



## The Annual Quality Assurance Report (AQAR) of the IQAC

Year: 2017-18

### Part – A

#### 1. Details of the Institution

1.1 Name of the Institution

Centurion University of Technology & Management  
(CUTM)

1.2 Address Line 1

At - Village Alluri Nagar, P.O. - R Sitapur, Via- Uppalada

Address Line 2

Paralakhemundi

City/Town

Paralakhemundi, District Gajapati

State

Odisha

Pin Code

761211

Institution e-mail address

registrar@cutm.ac.in

Contact Nos.

06815-222150

Name of Head of the Institution:

Prof. D. Nageswara Rao (2010-July 2016)  
Prof. Haribandhu Panda (Continuing since 01.08.2016)

Tel. No. with STD Code:

06815-222020

Mobile:

+91 93373 88801

Name of the IQAC Co-ordinator: Paralakhemundi Campus: Dr. M. Abid Hussain  
Bhubaneswar Campus: Prof. Subrata Sarangi

Mobile: Dr. Abid Hussain: 76088 79665  
Dr. Subrata Sarangi: 77357 82033

IQAC e-mail address: abidhussain@cutm.ac.in  
subrata.sarangi@cutm.ac.in

1.3 NAAC Track ID(For ex. MHC0GN 1887) ORUNGN 11310

1.4 NAAC Executive Committee No. & Date: F.19.26/EC (SC-10)/DO/2015/17.1

1.5 Website address: [www.cutm.ac.in](http://www.cutm.ac.in)

Web-link of the AQAR: [http://cutm.ac.in/index.php?option=com\\_content&view=article&id=746&Itemid=1164](http://cutm.ac.in/index.php?option=com_content&view=article&id=746&Itemid=1164)

#### 1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 <sup>st</sup> Cycle	A	3.10	2015	5 years up to 15-11-2020
2	2 <sup>nd</sup> Cycle	-	-	-	-
3	3 <sup>rd</sup> Cycle	-	-	-	-
4	4 <sup>th</sup> Cycle	-	-	-	-

1.7 Date of Establishment of IQAC: 01.07.2012

1.8 AQAR for the year: 2017-18

1.9 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC

- i. AQAR 2014- 2015 submitted to NAAC, Bengaluru on – Not Applicable
- ii. AQAR 2015- 2016 submitted to NAAC, Bengaluru on – 13.04.2017
- iii. AQAR 2016- 2017 submitted to NAAC, Website on – 11.04.2018

### 1.10 Institutional Status

University	State	Central	Deemed	<input checked="" type="checkbox"/> Private
Affiliated College	Yes	No		
Constituent College	Yes	No		
Autonomous college of UGC	Yes	No		
Regulatory Agency approved Institution (e.g. AICTE, BCI, MCI, PCI, NCI)	<input checked="" type="checkbox"/> Yes	No		
Type of Institution	<input checked="" type="checkbox"/> Co-education	Men		Women
	Urban	<input checked="" type="checkbox"/> Rural		<input checked="" type="checkbox"/> Tribal
Financial Status	Grant-in-aid	<input checked="" type="checkbox"/> UGC 2(f)		<input checked="" type="checkbox"/> UGC 12B
	Grant-in-aid + Self Financing		<input checked="" type="checkbox"/> Totally Self-financing	

### 1.11 Type of Faculty/Programme

Arts	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Commerce	Law	PEI (PhysEdu)
	TEI (Edu)	<input checked="" type="checkbox"/> Engineering	<input checked="" type="checkbox"/> Health Science	<input checked="" type="checkbox"/> Management

Others (Specify)

Diploma in Engineering; B.Sc. and M.Sc. in Agriculture; B.Sc., Diploma and Certificate courses in Medical Lab. Technology (Paramedical Science); Bachelors and Masters in Media and Communication; B.Com (Hons.) in Banking and Accounting, etc.

1.12 Name of the Affiliating University (*for the Colleges*)

NA

1.13 Special status conferred by Central/ State Government- UGC/CSIR/DST/DBT/ICMR, etc.

Autonomy by State/Central Govt./University	-		
University with Potential for Excellence	-	UGC-CPE	-
DST Star Scheme	-	UGC-CE	-
UGC-Special Assistance Programme	-	DST-FIST	-
UGC-Innovative PG programmes	-	Any other ( <i>Specify</i> )	UGC 12(B)
UGC-COP Programmes	-		

**2. IQAC Composition and Activities: Paralakhemundi Campus – PKD, Bhubaneswar Campus – BBR**

2.1	No. of Teachers	PKD: 10	BBR: 16
2.2	No. of Administrative/Technical staff	PKD: 1	BBR: 3
2.3	No. of students	PKD: 1	BBR: 1
2.4	No. of Management representatives	PKD: 1	BBR: 1
2.5	No. of Alumni	PKD: 1	BBR: 1
2.6	No. of any other stakeholder and community representatives	PKD: 1	BBR: 1
2.7	No. of Employers/Industrialists	PKD: 1	BBR: 1
2.8	No. of other External Experts	PKD: 1	BBR: 1
2.9	Total No. of members	PKD: 17	BBR: 25

2.10 No. of IQAC meetings held 

PKD: 4	BBR:4
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2.11 No. of meetings with various stakeholders:

Faculty 

PKD:8	BBR:8
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Non-Teaching Staff/Students 

PKD:4	BBR:4
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Alumni 

PKD:2	BBR:2
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Others (Parents Meeting) 

PKD: 10	BBR: 11
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2.12 Has IQAC received any funding from UGC during the year? Yes / No

If yes, mention the amount 

NIL
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2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/Workshops/Symposia organized by the IQAC

Total 

11
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Level      International 

3
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      National 

6
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      State 

0
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      Institution 

2
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(ii) Themes 

Choice Based Credit System, Assessment System
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2.14 Significant Activities and contributions made by IQAC

- i. NAAC accreditation with 'A' Grade
- ii. India Rankings NIRF
- iii. Data submission for AISHE, MHRD
- iv. Curriculum and Syllabus compilation for Science, Engineering and other Programs

The IQAC Cell of one campus undertakes academic audit of other campus. In every semester, it collects students' feedback and self-appraisal reports for faculty. It also conducts meetings with all its stake holders for improvement of curriculum and enhancement of quality in teaching. The ERP of the University is used for feedback collection and analysis.
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## 2.15 Plan of Action by IQAC and Outcome

The plan of action chalked out by the IQAC at the beginning of the year towards quality enhancement and the outcome achieved by the end of the year

Plan of Action	Achievements
i. To conduct Academic Audit	i. Conducted the Academic Audit for 2017-18. The report of the audit is available with the Registrar of the University
ii. Engaging with Stakeholders for quality enhancement	ii. Coordinated the meetings with parents, training and placement cell, alumni and industry personnel
iii. Engagement with faculty for design of curriculum for CBCS and industry specific domains	iii. Meetings were organised with faculty, alumni and industry for offering CBCS and developing domain based syllabus.
iv. To know the Learning of the Students in each subject.	iv. Students to write Learning records for each of the subjects they study during the semester.

*Academic Calendar of the year attached as Annexure II*

2.15 Whether the AQAR was placed in statutory body.  Yes /  No

Management

Syndicate

Any other body

Provide the details of the action taken

The AQAR report was placed and discussed in the Senior Management Team and the Board of Management meeting along with the University Annual report for approval. The report was appreciated and approved.

## Part – B

### Criterion – I

#### 1. Curricular Aspects

##### 1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added/Career Oriented programmes
Ph.D.	17	2		-
PG	18	4		
UG	26	5		
PG Diploma				
Advanced Diploma				
Diploma	8	1	4	4
Certificate		Certificate Training Course in Spoken English 'SPEAK Now n Here'		
Others (M.Phil)	2	3		
Total	71	16	4	4
Interdisciplinary				
Innovative				

##### 1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options CBCS and Core

##### (ii) Pattern of programmes:

Pattern	Number of programmes
Semester	68
Trimester	NA
Annual	NA

1.3 Feedback from stakeholders\*    ✓ Alumni    ✓ Parents    ✓ Employers    ✓ Students  
*(On all aspects)*

Mode of feedback:    ✓ Online    ✓ Manual    

N.A.
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 Co-operating schools  
(for PEI)

*Analysis of the feedback in the Annex III*



1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

**CBCS syllabus introduced for all BSc Programmes offered by School of Applied Sciences (SoAS)**

- i. The university has revised the curriculum and has introduced CBCS system for all UG Programmes (B.Sc.) offered by School of Applied Sciences (SoAS) from the Academic year 2016-17. The B.Sc. syllabi for honours curricula of Botany, Chemistry, Mathematics, Physics and Zoology patterned after UGC prescribed templates (vide web page: [https://www.ugc.ac.in/ugc\\_notices.aspx?id=1077](https://www.ugc.ac.in/ugc_notices.aspx?id=1077)) have been introduced.
- ii. Salient features of CBCS system of B.Sc. Programmes:
  - a. 140 Credit to be completed in 6 semesters
  - b. Courses classified into 5 types: Ability Enhancement Compulsory Courses (AECC), Ability Enhancement Elective (Skill) courses, Core Courses, Generic Elective courses and Discipline Specific Elective courses.

**CBCS syllabus consolidation for all B Tech Programmes offered by School of Engineering and Technology (SoET)**

- i. The CBCS Syllabus for B.Tech Programmes offered by the School Engineering and Technology (SoET) was introduced during 2015-16. The syllabi of B.Tech programmes offered by all Engineering departments were thoroughly reviewed and updated.
- ii. Salient features of CBCS system of B.Tech Programme:
  - a. 180 Credits to be completed in 8 Semesters
  - b. Courses classified into 5 Baskets
  - c. Basket-I: Basic Science courses (to cover at least 10% of total Credits)
  - d. Basket-II: Humanities & Management (at least 10% of total credits)
  - e. Basket-III: Basic Engineering (at least 15%)
  - f. Basket-IV: Departmental Engineering (25%)
  - g. Basket-V: Industry-domain related courses (at least 40%)
  - h. In each Basket there is scope of at least 50% practice courses

**School of Management (SoM)**

Prior to every academic session, the syllabus as per the present industry feedback is updated in the form of cases and internship.

## **Innovative Programmes**

- \* Two new domain courses: (i) Design, Fabrication and Repair of Transformers upto 33kV; and (ii) Operation and Maintenance of Transmission and Distribution System
- \* MBA Agri Business Management
- \* Be A Contributor Course
- \* Certificate Course on Saura Language
- \* First Department (Department of Biotechnology) to initiate research in agriculture based concepts and publish the same. Innovative project in Organic farming

## **New laboratories**

1. Augmented reality and Virtual reality (CSE Dept, Jatni Campus)
  2. Transformer Lab (EEE/EE Dept, Jatni Campus)
  3. Automation Lab which Consist of Siemens Plc's and Variable Frequency Induction Motor Drive (EEE, PKD)
  4. Lab for Phlebotomy (School of Vocational Training and Education, SoVTE)
  5. Lab for General Duty Asst (SoVTE)
  6. Lab for Beauty and Wellness (SoVTE)
  7. Plant Tissue Culture and Plant Molecular Biology (MSSSoA)
  8. Biochemistry Laboratory (MSSSoA)
  9. Aquaculture lab (MSSSoA)
  10. Fisheries Resource Management lab (MSSSoA)
  11. Agronomy lab for M.Sc. Agronomy (MSSSoA)
  12. Horticulture lab for M.Sc. Horticulture (MSSSoA)
  13. Advanced food testing lab (Spray dryer, freeze dryer and vacuum dryer) (MSSSoA)
- Course revision: Anatomy of a Basket 4 course bouquet for Mechanical department
  - Course revision: CS basket 4 reassessment

CUTM faculty members (PKD) prepared certificate course materials for NSDC Project Contents Development as follow:

In the Area of Agriculture:

1. Certificate Course Module on Natural Resources Management
2. Certificate Course Module on Crop Production
3. Certificate Course Module on Crop Protection
4. Certificate Course Module on Harvesting & Post Harvesting
5. Certificate Course Module on Community Mobilisation
6. Certificate Course Module on Formation of Farmers Organisations
7. Certificate Course Module on Governance of Community based Organisations
8. Certificate Course Module on Project Management

In the Area of Agri-business:

1. Certificate Course Module on Agri-Processing
2. Certificate Course Module on Input Supply Chain (fertilizer, pesticide, seed and irrigation, etc.)
3. Certificate Course Module on Agri-marketing

In the Area of Banking & Finance:

1. Certificate Course Module on Financial Inclusion and Financing

1.5 Any new Department/Centre introduced during the year. If yes, give details.

**Bhubaneswar Campus**

- i. PG Departments in Physics, Chemistry and Maths were created. PG Programmes have been started.
- ii. Schneider Renewable Energy Lab has the following systems installed:
  - a. Solar water pumping system
  - b. Solar micro grid system
  - c. Solar and Wind hybrid system
  - d. Solar home lighting System
- iii. Provides training for students of
  - a. B.Tech courses in Renewable Energy Domain
  - b. Diploma courses in solar Energy Lab
  - c. Solar Energy System Implementation: Suryamitra Trainees
- iv. SELCO Incubation Centre
  - a. Training for new product and process development and application in solar energy
- v. Wood Work Engineering Centre of Excellence
  - a. Provides wood-work skill training to students of the University as a Skill Elective course
  - b. Undertakes in-house manufacturing of class room and hostel furniture as per requirement

**Paralakhemundi Campus**

- i. Advanced CATIA lab (Mechanical Engineering Department)
  - a. Provides training for students of B.Tech courses in Product and Process Design Domain
- ii. Smart City Lab (Mechanical Engineering Department)
  - a. Provides training for students of B.Tech courses in Smart City Planning in VR and AR Domain
- iii. Data Analytics and Open Source Language Lab (Computer Science and Engineering Department)

\* During the year, new Schools such as School of Forensic Sciences, School of Education, have been started.

\* University launched new courses, such as Bachelor of Science in Design and Planning, M.Sc. Ag in Agronomy, Agricultural Extension and communication, Horticulture (Vegetable Science), Molecular Biology and Biotechnology, Genetics and Plant Breeding; and B. Sc. (Fisheries Science), M.Phil. Physics, Chemistry, Mathematics, MBA Agribusiness

## Criterion – II

### 2. Teaching, Learning and Evaluation

#### 2.1 Total No. of permanent faculty

Total	Asst. Professor	Associate Professor	Professor	Others
305	218	14	38	35

#### 2.2 No. of permanent faculty with Ph.D.:

84
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#### 2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
36	0	1	0	3	0	7	0	47	0

#### 2.4 No. of Guest and Visiting faculty and Temporary faculty.

Guest Faculty	Visiting Faculty	Temporary Faculty
11	19	0

#### 2.5 Faculty participation in conferences and symposia

No. of Faculty	International level	National level	State level
Attended Seminars/Workshops	30	8	2
Presented papers	20	27	0
Resource Persons	3	4	6

## 2.6 Innovative processes adopted by the institution in Teaching and Learning

- i. Use of ICTs in teaching-learning process: Communicating course out line, session plan, reading material, examination schedule, assessment, feedback and results; and execution of projects and assignments
- ii. Use of videos and simulation software and other technologies for improving learning.
- iii. Learning by doing and Learning by discovery through Project/ Practice/ Case Studies
- iv. Domain based learning to realise current industry requirements through active involvement of industry and other organisations in curriculum development, delivery, assessment and internship
- v. Skill courses imparted to students of all programmes of the University to enhance self-confidence and employability
- vi. Promoting self-employment through entrepreneurship development programs.
- vii. Implementation of peer learning and outside class room learning (Tarang Bazar, Urban Microbusiness Centre Operation, etc.)
- viii. Engagement with community and organizations to solve real-life problems through case studies, assignments, projects and internships
- ix. Student-faculty joint projects in software development and software engineering.
- x. Enabling eco-system for cohabiting and co-learning of youth from different socio-economic backgrounds and educational levels.
- xi. It has been decided to have a department wise one to one review/discussion with the HoDs and faculty/mentors in every week (on regular basis) with the Dean of the School
- xii. Student wise back paper data collection and plan for reducing the same
- xiii. Refresher class for backlog subjects

2.7 Total No. of actual teaching days during this academic year:

290

2.8 Examination/Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, On-line Multiple Choice Questions)

- |  |
|--|
| <ul style="list-style-type: none"> <li>i. External examinations for labs and projects</li> <li>ii. Examinations on Demand (EOD) throughout the year for clearing back papers</li> <li>iii. Automated examination scheduling and grading using Examination Management Systems</li> <li>iv. Bar Coding of University examination answer scripts before evaluation</li> <li>v. Online Quizzes with MCQs to check the students' learning behavior</li> <li>vi. Photocopies of evaluated answer scripts are provided to students to enhance evaluation system transparency</li> <li>vii. Publication of result within a month of examination</li> </ul> |
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2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop

Membership in Board of Studies	Participation in Faculty Development Workshop for Revised Curriculum	Participation in Curriculum Development Workshops
57	61	270

2.10 Average percentage of attendance of students:

84.5%
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2.11 Course/Programme wise distribution of pass percentage

Parlakhemundi Campus (B. Tech.)						
Branch	Total Appeared	Total Pass	1st Division	2nd Division	3rd Division	Total Pass %
CE	64	57				89.06%
CSE	42	29				69.04%
ECE	40	37				92.5%
EEE	10	6				60.0%
EIE	NA	NA				NA
IT	NA	NA				NA
ME	97	76				78.35%
CH	NA	NA				NA
<b>TOTAL</b>	<b>253</b>	<b>205</b>				<b>81.02%</b>

<b>Bhubaneswar Campus (B. Tech.)</b>						
<b>Branch</b>	<b>Total Appeared</b>	<b>Total Pass</b>	<b>1st Division</b>	<b>2nd Division</b>	<b>3rd Division</b>	<b>Total Pass %</b>
CE	128	77				60.15%
CSE	106	80				75.47%
ECE	76	57				75.0%
EEE	48	40				83.33%
ME	226	178				78.76%
EE	59	40				67.79%
<b>TOTAL</b>	<b>643</b>	<b>472</b>				<b>73.40%</b>

<b>Parlakhemundi Campus (MBA)</b>						
<b>Branch</b>	<b>Total Appeared</b>	<b>Total Pass</b>	<b>1st Division</b>	<b>2nd Division</b>	<b>3rd Division</b>	<b>Total Pass %</b>
MBA	11	5				45.45%

<b>Bhubaneswar Campus (MBA)</b>						
<b>Branch</b>	<b>Total Appeared</b>	<b>Total Pass</b>	<b>1st Division</b>	<b>2nd Division</b>	<b>3rd Division</b>	<b>Total Pass %</b>
MBA	78	58				74.35%

<b>Parlakhemundi Campus (M. Tech.)</b>						
<b>Branch</b>	<b>Total Appeared</b>	<b>Total Pass</b>	<b>1st Division</b>	<b>2nd Division</b>	<b>3rd Division</b>	<b>Total Pass %</b>
Computer Science Engineering	NA	NA				NA
ISDM	6	0				0%
Design and Manufacturing Engineering	NA	NA				NA
Power System & Control Engineering	NA	NA				NA
VLSI Design Engineering	NA	NA				NA
<b>TOTAL</b>	<b>6</b>	<b>0</b>				<b>0%</b>

<b>Bhubaneswar Campus (M. Tech.)</b>						
<b>Branch</b>	<b>Total Appeared</b>	<b>Total Pass</b>	<b>1st Division</b>	<b>2nd Division</b>	<b>3rd Division</b>	<b>Total Pass %</b>
Computer Science Engineering	9	9				100%
Communication Systems Engineering	5	3				60%
Design and Manufacturing Engineering	15	11				73.33%
Power System & Control Engineering	11	5				45.45%
Thermal Engineering	NA	NA				NA
VLSI Design Engineering	NA	NA				NA
STRUCTURAL ENGINEERING	13	9				69.23%
<b>TOTAL</b>	<b>53</b>	<b>37</b>				<b>69.81%</b>

NB. University does not award divisions

Total number of Ph.D. awarded during 2017-18:

25

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes

Student centric learning through Deming Cycle of Plan, Do, Check and Act (PDCA) is encouraged. Faculty members are also being trained to adopt adult learning paradigms of Action-Reflection-Action by stressing project centric and peer based learning. IQAC picks up the best practices through a series of faculty development workshops, observation in class rooms and formal feedback sessions. Students, alumni, industry experts and faculty from other institutions are coopted in teaching-learning development process. These approaches are blended with class room teaching based on the feedback received from students, faculty and result analysis.

2.13 Initiatives undertaken towards faculty development

Faculty/Staff Development Programmes	Number of faculty benefitted
Refresher courses	NA
UGC – Faculty Improvement Programme	7
HRD Programme	NA
Orientation Programme	31
Faculty exchange Programme	3



Staff training conducted by the university	160
Staff training conducted by other institutions	13
Summer/Winter Schools, Workshops, etc.	15
Others	1

#### 2.14 Details of Administrative and Technical staff

Category	No. of permanent employees	No. of vacant Positions	No. of permanent positions filled during the year	No. of positions filled temporarily
Administrative Staff	154	-	32	-
Technical Staff	103	-	15	-
Attendant	88	-	37	-
Driver	69	-	18	-
Gardener	24	-	6	-
Security Guard	52	-	9	-
Any Other	147	-	47	-
<b>Total</b>	<b>637</b>	<b>-</b>	<b>164</b>	<b>-</b>

## Criterion – III

### 3. Research, Consultancy and Extension

#### 3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

- i. A University Task Force (UTF) has been constituted with an external expert as its Chairman along with Directors, Deans and senior faculty from Research, Consulting, Academic programs, Training and Placement and other departments.
- ii. Brain storming sessions of UTF are periodically conducted to identify the themes and topics of research and allocated (along with action plan including resources and responsibility) to respective departments.
- iii. Faculty Development Programmes are regularly arranged to motivate them for improving their capacity in research proposal writing, article writing and presentation.
- iv. Students are encouraged to participate in the workshops organised at various institutions. The university conducts student technical festival in both the campuses.
- v. Weekly seminars are organised with internal and external Professors/Researchers as resource persons to motivate the faculty and students to undertake context specific research activities.

#### 3.2 Details regarding major projects

	Completed	On going	Sanctioned	Submitted
Number	<b>3</b>	<b>1</b>	<b>4</b>	<b>4</b>
Outlay in Rs lakhs	<b>1349.24</b>	<b>50</b>	<b>1407.24</b>	<b>1349.24</b>

#### 3.3 Details regarding minor projects

	Completed	On going	Sanctioned	Submitted
Number	<b>7</b>	<b>NIL</b>	<b>7</b>	<b>7</b>
Outlay in Rs lakhs	<b>85.85</b>	<b>NIL</b>	<b>85.85</b>	<b>85.85</b>

#### 3.4 Details on research publications

	International	National	Others
Peer Review Journals	25	3	4
Non-Peer Review Journals	48	26	6
e-Journals			1
Conference proceedings	3		

### 3.5 Details on Impact factor of publications

Range	<i>h</i> -index	Average	Nos. in SCOPUS
1.69 to 7.2	2	1	

### 3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total amount	Received (in Lakh)
	Academic Year		Sanctioned (in Lakh)	
Major projects	2017-18	NSDC	112.26	112.26
		NF&FI	170.1	170.1
		OMFED BBSR	67.2	67.2
		DIFFERENT DISTRICTS OF ODISHA	23	23
		CAPITAL HOSPITAL	2.27	2.27
Minor Projects	2017-18	CINI	3.0	3.0
		MHRD	0.5	0.5
		RSB GLOBAL, DHARWARD	10	10
		HAL	0.75	0.75
		CTRT	8.17	8.17
		RSB GLOBAL, TANGI	2.62	2.62
		ANUPAMA INDUSTRIES	0.29	0.29
		CTRT	0.45	0.45
		RSB GLOBAL CUTTACK	1.45	1.45
		MECATECH INDIA	0.63	0.63
		KK STEELS	0.08	0.08
		<b>Total</b>		

### 3.7 No. of books published

With ISBN No	Chapters in Edited Books	Without ISBN No.
3	6	

### 3.8 No. of University Departments receiving funds from

UGC-SAP	CAS	DST- FIST	DPE	DBT SCHEME/FUNDS
Nil				

3.9 For colleges

Autonomy	CPE	DBT Star Scheme	INSPIRE	CE	Any Other (specify)
Nil					

3.10 Revenue generated through consultancy (in Lakhs)

1807.89

3.11 No. of conferences organized by the Institution

Level	International	National	State	University	College
Number	4	4	1	3	3
Sponsoring agencies	International Institute of Bengal Basin (IIBB) Asian Council for Religion & Social Communication, Philippines & CUTM Commonwealth of Learning Canada CUTM, Odisha in association with Baba Institute of Technology and Sciences (BITS), Visakhapatnam	Utkal Chamber of Commerce and Industry and Quality Council of India. Gram Tarang Employability Training Services, Paralakhemundi Orissa Chemical Society & Kalyni Publisher	CUTM	CUTM	CUTM

3.12 No. of faculty served as experts, chairpersons or resource persons

24

3.13 No. of collaborations

International	National	Any other
8	11	6

3.14 No. of linkages created during this year

108

3.15 Total budget for research for current year in lakhs

From Funding agency	From Management of University/College	Total
Rs.335.00	Rs.55.00	Rs.390.00

3.16 No. of patents received this year

Type of Patent	Number
National	5
	1

International	Applied	
	Granted	
Commercialised	Applied	
	Granted	

3.17 No. of research awards/recognitions received by faculty and research fellows of the institute in the year

International	National	State	University	District	College	Total
1	15	1	1			18

3.18 No. of faculty from the Institution: who are PhD. Guides

2

and students registered under them

6

3.19 No. of Ph.D. awarded by faculty from the Institution

12

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF	SRF	Project Fellows	Any other
17			15

3. 3.21 No. of students Participated in NSS events

University level	State level	National level	International level
34	16	09	NIL

3.22 No. of students participated in NCC events

University level	State level	National level	International level
05	03	NIL	NIL

3.23 No. of Awards won in NSS

University level	State level	National level	International level
	2	-	-

3.24 No. of Awards won in NCC

University level	State level	National level	International level
2	-	-	-

3.25 No. of Extension activities organized

University forum	College forum	NCC	NSS	Any other
10		3	8	55

### 3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

The University trained 7502 Anganwadi Workers belonging to Anganwadi Centres across 12 districts of Odisha on 'mother tongue based multilingual early childhood care and education'. This was conducted in collaboration with the "Women and Child Development Department, Govt. of Odisha" and with support from Bernard van Leer Foundation (BvLF).

Centurion University, Bhubaneswar Campus received award from Health Minister, Govt. of Odisha on 14th June for Highest Number of Voluntary Blood Donation in the Year 2016 – 17.

Training programs in organic farming for farmers at different places in Gajapati, Phulbani, Malkanigiri, Nabaragnpur, Koraput, Kalahandi and Srikakulam were organised by the School of Agriculture.

Training-cum-awareness programme on GAP of Chilli, Maize and Baby Corn held on 12.01.2018 at Paralakhemundi, Gajapati by Sri R.K. Mondal, DGM, Agricultural and Processed Food Products Export Development Authority (APEDA), Salt Lake City, Kolkata.

Training programs of farmers at different places like Barlanda, Badigaon, Engarsingi, Mohana, Phulbani, Malkanigiri, Nabaragnpur, Koraput, Kalahandi, Srikakulam, etc.

The three Blood Donation camp of the session was organised by YRC and NCC and a total of 518 (91+52+55+70+250) units were donated.

Students from SoET, MSSSoA, SoVET, SoM and CPS participated in different events such as debate, singing, painting, rangoli, elocution, extempore, recitation, quiz and drawing in large number conducted on occasion of 71st Independence Day and 69th Republic Day. Independence Day and Republic Day were celebrated at all the campuses.

Team CSR organised SPORTEX-2017 : a huge number of students participated in different games and sports namely Sports week- Games like cricket, basketball, Volleyball, throwball, badminton, carom and chess conducted for both boys and girls wing.

Different events (viz, Project Expo, Pop Sticks Bridge, Debate Competition, Essay Competition, Scrap Art Competition) were conducted and speeches by Dean SoET, Dean R&D and all HoDs.

All the track events like, Race, Jump and Throw were organised as a part of Athletic events by CSR.

The Freshers Day on 14.09.2017 was organised by the students of MSSSoA.

Ganesh Puja and Saraswati Puja were observed in the campus at Sri Vidya Venketeswar Temple in a grand manner. The Holy Ganesh Puja and Vishwakarma Puja were held on August 25th, 2017 Friday at entrance lobby of Jatni campus.

On NSS Day (24/9/2017), plantation drive by NSS volunteers, Inaugurated by Prof K Prasad Rao, Director, Extension and Research.

A 25 number squad CUTM Cricket was selected by the selectors and it was decided that 15 numbers will be finalised after observing their attendance. Whereas, the basketball team of 8 numbers was selected by the experts from PKD. CSR conducted Badminton Championship and selection where number of students participated.

NSS conducted a situation assessment survey on Farmers and Villagers at Patikota, which is an adopted village of NSS covering some basic characteristics of farmer households. In this survey, brief information was collected on receipts and expenses of households' farm and non-farm businesses, to arrive at their income from these sources.

The NSS unit of CUTM campus, Parlakhemundi organized Tree Plantation Programme and Cleanliness Drive on Sunday, 29th October, 2017 in the University premises. Most of the First year students from different branches took part in this event. The NSS unit decided to proceed with the same Inspiration, Enthusiasm and Zeal to enhance the beauty of the campus.

NSS Unit visited Vivekananda Balkalyan Ashram, located in S. Uruda, via. Garabanda which is 25kms far from the campus. The Orphanage house is having 27 Children of various ages.

Five cadets successfully completed the Combined Annual Training Camp from 30.10.2017 - 08.11.2017 at Ankushpur, Berhampur. On 22.11.2017, NCC day was observed in CUTM campus.

The Birth Anniversary of Sardar Vallabhbhai Patel is going to be observed as RashtriyaEkta Diwas (National Unity Day) on 31st October 2017. The Unity Day pledge was recite by the students in the classrooms.

NSS Unit Celebrated World Orphans Day (November 13th) and Children's Day (November 14th) in Navajeevan Orphanage House, Pathapatnam where several physically challenged children are present. Around 50 orphans from 5-to 17 year old were entertained with cultural programmes and sumptuous Lunch of their choice was arranged which was donated by NSS Volunteers. Volunteers spent quality time with orphans for around 3hours which was followed by a Cake cutting and Chocolate distribution to bring Smiles on the faces of Children.

Visit to amma foundation's orphanage-Srikakulam by NSS volunteers and awareness program on AIDS prevention was conducted inside the campus by CSR coordinators.

Flashmob was the announced as the beginning of Annual Tech Fest- Gajajyoti 2k18. In which 45 students participated in this Mob.

The Intra level sports and games were organised. More than 500 students participated in different events namely Intra level Athletic, Indoor and Outdoor games and sports-Cricket(Boys & Girls), Volleyball, Basketball, Badminton(Boys &Girls), Lawn Tennis, Table Tennis, Chess, all track events-Race, Jump and Throw.

All the events of Cultural and literary were conducted in Intra level and more than 300 students participated in different events such as Intra Level Cultural and Literary events- Song, Dance, Painting, Dubsmash, Rangoli, Debate, Group Discussion, Treasure Hunt etc.

Celebrated WORLD DISABILITY DAY on 1st-2nd-3rd December by WE4YOU, organising different sports activities in Bhubaneswar like running, jumping, sack race, bowling, archery, dart & many more. Students from all disabilities like visually challenged, hearing impaired, orthopedically handicapped.

Film Festival & Photography exhibition was organized on December 1st-2nd 2017 to showcase more than 50 short films and more than 100 pictures based on disability. School students & common public participated in the exhibition.

MARATHON was organized on DEC 2nd 2017, in which more than 3000 differently abled participants along with common public and BIKE RALLY FOR DISABLED was organized on 3rd December for giving driving license to hearing impaired people as they are not getting driving license by the RTO.

An art camp which was organized by the Artecion group, Bhubaneswar with 8 to 10 artists on 22nd July 2017.

3rd Dadhichi Award ceremony for the whole body donors held on 23rd July in Jaydev Bhawan, Bhubaneswar and showcased quality entertaining cultural programs during the intervals of four sessions.

World Red Cross Day was observed on 8th of May to commemorate the birth anniversary of the founder of the RedCross, Mr Jean Henry Dunant. The theme for this year was, "Everyone for everywhere" and sub-theme is "Less Known RedCross Stories".

ENGINEER'S DAY was celebrated on September 15th, 2017 at Seminar Hall, Jatni campus.

Awareness program on WASTE MANAGEMENT and RallyforRivers (a campaign launched by Isha Foundation to save the lifelines of our country) was organised.

On 16th Sept 2017, CSR organised different club activities, like, "Safe City-Safe Campus", "Self Defence program", "Street Play" and "Flash Mob". In continuation to the Awareness Seminar on "Waste Management", a sensitization cum training program on "E-Waste Management" was launched to generate awareness for the sustainable e-waste management practices.

BharatYatra Campaign (Bachpan Bachao Andolan) was scheduled to launch from Bhubaneswar, Odisha on 26th September 2017. The Hon'ble Chief Minister, Odisha has been requested to flag off the Yatra while Shri Satyarthi has kindly consented to join the Launch in Bhubaneswar.

5 Days Workshop on "Internet of Things using Raspberry Pi" at our Campus from 24th - 28th Oct 2017 in the Seminar Hall. The whole workshop will be handled by the trained student coordinators along with some interactive sessions by faculties.

5th convocation was organized on 11 Decemeber 2017 at Jatni campus, Bhabneswar. The Chief Guest was honourable Governor of Odisha, Dr. S.C. Jamir. We also had another 3 guests with us along with governing body of CUTM followed by the President and Vice President of our University.

## Criterion – IV

### 4. Infrastructure and Learning Resources

#### 4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area (in Acres)	201.33 Acres.	0	CUTM	201.33
Class rooms	226	14	CUTM	240
Laboratories	226	5	CUTM	231
Seminar Halls	27	0	CUTM	27
No. of important equipment purchased ( $\geq$ 1-0 lakh) during the current year.	219	54	CUTM	273
Value of the equipment purchased during the year (Rs. in Lakhs)	2527.3	366.45	CUTM	2893.75
Others				

#### 4.2 Computerization of administration and library:

- i. The ERP portal, a portal for recording all process information of the University is maintained by the MIS cell. This portal caters to the needs of students, faculty, administration, stores, exam cell, library, accounts and other staff.
- ii. The library functions completely on computerized ERP system. The book issue and return processes are entirely done through ERP. Members have access to view book availability in the Library online through their ERP id. The search can be through title, author, publisher, Accession No., etc. The Library has computers with internet connectivity for online journal access by staff/students.

#### 4.3 Library services

	Existing		Newly added		Total	
	No.	Value (Rs lakhs)	No.	Value (Rs lakhs)	No.	Value (Rs lakhs)
Text Books	74,708	284.3	125	0.70556	74,833	285.00556
Reference Books	19,537	15.95	598	5.15622	20,135	21.10622
e-Books (Available in Subscribed resources (NLIST, DELNET))	6000		7,00,000 books available online	0.48970		



Journals	204	5.28	48	0.89419	252	6.17419
e-Journals (IEEE ASPP, Elsevier, ASME, JSTOR, Jgate)		28.6	as per subscriptions	18.18356		
Digital Database	DELNET, NDL	0.4	17,607,617 items available in NDL	0.48970/ delnet, NDL is free		
CD & Video	3,067		-	-	3,067	

#### Library Status (Purchased) 2017 -18

Campus	Sl. No.	Books/Resources	Title (Volume)	Amount (in lakh)
PKD	1.	Engineering	119 (414)	1.74861
	2.	Agriculture	302 (821)	5.16817
	3.	Print	28 journals / 20 Magazines	0.89419
	4.	E-journals/ Databases (On-Line)	IEEE-aspp/ASME/Elsevier/J-Gate (4 e-journal packages)	17.69386
BBR	1.	Engineering	41 (89)	1.11846
	2.	MBA	05 (05)	0.01159
	3.	SoASC	215 (1291)	4.38938
	4.	SoAPAD	11 (11)	0.18547
	5.	SoVET	147 (2858)	10.48751
	6.	SoPL	70 (526)	5.22106
	7.	SoMAC (IKS)	30 (36)	0.20288
	8.	SoPAHS (Paramedic)	98 (309)	1.62554

#### 4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	1262	16	1 Gbps	Yes	Yes	Yes	Yes	0
Added	60	1			Yes	Yes	Yes	0
Total	1322	17	1 Gbps	3	1	28	11	0

4.5 Computer, Internet access, training to teachers and students and any other programme for technology up-gradation (Networking, e-Governance, etc.)

- i. All faculty and staff members have been provided computers with internet facility. Faculty use it to access e-resources for teaching and research. This is also necessary for access and availability of ERP.
- ii. Orientation programs on ERP, MIS, WEB portal and mail server for all lab in-charges and technical staff are periodically organized.
- iii. Orientation program on use of UBUNTU and other Open Source Software including those for Graphics and Word Processing are periodically held.
- iv. Orientation programs are organized for the benefit of the 1st year students on the use of ERP portal and also on curriculum related aspects at the beginning of the Academic Year.

4.6 Amount spent on maintenance (Rs in lakh)

ICT	Campus Infrastructure and facilities	Equipment	Others	Total
Rs.21.80	Rs.177.25	Rs.33.93	Rs.38.15	Rs.271.13

	Total Revenue Receipt	: Rs. 94.4 Crore
(i)	Salary component	: Rs. 23.7 Crore
(ii)	Principal & Interest	: Rs. 28.4 Crore
	Payment on loan	
(iii)	Maintenance, food, etc.	: Rs. 30.9 Crore
(iv)	Transport	: Rs. 2.9 Crore
(v)	Others	: Rs. 8.5 Crore

\* The University has established a state-of-the-art Allied Health Sciences and Paramedics Learning Laboratory. The laboratory is equipped to offer short, medium and long term programs in Clinical Medical Research, General and Emergency Trauma Care, Optometry and Vision Science, Radiology and Imaging Technology.

\* School of Agriculture has established industry standard biotechnology lab, Bio fertiliser and Bio pesticide Unit, Mushroom production Centre, Bakery Unit, Dairy and Dairy Processing Units.

## Criterion – V

### 5. Student Support and Progression

#### 5.1 Contribution of IQAC in enhancing awareness about Student Support Services

- i. Based on the feedback collected by the IQAC from the students, changes are periodically made in the content of the support services in the CUTM website.
- ii. IQAC also informs students proactively and continuously about the need, process, output and outcome of the Curriculum development, Curriculum delivery and Assessment process.
- iii. Students' contribution in Curriculum development, Curriculum delivery and Assessment process through feedback mechanism and workshops is actively pursued.
- iv. Dissemination of information regarding the Academic and Examination Rules is carried out during induction programs for the benefit of newly admitted students.
- v. Involvement of students in life-skill development, community engagement, training and placement process is sought through student specific competency gap analysis, feedback, mentoring and counselling.

#### 5.2 Efforts made by the institution for tracking the progression

- i. The University monitors the progress of students in four dimensions, such as Professionalism, Communication Skill, World View and Domain Knowledge.
- ii. Through use of ICT systems (like ERP), the University records, processes and disseminates the progress of students to students, parents, teachers and administrators.
- iii. For alumni, individual records are kept and upgraded by a dedicated Cell in the University for monitoring their progress. Their involvement in admission, curriculum development and delivery, training, internship and placement, and University governance is also keenly sought.
- iv. The Culture Sports and Responsibility (CSR) Cell of the University, through its 20-odd Clubs (each focussing some aspect of CSR) continuously strives to engage students in curricular and extra-curricular activities of their liking.
- v. The Mentors prepare career plan for each of their students. The Baseline test is done and then a plan is prepared for the students semester wise to progress and reach the desired/ aspired level so as to get job in the organisation they have aspired for /pursue higher studies in their desired institute. This helps the tracking of the progress of the student semester wise.
- vi. Plan to take a Pledge/Undertaking of staying away from all forms of intoxicants: An undertaking from all existing and future joining students should ensure that he/ she shall not consume gutka/pan/alcohol/cigarettes or any other forms of intoxicants in campuses/centres or enter to campus/centre/premises under the influence of intoxicants

It is observed that many students are violating dress code rule and not following class timings. Henceforth the following things is monitored strictly and the defaulters will be punished by one day attendance and some fine amount.

1) Punctuality: In first class all should come before 9-30, students will not be allowed after 1 minute also. In other classes depending on previous venue of the class 2-3 minute relaxation will be given. Nobody will be allowed in the class after 5 minutes.

2) Dress Code: All should come in proper dress code: a) Proper Shirt and Pant (change in colour of pant or jeans will not be allowed); b) Shirts should be inned properly; c) I Cards should be visible; and d) Shoes must be there.

3) Pledge/Undertaking of away from all forms of intoxicants: An undertaking from all existing and future joining students should ensure that he/ she shall not consume gutka/pan/alcohol/cigarettes or any other forms of intoxicants in campuses/centres or enter to campus/centre/premises under the influence of intoxicants.

### 5.3 (a) Total Number of students

UG	PG	PhD	Others
1208	488	42	Diploma: 258 SOVET: 2460

\* Student Admission during the Year 2017-18 at newly opened campuses at Rayagada and Bolangir are as follow:

Courses	Rayagada Campus	Bolangir Campus
Integrated B.Sc., M.Sc. & BCA	47	169
SoVET	280	492

(b) No. of students from outside the state

277

(c) No. of international students

0

MEN				WOMEN					
Number				%	Number				%
611				77.8	174				22.2

Last year						Current year					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
1294	327	164	862	0	2,647	1028	115	54	606	0	1803

Demand ratio: 1.8

Dropout (%): 0.9

#### 5.4 Details of student support mechanism for coaching for competitive examinations (if any)

- i. Continuous and rigorous assessment through industry acclaimed and adopted testing platforms of Aspiring Minds (AMCAT) and Aon Hewitt (CoCubes)
- ii. Continuous grading and assessment internally on a 10-point Trump Cards' grid for customised training and coaching for competitive exams like GATE, Civil Services, IES, and Bank PO Exams.

No. of students beneficiaries

777

#### 5.5 No. of students qualified in these examinations

NET	NIL	SET/SLET	NIL	GATE	5	CAT	NIL
IAS/IPS	NIL	State PSC	NIL	UPSC	NIL	Others	2

#### 5.6 Details of student counselling and career guidance

- i. For personal counselling, the university adopts a mentor and mentee system. For every 15 to 20 students a teacher acts as a mentor to counsel and guide the students in his/her chosen career.
- ii. Student specific career plan and student specific course completion plan are developed and monitored by faculty mentors.
- iii. Regular review of student mentorship by the Senior Management Team members is taken up.
- iv. Regular career counselling and grooming by external resource persons are undertaken.
- v. Life skill development through regular involvement in culture, sports and socially responsible activities with the communities inside and outside the university are undertaken.

To carve each Centurion out as a dynamic, adaptive, and competent "Ready for Industry" professional, Career Development Team is launching a new customized model for training and placement. This new model endeavours to achieve the following:

1. Customized placement oriented training by mapping students' skills to industry needs.
2. Continuous evaluation with a reward-penalty mechanism to foster meritocracy & excellence.

Salient points of the model:-

1. Students will be divided into three different bands (A, B, & C).
2. Band A is highest, next is Band B followed by Band C.
3. Depending on the performance, the students will be promoted or demoted across the bands.
4. Band A, B, and C will have ten-point trump card to play with.

No. of students benefitted

631

\* Two students of 3rd year Computer Science Engineering, Mr. Chaduvula Prasanth and Mr. Anni Viswa Chandan of Parlakhemundi campus have got a start-up ‘Teeny Hopper Solutions Pvt. Ltd.’, an aggregator of all aggregators. The Company can receive orders from anywhere and at any time with a simple SMS or Email and the product or service is delivered at the doorstep. The objective is to improve the market access and last mile supply chain.

\* Ms. Dibyasmith Parida from MSSSoA selected in National Institute of Agriculture Marketing (NIAM), Jeypore, Rajasthan.

\* Mr. Pradash Parida, Mr. Soumya Ranjan Behera, Mr. Alok Kumar Behera and Mr. Balakrishna Mahapatra from MSSSoA attended the final round competition in sustainable entrepreneur award, Jagruti Yatra conducted by Tata Institute of Social Science, Mumbai.

\* 17 B.Sc. (Agriculture) 2013 Batch students are qualified JRF for PG courses in 2017 and joined in different Institutes and Universities, supported by ICAR.

#### 5.7 Details of campus placement

<i>On campus</i>			<i>Off Campus</i>
No. of Organizations Visited	No. of Students Participated	No. of Students Placed	No. of Students Placed
107	1350	565	43

#### 5.8 Details of gender sensitization programmes

- i. The policy against Sexual Harassment of Women in Workplace (Prevention, Prohibition and Redressal) has been put up in the website of the University. The names of the Internal Complaints Committee Members are displayed in all the key buildings of the University.
- ii. Gender sensitisation is a regular feature in the induction programs of new students, faculty and staff. Additionally, workshops are undertaken at regular intervals to discuss various aspects of creating and maintaining a community in which students, teachers and nonteaching staff can work together in an environment free of violence, harassment, exploitation, and intimidation. This includes all forms of gender related violence, sexual harassment, workspace etiquettes and discrimination on the basis of sex/gender.
- iii. While CUTM is committed to the right to freedom of expression and association, it strongly promotes gender equality and opposes any form of gender discrimination and violence.
- iv. Gender Champions: As per UGC Guidelines University has selected 12 gender champions and they have been instrumental in gender sensitisation and culture building.

## 5.9 Students Activities

8-Feb-18	Startup India Yatra- Odisha Edition 2018; Address by Prof.Anurag, Pro Vice Chancellor in New Auditorium, CUTM, PKD [Interaction meeting with 1st, 2nd, 3rd and 4th year B SC (Ag), and M.Sc. (Ag) students]
9-Feb-18	GAJAJYOTI 2K18 : MASTER CHEF CUTM (Super Cook Challenge)
12-Feb-18	HISAB NIKASH 2K18, the flagship budget analysis event; organized in School of Management, PKD
16-Feb-18	7th Annual Techno Agri Management Cultural Sports Fest 16-17 February 2018 INTRA UNIVERSITY SPORTS (cricket, volleyball, basketball, badminton, lawn tennis, throw ball) INTER COLLEGE EVENTS (cultural, literary) Cultural night by CUTM students
17-Feb-18	4 guests for Gajajyoti Main Event [Sri K Surya Rao, Hon'ble MLA, Paralakhemundi- GUEST OF HONOUR and Mr Dhananjay Reddy, District Collector, Srikakulam] STAR NIGHT: Singers with Band [ARINDAM CHAKRABORTY (Star Voice of India Contestant) and KEKA GHOSAL (Sa Re Ga Ma Pa Contestant)]
24-Feb-18	One-day Symposium on "Enabling Control System Technology for Challenging Aerospace Systems" was conducted at CUTM, Bhubaneswar Campus
26-Feb-18	As part of Startup Yatra India Odisha, Boot Camp at Centurion University was organized
21-Feb-18	SoM Seminar Series - Data Analysis using SPSS organized specially for the MBA and BBA students having 'Management and Market Research' and 'Research Methodology' papers in this semester respectively
21-Feb-18	Conducted Exhibition on Concept of Entrepreneurship on in front of Diploma Building, Jatni Campus
22-Feb-18	Gajajyoti 2018, the 7th Techno - Management - Cultural - Sports Fest 23rd & 24th Feb 18
23-Feb-18	Vice Chancellor's Meet
27-Feb-18	Business Idea Selfie Video Competition 27th Feb. to 2nd Mar 2018 is going to organised by School of Management
28-Feb-18	Observation of National Science Day-2018 at Institute of Physics, Bhubaneswar
5-Mar-18	ICMR sponsored National Seminar on "Quality Control and Standardization of Ethno-pharmaceuticals in the Present Era"
5-Mar-18	Conducted a seminar on "Entrepreneurship Development - Entrepreneurial Opportunities" SoM, PKD in collaboration with District Industry Centre (DIC), Gajapati 150 Students from MBA (DM), ABM, BBA, B.Sc (AG), and Diploma took part in this seminar
5-Mar-18	ICMR-sponsored National Seminar on "Quality control and Standardization of Ethnopharmaceuticals in the Present Era" on 5th March 2018 (conducted by School of Pharmacy and Life Sciences, CUTM, BBR)
8-Mar-18	Naman 2018
10-Mar-18	MSME International Trade Fair 2018
13-Mar-18	Lakshya Institute of Technology is organising All Odisha C-Marathon, the ultimate programming challenge at IT/Engineering level
13-Mar-18	Farmers' Fair (Kissan Mela-cum-Exhibition; dt 13 and 14March) at Centurion University, PKD; Inauguration by Dr.S.K. Srivastav, Director, ICAR-Central Institute for Women's in Agriculture, Bhubaneswar
16-Mar-18	Tarang Bazaar 16th & 17th March, 2018
16-Mar-18	Karukrit 2018 Two Day Technical fest on 16th and 17th March 2018 by Department of CSE, CUTM, PKD
17-Mar-18	Mega voluntary blood donation camp; donated 254 UNITS of blood (So during this academic year 2017-18, 574 UNITS of blood is donated)
17-Mar-18	Seminar on Trans-disciplinary Research in Mining Engg
18-Mar-18	One day Workshop on "The P Factor"; 110 participants

23-Mar-18	School of Applied Sciences (SoAS), CUTM, PKD celebrated as World Optometry Day to create awareness about optometry as a profession
24-Mar-18	Seminar on "Current Agricultural Perspectives"; organised by 1st yr students
26-Mar-18	IEEE Webinar on IOT
26-Mar-18	Centurion Cricket Premier League-2018 (Auction Based); This tournament is based on Auction of the players (Point basis): 6 teams, 6 managers, and 6 captains
1-2 Apr 2018	National Conference on Biodiversity Conservation for Sustainable Development and Environment Management (BCSDEM 2018)
7-Apr-18	Seminar on Block Chain Technology at CUTM BBS Campus; delivered by Mr. Kathir Kamanathan, Chief Executive Officer, Chella Software
7-Apr-18	Awareness Workshop-cum-Seminar on E - Waste Management, PKD
8-Apr-18	INAUGURATION OF SPRINKLER SYSTEM & FRIENDLY CRICKET MATCH at Cricket ground, CUTM, PKD
8-Apr-18	Telugu musical concert Ghantasala Aradhana Utshavaalu at the Auditorium, PKD
12-Apr-18	Alumni meet was conducted on 8th April 2018 at Hyderabad where 57 alumni with their family members participated
	National Seminar on Advanced Materials and Technology (AMT-2018) organised by Department of Physics, SoAS, Bhubaneswar campus
19-Apr-18	<b>Odisha skill Conclave 2018 (6th &amp; 7th May 2018)</b>
8-May-18	Annual Project Exhibition of SoVET
8-May-18	Book Exhibition of latest books for 3-days on 9th,10th and 11th May, 2018 (10 AM to 5 PM) at the ECE Seminar Hall-2, PKD
1-May-18	CUTM Start Ups @ Parlakhemundi campus: Platron Motors, Vivid Thinkers Lab, Tri-Viva/Dexo 3D, Gram Tarang Agro, Last Mile Distribution Company (LMDC)
5-Jun-18	World Environment Day celebration [(i) How to make our campus plastic free? (ii) Posters related to conservation of water, energy, soil, forest & environment; (iii) Best out of waste!]
21-Jun-18	Celebrated 4th International Day of Yoga - in all campuses, i.e. BBSR, PKD, Bolangir and Raigarha
10-Jun-18	Training on Farmers Life Style and Health Survey in Odisha, June 9-11, 2018 ,Centurion University at Paralakhemundi
30-Jun-18	Inauguration of coaching classes for bank/CAT coaching achiever 2018

#### 5.9.1 No. of students participated in Sports, Games and other events

State/ University level	National level	International level
150	04	NIL

#### No. of students participated in cultural events

State/ University level	National level	International level
200	10	NIL

#### 5. 9.2 No. of medals /awards won by students in Sports, Games and other events

	State/ University level	National level	International level
Sports	40	NIL	NIL
Cultural	30	NIL	NIL



### 5.10 Scholarships and Financial Support

	No. of students	Amount (Rs. in lakh)
Financial support from institution	760	21.49
Financial support from government	420	10.843
Financial support from other sources	-	-
Number of students who received International/ National recognitions	-	-

### 5.11 Student organised / initiatives

	State/ University level	National level	International level
Fairs	15	01	01
Exhibition	10	02	01

### 5.12 No. of social initiatives undertaken by the students

60
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### 5.13 Major grievances of students (if any) redressed:

- i. The access points for enabling WIFI facility was installed in all hostels.
- ii. Extracurricular activities increased. Intercollege sports competitions organised.

## Criterion – VI

### 6. Governance, Leadership and Management

#### 6.1 State the Vision and Mission of the institution

##### VISION

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

##### MISSION

A globally accredited human resource centre of excellence catalysing sustainable livelihoods in the less developed markets across the globe.

##### Orientation of the University

- Learning: Hands on, Experience based and Practice oriented
- Ideas: Make a difference through appropriate and relevant innovation and actionable research.
- Value: Shaping Lives, Empowering Communities and creating Nano, Mini and Micro enterprises.
- Experience: Quantifiable, Sustainable, Scalable and Replicable while striving to create a sense of ultimate delight among all stakeholders.

#### 6.2 Does the Institution have a Management Information System

The University has a MIS that caters to all its management needs. The key components of the MIS software include

- i. Course (Academic Planning & Delivery) Management
- ii. Staff Information
- iii. Student Information
- iv. Supporting Departmental Information (accounts, audit, utility, residential, sports, general administration, operation and maintenance)
- v. Hostel Management System
- vi. Library Management
- vii. Examination Management & Online Test Management
- viii. Placement Information
- ix. Assets' information
- x. e-Notification System
- xi. Help Desk
- xii. Opinion Poll System

IQAC has representation from all constituent units of the University who are responsible for data acquisition, analysis, sharing and feedback.

### 6.3 Quality improvement strategies adopted by the institution for each of the following

#### 6.3.1 Curriculum Development

- i. To ensure relevance of the curriculum to the needs of the society in general and state, market and civil society organisations in particular, a participatory approach is followed for need analysis, curriculum design, delivery and assessment.
- ii. All stakeholders including members of alumni, industry, sector skill councils, academics and researchers in the relevant disciplines are systematically included in the curriculum development.
- iii. In a structured manner, draft curriculum, delivery and assessment processes are discussed in the Faculty Council, Board of Studies and Academic Council before finalisation.
- iv. Modular design, continuous assessment and feedback to students and faculty, optimal mix of class room and experiential learning through projects and internships are ensured for desired quality.

#### 6.3.2 Teaching and Learning

- i. Every course has specific objective, session plan, learning material, teaching and learning method, continuous assessment and feedback system (to and from students), expected outcome and result analysis.
- ii. Student centric learning is practiced though use of ICT. Systems and facilities are in place for students to learn at their pace, time and place of convenience.
- ii. Process based approach is followed for ensuring quality teaching and learning. Specific methods being practiced inside and outside class rooms include learning by listening (lectures), learning by observing (video, models, experiment, field visits), learning by doing (experiment, simulation, project, field action) and learning by discovery (action research). Context specific learning, peer group learning, team learning and learning with community are encouraged.

#### 6.3.3 Examination and Evaluation

At CUTM, process of examination and evaluation is considered a part of learning process. Some of the key features of examination and evaluation are

- i. Continuous assessment
- ii. Questions are designed to assess conceptual understanding, comprehension, application and analytical ability
- iii. Continuous feedback to students and faculty
- iv. Transparency in assessment
- v. Application of ICT in assessment and reporting
- vi. Adequate opportunities and timely redressal of students' grievances

#### 6.3.4 Research and Development

- i. Each Department/School identifies the broad areas of research considering University's geographic and socio-economic context. Accordingly, lab, workshop, library and financial resource are allocated, and industry and community linkages are established.
- ii. University Task Force (UTF) supports the faculty in development of specific project proposals and obtaining funds, either internally or externally. A peer group reviews every proposal before it is approved. Once the project is approved, the research team makes periodic presentation of progress made and receives feedback for improvement.
- iii. Student research, including that of doctoral program, is an important part of CUTM's overall R&D program. All these research activities follow a systematic process, wherein every student defends a research proposal and works according to the steps articulated and approved in the proposal.
- iv. The University incentivises R & D activities among faculty members by providing publication incentives, paid leaves and conducting the programmes on areas of focused research.

#### 6.3.5 Library, ICT and physical infrastructure/instrumentation

- i. Ease of access to library and other infrastructural facilities are ensured through intensive use of ICT.
- ii. Library has adequate e-journals, e-books and digital database.
- iii. High speed campus-wide internet and intranet helps in data access.

#### 6.3.6 Human Resource Management

- i. University follows open and all India search for faculty and key administrative resources. For ease of access by potential faculty, e-application is encouraged. Wide publicity for recruitment and promotion is given through website, electronic and print media
- ii. Attention is given to ensure diversity of human resources (gender, religion, language, caste and differently-abled)
- iii. The university has allocated budget for skill development. It deposes faculty to national or international institution of repute.
- iv. Performance based incentive system is in place for encouraging faculty and staff.

#### 6.3.7 Faculty and Staff recruitment

Faculty and staff are recruited through a systematic need assessment process. Adequate mix of people from academia and industry is the norm. The HR Department generates application through peer solicitation, advertisement and invitation. However, all the faculty go through a standard recruitment process including seminar and interview by a panel of experts.

### 6.3.8 Industry Interaction / Collaboration

- i. The University facilitates platforms for effective industry interaction in developing course curricula, offering value added courses, imparting skill based training, participation through seminar, workshop, faculty development program, management development program, students visit to industry, faculty visit to industry through summer immersion programme, consulting, working together for social project.
- ii. The University has created a University- Industry Partnership Cell to have more industry-institute interaction for shared Objectives.
- iii. Regional managers in different parts of the country are in place to strengthen the industry-academia interaction.
- iv. CUTM believes in dynamic engagement with its stake holders and communities at large. To achieve this purpose, the University has incubated many social enterprises, social entrepreneurs, and outreach entities under the umbrella of Gram Tarang. Its incubated organizations work in the area of skills, financial inclusion, urban micro-business services, entrepreneurship, tribal development, food processing and agriculture. It includes Gram Tarang Employability Training Services (GTETS), Gram Tarang Inclusive Development Services (GTIDS), and Gram Tarang Foods (GTF), Urban Micro-Business Center (UMBC), Last Mile Distribution Company (LMSC) and Ratnakar Bank (RB). GTETS, GTIDS, GTF and LMSC are registered as for-profit private company under Company Act. UMBC and LMDC are registered as Section 8, not-for-profit Company. RB is registered as a Non-Banking Finance Company (NBFC). The reaches of these organisations span across India and they provide learning labs to the students and faculty of the University.

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### 6.3.9 Admission of Students

The Courses offered by Centurion University are widely publicised through bill boards, electronic and print media, social media and internet. The transparency in the admission process is ensured by clearly indicating number of seats available, eligibility criteria and the process of admission. The University does not charge capitation fee. Affirmative principle is followed for inclusive admission.

Candidates seeking admission to CUTM courses come through different entrance examinations, including Centurion University Entrance Examination (CUEE), conducted by the University. Students can apply online or offline to the University. Seat allocation is done on merit basis i.e. based on the performance in the Entrance Examination. Counselling Schedule is published in the Centurion University Website on the day of declaration of result itself. Candidates have to attend the counselling as per the schedule. Counselling is stopped as soon as all the seats reserved for the Centurion University are filled up. Reports about the results of Counselling and Admissions are then sent to respective constituent campuses as per the allotment.

### 6.4 Welfare schemes for

Teaching, Non-Teaching and Students	<ul style="list-style-type: none"> <li>i. Provision of the medical insurance and basic outdoor consultation by the doctor at the campus</li> <li>ii. Yoga and Meditation practices in the campus</li> <li>iii. Canteen services in the campus</li> <li>iv. Accommodation in the campus</li> <li>v. ATM, GYM, Swimming pool and other sports facilities in the campus</li> <li>vi. Transport services for off-campus and on-campus residents</li> </ul>
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6.5 Total corpus fund generated (Rs lakhs)

Rs.355.36

6.6 Whether annual financial audit has been done

Yes

Y

No

6.7 Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Y	Faculty Team from Other Campus	Y	IQAC
Administrative	Y	Registrar	Y	Registrar

The Academic Audit Report is attached in Annex-IV.

- Internal Lab Audit by 6 Faculty members- MSSSOA (13-Jun-18)
- MSSSoA - Academic Audit on 26th Feb 2018 by Prof.S.K.Panda, Nodal officer, ICAR Nodal cell, OUAT, Bhubaneswar

6.8 Does the University/ Autonomous College declares results within 30 days?

For UG Programmes                      Yes    Y      No  

For PG Programmes                      Yes    Y      No  

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

The Senior Management Team, which meets once in every two months is the key driver of examination reform process. Aligning assessment systems with the NSQF and skills development has been undertaken seriously.

The following are some of the ideas that have been implemented include:

- i. Open book examinations for certain papers in different semesters
- ii. Introduction of external examinations for labs and projects.
- iii. Introduction of theoretical questions relating to practice in the written examinations.
- iv. Examinations on demand throughout the year for backlog papers
- v. Introduction of relative grading
- vi. Automation of examination scheduling and grading using a software (Examination Management Systems)

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

6.11 Activities and support from the Alumni Association

The alumni association of CUTM, namely, AAJ (Alumni Association of Jagannath Institute for Technology & Management or JITM) was formed in the year of 2008 with a very small of group of Alumni of the University's constituent unit JITM. It was officially registered in 2008.

- i. AAJ collects all relevant information from alumni on challenges and technology trends in industry for curriculum development.
- ii. It facilitates smooth transition of students from academic environment to industry setting through their involvement in teaching, grooming, internship and placement support.

## 6.12 Activities and support from the Parent – Teacher Association

- i. CUTM solicits support from parents for making their wards active in learning, accepting advices for professional and personal development. A formal Parents’ meet is organised once a year.
- ii. Access to the University’s ERP is provided to parents for monitoring progress of their wards and contacting concerned faculty mentor for required deliberation.
- iii. Parents meeting held once a semester. The Deans (Academics and administration) explained the programmes under taken during the year including facilities, infrastructure developed and initiatives for students wellbeing and employment. The feedback of the parents are analysed and University tries to take the constructive suggestions forwards.

## 6.13 Development programmes for support staff

- i. CUTM provides need-based skill training of its supporting staff members and encourages them in their career progression. A number of individuals rose up in the career hierarchy through structured programs.
- ii. The University honours the Best Supporting Staff with awards and cash prizes every year.

## 6.14 Initiatives taken by the institution to make the campus eco-friendly

Some of the eco-friendly initiatives at CUTM include:

- i. Tobacco and alcohol free campus
- ii. Plastic bag free campus
- iii. Conversion of kitchen and biodegradable waste into bio fertiliser
- iv. Plantation of trees, especially endangered species
- v. Regular cleanliness drive involving students, faculty and staff
- vi. Soil Conservation through plantation and contour development
- vii. Rain water harvesting
- viii. Energy Management practices (using LED lights on streets, use of 5-star appliances, regular energy audit of the campus)
- ix. Regular awareness drive and competition by Green Club
- x. Erection of Grid interactive solar power plant of half a Megawatt capacity each in its Bhubaneswar and Parlakhemundi campuses.



## Criterion – VII

### 7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

#### *Innovation in curriculum*

- i. Choice Based Credit System in all B.Sc. Courses offered by School of Applied Sciences
- ii. Skill integration in all Courses
- iii. Designed B. Sc. and M. Sc. Courses in Forensic Sciences
- iv. Introduction of Learning Records for all theory and practice courses

#### *Innovations in Training & Placement*

- i. Centre of Excellence in Apparel Design, Production and Training Established
- ii. Summer Immersion for Faculty Members
- iii. Entrepreneurship in Organic Agriculture among students
- iv. Industry oriented training programme for faculty and students
- v. Domain based teaching and learning in collaboration with industry partners for B. Tech. program

#### *Innovations in Research and Development and Extension*

- i. Knowledge on Wheels (KNOW) on Bharat Standard-6 (BS-6) to impart training on repairing of BS-6 Diesel engines
- ii. Successful launch of e-rickshaw entrepreneurship project under Gram Tarang Incubation Centre
- iii. Product development, application in the field and patenting in solar energy area
- iv. Diffusion of innovation in bio fertiliser production to farmers

#### *Innovations in Institution Development*

- i. Pan-India service diversification: Incorporation of Skill Assessment Cell of the University
- ii. Having fulfilled all the conditions stipulated under National Employability Enhancement Mission (NEEM) 2017, Centurion University has been recognized as NEEM facilitator. Thus, the University can offer on the job practical training to enhance the employability of a person either pursuing or discontinued his/her graduation/diploma in any technical/non-technical stream, anywhere in the Country.

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

The Academic Audit Report is attached in *Annex-IV*.

7.3 Give two Best Practices of the institution

- i. Skill Integration in Curricula
- ii. Community Outreach

The details are in *Annex-V*.

7.4 Contribution to environmental awareness / protection

- i. Steps towards afforestation and development of a forest-like ecosystem ensuring biodiversity through plantation of different shrubs, herbs and plants
- ii. Water harvesting, contour bunds, soak pits, check dams, recycling of effluents
- iii. Drip Irrigation and sprinkler watering are used wherever feasible.
- iv. Solar cell powered LED lights on streets, use of 5-star appliances, regular energy audit of the campus
- v. Plastic bag free campus
- vi. Encouraging entrepreneurship in Organic Agriculture among students
- vii. Farmer Training Camps for encouraging Organic Farming and Soil Conservation
- viii. Green Club activity
- ix. Rain water harvesting, Soil conservation practices
- x. Food Waste of hostel mess converted to compost for organic farming on campus
- xi. Production of bio fertiliser and bio pesticide and use in the gardens
- xii. Knowledge on Wheels (KNOW) on Bharat Standard-6 (BS-6) to impart training on repairing of BS-6 Diesel engines
- xiii. Sewage Treatment Plants have been put up at both campuses and the recycled water is used for agriculture field work and watering the garden.

7.5 Whether environmental audit was conducted?

Yes

No

7.6 Any other relevant information the institution wishes to add

Please refer to SWOC Analysis of the University in *Annex VI*

## Achievements

6th & 7th May 2018	CUTM conducted Odisha skill Conclave 2018 at Bhubaneswar campus. This was a mega event, in which around 150+ delegates from GOI, GOO, Industries, NSDC, PIA's etc. participated in the event.
3-Jul-17	At Centurion PKD campus, State government has trained as many as 7,000 anganwadi workers and 250 supervisors of 12 districts
5-Jul-17	Marketing of dairy products (milk premium pouch, curd and paneer) in PKD campus
12-Jul-17	Inauguration of Students Experimental Farm at Bagusala, Gajapati
12-Jul-17	Inaugural program; set up of Pradhan Mantri Kaushal Kendra (PMKK) in our university campus
13-Jul-17	Centurion "CUTM" is in globally 5th position in the Project of the Year Competition held by Dassault Systèmes' Global Academia Department
3-Jul-17	At Centurion PKD campus, State government has trained as many as 7,000 anganwadi workers and 250 supervisors of 12 districts
10-Feb-18	Start-up by our Alumni [Debasish Nayak (2015 batch) and K Rohit Kumar (2014 batch)] bagged the FIRST position in an youth start-up summit and received funding support. Fourth year B.Tech (Ag. Engg) learnt about the spray drying unit operations for their major project and prepared the milk powders which is useful for baby foods.
16-Feb-18	Mr. Himansu Sekhar Panda joined SKY RIDER AUTOMOTIVE as Chief Operating Officer since 1st of February 2018. He will be holding the complete responsibility of business development and other functionality of SRA.
17-Feb-18	Food Products developed in Agricultural Process Engineering Department, with the combine effort of Ms. Bijayabharati Bag and Mr. Subhendu Kumar Jena, can strengthen the rural economy. Organic strawberries availability in the campus.
18-Feb-18	M.S. Swaminathan School of Agriculture, CUTM has been nominated for the National Award 'AIASA Institute of Excellence-2017' on all India nomination basis. The National Award was presented by Hon'ble Chief Minister, Govt. of Assam as Chief Guest on inaugural session of 3rd National Youth Convention on "Transforming Agriculture for Agripreneurship & Employment Opportunities: The Youth Perspective" on 23rd February 2018 at Jorhat (Assam).
21-Feb-18	Faculty Development Need Assessment Survey is online NOW
9-Mar-18	BSc (Ag) Collage Students Field Trip (RAWEP) in Srikakulam District   Mahaa News
11-Mar-18	VAMNICOM/ SPARDHA'18/ NATIONAL LEVEL YOUTH FEST/ MARCH 10&11 at Pune; theme of the event is "Destinnova" towards sustainability; won 1st prize in screening of mind and poster making
14-Mar-18	Export of Gram Tarang to Australia: Office beaters of the Foundation in Wadeye, Northern Territory; GT being the source of Trainer and Managers to set up Integrated Centre for Aborigine Youth
19-Mar-18	sambalpuri dance - centurion university bolangir; This is the highest watched Youtube video ( <a href="https://youtu.be/yIBh4JlaJmY">https://youtu.be/yIBh4JlaJmY</a> ) from us, 376k views in six months
29-Mar-18	TITP Sending Organisation selection for Indo-Japan Technical Intern Training programme

31-Mar-18	Best Innovation Award in International Go-Karting Championship @Lovely Professional University - Punjab
4-Apr-18	Suraj Kumar Gupta, roll no: 170301120024 of CSE 2nd Semester has won the second prize worth INR 10,000 in state-wide LIT C-Marathon
3-Apr-18	Campaign on Heat Wave Preparedness & Response - by Students of CUTM Organized by School of Disaster Management & CSR in Jatani Campus -Date – 3rd & 4th April 2018
12-Apr-18	3D projectors with sound effect were purchased and installed in Jatni, PKD and Vizag campuses.
15-Apr-18	CUTM is selected as a partnering institution of MHRD under under Unnat Bharat program
16-Apr-18	"Hello Arsee" has won three National Awards for 2018.
16-Apr-18	Deakin University and India's Centurion University of Technology and Management (CUTM) have set up a joint centre for social entrepreneurs
16-Apr-18	Shifting out of the present ERP to I Cloud EMS, a cloud based ERP
16-Apr-18	RMIT University signs new agreement MoU with CUTM
20-Apr-18	Punjab Skills Competitions 2018
23-May-18	Centurion University Model as a reference point mentioned at the "4th Emerging Economies Summit" Morocco on 8-10 May 2018
23-May-18	Ministry has issued an Office Memorandum for SSCs to use our cell
7-May-18	Skill Development Strategy for "Odisha Skill Conclave - Barunei Accord as Minister Declared"
28-Apr-18	Qualified to 2nd Round of "Agriculture Grand Challenge" by MoA (GoI)
4-Jun-18	our student PARAMVIR Singh of MSDC Ludhiana (FMA CNC Trade) have got 3rd position in North Regional Level Competition of World Skill Competition, 2018
20-Jun-18	24 KL Transformer OIL Tanker of HPCL on Campus from Bombay
13-Jun-18	Implementation of new ERP system (iCloudEMS)
18-Jun-18	Shooting of a Odia movie "Champion" at PKD campus, CUTM
8-Jun-18	Partner to Amazon Web Services ( AWS) educate programme: Both faculty and students get free AWS cloud logins and credit for 200 dollars and 100 dollars free of cost
8-Jun-18	GTET is now System Integrator for Dassault
4-Jun-18	Successfully installed the moisture sensor based automatic circuit with drip system in banana orchard

## **8. Plans of institution for next year**

- i. The University will offer new programs such as M.Phil. in Physics, Chemistry and Mathematics; M.Sc. (Agriculture), B.Sc. (Fisheries), Certificate courses in Medical Lab Technician (MLT), MBA (Agribusiness Management).
- ii. Intensive training on world view, communication and life skill will be provided to students.
- iii. Student and faculty research will be in the areas relevant to the needs of community and industry.
- iv. Consulting assignments in the area of community institution building will be taken up.
- v. Consolidation of Domain based teaching for all engineering programs.
- vi. Skill development program by Centre for Renewable Energy and Environment
- vii. The University will have process innovation in new-age teaching-learning methods for teachers and students.
- viii. The University will be a repository of context specific knowledge of its natural, socio-cultural, economic and ecological environment.
- ix. Each School of the University (engineering, management, natural science, social science, vocational education, architecture and planning) will have at least 2 adjunct faculty from industry/Research Institutes.
- x. It will have a student strength of 2,500/year for graduate and higher education and 20,000/year for skill development of school dropouts.
- xi. At the beginning of each session, conduct all tests (such as CoCubes Employability Test) + communication skill test every year and send the score card to parents with suggestive remedies; conduct the final Test at the end of the year and link this test to the student's transcript.
- xii. Job linkages, building appropriate and relevant competencies and confidence are not job of a division. The ecosystem must be redefined and re-crafted. Weeding out non-serious elements is very important but also capturing the aspirations of Students for higher studies, or supporting family business or entrepreneurship must be the part of CDG. Such a data base would be helpful for the University and they would be linked to Centre for Innovators and Entrepreneurs.

We envision how Centurion will look like in next 3 years:

- Centurion University, in totality, will have a full fledged health services school offering optometry, radiology, MLT, cardio assistant, ophthalmic assistant, anaesthesia assistant and OT technician. Robert Bosch, Essilor or Carl Zeiss and a few hospitals will be partners. We may have to partner with or own a couple of small 100 bed hospitals. Locally at least, in this region, we will be the pioneers. We are the only non- medical University now focusing on this. This may become the flagship programme in Vizag campus, it may contribute numbers to BBSR and it will be weak in PKD.
- BBSR campus will be dominated by School of Applied Sciences and supported by School of Engineering and Applied Health. Whereas, Paralakhemundi campus will be dominated by Agriculture, Fisheries and Allied programmes along with Agriculture Engineering. Again, we are pioneers in this regionally at least. We need to support this position.

- School of Engineering will play a second fiddle in all campuses, in terms of volumes and numbers. But it will be a crucial zig in the puzzle. So will be the vocational school. School of Engineering and Technology needs to be integrated within itself as well as other schools. TECHNOLOGY will be the common THREAD of all what we do.
- School of Management and Media School will limp along. BBA and BCom have great potential and we can do numbers there. We are not focusing much.
- Placement and all others have to look at this emerging scenario. We need to look at the placement for health sectors, agriculture, fisheries, etc.
- The traditional drivers of Private sector education, i.e. Engineering and MBA, will at least, temporarily take a back seat. We need to be prepared for that. The SMT time also now needs to be recalibrated to reflect this reality. Especially placement team's time. Even post-graduate schools will be most dominated by these areas. We need to strengthen labs.
- We need to have an OPEN Architecture to syllabus making. The structure will be like a platform where we can plug-in anything and everything. Our QA cell has to get used to this OPEN Architecture.
- Utilisation of drones: to design a lab around it; buy a small 3 D camera and have courses on aerial survey, cloud points capture and processing to make it 3 D mock
- Utilisation of best opportunities for placement in the Dassault SI platform as there is a glut of professionals with Catia skills, Biovia, Enovia, Apriso, Exalead and Delmia. We must diversify so that we can create jobs, consulting practice and create a whole new programme. For example, Centurion University is serious on DFI and the initiatives taken by Vice President along with Dassault Systems. RobotiX – TactiX platform which can act as ground data provider for crop modelling. It can also take data from that AI/ML engine and transmit back to farmers / growers too. With the farmer model, which Dassault platform can be used to track and monitor all farmers; hand hold them with agri technology to improve economic situation. Market connect can be established as well, which would help farmers to fetch better value.
- Work out an annual action plan on developing intersection projects and synergies of engineering, agriculture and biology specially in following areas:
  - i) Look at Bio Engineering applications: especially in the area of devices
  - ii) Look at commercial scale hydroponics, protected agriculture and how civil students can help in that. We will use STP water for hydroponics
  - iii) Sensor based precision irrigation
  - iv) CS applications of big data and mobile apps to the crop health management
  - v) Image processing, drones and its applications to crop and soil health management

Name: *Subrata Sarangi*



Signature of the Coordinator, IQAC

Name: *Haribandhu Panda*



Signature of the Chairperson, IQAC

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## Abbreviations

AAJ	-	Alumni Association of JITM
CAS	-	Career Advancement Scheme
CAT	-	Common Admission Test
CBCS	-	Choice Based Credit System
CE	-	Centre for Excellence
CGPA	-	Cumulative Grade Point Average
COP	-	Career Oriented Programme
CPE	-	College with Potential for Excellence
CUTM	-	Centurion University of Technology and Management
DPE	-	Department with Potential for Excellence
EOD	-	Examination on Demand
ERP	-	Enterprise Resource Planning
GATE	-	Graduate Aptitude Test Examination
ICT	-	Information and Communication Technology
JITM	-	Jagannath Institute of Technology and Management
NET	-	National Eligibility Test
PEI	-	Physical Education Institution
SAP	-	Special Assistance Programme
SF	-	Self Financing
SLET	-	State Level Eligibility Test
TEI	-	Teacher Education Institution
UGC	-	University Grants Commission
UPE	-	University with Potential Excellence
UPSC	-	Union Public Service Commission

## Academic Calendar for the Academic Year 2017-18

Commencement of Class Works	Internal Examination			End Semester Examination
	1	2	3	
<b>Odd Semester (1<sup>st</sup> July – 31<sup>st</sup> December 2017)</b>				
<b>7<sup>th</sup> Semester:</b> 20 Jun 2017	20-22 Jul 2017	17-19 Aug 2017	Last Date of Instruction: 2 Sep 2017	4-9 Sep 2017 (External Practical Exam: 11-13 Sep 2017)
<b>3<sup>rd</sup> and 5<sup>th</sup> Semester:</b> 3 Jul 2017	7-9 Aug 2017	18-20 Sep 2017	9-11 Nov 2017 Last Date of Instruction: 8 Nov 2017	20 Nov to 2 Dec 2017 (External Practical Exam: 15 to 18 Nov 2017)
<b>1<sup>st</sup> Semester:</b> Orientation /Registration: 1-5 Aug 2017 (Class start: 7 Aug 2017)	4-6 Sep 2017	12-14 Oct 2017	11-14 Nov 2017 (Last Date of Instruction: 10 Nov 2017)	20 Nov to 2 Dec 2017 (External Practical Exam: 16 to 18 Nov 2017)
<b>Even Semester (1<sup>st</sup> January – 30<sup>th</sup> June 2017)</b>				
<b>8<sup>th</sup> Semester:</b> 14 Sep 2017	26-28 Oct 2017	23-25 Nov 2017	Last Date of Instruction: 9 Dec 2017	18-23 Dec 2017 (External Practical Exam: 13-16 Dec 2017)  Break: 24 Dec 17-1 Jan18  Internship: 2Jan-31Mar18 Project & Internship Assessment : 3-7 Apr 2018
<b>2<sup>nd</sup>, 4<sup>th</sup> and 6<sup>th</sup> Semester:</b> 4 Dec 2017	23-25 Jan 2018	8-10 Mar 2018	11-13 Apr 2018 Last Date of Instruction: 10 Apr 2018	23 Apr to 5 May 2018 (External Practical Exam: 18 to 21 Apr 2018)



## REPORT ON ACADEMIC AUDIT

Date: 23 and 24<sup>th</sup> October 2017

Campus:-Jatani

### **1. Status of effectiveness of CBCS for B.Tech. students**

- a. Choice of subject: - Cafeteria Approach is not followed, Subject choices are restricted.
- b. Understanding of learning outcome:- Students are unable to understand the outcome, they have copied from the class note.
- c. Lesson Plan shared:- Properly done in ERP.
- d. Session wise progress review:- After second mid review was not made. Some subject progress is very slow [on 23<sup>rd</sup> second module completed]. First year progress is less in all subjects.
- e. Clarity on assessment methods and implementation:- Satisfactory
- f. Session wise use of reference materials (Video/online material etc.): - Negligible. [5-10%]
- g. Hands on Practice (Use of Machine/tool):- Students are accessing tools if it is provided in timetable. Other than that they are not getting chance. Second year mechanical students want access to industrial labs [Eicher], But are not getting any slot.
- h. Subject related project identified, assigned, reviewed, assessment:- Done only for practice + project subjects.
- i. Subject related assignment:- In some departments it is not given[3<sup>rd</sup> year Mech:- 1 out of 7 teachers have given assignment]
- j. Exposure visit:- Not satisfactory except CIVIL and EEE/EE

### **2. Theory Classes**

- (i) Teaching Effectiveness (Understanding of concepts): Not satisfactory in Diploma Mining , MBA Data analytic, Department of Biology.
- (ii) Overall Attendance in class:- 3<sup>rd</sup> Year B-Tech it is less.
- (iii) Learning Record:- It is missing in dept. of CTIS, BSc(IT), Biology. For others it is available but documentation is not proper.

### **3. Practical/Project Classes**

- (i) Verification of lab manual:- Not available for any new syllabus.
- (ii) Verification of lab records:- Not properly done in Diploma, BSc IT, Biology, Physics.
- (iii) Students assessment:- Viva is being conducted in each 2-3 lab.
- (iv) Project/Internship as per norms:- Not satisfactory.

### **4. Domain Classes**

- (i) Teaching Effectiveness :- well
- (ii) Faculty Involvement:- In some Domains.
- (iii) Student Involvement:- Good
- (iv) Domain Partner performance:- Yet to come.
- (v) Practice and Project undertaken:- initiated in some domain.
- (vi) Internship arrangement:- Not done yet.

### **5. Interaction with the HoD / Faculty**

- (i) Assignments:- Given and collected in time.
- (ii) Lesson Plan:- Uploaded in MIS.
- (iii) Evaluation Process:- Differs in different department and students are aware of it.
- (iv) Skill Certification Courses:- None
- (v) LSD Classes:- Poor. 90% students lost interest in LSD class and so less is the attendance.
- (vi) Mentoring systems:- Daily report is missing. No proper reporting format. Some of that couldn't show proof of previous mentoring class.
- (vii) MIS Usage:- Minimum. Only to update attendance and upload lesson plan they are using. Some have done online test previous semester. No other modules are being used by faculties and students.
- (viii) Co-Curricular Activity (Seminar/Workshop/Industrial Visit etc.): - Ok

**6. Delivery of E-Content in E-Classroom :- Very poor**

**7. Others:- a) internal marks are not uploaded in MIS.**

b) E Material are not available.

c) No industry exposer for MBA and BBA students

d) Faculties are not sharing PPTs/notes/e-material with MBA students.

e) For MBA, Data Analytic no study materials are available.

f) No academic feedback system for MBA and BBA.

g) Diploma Mining students want communicative English classes and more lab and exposure visits.

h) Biology lab is not equipped; students are facing problems in lab.

**8. Interaction with corresponding Deans/PGP Coordinator**

- (i) Discussion regarding the observations made by the Team on above issues.

Signature of the Team Member

Signature of the Dean/PGP Coordinator

## REPORT ON ACADEMIC AUDIT

### PARALAKHEMUNDI CAMPUS

Date: 23/10/2017

#### School of Applied Sciences

The observations are made during our visit.

#### 1. Status of effectiveness of CBCS for B.Sc & M.Sc. Students

##### Choice of subject

- Complete autonomy is provided to students on choice of subjects

##### Understanding of learning outcome

- Understanding of learning outcome is satisfactory by students

##### Lesson Plan shared

- Lesson plan are not shared and discussed with students at the beginning of the session except few subjects.

##### Session wise progress review

- Session wise progress review is done by the department after publication of semester result and remedial classes are planned for the weak students for the respective subjects.

##### Clarity on assessment methods and implementation

- Students have not understood about the process of evaluation from the beginning of the session except few subjects.

##### Session wise use of reference materials (Video/online material etc.)

- Notes are provided in the class room. No such reference materials are used session wise.

##### Subject related project identified, assigned, reviewed, assessment

- Subject related projects are to be provided. Not yet assigned to the students.

##### Subject related assignment

- Regular assignments are provided to the students.

#### 2. Theory Classes

##### Teaching Effectiveness (Understanding of concepts)

- Most of the students are happy with pedagogy and delivery of the subjects.

##### Overall Attendance in class

- Previous attendance was poor but present situation has improved to 75% by most of the students. Monitoring of the attendance is done in the mentoring class.

##### Learning Record

- Subject wise learning records are found but in case of lab, it is not observed.

##### Feedback from the Students

- 8<sup>th</sup> semester students: Students are happy with welding domain subjects, but they need some time gap during practice in hot atmosphere. Also they want more practice in this domain. Non- domain students of 8<sup>th</sup> semesters are not happy with the delivery procedure of the subjects, they need detailed information regarding semester examination schedule and all registered subjects syllabus, lesson plan and subjects outcome.

### 3. Practical/Project Classes

#### Verification of lab manual

- Lab manual of physics and chemistry was checked and it was well documented.

#### Verification of lab records

- Lab records were verified but date and Page No. was missing in some of the lab records.

#### Students assessment

- Regular student assessment is practiced in Lab Class.
- Due to lack of time, viva and assessment updating is not possible for some experiments.

### 4. Interaction with the Faculty

#### Assignments

- Faculty regularly used to provide, collect and evaluate the assignment

#### Lesson Plan

- All faculties have prepared their lesson plan.

#### Evaluation Process

- Evaluation process was mentioned in the lesson plan. It was observed that students are unaware about the lesson plan and evaluation methods in some subjects.

#### Skill Certification Courses:

- Some of the skill course like Image Processing is introduced for M.Sc. students

#### LSD Classes

- Not yet started

#### Mentoring systems

- Mentoring system is well prepared and documented. Each faculty is given minimum 10 students for mentoring. It was also observed that day scholar students were also coming with application form for leave

#### MIS Usage

- ERP is updated regularly

#### Co-Curricular Activity (Seminar/Workshop/Industrial Visit etc.)

- No such seminar/workshop is noticed.

### 5. Delivery of E-Content in E-Classroom

- Not prepared for B.sc and M.Sc students but subjects taught in B. Tech 1<sup>st</sup> year have E content materials.

### 6. Interaction with corresponding Deans/PGP Coordinator

Discussion was held regarding the observations made by the Team on above issues.

- All observations, suggestions and challenges was discussed with Dean In Charge of SoAS, Prof. G.C. Sahu

**School of Management**

MDM Programme: Student strength: 1<sup>st</sup> year-4, 2<sup>nd</sup> year-8

BBA Programme: 42 students, 1<sup>st</sup> year

Agri-business Management: 6 student, 1<sup>st</sup> year

The observations are made during our visit.

**1. Status of effectiveness of CBCS for MDM, BBA & Agri-Business Management Students**

- No such choice based courses found.

**Understanding of learning outcome**

- Understanding of learning outcome is satisfactory by students

**Lesson Plan shared**

- Lesson plan of the subjects are shared with students at the beginning of the session

**Session wise progress review**

- Session wise progress review is done by the department after publication of semester result and remedial classes are planned for the weak students for the respective subjects.

**Clarity on assessment methods and implementation**

- Students well understood about the process of assessment/evaluation method at the beginning of the session.

**Session wise use of reference materials (Video/online material etc.)**

- Reference materials are used session wise. On line Videos are shared to the students.

**Subject related project identified, assigned, reviewed, assessment**

- Subject related projects are provided.

**Subject related assignment**

- Students are provided with regular assignment.

**2. Theory Classes**

**Teaching Effectiveness (Understanding of concepts)**

- Most of the students are happy with pedagogy and delivery of the subjects.

**Overall Attendance in class**

- Previous attendance was poor but present situation has improved to 75% by most of the students.

**Learning Record**

- Learning records are practiced in all subjects. The pages of learning records are limited to only 10.

**3. Project Classes**

**Verification of Project manual**

- Projects in MDM are well documented.

**Students assessment**

- Regular student assessment is practiced.

**Student interaction**

- Interacted with BBA students. There were no such problems from their side. However communication subjects have started late. The team communicated the same to the concerned authority.

**4. Interaction with the Faculty**

**Assignments**

- Faculty regularly used to provide, collect and evaluate the assignment

**Lesson Plan**

- All faculty have prepared their lesson plan

**Evaluation Process**

- Evaluation process was mentioned in the lesson plan. Students are aware about the lesson plan and evaluation methods.

**Skill Certification Courses:**

- No skill course is adopted yet but they are planning to introduce from the next academic session.

**LSD Classes**

- BBS students are taught the communication class by English faculty

**Mentoring systems**

- Mentoring system implemented effectively. Each faculty is given minimum 2 students in MDM and 6 students in BBA for mentoring. The same mentors are also delegated the responsibility of internship and project supervision. Weekly minimum two hour is given for mentoring.

**MIS Usage**

- ERP is updated regularly

**Co-Curricular Activity (Seminar/Workshop/Industrial Visit etc.)**

- Seminar and workshop are conducted on specific subjects for both BBA and MDM courses.

**5. Delivery of E-Content in E-Classroom**

- E- Content is not followed. Development management students follow the project based learning.

**6. Interaction with corresponding Deans/PGP Coordinator**

Discussion was held regarding the observations made by the Team on above issues.

- All observations, suggestions and challenges was discussed with PGP Co-ordinator, SoM

**Date: 23 /10 /2017**

**Department of Electronics and Communication Engineering (ECE)****1. Status of effectiveness of CBCS for B. Tech students:**

Complete autonomy from students on choice of subjects. But students need to deregister the subjects if the total no. of students enrolled is less than 15 in it. Students are dissatisfied with this procedure.

**2. Theory Classes:**

**Teaching Effectiveness:** Students are happy with the pedagogy.

**Understanding of learning outcomes:**

- Understanding of learning outcome is not being effectively delivered in an organised manner. Some students have written theory from text books and class note copy as learning outcomes. Also learning record is not being submitted by all students.

**Lesson Plan Shared:**

- All subjects' lesson plan and syllabus were not shared with the non-domain students in the beginning of the session. The lesson plan of other semester subjects is shared with the students.

**Attention of the Students:**

- On an Average 80% students are attentive.

**Feedback from the Students:**

- **8<sup>th</sup> semester students:** Students are happy with communication domain subjects, but they need more practice sessions and also internship facility. Non-domain students of 8<sup>th</sup> semesters are not happy with the delivery procedure of the subjects, they need detailed information regarding semester examination schedule and all registered subjects syllabus, lesson plan and subjects outcome.
- **5<sup>th</sup> semester students:** Some students are not happy with CBCS as they are unable to choose the subjects as per their choice if the no. of registered students in the subject is less than 15. Students are not able to understand properly “Embedded C” and “Fundamental of microprocessor and microcontroller” as they have registered both the subjects in one semester and also are not strong in c-programming. They need some tutorial classes for Digital Communication Technique (DCT), Embedded C and Fundamental of Microprocessor and Microcontroller. LSD class is not effective.
- **3<sup>rd</sup> semester students:** Students are unable to do Basic Electrical Engineering Lab properly as concerned theory subject faculty is not taking the laboratory class. They need proper guidance to practice the experiments in the laboratory. LSD classes are not effective at all as concerned faculty is gossiping only, not teaching (students remark). Some students need more practice in Electricity and Magnetism practice lab.

**3. Practical/Practice Classes****Verification of lab manual:**

- All lab manuals are present in the department.

**Verification of lab records:**

- Lab records are being regularly signed by the faculty and also viva is being conducted. But some faculties are not conducting regular viva for each experiment.

**Students assessment:**

- Communication domain students are evaluated for one subject based on his/her project work and assignments by the concerned faculty.

**Feedback from the Students:**

- Non-domain students are not happy with their regular class delivery and detail course structure; lesson plan and outcomes of all subjects are not shared with non-domain students. They don't know any information regarding semester examination.

**Internship as per norms:**

- No industry visit till now but they have planned for it in February 2018.

**4. Domain Classes****Teaching Effectiveness:**

- 1<sup>st</sup> phase training of communication domain will be completed at Paralakhemundi campus in 1<sup>st</sup> week of November, 2017 and 2<sup>nd</sup> phase training will be held at CIT campus with industry partner. They need more hands-on practice in 2<sup>nd</sup> phase training.

**Faculty Involvement:**

- Two ECE faculties are teaching the communication domain subjects in 1<sup>st</sup> phase training.

**Student Involvement:**

- Students are doing their assigned projects.

(i) **Domain Partner:**

- Nemhans solution Private Limited is the Communication domain partner from Bhubaneswar.

**5. Interaction with the HoD / Faculty**

- **Assignments:** Chapter wise assignments are given to the students. But assignments and study materials are not uploaded in ERP.
- **Lesson Plan:** Lesson plan is uploaded in ERP, as per the discussion with HoD, faculties are now comfortable with the present pedagogy.
- **Evaluation Process:** Based on syllabus: Theory, Theory + Practice, and Project course. It will be relative grading and absolute grading as per subjects depository.
- **Skill Certification Courses:** No skill course offered to the students.
- **LSD Classes:** LSD classes are allotted in time table. But LSD classes are not effective at all.
- **Proctorial systems:** Mentoring classes is being delivered by the department. Mentoring classes are also not effective, students are only signing in the record.
- **MIS Usage:** Assignments and study materials are not uploaded in ERP. Domain subject attendance is also not uploaded in ERP. Internal marks are not entered in ERP. Other semesters attendance is up-to-date and uploaded in ERP.
- **Workshop/FDP/Seminar:** One workshop on “Embedded System” has been conducted in September, 2017 participated by the students and faculties. No FDP has been conducted so far. No faculty has attended any off-campus seminar/FDP/workshop.
- **M. Tech Programme:** No M. Tech programme is offered by the department.
- **Students Involvement:** 25% students are above average i.e. good, but more are slow learners.
- **Research:** Some faculties are writing research papers to submit them in the up-coming conference.

**6. Delivery of E-Content in E-Classroom:**

- Faculties are using E-contents in the E-class room for teaching. But most of the students are not referring E-contents.

**7. Interaction with corresponding Deans/PGP Coordinator**

- Discussion was held regarding the observations made by the Team on above issues.



**Department of Computer Science and Engineering (CSE)**

Following observations were made during our campus visit:

**1. Status of effectiveness of CBCS for B. Tech students:**

- Complete autonomy from students on choice of subjects independently and Department willing to provide all the subjects

**2. Theory Classes:**

**Teaching Effectiveness:**

- Students are happy with the pedagogy and lesson plan

**Understanding of learning outcomes:**

- Understanding of learning outcome is not being effectively delivered in an organised manner. Some students have written theory from text books and class note copy as learning outcomes. Also learning record is prepared by the students and kept with them not shown periodically or countersigned by the respective faculty

**Lesson Plan Shared:**

- All subjects' lesson plan and syllabus are circulated to concerned students. The lesson plan of other semester subjects is shared with the students.

**Attention of the Students:**

- Average 80% students are attentive.

**Feedback from the Students:**

**8<sup>th</sup> semester students:**

- Students are very happy with software technology domain which was given by in house faculty members but they need more hand some Practice hour but Data analytics domain is started in a slow manner due to Industry partner is sending one person to conduct the class as a results only one subjects out of six completed till date which needs quick action to complete by December

**5<sup>th</sup> semester students:**

- Students are taking domain paper by their choice only foundation courses of domain and the Department provided as per students desired course with at least 15 nos strength. The students are very unhappy about their LSD classes which needs more improvement

**3<sup>rd</sup> semester students:**

- Students are attending theory classes as well as practice class but they need more exposure in practice when they are free

**3. Practical/Practice Classes**

- **Verification of lab manual:** All lab manuals are present in the department.
- **Verification of lab records:**
- Lab records are being regularly signed by the faculty and also viva is being conducted
- **Student's assessment:**
- Software domain students are evaluated periodically for project work and assignments by the concerned faculty but data analytics is not yet evaluated
- **Feedback from the Students:**
- Overall students are satisfied with their academic activity
- **Internship as per norms:**

- Internship will be planned by the Prof VAMSI, HoD, CSE and faculty members

#### 4. Domain Classes

##### Teaching Effectiveness:

- The class room teaching is good but needs for more improvement

##### Faculty Involvement:

- There are three in house faculty involved for Software Technology domain

##### Student Involvement:

- Students are doing their assigned projects

##### Domain Partner:

- The domain partner for Data Analytics needs more attention to cover the rest five subjects within two month time

#### 5. Interaction with the HoD / Faculty

##### Assignments:

- Chapter wise assignments are given to the students in hard copy manner but assignments and study materials are not uploaded in ERP.

##### Lesson Plan:

- Lesson plan is uploaded in ERP, as per the discussion with HoD, faculties are now comfortable with the present pedagogy.

##### Evaluation Process:

- As per syllabus: Theory, Theory + Practice and Theory + Practice + Project course. It will be relative grading or absolute grading as per subjects depository.

##### Skill Certification Courses:

- No skill courses are offered to the students by the Department

##### LSD Classes:

- LSD classes are allotted in time table. But LSD classes are not effective at all.

##### Proctorial systems:

- Mentoring classes is being delivered by the department. Mentoring classes are also not effective, students are only signing in the record.

##### MIS Usage:

- Assignments and study materials are not uploaded in ERP. Domain subject attendance is uploaded in ERP. Internal marks are not entered in ERP. Other semesters attendance is up-to-date and uploaded in ERP.

##### Workshop/FDP/Seminar:

- One student workshop is conducted by the Department. No FDP has been conducted at Department level so far and no faculty has attended International/National conference with sponsorship

##### M. Tech Programme:

- No M. Tech programme is offered by the department.

##### Students Involvement:

- 25% students are above average i.e. good, but more are slow learners needs more improvement

##### Research:

- Some faculties are writing research papers to submit them in the conference/ seminar

#### 6. Delivery of E-Content in E-Classroom:

- Faculties are using E-contents in the E-class room for teaching. But most of the students are not referring E-contents.

#### 7. Interaction with corresponding Deans/PGP Coordinator

- Discussion was held regarding the observations made by the team members on above issues and recommended for improvement at the earliest possible time

Date: 23 /10 /2017

#### Department of Civil Engineering

Following observations were made during our campus visit:

##### 1. Status of effectiveness of CBCS for B. Tech students:

Complete autonomy from students on choice of subjects independently and Department willing to provide all the subjects

##### 2. Theory Classes:

###### Teaching Effectiveness:

- Students are happy with the pedagogy and lesson plan

###### Understanding of learning outcomes:

- Understanding of learning outcome is not being effectively delivered in an organised manner. Some students have written theory from text books and class note copy as learning outcomes. Also learning record is prepared by the students and kept with them not shown periodically or countersigned by the respective faculty

###### Lesson Plan Shared:

- All subjects' lesson plan and syllabus were not shared with the non-domain and survey domain students in the beginning of the session. The lesson plan of other semester subjects is shared with the students.

**Attention of the Students:** Average 80% students are attentive.

###### Feedback from the Students:

###### 8<sup>th</sup> semester students:

- Students are very happy with Construction Planning and Management domain but they need more hand some Practice hour but surveying domain is not yet started due to Industry partner is not yet decided to conduct the domain or not as a results students neither started in house nor industry integrated domain only sitting idle and % of present is also 4

###### 5<sup>th</sup> semester students:

- Students are taking domain paper by their choice only foundation courses of domain and the Department provided as per students desired course with at least 15 nos. The students are very unhappy about their LSD classes which needs more improvement

###### 3<sup>rd</sup> semester students:

- Students are attending theory classes as well as practice class but they need more exposure in practice when they are free

##### 3. Practical/Practice Classes

**Verification of lab manual:**

- All lab manuals are present in the department.

**Verification of lab records:**

- Lab records are being regularly signed by the faculty and also viva is being conducted

**Student's assessment:**

- Construction domain students are evaluated for one subject based on his/her project work and assignments by the concerned faculty but surveying domain is not yet started

**Feedback from the Students:**

- Overall students are satisfied with their academic activity

**Internship as per norms:**

- Internship will be planned by the construction domain coordinator Prof MLN

**4. Domain Classes****Teaching Effectiveness:**

- The class room teaching is good but needs for more improvement

**Faculty Involvement:**

- There are three in house faculty involved for construction domain

**Student Involvement:**

- Students are doing their assigned projects

**Domain Partner:**

- The domain partner for Surveying is not yet decided to run the domain so the domain class is not being started and needs for quick action

**5. Interaction with the HoD / Faculty****Assignments:**

- Chapter wise assignments are given to the students in hard copy manner but assignments and study materials are not uploaded in ERP.

**Lesson Plan:**

- Lesson plan is uploaded in ERP, as per the discussion with HoD, faculties are now comfortable with the present pedagogy.

**Evaluation Process:**

- As per syllabus: Theory, Theory + Practice and Theory + Practice+Project course. It will be relative grading or absolute grading as per subjects depository.

**Skill Certification Courses:**

- No skill courses are offered to the students by the Department

**LSD Classes:**

- LSD classes are allotted in time table. But LSD classes are not effective at all.

**Proctorial systems:**

- Mentoring classes is being delivered by the department. Mentoring classes are also not effective, students are only signing in the record.

**MIS Usage:**

- Assignments and study materials are not uploaded in ERP. Domain subject attendance is also not uploaded in ERP. Internal marks are not entered in ERP. Other semester attendance is up-to-date and uploaded in ERP.

**Workshop/FDP/Seminar:**

- Two student workshop and one National level seminar are being conducted by the Department (Disaster Management). No FDP has been conducted so far. But faculty has attended International/National conference with sponsorship

**M. Tech Programme:**

- No M. Tech programme is offered by the department.

**Students Involvement:**

- 25% students are above average i.e. good, but more are slow learners needs more improvement

**Research:**

- Some faculties are writing research papers to submit them in the conference/ seminar and some faculty members are having DST projects

**6. Delivery of E-Content in E-Classroom:**

- Faculties are using E-contents in the E-class room for teaching. But most of the students are not referring E-contents.

**7. Interaction with corresponding Deans/PGP Coordinator**

- Discussion was held regarding the observations made by the team members on above issues and recommended for improvement at the earliest possible time

Date: 23/10/2017

**Department of Mechanical Engineering**

The observations are made during our visit.

**1. Status of effectiveness of CBCS for B. Tech students**

**Choice of subject**

- Complete autonomy is provided to students on choice of subjects

**Understanding of learning outcome**

- Understanding of learning outcome is not being effectively delivered in an organised manner. Some students have written theory from text books and class note copy as learning outcomes. Also learning record is prepared by the students and kept with them not shown periodically or countersigned by the respective faculty

**Lesson Plan shared**

- Lesson plan are shared and discussed with students at the beginning of the session

**Session wise progress review**

- Session wise progress review is not done by the department on result analysis after publication of semester result. No remedial classes are planned for the weak students for the respective subjects. But the mentors

**Clarity on assessment methods and implementation**

- Students have understood about the process of evaluation from the beginning of the session.

**Session wise use of reference materials (Video/online material etc.)**

- Notes are provided in the class room. Students are provided with reference materials on selected topics of a subject

**Hands on Practice (Use of Machine/tool)**

- Students are happy with the pedagogy enriched with hands-on practice

**Subject related project identified, assigned, reviewed, assessment**

- Subject related projects are to be provided. Not yet assigned to the students.

#### **Subject related assignment**

- Regular assignments are provided to the students.

### **2. Theory Classes**

#### **Teaching Effectiveness (Understanding of concepts)**

- Most of the students are happy with pedagogy and delivery of the subjects.

#### **Overall Attendance in class**

- Attendance is good in mostly all classes and more than 80%

#### **Learning Record**

- Students maintain learning records but it is descriptive and even doing numerical problems on it. Students have to be properly counselled on how it to be written.

#### **Feedback from the Students**

- 8<sup>th</sup> semester domain students are happy with welding domain subjects, but they need some time gap during practice in hot atmosphere. Also they want more practice in this domain.

Non- domain students of 8<sup>th</sup> semesters are not happy with the delivery procedure of the subjects, they need detailed information regarding semester examination schedule and all registered subjects syllabus, lesson plan and subjects outcome.

### **3. Practical/Project Classes**

#### **Verification of lab manual**

- All lab manuals are present in the department.

#### **Verification of lab records**

- Lab records were verified but date and Page No. was missing in some of the lab records.

#### **Students assessment**

- Regular student assessment is practiced in Lab Class.
- Due to lack of time, viva and assessment updating is not possible for some experiments.

#### **Project/Internship as per norms**

- No industry visit till now but planned for it in next two months.

### **4. Domain Classes**

#### **Teaching Effectiveness**

- Students are happy with the pedagogy and lesson plan

#### **Faculty Involvement**

- In-house faculty are involved in all three domains.

#### **Student Involvement**

- Students are doing their projects and they do hands-on practice directly in machines and tools.

#### **Domain Partner performance**

- The domain partner for Automotive domain is Dassault Systems. CNC domain Welding domain is looked after by department in association with Gram Taranga.

- Students are happy on the delivery of domains.

#### **Internship arrangement**

- Department is considering seriously to provide internship to all domain students.

## 5. Interaction with the HoD / Faculty

### Assignments

- Assignments are provided to students periodically either chapter wise or module wise.

### Lesson Plan

- Lesson plan is prepared by each faculty and the same is shared to students at the beginning of the session.

### Evaluation Process

- Evaluation process is different for different courses with different pedagogy. The concerned teacher clarifies to students clearly at the beginning of the session.

### Skill Certification Courses:

- No such certification course is offered at the moment from the department.

### LSD Classes

- LSD on soft skill is being imparted to final year students by placement/career development cell. LSD on technical is being offered to 3<sup>rd</sup> and 4<sup>th</sup> year students from behalf of department

### Mentoring systems

- The mentoring system is being practiced and every faculty is involved.

### MIS Usage

- ERP is updated regularly. Assignment and study material is not updated in ERP.

### Co-Curricular Activity (Seminar/Workshop/Industrial Visit etc.)

- No industrial visit is so far held.
- A SDP on e-bike and RAC was held on in association with AMT Moto Corp
- A workshop was done on RAC by National Engineering

## 6. Delivery of E-Content in E-Classroom

- Faculties are using E-contents in the E-class room for teaching. But most of the students are not referring E-contents.

## 7. Interaction with corresponding Deans/PGP Coordinator

- Discussion was held regarding the observations made by the Team on above issues.

Date: 24 /10/2017

### Department of Agriculture Engineering

The observations are made during our visit.

#### 1. Status of effectiveness of CBCS for B. Tech students

##### Choice of subject

- Traditional courses and not choice based

##### Understanding of learning outcome

- It is not properly understood by the students. Some students have written theory from text books and class note copy as learning outcomes. Also learning record is prepared by the students and kept with them not shown periodically or countersigned by the respective faculty

**Lesson Plan shared**

- It is shared to all students at the beginning of the session

**Session wise progress review**

- No done by the department

**Clarity on assessment methods and implementation**

- Faculty needs some improvement in understanding the assessment process

**Session wise use of reference materials (Video/online material etc.)**

- Not done by the faculty

**Hands on Practice (Use of Machine/tool)**

- It is available but students need more practice

**Subject related project identified, assigned, reviewed, assessment**

- Projects are assigned but not reviewed periodically

**Subject related assignment**

- It is given to the students

**Exposure visit**

- Not done yet

**2. Theory Classes****Teaching Effectiveness (Understanding of concepts)**

- Understanding from students is satisfactory. But it requires more effort from faculty.

**Overall Attendance in class**

- Good attendance in class

**Learning Record**

- It is maintained by all students but not in organized manner. Students have not properly understood how to write learning record.

**3. Practical/Project Classes****Verification of lab manual**

- It is periodically maintained

**Verification of lab records**

- It is maintained by students

**Students assessment**

- Students are satisfied with academic but they need more practice hour and outside field visit.

**Project/Internship as per norms**

- It is to be followed by the department

**4. Domain Classes (No domain)**

Teaching Effectiveness

Faculty Involvement

Student Involvement

Domain Partner performance

Practice and Project undertaken

Internship arrangement

**5. Interaction with the HoD / Faculty****Assignments**

- It is done periodically by all faculty

**Lesson Plan**

- It is prepared by all faculty and shared to the students at the beginning of the semester



**Evaluation Process**

- Faculty follow the rules as per norms.

**Skill Certification Courses**

- No skill certification course is offered by the department

**Mentoring systems**

- It is followed by the department and every faculty is involved in the process

**MIS Usage**

- It is maintained periodically

**Co-Curricular Activity (Seminar/Workshop/Industrial Visit etc.)**

- No field visit for students
- No FDP/SDP/seminar

**6. Delivery of E-Content in E-Classroom**

- Faculties are using E-contents in the E-class room for teaching. But most of the students are not referring E-contents.

**7. Interaction with corresponding Deans/PGP Coordinator**

- Discussion was held regarding the observations made by the Team on above issues.

Date: 24/10 /2017

**Department of Electrical and Electronics Engineering (EEE)**

Following observations were made during our campus visit:

**1. Status of effectiveness of CBCS for B. Tech students :**

- Complete autonomy from students on choice of subjects. But students need to deregister the subjects if the total no. of students enrolled is less than 15 in it.

**2. Theory Classes:****Teaching Effectiveness:**

- not effective. Students need improvement exam for internal test. Students are happy with the pedagogy.
- No result analysis after publication semester result

**Understanding of learning outcomes:**

- Understanding of learning outcome is not being effectively delivered in an organised manner. Some students have written theory from text books and class note copy as learning outcomes. Also learning record is not being submitted by all students.

**Lesson Plan Shared:**

- Some students have not properly understood the lesson plan and outcomes of all subjects. But lesson plan is uploaded in ERP and the teacher has discussed with the students at the beginning of the system. Students have not visited cutm website to check the subject structure, lesson plan and outcome.

**Attention of the Students:** On an average 90% students are attentive.

**Feedback from the Students:**

- Some students are not happy with CBCS as they are unable to choose the subjects as per their choice if the no. of registered students in the subject is less than 15. Some students are not able to understand properly "Network Theory", "Electrical Machine & Power Utilization" (5<sup>th</sup> semester Ag students) and "Electricity and

Magnetism”. They need some more practice classes for Network Theory to solve numerical problems and some students need to practice more in Electricity and Magnetism lab. 3<sup>rd</sup> semester EEE students are not strong in “C -programming”, they need teacher’s help to guide them for real time projects. LSD class is

### 3. Practical/Practice Classes

#### Verification of lab manual:

- All lab manuals are present in the department.

#### Verification of lab records:

- Some lab records are not being regularly signed by the faculty and also viva is not being conducted experiment wise due to shortage of allotted time as only one faculty is assigned to conduct the laboratory class.

#### Students assessment:

- Students are evaluated as per their performance and understanding in each experiment.

#### Feedback from the Students:

- Students are interested to focus on practical things, they need more hands-on practice in laboratory classes. 3<sup>rd</sup> semester ECE students are not able to do Basic Electrical Engineering Lab experiments properly.

**Internship as per norms:** No industry visits till now.

### 4. Domain Classes

- No domain course is offered in EEE department of Parakhemundi campus.

### 5. Interaction with the HoD / Faculty

#### Assignments:

- Chapter wise assignments are given to the students. But assignments and study materials are not uploaded in ERP.

#### Lesson Plan:

- Lesson plan is uploaded in ERP, as per the discussion with HoD, faculties are now comfortable with the present pedagogy.

#### Evaluation Process:

- Based on syllabus: Theory, practice and Project course. It will be relative grading and absolute grading as per subjects depository.

#### Skill Certification Courses:

- No skill course offered to the students.

#### LSD Classes:

- LSD classes are allotted in time table. But LSD classes are not effective at all.

#### Proctorial systems:

- Mentoring classes is being delivered by the department. But Mentoring classes are not effective.

#### MIS Usage:

- Assignments and study materials are not uploaded in ERP. Internal marks are not entered in ERP. All semesters attendance is up-to-date and uploaded in ERP.

#### Workshop/FDP/Seminar:

- No FDP has been conducted so far. No faculty has attended any off-campus seminar/FDP/workshop.

**M. Tech Programme:**

- No M. Tech programme is offered by the department.

**Students Involvement:**

- 90% students are attentive.

**6. Delivery of E-Content in E-Classroom:**

- Faculties are using E-contents in the E-class room for teaching. But most of the students are not referring E-contents.

**7. Interaction with corresponding Deans/PGP Coordinator**

- (i) Discussions are held regarding the observations made by the Team on above issues.

Date: 23 /10 /2017

**School of Vocational Education and Training (SoVET)**

The observations are made during our visit.

**1. Theory Classes****Teaching Effectiveness (Understanding of concepts)**

- Most of the faculties are coming as guest lecture.
- Students are happy with pedagogy and delivery of the subjects.
- A built up relation between student and faculties is not there in Diploma wing where is the student and faculty relationship and care for student seen in ITI is best in the campus

**Overall Attendance in class**

- Previous attendance was poor but present situation has improved most of the regular students who have register for this semester is having 75% attendance.
- Whereas the dropout rate in diploma is very high about 50% of the students are leaving the institute without completing the course but the dropout rate in ITI is almost zero.

**Learning Record**

- Learning reflection records are practiced and are well maintained by the students in all subjects.

**2. Practical/Project Classes****Verification of lab manual**

- Lab manual of first year course is maintained by students but it is not practised for 2<sup>nd</sup> and 3<sup>rd</sup> year courses. They are doing practical experiments as per the machine supplier's manual.

**Verification of lab records**

- Action learning plan is regularly updated by the students.

**Students assessment**

- Regular student assessment is practiced.
- Due to lack of time viva and assessment updation is not possible on the same day for some experiments.

**3. Interaction with the HoD/Faculty****Assignments**

- Faculty regularly used to provide, collect and evaluate the assignment

**Lesson Plan**

- All faculty have prepared their lesson plan

**Evaluation Process**

- Evaluation process was mentioned in the lesson plan. But it was observed that students are unaware about the lesson plan and evaluation methods in some subjects.

**Skill Certification Courses:**

- Skill Certification Courses CNC programming for Mechanical students and Stadd pro for civil was offered in the last semester
- In this semester all the final year students are doing PDT classes.

**LSD Classes:**

- Faculty from Gram Tarang placement department are taking personality development training classes for 5<sup>th</sup> semester students.

**Mentoring systems**

- Mentoring system implemented but not so effectively. Each faculty is given minimum 20 students for mentoring.

**MIS Usage**

- ERP is updated regularly

**Co-Curricular Activity (Seminar/Workshop/Industrial Visit etc.)**

- Faculties as well as students do take part in Seminar and workshop conducted by SoET.

**4. Delivery of E-Content in E-Classroom**

- No e-content is prepared by the internal faculties but some faculties are using e-content from other free sources.

**5. Interaction with corresponding Deans/PGP Coordinator**

Discussion was held regarding the observations made by the Team on above issues.

- All observations, suggestions and challenges was discussed with Dean In Charge of SoVET, Prof. Sadat Ali and

**Some general observations across all Schools/Departments:**

- Session wise progress review on result analysis is not seen practiced
- More focus is to be given for conducting FDP/SDP/Seminar/Workshop etc.
- To organize industrial visits for students
- To attend seminar/conference by faculty outside campus
- Proper counselling to students how to write learning records
- A need of a senior faculty in the dept. of B. Tech (Ag)
- More effort is required to arrange internship to all domain students

Signature of the Team Members

Signature of the Deans/PGP Coordinators

1. R.C. Mohanty, ME
2. Manoj Kumar Rath, CE
3. S.K. Biswal, Chemistry
4. Harish Ch. Mohanta, ECE
5. Bhagabata Barik, MBA
6. Rezuwan Khan, Diploma

The image shows five handwritten signatures in blue ink, corresponding to the list of names on the left. The signatures are: 1. R.C. Mohanty, ME; 2. Manoj Kumar Rath, CE; 3. S.K. Biswal, Chemistry; 4. Harish Ch. Mohanta, ECE; 5. Bhagabata Barik, MBA; 6. Rezuwan Khan, Diploma.

# REPORT ON ACADEMIC AUDIT

Date: 26 /02 /2018

School/Department of.....M.S.Swaminathan School of Agriculture

Campus...Paralakhemundi

The observations are made during our visit.

## 1. Theory Classes

- (i) Teaching Effectiveness Needs improvement
- (ii) Attention of the Students Satisfactory
- (iii) Feedback from the Students Quite encouraging

## 2. Practical/Practice Classes

- (i) Verification of lab manual Need improvement
- (ii) Verification of lab records Satisfactory
- (iii) Students' field work Very good
- (iv) Field Management by MSSoA Very good
- (v) NSDC units and its activities V.Good can be used as effective ELP units for 4th year students
- (vi) NSDC units as practical labs for students Useful (must be in business mode)
- (vii) Students assessment Highly Satisfactory but improvement can be made
- (viii) Feedback from the Students - Very good
- (ix) Project/Internship as per norms

## 3. RAWE/ AELP on Students' Learning & Development

- (i) Effectiveness of RAWE -
- (ii) Effectiveness of AELP - Both need re orientation as per 5th Dean's Committee Report
- (iii) Faculty Involvement - Satisfactory
- (iv) Student Involvement - Very good
- (v) Quality of Reports - Good database available

## 4. Interaction with the HoD / Faculty

- (i) Assignments -
- (ii) Lesson Plan - Good
- (iii) Evaluation Process - Needs improvement
- (iv) Field visits - Very good
- (v) LSD Classes - Available
- (vi) Mentoring system - Satisfactory
- (vii) MIS Usage - Fully automated & quite useful.

## 5. Delivery of E-Content in E-Classroom - Satisfactory but need to include e-courses

## 6. Interaction with corresponding Deans - Quality improvement in teaching targeting JRF, SRF, NET eligibility suggested

- (i) Discussion regarding the observations made by the Team on above issues.

Signature of the Team Members

Dr. Santosh Kumar Panda  
Professor & Head, Dept. of Entomology  
College of Agriculture, (OUAT), Bhubaneswar.

Signature of the Dean

26/2/18



## Student Feedback Report

Generated On : 23-JUL-2018 At : 03:58:44 PM

<b>Course</b>	: BTECH	<b>Discipline</b>	: CE
<b>Batch</b>	: 2016	<b>Semester</b>	: 4th Semester
<b>Section</b>	: A	<b>Group</b>	: All Groups
<b>Faculty</b>	: PRAFULLA KUMAR PANDA : P00232	<b>Subject</b>	: REMOTE SENSING & IMAGE PROCESSING

Total no. of students who have given feedback : 8

Category Name	Criteria Name	Numbers in the columns below show the number of students who have provided a particular feedback					Criteria Score	Category Score
		Outstanding (Point : 10)	Very Good (Point : 8)	Good (Point : 6)	Average (Point : 5)	Poor (Point : 4)		
Class Management	Covers the syllabus at an even pace and completely	4	3	1	0	0	8.75	8.88
	Engages classes regularly and punctuality	7	0	1	0	0	9.5	
	Takes command of the class and maintains discipline	3	4	1	0	0	8.5	
Planning and organisation	Clarifies the objectives of the course/topic	6	2	0	0	0	9.5	8.85
	Comes well prepared for the classes	5	2	1	0	0	9	
	Develops the course material in a logical sequence without leaving any gaps	4	3	0	0	1	8.5	
	Explains linkages with other topics	5	0	3	0	0	8.5	
Presentation and Communication	Assignments are prepared to cover all varieties of questions	3	4	1	0	0	8.5	8.61
	Concepts & principles are well explained	5	1	2	0	0	8.75	
	Develops an application bias by presenting illustrations & case studies	3	3	2	0	0	8.25	
	Keeps live students attention and interest	5	2	1	0	0	9	
	Lectures are in simple and easily understandable language	4	2	2	0	0	8.5	
	Presents the course material with clarity	5	2	1	0	0	9	
	Uses the black board in a systematic and effective manner	4	2	1	0	1	8.25	
Voice is easily audible to the entire class	5	1	1	1	0	8.63		
Students Participation	Creates in the student for qualities of self-learning	4	3	1	0	0	8.75	8.6
	Student is encouraged to raise doubts and seek clarification	4	2	1	0	1	8.25	
	Suggest material for further reading and relevant references	4	3	1	0	0	8.75	

Aggregate Feedback Score : 8.73

### Feedback Remarks by different Students

### Analysis of Parents Meeting:

Parents meeting held once a semester. The Deans (Academics and administration) explained the programmes under taken during the year including facilities, infrastructure developed and initiatives for student's wellbeing and employment. The feedback and suggestions of the parents were recorded and analysed as follows:

1. University to try for further good companies with higher salaries.
2. Students to be given coaching and guidance so as to build communication skills and confidence to face job interview.
3. Inform the parents regularly about the attendance through messages as frequently as possible and marks sheet hard copy to be sent for every semester result through Post.
4. Display of the Students placement at prominent place in the University with name of the students selected in different companies.
5. Sending messages of college holidays and closure days to parents at least one day in advance.
6. Bring out school magazine (Leaf let) once in six months by high lighting the developments in the school and the same to be sent to parents.
7. The mentors should talk to the parents at least twice in a semester

## Alumni Feedback

An alumni meet was conducted on **8th April 2018** at Hyderabad where **57** alumni with their family members participated. The objective was to reach out to maximum number of our alumni, connect and bond with them, and to explore the process of leveraging their network for the benefit of their alma mater.

### MEMBERS PRESENT

1. Prof. Rajdeep Mohanty- Pro VC (Training and Placement), CUTM, Paralakhemundi
2. Prof. (Dr.) Anita Patra- Registrar, CUTM, Paralakhemundi
3. Prof. (Dr.) Prajna Pani- Professor, Department of English, CUTM, Paralakhemundi
4. Mr. Manoj Kumar Nayak- President, Alumni Association
5. Mr. Manoj Kumar Kar- Secretary, Alumni Association
6. Mrs. Savita Swain- Coordinator, Alumni Association

### AGENDA

1. Welcome address by Mr. Shakti Prada Khadanga, Coordinator Hyderabad Chapter
2. Brief note on alumni association by Mr. Manoj Kumar Nayak, President, Alumni Association
3. Address by Prof. Rajdeep Mohanty on alumni linkage and about the ongoing training and placement activities.
4. Brief note about the University by Prof. (Dr.) Anita Patra, Registrar, CUTM, Paralakhemundi
5. Address by Prof (Dr.) Prajna Pani regarding role of alumni in the development of the university
6. Vote of thanks

### DETAILED DISCUSSION

1. Opening the discussion, Mr. Shakti Prada Khadanga, Coordinator, Alumni Association Hyderabad Chapter welcomed the members from the University and the alumni present in the meet. He also made a brief introduction of the purpose of the meeting.
2. Mr. Manoj Kumar Nayak, President of Alumni association briefed about the association to all the members. A summary of the discussion is presented below:
  - a. Alumni association of JITM was registered under society act with registration number 08/08-09 dated 7th July 2008.
  - b. As JITM has been accorded the status of a University with the name Centurion University of Technology and Management another association will be registered with the name Centurion University Alumni Association.
  - c. Every year the association is conducting alumni meet at different parts.
  - d. One home coming event was conducted on 26th December 2015.
  - e. The association has decided to conduct alumni meet in every two months in different places.
  - f. Two home coming events are planned this year (2018). One in Paralakhemundi Campus and One in Bhubaneswar Campus.
  - g. The home coming event at Paralakhemundi is scheduled on 23rd December 2018.
  - h. The home coming event at Bhubaneswar is scheduled during 4th week of October.
  - i. The Hyderabad chapter of the association was inaugurated in the meeting and the following members initiated to coordinate the Hyderabad Chapter.
3. Prof. Rajdeep Mohanty, Pro VC (Training and Placement), CUTM, Paralakhemundi briefed about the current training and placement activities of the university. He insisted that alumni could be a best support for T & P of the university by guiding students, interacting with students by visiting the campus and keeping updates on the current trends of the industry. He welcomed



any suggestions to improve the placement activity and also welcomed any references by the alumni in this regard.

4. Prof. (Dr.) Anita Patra, Registrar, CUTM, Paralakhemundi, briefed on the present status of the university on the following points.

a. Choice based credit system

b. Domain based subjects

c. Project based learning pedagogy

d. Student achievements on go-cart competition at LPU, Punjab.

e. Startup initiatives of CUTM students and its progress.

f. She suggested alumni involvement to support the domain based learning by either being associated as industry partners or through workshops.

5. Prof. (Dr.) Prajna Pani started with the tagline of the University ‘Shaping lives and empowering communities’, and how each of us add value to the self, family, university/ organization and society in different ways. She also suggested during the interaction to develop one web based application where all the alumni will have the access and could share their views and updates with others.

6. The meeting concluded with a display of colourful hand prints to create loving memories.

7. As there was no other points left for discussion the meeting ended with a vote of thanks to all the members.

## Centurion University of Technology and Management

### Report on Academic Audit (2017-18)

A review was done regarding the implementation of the Choice Based Credit System that was introduced at Centurion University in July 2015. The scope of review was B.Tech. 2015 and 2016 admitted batches.

The review was held on 17.04.17 & 18.04.17 at CUTM, Bhubaneswar campus. The review meeting for Paralakhemundi campus was held on 19.04.17 & 20.04.17. For the purpose of the review, interaction was held with students of each branch of B.Tech. 2015 admitted batch (presently in 4<sup>th</sup> semester) and 2016 admitted batch (presently in 2<sup>nd</sup> semester) of both the campuses. The review was conducted by the following members.

1. Dr. Haribandhu Panda, Vice Chancellor, CUTM
2. Dr. D. Nageswar Rao, Former Vice Chancellor, CUTM
3. Dr. G. S. N. Raju, Vice Chancellor, CUTM, AP
4. Dr. Ashok Misra, Registrar, CUTM
5. Dr. B. P. Mishra, Dean SoET, Paralakhemundi Campus
6. Dr. P. K. Mohanty, Dean Academics, Jatni Campus
7. Dr. Anita Patra, Dean Change Management & Faculty Development

The findings are as follows.

#### **Making a Choice**

- The students were very happy with the existing CBCS system. They have understood that they can make their choice of subjects, which they will study in each semester, as per their interest. They were clear about the credits division that a student needs to cover from each Basket.
- They have been counselled & guided by the faculty mentors at the time of semester registration. They were provided with a list of courses that they were offered in a semester from different baskets.
- There was very low awareness regarding the dual degree in CBCS. Even though a few students knew about it, but they did not know the details of how to acquire it.
- Students brought to the notice that many of the courses gets dropped when the minimum numbers of registrations is not done for the same. So, they miss the opportunity at times.
- It was observed that the students were not given adequate option to choose. Choice was curtailed because of the assumed constraint of faculty and class rooms' inadequacy.
- Students did not internalize the possibility of completing the course in either fewer than 8 semesters or more than 8 semesters.
- Both faculty and students did not explore about the possibility of having a subject credited by a mix of students from different branches of engineering and different semesters/years. The cultural constraint of crediting a course with 'junior' is very strong.

#### **Pedagogy followed**

- The students generally referred to the syllabus posted in the University website. They knew that there are different modes such as Theory, Theory + Practice, Practice, Theory +Practice + Project, Practice + Project, Project, etc.

- 2<sup>nd</sup> year students have already done mini projects in a few courses.
- Students felt that it is easy to understand theory when they practice it or do a project.
- It was observed that the faculty did not have clear understanding about delivering theory in practice mode.

### **Learning Record**

- Students of different batches and different branches were found to be at different stages with regard to maintaining the Learning records. Some had just started writing it, while some have done it earlier. A few did not know that they had to do it.
- Both teacher and students are not very clear about the purpose of maintaining learning record, the process to be followed and the contents to be included. They were mostly in compliance mode, which raises a much larger cultural issue of non-questioning environment in the university.
- Though there is already a format available, a handful had followed it for the theory courses and few others have written it in their own fashion.

### **Suggestions**

- Faculty and students must understand that in CBCS, 'Choice' is primarily that of student. Faculty is a facilitator to implement such choice. The scope of 'Choice' must be clear.
- Faculty should help each student to make a choice-tracker as per his/her the goal/ aspiration at the commencement of the first semester itself. Since, the goal may change during the four years of study, the tracker needs to be navigated and revised every semester accordingly.
- Students need to be counselled that some courses may be delivered in a way where senior batch and junior batch students sit in the same class/ course.
- Counselling, regarding making the right choice, to be done more frequently and not only during the semester registration.
- Faculty to understand clearly the method of teaching theory in practice mode.
- Faculty need to first be clearly about the objective of the learning record and its format. The same needs to be prepared for all courses irrespective of the mode. It needs to be prepared for all courses taught whether it is engineering, basic science, management, or LSD courses. It needs to be monitored so that it is prepared as the course progresses rather than towards the end of the course.
- The format needs to be uniform for a particular course.
- Faculty Development Workshop needs to be done for the following
  - Comprehensive understanding of the process of implementing CBCS
  - Developing student-wise course tracker
  - Teaching Theory in Practice Mode
  - Objective, process and content of Learning Record
- It is advisable to depute neutral staff at the time of subject registration to minimize the influence of subject teachers.

## Best Practices of the Institution

### **Best Practice A: Skill Integration in Curricula of Academic Programmes**

#### **1. Title of the Practice:** Skill Integration in Curricula of Academic Programmes

#### **2. Objectives of the Practice:**

- To create an enabling environment for entrepreneurial ambitions among students of all academic programmes of the University
- To fill the knowledge-gap between industry and academia and
- To make the students industry ready and employable.

**3. The Context:** The curricula of a University in India at graduation level and beyond have been largely theoretical with contain very little practice component. The lab or practical classes are largely repetitive and ritualistic. This method of academic delivery does not encourage the students to think independently. It hardly leaves any room for the student to think “out of the box”, ask “what if...” questions and then to try and find solutions to those questions. Such an atmosphere is actually quite stifling to a creative mind and puts a lead on free and independent thoughts – a necessary quality for entrepreneurial dreams. CUTM has taken initiatives in bringing wide ranging changes in its curricula at all levels and in all academic programmes with a view to changing this approach to academic delivery.

Similarly, our placement experience and interaction with industry partners has conclusively shown that industry today wants to minimise the training period of the newly recruits and requires them to join the factory shop floor at the earliest. The graduates are expected to have acquired all knowledge and skill during their courses of study.

During our interaction with industry partners, it is realised that there lies knowledge, skill and attitude gaps between the curricula taught and the expectation of the industry. CUTM consciously attempts to bridge the gap by continuous improvement in curriculum and its delivery in association with industry.

**4. The Practice:** The skill integration into the curricula is achieved through the following process:

- Market studies are carried out to explore employability potential of different industries
- Through a process of brain-storming sessions with the industry experts, the knowledge, skill and attitudinal requirement of prospective employees are identified.
- Such knowledge-skill-attitude requirement is translated into specific industry domains across all disciplines of the Schools of the University.
- Concerned faculty of the School/Department develop model curriculum through a series of departmental and university level meetings and workshops.
- The draft curriculum is then presented in the Board of Studies
- The curriculum approved by the Board of Studies (BoS) is presented to Academic council for their final approval.

**5. Evidence of Success:** The process of creation of Industry Domains and the consequent integration of Skill Courses into curricula was conceptualised and introduced in the year 2015-16. The B. Tech. batch of 2013-17 and MBA batch of 2015-17 were the first batches to pass out

under this new approach. Considering the success of the initiative, the process has been further consolidated.

We are confident that our approach to skill integration through industry domains will stand the University in good stead. We shall be able to provide good quality sustainable placement to our passing out students during the coming years through this practice.

**6. Problems Encountered and Resources Required:** Our project of integrating skill into the syllabus of each course of a curriculum is ambitious. The most challenging aspect of this project is availability of trained resource persons and faculty members who could successfully impart the practice and skill components successfully.

We have made tie-ups with different industry to have resource person to train our faculty and to offer skill courses. Summer Immersion Programmes for faculty members and laboratory technicians are organised for imparting the necessary training.

### **Best Practice B: Gram Tarang's Community Outreach**

#### **1. Title of the Practice: P.A.C.E. Life Skills Training in GTET Centres, Urban Clusters and Rural Areas**

#### **2. Objectives of the Practice**

- To provide Life Skills training to women across different segments of GTET and Centurion University and its surrounding areas.
- The Personal Advancement and Career Enhancement (PACE) curriculum has been designed by the International Council for Research on Women, based in Washington D.C. with inputs by members of the Bangalore based NGO Swosti.

#### **3. The Context**

The P.A.C.E. Life Skills Curriculum is being implemented in Gram Tarang since 2016. The GAP Foundation funds us to recruit and train trainers who can offer Life Skills training as widely as possible to women studying within Gram Tarang and women in rural areas and peri-urban slums of Bhubaneswar and Vizag city. The aim of the training programme is to build capacity and confidence in women to help them navigate the challenges of their domestic as well as work spheres.

#### **4. The Practice**

The P.A.C.E. curriculum is composed of ten training Modules:

1. Communication
2. Problem Solving and Decision Making
3. Time and Stress Management
4. Water, Sanitation and Hygiene
5. Execution Excellence
6. General and Reproductive Health
7. Financial Literacy
8. Legal Literacy and Social Entitlements
9. How to Run a Small Business
10. Gender Roles and Safety and Security

In our training, we currently focus on the first four core modules which are taught over a 45 – 50 hour period. The learners are from three key constituencies: Skill Trainees at Gram Tarang Centres across Odisha, Punjab, Jharkhand and Assam; some women around the peri-urban areas of Bhubaneswar and Vizag and rural and tribal women of the Gajapati region around the rural Centurion campus in Paralakhemundi.

Every year the GAP Foundation gives targets of numbers of women to be trained and gives us corresponding funds. In order to meet our expanding targets, the GTET collaborates with Hamara Bachpan Trust, a community based organisation based in Bhubaneswar, who train women in slum bastis around Bhubaneswar and also with BREDS, another NGO based in Vizag.

## **5. Evidence of Success**

Perhaps the strongest evidence of the success of the programme is that our factory partners in Tirupur and Bangalore are more than ready to welcome Gram Tarang trainees in their factories. HR departments of S.P. Apparels in Tirupur and Royale Garments based in Bangalore have shared their strong validation of the non-domain skills that Gram Tarang trainees possess. They valued LifeSkills like the ability to communicate, to think critically and to have a modicum of financial management skills. Both are large companies and employ thousands of workers.

In our rural and slum areas, the women have reported the ability to exercise greater agency in their homes and developed the confidence to carve out a stronger role for themselves in decision making within the home.

P.A.C.E. Life Skills training fosters resilience, a sense of wellbeing and confidence that is the scaffolding to allow the women to grow in their life trajectories. In the factory setting it directly correlates to better time management and stronger retention in the job.

## **6. Problems Encountered and Resources Required**

The major challenge of running the P.A.C.E Life Skills Training is attracting strong trainers with classroom management skills and MIS reporting skills. Our success in doing so would augment the quality of the programme.

A proposal to set up an Institute for Life Skills Trainers at Gram Tarang-Centurion is in the pipeline and funding will be sought from GAP Foundation to help us establish the Institute. Further support from other sources would also help this endeavour.

## SWOC Analysis

### Strengths

- I. CUTM has been silently but confidently redefining content, delivery and process of higher education taking ample care to blend appropriate skill training in the curricula of its Academic Programmes across the constituent Schools. It has been recognised by Government of Odisha as a Skill University through a comprehensive assessment by a high level committee. By 2020, CUTM will be among the few Skill Universities in the country redefining the education delivery, including:
  - a. Integrating Skills into conventional Education Curriculum of academic programmes at all levels
  - b. Several Skill Training Centres have been added: Advanced Centre of Excellence in Textiles, Alternative Energy Solutions, Schneider Renewable Energy Lab, Advanced Renewable Energy lab, Selco Incubation Lab, Transformer Repair Lab. The idea is to develop skill training in varied areas and disciplines and for varied student population.
  - c. Implementation of New Age Teaching methods while nurturing and developing its faculty. Instructors in a class room to act more as a facilitator and co-learner in the teaching learning process.
  - d. Creating and offering several industry oriented domains across all academic programmes; thus ensuring a large number of electives, and providing multiple career paths to its students.
  - e. With a view to engaging the students beyond class hours and outside the class monotonous and often stifling class room atmosphere, there has been a conscious effort. Centurion University's engagement in the evenings in the hostels, focus on libraries and facilitating evening labs as a hub for voluntary learning add to this effort. The Culture, Sports and socially responsible programs, are all part of a desire to build a learning culture in the student community.
  - f. Continuous and persistent experimentation with innovative pedagogy and effective education techniques is a vibrant culture at CUTM. Many such innovative experiments include:
    - i. Faculty as Mentors
    - ii. Accelerated Learning through Immersion Programs
    - iii. Yoga and Meditation taught to students and faculty alike.
    - iv. Project based Teaching methods in multiple disciplines
- II. State-of-the-art physical infrastructure
  - a. Class Rooms, Seminar Halls, Hostel (12 for boys and 4 for girls), Faculty and Staff quarters, Sports Facility, Canteens for students, faculty and staff, multi-option banking and ATM facilities, Multi Gymnasium and Medical (Dispensary with Ambulance services).
  - b. Transport facilities for students and faculty
  - c. Enabling technologies for teaching and learning such as LCD Projectors, Computers, Internet facility, software
  - d. State-of-the-art laboratory and workshop facilities with manufacturing capability
  - e. Well stocked library of books, journals and e journals
- III. Linkages with industry, government and civil society organizations
- IV. Senior faculty with good experience from industry and academia
- V. Practice of new-age teaching methods and adoption innovative outbound experiential learning techniques
- VI. Capability to develop students with low prior academic achievement and coming from socially disadvantaged section.

- VII. Widely acclaimed skilling programmes of Gram Tarang for rural youth, especially the poor, disadvantaged youth from tribal and backward districts of Odisha and Andhra Pradesh

## Weaknesses

- I. Unable to garner remarkable industry or government sponsorship commensurate to our outstanding contribution to skill integration in curricula, skilling of rural youth in response to programmes launched by the Central and State Governments from time to time:
- Our progress in project based education or student/faculty involvement in projects has not been able to attract noticeable support from either the private or the public sector
  - Our experiments at inclusion where some of the most socially and economically backward students share the same living and class room space with all students should have made headlines and attracted global inquisitiveness and research funds. Not much of that has happened yet.
  - The skills integration initiatives into all curricula should similarly be a subject of study and emulation by other educational institutions.
- II. Branding commensurate to its status
- The skilling and social out-reach initiatives of Centurion has been widely appreciated and by the national and international bodies such as NSDC, NSDA, FICCI, UNGA, UKIERI, British Council, etc. Yet, we have been unable to break the barriers into the national stage in terms of admissions, student and faculty variability, and large scale Government sponsored research and development projects and mega advertisements have not given us visibility and mind space in the families of students, commensurate to our value creation.
  - Centurion University's incubation of Gram Tarang group of institutions are yet to be leveraged in creating large scale social and business initiatives.
  - Being measured against the Elitist approach to Global Rankings is against the context in which Centurion University works. The agencies carrying out global or national rankings of Universities follow the traditional view of education as a privilege for the elite. Such Rankings usually focus on resource and funds intensive attributes that showcase the practices of a traditional University.
  - Centurion University has focused on Inclusion, and educating *all* sections of society, more so the under-privileged. Measures and procedures to evaluate such value addition have not been developed yet. Thus Centurion University has not been able to receive the rankings its value addition deserves.
- III. Young faculty
- Being a young University, Centurion is blessed with a large proportion of young faculty. The young faculty comes with a lack of experience. However, with time our faculty experience will also grow and this will become the strength for the University within a decade from now.
- IV. Resource constrained economy of the University
- Lacks adequate financial resource because of its student base from the bottom of the pyramid segment
  - Unable to attract many high quality faculty because of limited financial resources and locational disadvantages

## Opportunities



- I. CUTM can play an important role of an enabler of human resource development of the region where the university is located. This region does not have many good quality higher education institutions.
- II. Located in the regions which constitute the back waters of the national economy, there is ample opportunity of making development interventions in the form of raising qualified and motivated human resource.
- III. There is an urgent need and ample opportunity to develop and promote action programs to transform the lives of underprivileged in the region through development of their livelihood capability (knowledge, skill and attitude) and providing access to sustainable income generating opportunities (technology-based market linked programs).
- IV. The area is endowed with rich natural resources such as land, water, forest, minerals and biodiversity but is constrained by weak supply chain for agriculture, manufacturing and service sector; low level of socio-economic development. There is need for multi-disciplinary studies in different areas where CUTM can intervene and create a niche area for itself in terms of a leading educational and enabling facilitator of the area.
- V. Centurion University has the opportunity to redefine education (and make it more meaningful, more hands-on, more engaging, more skills based, with more freedom in choosing careers by opting for customized courses, and more inclusive). Centurion has been pioneering many initiatives, to make this happen, as described elsewhere in our submission.

## Challenges

- I. Environmental Challenges
  - a. The southern and western Odisha where three of CUTM campuses are located are affected by social friction in the form of left-wing extremism
  - b. Remoteness of the Paralakhemundi and two other campuses (at Rayagada and Balangir) has a consequent lack of industrial facility, lack of good quality secondary institutions, hospitals, connectivity, etc.
- II. Social Challenges
- III. Under fast declining ethical value system and increasing cynicism among the public and especially the youth, it is a big challenge to remain in operation without making compromises in the value we dearly adore.
- IV. Lack of Student Aspiration and Exposure to Possibilities of Life with Dignity
  - a. Centurion University stands for "shaping lives and empowering communities". By design, our students are from under-privileged backgrounds. They are not sufficiently exposed to various career possibilities that the modern world, our country and our society offers in order to live an adulthood and family life with dignity. The challenge is to transform our students into self-confident and motivated citizens with humane values.
- V. Placement
  - a. Placement practices of students in many academic institutions involve various unfair means and unethical practices. In a market-led society promoting individualism, following a principled views and ethical practices does impact our students' access to certain companies. Educating students to follow ethical practices while sacrificing the immediate gain for the long-term benefit is a challenge that the University undertakes.
  - b. Since, Centurion University, by design, admits students from under-privileged backgrounds, often with weak English language competency and poor career (below 60% marks in 10<sup>th</sup> or 12<sup>th</sup> classes), providing them gainful employment is a challenge. We accept the challenge with pride and prepare them for their rightful place in society through context specific extra training.