

Role of Higher Education in Creating Sustainable Livelihoods and Social Enterprise

November 2016

Centurion University, Odisha
- A case study



The better the question. The better the answer.
The better the world works.



Building a better
working world



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Centurion University of Technology & Management





Welcome



It is an oft quoted cliché - the only thing certain is that nothing will remain the same and that change is the only permanent phenomenon. Whilst mankind has made rapid strides to overcome multiple challenges it has faced over time, it has not proven to be enough for large parts of our population. This skewed 'growth' is more evident in our country than in most other places. It is indeed a strange paradox that the world around us is changing faster today and yet it is not changing fast enough to make enough of a difference in the lives of a lot of people. The so called 'bottom of the pyramid' doesn't seem to be lifting up towards the top of the pyramid fast enough.

India is at a crossroads where the supposed demographic dividend could easily become a curse if the education and skilling initiatives that are so required do not come through at scale. Government initiatives at all levels require innovative models for this to happen.

Somehow, in the past in India, education and skilling have been parallel and independent streams. Yet, there are also noteworthy 'experiments' that have shown the way for integrating education, skilling, livelihoods and social enterprise that are sustainable and impactful.

We were delighted to study the model that Centurion University has developed for promoting social enterprise and creating sustainable livelihoods. It is a model that is worth emulating by other educational institutions, not just in India but around the developing world. The guiding principles and values of Centurion's founders and faculty find a lot of resonance with EY's mission of building a better working world.

I invite you to read this report and benefit from understanding a now proven model for generating lifelong careers and entrepreneurship opportunities for the marginalised sections of society.

A handwritten signature in black ink, appearing to read 'Vineet Chhatwal'.

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Background

By 2022 India will be at the cusp of realising its demographic dividend; a significant advantage over other ageing economies like UK, US, Germany and China. This demographic dividend would last for the next 25 years and to reap benefits of having the world's largest young population; India would need to provide industry relevant skills to its youth. A majority of youth attend school in the first five years of working age. A large number who do not attend school either work (in informal/traditional activities) or are searching for jobs.¹ Providing relevant skills to youth will significantly contribute to India's economic progress.

The country today is faced with dual challenge; paucity of a trained workforce and non-employability of large sections of conventionally educated youth who possess little or no job skills. The Ministry for Skill Development and Entrepreneurship (earlier known as Department of Skill Development and Entrepreneurship) was set up in November 2014 to drive the Skill India agenda and create an appropriate ecosystem to facilitate imparting employable skills to workforce. Apart from meeting its own demand, India also has the potential to provide skilled workforce to fill the expected shortfall in the ageing developed world.²

Skill Development Landscape in India - Brief Chronology

- ▶ First industrial policy was notified in 1956, Science and Technology policy in 1958 and National Labour Policy in 1966.
- ▶ First National Policy on Skill Development notified in 2009.
- ▶ National Skill Development Corporation (NSDC) established in 2009 to promote private sector participation via innovative funding models.
- ▶ NSDC established partnerships with over 200 training providers to offer short-term training programmes.
- ▶ NSDC supported and incubated 38 Sector Skills Councils (SSCs) that intended to facilitate the much needed participation and ownership of industry to ensure need-based training programmes. The SSCs were expected to develop Occupational Standards and Qualification Bodies, competency frameworks, conduct Train the Trainer Programmes, carry out skill gap studies, assess and certify trainees on curriculum aligned to National Occupational Standards.
- ▶ National Skill Development Agency (NSDA) was created in June 2013 to work with state governments to rejuvenate and synergise their skilling efforts.



¹ The UNDP paper on Youth Employment Challenges 2013

² National Policy on Skill Development and Entrepreneurship 2015

An ambitious target to skill 500 million persons by the year 2022 was set. 350 million of these are to be skilled through different ministries, departments and bodies and remaining 150 million through PPP.

Skill development programmes have been designed and disseminated for 300 major trades. While these trades belong to many different sectors, Automotive Textiles & Apparel, Retail, IT/ITeS, Leather, Health and Construction sectors dominate skill programmes.

Skill Development and Education

In India skill training is being integrated with formal education system for the first time, both at school and higher education levels. This is done through National Skills Qualifications Framework (NSQF); a competency-based framework that classifies qualifications according to levels of knowledge, skills and aptitude. The levels of NSQF range from 1 to 10 and are further synced to formal education levels based on learning outcomes that the trainee is expected to possess.

The plan is to integrate NSQF skill development courses from class nine onwards in at least 25% of schools in India by December 2018. This integration is not only expected to increase the 'market value' of certified skill personnel but also promote amongst students and parents an interest for skill based education. All NSQF compliant assessment and certification bodies will be competent to provide support to school boards for assessment and certify the skilling module of vocational education and training.

Based on a credit framework, NSQF also provides for migration between formal education and vocational education courses and Bachelor of Vocational Studies degrees in polytechnics and colleges. Like schools, 25% of higher education institutes are expected to have vocational courses mapped to appropriate NSQF levels by December 2018.

NSQF compliance will be mandatory for all educational programmes and institutes after December 2018. The institutes will have to define NSQF compliant eligibility criteria, admission process and mobility in formal education system. In order to promote NSQF as a standard for recruitment, state governments and PSUs will be encouraged to amend their recruitment guidelines in line with NSQF levels.



About Centurion University

Centurion University of Technology and Management (CUTM) established in 2010, is a multi-sector multi-campus private university with a network of educational institutions in Odisha. Located in a tribal and Left Wing Extremism Affected (LWEA) region, CUTM is India's first skill integrated University.

Centurion University has been vertically integrating the education system with inclusive skill development and vocational training for the socio-economically marginalised youth of Odisha, Andhra Pradesh, Jharkhand, Assam & North-East States, Chhattisgarh and Punjab through several social and environmental programmes. Managed by Gram Tarang, a social enterprise, it offers programmes mostly in residential mode. Over a period of time, it has emerged as role model for all institutions aspiring to make a name for themselves in skilling and livelihood in India.



Some facts about the University

With its headquarters at Paralakhemundi in Gajapati district, Centurion University has four additional campuses located in Bhubaneswar, Bolangir, Rayagada, and Chatrapur with a cumulative spread of more than 300 acres. The University offers graduation, post-graduation and doctoral programmes in engineering, management, media & communication and applied sciences through its twelve schools.

What distinguishes Centurion University from others is the skill, vocational training and social entrepreneurship initiatives. The school of vocational education and training known as "Gram Tarang", trains students on a wide range of employable skills and places them in industry sectors and verticals across India.

Centurion University provides quality globally accredited academic and employability training programmes for the marginalised population and promotes an entrepreneurial culture. It also facilitates improved market access to goods and financial services to its target population.

The university has successfully positioned itself as a globally accredited human resource center of excellence catalyzing 'sustainable livelihoods' in the less developed markets across the globe.

The focus and orientation of the University is on:

- ▶ **Learning:** Hands on, experience based and practice oriented
- ▶ **Ideas:** Make a difference through appropriate and relevant innovation and actionable research
- ▶ **Value:** Shaping lives and empowering communities and nano-, mini- and micro-enterprises
- ▶ **Experience:** Quantifiable, sustainable, scalable and replicable

A major focus of the University is on imparting appropriate and relevant education based on **action learning and research**.

Enrolment Numbers (in 2016)

2800	School of Engineering & Technology	6000	School of Vocational Education & Training
300	School of Management	50	School of Architecture & Planning
1000	Swaminathan School of Agriculture	650	School of Applied Sciences, Allied Health & Pharmacy



Innovative Education and Environment

Skill Integration through Blended Learning

Centurion has aligned its curricula with National Skills Qualifications Framework (NSQF) through twenty action learning labs and industry-integrated curricula.

Education is delivered on course-specific learning tablet named 'Centurion Learning Tab' developed by the university faculty. The tab contains courseware relevant to each course being taught in an easy, accessible format and contents have been custom-packaged for Centurion students. Over sixty percent of the curriculum is delivered through practice.

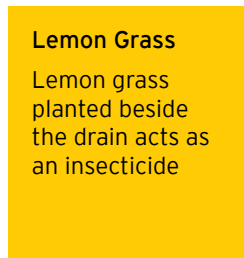
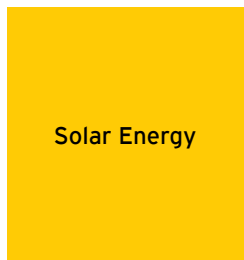
Smart Campuses

Centurion University has over sixty e-classrooms on campus with e-courseware content.

The University has state-of-the-art labs with corporate sponsorships in fields like Embedded Systems, Automotive Design, VLSI, Data Analytics and Advanced Satellite Survey. The students have access to domain software tools like Cadence, Lab View, Catia, HFSS software, Matlab, ProE, STAAD Pro, Delmia, Autocad, Ansys and Tableau.

Green Campuses

The University has more than 6,000 trees in its 300 acres across different campuses. Further, in addition to providing research, technology and information on sustainable, profitable and ethical development of the agricultural industry, the School of Agriculture has taken innovative steps towards creating cleaner and greener campus and has launched a mega project of organic and responsible farming with financial support (soft loan) from NSDC for small, marginal and tribal farmers. This also helps to create an environment and sustainability consciousness among students.



Community Outreach

The University network spans more than twenty eight thousand villages from Manipur to Manipal. Its Gram Tarang wing gives students tremendous outreach and access to land. It gives the University a unique capability to think land to lab and not just lab to land.

Adopted Village - Badigaon (in Partnership with Odisha Society of America & Students of University of California, Santa Cruz)

Background: Badigaon village is located in Sunabeda block of remote Koraput district of Odisha, India. Agriculture is the primary means of livelihood of people in addition to daily wage employment at the local cashew factory.



Primary School



Construction of Pakka Roads



Sewing machines installed for training women

Challenges: Drinking water scarcity, child labour, discrimination faced by women from banks and low wages were some of challenges faced by the community in the village.

University Initiatives and Impact: The University facilitated establishment of night school with fully functional learning classes, run by local teachers in the local language, which children attend after their regular day job. Dry toilets (due to water scarcity) have been provided in the village to improve sanitation and discourage open defecation. A sewing school was established in the village with six sewing machines for skill training. These initiatives positively impacted the quality of life, employability and education scenario in the village.



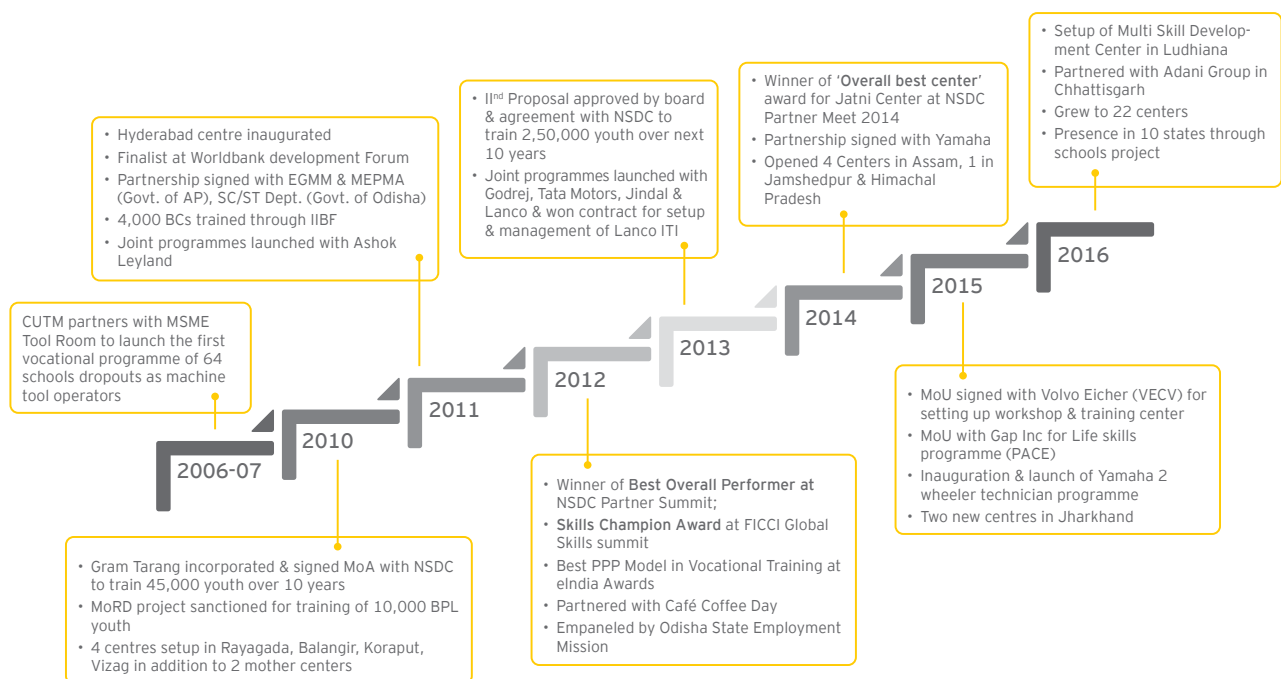
Innovative Social Ventures

Gram Tarang Employability Training Services (GTETS)



Gram Tarang is a for-profit social entrepreneurship venture created by founders of Centurion University, in partnership with National Skill Development Corporation (NSDC) to impart skills training and provide employment opportunities to young people from disadvantaged areas of East & North East India, and provide workforce solutions to industries. Launched with a total investment of US\$ 3.4 million, fifty percent of the investment was supported by NSDC and the remaining funds were raised by promoters.

Gram Tarang's trajectory since its inception in 2005



Gram Tarang operates on a hub and spoke model with Centurion University's well-established college campuses serving as mother centres. It has a large field network of 60 plus mother and satellite centres in Odisha, Andhra Pradesh, Telangana, Himachal Pradesh and Jharkhand.

Its portfolio covers skills training for a number of job roles in a wide range of industry verticals.

Automotive: Service Technicians

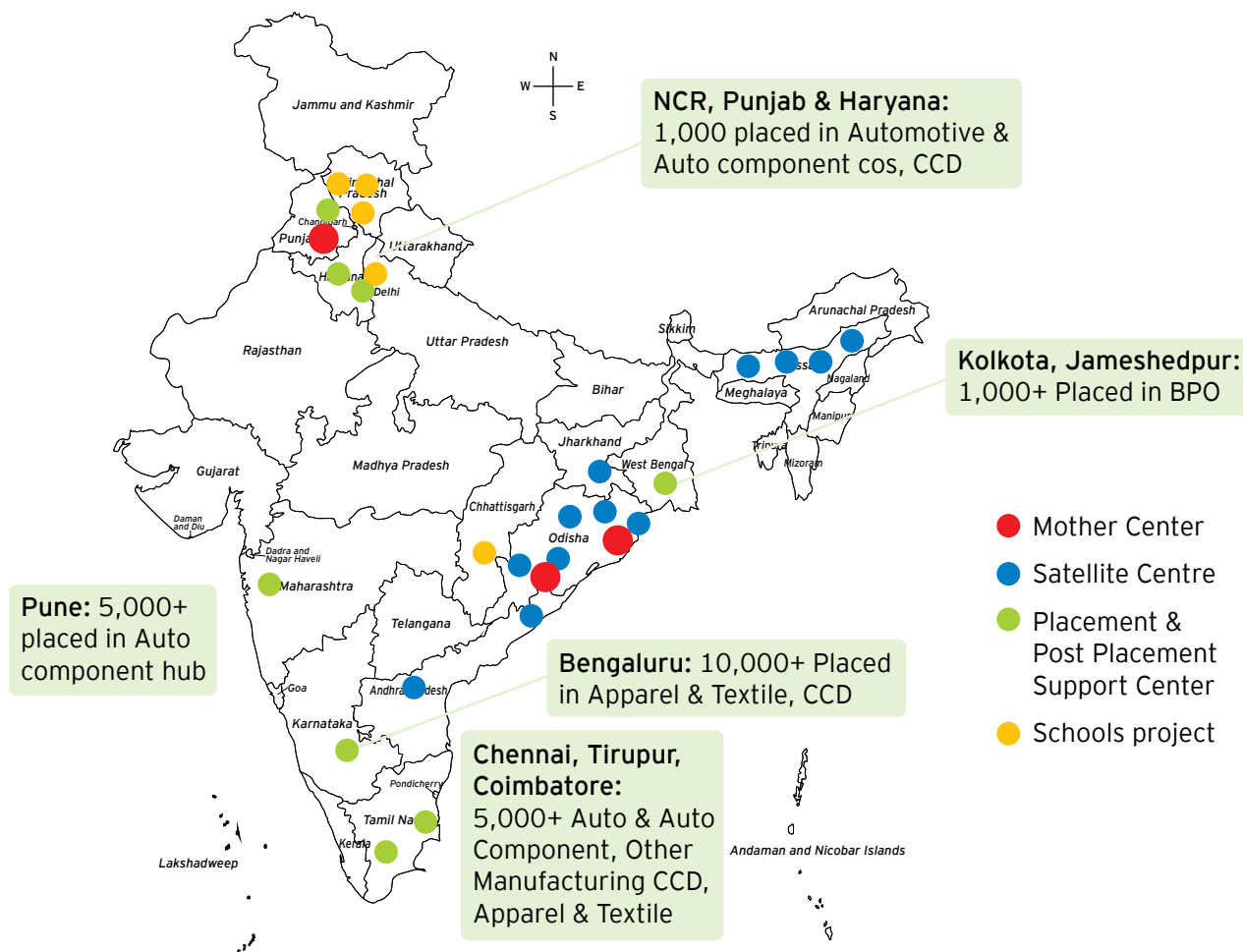
Manufacturing: Machinists, Fitters, Welders, Electricians, CNC Operators

Retail & Hospitality: Entry Level Staff

IT & ITes: Data Entry, Domestic BPO

Apparel: Sewing Machine Operators, Textile Mill Operators

Gram Tarang runs joint skill development programmes with Ashok Leyland, Yamaha, Café Coffee Day, Godrej & Boyce and Four Fountain Spa. It caters to over 50 recruiting companies like Honda, Tata ASAL, Graziano, Samsung, Shahi Exports, Aegis, Tech Mahindra, etc.



Government Aided Programmes (2-3 Months)	Industry Sponsored Programmes (3-4 Months)	NCVT ITI & Diploma Engg. (2-3 Years)
<ul style="list-style-type: none"> ▶ Funding for disadvantaged youth through various schemes ▶ Credibility and reach in rural areas ▶ Various government offices support mobilisation ▶ DDU-JKY, SC/ST Development, NVEQF Scheme, SJSRY 	<p>Industry provides:</p> <ul style="list-style-type: none"> ▶ Equipment & hand tools support ▶ Industry standard curriculum ▶ Training of trainers ▶ OJT & employment opportunity 	<ul style="list-style-type: none"> ▶ Provides training infrastructure ▶ Develops courses ▶ Develops human resources ▶ Recruits & trains the trainers ▶ Provides certification and placement ▶ Self-paid course

Joint Skill Development Program

Automotive Sector	Ashok Leyland	Hyundai	Volvo Eicher	Yamaha
Manufacturing Sector	Eicher	Godrej Appliances	Godrej Interio	Schneider Electric
Apparel & Textiles	Arvind	Kannapiran	GAP PACE	Raymond
Services	Aegis	Café Coffee Day	Four Fountains	Uber



Café Coffee Day Lab



Yamaha -2 Wheeler Workshop



Hyundai Automobile Workshop



Schneider Lab



Sewing Lab



Mini Tool Room & Training Centre



Fitting Workshop



Godrej Forklift Operator

Institutional Support & CSR

ACME	Adani Enterprises Ltd	Allahabad Bank	Ashok Leyland	Australian Government	Australian High Commission Direct Aid Program (DAP)	Australian Sports Outreach Program - Australian Sports Commission	Axis Bank	B & K Securities
Bank of India	BEML	Café Coffee Day	Canara Bank	Commonwealth of Learning	Dhruba Singhal	GAP Foundation USA	Godrej & Boyce	HPCL
Hyundai	ILO	ITC	Jindal	Kannapuram Mills	Lutheran World Services IndiaTrust	MindTree	NALCO (PSU)	Navayuga
NSDC (PSU)	Odisha Society of America	OHPC	OMC	ONGC	SAIL (PSU)	Schneider	SIDBI	Sun Oven International Inc
SURENDRA MOHAN HAJELA AMALEN	UKIERI	Union Bank of India	UTI Foundation	Utkal Alumina	Vedanta	Volvo Eicher	WAPCOS (PSU)	Yamaha

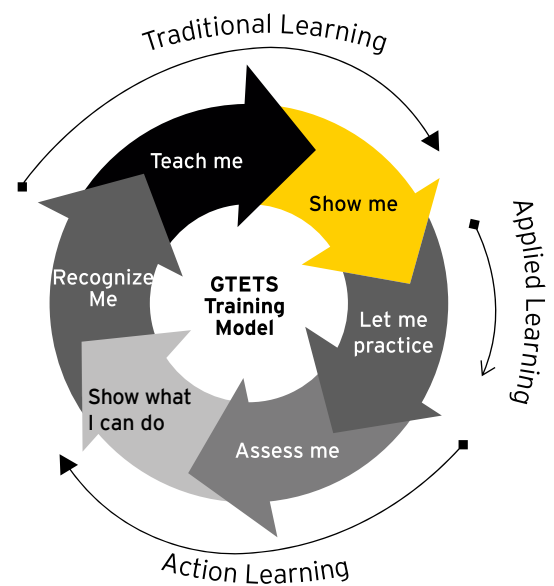
Performance of GTETS

- ▶ CAGR of 72% over the past 5 years
- ▶ 85,000 youth trained since 2006
- ▶ 20,189 trained in FY 2015-16
- ▶ Placement Record: Averaging 85%
- ▶ More than 50 recruiters have benefited from hiring skilled resources through GTETS. These include Aegis, Graziano, Honda, Samsung, Shahi Exports, Tata ASAL and Tech Mahindra

Pedagogy

The simple but extremely effective pedagogy used by GTETS is a combination of traditional classroom and hands on practice. This ensures that learners move in a logical sequence through the following steps in a cyclic manner to reach the next level of skill:

- Understanding the theory
- Watching a practical demonstration of the skill
- Practising it themselves
- Being assessed on the skill
- Getting certified on that skill



Gram Tarang Inclusive Development Services (GTIDS)

GTIDS, a private company registered in April 2011, was set up with an objective to execute rural development initiatives and meet the challenges of rural India known to have low access to market-led and affordable financial solutions.

The company focuses on filling gaps of formal financial services in rural areas through branchless banking. This is a significant service considering that mainstream banks are reluctant to penetrate into villages and remote areas because of geographical inaccessibility, low population density, low education & literacy, lack of education and literacy, lack of credit history and high servicing cost of credit history and high client acquisition & service cost.

GTIDS currently works in over 25,000 villages across fifteen states of India (Andhra Pradesh, Assam, Bihar, Gujarat, Jharkhand, Karnataka, Manipur, Meghalaya, Odisha, Sikkim, Telangana, Tripura, Uttar Pradesh, Uttarakhand and West Bengal). It works as a business correspondent for Technology Service Provider (TSP), Atyat and TCS on behalf of twelve banks; Andhra Pragathi Grameena Bank, Allahabad Bank, Bihar Gramin Bank, Central Bank of India, Karnataka Vikas Grameena Bank, Nainital Bank, Punjab National Bank, Paschim Banga Gramin Bank, UCO Bank, United Bank of India, IDBI Bank and Shivalik Bank. With the success of this initiative, it is expected to extend the financial services to more villages.

Gram Tarang Foods

Gram Tarang Foods Private Limited is a social enterprise conceived from an Action Research Project of Centurion University. It is engaged in the production of CO₂ extracts namely select oils, oleoresins and total extracts from raw, organic spices and herbs. It also has a seed processing plant that caters to rice seeds processing for Odisha Seed Corporation. Gram Tarang Foods also caters to end user industry via a product range that boasts of foods & flavours, nutraceuticals, perfumery & wellness and colours.

Gram Tarang Foods employs environment friendly Supercritical Fluid CO₂ Extraction (SCFE) technology, which provides un-degraded extracts with freshness and high concentration of desired active components. The SCFE provides for 'Green' and 'Recyclable' extraction with no residual solvent. The end product of this technology is free of biological (microbial) contaminants and has a longer shelf life.



Extracts

Resin and oleo resin samples extracted from various herbs and root plants



Processing Plant

Supercritical CO₂ processing plant

GTF is working towards forming a Farmers Producers Organization (FPO) for sourcing turmeric and allied agricultural produce. It aims to develop local skills and produce market linked products through FPO.

Partnerships

GTF has partnered with Bapuji Rural Enlightenment and Development Society (BREDS) which was founded in 1983 by a group of residents of Dimili village (Kotturu Mandal, Srikakulam District) and some social activists. GTF works with BREDS to help it achieve its goal of sustainable development for the community. Currently it works with 20,500 households in 445 villages. It has also partnered with Natural Remedies, Bangalore, leading herbal research company in India with 25 years of experience in herbal supplements, standardised herbal extracts and herbal veterinary products.

BREDS Focus Areas



Natural Resource Management



Sustainable Livelihoods and Food Security



Women's Empowerment



Institution Building and Community Based Organisations (CBOs)



Environmental Protection & Climate Change Adaptation



Youth Empowerment & Sustainable Enterprises



Community Health and Education



People's Self Governance



Financial Inclusion

Urban Micro Business Centre (UMBC)

The Urban Micro Business Centre is an innovative model of enterprise and entrepreneurship for the urban poor created as 'livelihood incubator' by Centurion University. It is an initiative for poverty alleviation by providing livelihood opportunities to urban poor. Started in 2013, it was formed under Public-Private Partnership (PPP) model in partnership with Department of Housing and Urban Development (H&UD), Government of Odisha, Bhubaneswar Municipal Corporation (BMC) and Centurion University of Technology and Management (CUTM). With a clear focus on women and youth, UMBC has an inclusive approach to social entrepreneurship based solutions, urban poverty alleviation and development by providing access to an environment that facilitates training on skill-sets required to develop livelihoods.



Child Care Centre



Sewing and Stitching



Off School Support



Beauty and Wellness



Digital learning



Entrepreneurship



Snacks and Spices



Retailing



Meals on Wheels



Driving



Printing and Merchandising



Bakery

UMBC aims to provide a holistic solution to the urban marginalised. It operates for long hours and especially after evening to ensure participation of people employed elsewhere. The crèche, after-school education programme and out-of-school education programme allows women to participate knowing their children are learning and looked after. Technical training in any of the trades offered is complemented with core business skills training, financial assistance and links to market partnerships.

The UMBC's own social enterprise product line provides employment to those not yet ready to branch out on their own. It sources its raw, organic and fair trade produce (such as coffee, turmeric and ginger) directly from remote tribal areas, processes and packages these for distribution through its numerous corporate partners.

The platform under which the Micro Business Centre (MBC) project is being implemented is the Urban Micro Enterprise and Entrepreneurship Development (UMEED) Centre set up by Centurion University to further the goals of facilitating entrepreneurship and small-scale enterprise.

Rather than establishing the project within CUTM campus, the MBC, a learning laboratory, located near one of the largest slums in Bhubaneswar - Kargil Basti and neighbouring slums with approximately 1200 households. In order to turn them into independent small-business owners; MBC provides business information, skills training, marketing linkages, sales strategies, and various other handholding services meant to ensure viable and productive self-employment. MBC helps entrepreneurs to set up new businesses from amongst a wide set of business options and to operate profitably over the long term.

In just three years of operation, the UMBC has become recognised as a centre of excellence, and hosts academics from across the globe to study and understand the complex dynamics of social economy, and how business, social enterprise, government, philanthropy and community organisations can work together. This international attention is not surprising when you look at the impact UMBC has had on the Kargil Basti community.



The Impact

What Centurion University has achieved in terms of impact on the community through its various initiatives for socio-economic change is even more laudable considering it is a mainstream multi-sector, private university. It has applied extreme innovation to bring employable skills to youth in rural communities around its campuses by embedding it into its curriculum. It has done so to introduce the value of skill into the very way of life on campus and supports innovation that helps to increase the sphere of impact. In doing so, the bar for innovation in skills and livelihood is set very high for other universities to emulate.

This effort to benefit the underprivileged communities with a resolve to be socially inclusive has not only made a huge difference in lives of thousands of people but has also won them much recognition at the national and international level.

- ▶ Youngest State University to be accredited as Grade “A” University by NAAC
- ▶ Recognised in Australia as Section One University (among top 30 Universities of India) thus having Degree Equivalence
- ▶ Cited in UN General Assembly by name, which is a rarity as a model
- ▶ Sub Group of Chief Ministers’ Report of Skill Development Cites Centurion Model of Education as “*Numero Uno* in any parameter”
- ▶ The World Bank Report on Governance in Higher Education prominently describes Centurion University Model as replicable in HEIs
- ▶ Centurion University - Gram Tarang is the only best practice example in the NITI Ayog Report on “**Best Practices of our States**” released recently by Hon’ble PM
- ▶ UNESCO has also published the model as a case study for Skill Integrated Higher Education in Practice
- ▶ FICCI Global Skills Summit: Awarded Best Skills Project in Rural Community by FICCI and 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
- ▶ Gram Tarang Inclusive Development Services received the 12th Manthan Award in the Financial Inclusion category
- ▶ India Education Award 2015 for “Outstanding Employer Engagement Initiative”
- ▶ Centurion School of Rural Enterprise Management was nominated for the Europe Business Assembly Prestigious International award ‘Best Enterprise and Best Manager of the year’ - 2015
- ▶ Awards from the National Skill Development Corporation: Bhubaneswar Center awarded “Best Performing Center” by NSDC for FY 13-14; adjudged ‘Overall Best Performer’ in skill development by NSDC during FY 11-12

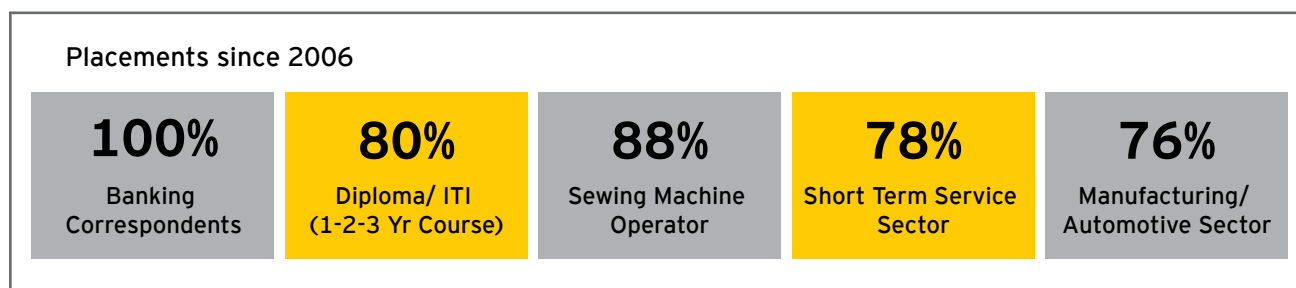
Gram Tarang Employability Training Services

Gram Tarang has an outstanding track record of training 85,000 youth, ranging from school dropouts to engineering graduates, since 2006 with a placement average of 86% and has achieved Compounded Annual Growth Rate (CAGR) of 72% over the past five years.

Student enrolment in GTETS registered an exponential growth of 192% in FY 14-15 from FY 10-11. Banking correspondents grew by a staggering 351%.

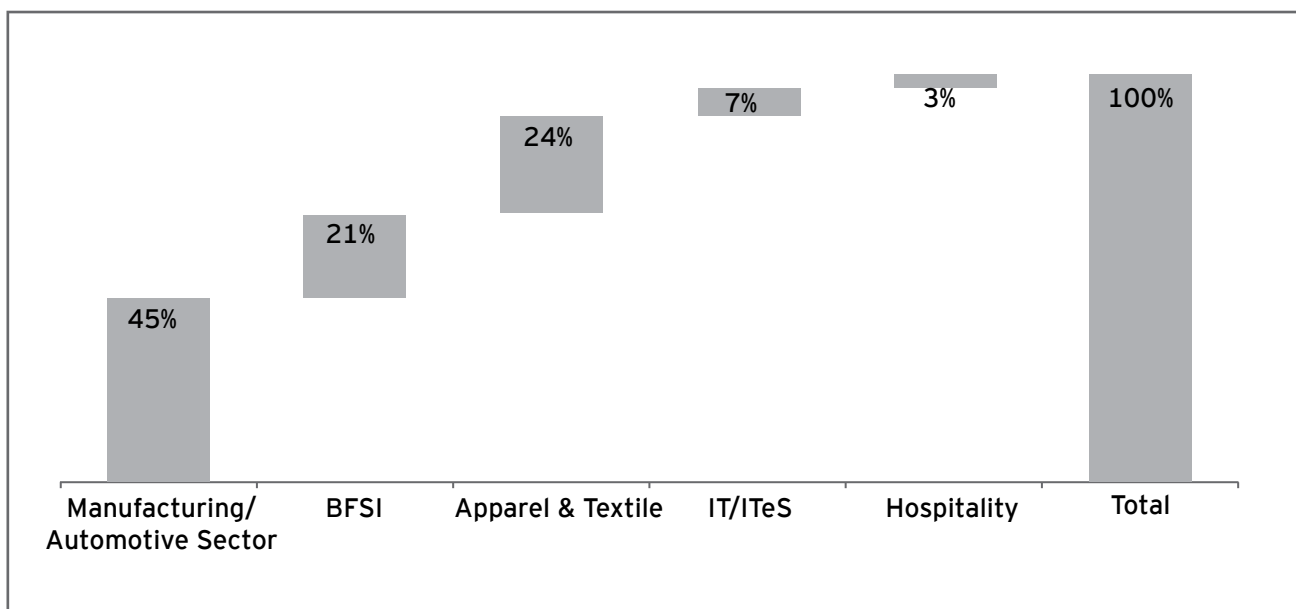
Sector	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17*	Placement Offers %	Life to Date Enrolments
1 Long Term manufacturing (ITI/ Diploma)	120	302	333	377	779	859	901	778	1,108	1,515	1,346	85%	8,418
2 Short Term: Manufacturing/ Automotive Sector	143	187	385	352	1,800	3,248	3,826	3,680	3,879	6,524	2,431	72%	26,455
3 Industrial Sewing Machine Operator	-	-	124	970	1,200	2,339	3,266	3,005	3,782	4,412	1,227	95%	20,325
4 Hospitality, Retail, IT/ITeS	-	98	666	1,338	535	827	772	1,433	1,598	1,406	612	78%	9,285
5 BFSI (Banking Correspondents)	-	-	-	-	763	1,600	1,414	788	3,438	2,872		100%	10,875
6 Flexi MoU/ Apprenticeship	-	-	-	-	-	-	-	-	-	-	126	100%	126
7 NSQF Schools (Automotive, Tourism & Hospitality, Electronics, BFSI, Sports)								815	2,229	3,460	4,850		11354
Grand Total	263	587	1,508	3,037	5,077	8,873	10,179	10,499	16,034	20,189	10,592	85%	86,838

Skill wise Enrolments and Placements



Sector-wise Placements

Gram Tarang skilled and placed the bulk of the students in its five chosen focus sectors namely BFSI, IT/ITeS, Hospitality, Apparel & Textile and Manufacturing/Automotive.



Gram Tarang Inclusive Development Services (GTIDS)

GTIDS has opened more than 1.4 crore no-frill accounts, including 51 lakh accounts under PMJDY through 7000 BC Agents, 250 staff and disbursed over Rs. 1000 crore MNREGS and Social Security Pensions to the agri-labourers, widows, physically challenged and the old.

GTIDS mobilised Fixed Deposits to the tune of Rs. 200 crore, savings of Rs. 700 crore and collected over Rs. 200 crore NPAs on behalf of Nationalised Banks. GTIDS disbursed more than Rs. 110 crore of microfinance loans to over 80,000 beneficiaries under the Mudra Scheme and has a mandate to disburse over Rs. 300 crore in FY 2017.

Gram Tarang Foods (GTF)

GTF provides multi-faceted and far reaching benefits to rural economy through innovative and environment friendly efforts. It brings about backward integration and cost efficiency that realises direct immediate benefit to tribal



and other small/ marginal farmers through fair trade and linking local to global prices. The project impact and innovativeness includes:

Crop Innovation - GTF facilitates introduction of new high-value crops like patchouli.

Local Economy - GTF helped create world-class products and transformed local economy in the backward district of Gajapati.

Benefit to Farmers - GTF connects 5000 regional tribal farmers with international market of nutraceuticals, food Ingredients, perfumery and wellness.

Value to the Community - GTF helps co-create value within local community. It provides community engagement and development through social, economic and technology impact linked activities.

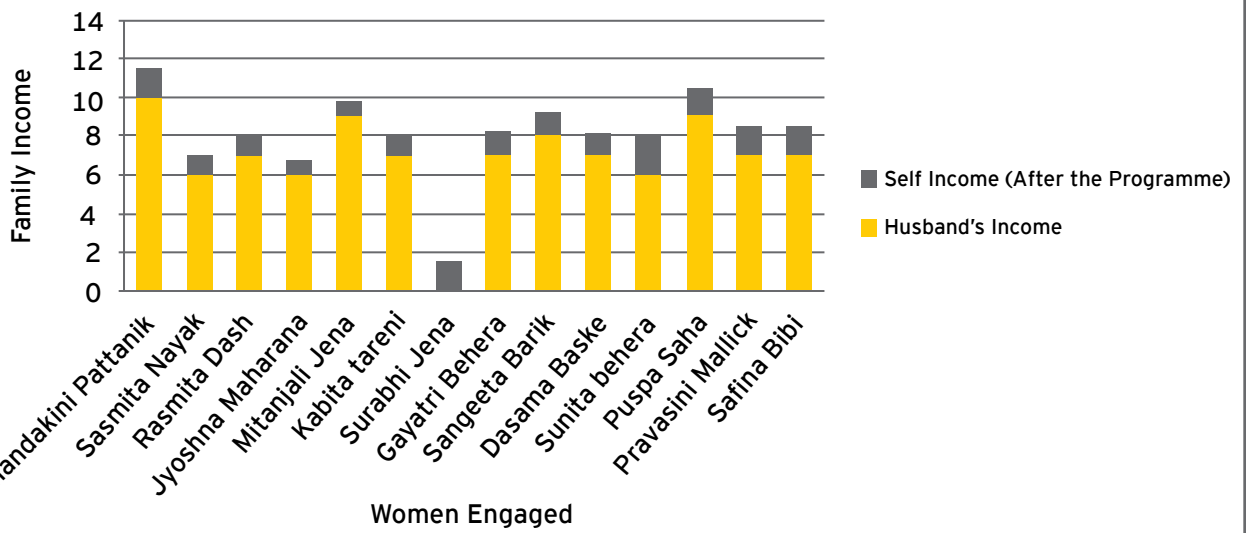
Training and Research - GTF facilitates training students and faculties in latest technologies in food processing and agri produce. It promotes high technology R&D in agriculture and food processing.

Urban Micro Business Centre (UMBC)

Initiatives for livelihood opportunities UMBC project have positively impacted the family income of the incumbent urban poor.

Despite challenges faced by UMBC and community members like mobilisation, access to micro financing, funds, manpower for market research, low market visibility, and limited market reach, the pilot project at urban slums demonstrates significant short-term impact and potential for long-term benefits.

Impact on Income of some families



Direct Impact	Indirect Impact
<ul style="list-style-type: none"> ▶ 200 Nano - Mini Enterprises created ▶ 20 bank loans provided ▶ 500 bank accounts opened ▶ 950 people trained in 11 areas ▶ More than 25 community members employed ▶ 30 youth utilise the digital learning centre daily ▶ 20 children are cared for in the crèche daily ▶ 35 children receive off-school learning support daily 	<ul style="list-style-type: none"> ▶ 50% reduction in community crime incidents ▶ Increase of at least Rs. 5000 in monthly earnings for almost 250 families ▶ Increase in school retention; drop-out rate has decreased from 30% to 10% ▶ Reduction in reports of domestic violence, alcohol abuse and gambling ▶ Better hygiene and sanitation practices - 70% households have toilets, hygienic and safe disposal of solid waste in garbage bins, substantial reduction in occurrence of preventable illnesses ▶ Increased participation in community leadership ▶ Increased participation of young girls and women in community-driven activities ▶ More than 250 women gain independent income through employment and entrepreneurship ▶ Living and dwelling conditions have improved

The Ripple Effect

- ▶ Mantu Behera (28), originally from Gajapati District is UMBC's first nano-entrepreneur.
- ▶ In 2013 Mantu set up a small fabrication workshop. The UMBC provided him support by way of loan, business mentoring, space and connection to their power supply.
- ▶ Mantu's business has grown over last three years and he is now completely self-sufficient.
- ▶ Mantu comfortably supports his wife and 2-year-old daughter and employs five other people from the community.

Intergenerational Impact

- ▶ In early 2016, UMBC was looking for cooks to join their meal-on-wheels training programme. Sonali applied, was given a trial and now manages the UMBC kitchen. Sonali's mother, Lolita, works as the UMBC housekeeper. Sonali's youngest son, Pradham is at the creche while his parents work. Their 11-year-old, Badala Kumar attends the after-school education programme and recently entered the art section of UMBC Community Talent Quest.
- ▶ Using UMBC loans Sonali has purchased a paint-mixing machine and a spray paint machine which she rents to her husband. With this equipment he is now able to earn a sufficient living and Sonali is quickly paying back loans. With the management skills and networks that Sonali has gained through UMBC she plans to start her own business offering a home-made food delivery service. Renting space at UMBC's kitchen, Sonali's product will be healthier and more hygienic than others in the market. Sonali intends to employ her mother and other women in the community when her business grows.

Impact in the Pilot Phase - Short Term

- ▶ 235 slum dwellers registered with MBC, and provided with ongoing support (business, financial information, career and educational information)
- ▶ 350 slum dwellers supported to open bank accounts; most for first time; ongoing financial/banking informational sessions provided
- ▶ 50 women (mostly first-time income earners) provided training in professional tailoring, and operation of specialised stitching machines; women provided work opportunities at in-house uniforms production enterprise or supported with on-going training to set up home-based tailoring side businesses
- ▶ 20 women given exposure visits to spice production facilities; women provided intensive training on equipment use, and employed within in-house project
- ▶ 15 women (first time income earners) provided MBC-based work linkage with local business for packaging activity
- ▶ 55 youth participated in digital training programmes, or sales and retail-based job-linked programmes with a digital learning component (partners: BOSCH-India, Intel)
- ▶ 45 children below age 12 participated in 2-4 month digital learning programme
- ▶ 30 children below age 12 currently enrolled in after school programme
- ▶ 5 women (sole breadwinners) involved in MBC food production activities, with each taking a comprehensive role in production, packaging, sales, and joint decision making with MBC staff
- ▶ 12 women micro-entrepreneurs participating in the pilot Entrepreneurship Development Programme; supported to expand sales inventory, find viable supply chain linkages locally & in other cities, understand and implement business best practices

Long Term Impact Potential

- ▶ **Entrepreneurship Development Programme (EDP)** - Sustained handholding of entrepreneurs leading to more sustained viability of enterprises
- ▶ **Skill Training** - Creation of a local youth force that is empowered to identify and seek local job opportunities; sustained linkage of local economy with urban poor manufacturers and entrepreneurs
- ▶ **Economic Support Services** - Beneficial supplementary community development activities will help build trust and long term relations creating more responsiveness and resulting in their buy-in
- ▶ **Market Research, Network Database and Partnerships** - Scaling and replication facilitated by networks and knowledge generated under this programme area

Impact on the Students of Centurion

There is significant change witnessed in communities that Centurion works with. What is of value and can be undeniably attributed to Centurion is the meaningful and sustainable livelihoods and financial inclusion that Centurion initiatives assure to partner communities. The transformation is also seen in students who pass through the portals of the University. The values imbued in students are life transforming as they graduate as more conscious and conscientious human beings both socially and environmentally.

Recognition

Centurion University's model of rich innovation in skill development and its efforts in promoting social enterprise have received widespread recognition from across a variety of quarters. Here's a list of some noteworthy mentions:

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This report was released by the Hon'ble Prime Minister and is the only "Best Practice" reference from Odisha. http://niti.gov.in/writereaddata/files/document_publication/SF%20Booklet.pdf (page 129-131)
2. British Council India Report on Social Enterprise - Focus on East India, August 2016
https://www.britishcouncil.in/sites/default/files/east_india_-_social_enterprise_in_a_global_context_-_final_report.pdf (page 14)
3. British Council Publication on Social Enterprise in a Global Context - The role of Higher Education Institutions, May 2016 (page 10-11) - The only University from India
https://www.britishcouncil.org/sites/default/files/british_council_social_enterprise_brochure_draft_11_interactive_version_25_05_15.pdf
4. The Urban Micro Business Initiative is listed on the website of the National Skill Development Agency, MOSDE, Govt. of India, under their section on Skill Innovations, April 2016. MBC is one of the 5 initiatives to be presented at the National level, as a model that State Governments were encouraged to replicate in their own states. <http://www.nsd.gov.in/ContentPage/contentindexpage.html?name=skillll>
5. NITI Aayog (former Planning Commission) Report on Skill Development - 2015, Oct 2015
Report of the Sub-Group of Chief Ministers on Skill Development http://niti.gov.in/writereaddata/files/document_publication/Final%20report%20of%20Sub-Group%20Report%20on%20Skill%20Development_0.pdf (page 94, 108-113)
6. World Bank Group: Governance for Quality in Higher Education in Odisha, India, August 2015
<https://openknowledge.worldbank.org/handle/10986/22943> (page 11 and 31)
7. UNESCO - Prospects, Springer Publications: Vertically Integrated skill development and vocational training for socio-economically marginalized youth: The experience at Gram Tarang and Centurion University, India, 23 May 2014 <http://www.springerlink.com/openurl.asp?genre=article&id=doi:10.1007/s11125-014-9308-z>
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9. The Economist Report - Skills Development in South Asia: Trends in Afghanistan, Bangladesh, India, Nepal, Pakistan, and Sri Lanka, 01 Sept 2013 (page 22)
10. Knowledge@Wharton, University of Pennsylvania: Startups Spot Opportunity in Training India's Informal Workforce, 27 June 2013 <http://knowledge.wharton.upenn.edu/article/startups-spot-opportunity-in-training-indias-informal-workforce/>
11. The New York Times - US Edition: Filling India's Huge Need For Vocational Training, 02 June 2013
http://www.nytimes.com/2013/06/03/world/asia/filling-indias-huge-need-for-vocational-training.html?pagewanted=all&_r=0
12. 67th UN General Assembly Report: Right to Education, 15 August, 2012 http://www.un.org/ga/search/view_doc.asp?symbol=A/67/310 (page 21)

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