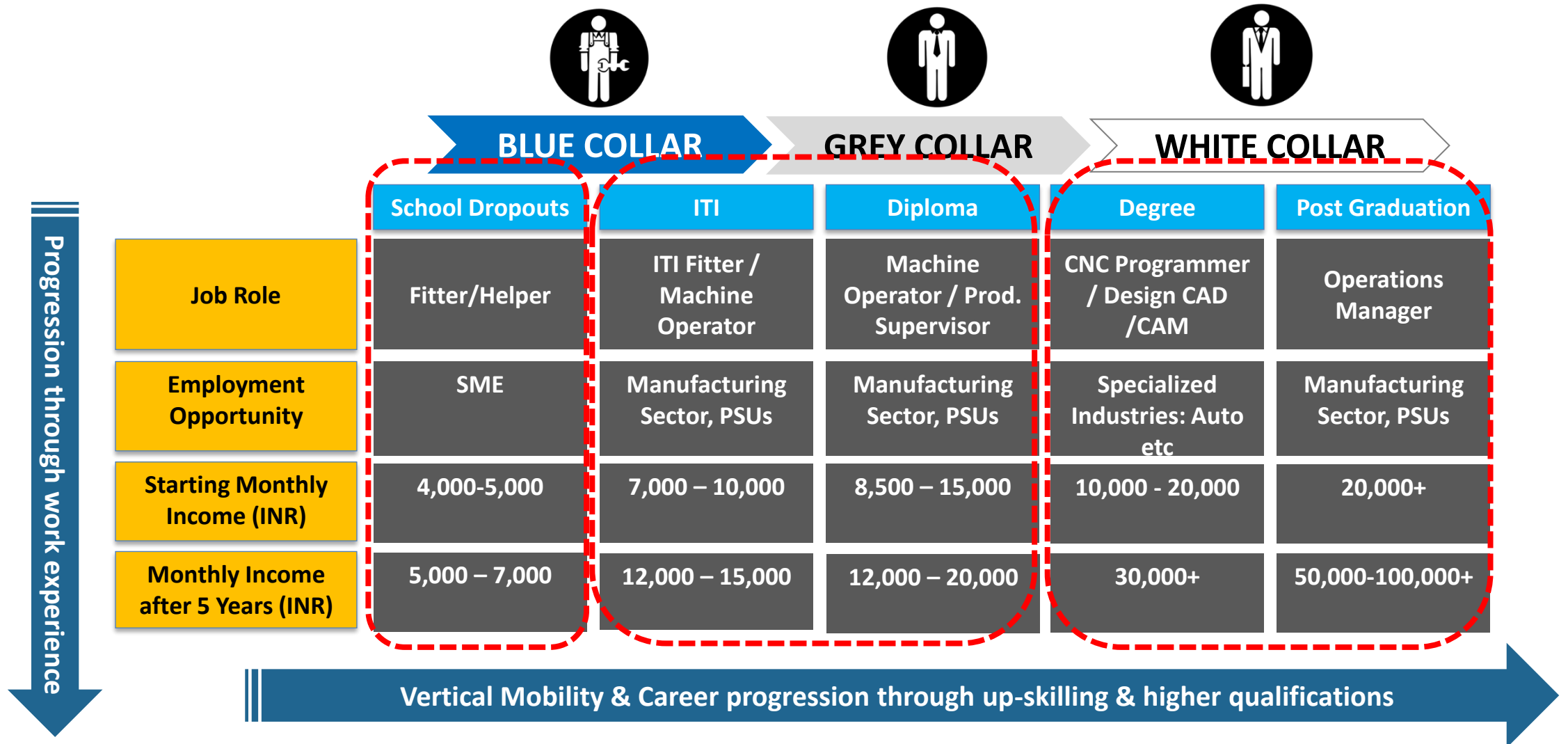
Attrition

- Limited pool of localized skilled labour
- Poor Working conditions & low wages make jobs unaspirational
- Migration support is near absent

Regulatory Framework

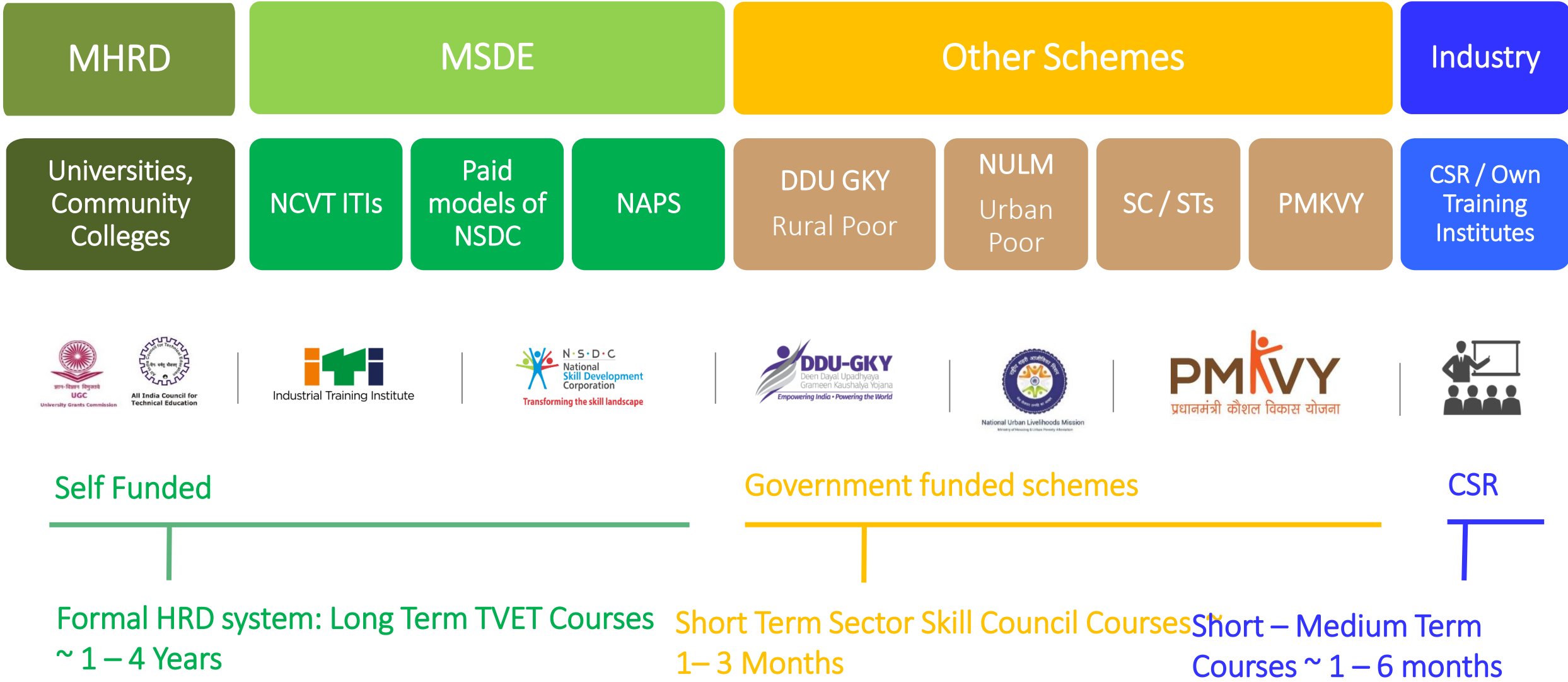
- Existing Labour law compliance compels contractual engagement
- Subsidy schemes creating a shadow minimum wage & comfort level in the village

4. Lack of horizontal & vertical mobility for our students



Rigidities of education system limiting career progression & mobility

I) Governance: The TVET ecosystem in India



Key problems unaddressed by existing ecosystem

1. Short term focus shortchanging aspirations of youth

- No premium for short term skill certifications
- Poor cannot afford to spend 2-3 years in an ITI or polytechnic & need to start earning at the earliest & short term skilling or certifications don't give a long term career

2. Rigid entry & exit points

- Implementation of the NEP
- Flexibility needed in the ecosystem to allow multiple entry & exit ramps and upskilling while working in dual mode

3. Industry is abysmally significant to the whole process

- Theoretical focus of TVET and a general failure of SSCs linking industry with TPs
- Industry not involved in curriculum development, standards, curricula, training of trainers, assessments
- Especially ignored are geographies where there is no industry

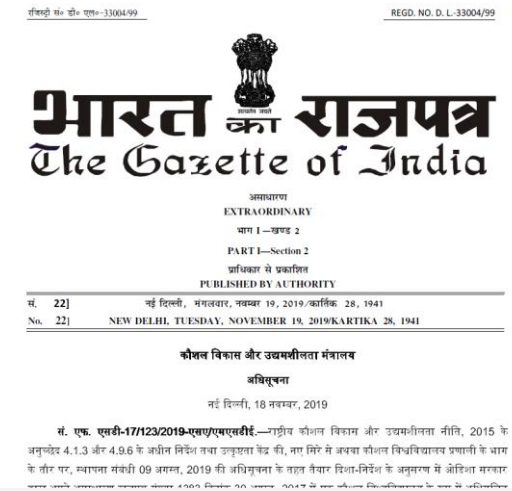
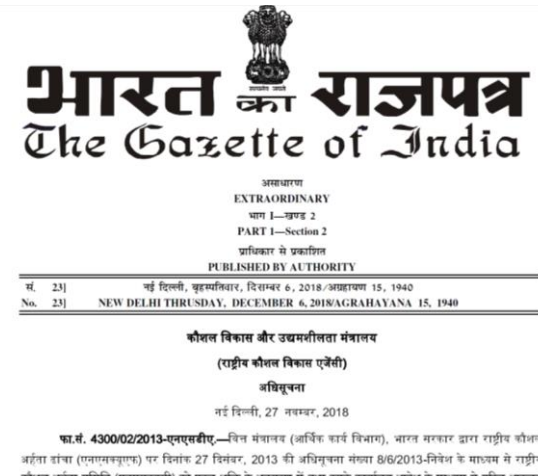
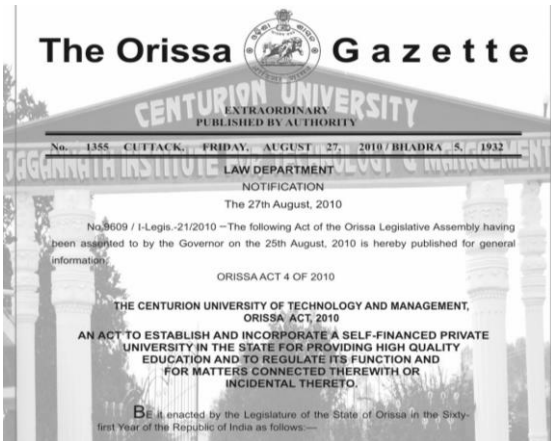
2

The Centurion- Gram Tarang model

How we built an inclusive integrated
model of skill development



Key Milestones of CUTM's skilling journey



State enacted University with NAAC 'A' Grade
27-Aug-2010

First Educational Institute to secure SGSY project in 2010; First NSDC partner

Odisha's first Skills University
30-Aug-2017

NSDC, FICCI awards, recognitions, UN citations & Skills University status

MSDE's Awarding body for Short Term skilling
27-Nov-2018

Empaneled by different states for skill assessments & certifications

MSDE's first Center of Excellence
18-Nov-2019

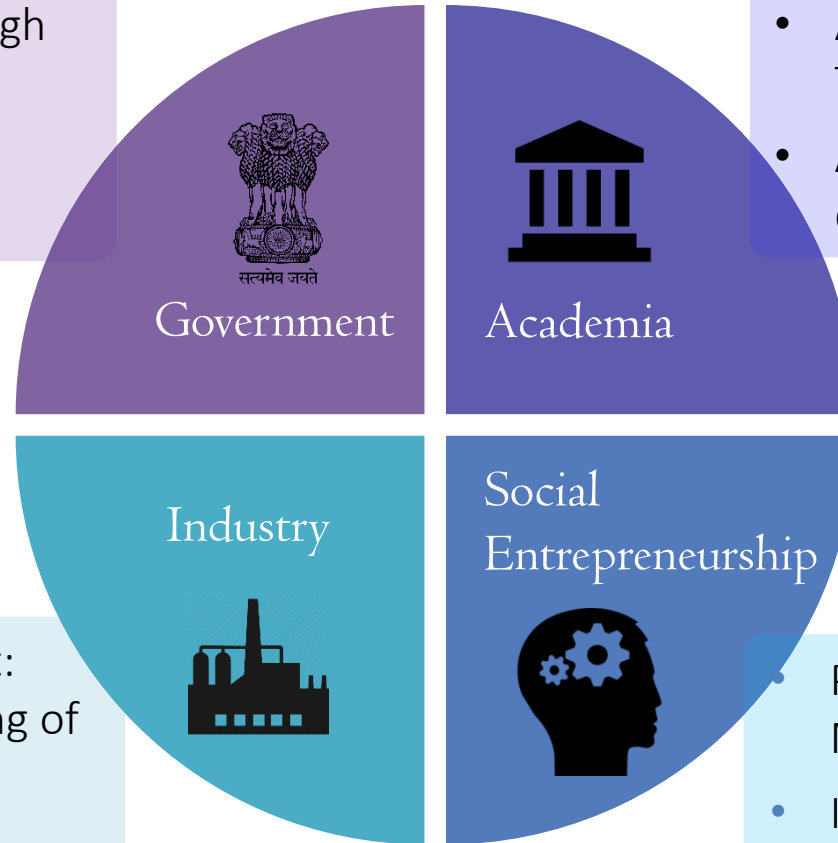
Teaching, Training Production model given recognition by MSDE



Enacted in 2010, CUTM was declared to be Odisha's first & only Skills University in 2017; Declared MSDE's first Center of Excellence and Awarding Body

Institutional model with Industry, Academia, Government & Social entrepreneurship

- Policy, standards, funding through various schemes, governance;
- Credibility & outreach for mobilization



- Academic rigor through curriculum, Trainers, faculty
- Assessments, Certifications & qualifications for higher education



- Technical & knowledge support: equipment, curriculum, Training of trainers
- OJT & employment opportunity

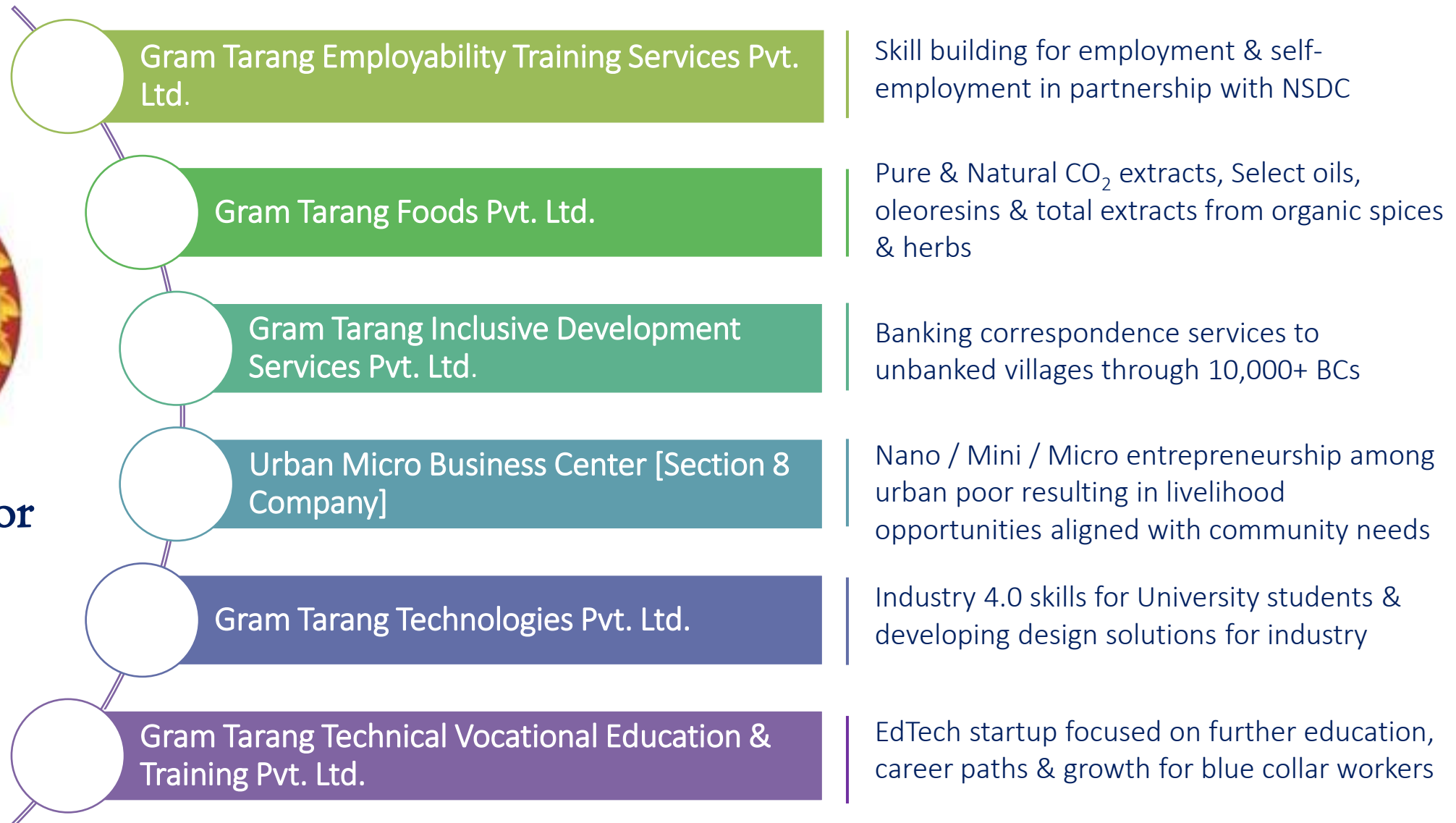
- Program Implementation, Mobilization,
- Industry connect, Placements, post placements support

An integrated ecosystem focused on building competencies & skills

Community outreach through incubation & social entrepreneurship



CUTM Center for Innovators & Entrepreneurs



Building best in class training infrastructure



...with a sectoral focus & extensive industry integration...

1 Automotive



2 Manufacturing & Energy



3 Agriculture



4 Hospitality



5 Healthcare



... innovative industry ready programs

3D Design, VR,
Gaming



- Training in 3D software across 55 colleges of AP
- 25,000 enrolled to date; To be extended to Gaming

Automotive



- Advanced automotive training in electronic diagnostic tools relevant for BS VI

Ramadevi
Women's
University &
CBSE



- Integrating Skills with Higher education & school education
- Trainer Qualifications Framework

Healthcare

GE Healthcare



- Paid model for OT/AT & XR Technicians in AP
- Long term courses linked with Manipal Hospitals

...in 8 states across the country...

OUR PRESENCE

- 9 States | 35 Centers
- 300,000 trainees enrolled to date
- 70% eligible candidates placed

Odisha: 18 Centers

Assam, Meghalaya: 4 centers

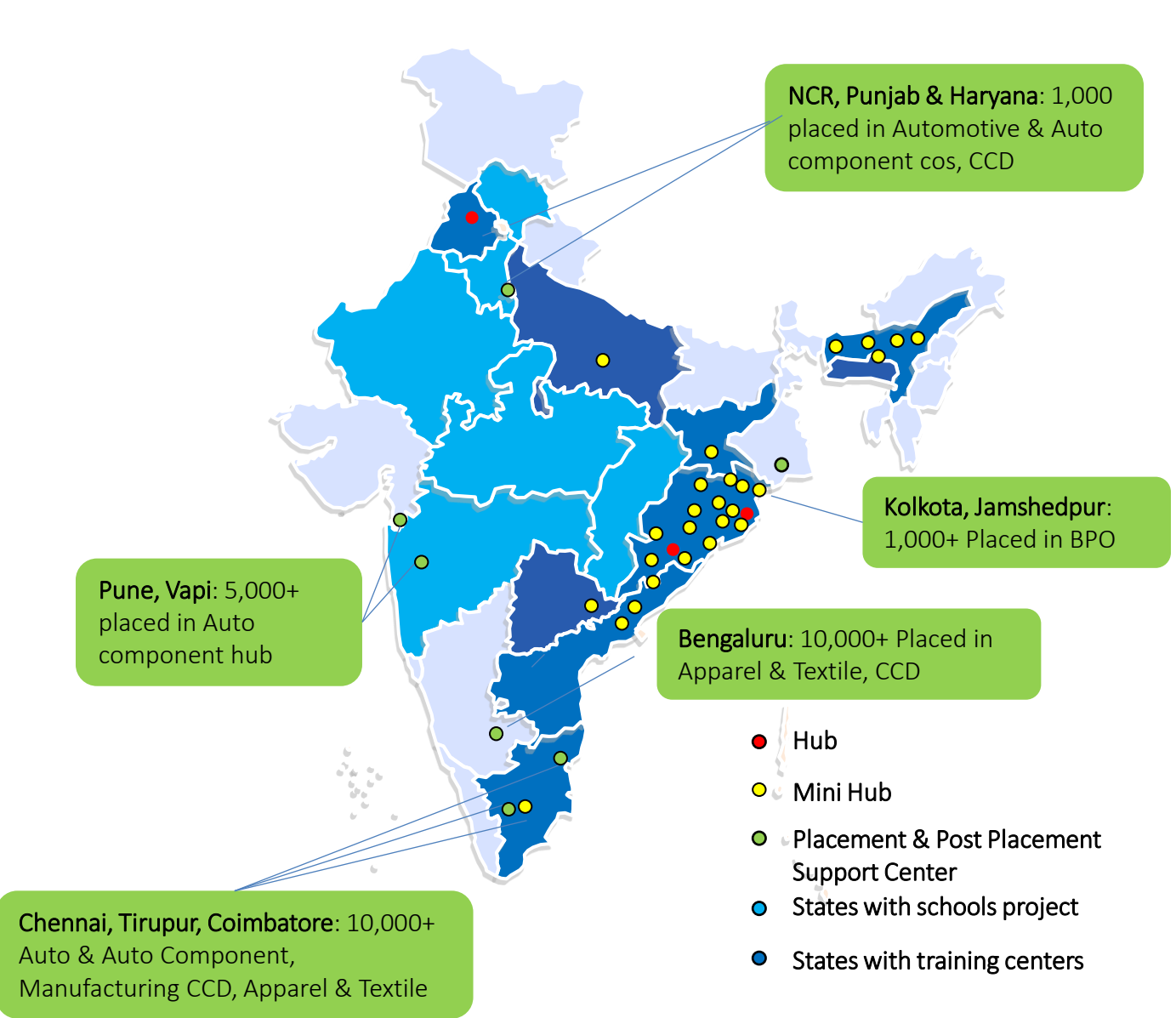
NCR, UP, Jharkhand: 1 Center each

Punjab: 2 centers

Destinations: 7 centers

MP, Maharashtra, Rajasthan, Haryana,

Delhi, Chhattisgarh: NSQF Schools



Skilling ecosystem in India

1/3

Paid Courses

ITI,
Diploma,
BVoc



1/5

1/3

Government Schemes

DDU GKY
Placement linked skill training for rural poor



National Urban Livelihoods Mission
Ministry of Housing & Urban Poverty Alleviation

3/5

PMKVY
Skills for all



Transforming the skill landscape



प्रधानमंत्री कौशल विकास योजना

1/3

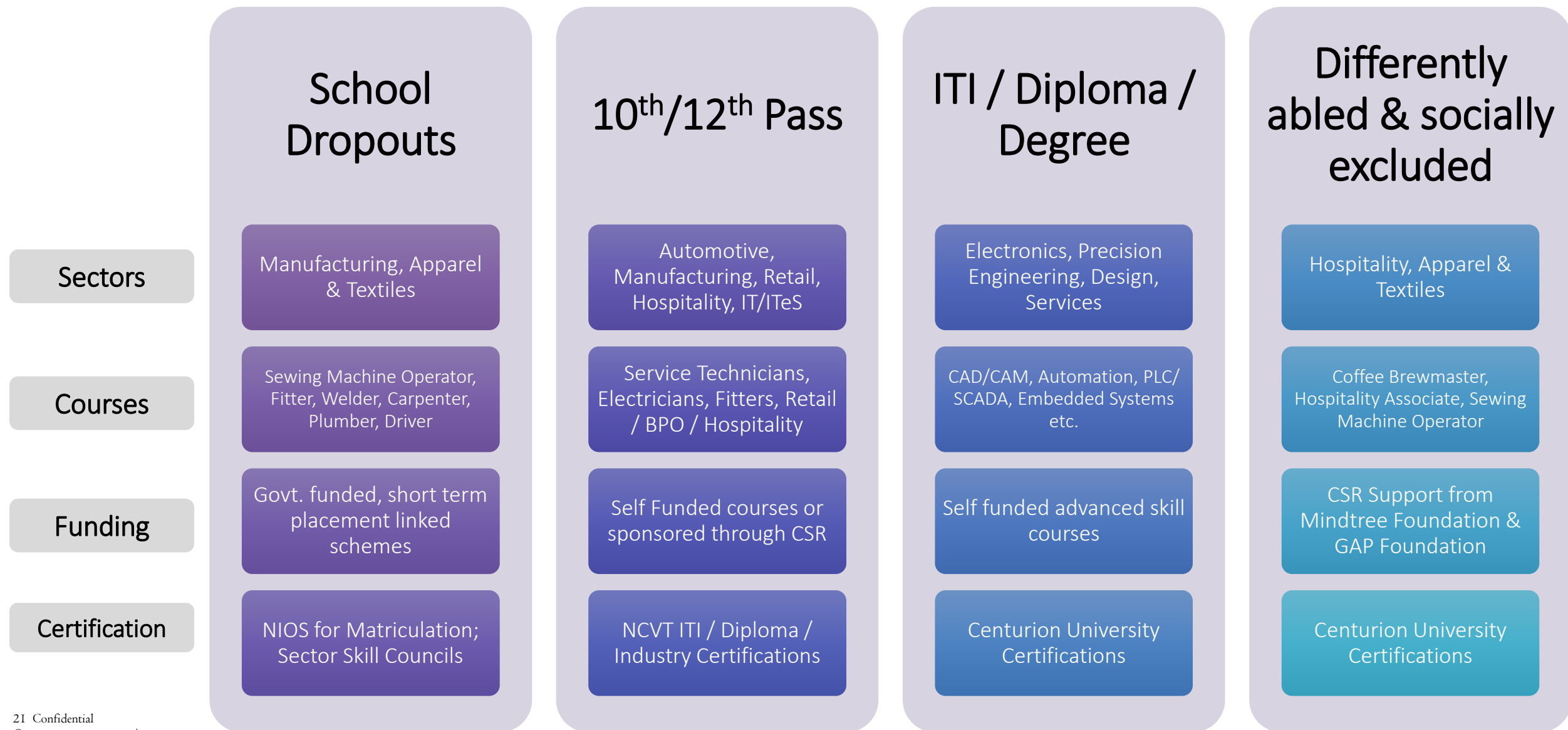
Industry & CSR

CCD, Ashok
Leyland, Mindtree,
Gap

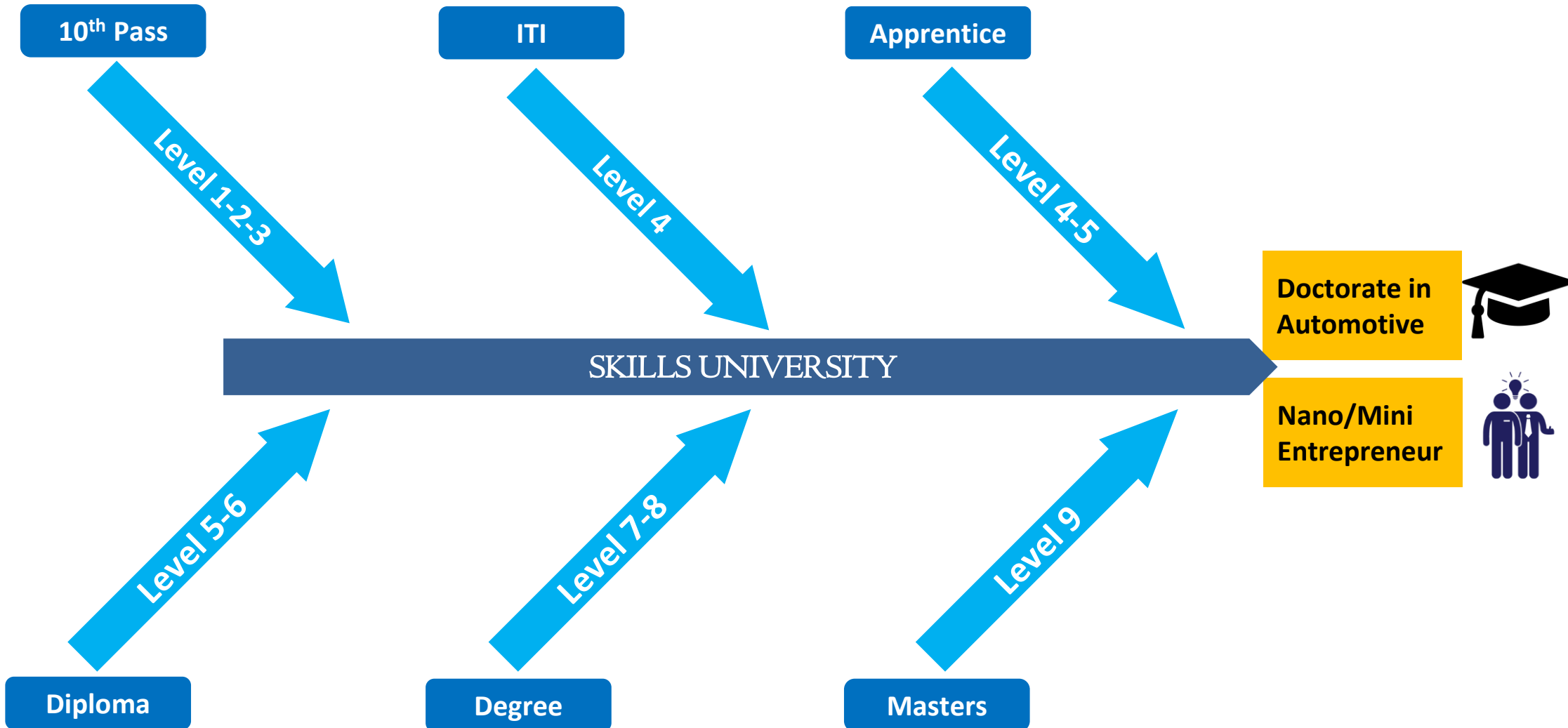


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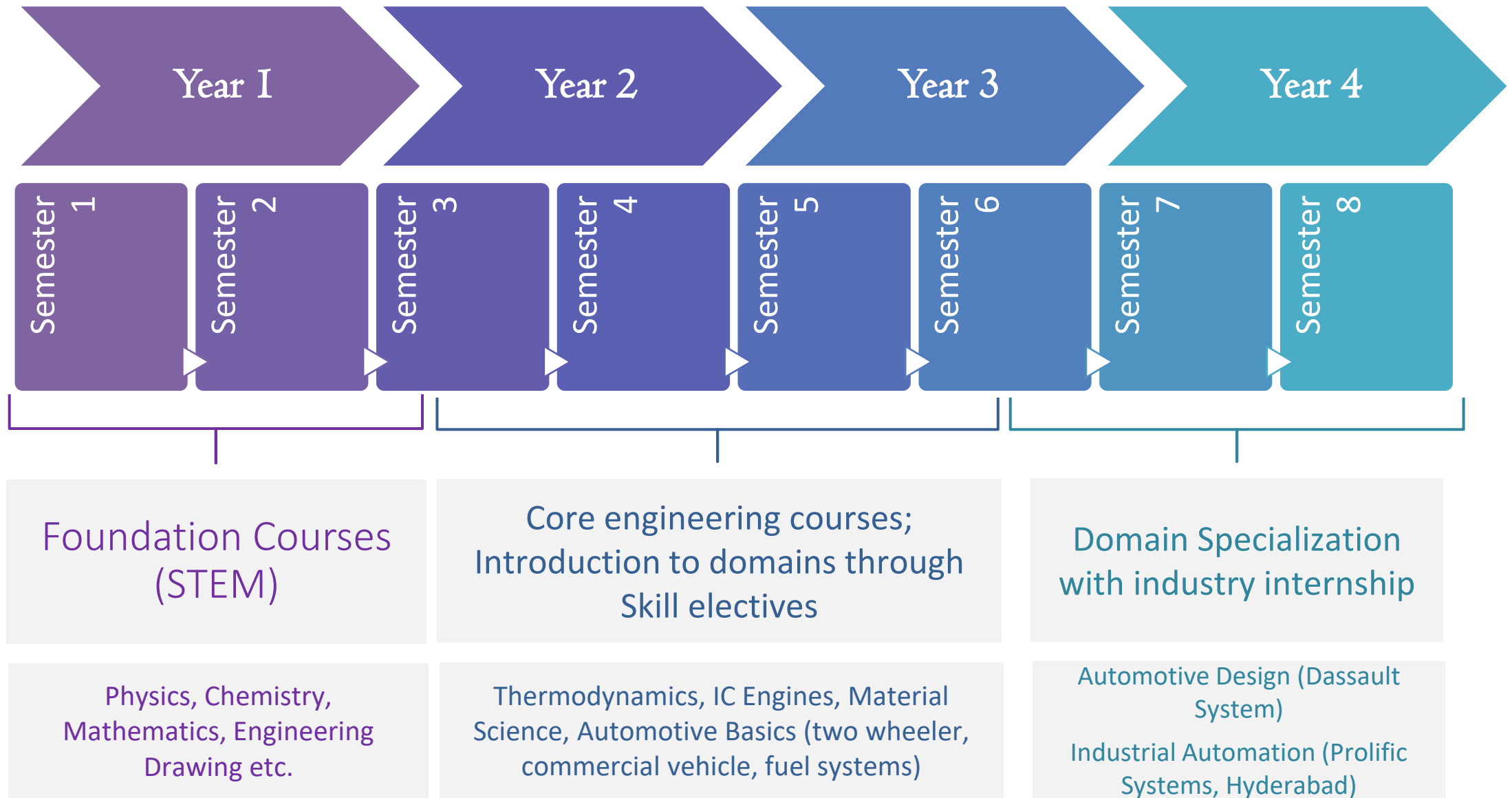
Inclusiveness & Integration in course design



Horizontal & vertically integrated inclusive, aspirational learning model in action



Revamping the engineering curriculum at CUTM



A man wearing a white hard hat and safety glasses is operating a CNC machine in a factory setting. He is wearing a red and blue striped shirt. The machine has a control panel with a screen and various buttons. The background shows industrial equipment and a blue structure.

3

Learning Philosophy & Pedagogy

Immersive, experiential learning in best in class labs with industry integration

Pedagogical approach

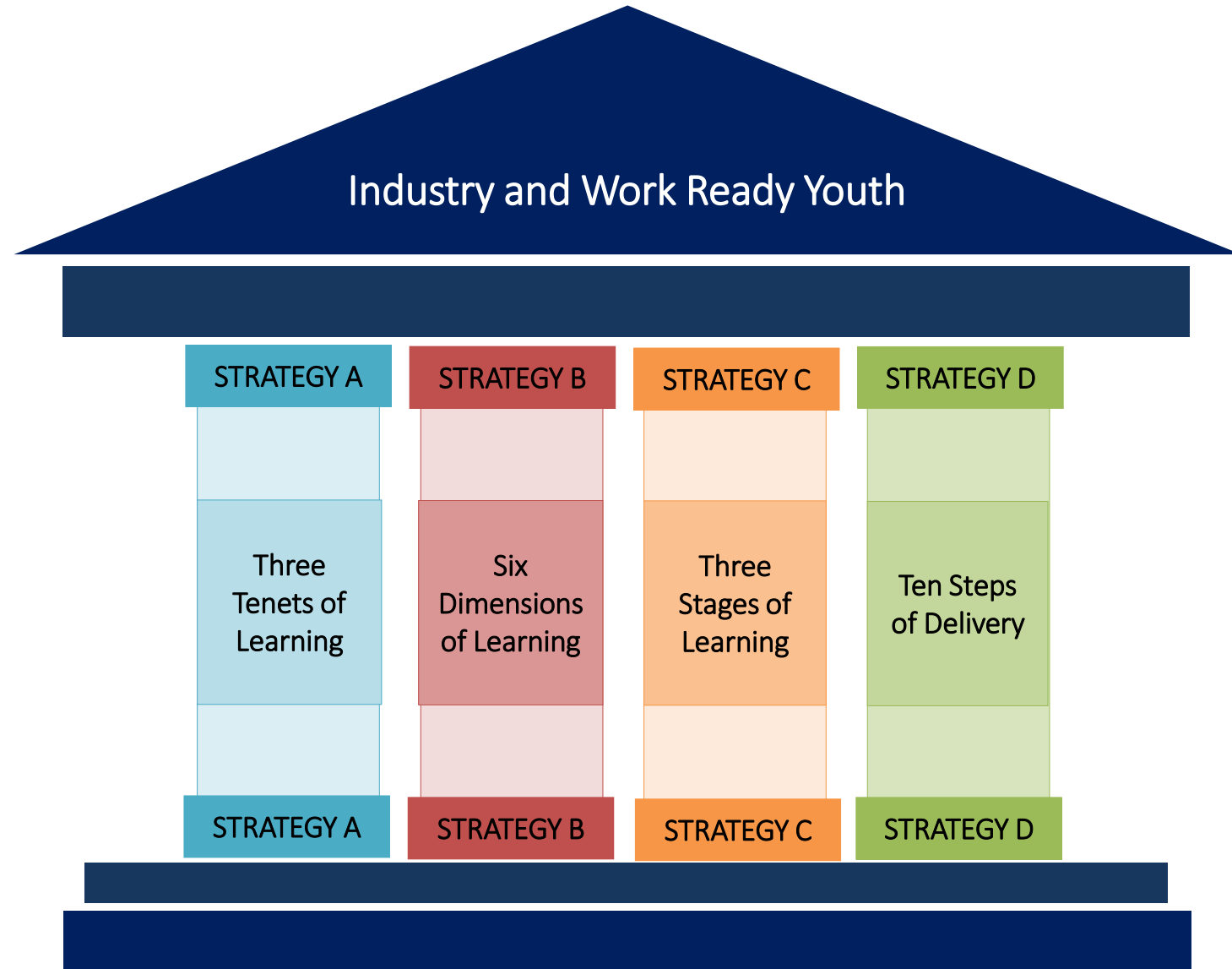
GTET's strategic framework & approach to skill development is based on the 4 strategies

1. **Learning Philosophy:** Hands on, Experience based learning

2. **Dimensions of Learning :** Six Dimensions of Skills

3. **Stages of Learning:** Three stages of Learning Teaching, Training & Production

4. **Delivery strategy & Process Orientation:** Ten Step Delivery Model.



STRATEGY A: Hands on Learning

- The curriculum is one that allows for:
 - alternate ways and means of teaching & learning;
 - multiple points for entry & exit, and
 - one that is not theoretical & esoteric.
- The learning needs to be hands-on, experience-based and practice-oriented.
- The system of education should embrace diversity & take education to those who were most deprived & most in need of a livelihood
- **Teaching >> Training >> Production** becomes the model for delivery of this curriculum



Experiential Based Learning

- Focus on building technical competencies and hard skills through machine-based training



Practice Oriented Pedagogy

- 20% Theory
- 20% Life Skills, IT Literacy & Personality Development
- 60% Practical – in the workshop



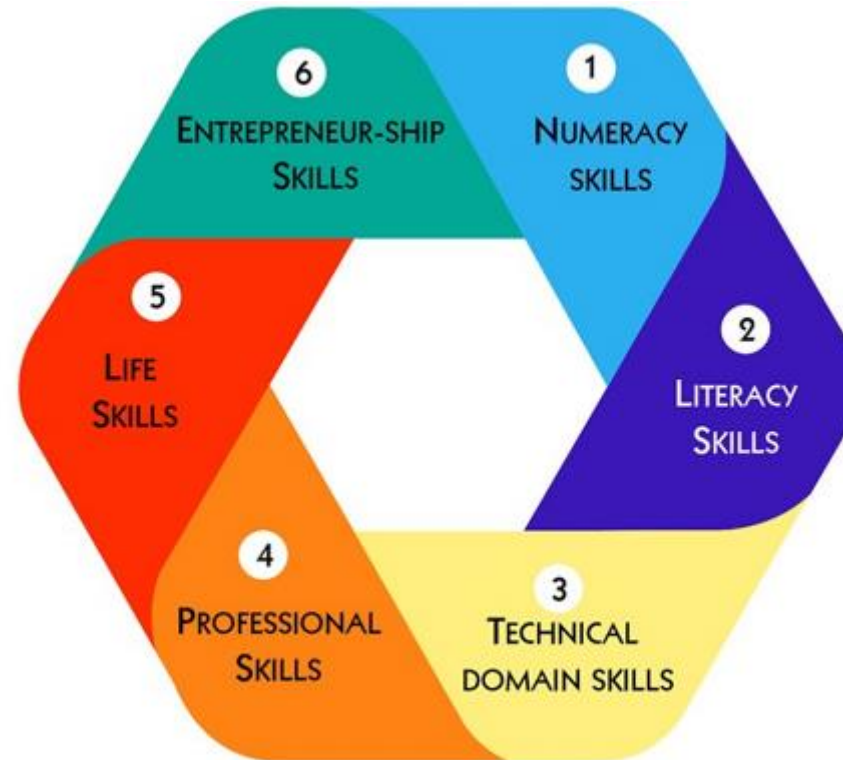
Hands on knowledge & skills

- Each skill program finishes with a live project in terms of production – welding, fabrication, machining, garment, serving coffee, working with patients, etc.

STRATEGY B: The Six Dimensions of Skills

- Skill is not only limited to that what is learnt hands on, and a key focus has to be made on the softer aspects of the development.
- Therefore it has to be multi dimensional (or six dimensional to be precise).
- In addition to the Technical Domain the student will need to learn:
 1. Numeracy
 2. Literacy
 3. Professional Skills
 4. Life Skills
 5. Entrepreneurial Skills

- 6 **Entrepreneurial Skills:** Encouraging students to gain hands on experience & through live production & incubating them to become nano/mini/micro entrepreneurs.
- 5 **Life Skills :** Abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of work life & employment like IT literacy, financial literacy & legal literacy, financial planning for self and family, health, health, hygiene & sanitation.
- 4 **Professional Skills :** The key behaviors, actions and thinking processes necessary to build a successful career like values, ethics, integrity, teamwork, communication, planning, time management & leadership etc.



- 1 **Numeracy skills :** Ability to use mathematical understanding and skills to solve problems and meet the demands of the job e.g. workshop measurement, calculation & basic arithmetic.
- 2 **Literacy skills :** Capacity to read, understand and appreciate various forms of communication including spoken language, printed text and digital media required for the industry & trade.
- 3 **Technical domain skills :** Trade specific technical or core knowledge & practical skills required for expertise in a trade.

STRATEGY C: The Three Phases of learning

- The learning system of GTET provides a holistic view of learning to the student that ensures that she/ he is skilled for the job market but also passes the academic rigour expected of a student of the same qualification level.
- GTET has no intention of diluting the learning of the student from the current system, but instead reinforce that learning with more practical/ hands on learning. This is done through the three phases of learning:

1. **Traditional Learning** in classroom
2. **Applied Learning** in lab
3. **Action Learning** through live production



PHASE I: TRADITIONAL LEARNING

- 1 **TEACH ME**
Traditional learning methods of building a foundation for the course which will involve development of trade specific knowledge, literacy, numeracy & technical skills.
- 2 **SHOW ME**
Learning through practical demonstration in workshop or work environment where trainees will observe tasks and procedures being completed, making notes along the way and understand SOPs.

PHASE II: APPLIED LEARNING

- 3 **LET ME PRACTICE**
As the saying goes... practice makes perfect! Industry specification machines & production environment for hands on learning and working on the practical elements of doing the job.

PHASE III: ACTION LEARNING

- 4 **ASSESS ME & TELL ME HOW I AM DOING**
Assessment is a continuous process with daily assessment of practical learning on dimensions of accuracy, process & time taken.
- 5 **LET ME SHOW YOU WHAT I CAN DO**
Trainees turn to demonstrate learning and independently practice the learning from doing jobs & practical while producing a good or service of social-economic value in a live production environment.
- 6 **RECOGNIZE ME**
Skill championship to build competitive spirit and recognize the high performers of each batch. Independent 3rd party assessment through Sector Skill Councils or NCVT for final certification of a new "professional".

STRATEGY D: Process Orientation & Ten Steps of Delivery

- The delivery of the training is key for the success of any program.
- While the training itself is important where the development and selection of the trainer is crucial there are other aspects around the training that is important for the success:
- Counselling of the candidates before, during and after the training. This is important to ensure that the students are motivated and their aspirations are aligned to the real world circumstances;
- Assessment with a proper feedback and remedial system;
- Post placement support, particularly to ensure the student has access to the University for further learning and growth.



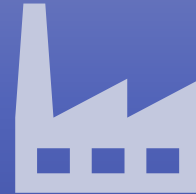
Models of working with Industry

- Over the past 10 years GTET has been working across various companies to introduce industry practices and the latest technologies to its students.
- It has been the experience that there is no “one size fits all” model for Industry partnerships, the approach with various industries depend on a number of factors:
 - The business cycle they are in;
 - The partnership needs to be positioned within the long-term strategic vision of the company – especially from a commercial perspective (it cannot be a grant or CSR only);
 - The output of the training has to have a concrete impact on the company’s top-line and/or bottom-line.
- Therefore, it is important to be flexible on the form of partnerships with various industries with the aim of having the maximum possible.



Partnership with Industry to establish Action Learning Labs:

- GTET has 26 industry partners who have setup “Action Learning Labs” in the University campuses;
- Action Learning Labs provide students with a real-life simulation as in working in the actual industry and are equipped with the latest tools and equipment.



Work Integrated Training at the Industry Location:

- GTET has partnerships with Industry Partners where its students go to the industry for their OJT – this is typically the last phase of the student’s learning
- The OJT is an immersive experience of working in that industry, there is no project work or unlike an internship.



Incubate Enterprises

- The university nurtures students and supports entrepreneurs to develop business ideas into social enterprise
- This includes a transformer manufacturing unit, an apparel unit, designing, prototyping and commercializing a 3D Printer, creating, cultivating and marketing a hybrid rice variety, a system integrator for Dassault Systemes, etc

Partnership with Industry to establish Action Learning Labs

- GTET has formed partnerships with some of the largest companies in India to setup Action Learning Labs. These labs provide students access to the latest industry practices and technology.
- In a typical partnership the companies provide GTET with:
 - Tools and equipment;
 - Training of Trainers;
 - Curriculum support;
 - Access to placements/ internships;
 - Branding and marketing support.
- The support could be all the above or a combination of the items.



Godrej & Boyce divisions:
Appliances | Material
handling | Interio | Process
Equipment | Vending



GE Healthcare



Production & Action Learning

GTET's pedagogical philosophy required that it had incubated business units within the ambit of the University where they could provide its students and faculties with real exposure to businesses and livelihood opportunities.

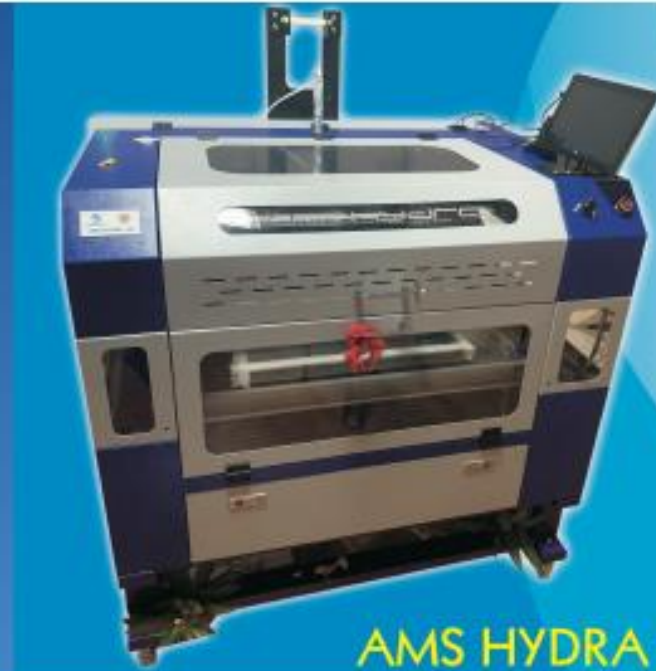
GTET is managing & running CUTM's CIE or Center for Innovators & Entrepreneurs and has been registered with Startup Odisha as an Startup Incubator

Where possible GTET provides its students exposure to the real life projects through these companies, the table on the right provides a description of some of these companies.

| S.No. | Organisation | Activity |
|-------|------------------------------------|---|
| 1 | GT Employability Training Services | Training and workforce solution company working with Industry to supply, upgrade and maintain its workforce |
| 2 | GT Electric | Govt. approved and accredited transformer production unit which supplies to State government distribution companies |
| 3 | Apparel Production | Full fledged apparel manufacturing unit which has even delivered 3 lakh masks during COVID |
| 4 | Urban Micro Business Center | Urban outreach initiative to create entrepreneurs among urban poor, particularly women |
| 5 | GT Technology | Bringing Industry 4.0 solutions to the farmers and underprivileged |
| 6 | GT EV | Electric Vehicle Manufacturing |
| 8 | GT Manufacturing | Manufacturing activities – apparel, wood engineering, fabrication and high precision machining |

Incubation Space

for **Startup
Odisha** 



AMS HYDRA 16 A-S

Apparel Manufacturing Center of Excellence



**TEAM
GTET'S**

Apparel & Textile Center of Excellence swung into action in response to the COVID 19 pandemic by producing Personal Protective Garments



Centurion
UNIVERSITY



www.gramtarang.in

Apparel Production center of excellence



Process Flow

1. CUTTING



2. STITCHING



3. ASSEMBLY



4. INSPECTION



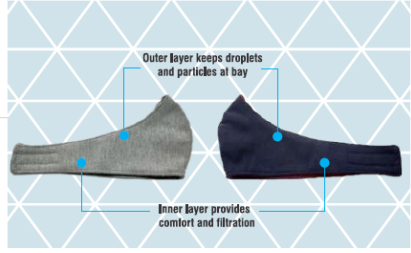
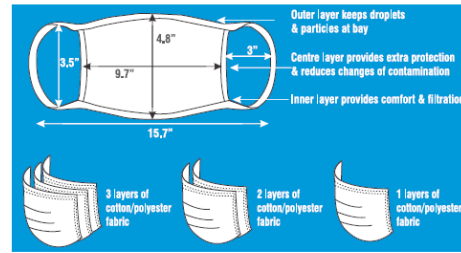
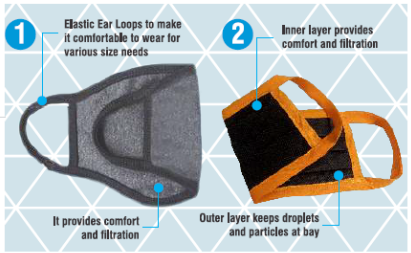
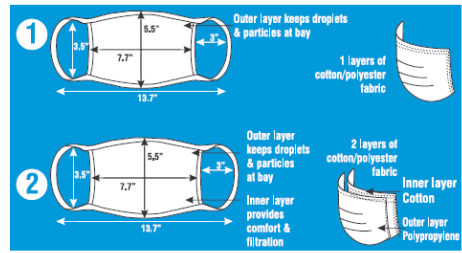
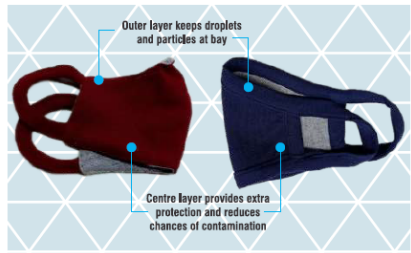
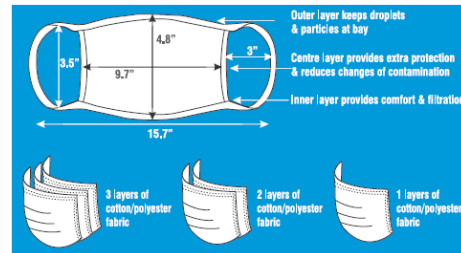
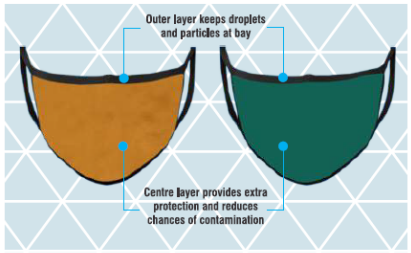
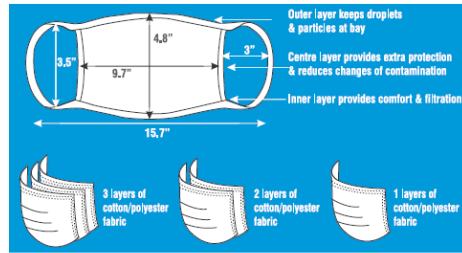
5. SANITIZING & HEAT TREATMENT



6. PACKAGING & DISPATCH



COVID 19 Response: 5 Lakh PPE Equipment delivered since lockdown



- SALIENT FEATURE**
- Material is stretchable, hence one size fits all
 - Reusable, easily washable
 - Retains shape even after multiple washes, unlike other woven fabric masks
 - Mask helps contain respiratory droplets and particles

- MATERIAL USED**
- | Single Layer | Double Layer | Triple Layer |
|-----------------------------------|-----------------------------------|-----------------------------------|
| • 180 GSM cotton/cotton polyester | • 360 GSM cotton/cotton polyester | • 540 GSM cotton/cotton polyester |
| • Single layer protection | • Double layer protection | • Triple layer protection |

DISCLAIMER

- Not for during any surgical settings or where significant exposure to liquid, bodily or other hazardous fluids, may be expected
- Not for use in a clinical setting where the infection risk level through inhalation exposure is high
- Not for use in the presence of high intensity heat source or flammable gas
- We make no warranties, either express or implied, that the mask prevent infection or the transmission of virus or diseases



| | |
|--|--|
| <p>35/-</p> <p>GT-M-01</p> <p>2 Layers Polypropylene & Cotton Mask</p> | <p>50/-</p> <p>GT-M-02</p> <p>3 Layers Washable Cotton Mask</p> |
| <p>30/-</p> <p>GT-M-03</p> <p>100% Cotton Washable Mask</p> | <p>20/-</p> <p>GT-M-04</p> <p>3 Folded Polypropylene & Cotton Mask</p> |
| <p>50/-</p> <p>GT-M-05</p> <p>2 Layers Polypropylene & Cotton Mask</p> | <p>55/-</p> <p>GT-M-05</p> <p>3 Layers Washable Cotton Mask</p> |
| <p>70/-</p> <p>GT-M-06</p> <p>100% Cotton Washable Mask</p> | <p>70/-</p> <p>GT-M-06</p> <p>100% Cotton Washable Mask</p> |

PERSONAL PROTECTIVE EQUIPMENTS

Cover Gown 30 GSM Non Laminated 650/-

Cover Gown 30 GSM Laminated 750/-

OUR CLIENTS

एन एम डी सी
NATIONAL MINERAL DEVELOPMENT CORPORATION LIMITED (Government of India)

एन एम डी सी
NATIONAL MINERAL DEVELOPMENT CORPORATION LIMITED (Government of India)

MECL
MINERAL EXPLORATION CORPORATION LTD (Government of India)

Mindtree
Welcome to possible
MINDTREE FOUNDATION

BRPL
BRAHMANI RIVER PELLETS LIMITED





PRECISION MANUFACTURING AND ADVANCED MACHINING

GTET is a registered Component supplier to HAL, RSB, SMS



Production Capabilities & Orders Executed

Workshop & Advanced Machineries

2,500 Sq.Ft. Workshop with Tiled Flooring;

CNC Five Axis Vertical Machining Center: Continuous Five axis machine with Positional accuracy of 0.005mm. Ergonomically designed for precision dies, molds and turbine blades & Impellers. Axis Traverse: X : 760mm, Y : 560mm, Z : 560mm, B : +30° to -120°, C: 360°

CNC Turn Mill Center with C & Y Axis: Continuous four axis for machining of complex cylindrical parts, shafts with positional accuracy of 0.005mm. Axis Traverse: X : 242.5 mm, Z: 580mm, Y : \pm 40.00mm, C: 360°, Swing over bed: 610mm, Swing over Cross Slide: 360mm

CNC Vertical Machining Centers: 2 Nos ,Axis Traverse: X: 450mm, Y : 350mm, Z : 350mm with positional accuracy of 0.005mm

CNC Turning Centers: 3 Nos, Axis Traverse: X: 205mm, Z : 425mm, Swing over bed: 410mm with positional accuracy of 0.010mm

Tool Presetter machine of resolution 0.001mm for quicker tool data transfer to machine and track the tool wear.

High Precision Inspection Facilities / Quality Assurance Department

High Precision CMM , Microhites

Digital & Analog type Vernier Calipers & Micrometers

Bore Gauges

Standard Inspection room as per **ISO 9001: 2015**

Production License

ISO 9001: 2015 certified shop floor for machining of precision components, dies & molds

Customers and Past Orders

Registered Supplier of **HAL, CTTC, RSB Transmissions (I) Ltd., SMS Group**

Supplied 108 different engine components for HAL, engine division.

Manufactured above 400 dies of automobile transmission parts for RSB

Manufactured above 500 machine parts for SMS Group

Manufactured above hundred injection moulding, blow moulding dies for K K steels & Mecatech dies & moulds



Precision Machining Center

Mini Tool Room & Training Center at Bhubaneswar & Paralakhemundi



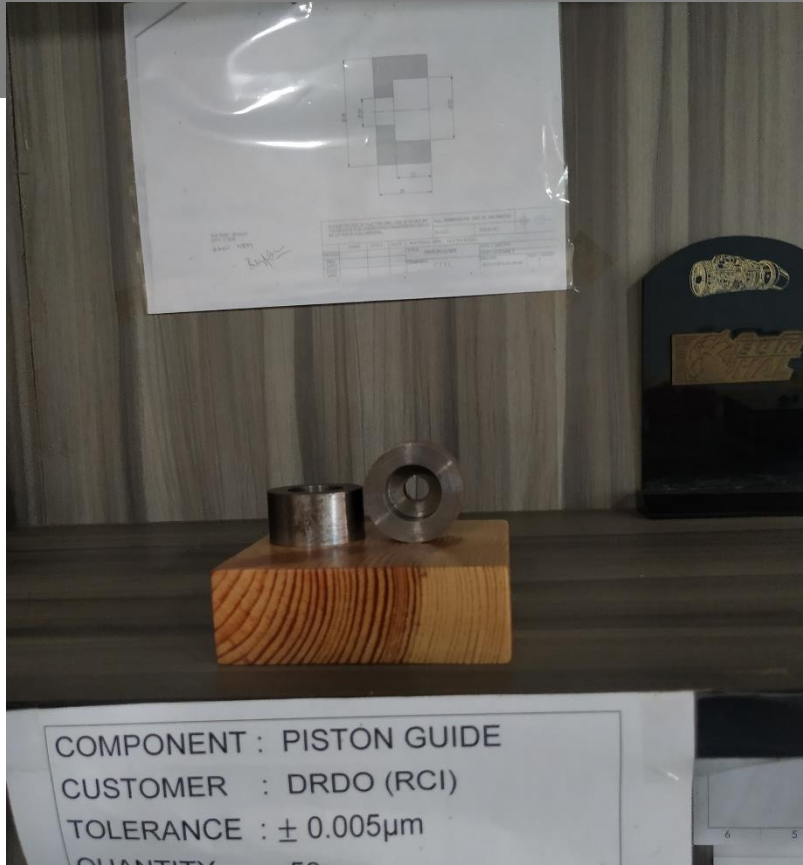
Automotive Dies & Fixtures – Jobs delivered

Clients: RSB, SMS



Precision Machining

HAL, RSB



HAL & ISRO Production Jobs

Transformer Unit



MANUFACTURER AND REPAIRER OF ALL KIND OF TRANSFORMERS

Gram Tarang, the social enterprise of Centurion University, Skill University of Odisha provides hands on vocational training to youth in live production environment. With a special focus on vocational training in energy sector, Gram Tarang has established a state of the art Transformer Manufacturing and Repair Workshop which undertakes orders from many discoms and private clients. Our processes and products have been certified as meeting and exceeding national and international quality standards including BIS Level-II approval for 16 / 25 / 63 / 100 / 250 and 500 KVA Distribution Transformers and ISO 9001:2015.

MANUFACTURING FACILITIES

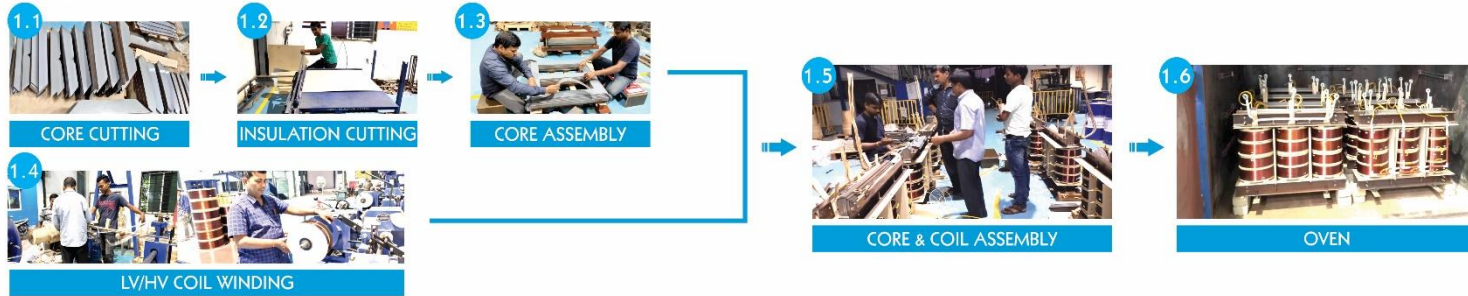
We have the most modern and high-tech machines like power sheering machines, Hydraulic press brake, automatic HT and LT coil winding machines, Single/double head DPC machines, Oil Conditioning machine, Thermostat controlled heating chamber, spray booth and 27KL Lube storage tank.

TESTING FACILITIES

We also have high precision testing equipment like 3-Phase M-G Set with DVDF Test Set, Transformer Oil Insulation Test Set, Turns Ratio Tester, Digital Insulation Resistance Tester, Motorised Insulation Tester, Power Analyser, Winding Resistance Meter, High precision micro OHM meter, Turns ratio tester and CT & PT for best monitoring of quality output of our transformers.

TRANSFORMER MANUFACTURING PROCESS

1. CORE & COIL ASSEMBLY



2. TANK ASSEMBLY



3. FINAL ASSEMBLY & TESTING



CENTURION UNIVERSITY
Shaping Lives...
Empowering Communities!



www.gramtarang.in



BIS Approval Certificate for Transformer Manufacturing

फैक्स / Fax - 0674-2393039, ईमेल bhbo@bis.gov.in

Our Ref: BHBO/CM/L- 5200084793

दिनांक: 15 JAN 2021

विषय / Sub: प्रमाणन मुहरांकन के संबंध में / Regarding Certification Marks

M/s GRAM TARANG EMPLOYABILITY TRAINING SERVICES PVT.LTD
PLOT NO-136/137,
RAMCHANDRAPUR BAZAR, JATANI
Dist-Khordha
Odisha- 752051

महोदय / Sir,

इस पत्र के साथ निम्नलिखित प्रलेख संलग्न करके आपको भेजा जा रहा है। कृपया इस संबंध में आवश्यक कदम उठाएं। आपसे अनुरोध है कि आप इसकी पावती भिजवा दें।

Please find enclosed following Document(s) for necessary steps at your end. Kindly acknowledge the receipt of this communication and confirm.

- मानक मार्क का उपयोग करने के लिये आवेदन पत्र की प्राप्ति के बारे में पत्र | Letter regarding receipt of Application to use this Standard Mark.
- नवीकरण के लिए नोटिस | Renewal notice.
- लाइसेंस की वैधता अथवा समाप्त होने का सूचना पत्र | Letter intimating expiry/non-renewal of Licence /Cancellation of licence
- अपूर्ण आवेदन पत्र के लौटने के बारे में पत्र | Letter regarding returning of incomplete application.
- आवेदन पत्र पूरी तरह अस्वीकार करने के बारे में पत्र | Letter summarily rejecting the application.
- आवेदन पत्र की अस्वीकृति के नोटिस | Notice for rejection of Application.
- आवेदन अस्वीकार करने का पत्र | Letter intimating rejection of application.
- आस्थगत पत्र | Deferment letter.
- मुहरांकन रोकना | Stop marking.
- आवेदन पत्र के संबंध में विसंगतियाँ | Discrepancies regarding application.
- मुहरांकन की पुनः आरंभ | Resumption of marking.
- लाइसेंस का अनुदान / स्वीकृति / Grant of Licence.
- आवेदन पत्र के समाप्ती की नोटिस | Application Closure Notice.
- डी / वी रिपोर्ट के संबंधी | Regarding D/V Report.
- लाइसेंस समाप्ति नोटिस | Licence Expiry Notice.
- असफल नमूना (आवेदक) | Failure sample (applicant).
- असफल नमूना (लाइसेंस) | Failure sample (licence).
- मुहरांकन फीस में संशोधन की पुस्तकान | Endorsement for Revision of Marking Fee
- भारतीय मानक / परीक्षण और निरीक्षण की योजना में संशोधन की सूचना पत्र / (Amendment to IS / STI)

Attachment to Licence No. CML- 5200084793

| CML-No | Name of the Licence with the Factory Address | Name of the Product | Indian Standard No. |
|------------|---|---|---|
| 5200084793 | GRAM TARANG EMPLOYABILITY TRAINING SERVICES PVT.LTD PLOT NO-136/137, RAMCHANDRAPUR BAZAR, JATANI Dist-Khordha Odisha- 752051 | Outdoor/Indoor Type Oil Immersed Distribution Transformers up to and including 2.500 MVA, 23 KV | IS 1180 - PART 1: 2014 Specification: Part 1: Mineral Oil Immersed |

Endorsement No. 04 Dated 15-01-2021

Whereas, the licence was valid upto Fifteenth January Two Thousand Twenty One.

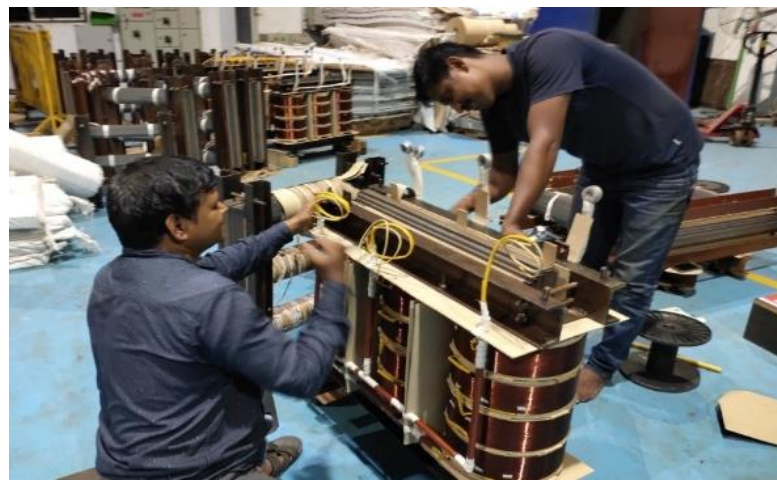
Now, consequent upon renewal, the validity of the licence given in Endorsement No. 01 has been extended from Sixteenth January Two Thousand Twenty One to Fifteenth January Two Thousand Twenty Two.

Other conditions of licence remain same.

K. Sai Chandra
15/01/2021
(K.Sai Chandra)
SCIENTIST - B

Dr. श्री जी. ए. साइ चन्द्रा
अधीनस्थ प्रोफेसर (B-0)
बिरोडर ऑफ इन्डियन स्टैंडार्ड्स
एम्प्लॉयमेंट प्रोडक्ट्स
भुवनेश्वर ब्रांच ऑफिस





The Future of Transport

WWW.SKYYRIDERELECTRIC.COM

Electric Vehicle



Save nature save future

Made in ODISHA

VEHICLES AT STOCK



OUR ASSEMBLY UNIT



ICAT APPROVAL



INTERNATIONAL CENTRE FOR AUTOMOTIVE TECHNOLOGY
[A Division of NATRIP Implementation Society (NATIS), Govt. of India]

C A N B 0275
AN-2116

Date: 13th November 2018

CERTIFICATE

| Cert | Brief + Table | Drg | Total |
|------|---------------|-----|--------|
| 2 | 11,813 | 7 | 17 Pgs |

FOR COMPLIANCE TO THE CENTRAL MOTOR VEHICLES RULES.

In order to establish compliance to the provisions of CMVR, 1989, applicable as on date, documentary verification/ necessary testing was carried out, on the following base model, submitted by the vehicle manufacturer referred below:

| | | | | | |
|-----------------------------|---|---------------------------|--|--|------------------------------------|
| Vehicle Manufacturer | M/s GRAM TARANG EMPLOYABILITY TRAINING SERVICES PVT. LTD. B-107, KSR Pleasant Valley, Madhavapada, Vashi/Thane, (M.P.) - 530 018 Plant Address : Hlg 5, Phase-4, BDA Duplex, Pokhargur, Khandagiri, Bhubaneswar - 751 030 | | | | |
| Net Power | 1430 W | Make | MIS Eastman Auto & Power Limited | | |
| Max Speed | 17.83 kmph | Battery | Capacity | 80 Ah | |
| | | | Id / Model No. | EM 120 ER | |
| Identification no. | Manufacturer | Identification no. | Controller | Manufacturer | |
| GTCY-48VMB80 | M/s Jiangsu Changyun Drive Techniques Co. Ltd. No. 95, East Rammi Road, Wujin District, Changzhou, Jiangsu Province, CHINA | GTCY-48VC860 | | M/s Changzhou Yutong Vehicles Co. Ltd. No. 287 Lingzhi road, Changxi Industrial Zone, Yongkang City, Zhejiang Province, 321 300 Peoples's Republic of China | |
| BASE MODEL | CATEGORY | TYPE | Seating Capacity (Incl. Driver) | GVW, kg | Load Carrying Capacity, kg. |
| TAURUS | Special Purpose Battery Operated Three Wheeler | E - Cart | 1 Person | 726 | 310 |

Note: Seating Capacity (including driver) to be verified by RTO; At least @ 68 kg/person
Brief technical specifications No. (TAURUS-ERT) dt. 28/07/2018, of the vehicle model/s declared by the vehicle manufacturer, are enclosed with this certificate. Detailed specifications No. (TAURUS-SB-1A dt. 28/07/2018), of the vehicle model, are also separately issued to the vehicle manufacturer.

| Standards | Notification | Date | Effective From | Applicable CMVR |
|--|---------------|------------|----------------|----------------------------|
| E - Cart | GSR 709 (E) | 08.10.2014 | | |
| BoV / VIN / Brakes / Lamps/ Horn / Bulbs / Tyre/Lighting & light signaling devices /Traction Battery and other safety components | S.O. 2890 (E) | 08.10.2014 | 08.10.2014 | ANNEXURE-IA ANNEXURE-IB |
| | S.O. 3036 (E) | 08.12.2014 | | |
| | GSR 784(E) | 12.11.2009 | | |

This Certificate is issued as per CMV Rule 128, to establish compliance with the Central Motor Vehicles Rules, 1989, and shall not be construed as a certificate of compliance to any rules other than those listed in ANNEXURE-I, IIA, IB. Compliance to these rules has been verified based on the use of specific components / parts / assemblies etc. details of which are given in the detailed specifications duly endorsed by ICAT as mentioned at Para. 1a above. It is the vehicle manufacturer's responsibility to ensure fitment of same components / parts / assemblies etc. before submission of the vehicle for registration.

DISCLAIMER:
1. ICAT issues 'Type Approval Certificate' (TAC) for vehicular engineering/part assemblies etc. based on the documents produced and/or prototype / vehicle/s submitted by the applicant and testing thereof.
2. ICAT issues TAC in compliance to Motor Vehicle Act/ Central Motor Vehicle Rules/ Central Motor Vehicle Rules/ Central Motor Vehicle Rules/ other provisions as amended from time to time or any other statutory orders under which ICAT is authorized. Other Rules/Acts are outside the purview/scope of the TAC.
3. TAC is on prototype. When carried out on the basis of standard procedure as notified under specific rules, Results of such tests are property of owner of TAC. Those results are not to be used for any other purpose specifically defined by Government, Govt. etc.
4. The issue of the TAC is under the obligation to ensure production strictly as per the provision of the specific TAC.
5. ICAT is not responsible for testing each vehicular engineering/part assembly etc. for which TAC is issued. Further, ICAT is not responsible for ensuring manufacturing quality of the type approved vehicular engineering/part assembly etc.
6. ICAT is not responsible for any misuse or copying of any document/information in connection with entire vehicular engineering/part assemblies copied under the TAC.
7. Signatory of any statutory provision of Indian laws or laws of other countries, will be sole responsibility of the owner of the TAC and ICAT shall not be liable for any claims or damages. The owner shall alone be liable for the same, and shall undertake to indemnify ICAT in this regard.
8. ICAT has the right, but not under obligation to issue or withdraw the certificate issued, in case of any fraud, misrepresentation, when it surfaces and comes to the knowledge of ICAT.
9. The appropriate court at Gurgaon shall have the jurisdiction in respect of any dispute, claim or liability arising out of this certificate/report.

| AUTHORISED SIGNATORIES, | |
|--|--------------------------|
| | |
| PRASHANT VIJAY DEPUTY GENERAL MANAGER | DINESH TYAGI DIRECTOR |

Office Address : Centre-I : Plot No.-26, Sector-3, HSIDC, IMT-Manesar, Gurugram-122050, Haryana (India)
Centre-II : Plot No.-01, Sector-M-11, HSIDC, IMT-Manesar, Gurugram-122050, Haryana (India)
Phone : 0124-4586111, Fax : +91-124-2290005. E-mail: team@icat.in, Website : www.icat.in
(An ISO 9001, ISO 14001 and OHSAS 18001 certified, scope wise NABL accredited and BIS recognised Test House)

CUSTOMIZED PRODUCT FOR OMFED



GARBAGE VAN





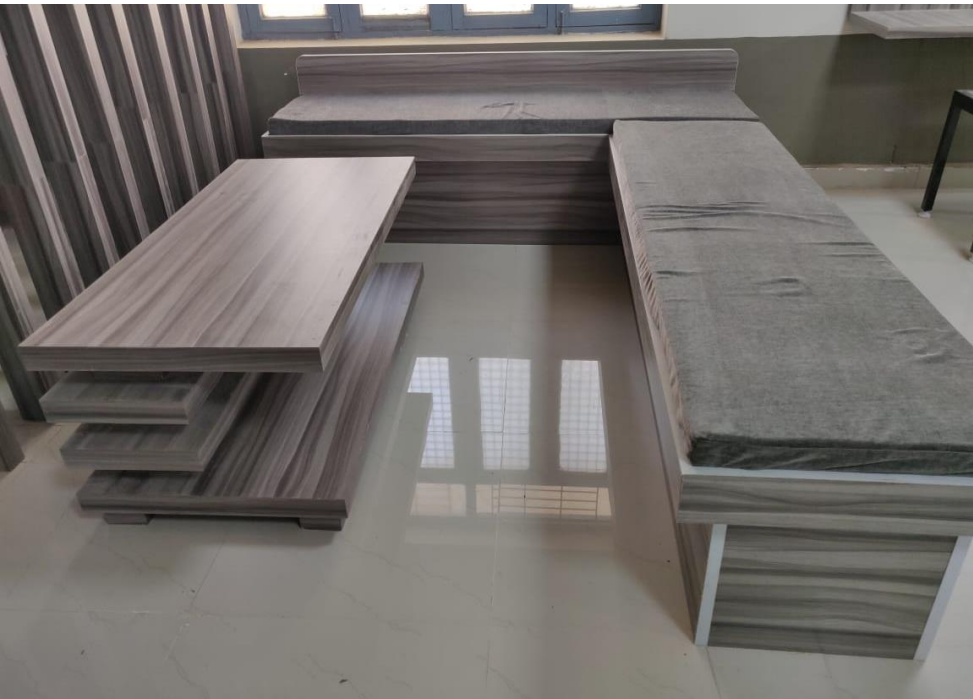
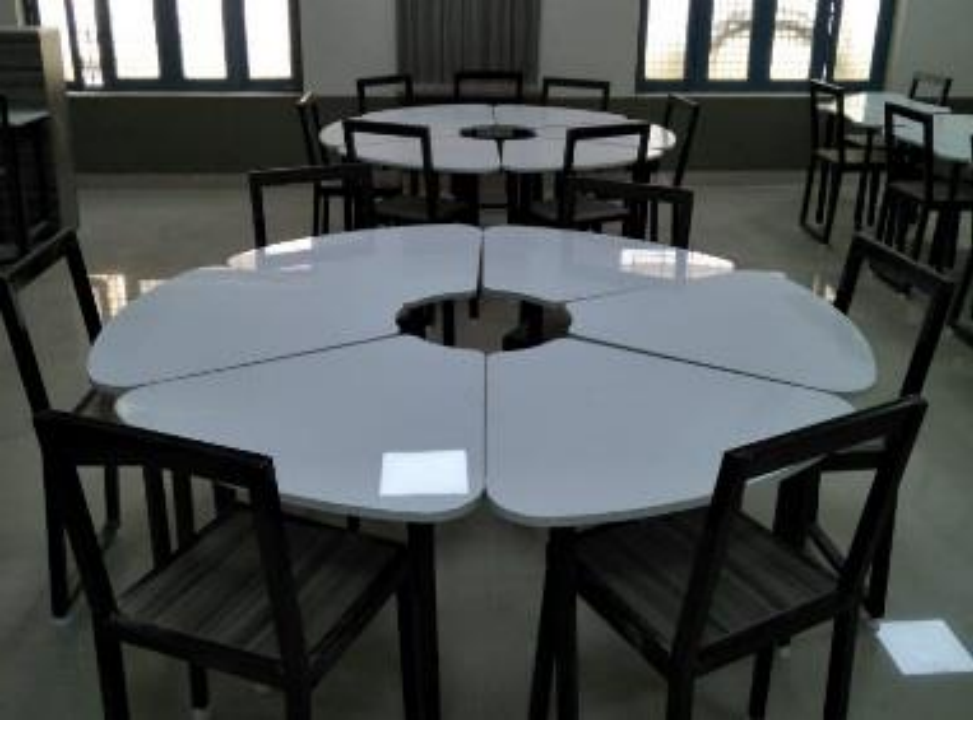
e-Rickshaw OMFED order of 40 refrigerated carts delivered

Advanced Wood Engineering

R

Shot on Redmi 2
By AJAY 🇮🇳









Community Diagnostic Center

FORM-C
(See Rule-3(6) and Rule-4)
GOVERNMENT OF ODISHA,
HEALTH AND FAMILY WELFARE DEPARTMENT
CERTIFICATE OF REGISTRATION
Under Odisha Clinical Establishments (Control and Regulation) Act, 1990

This is to certify that Sri Sunil Kumar Jha, an applicant for registration of M/s- Community Diagnostic Centre, in the capacity of Director, At- Centurion University of Technology and Management, Ramachandrapur, PO- Jatni, Dist- Khordha- 752050 has fulfilled the criteria to run a Clinical Establishment with following services only.

| Category as per Schedule-A (with beds) | Diagnostic Services provided | Others Services |
|---|---|-----------------|
| Nil | Schedule-IV, Table- A/Category- E (Biochemical/Pathological investigations without high end equipment.) | Nil |

The establishment is registered under the provisions of the Act with following particulars and terms and conditions.

REGISTRATION NUMBER : 38/2019/Khordha Date of issue: 02.08.2019

PERIOD OF VALIDITY : From 02.08.2019 to 01.08.2024

INCHARGE (if a doctor then the, Dr. Debasis Sahoo, MD (Microbiology), Regn. No. 16311/2007(with qualification).

Signature of Supervising Authority
Collector & District Magistrate
Khordha

Terms and Conditions:

1. That the CE shall abide by the provisions of the Odisha Clinical Establishments (Control and Regulation) Act, 1990, rules made there under.
2. That for renewal, application shall be made to the authority not less than six months before its expiry.
3. Any change in the constitution or management of the clinical establishment shall be intimated not later than fifteen days to the supervising authority along with the original certificate for issue of new one.
4. Any change of staff of the Clinical establishment must be reported to the Supervising Authority within one month of such change.
5. All certificates of the establishment including OSPCB, Fire Safety, Trade License, approved rate chart, name of staff on duty etc. must be displayed in a prominent place for viewing of public.

REGD. POST
OFFICE OF THE CHIEF DISTRICT MEDICAL AND PUBLIC HEALTH OFFICER: KHORDHA
No. 9088/ Date 4/8/19

To

The Director,
M/s- Community Diagnostic Centre,
At- Centurion University of Technology and Management,
Ramachandrapur, PO- Jatni, Dist- Khordha.

Sub: Grant of registration of M/s- Community Diagnostic Centre, At- Centurion University of Technology and Management, Ramachandrapur, PO- Jatni, Dist- Khordha under OCE (C&R) Act and Rules framed there under.

Sir,

I am directed to enclose herewith the original copy of registration certificate bearing Regn. No. 38/2019/Khordha in favour of M/s- Community Diagnostic Centre, At- Centurion University of Technology and Management, Ramachandrapur, PO- Jatni, Dist- Khordha granted under OCE (C&R) Act and Rules framed there under for the period from 02.08.2019 to 01.08.2024 for your information and necessary action.

Receipt of the Registration Certificate may be acknowledged.

Yours faithfully,

Signature
Chief Dist. Medical & PHO, Khordha





TRANSFORMER MANUFACTURING



OUR OTHER MANUFACTURING ACTIVITIES



FURNITURE DESIGN & MANUFACTURE



WASTE TO WEALTH



Converting waste to usable product

CNC MANUFACTURING





Chalk Production



Ceramic Products



Concrete Pavers Unit



Textiles: Spinning & Power Looms



**Centurion
UNIVERSITY**

*Shaping Lives...
Empowering Communities...*



सत्यमेव जयते



**URBAN
MICRO-BUSINESS
CENTRE**

Urban Micro Business Center

Centurion University of Technology & Management



The Urban Micro Business Center

Urban Micro Business Center is a not for profit company created by CUTM as its social outreach in urban slums focusing on creation of nano/mini/micro entrepreneurs. The unit was setup in partnership with Bhubaneswar Municipal Corporation and is a 5000 sq ft multi activity center located at Kargil basti undertaking the following activities:

1. Child Care Centre
2. Off-School Support
3. Digital Learning
4. Entrepreneurship Dev. Program
5. Driving Learning
6. Beauty & wellness
7. Media Printing & Merchandising
8. Sewing & Stitching
9. Retailing & Café
10. Coffee Processing
11. Bakery
12. Meals on Wheels
13. Snacks & Spices
14. Chocolate making





Urban Micro Business Center

Nano-Mini-Micro
entrepreneurship creation
in Urban clusters



Food processing, Coffee
Roasting, Bakery, phenyl
production – handholding
urban poor



Gram Tarang Foods

- **Gram Tarang Foods** is a Social Entrepreneurship Outreach Entity of **Centurion University** dedicated to producing phyto extracts (**Select Oils, Oleoresins and Total Extracts**) from raw, organic spices, herbs and flowers.
- **Product portfolio** includes Flavour, Fragrance and Colour extracts from Ginger, Turmeric, Vanilla, Pepper, Vetiver, Tulsi, Paprika and more.
- Non-Toxic, Non- Flammable, Clean and Green, Made in India Plant and Machinery on Globally accredited Technology Platform with Substantial Scope of Scalability, both, horizontally and vertically.
- Value additions will happen at the local level instead of just selling raw product with a plan to institute research for low cost organic production and introduction of new corps like patchouli.



Gram Tarang Inclusive Development Services

About GTIDS

- GTIDS is currently working in 14 states of India in over 25000 Villages as business correspondent for Technology Service Provider (TSP) GENPACT on behalf of 12 Banks. GTIDS plans to extend financial services to another 1000 Gram Panchayats by Sept 2016.
- GTIDS opened more than 1.4 Crore no-frills accounts through 7000 Business Correspondent Agents, 250 staff and disbursed over 1000 Crores MNREGS & Social Security Pensions to the agri-labourers, old-age people, widows, physically challenged people. GTIDS mobilized Fixed Deposits tuning 200 Crores, savings tuning 700 Crores and collected over 200 crore NPAs from the beneficiaries on behalf of Nationalized Banks. GTIDS disbursed more than Rs 60 Crore Microfinance loans to over 40,000 beneficiaries under Mudhra Scheme & has a mandate to disburse over Rs. 300 Crores in F.Y. 2016-17.



What is unique about our product/ service.

- Laptops / POS Devices are being used to provide end-to-end banking services in the most remote, difficult geographies through a network of Banking correspondents

Banking Partners

- Andhra Pragathi Gramin Bank, Allahabad Bank, Bihar Gramin Bank, Central Bank of India, HDFC Bank, Karnataka Gramin Vikas Bank, Nainital Gramin Bank, Punjab National Bank, Paschim Bengal Gramin Bank, UCO Bank, United Bank of India, Shivalik Bank

Operational States

- AP, Assam, Bihar, Gujarat, Jharkand, Karnataka, Manipur, Meghalaya, Odisha, Telengana, Tripura, Uttarpradesh, Uttaranchal, West Bengal



Renewable Energy Labs in partnership with Schneider Electric



Industry integration with
Yamaha

Joint skill development courses with Ashok Leyland



ASHOK LEYLAND

1. **Commercial Vehicle Service Technician (ITI):** An intensive 4-month residential course focusing on hands on skill Development of ITI recruits for deployment at dealer points
2. **Commercial Vehicle Service Technician (10th pass candidates):** One year course piloted in Ludhiana for training & placement of 10th pass youth as Service Technicians at dealer points
3. **Auto Electrician:** 2 month residential course for developing ITI Electricians as Auto Electricians
4. **Skill Upgradation of Dealer staff:** In 2014, activities of the Zonal Training Center Kolkata were transferred to the Bhubaneswar center and it was used to provide training to dealer technicians across East & North East
5. **Skill elective courses of University** undergraduate, diploma & ITI students



Locations: CUTM Bhubaneswar | MSDC Ludhiana



Café Coffee Day Program



Visit of Sajan Varghese,
President HR CCD



Activity lab in
Bhubaneswar



Guwahati Learning Lab



Visit of Shri Rajiv Pratap
Rudy



Star alumni recognized as
India's 3rd best brewmaster

Working with the differently abled



Mindtree

Welcome to possible



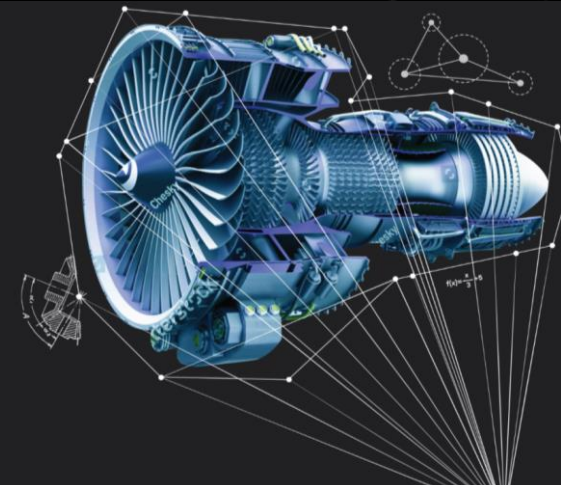
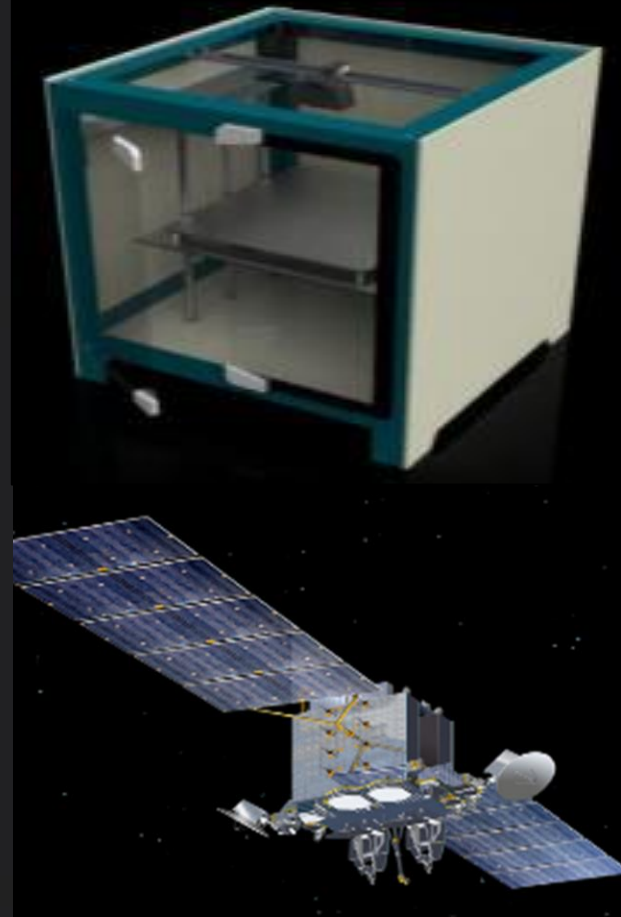
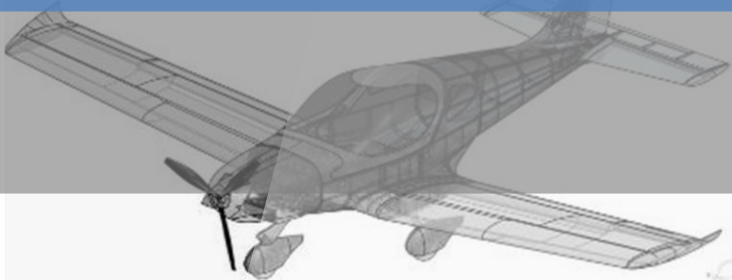
Café Visit & Boarding the train to Chennai, Bangalore



5

Advanced Skills with Gram Tarang Technologies

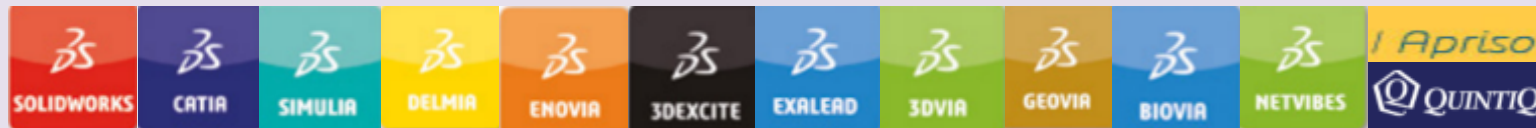
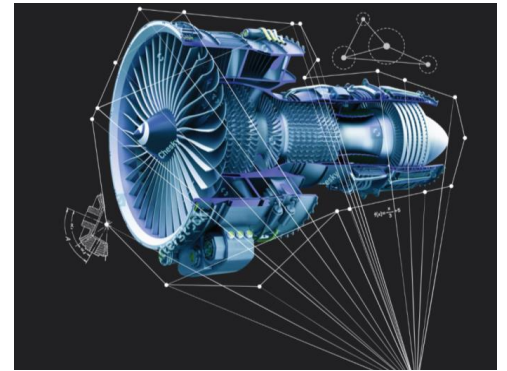
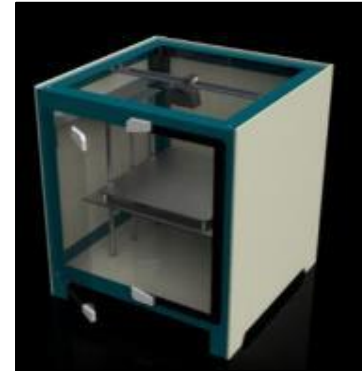
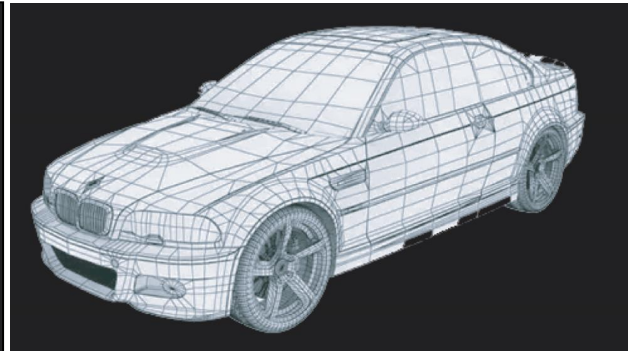
Making students Industry 4.0 ready through product design & development



Flagship Program: Go to market in 100 days with Dassault

EXPERIENCE INDUSTRY IN 100 DAYS.

*Design any product from pin to plane
using Dassault 3D experience platform.
Stand a chance to validate, prototype, manufacture
and launch your concept in the market.*



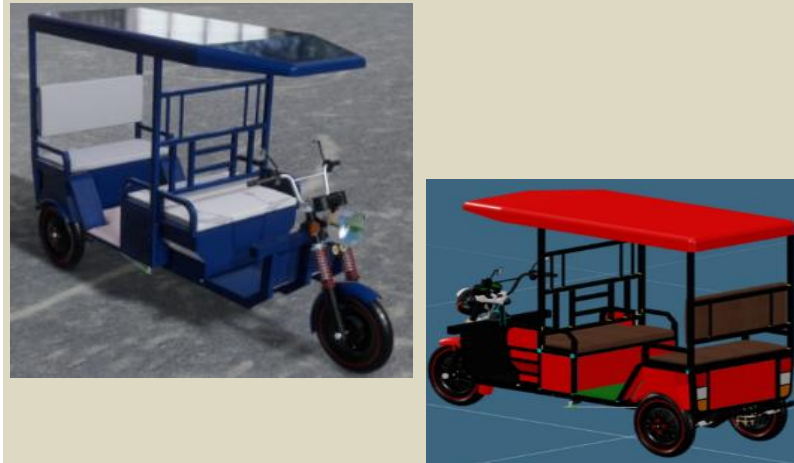
3D Experience Platform

Digital Product Development in partnership with Dassault

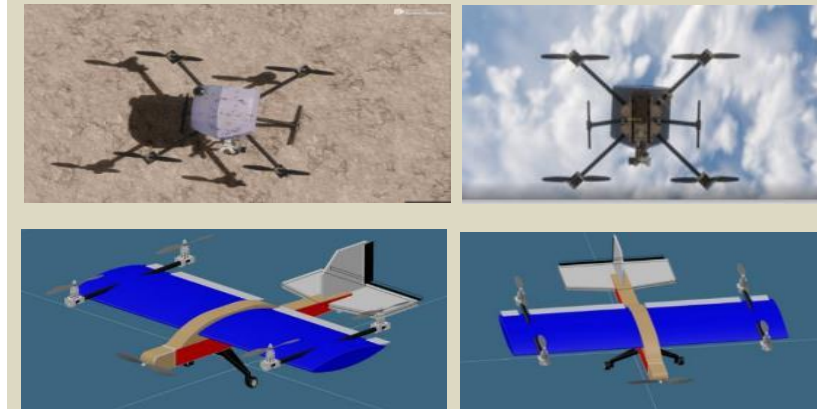
Design & Development of Electric Vehicle



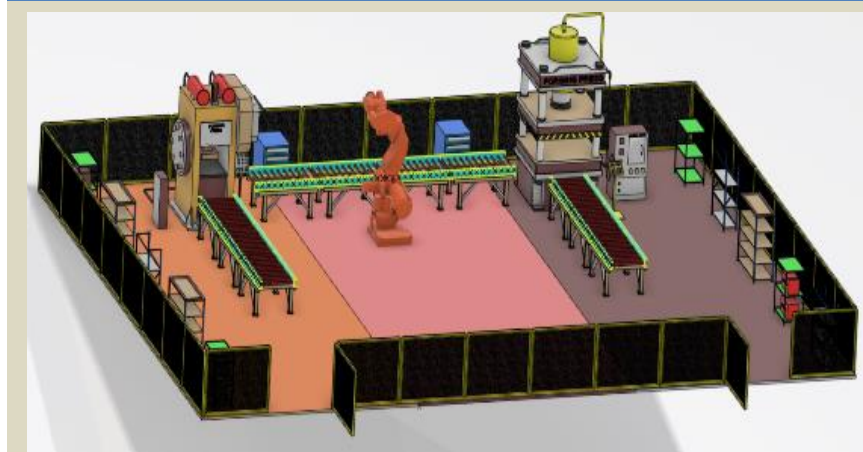
Design & Development of eRickshaw



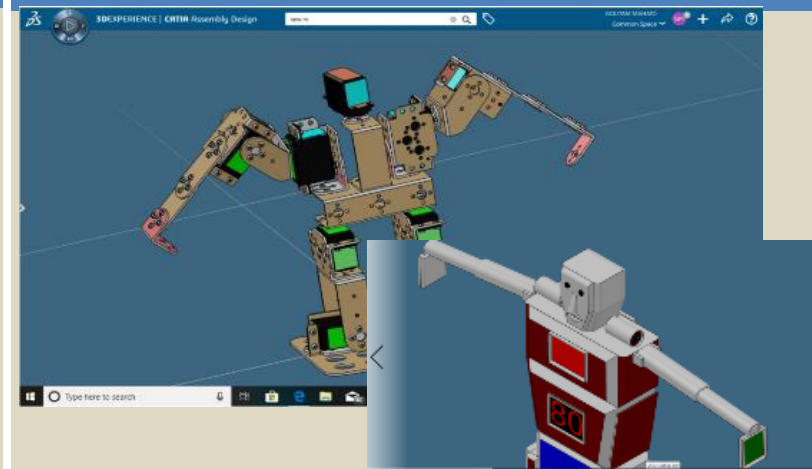
Drone for Surveillance & Agriculture



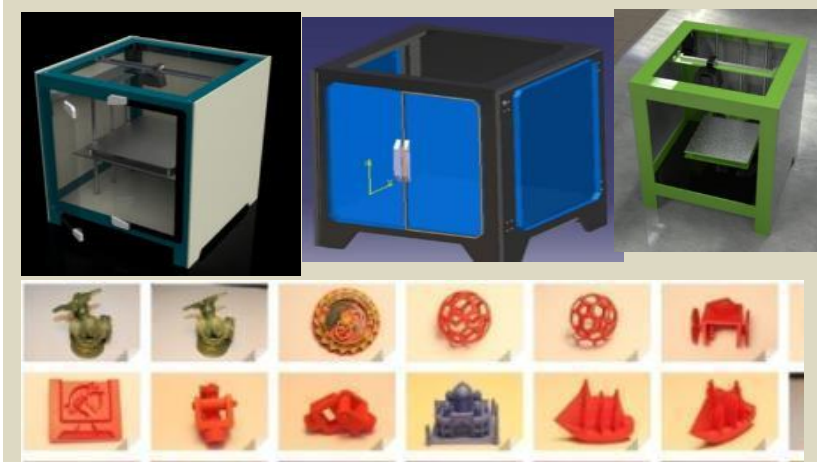
Pick & Place Robotic

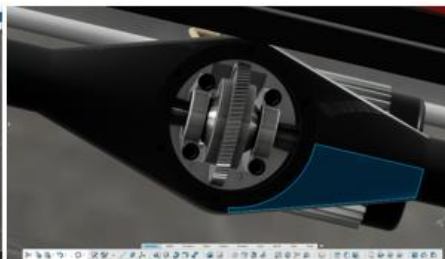
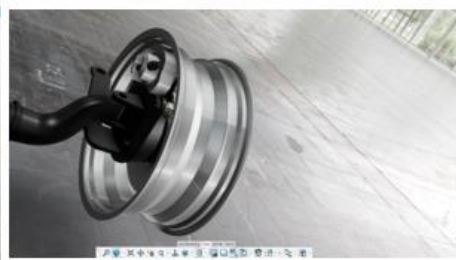
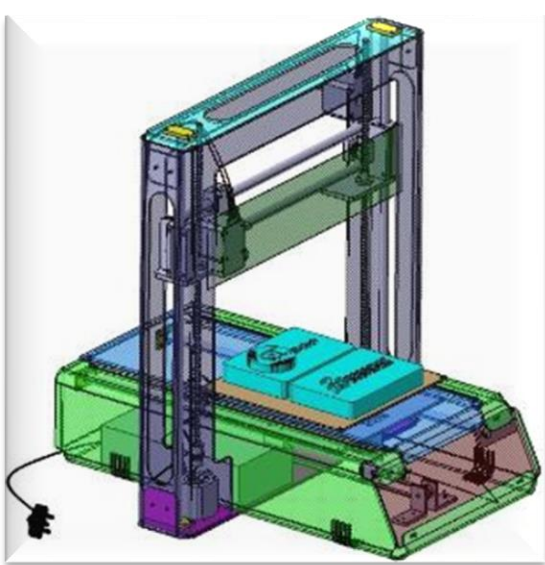


Humanoid



3D Printer Machine



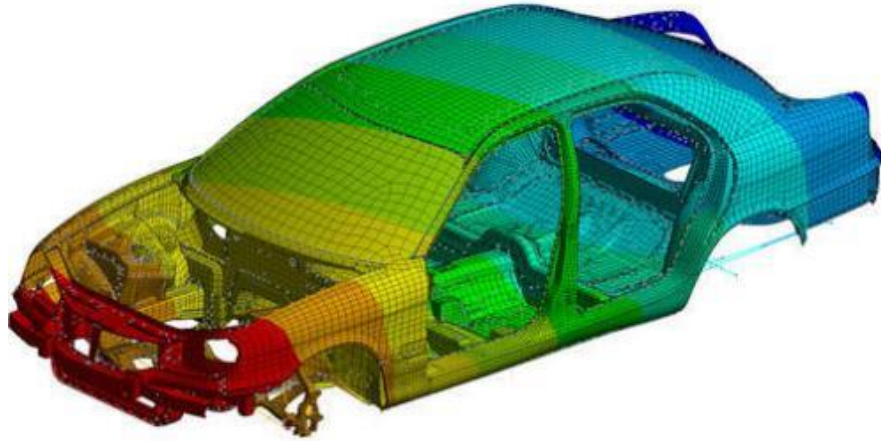


Scope

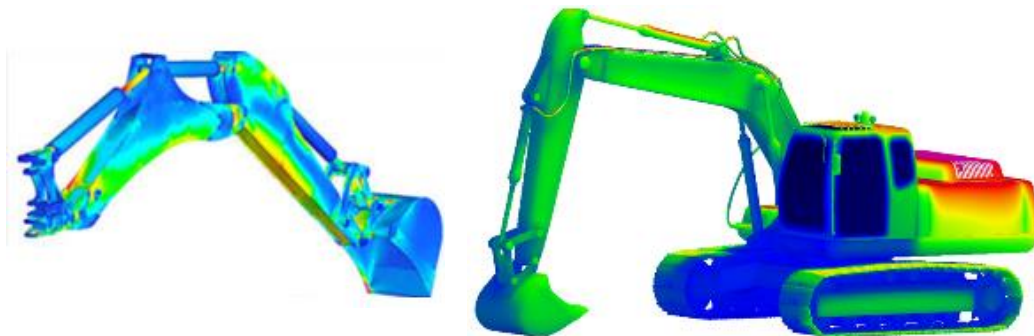
- Digital Product Design
- Market study of Problem Statement
- Tear Down and Bench Marking
- Concept Design
- Basic Hand calculation
- Product Costing & Target Cost
- Product Design – System & Subsystem
- Product Integration
- System Engineering - Mech – EE – ECE
- Design Review – Virtual Reality
- Simultaneous Engineering
- Design Optimisation
- Prototyping

Technology/Software

- 3D EXPERIENCE Platform of DS
- CATIA (Sketcher, Part design, Drafting, Assembly, Remastering, Welding design)
- CATIA Sheet metal Design
- CATIA Live Rendering
- CATIA ICEM Surface Design
- CATIA BIW Design
- DYMOLA



Meshing of Monocoque chassis



Static load analysis of Heavy vehicle

Learning

- Overview of Finite Element Analysis
- Stage of Analysis
 - ✓ Pre-Processing - 2D & 3D Meshing, Material Assignment, Load cases
 - ✓ Solving – Solving on Abaqus, Simulia
 - ✓ Post-Processing – Result evaluation, Stress & Strain graph
- Types of Analysis
 - ✓ Static load Analysis
 - ✓ Service Level Analysis
 - ✓ Dynamic Load Analysis- Apply constraint during simulation, Apply material properties, Observe behavior of the suspension of E-Bike.
- Overview on Computational Fluid Dynamics (CFD) Analysis- Numerical analysis, Data structure to analyze fluid flow behavior, Study of Mesh of CFD.

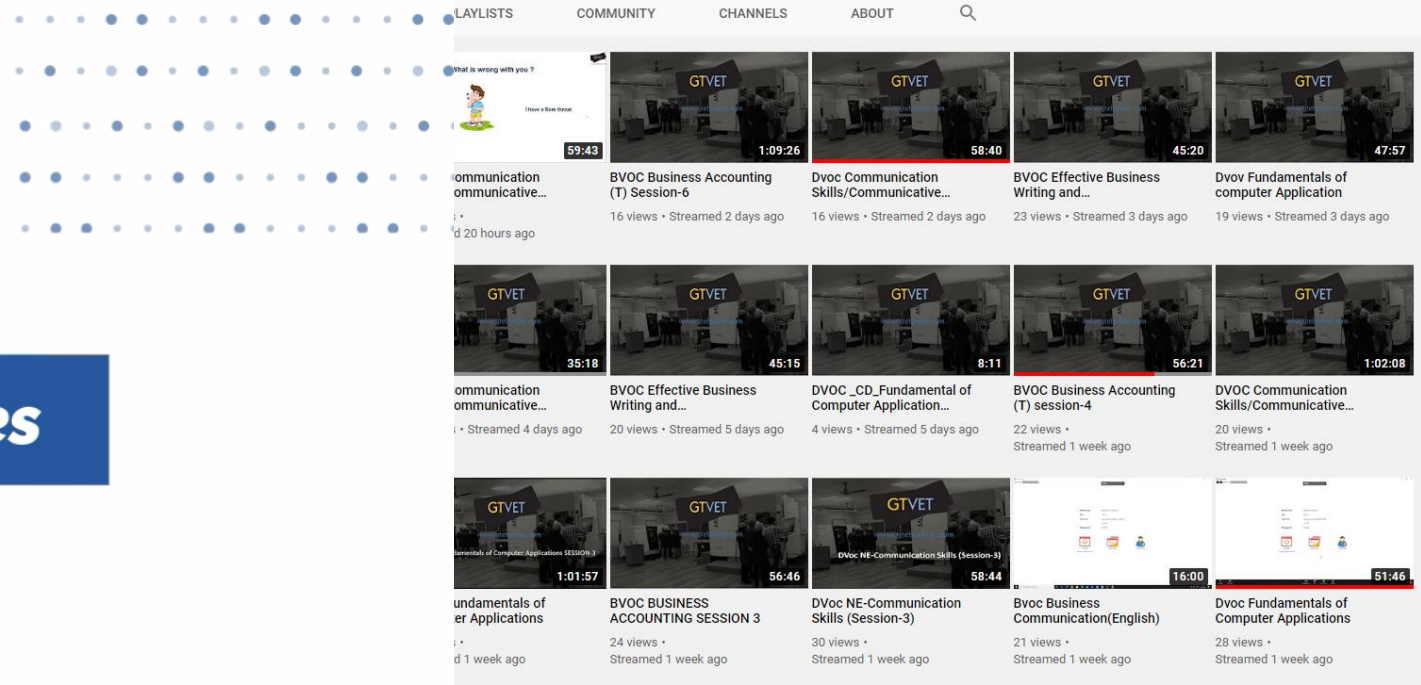
Technology/Software

- 3DEXPERIENCE Platform of Dassault Systemes
- SIMULIA – Structural model, Structural Scenario, Mechanical scenario, structural validation, Durability validation, Fluid model, physics results.
- ABAQUS CAE

Leveraging YouTube to allow our Students to access content and classes



SkillTech **Modules**



<https://youtu.be/6oPfGvh2euU>

6

Interventions in Agriculture

Lab to Land: Taking skills &
technology to the farmers



*Rich bio-diversity on the campus - 4527 trees in the JITM campus - including
1100 mango trees, 2407 teak trees & a mix of fruit bearing trees
The CIT campus houses over 2175 plants with 51 varieties of fruit trees,
ornamental plants, nuts & spices*



REVOLUTIONIZING THE AGE-OLD: AGRICULTURAL INNOVATION & OUTREACH

Under the aegis of the M.S. Swaminathan School of Agriculture [Paralakhemundi campus], innovative, hands-on, experiential training & production is being developed in a diverse range of agricultural and allied activities.



MS Swaminathan School of Agriculture Sciences

- VERMI COMPOST PRODUCTION UNIT
- BIO FERTILIZER UNIT
- PLANT TISSUE CULTURE & RESEARCH
- HYDROPONICS LABORATORY
- SEED PROCESSING UNIT
- ORGANIC RESEARCH FARM
- MUSHROOM CULTIVATION
- ANIMAL HUSBANDRY, LIVESTOCK & MINI DAIRY
- WATERSHED DEVELOPMENT
- SUPER CRITICAL CO2 FLUID EXTRACTION



Plant Tissue Culture using micro-propagation in the Bio Tech Lab



A 12,000 sq ft. poly house to grow high value plants – ornamental & medicinal



INTEGRATING AND ENHANCING ENGAGEMENT WITH THE FARMING COMMUNITY

An **Organic Research Farm** was set up to conduct research with organic nutrients & pesticides produced by the composting unit – the learnings of which can be cascaded to the field.

Plant Biotechnology laboratory with two wings - Plant tissue culture and Plant Molecular Biology that includes **Hi-tech Poly-house, Green-shelters and Polythene-shelters** was set up in 2016-2017 with state-of-the-art facilities and involved in various *in vitro* and *ex vitro* activities.





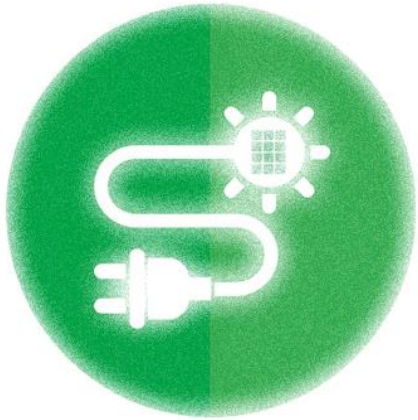
Model Herbal Medicine Garden with 146 varieties of medicinal herbs was set up.

Regular outreach in the nearby communities farming through farmer training programmes on topics like vermicomposting, mushroom & tomato cultivation, organic growing etc.

Encouraging agri-entrepreneurs to take up **micro-propagation of medicinal plants, ornamental trees, horticultural and floricultural crops** and production of pharmaceutically interesting compounds.



Fisheries @ Balasore Mega PMKK



Project Objective:

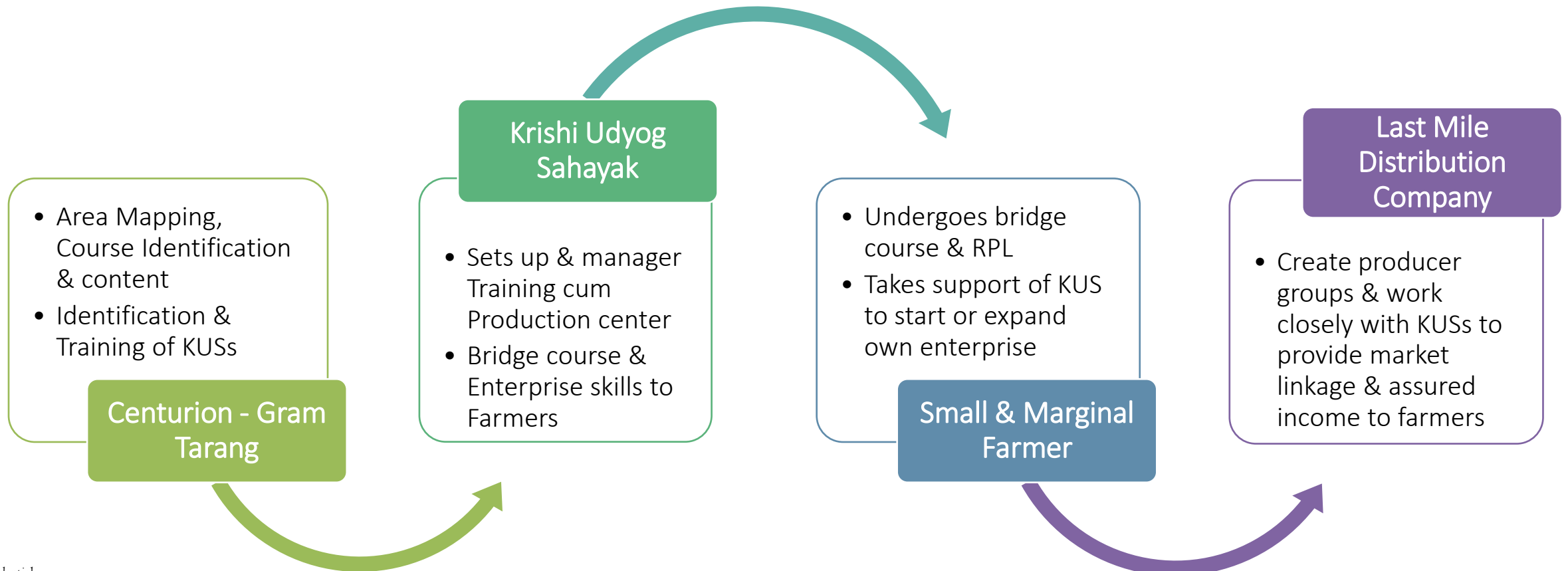
This project aims to develop a scalable, sustainable training-cum-production model that creates social infrastructure and leverages technology as well as market intelligence to equip farmers with locally relevant knowledge & skills resulting in enhancement of their income.

Project Goal: 100,000 farmers to be trained in 12 months

Perspective Shift: Each farm as an enterprise and farmer as an entrepreneur
Contributing to 'Doubling farmer Income (DFI) Goal' by 2022 of GoI

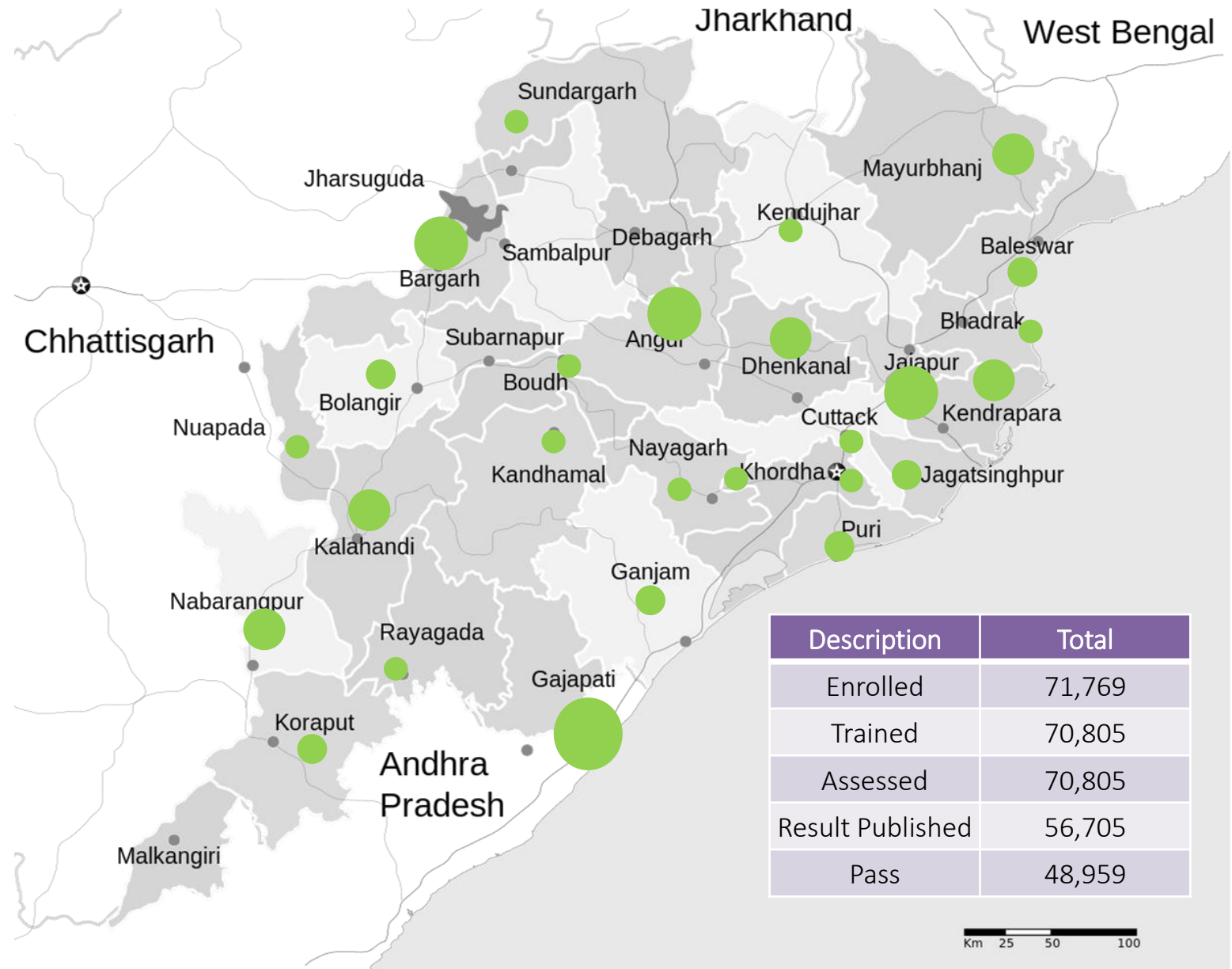
Project Strategy

- The project envisions creation of Agri-Business Development Service Network (ABDSN) for training & certification of 1 lakh marginal farmers. The approach is to treat farms as enterprises and create a cadre of Krishi Udyog Sahayaks (Agriculture Development Service Providers) at grass root level across 200 blocks of Odisha.



Job Roles & Districts

| Sl.No | Job Role |
|--------------------|-----------------------------|
| 1 | Mushroom Grower |
| 2 | Solanaceous Crop Cultivator |
| 3 | Organic grower |
| 4 | Vermicompost Producer |
| 5 | Floriculturist |
| 6 | Tuber Crop Cultivator |
| 7 | Quality Seed Grower |
| 8 | Paddy Farmer |
| 9 | Citrus Fruit Grower |
| 10 | Pulses Cultivator |
| 11 | Maize Cultivator |
| 12 | Mango grower |
| 13 | Cotton Cultivator |
| 14 | Chillies Cultivator |
| 15 | Small poultry farmer |
| 16 | Dairy Farmer/ Entrepreneur |
| Grand Total | |



Farmer Experience Zone



Trainees in action



RPL Practical Training Sessions





Candidate Name : Krishna Bhoi
Job Role : Mushroom Grower
Location : Padampur, Baragarh
NGO Partner : Inclusive Action
KUS Name : Sushila Bhoi

Most of her village suffered from **distressed unskilled migration** to Hyderabad to work in brick kilns and were getting paid INR 150 for making 1,000 bricks. After the bridge course, during the non-cultivation period they are growing mushrooms and earning a decent living.

She is also happy that now she can pay the tuition fees of her children of her own

Supported by KUS Sushila Bhoi.



- Candidate Name : Netramani Mishra
- Job Role : Mushroom Grower
- Location : Astaranga, Puri
- Netramani Mishra (60 yrs) has 1 acre of land, after the training she prepared around 10 – 15 beds for mushroom, as taught to her by the **KUS, Damayanti Rout**.
- She invested Rs 80/- per kg of mushroom and she cultivated around 15 kgs of mushroom

RWI Hansapada, Puri: Floriculture

- **Mr. Manoranjan Bhoi** of Talapatak (Hansapada) Village in Chanarapada G.P of Nimapada Block in Puri district has created an example for cultivation of marigold flower after participating of 10 days RPL Training organised by RWI Hansapada.
- Leased 0.24 dcml land @ Rs. 3000/-per annum and cultivated marigold.
- Irrigated land from nearby water body by a motor pump set on hire Rs.100/-
- Prepared the land in 1st week of January 2019 and purchased 4,000 marigold plants from a nursery at Bhubaneswar @ Rs.1/- per plant (linked by KUS).
- Planted line by line according to the training and took care of the field properly assisted by his wife Kandhei and father Gunanidhi
- Flowers started blooming within 45 days of plantation
- Initially flower sold @Rs.0.25 per piece which went down to INR 0.2 per piece
- Due to low price the family made garland strings by and sold at local market @Rs.10/- per garland.
- Kandhei supported her husband and borrowed Rs.15000/- from her SHG.
- Investments:
 - INR 700 for hiring of tractor, INR 3,000 for manure, fertilizer, pesticide etc.
 - INR 4,000 for purchase of plants, INR 2,000 for irrigation,
 - INR 1,700 for boundary fencing, INR 3000 for land lease payment INR
 - INR 600 for other expenses.
- INR 25,000/- collected from sale of products by the end of March. Another





Candidate Name : Hemanta Sahu

Job Role : Solanaceous vegetables

Location : Singh Jharan, Bhawanipatna

NGO Partner : Antodaya NGO

Hemanta, 35 years, had monthly income of rupees 3,000 in a remote part of Kalahandi District. A class X dropout, instead of migration he opted for cultivation of leguminous crop, cabbage, cauliflower over about 1 acres of land apart from the paddy crop.

After training by KUS, he extended his vegetable cultivation land and grown okra, brinjal, pumpkin, amaranthus and other leafy vegetables. He has a deep bore well which got sanctioned during 2016-17, got functional in 2019 involving 8 farmers in their village. Now his monthly income from vegetable cultivation has increased to INR 8-10,000 per month



- **Manorama Mallick**, a Post Graduate student as well as the Sarpanch of **Gopalpur, Gram Panchayat, Balasore**.
- A charismatic leader and inspiring everyone to do something of their own. She also grows mushrooms after she got her training from Atal-RPL project, a project from NSDC, in partnership with Gram Tarang Employability and Training Services.
- She cultivates around 20 kg of mushroom from 10 beds and has begun supplying her produce in Balasore town. She is a good farmer, a better leader and the best inspiration for the people around her. She gathers people and motivates them to join various learning projects, where they can learn and know the vast knowledge of agriculture. She is trying very hard to make everyone's life better.

Case study: Hamara Bachpan Trust (HBT), Astaranga, Puri: Mushroom Grower

- 50 member All-women batch trained for mushroom grower and floriculturist job roles.
- **KUS Damayanti Rout** helped trainees in making the beds for the mushroom and was present for handholding
- Average 10 beds per trainee yielding 1.5 kg per bed in 10-12 days
- Post harvest, trainees were given market linkages and distribution support
- Sale price INR 180-200 per kg on an input cost of INR 80 per bed or approx. INR 55 per kg



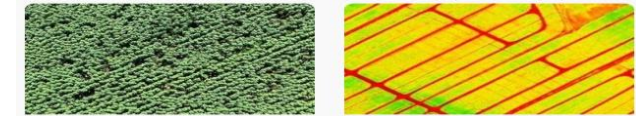
KUS Damayanti Rout



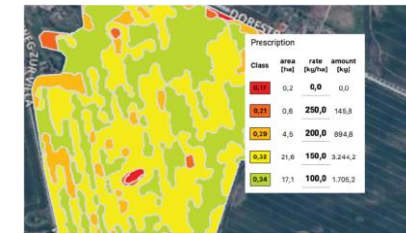
Project 2: Doubling farmer Income with Krishi Prahlad Initiative

- Government of India has taken up the ambitious target of Doubling Farmer Incomes (DFI) by 2022
- The focus is shifting from food production to treating farm as enterprise and farmer as entrepreneur
- Climate change has rendered ineffective and obsolete previously established manual processes and schedules for control of crop damage due to pests, diseases and drought.
- Urgent need for flexible pest damage detection and control solutions that are climate-resilient and adaptive to changing need

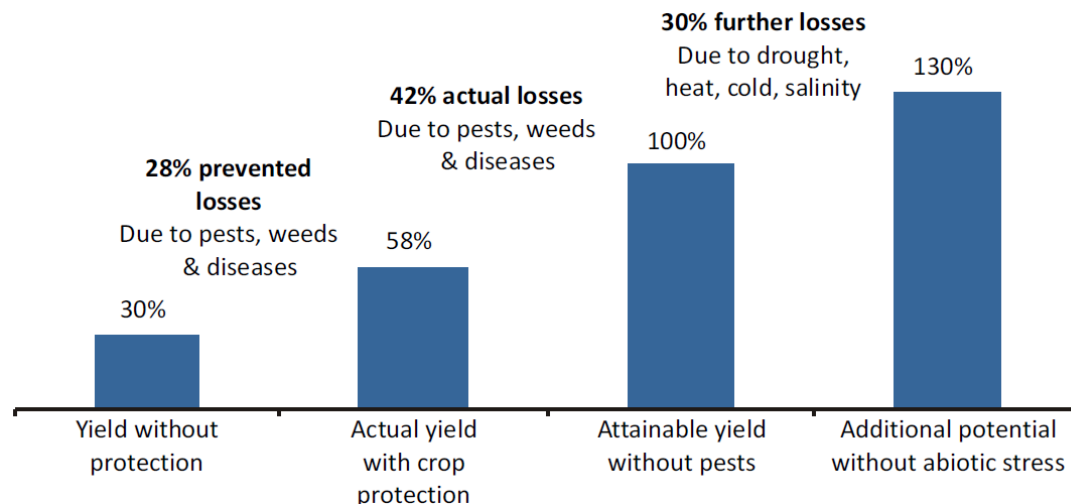
Crop field Multi-spectral Image



Mapping and prescription



Precision Spray

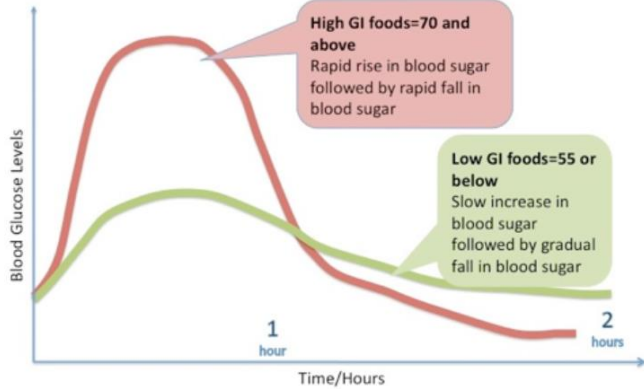




Farmers Experience Zone on wheels

Lab to Land to Market: From Tribal hinterland to Amazon

High GI vs Low GI Foods



100% NATURAL AND NON-GMO, LOW GI (4-52) PREMIUM WHITE RICE WITH CONTROLLED SUGAR RELEASE THAT KEEPS YOU FULL FOR LONGER.

NUTRITIONAL INFORMATION

| Per 100g Cooked (approx. 100g per cup) | |
|--|----------|
| Energy | 136 kcal |
| Protein | 2.7g |
| Total Fat | 0.2g |
| Carbohydrate | 28.2g |
| Fiber | 0.1g |
| Sugars | 0.1g |
| Sodium | 0.1g |

COOKING METHOD

GLYCEMIC INDEX (GI)

This paddy is grown by tribal farmers in the North Eastern Ghats Agro Climatic Zone of Srisaigudi district in Odisha, where the undulating topography boasts of light textured brown forest soil.

DiaFit

SOURCED AND MARKETING BY:
GRAM TARANG FOODS PVT. LTD.
PLOT NO. 100 INDUSTRIAL ESTATE, RAMAKRISHNAPUR VILLAGE, PARALAKHEMUNDI, BALASORE DISTRICT, ODISHA, INDIA
Email: info@gramtarangfoods.in
LIC No: 12017010000059

PROCESSED & PACKED BY:
CHANDAN FARMS FOODS
LAKSHIPALLE, NH-36, GANESH BHANG, NEAR DE FACTORY, P.O. LAKSHIPALLE, BERHAMPUR, PIN-751008, BALASORE DISTRICT, ODISHA, INDIA
Email: chandans@gramtarang.com
AN ISO 9001:2015 & HACCP CERTIFIED COMPANY
LIC No: 12017035000178
PRODUCT OF INDIA

BEST BEFORE 24 MONTHS FROM PACKAGING.

Store in a cool dry place. Once opened, transfer to an air tight container, away from direct sunlight and humid conditions.

M.R.P. Rs :
(Incl. of all taxes)

Batch No. :

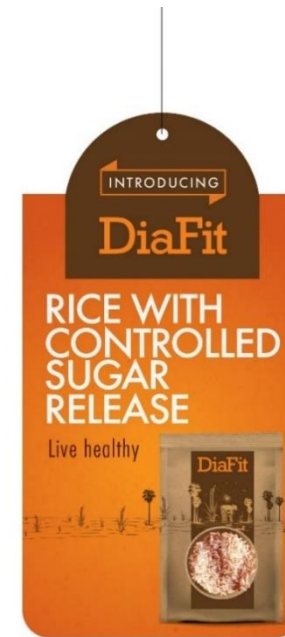
Packed On :

CONTROLLED SUGAR RELEASE | LOW GI TASTES LIKE PREMIUM WHITE RICE

BNR 15048 Super-fine Single Polish Net weight **5 kg**

100% NATURAL & NON-GMO

1 234567 690128

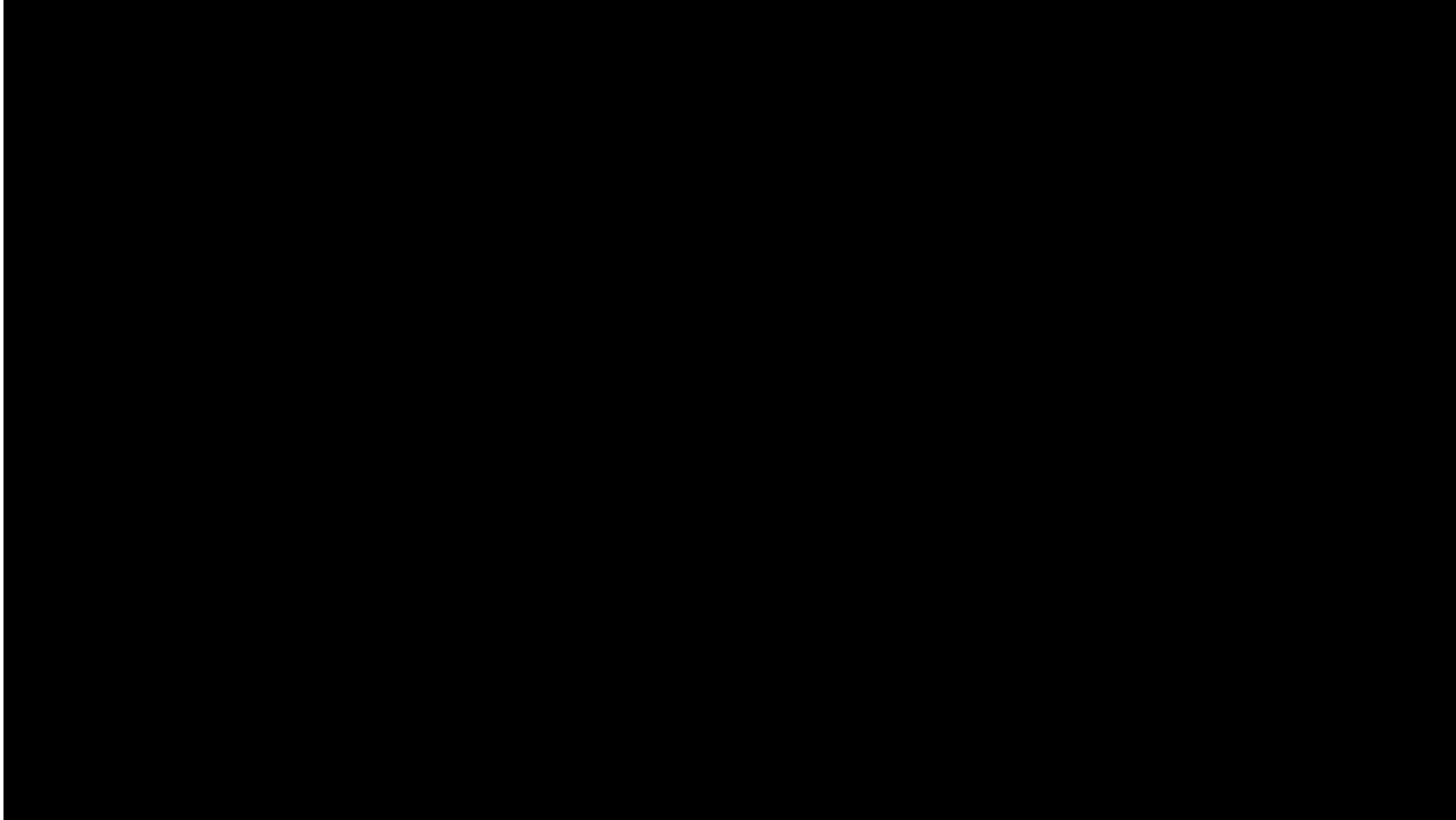


7

Work Integrated Skill Training & Apprenticeship

Migration support, upskilling & career paths

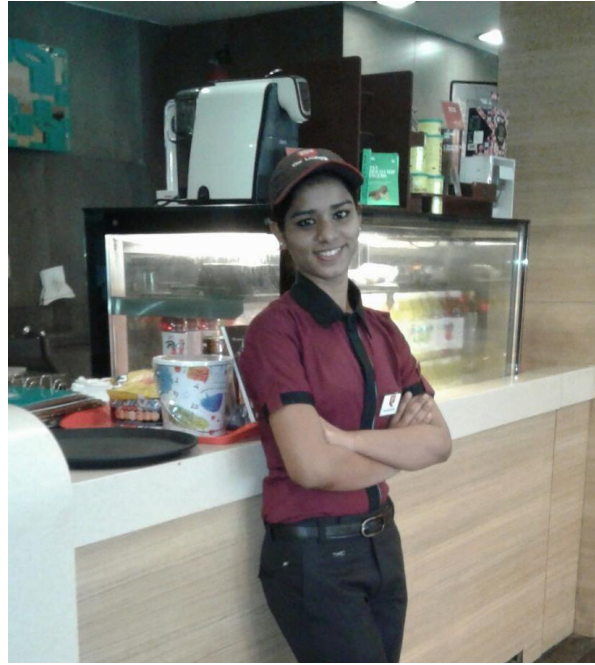




Taking our youth from where they are to where they aspire to be....



Sonalisa, Jajpur district,
Batch 37, 2015
Manages the airport café at
Chandigarh, enrolled for
work integrated BBA



Maushumee Hota, Ganjam
district, Batch 23, 2014;
Manages a CCD Lounge in
Chennai, in 2nd year of work
integrated BBA



Satya Ranjan Behera, ITI
MMV (2013)
Quality in charge at
Oerlikon Graziano,
Gujarat; Interested in
pursuing Diploma



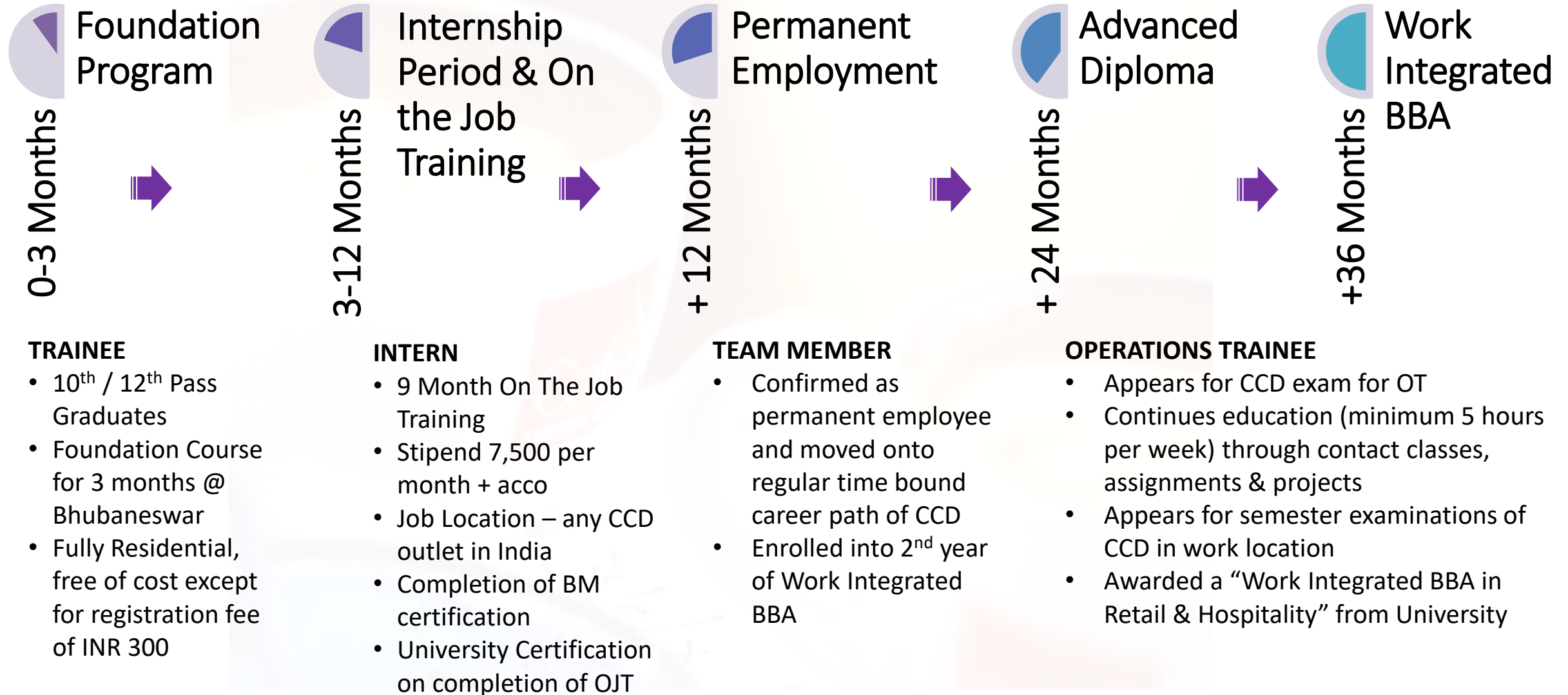
Saddam Ansari, ITI Fitter
(2011)
Sr Technician, Bhilai Steel
Plant Chhattisgarh;
Interested in pursuing
Diploma

Common thread binding Sonalisa, Maushumee, Satya & Ansari: They were skilled at Gram Tarang placed in the industry and have enrolled or are aspiring for higher education programs with Centurion University

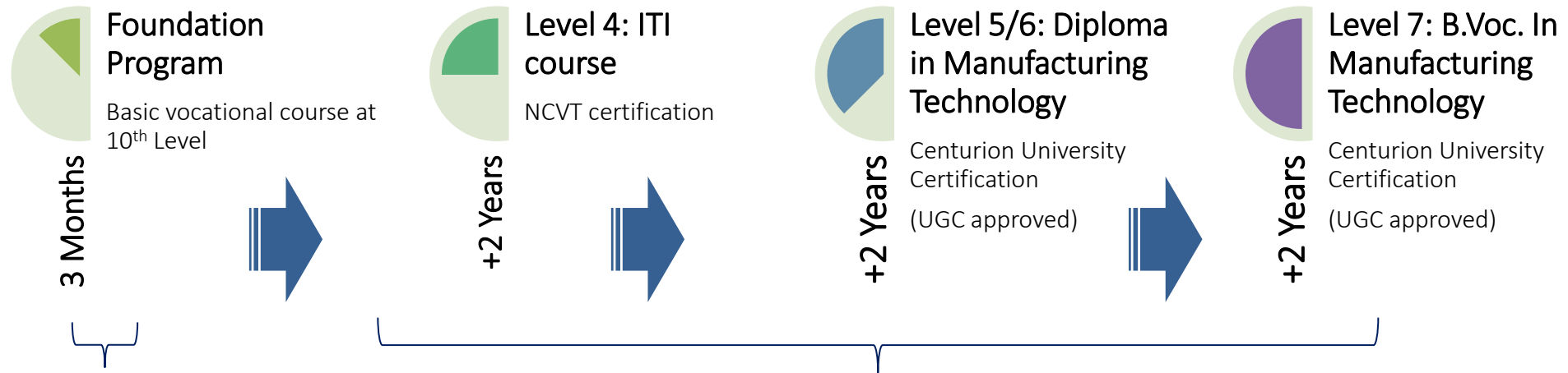
Linking skilling, education with career progression



Program Flow



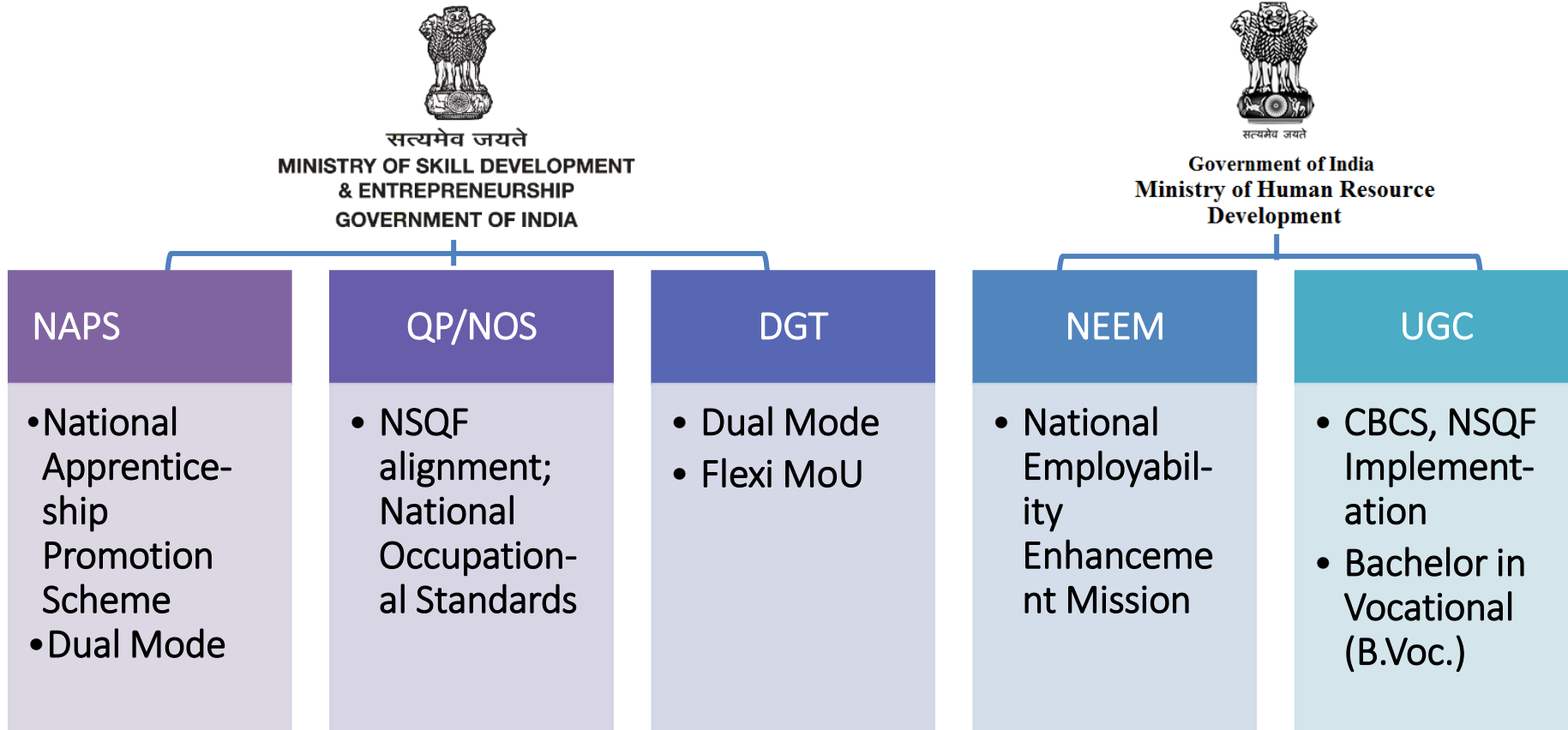
Career pathing through work integrated learning



- **10th Pass youth** mobilized from rural areas **Foundation Course** as per curriculum followed by on the job training opportunity with industry partner
- Alternate pathway for 10th Fail through NIOS

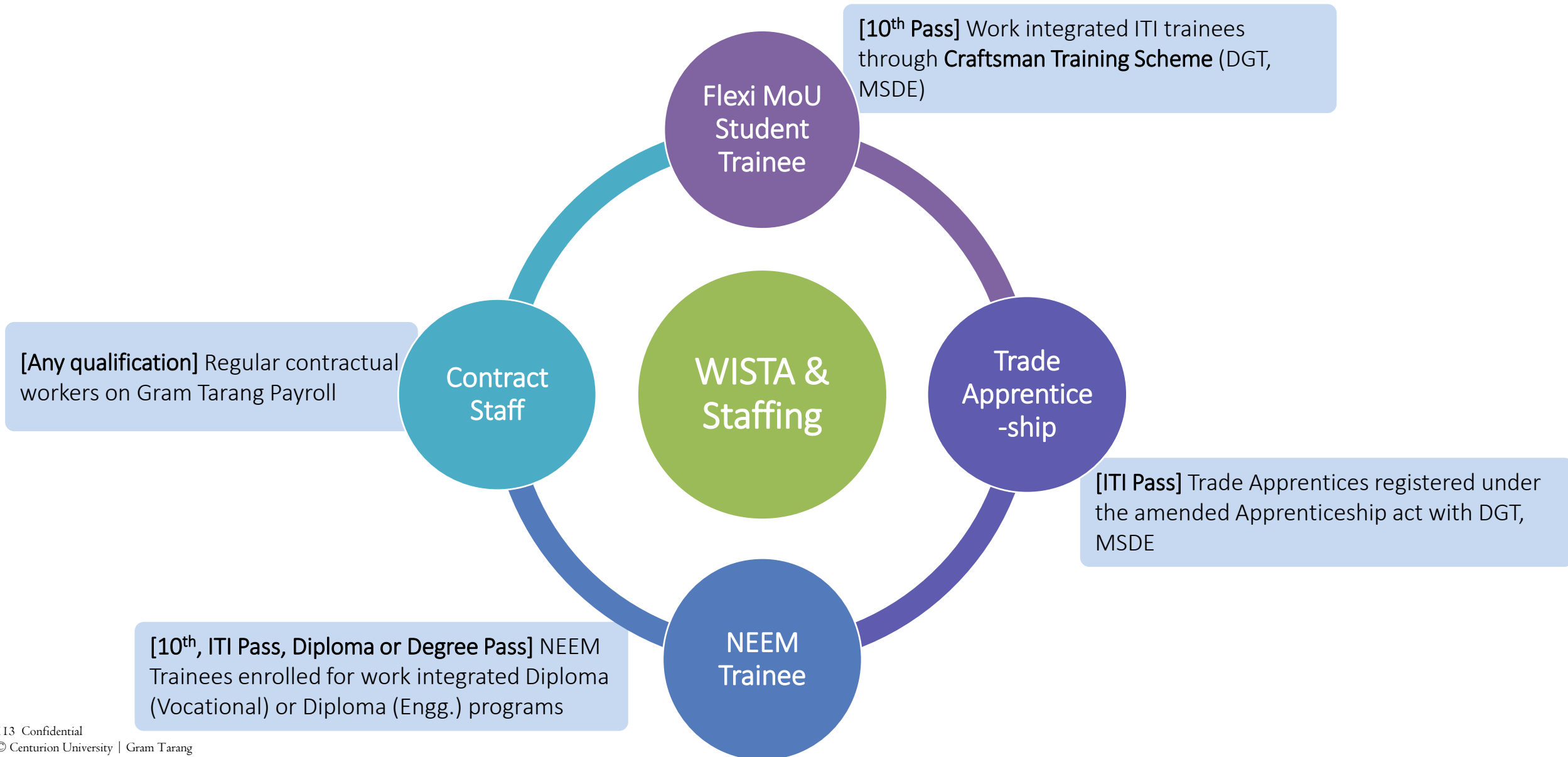
- **NEEM: Work Integrated Learning** through a combination of:
 - Contact Classes @ training room in factory or near the hostel
 - e-learning/self learning through content developed by Gram Tarang
 - Practical- job work in workshop or nearby ITI identified by Gram Tarang
 - Assignments, Presentations
 - On the job training & job appraisal
- **Assessments & Certification conducted by**
 - DGT for ITI level (Level 3 & Level 4)
 - Centurion University for Diploma/Advanced Diploma & B.Voc. as per UGC guidelines under DDU Kaushal Kendra scheme

Leveraging key government initiatives

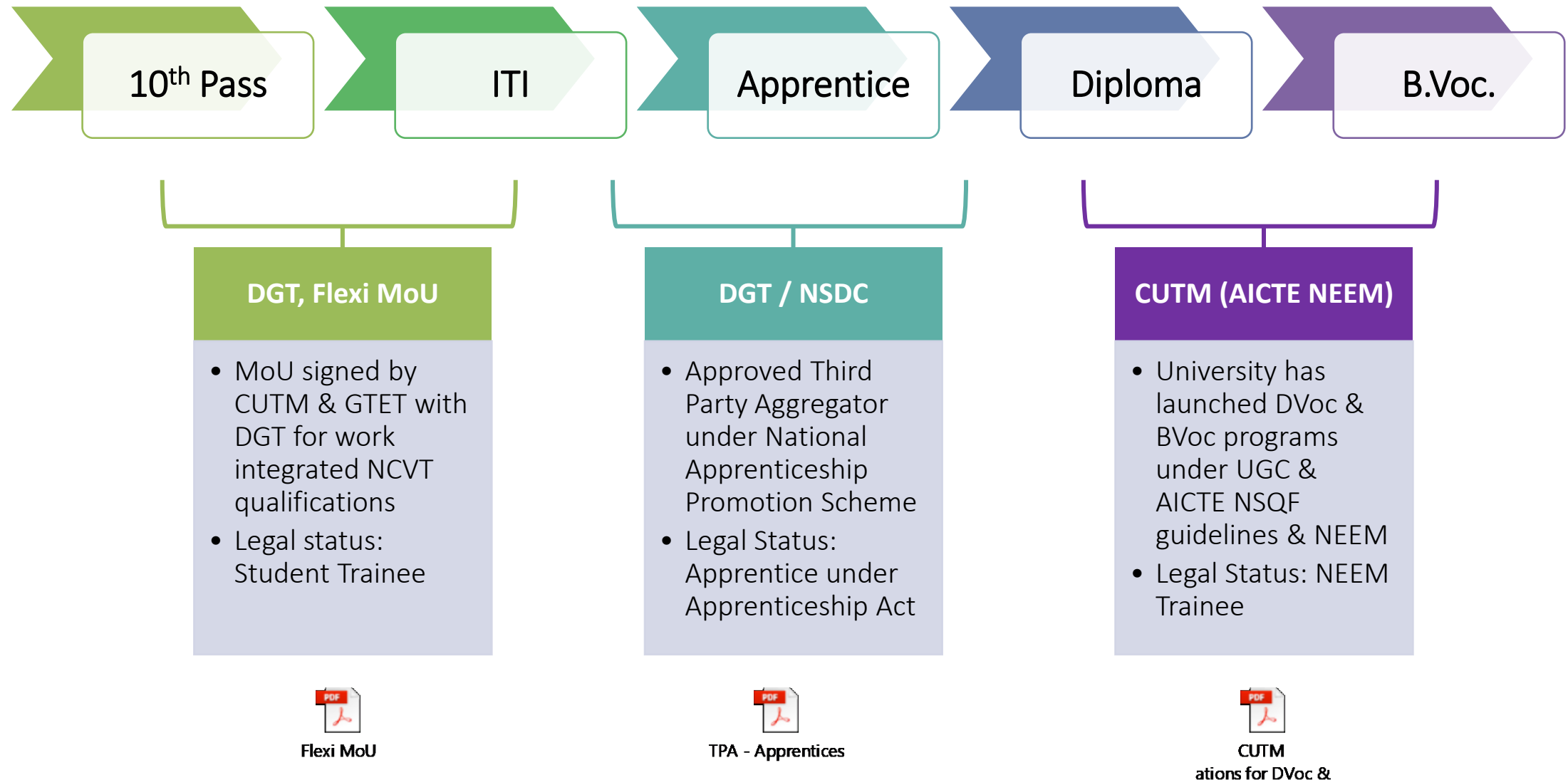


Flexible delivery models – multiple entry & exit points through NSQF

Different categories of manpower we can provide



Statutory approvals & accreditation bodies for the various work integrated programs



About the navigated learning system



Learners



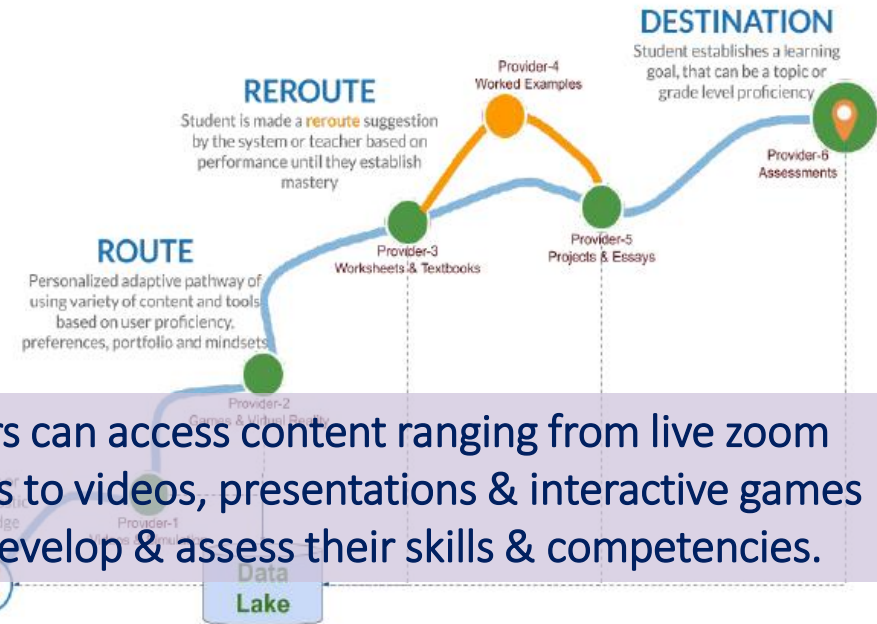
Instructors

A cloud based secure platform with mobile app access for learners, instructors, leadership & training content developer for training & development of the workforce.

Leadership



Curriculum Developers



Users can access content ranging from live zoom classes to videos, presentations & interactive games to develop & assess their skills & competencies.

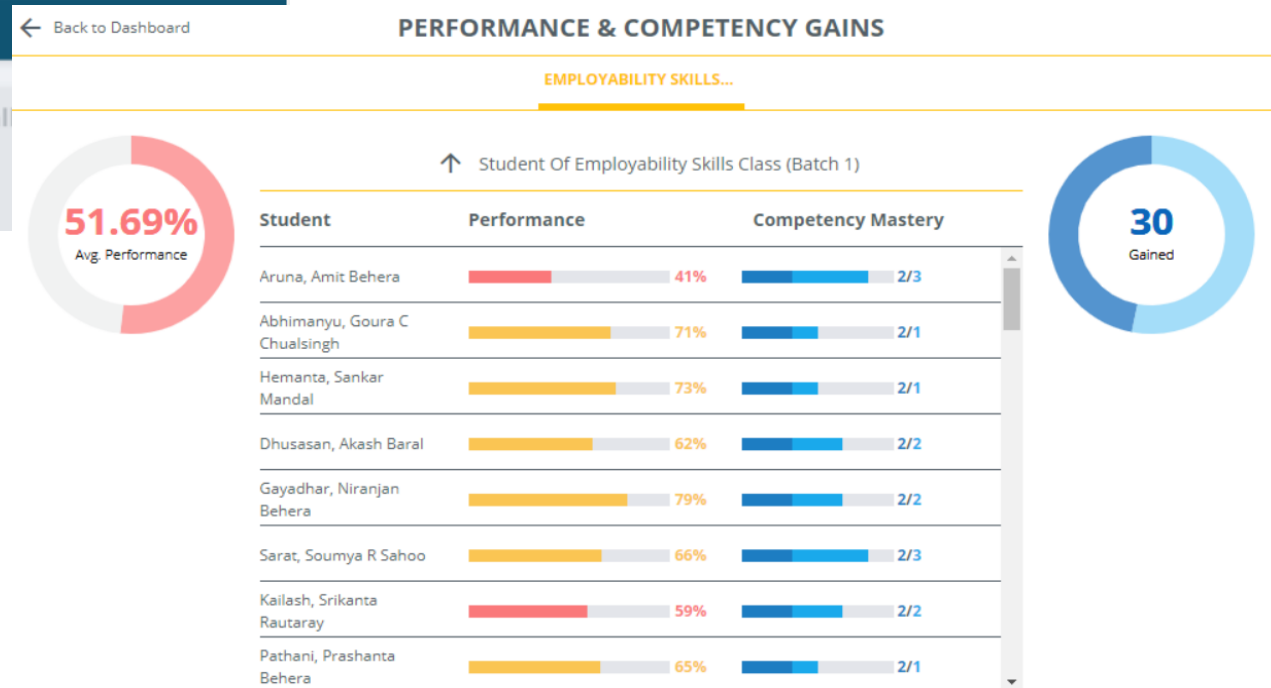


Mission control & performance tracking

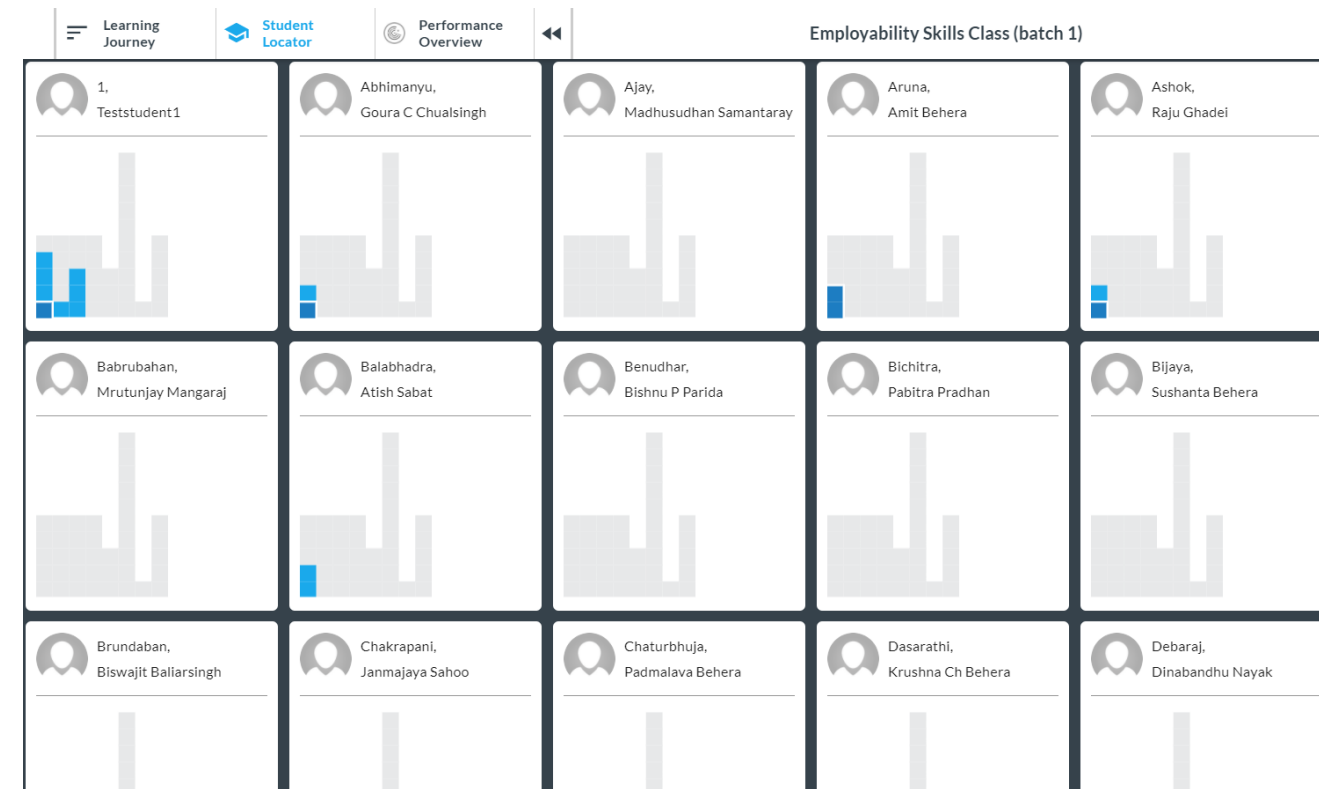


Consolidated data from across data streams on one dashboard to create actionable inputs for the management and ability to see factory wise, department wise worker competency

All stakeholders obtain evidence of learning to optimize and coordinate the organizations collective effort to achieve the targeted output



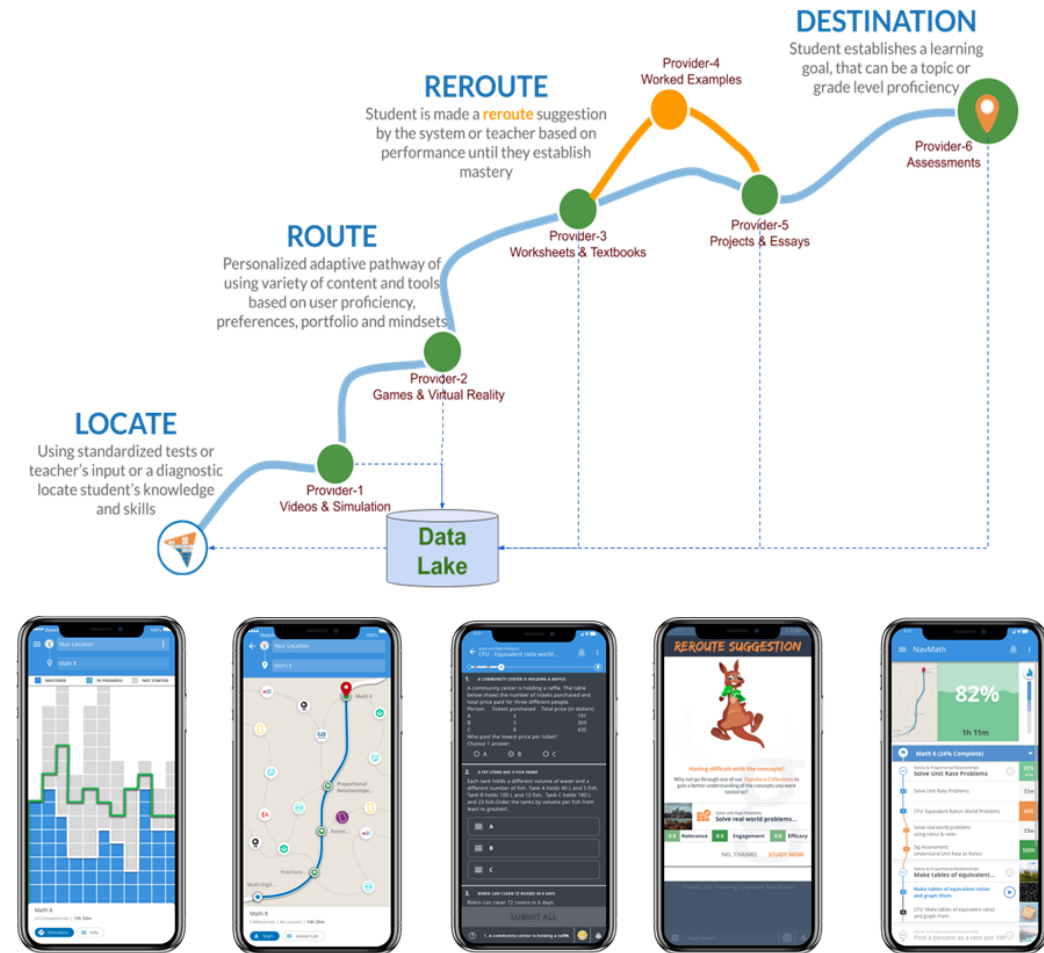
LEARNER journey and skill locator



Review employee competency data | Identify individuals progress | Opportunity to engage and provide suggestions

Track learning and development real time

- LOCATE the LEARNERS in REAL-TIME
- Locate the learners wrt current knowledge and mindsets using Navigator with all current practices, curriculum, tools and content
- Use millions of standards aligned open resources to fill the gaps in their learning
- Enable instructor and leadership to personalize intervention to achieve systemic change



Course map

The screenshot displays a grid of classroom cards in the Gooru interface. Each card represents a different course or class. The cards include the following information:

- 2nd year class(2019-2021)**: Assigned Course Electrician, Class Code 9TDTQ60, 0/5880
- Electrician 1st year clas...**: Assigned Course Electrician, Class Code 9RO8BRF, 0/3240
- Electrician Class (batch ...)**: Assigned Course Electrician, Class Code ZDI2P7U, 0/7614
- Employability skills (ele...**: Assigned Course Employability Skills, Class Code K7SX48Z, 0/300
- Employability skills (fit...**: Assigned Course Employability Skills, Class Code 7ZSTJQ3, 0/300
- Fmnlvabhity Skills Clas**: (partially visible)
- Fitter 1st year class (20**: (partially visible)
- Fitter 2nd year class (20**: (partially visible)

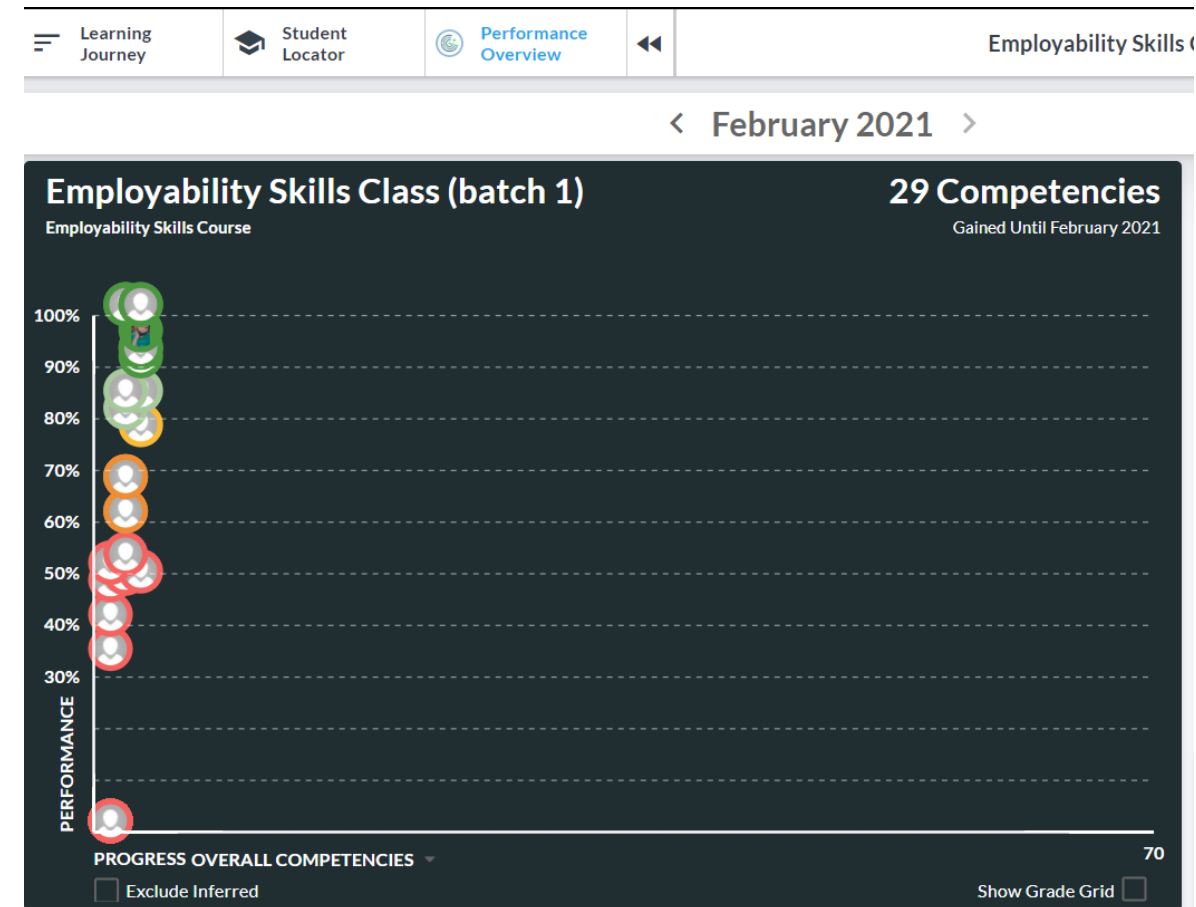
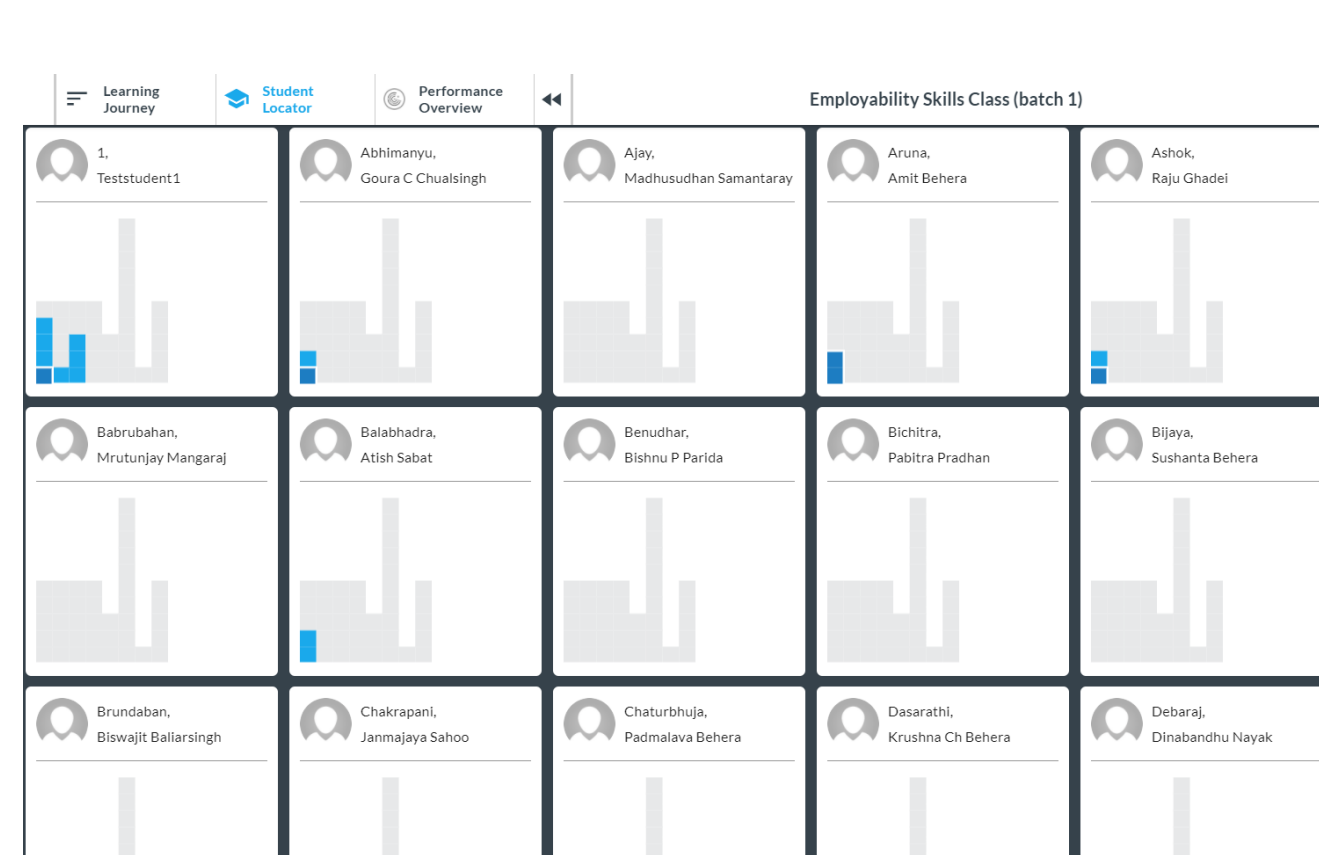
The screenshot shows a detailed view of the 'Employability Skills Class (batch ...)' course map. The interface includes a navigation bar with 'Class Activities', 'Learning Journey 56%', 'Student Locator', and 'Performance Overview'. The course map is displayed as a list of topics with their respective completion percentages and student counts:

| Topic | Completion Percentage | Student Count |
|---|-----------------------|---------------|
| Employability Skills - Semester 1 | 56% | 6 |
| English Literacy Knows how to pronounce | 61% | 3 |
| English Literacy Knows Functional Grammar | 50% | 3 |
| English Literacy Improve your Reading | -- | -- |
| English Literacy Improve your Writing | -- | -- |
| English Literacy Improve Spoken English | 20% | 1 |
| IT Literacy Understand basics of Computer | -- | -- |
| IT Literacy Know & understand about Operating System | -- | -- |
| IT Literacy Work on Word Processing and Worksheet | -- | -- |
| IT Literacy Basic knowledge of Computer Networking & Internet | -- | -- |
| Communications Know about Basics of Communication SKills | -- | -- |

Gooru enables implementation of agile, systematic changes to the emerging needs.

The platform accurately locates the learners across Facets, including their knowledge in various topics

Student journey and skill locator



Review employee competency data | Identify individuals progress | Opportunity to engage and provide suggestions

EMPLOYABILITY SKILLS...

↑ Student Of Employability Skills Class (Batch 1)



| Student | Performance | Competency Mastery |
|-------------------------------|--|--|
| Aruna, Amit Behera | <div style="width: 41%;"><div style="width: 41%;"></div></div> 41% | <div style="width: 2/3;"><div style="width: 2/3;"></div></div> 2/3 |
| Abhimanyu, Goura C Chualsingh | <div style="width: 71%;"><div style="width: 71%;"></div></div> 71% | <div style="width: 2/1;"><div style="width: 2/1;"></div></div> 2/1 |
| Hemanta, Sankar Mandal | <div style="width: 73%;"><div style="width: 73%;"></div></div> 73% | <div style="width: 2/1;"><div style="width: 2/1;"></div></div> 2/1 |
| Dhusasan, Akash Baral | <div style="width: 62%;"><div style="width: 62%;"></div></div> 62% | <div style="width: 2/2;"><div style="width: 2/2;"></div></div> 2/2 |
| Gayadhar, Niranjan Behera | <div style="width: 79%;"><div style="width: 79%;"></div></div> 79% | <div style="width: 2/2;"><div style="width: 2/2;"></div></div> 2/2 |
| Sarat, Soumya R Sahoo | <div style="width: 66%;"><div style="width: 66%;"></div></div> 66% | <div style="width: 2/3;"><div style="width: 2/3;"></div></div> 2/3 |
| Kailash, Srikanta Rautaray | <div style="width: 59%;"><div style="width: 59%;"></div></div> 59% | <div style="width: 2/2;"><div style="width: 2/2;"></div></div> 2/2 |
| Pathani, Prashanta Behera | <div style="width: 65%;"><div style="width: 65%;"></div></div> 65% | <div style="width: 2/1;"><div style="width: 2/1;"></div></div> 2/1 |

Consolidated data from across data streams on one dashboard to create actionable inputs for the management

All stakeholders obtain evidence of learning to optimize and coordinate the organizations collective effort to achieve the targeted output



WISTA @ KG Mills Coimbatore

- **10th Pass youth** mobilized from rural areas of Odisha, Jharkhand
- **Foundation Course** as per curriculum followed by on the job training opportunity KG Mills in Coimbatore (Accommodation provided on site)
- Alternate pathway for 10th Fail through NIOS
- 10th pass youth enrolled for work integrated ITI where they are given one day of the week to attend full day class & lab practice for pursuing an NCVT certification for Fitter or Electrician
- After initial success, the model is being replicated across more factories in the region.



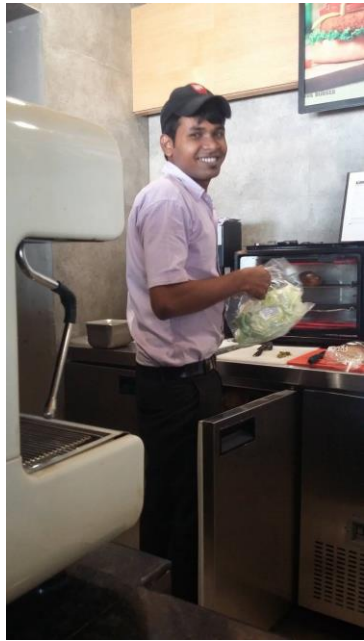
WISTA @ KG Mills Coimbatore



GTET Trainees @ Western Refrigeration



Work Integrated BBA students



A student of Batch 14 from Bokaro, Jharkhand.

Currently working as a Manager in Café Coffee Day, Bangalore.

Studying in 3rd year of WI BBA(RH).



A student of Batch 14 from Bokaro, Jharkhand.

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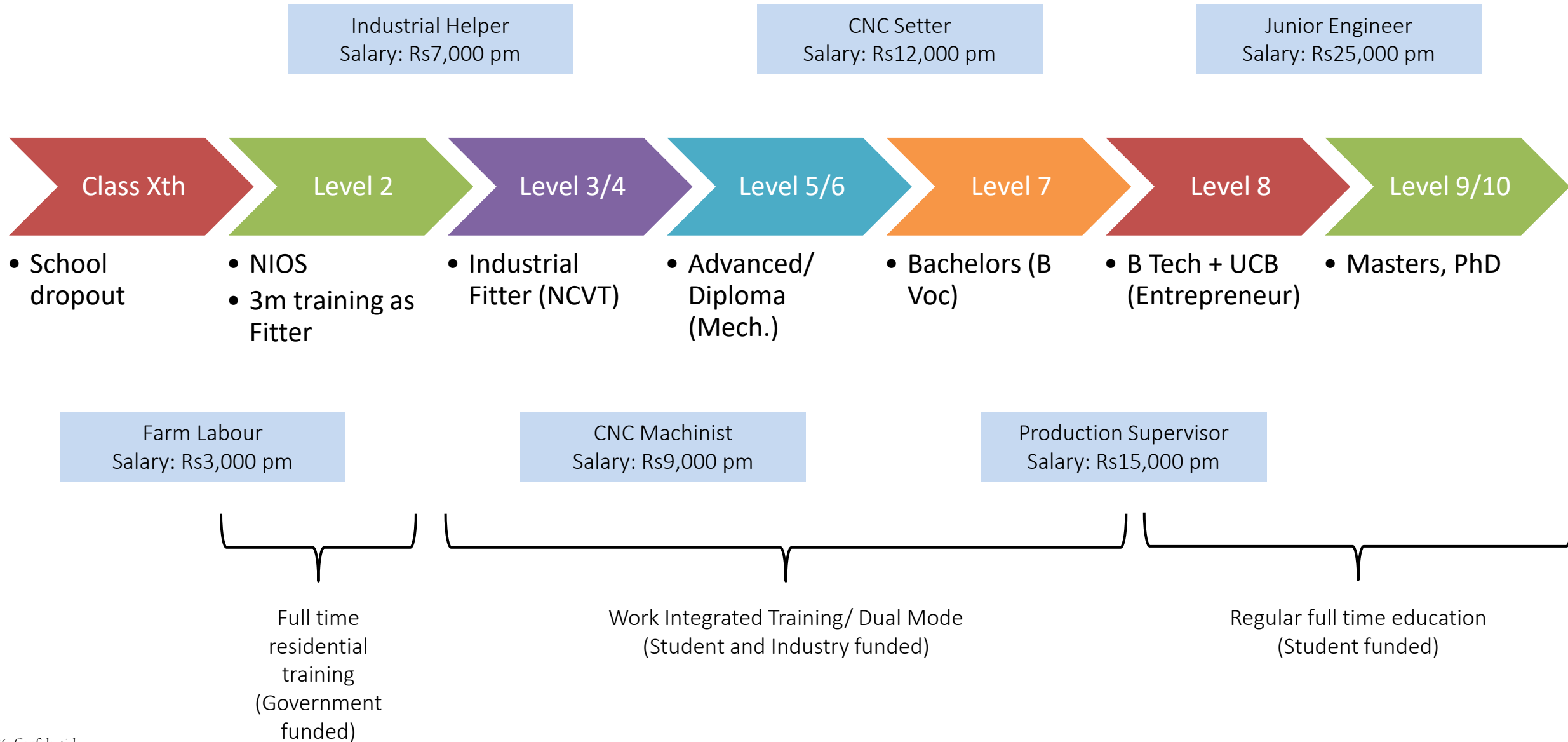
A student of Batch 17 from Sonitpur, Assam.

Currently working as a In-charge in Coffee Day Lounge, Bangalore.

Studying in 3rd year of WI BBA(RH).



Can a Xth class dropout become an Engineer or an entrepreneur?



Impact

Acknowledgements,
Appreciation & Accolades





SOCIAL EQUITY & EQUAL OPPORTUNITY

Mason-in-training -
2010

The core mission of the university has been to **“shape lives and empower communities”**. The focus has been remote, tribal dominated, left-wing extremist affected regions– (Red Corridor in Odisha and Andhra Pradesh).

University education - the pinnacle of the educational system - has been aspirational yet inaccessible to the majority in India. The vision of the founders was to make education inclusive - providing options for those who did not have access to higher education and reaching out to touch the lives of those at the bottom of the pyramid. They asked tough questions :

- Why couldn't an institution provide higher education to youth with different capabilities & aptitudes?
- Why couldn't it provide alternative pathways or work through diverse and multiple delivery mechanisms: not just moving up one pathway from under graduation to graduation and post-graduation (though legitimate in itself)
- What about including high-school drop-outs?
- What about looking at short term courses?
- What about looking beyond the classroom to other means & methods of learning?
- What about recognizing and certifying prior learning of those that lack formal degrees – from artisans to automobile workers?

PEOPLE STARTED LAUGHING AT US AND SAID - HOW CAN YOU TRAIN PEOPLE WHO HAVE DROPPED OUT OF SCHOOL. WE HAD THE CONVICTION THAT SOMEONE WHO HAS DROPPED OUT OF SCHOOL MUST HAVE SOMETHING IN HIM TO NURTURE.

Prof. M.K. Mishra, President - CUTM





SOCIAL EQUITY & INCLUSIVITY

“If we are to achieve a richer culture, rich in contrasting values, we must recognize the whole gamut of human potentialities, and so weave a less arbitrary social fabric, one in which each diverse human gift will find a fitting place” Margaret Mead, anthropologist, author

A dimension of social equity that the founders espoused was to inculcate **a sense of community and equality among students.**

Centurion believes that education should **create value –not just economic value & capability but also human values & societal consciousness.**

It has sought to lend **“universality”** to the concept of a university, which is something that has been lacking elsewhere.

At Centurion, doctoral candidates to drop-outs enrolled in short term courses live, dine, play and perform on the same campus – fostering an environment of inclusiveness, equality, compassion and empathy for the less fortunate.

Over the years, the university has reached out through innovative interventions to the more fragile and deprived sections of society – particularly women and the differently-abled.

The first batch of speech and hearing challenged students were enrolled in the Brewmaster programme of Café Coffee Day.

By 2018, **474 differently-abled students** have been trained as Café personnel and placed in cafes all over the country.

“THE VALUES IMPARTED BY CENTURION UNIVERSITY AND THE ATMOSPHERE I WITNESS HERE ASSURE ME THAT THE YOUNGSTERS HERE WILL ACHIEVE GREAT STRIDES IN THEIR CAREER AND PERSONAL LIVES, BESIDES BEING A STRONG CHAIN OF CONTINUITY IN THE CULTURAL STREAM OF THE COUNTRY”

Smt. V. R. Iyer – Chairperson & MD , Bank of India at the 2nd Convocation of Centurion University in 2014



The Mindtree Differently-Abled Learning Lab



SOCIAL EQUITY & WOMEN EMPOWERMENT

Inauguration of Shakti Sahayikas Programme on 15th May 2008

"We cannot all succeed when half of us are held back"

Malala Yousafzai

In the quest to empower the marginalized and vulnerable sections of society, women represent significant potential, large numbers but with unique challenges.

While younger women have been trained in trades like industrial sewing, retail, automotive and hospitality... and have moved out to work in other cities. Many of them are the 1st generation women learners and earners in their families.

Another initiative to further strengthen the position of women, was the **Shakti Sahayika Programme of Mission Shakti** in 2008 to spur entrepreneurship in selected districts.

It endeavoured to strengthen the SHG movement in Odisha and enhance the capacity of Shakti Sahayikas to provide Business Development Services to the group through a 6 month residential training and mentoring programme.

In a phased manner, trainees were provided conceptual and theoretical knowledge, on the job training and mentoring post placement once back in their geographies.





SELF RELIANCE & CO-CREATION

“Our first duty is that we should not be a burden on society, i.e., we should be self-dependent. From this point of view self-sufficiency itself is a kind of service. After becoming self-sufficient we shall use our spare time for the service of others. If all become self-sufficient, none will be in trouble” - Mahatma Gandhi

The founders' approach was rooted in the Gandhian notion of self-sufficiency of the village economy. They had faith in the power of the individual - that **self-reliant individuals can help to create a self-reliant country.**

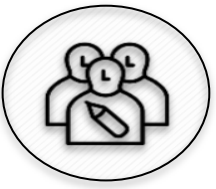
Ground up, self-reliance is a value that is instilled in the individual – for instance, students are provided the opportunity to make and manufacture their own bed, table, chair and dress required for the duration of their time in college. Through this, they experience the joy of creation & are imbued with a sense of empowerment.

Even at the collective, self-reliance guides the functioning of the university.

For instance, actively opting for organic manure by composting food waste or striving to become **“oxygen positive”** by expanding the green cover in each of its campuses, it seeks to **give back more than what it consumes.**

This drive for self-reliance has led the university to branch out into areas beyond higher education – for instance as a need-based intervention it set up a private +2 CBSE school to cater to the educational needs of children of the faculty of JITM in 2007.





SELF RELIANCE & CO-CREATION

The founders questioned the *raison d'être* of education – what purpose should education serve?

Education should confer a **sense of purpose and purpose of serving society**. To be productive and earn a livelihood with decency and dignity. This is crucially important when one is catering to the bottom of the economic and social pyramid. They believed that current curricula lacked real-world relevance. It conferred degrees - but did not create competencies.

From inception, Centurion was the only university to have a school of vocational education built in the act and statute. The School of Vocational education's purpose was to provide **built-in competencies, lived-in experience and vocationalize education through skill integration**.

The university **nurtures students to develop business ideas into social enterprise**.

The social entrepreneurship vertical of Centurion University was co-created to foster self-reliance and entrepreneurship.

Christened Gram Tarang [Gram meaning village and Tarang meaning wave], it encompassed skill development [Gram Tarang Employability Training Services], food processing & extraction [Gram Tarang Foods] and financial services [Gram Tarang Inclusive Development Services] and most recently Gram Tarang Technology.

The first unit incubated was that of an electric vehicle which also focused on climate change & environmental sustainability

The e-vehicle initiative: Action learning lab & incubation





SUSTAINABILITY & SCALABILITY

The university's heart and soul would always remain that of a **rural and community university** - with community connect that would be immense and quantifiable, sustainable & scalable.

It has adopted a 6 sigma approach to provide **skill with substance, scale with sustainability. And speed with stability.**

Sustainability in the Centurion model is critical at 2 levels. The first and foremost is economic sustainability – developing a model that is intrinsically self-sustaining economically and scalable - one that can be replicated across geographies.

The other is environmental sustainability - due emphasis has been laid in conceptualizing campuses that are **'green', oxygen-positive** and efforts are made at innovations that are environmentally sensitive. The university lives and leads its daily journey on economic and environmental sustainability.

Waste to Wealth Initiative 2018: Students with their creations fashioned from old newspapers



ENDORSEMENT OF THE CENTURION WAY OF EDUCATION

*“Not every university in this region would want to compare themselves to Stanford & Harvard and that they do different functions. so i think that times higher education is committed to trying to get different methods & different metrics to reflect different missions and different priorities. so if your mission like **Centurion University** is really focused on transforming individual lives and giving people the skills that they need to enter employment, basic educational needs, we should recognize that and try and find metrics to celebrate that”*

- PHIL BATY , EDITORIAL DIRECTOR, TIMES HIGHER EDUACATION AT THE GLOBAL SUMMIT ON UNIVERSITY RANKING AT MOROCCO IN MAY 2018

Phil Baty at the Global Summit on Ranking titled 'Empowering the Next Generation of Universities'
May 2018





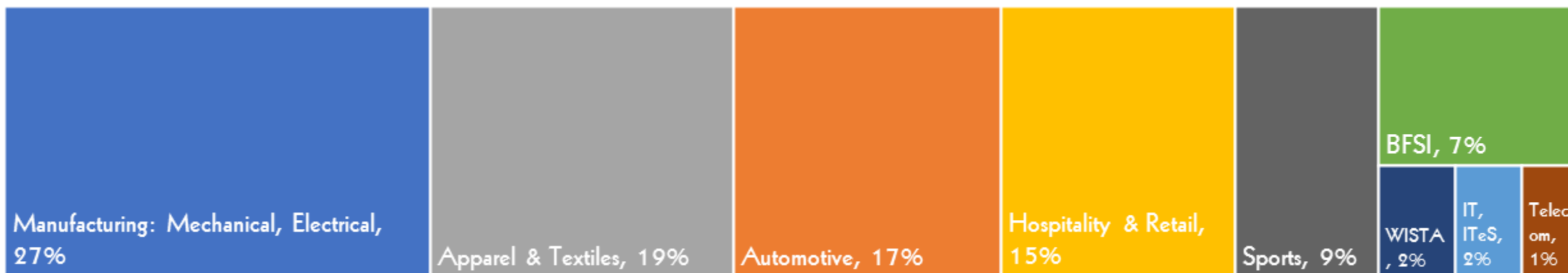
- From Bokaro, Jharkhand
- Completed her Brewmaster training at Gram Tarang in 2015
- **She is the first girl to move out of her village, her state, live in another state to pursue her career and also to go out of the country and win an award. She is just 20 years old and the eldest daughter of her family.**
- At the 'All Stars Female Barista Competition in Puebla, Mexico' Poonam was in a team of 4 Baristas from Peru, Brazil and Mexico. Her team was recognized as the best performing team at All-Stars, Puebla, 2017

Trainee enrolments over the years

| Enrolments across key verticals | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | Placement Offers % | LTD |
|---|------------|------------|--------------|--------------|--------------|--------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|-----------------|--------------------|-----------------|
| Long Term TVET | | | | | | | | | | | | | | | | |
| 1 NCVT ITI (Fitter, Elec, Welder, Mechanic) | 120 | 182 | 180 | 204 | 300 | 320 | 397 | 419 | 407 | 518 | 499 | 349 | 341 | 403 | 85% | 4,639 |
| 2 Diploma Engineering (Mech, Civil, Elec, Auto) | - | - | - | - | - | - | - | - | 441 | 663 | 575 | 405 | 364 | 422 | 80% | 2,870 |
| Short Term Skilling | | | | | | | | | | | | | | | | |
| 1 Manufacturing Sector | 119 | 157 | 321 | 282 | 1,440 | 2,768 | 3,124 | 2,944 | 3,103 | 5,384 | 4,836 | 4,025 | 4,924 | 5,033 | 72% | 38,460 |
| 2 Automotive | 24 | 30 | 64 | 70 | 360 | 480 | 702 | 736 | 776 | 1,140 | 1,486 | 1,983 | 2,200 | 11,500 | n/a | 21,551 |
| 3 Industrial Sewing Machine Operator | - | - | 124 | 970 | 1,200 | 2,339 | 3,266 | 3,005 | 3,782 | 4,412 | 4,153 | 5,989 | 6,615 | 6,802 | 95% | 42,657 |
| 4 Hospitality, Retail, IT/ITeS | - | 98 | 666 | 1,338 | 535 | 827 | 772 | 1,433 | 1,598 | 1,406 | 1,358 | 2,855 | 3,738 | 4,426 | 78% | 21,050 |
| 5 BFSI | - | - | - | - | 763 | 1,600 | 1,414 | 788 | 3,438 | 2,872 | - | 2,563 | - | - | 100% | 13,438 |
| 6 Agriculture | - | - | - | - | - | - | - | - | - | - | - | 1,198 | 329 | 36,835 | 100% | 38,362 |
| In Situ Learning | | | | | | | | | | | | | | | | |
| NSQF Schools | - | - | - | - | - | - | - | 815 | 2,229 | 3,460 | 15,570 | 23,445 | 32,287 | 32,301 | n/a | 1,10,107 |
| WISTA | - | - | - | - | - | - | - | - | - | - | 551 | 1,130 | 2,310 | 5,574 | 100% | 9,565 |
| Grand Total | 263 | 587 | 1,508 | 3,037 | 5,077 | 8,873 | 10,179 | 10,499 | 16,034 | 20,189 | 29,028 | 43,942 | 53,108 | 1,03,296 | 80% | 3,02,699 |

* For Eligible students

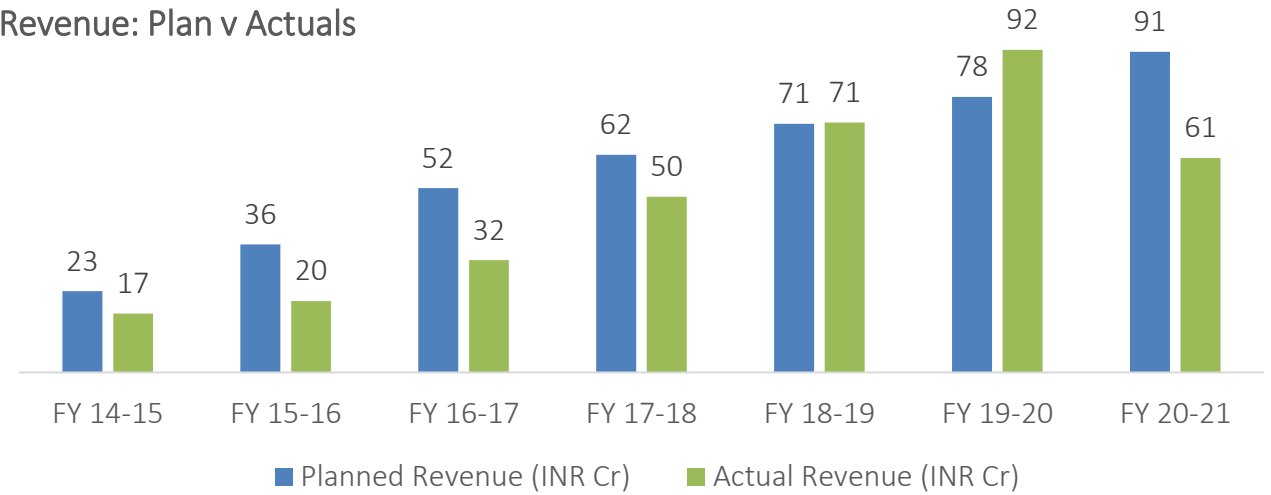
ENROLMENT BY SECTOR



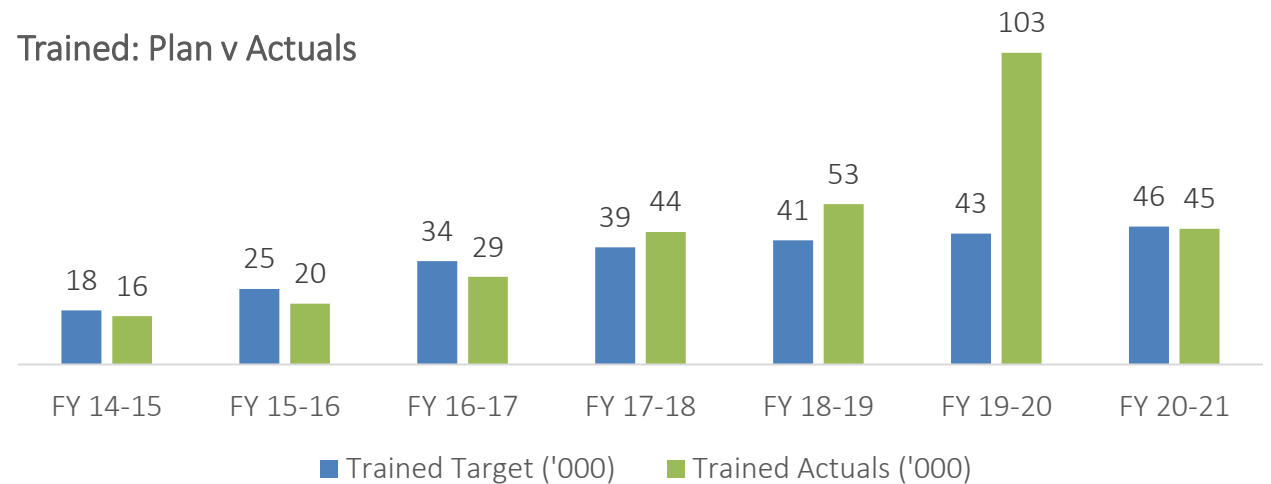
NSDC's highly rated & awarded training partner:

Meeting commitments Year on Year with 100% repayment track record

Revenue: Plan v Actuals



Trained: Plan v Actuals



Key awards & recognition

- Third partner of **National Skill Development Corporation** with following awards:

1. Overall Best Performer NSDC Jun, 2012
2. Best Performing Center 2016
3. Best Training Partner NSDC Apr, 2018
4. Best Placement NSDC Apr, 2018
5. Transforming Rural India, NSDC, 2018

- **FICCI Global Skills Summit:**

- Awarded **Best Skills Project** in Rural Community by FICCI & UK-India Business council in 2010 , “Honour Roll - Skills Champion: Emerging Warrior” at Global skills summit in FY 11-12, “Skills Champion of India Award” & at FICCI Global Skills Summit in FY 12-13

- Prime Minister’s sub-group of Chief Ministers on skill development hosted by NITI AYOJ prominently described Gram Tarang CUTM and its model of **integrating skill with higher education**, ensuring appropriateness and relevance of education.

- Only University invited by the **Prime Minister** to address the Nation on World Youth Skills Day – 15th July 2015. National Skill Mission commissioned & launched by the Prime Minister.

- Two ITIs operated and managed by Gram Tarang has been ranked among the **Top Ten in the MSDE ITIs Ranking 2018**



- **UN General Assembly:** Cited as a best practice in UN report on right to education
- **NITI AYOOG (2016):** Centurion University – Gram Tarang as the best practice, the only example from Odisha, in the Report “State Forward – Best Practices From Our States”
- **Parliamentary committee on skill development:** Recognition of Skill integrated higher education by the delegation of 25 Members of Parliament (MP) headed by the Hon’ble Minister (2nd visit) for Skill Development & Entrepreneurship and Parliamentary Affairs, Shri Rajiv Pratap Rudy (28th January 2016)

Prime Minister’s sub-group of Chief Ministers on skill development hosted by NITI AYOOG prominently described CUTM and its model of **integrating skill with higher education**, ensuring appropriateness and relevance of education.

Special mention by **World Bank, UNESCO, McKinsey & Economist** in various reports

Centurion University’s model of livelihood focus in higher education documented as a best practice and case study by E&Y

United Nations

A/67/310



General Assembly

Distr.: General
15 August 2012

Original: English

Sixty-seventh session

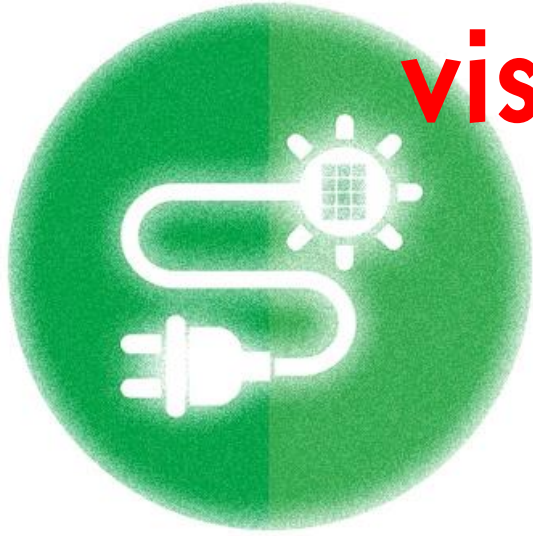
Item 70 (b) of the provisional agenda*

Promotion and protection of human rights: human rights questions, including alternative approaches for improving the effective enjoyment of human rights and fundamental freedoms

The right to education

Note by the Secretary-General

The Secretary-General has the honour to transmit to the General Assembly, in accordance with Human Rights Council resolution 8/4, the report of the Special Rapporteur on the right to education, Kishore Singh.



vision 2025

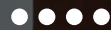
200,000 to be skilled annually

TO BE ACHIEVED THROUGH:

- 1 Institutional approach to skill development by building world class training facilities in strategic geographies
- 2 Excellence in delivery & pedagogy through experiential based learning, hands on knowledge & practice oriented education
- 3 Innovation in delivery with extensive industry participation in design, delivery, placement & work integrated learning.
- 4 Setting a global benchmark in governance, integrity & social impact with best in class worker practices
- 5 Building a sustainable business model in skill development and integrate skills with higher education & qualifications.
- 6 Social integration with focus on disadvantaged people and persons with disabilities

CENTURION UNIVERSITY

THE WORLD OF HOPES & POSSIBILITIES



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