



DETAILED PROJECT REPORT (DPR) FOR DEEMED-TO-BE UNIVERSITY STATUS

**SRI SRI (DEEMED TO BE
UNIVERSITY)
BANGALORE**

**Submitted by :
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Section 1: Executive Summary

Sri Sri (Deemed to be University) (SSDU) proposed by the Sri Sri Ravishankar Vidya Mandir (SSRVM) Trust under the visionary guidance of Gurudev Sri Sri Ravi Shankar, emerges as a deeply timely and strategically vital response to the most pressing challenges and aspirations of 21st-century Indian higher education. In a nation navigating a decisive educational transition towards values-based learning, global leadership, technological empowerment, and inner development this institution represents not just a new university, but a new paradigm. As the nation seeks to harness its demographic dividend and assert global academic leadership, SSDU offers a future-ready response to India's evolving educational aspirations. Rooted in India's ancient wisdom, it blends intellectual rigor with spiritual grounding, digital innovation with human values, and academic excellence with inner development and social responsibility. Drawing upon over two decades of institutional experience across K–12 and higher education, the university is designed not merely as an academic space, but as a dynamic ecosystem for whole-person learning. In an era demanding ethical leadership, technological empowerment, and cultural rootedness, SSDU stands as a new paradigm; one that envisions higher education as a catalyst for personal awakening, societal transformation, and global harmony.

Sri Sri (Deemed to be University) is not envisioned as a replication of traditional models but as a reinvention of what higher education can represent in the 21st century. Designed as a next generation institution, SSDU brings together the depth of Indian Knowledge Systems with contemporary frontier disciplines, combining whole person education with interdisciplinary inquiry and local service with global relevance. The university's foundation rests on a deeply humanistic philosophy, where learning is as much about inner clarity as it is about outer capability, where students are cultivated as leaders of character and consciousness, and where academic excellence is inseparable from spiritual depth and societal contribution. Strategically situated within the vibrant, holistic and ecological environment of the Art of Living International Center in Bengaluru, the 300 acre campus is already recognized as a global hub for spiritual learning, ecological harmony, and intercultural dialogue. The university's founding vision is rooted in seven interwoven principles: inner transformation, whole person education, the application of ancient wisdom to modern challenges, conscious innovation, global citizenship, ethical leadership and planetary responsibility. These principles respond directly to the call of the National Education Policy 2020, the Sustainable Development Goals, and the national vision of Viksit Bharat 2047. As the world's largest democracy seeks to expand access to quality education, strengthen research and innovation, integrate Indian Knowledge Systems, and enhance global competitiveness, SSDU offers a new kind of model, one that aligns excellence with ethics, and innovation with introspection.

More than an academic institution, Sri Sri (Deemed to be University) aspires to be a living ecosystem of consciousness. It draws its strength from the cultural, spiritual, and ecological ethos of its unique location while embracing modern academic infrastructure, digital technology, and progressive pedagogy. Students at SSDU will experience not only intellectual development, but also emotional depth and purpose driven engagement. At the heart of SSDU's institutional identity is its commitment to the values and vision articulated by Gurudev Sri Sri Ravi Shankar. His emphasis on joy in learning, ethical clarity, compassionate leadership, and service to humanity defines the pedagogical and cultural framework of the university. The SSRVM Trust, with a proven legacy of over two decades across 120 institutions

including Sri Sri University, Cuttack and specialized colleges in Ayurveda and Nursing, brings institutional credibility and seasoned academic governance. The Trust's long standing regulatory experience with bodies such as NAAC, UGC, AICTE, and CCIM positions SSDU as an institution ready to meet both the highest academic standards and the deepest aspirations of impactful education. Initial operations will utilize existing SSRVM infrastructure, with phased expansion to include smart classrooms, immersive labs, and research labs from 2028 onward.

SSDU's academic vision aligns fully with the goals of the National Education Policy 2020, India@2047, and the United Nations Sustainable Development Goals. It addresses India's critical higher education gaps: including low Gross Enrolment Ratio, insufficient industry alignment, minimal integration of Indian Knowledge Systems, and limited global connectivity through a design that merges traditional wisdom with future focused strategies. Sri Sri (Deemed to be University) offers a unique and timely institutional model that promotes academic excellence, civic responsibility, and ethical global citizenship. It seeks not only to educate for employment, but to inspire lifelong purpose, wisdom in leadership, and socially conscious innovation.

The academic vision of Sri Sri (Deemed to be University) is grounded in the principle of integrating the timeless with the timely. Launching with thirteen faculties, the university spans a full spectrum of knowledge domains—ranging from Indian Knowledge Systems, Liberal Arts, and Management to Digital Futures, Sciences, Sustainability, Design, and Integrative Medical Sciences. These faculties are intentionally designed as interconnected spaces of inquiry, not disciplinary silos. Each one addresses pressing national and global priorities while cultivating critical future-ready capabilities such as ethical discernment, emotional intelligence, systems thinking, digital fluency, and cultural literacy. In its first phase, SSDU will offer over 80 degree programs, including 27 undergraduate, 11 postgraduate, and 8 doctoral programs. All are aligned with the National Education Policy 2020 and structured to be modular, outcome-based, and flexible, allowing students to progress through personalized pathways using the Academic Bank of Credits and National Credit Framework. From a B.A. (Hons.) in Sanskrit, Vedic Knowledge and Indian Heritage to a Ph.D. in Consciousness Studies or an MBA in Entrepreneurship, the programs reflect a deep harmony between India's heritage and contemporary global aspirations.

What sets Sri Sri (Deemed to be University) apart is the depth and scope of its curriculum architecture beyond conventional degrees. Embedded within the academic framework is a diverse and forward-looking ecosystem of over 100 interdisciplinary minors, 40+ Ability Enhancement Courses (AECs), 50+ Skill Enhancement Courses (SECs), and 80+ Value-Added Courses (VACs). These are not optional supplements but core components of SSDU's pedagogy. Interdisciplinary Minors will empower students to align academic study with personal purpose and emerging global needs. AECs and VACs foster foundational literacies and emotional clarity, while SECs will prepare learners for evolving sectors and essential skills.

Central to SSDU's academic character is its unique pedagogical model, which will prioritize experiential learning, inner inquiry, and reflective practice. Education here is not limited to intellectual mastery but includes the cultivation of presence, compassion, and clarity. Students will be encouraged to participate daily in yogic practices, Sudarshan Kriya, and meditation as part of the institutional rhythm. These practices are integrated with academic coursework through project-based learning, immersive field engagements, and inquiry-led assignments. Creativity and contemplation are woven into assessments,

moving away from rote performance to values-based growth, with opportunities to work in rural communities, global virtual classrooms, and interdisciplinary centers, building both personal depth and civic engagement. The learning culture fosters not only academic excellence, but also the kind of self-awareness and ethical reasoning needed to navigate complexity with confidence and integrity.

This model will be supported and institutionalized by the Sri Sri Center for Conscious Teaching and Future Learning (SSCTFL), which will be the academic heart of faculty development, curriculum design, and teaching excellence. Every faculty member at SSDU will undergo a tiered professional development journey, including NEP-aligned orientation, certification in Indian Knowledge Systems-based pedagogy, training in digital learning strategies, and continuous engagement through teaching fellowships and innovation labs. The SSDU-CTFL ensures that faculty are not just transmitters of knowledge, but facilitators of meaningful learning experiences. It also anchors reflective academic leadership and ensures alignment with national quality frameworks such as NAAC, UGC, and AICTE standards. In doing so, Sri Sri (Deemed to be University) commits not only to academic delivery, but to creating a community of educators and students united by a shared pursuit of knowledge, wisdom, and purposeful service.

Equally distinctive will be Sri Sri Global Center for Digital and Lifelong Learning (SSGCDL), the university's flagship digital and lifelong learning ecosystem. In a country striving to expand access while facing infrastructural and socio-economic barriers, SSGCDL offers a spiritually grounded, scalable, and UGC-compliant solution. It comprises four tracks: Track A delivers online degrees and modular academic components, beginning with B.A. Sanskrit, B.Sc. Data Science, and B.Com. in 2026; Track B focuses on digital skilling through modular diplomas, Recognition of Prior Learning (RPL) tools, and flexible vocational pathways including hybrid B.Voc programs; Track C extends foundational and community-based education to underserved learners; and Track D enables faculty development, curriculum innovation, and national educator training. Built on a mobile-first, AI-integrated platform with multilingual access and blockchain-secured credentials, SSGCDL aligns with ABC, NCrF, SWAYAM, DIKSHA, and NDEAR. It ensures education that is inclusive, modular, and values-aligned, seamlessly integrating digital innovation with inner growth, national priorities, and global educational standards.

This digital foundation enables SSDU's commitment to lifelong learning across diverse populations and life stages. The university will offer foundational MOOCs, bridge courses for school graduates, multilingual content for elder learners, and flexible evening or weekend offerings. These will serve homemakers, mid-career professionals, rural youth, and retired citizens seeking purpose-aligned education. Lifelong learners will access the same ecosystem of modular offerings and wellness courses, reinforcing SSDU's philosophy that learning is a lifelong path of growth and service.

Vocational and applied learning is a core pillar of Sri Sri (Deemed to be University)'s mission. Through the Institute for Vocational and Applied Learning (IVAL), SSDU will roll out a comprehensive range of programs including NSQF aligned diplomas, advanced diplomas, B.Voc degrees, and Recognition of Prior Learning (RPL) certifications. These offerings are delivered in hybrid formats and co-taught by academic faculty and vocational trainers, with seamless stackability into degrees. Content is drawn from existing SSDU departments, avoiding redundant hiring while expanding opportunity for diverse learner groups. The catalog is mapped to real-world roles across sectors such as agripreneurship, healthcare technologies, digital branding, AYUSH wellness etc. promoting seamless integration into the job market and addressing critical skill gaps across rural and urban contexts. In its early phase, IVAL will also offer

short term RPL modules and certificate programs, enabling learners to acquire meaningful, employable skills. IVAL is anchored in the same academic philosophy as SSDU's degree programs: holistic development, value-based skilling, and experiential rigor. On-site practice labs and apprenticeship-linked training will be developed in collaboration with the existing skilling hub at Sri Sri Rural Development Program Trust, ensuring that vocational excellence is embedded, scalable, and socially meaningful.

Research and innovation are embedded into Sri Sri (Deemed to be University)'s academic DNA. The university's research philosophy is neither narrowly commercial nor purely theoretical: it is society-facing, value anchored, and designed to address systemic challenges through ethical and interdisciplinary inquiry. SSDU is committed to becoming a knowledge-generating institution aligned with national development priorities and global sustainability benchmarks. A robust network of thematic research centers and faculty-linked labs will support inquiry across key domains such as consciousness studies, Indian Knowledge Systems, Ayurveda, sustainability, and ethical technology. These centers and labs will function as hubs for applied research, field immersion, and interdisciplinary collaboration, connecting faculty, students, and community stakeholders.

The Research, Innovation and Entrepreneurship Council (RIEC) will serve as the apex institutional body, guiding research strategy, funding, quality assurance, and ethical compliance. It will coordinate with faculty committees, ethics boards, and a centralized IP Cell to uphold academic integrity. The Sri Sri Center for Conscious Innovation and Entrepreneurship (SSCIE) will incubate ventures in wellness, sustainability, creative industries, and inclusive technologies. Doctoral programs will emphasize interdisciplinary research, while undergraduate and vocational learners will engage through credit-linked modules. International collaborations, open-access platforms, and a Digital Research Commons will enhance SSDU's global engagement. This integrated ecosystem will foster innovation-driven research, attract diverse funding, develop intellectual property, and nurture purpose-driven student and faculty initiatives for lasting societal benefit.

Sri Sri (Deemed to be University) envisions strategic partnerships and global engagement as foundational pillars of its development. Rooted in the ethos of India's civilizational wisdom and committed to educational innovation, SSDU adopts a multi-tiered partnership model across academia, industry, government, and civil society. Through its upcoming Office of International Engagement and Partnerships (OIEP), the university will activate collaborations that enable curriculum co-design, credit mobility, vocational certification, collaborative research, and joint faculty development. Global engagement will not be treated as an add-on but as an intrinsic commitment, with strategic focus on internationalization of curriculum, global immersion experiences, co-published research, interdisciplinary service learning, and global best practices in pedagogy and governance. SSDU's engagement with the Art of Living (AoL) network across 180 countries provides a unique foundation for building global immersion modules, dual-degree pathways, faculty residencies, and SDG-linked collaborations. The AoL International Centre in Bengaluru will serve as a living lab for cross-cultural dialogue, Indian Knowledge Systems (IKS), and sustainability learning. SSDU will launch international summer and winter schools, collaborative MOOCs, and immersive exchange programs, positioning itself as a global hub for conscious education, ethical innovation, and values-based leadership.

Nationally, SSDU will establish a robust engagement framework with ministries, public agencies, and statutory bodies. Its academic, research, vocational, and innovation initiatives will align with key national

missions such as Digital India, Skill India, and Viksit Bharat 2047. SSDU will co-develop curriculum, pilot policy models, and contribute to research in AI ethics, sustainability, and integrative health. These partnerships position SSDU as a policy-aligned institution advancing socially relevant innovation and national development goals. They are supported by a strong governance framework and tracked through performance indicators covering MoU execution, co-branded certifications, collaborative research, faculty mobility, and internship pipelines. Industry partners will work with SSDU to design NSQF-aligned credentials, establish labs and incubators, and host entrepreneurship bootcamps and innovation sprints; embedding real-world learning across the university's digital and vocational platforms.

SSDU's commitment to community engagement and social responsibility will be operationalized through the Center for Service Learning (CSL) and embedded across all programs. Rooted in the principle of *seva* (selfless service), this model aligns with SDG priorities and India@2047 goals. The engagement strategy focuses on four domains: inclusive human development and youth flourishing; regenerative livelihoods and rural resilience; cultural vitality and knowledge preservation; and ecological consciousness. Students will participate in service-learning modules, community entrepreneurship projects, and field-based research supported by CSL, IVAL, and AoL's social projects. These efforts are further woven into the curriculum through SDG-tagged minors, Value-Added Courses (VACs), and Living Labs. SSDU will also offer school-to-college bridge programs under SSGCDL Track C, delivering life-skills training to underserved learners. An institutional tagging and audit framework will track SDG alignment across all courses, projects, and internships, ensuring measurable community outcomes. Through this integrated approach, Sri Sri (Deemed to be University) aims to establish itself as a national model for value-based, community-anchored education grounded in equity, ethics, and impact.

Student life at Sri Sri (Deemed to be University) is anchored in the holistic philosophy of *vidya*: where learning is not only intellectual but also emotional, spiritual, and social. Designed to foster inner growth, collaborative leadership, and civic consciousness, the campus ecosystem cultivates a vibrant rhythm of practice, reflection, and engagement. Daily student life is enriched with yoga, meditation, and service-oriented activities that promote clarity, self-awareness, and well-being. Students shape campus life through councils, peer networks, and initiatives in arts, sustainability, and innovation.

The Center for Student Well-being (CSWB) offers integrated support through counseling, wellness workshops, and emotional literacy modules. Statutory committees safeguard a culture of care, equity, and accountability, while structured career services provide mentoring for entrepreneurship, competitive exams, and placements. Admissions follow a "merit with meaning" philosophy, offering flexible pathways for learners from diverse backgrounds, including portfolio-based and RPL-enabled options. SSDU's outreach spans rural, urban, and global communities, with tailored programs for first-generation learners and SSRVM school graduates. Alumni will remain engaged through mentorship, co-learning platforms, and global service initiatives, affirming SSDU's vision of lifelong partnership grounded in growth, contribution, and shared purpose.

Sri Sri (Deemed to be University)'s infrastructure vision reflects a conscious integration of tradition, technology, sustainability, and learner-centric design. In the initial phase (2026–28), the university will operate from shared facilities within the SSRVM Ayurveda College and the broader Art of Living International Centre, including classrooms, labs, seminar halls, hostels, and wellness infrastructure. This co-utilization ensures cost efficiency and early academic readiness while aligning with SSDU's ethos of

contemplative, ecological learning environments. From 2028 onward, the university will initiate new construction of purpose-built academic blocks, a digitally integrated University Library, modular digital studios for SSGCDL, and gender-sensitive hostels: all based on vastu and climate-responsive architecture. These spaces will evolve to support community life, experiential learning, and Indian Knowledge Systems, with cultural zones, sports infrastructure, living labs, and digital collaboration hubs at their core.

Sri Sri (Deemed to be University)'s ICT infrastructure is designed to be forward-looking and values-aligned, anchored in NEP 2020, and NDEAR. A cloud-based LMS, AI analytics, blockchain credentialing, and AR/VR tools will support academics, well-being, and lifelong learning. Smart classrooms, multilingual helpdesks, and mobile-first systems ensure digital equity. IoT-enabled energy systems and integration with SWAYAM, ABC, and Shodhganga will enhance functionality. Governance by a CIO-led ICT Cell will uphold compliance, cybersecurity, and ethical AI. With phased rollout and ongoing capacity building, SSDU will emerge as a model of digitally enabled, and ecologically conscious higher education.

Sri Sri (Deemed to be University)'s governance and financial architecture are designed to be ethical, future-ready, and deeply values-aligned. Its governance model is anchored in NEP 2020 and UGC's 2023 Guidelines for Deemed-to-be Universities, balancing academic autonomy with regulatory accountability. Statutory bodies such as the Executive Council, Academic Council, Finance Committee, and Planning and Monitoring Board ensure inclusive, transparent, and strategic decision-making. The governance philosophy is rooted in the civilizational principles of *seva*, *viveka*, *yogakshema*, and *vasudhaiva kutumbakam*; guiding all institutional processes. Academic integrity is safeguarded through structured councils like the Board of Studies, RAC, IQAC, and SVLC, while specialized governance cells oversee SSGCDL, IVAL, CTFL, and digital transformation. A robust leadership structure ensures accountability across statutory and strategic functions. Human resource development is holistic, with transparent policies, professional development, well-being programs, and values-based appraisal systems fostering a culture of conscious leadership.

SSDU's financial model is grounded in principles of sustainability, affordability, transparency, and mission alignment. Revenue will be diversified across tuition fees, online programs, CSR partnerships, grants, executive education, and alumni entrepreneurship. The financial strategy includes a phased approach: lean and philanthropic in the early years, diversifying mid-phase, and fully self-sustaining by 2041. Cost efficiency is achieved through shared infrastructure, optimized staffing, and technology-enabled systems. The Finance Committee and designated Finance Officer ensure rigorous financial oversight. Endowment and reserve funds will support long-term resilience and intergenerational equity. Every rupee is deployed with purpose, accountability, and impact. SSDU's integrated governance and financial roadmap not only ensures institutional integrity and resilience; it reflects its deeper commitment to service, sustainability, and spiritually grounded nation-building.

Sri Sri (Deemed to be University), Bangalore, is a nationally strategic and globally relevant institution conceived from inception as a model "Distinct Category" university under UGC guidelines. It stands at the confluence of ancient Indian wisdom and frontier innovation, offering an academic, cultural, and operational blueprint that is profoundly original, future-oriented, and rooted in India's civilizational ethos. Sri Sri (Deemed to be University)'s academic design integrates Indian Knowledge Systems; Sanskrit,

Ayurveda, Yogic Sciences, Vedic Philosophy, Consciousness Studies not as peripheral disciplines but as core domains of scholarship. Simultaneously, it advances strategic fields such as AI, Sustainable Agriculture, Neuroscience, Integrative Health, and Water Science. This unique blend of heritage and innovation defines SSDU's approach to teaching, research, and societal relevance.

In direct response to national priorities, SSDU operationalizes modular, skilling, and digital access models through the Institute for Vocational and Applied Learning (IVAL) and Sri Sri Global Center for Digital and Lifelong Learning (SSGCDL). These platforms enable credit-based, community-linked, and digitally enriched learning pathways across life stages, supporting NEP 2020, India@2047, Skill India, and Viksit Bharat imperatives. As a custodian of India's cultural and linguistic heritage, SSDU embeds values-based education into every dimension of institutional life. Its pedagogy emphasizes contemplative practices, ethical clarity, and experiential learning through *seva* (selfless service), nature immersion, and ethical leadership modules. Programs in Sanskrit and multilingual literacy further contribute to India's knowledge continuity.

SSDU also leads in environmental and spiritual stewardship. The university integrates ecology, sustainability, and wellness into curriculum, campus design, and community practice. Its green architecture, spiritual rhythms, and rural outreach position it as a living laboratory of environmental ethics. Through this integrated vision: academic, vocational, digital, spiritual, and societal Sri Sri (Deemed to be University) does not merely comply with UGC's "Distinct Category" mandate; it exemplifies it. It is a conscious, comprehensive, and scalable model of 21st-century Indian higher education.

Ultimately, Sri Sri (Deemed to be University) is far more than an educational institution: it is a national resource, a global beacon, and a moral force in an era that demands new models of learning, leadership, and living. It represents not just a proposal for a new university, but a proposal for a new kind of university: one that is technologically advanced and ethically grounded, civilizationally rooted and globally aspirational. From Indian Knowledge Systems to Artificial Intelligence, from sustainable farming to international diplomacy, from ancient mantras to modern medicine, SSDU embodies India's full spectrum of wisdom and possibility. It prepares students not just to earn, but to elevate; not just to lead, but to serve. It aspires to produce not mere degree holders, but visionary citizens. Not just employees, but ethical entrepreneurs. Not just researchers, but seekers of truth.

In a time when education risks becoming transactional, Sri Sri (Deemed to be University) offers a different path: one grounded in inner awakening, social responsibility, and spiritual clarity. Its unwavering commitment to excellence, equity, ethics, and enlightenment positions it not only as relevant to India's future, but essential to it. SSDU does not merely comply with NEP 2020: it embodies its essence. With its integrated vision of whole-person education, national development, and global leadership, Sri Sri (Deemed to be University) stands ready to shape the next chapter of India's educational renaissance. It is a university not only of the future but for the future: and through its living model of conscious learning and societal impact, SSDU reclaims the deeper purpose of education itself.

SECTION 2: Introduction

2.1 Our Inspiration: Gurudev Sri Sri Ravi Shankar

"Education is the foundation of any civilization. With right education, justice prevails, the economy grows & righteousness flourishes. "

— Gurudev Sri Sri Ravi Shankar

Gurudev Sri Sri Ravi Shankar, an eminent spiritual leader, humanitarian, and ambassador of peace, is the visionary founder and guiding force behind SSRVM's educational institutions including the proposed Sri Sri (Deemed to be University) (SSDU). With a rare confluence of profound Vedic knowledge and modern scientific sensibility, Gurudev has devoted his life to the advancement of human values, social harmony, and holistic education. His mission, to create a stress-free, violence-free world, has touched the lives of people in over 180 countries, catalyzing personal, societal and global transformation across education, healthcare, sustainability, conflict resolution, and ethics.

In 1981, Gurudev founded the Art of Living Foundation, followed by the International Association for Human Values (IAHV) in 1997. His impactful mediation efforts in global conflict zones including Iraq, Sri Lanka, Venezuela, Colombia, and Kashmir underscore his unique role as a peacemaker and bridge-builder. His appointment as one of three Supreme Court mediators in the Ayodhya dispute is a testament to his credibility and commitment to inclusive dialogue.

Education Rooted in Human Values

Education is a central pillar of Gurudev's vision for a transformed society. Under his guidance, more than 1327 free schools across India serve over 100,000 children annually, offering value-based education in both rural and tribal underserved areas. In 1999, he established the Sri Sri Ravishankar Vidya Mandir (SSRVM) Trust, which today oversees a growing ecosystem of institutions from K–12 schools to professional colleges in Ayurveda, Nursing, Teacher Education and Sri Sri University, a state private university in Cuttack, Odisha. These institutions provide education which is inclusive, transformative, and rooted in ethics, service, and personal growth.

Reviving Indian Knowledge Systems

Gurudev's contribution to the global revival of Indian Knowledge Systems is profound. He cognized Sudarshan Kriya, a powerful and scientifically validated breathing technique, which has positively impacted the mental and physical well-being of millions in over 180 countries. This approach informs proposed Sri Sri (Deemed to be University)'s distinctive emphasis on holistic education that creates global leaders focussed on nation building.

A Legacy of Compassionate Global Leadership

Aligned with Gurudev's philosophy of *Vasudhaiva Kutumbakam* "One World Family", SSRVM's educational institutions strive to cultivate responsible, ethical, and globally aware citizens. Gurudev has been honored with over 57 international awards, including the Padma Vibhushan, and 27 honorary doctorates from institutions around the world. His vision continues to guide SSDU's journey as a centre of excellence committed to shaping a more conscious, compassionate, and sustainable world.

2.2 Art of Living: A Global Catalyst for Well-being and Nation Building

Founded in 1981 by Gurudev Sri Sri Ravi Shankar, the Art of Living (AoL) is a global non-profit organisation working to foster individual well-being and collective transformation through education, humanitarianism, and social service. With a presence in 180 countries and having impacted over 800 million lives, the Art of Living represents a scalable, citizen-led model for peace, empowerment, and development.

At the heart of its work is a commitment to mental health and emotional well-being. Art of Living's signature technique, Sudarshan Kriya, is a science-backed breathing practice that reduces stress, anxiety, and depression. Millions have participated in AoL's stress-relief and personal transformation workshops globally. Art of Living's trauma-relief and de-addiction programs have supported war survivors, natural disaster victims, and individuals suffering from substance dependencies, benefitting over 1.5 lakh survivors just in conflict zones. In the realm of social transformation, Art of Living's reach extends to over 20,000 villages through its 5H model (Health, Hygiene, Homes, Human values, and Harmony). It has trained over 3 lakh rural youth in leadership and service through the Youth Leadership Training Program (YLTP), conducted over 1 lakh cleanliness drives, and reached more than 3.5 crore rural beneficiaries through development interventions.

As a strategic contributor to nation-building, Art of Living has partnered with central and state governments on flagship programs such as river rejuvenation, natural farming, and the Nasha Mukta Bharat Abhiyan. Its water conservation initiatives span 70 rivers across 8 states, covering 59,000 sq. km and benefitting over 3.45 crore individuals. In parallel, 3 million farmers have been trained in sustainable agricultural practices across 23 states. Training over 4.2 Lakh youth in various skills for over 48 different job roles across 500 districts, managing 120+ skill centres, including specialized prison-based centres, Art of Living empowers inmates and rural youth alike for gainful employment and reintegration into society.

Through a deeply integrated model of inner well-being and outer impact, Art of Living exemplifies the transformational potential of value-based leadership, scalable grassroots action, and holistic nation-building. This vision forms a foundational pillar of Sri Sri (Deemed to be University)'s academic philosophy, informing its commitment to human flourishing, sustainable development, and consciousness-centered education.

2.3 Art of Living International Center: An Experiential Setting for Purpose-Driven Education and Global Human Development

The Art of Living International Center, spread across 300 acres atop the serene Panchagiri Hills in Bengaluru, Karnataka, is envisioned as the ideal institutional ecosystem to host and support the academic, cultural, and developmental vision of the proposed Sri Sri (Deemed to be University). Established in 1986 by Gurudev Sri Sri Ravi Shankar, the Center is a globally recognized hub for yoga, meditation, Indian Knowledge Systems, and humanitarian service. It attracts millions of individuals from over 100 countries each year, establishing itself as a leading campus for experiential and transformative learning.

This setting offers a rare convergence of natural beauty, global engagement, cultural richness, and value-based living; forming the foundation for SSDU's model of purpose-driven education and global human development. The Center is uniquely positioned to complement and enhance SSDU's academic mandate through the following features:

- **Global Exposure:** Students will have direct engagement with international faculty, volunteers, and participants fostering intercultural competence, global citizenship, and international research opportunities.
- **Cultural Immersion:** The Center regularly hosts trainings, performances, and festivals rooted in classical and folk traditions, Vedic chanting, and indigenous art forms allowing students to experience India's cultural heritage not just as observers, but as active participants.
- **Experiential Service and Societal Engagement:** SSDU students will have the opportunity to contribute to large-scale rural development projects, natural farming initiatives, river rejuvenation efforts, and disaster relief programs offering hands-on experience in sustainable development and public service, as well as an opportunity to solve real world problems.
- **Wellness and Mental Health Integration:** Daily practices such as Sudarshan Kriya, yoga, and guided meditation; scientifically validated to improve mental clarity and emotional well-being will be embedded into university ecosystems, for both students and faculty, promoting self-awareness and resilience.
- **Live Laboratories for Research and Innovation:** With facilities and field sites dedicated to organic agriculture, renewable energy, traditional medicine, and environmental conservation, the Center functions as an open-air campus for interdisciplinary learning and applied research.

The Center also houses wellness facilities, community kitchens, green infrastructure, and international conference spaces. Its day-to-day functioning models the very principles of conscious living and responsible leadership that SSDU aims to instill in its students. In addition, the Center's proximity to Bengaluru, India's innovation and education capital, facilitates dynamic industry-academia linkages, internships, and start-up incubation.

In alignment with the ethos of Sri Sri (Deemed to be University), the Art of Living International Center offers a model campus where academic excellence, spiritual depth, and societal relevance intersect. A setting where education transcends classrooms, it will enable students to emerge not only as competent professionals but as conscious global citizens, equipped to lead with purpose, compassion, and vision.

2.4 Impact in Education: A Value-Based Model from Gurukuls to Global Institutions

The education institutions under the visionary leadership of Gurudev Sri Sri Ravi Shankar, have played a transformative role in reshaping the landscape of value-based education in India and beyond. Guided by

the belief that education must develop not just the intellect, but also character, compassion, and consciousness, Gurudev has inspired a broad spectrum of institutions from traditional Gurukuls and free schools to modern network of modern institutions schools and higher education institutions under the Sri Sri Ravishankar Vidya Mandir (SSRVM) Trust. These initiatives collectively reflect a commitment to integrating academic excellence with ethical, emotional, and spiritual development.

At the grassroots level, the VVMVP (a sister Trust of SSRVM) operates over 1,327 free schools across 22 Indian states, serving more than 100,000 children annually in rural, tribal, and underserved urban communities. These institutions offer completely free education including meals, uniforms, and transportation and focus on holistic development through an inclusive curriculum enriched with life skills, value education, and co-curricular engagement. Located in areas prone to child labour, poverty, and educational neglect, these schools function as catalysts of social transformation and community empowerment.

Gurudev has also revived the ancient Gurukul model of education, integrating Vedic studies, Sanskrit, yoga, music, and ethical living in a traditional residential format. These institutions provide immersive learning environments rooted in India's spiritual heritage, while simultaneously preparing students to engage with contemporary society in meaningful ways.

At the institutional level, the SSRVM Trust, established in 1999, governs a network of over 100 schools and colleges across India and abroad. These include CBSE, ICSE, and State Board schools, a College of Ayurveda, a Nursing College, and Sri Sri University, Cuttack. These institutions emphasize experiential learning, human values, and Indian Knowledge Systems, while also promoting academic rigor and professional readiness.

Art of Living and SSRVM have developed a unique, scalable, and impactful model of education : one that nurtures capable, compassionate, and conscious individuals prepared to contribute meaningfully to both society and self. This legacy forms the philosophical and institutional foundation upon which Sri Sri (Deemed to be University) builds its higher education vision.

Section 3: About Sri Sri Ravishankar Vidya Mandir Trust (SSRVM)

The *Sri Sri Ravishankar Vidya Mandir (SSRVM) Trust* is committed to shaping individuals who are not only academically proficient but also deeply rooted in wisdom, ethics, and essential life skills. At SSRVM, education is a transformative journey: one that integrates intellectual rigor with cultural awareness, emotional resilience, and ethical leadership, preparing students to contribute meaningfully to both local and global communities.

SSRVM's educational philosophy transcends conventional academics by blending scholastic excellence with a strong foundation in values and holistic well-being. Students are immersed in a dynamic learning environment that incorporates yoga, meditation, Sudarshan Kriya, and stress management techniques, empowering them with clarity, confidence, and inner balance. These practices foster mental resilience and emotional wellbeing, enabling character building. The SSRVM curriculum is carefully designed to harmonize academic depth with life skills development based on values from ancient wisdom. Students are encouraged to explore their full potential through academics, arts, yoga, and community service. This integrated approach nurtures intellectually competent and socially responsible individuals.

A cornerstone of the SSRVM model is its emphasis on teacher training and continuous professional development. Educators are equipped to seamlessly integrate value-based education and Sudarshan Kriya into everyday classroom instruction, creating a pedagogy rooted in joyful learning, ethical reflection, and creative exploration. The Trust also prioritizes student well-being and community engagement, fostering a compassionate and inclusive learning ecosystem.

Aligned with the National Education Policy 2020, SSRVM stands as a values-based, inclusive, and future-ready model of education. By blending ancient wisdom with modern pedagogy, SSRVM cultivates future leaders who are academically accomplished, emotionally resilient, and ethical, inspired to contribute meaningfully to the nation and the world.

3.1 Vision , Mission, Core Values

3.1.1 Vision

To provide value-based, holistic education that nurtures responsible, future-ready global citizens: individuals who are academically competent, socially responsible, environmentally conscious, and emotionally resilient. Rooted in Indian culture and heritage, while embracing modern scientific knowledge and global perspectives, SSRVM aims to foster lifelong learners equipped to thrive in a dynamic world while upholding human values.

3.1.2 Mission

- To deliver quality education integrating academic excellence, life skills, and spiritual wisdom.
- To cultivate a stress-free, inclusive learning environment that fosters creativity, leadership, and compassion.
- To empower students to grow as responsible individuals, contributing positively to society and the environment.
- To encourage research, innovation, and lifelong learning grounded in ethics and sustainable practices.

3.1.3 Core Values

SSRVM Trust is rooted in timeless ancient wisdom and universal human values, serving as the foundation for all its academic, administrative, and community endeavors. These principles guide the ethos, pedagogy, and community engagement of all SSRVM institutions and shape a nurturing, inclusive, and forward-thinking environment:

Holistic Education for Global Citizenship: SSRVM nurtures well-rounded individuals through a balanced focus on academics, cultural sensitivity, leadership, and values, preparing students to contribute meaningfully at both local and global levels.

Integrity and Ethical Conduct: Commitment to honesty, transparency, and accountability across all institutional activities. SSRVM fosters an environment where individuals lead with integrity and responsibility.

Holistic Well-being and Development: Prioritizing intellectual, emotional, physical, and spiritual growth of students and educators through yoga, meditation, and life skills programs, ensuring they lead fulfilling, purposeful lives.

Compassion and Service: Encouraging active community service, environmental initiatives, and social welfare programs rooted in the spirit of Seva (selfless service), cultivating empathy and social responsibility and a commitment to societal well-being.

Inclusivity and Respect for Diversity: Promoting a culturally sensitive and equitable environment where diversity is celebrated, and every individual, regardless of background, is respected, valued, and supported.

Academic Excellence with Innovation: Fostering curiosity, critical thinking, creativity, and lifelong learning. SSRVM adopts innovative teaching methodologies, preparing students to become adaptable, forward-thinking global citizens.

Environmental Stewardship: Integrating sustainability principles and ecological responsibility into curriculum and campus life, encouraging students to emerge as environmentally conscious leaders.

3.2 Trust Objectives and Contribution to Society

3.2.1 Trust Objectives

- To establish a multidisciplinary, student-centered education system aligned with NEP 2020 guidelines.
- To integrate modern scientific knowledge with India's profound cultural and spiritual heritage.
- To develop graduates who excel academically, demonstrate leadership, and embody ethical, social, and environmental consciousness.
- To foster an environment conducive to research, creativity, and innovation focused on societal advancement.
- To promote mental well-being and personal growth through value-based, stress-free education.
- To contribute meaningfully to nation-building and global well-being by nurturing value-oriented, future-ready leaders.

3.2.2 Contribution to Society

Creating Global Citizens: SSRVM blends academic excellence with leadership, values, and cultural awareness to nurture socially responsible global citizens.

Community Engagement and Social Service: Guided by the spirit of Seva, SSRVM engages students in community projects like rural education, health awareness campaigns, environmental conservation etc. that build empathy, social responsibility, and real-world problem-solving skills.

Promotion of Indian Knowledge Systems: SSRVM is deeply committed to preserving and promoting India's rich intellectual traditions. Through focused programs in yoga, Ayurveda, and Indian philosophy, students are grounded in ancient wisdom while remaining prepared for modern societal challenges.

Environmental Consciousness and Sustainability: Sustainability is central to SSRVM, with green initiatives and environmental education fostering ecological awareness and responsibility. Initiatives such as tree plantations, renewable energy projects, water conservation efforts, and waste management are integrated into daily practices.

Empowering Students Beyond Academics: SSRVM goes beyond academic instruction by emphasizing leadership development, entrepreneurship, skill-building workshops, and extracurricular participation. This holistic approach equips students with practical skills and confidence to excel in diverse spheres of life.

Focus on Mental, Emotional, and Holistic Well-being: SSRVM promotes well-being through yoga, wellness workshops, and stress management, fostering resilience and a supportive campus community.

3.3 Board Of Trustees (SSRVM)

S.no	Name	Nationality	Office Held in Trust	Occupation	Address
1	Shri. Heggadevankote Gundurao Harsha (Commodore HG Harsha)	Indian	Chairman & Trustee	Retired Navy Officer	No.601/604, Sriram Surabhi Apartments, Mallasandra, Near Holiday Village Resort, Uttarahalli Hobli, Off Kanakapura Road, Bangalore : 560062 Karnataka.
2	Ms.Jaina Narendra Desai	Indian	Trustee	Art of Living Faculty	Ved Vignan Maha Vidya Peeth, 21st K.M., Kanakapura Road, Bangalore : 560082
3	Smt. Rajita Kulkarni	Indian	Trustee	President at Sri Sri (Deemed to be University), Cuttack	Flat No.2501/2, C-Wing, Raheja Atlanta, Next to Peninsula Corporate Park, Kadam Marg, Worli, Mumbai : 400018
4	Shri. Mehul Parikh	Indian	Trustee	Art of Living Faculty	23, Haveli Bungalows, Near Drive in Cinema, Thaltej, Ahmedabad City, Bodakdev, Ahmdabad-380054
5	Shri.S.Sridharan	Indian	Trustee	Director – M/s. Sabari Foundations & Construction India Private Limited	Sabari AH 78, New No.9, 5th Street, Shanti Colony, Anna Nagar, Chennai, T.N, PIN : 600 040

Through its steadfast commitment to value-based, holistic education, SSRVM Trust has positioned itself as a key driver of the nation's educational advancement and social progress. Its approach seamlessly blends academic excellence with character development, ethical leadership, environmental stewardship, and active societal engagement.

SSRVM's initiatives extend beyond conventional academics, cultivating a dynamic ecosystem where education is intrinsically connected to real-world challenges, community service, and personal well-being. Its focus on mental health, cultural heritage preservation, and social empowerment reinforces its contribution to nation-building.

Guided by a vision that transcends geographical boundaries, SSRVM continues to prepare students to emerge as compassionate, confident, and globally competent individuals, firmly rooted in Indian ethos yet equipped to navigate an evolving, interconnected world.

In essence, SSRVM stands as a beacon of holistic education, dedicated to shaping individuals who not only achieve professional excellence but also embody integrity, service, sustainability, and ethical leadership, making meaningful contributions to society and the global community.

Section 4: Existing institutions Under Sri Sri Ravishankar Vidya Mandir Trust (SSRVM)

4.1 SSRVM Schools

Established in 1999 Sri Sri Ravishankar Vidya Mandir (SSRVM) schools represent a pioneering and transformative model of K-12 education in India. With over 100 institutions across 20+ states and an enrollment of more than 50,000 students, SSRVM has emerged as one of the country's most extensive networks of value-based schools. Rooted in Indian culture, and universal human values, SSRVM harmonizes academic excellence with emotional, ethical, and spiritual development. Its curriculum is aligned with National board standards (CBSE, ICSE, and state boards), seamlessly integrates yoga, meditation, life skills, and value education ' creating a stress free and nurturing environment where students thrive holistically.

SSRVM emphasizes STEAM based learning : an interdisciplinary approach that combines science, technology, engineering, arts and mathematics to nurture both analytical thinking and creative expression. Alongside digital literacy and co-curricular engagement, this approach cultivates critical thinking, collaboration, and innovation. The faculty are specially trained in experiential methodologies and human values education, ensuring that teaching practices foster empathy, emotional resilience, and global citizenship. The faculty undergo a unique training based on the values of Indian spirituality that fosters creativity and innovation for both teacher and student and a happy classroom.

SSRVM's innovative pedagogy and commitment to wellbeing, mental health and environment care have earned numerous accolades, including the National Excellence in Education Award, Best Holistic Education Model, and Green School Certification across various campuses. The institutions are also recognized for their research contributions in areas such as stress free education, tribal student outcomes, and value integrated STEAM learning. SSRVM collaborates with esteemed national and international bodies, including UNESCO, ASPnet, NIMHANS, teacher wellness initiatives, and youth development forums like the Duke of Edinburgh's International Award (IAYP).

Graduates of SSRVM schools have gained admission to top global universities and prestigious national institutions, often securing full scholarships, national exam rankings, and placements in technology, arts, civil services, and other leading career paths. The SSRVM schools are well aligned with principles of NEP2020 and continue to redefine schooling in India by blending academic rigor with inner transformation, preparing future-ready citizens grounded in compassion, integrity and purpose.

4.2 Sri Sri College of Ayurvedic Science & Research

The Sri Sri College of Ayurvedic Science and Research (SSCASR) is a premier institution dedicated to excellence in Ayurvedic education, clinical practice, and integrative research. Established in 2005 in Bangalore and expanded with a second campus in Cuttack in 2018, SSCASR is recognized by the

National Commission for Indian System of Medicine (NCISM) under the Ministry of AYUSH, Govt of India.

The Bangalore campus, co-located with Sri Sri Ayurveda Hospital (established in 2005), is NABH-accredited and offers BAMS, MD and MS (Ayurveda), and PhD programs. Renowned for its academic rigor and excellence, the Bangalore college is ranked 1st in Bangalore and 7th in India among Ayurvedic Institutions as per QCI (Quality Control of India). It is widely acclaimed for its excellent academic endeavors, Panchkarma training, Ayurvedic Surgical skills, Pre-clinical and clinical drug trials, and innovations in Ayurveda, herbal therapeutics and dietary healing along with critical areas including herbal immunotherapy, Ayurvedic oncology, lifestyle disorders, pharmacological profiling, and Prakriti-genomic mapping. The publication of institutions published in peer-reviewed journals contributes to the growing body of evidence-based Ayurveda. SSCASR has collaborations with leading institutions such as: Biocon, Bangalore Bio-Innovation Centre, D.Y. Patil University and Ambedkar Dental College for joint research, clinical advancements, and innovation in Ayurvedic sciences and integrative healthcare to strengthen its research ecosystem. The Cuttack campus, launched alongside its hospital in 2017, mirrors this integrated model, expanding access to qualified Ayurvedic healthcare and education in the eastern part of India. Both campuses emphasize a unique approach that blends classic Ayurveda wisdom with modern scientific validation.

SSCASR's alumni community spans the globe, with graduates practicing in the UK, UAE, and across India, founding wellness startups, publishing in academic circles, and serving in different National and State AYUSH initiatives. With a mission to globalize Ayurveda, Sri Sri College of Ayurvedic Science & Research continues to shape the future of traditional medicine through rigorous academics, cutting-edge research, and holistic healing practices - empowering the next generation of Ayurvedic professionals to address modern healthcare needs with our ancient wisdom.

4.3 Sri Sri University, Cuttack

Sri Sri University, Cuttack started in the academic year 2012 as a centre for world-class education in India. It stands as a beacon of holistic education, seamlessly blending the ancient wisdom of the east with the modern innovation and technology of the west- creating a powerful confluence that nurtures well-rounded, future-ready individuals. With 10 faculties offering over 60 undergraduate and Postgraduate programs, including 5 ODL (open and distance learning) programs and 25 Ph.D. programs, the university includes diverse fields related to Data Science, Yoga, Dance, Architecture, Agriculture, Management, Osteopathy, Psychology, Contemplative Behavioral Sciences, Food, Nutrition and Dietetics, Entrepreneurship, Artificial Intelligence, Cyber Security, Nursing, Ayurveda, etc to name a few and caters to diverse student body of 3500+ learners. Spread across 188+ acres of an award-winning green campus. The institution signed 230+ MoUs, secured 164 patents, and nurtured over 147+ startups through its 2 dedicated incubators.

With an 'A' grade accreditation from NAAC (2023) and recognition under Section 12-B of the UGC Act, SSDU offers a holistic, life-enriching education. The University's department of Yoga, certified by the Ministry of AYUSH, reinforces its commitment to authentic, high-quality education.

Sri Sri University (SSU), located in the heart of Odisha, is a globally recognized institution known for its academic excellence, innovation and commitment to sustainability. In the Times Higher Education Impact Rankings 2024, SSU ranked among the top 200 universities worldwide for its significant contributions to the UN Sustainable Development Goals- specifically Zero Hunger (SDG 2), Clean water & sanitation (SDG 6), and Life on Land (SDG 15). Demonstrating its eco conscious ethos. The university also earned the distinction of being ranked first in Odisha, 6th in India and 238th globally in the prestigious UI GreenMetric World University Rankings, 2024. SSU is proud to be recognized with a 4-star rating (highest) by the Ministry of Education's Institutions' Innovation Council, SSU stands proudly among only 7 institutions in eastern India- and is the only one in Odisha to receive this honor, ranking alongside IIT Delhi and IIT Chennai. The university is also highly ranked in surveys, including the Top 50 in NIRF Innovatio Rankings, top 17 universities in India (overall) and #1 in employability in Odisha and East Zone (IIRF 2024). SSU received the QS I-GAUGE 'Institution of Happiness Award 2024', reinforcing a nurturing, joyful, enriching learning environment.

With a cumulative turnover of approx Rs. 70 crores, SSU's startups have supported over 18,000 farmers, created 3000+ jobs, and impacted approx 2.5 million customers. Through the Energy Pledge 2030 and sustainable architecture, SSU is setting the standard for eco-conscious higher education. The university fosters a global academic ecosystem through various International MoUs with leading institutions and also collaborated with industry leaders including Microsoft, Intel, IBM, Cyberdojo, Weefa Robotics, HCL Technology, TCS, Biocon, Tech Mahindra etc.

4.4 Sri Sri Institute of Nursing Sciences & Research Centre, Bangalore

Established in 2021, the Sri Sri Institute of Nursing Sciences & Research Centre in Bangalore offers a pioneering model of nursing education that blends scientific excellence with holistic caregiving practices. Recognized by the Indian Nursing Council (INC) and affiliated with leading hospitals including Apollo, Jayadev Memorial Rashtrotthana, Vasavi and other top-tier institutions, the institute offers B.Sc Nursing and diploma programs designed to prepare ethically grounded, resilient, and patient-centric healthcare professionals. At the heart of its curriculum is a deep commitment to preventive medicine, and integrative wellness. The academic and clinical training is enhanced by practices such as yoga, powerful breathing technique, meditation, emotional resilience training, and mind-body healing, aligning with the Art of Living's human-centered approach to health and education. The college stands out for its emphasis on community based nursing, public health and ethical caregiving. Students engage in research and fieldwork related to maternal health, stress management, burnout prevention, and mental wellness for healthcare workers, and rural health accessibility. These initiatives foster both scientific inquiry and social responsibility.

The institution is also a recognized leader in ethical healthcare training and continues to expand its community outreach programs, helping to bridge the gaps in rural and underserved regions. Our graduates have been placed in India's leading hospitals and public health systems. By combining clinical expertise, technological literacy and holistic healing practices, the Sri Sri Institute of Nursing Sciences and Research Centre is redefining the future of nursing education- cultivating a generation of healthcare professionals equipped to meet the challenges of both modern medicine and human-centered care.

Section 5: SWOC Analysis for SSRVM

This SWOC (Strengths, Weaknesses, Opportunities, and Challenges) analysis has been developed through a structured process combining internal review and external benchmarking. Inputs were gathered from SSRVM Trust's leadership, academic heads, and strategic teams based on two decades of experience in K–12 and higher education, including institutions such as Sri Sri University, Sri Sri Ayurveda College, and the College of Nursing. The analysis draws from institutional documents, strategic plans, and operational data, ensuring alignment with the Trust's long-term vision. To ensure relevance, the SWOC is benchmarked against frameworks recommended by NAAC and UGC for 'Distinct' category institutions. As such, the analysis reflects both a grounded institutional self-assessment and a forward-looking positioning aligned with NEP 2020, India's evolving higher education priorities, and global benchmarks.

5.1 Strengths

1. **Established Ecosystem in School and Higher Education**

SSRVM Trust operates a comprehensive educational network comprising over 100+ K–12 schools and multiple higher education institutions, including Sri Sri University, Sri Sri Ayurveda College, and Sri Sri College of Nursing demonstrating strong institutional capacity and scalability.

2. **Experience in Academic Governance and Regulatory Compliance**

SSRVM has developed mature systems for academic planning, quality assurance, faculty management, and statutory compliance, backed by its successful management of institutions accredited by NAAC, AICTE, INC, CCIM, and UGC.

3. **Strong Philosophical and Ethical Foundation**

Inspired by the vision of Gurudev Sri Sri Ravi Shankar, SSRVM promotes an educational model rooted in values, ethics, leadership, and social responsibility, offering a distinctive alternative to conventional academic systems.

4. **Holistic and Value-Based Education Model**

The SSRVM pedagogy integrates yoga, meditation, Indian Knowledge Systems (IKS), life skills, and mental well-being into mainstream learning, directly aligning with NEP 2020's emphasis on holistic and experiential education.

5. **Brand Credibility and Global Recognition**

Through its association with the Art of Living Foundation, SSRVM benefits from a globally respected brand that spans 180+ countries, enabling strong visibility, trust, and global outreach.

6. **Unique Campus Environment**

The proposed university will be housed within the Art of Living International Center, Bengaluru: a 300-acre, eco-conscious, spiritually vibrant setting that offers a serene, well-being-oriented, and internationally recognized academic atmosphere.

7. **Expertise in Indian Knowledge Systems (IKS)**

SSRVM has demonstrated thought leadership in Yoga, Ayurveda, Sanskrit, and Vedic philosophy, backed by decades of practice-based education and internationally certified programs.

8. **Focus on Holistic Student Development**

The SSRVM model includes structured programs for emotional intelligence, ethical reasoning, leadership training, and wellness, preparing students for life, not just careers.

9. **Commitment to Sustainability and Social Impact**

SSRVM institutions implement green campus initiatives, renewable energy systems, rural health programs, and tribal education outreach, reflecting a deep-rooted commitment to environmental and social responsibility.

10. **Extensive Global Network**

SSRVM is embedded in the global Art of Living network, enabling unparalleled opportunities for international partnerships, exchange programs, global branding, and knowledge sharing.

11. **Institutional Credibility and Transparent Governance**

SSRVM's track record in ethical governance, stakeholder engagement, and financial transparency has contributed to widespread credibility and public trust.

12. **Alumni and Community Engagement**

A growing base of successful alumni, supported by a global network of Art of Living volunteers, offers strong potential for mentorship, industry integration, and philanthropic support.

13. **Alignment with National Educational Priorities**

SSRVM's integrated, multidisciplinary model is fully aligned with NEP 2020, the National Skills Framework, and UGC's "Distinct" category vision, positioning it as a model institution for the future of Indian higher education.

5.2 Weaknesses

1. **Need for Strengthening Research Infrastructure:**

While SSRVM has made strides in higher education, there is scope to further scale research output, establish dedicated research centers, secure patents, and publish in high-impact journals to meet global standards.

2. **Formal Industry-Academia Partnerships:**

Although SSRVM enjoys broad community support, formal, structured collaborations with industries, corporates, and research organizations need to be enhanced to ensure better student employability, internships, and joint research projects.

3. **Faculty Development Across Emerging Disciplines:**

Recruiting and retaining highly qualified faculty, especially in emerging and interdisciplinary areas such as AI, data science, sustainability, and entrepreneurship, requires investment in continuous faculty development and research incentives.

4. **Capital-Intensive Infrastructure Development:**

Building state-of-the-art infrastructure: smart classrooms, research labs, incubation centers, digital platforms will demand significant financial investment in the early stages.

5.3 Opportunities

The proposed Sri Sri (Deemed to be University), Bangalore is uniquely positioned to harness a wide array of national and global opportunities that align with both its foundational philosophy and evolving educational trends. These opportunities not only support the university's long-term vision but also

reinforce its role in advancing the priorities of the National Education Policy (NEP) 2020 and flagship Government of India initiatives such as GER 50%, Digital India, and Skill India.

1. Alignment with NEP 2020 Objectives

SSRVM's multidisciplinary, flexible, and value-driven model mirrors NEP 2020's vision for holistic education, experiential learning, and Indian Knowledge Systems. The proposed university is well-positioned to serve as a model NEP-compliant institution, offering academic flexibility, interdisciplinary pathways, and value-based curricula.

2. Contribution to GER 50% and Skill India

By offering a wide spectrum of undergraduate, postgraduate, diploma, and certificate programs, including skill-based and vocational courses, the university can directly contribute to achieving the Gross Enrollment Ratio (GER) target of 50% by 2035. Emphasis on employability, soft skills, and entrepreneurship will support Skill India's mission to prepare a future-ready workforce.

3. Growing Global Demand for Consciousness-Based and Value-Based Education

Rising international awareness around mental health, ethical leadership, and spiritual well-being presents a unique opportunity to offer differentiated programs that blend academic rigor with mindfulness, life skills, and spiritual wisdom—a hallmark of the SSRVM-AoL ecosystem.

4. Expansion into Indian Knowledge Systems (IKS)

With deep institutional strengths in Yoga, Ayurveda, Sanskrit, Indian philosophy, and Vedic sciences, SSRVM can establish Centers of Excellence in IKS to contribute to national and global knowledge repositories. It can also lead IKS-driven research in emerging areas such as Vedic Ecology, Sanskrit Computational Linguistics, and Ayurvedic Wellness Sciences, supporting the Government of India's IKS promotion initiatives.

5. Digital India and Lifelong Learning Models

Investment in technology-enhanced education, including AI-driven learning platforms, MOOCs, and hybrid delivery models, will enable SSRVM to reach lifelong learners, working professionals, and underserved communities—supporting the goals of Digital India and democratizing access to holistic education.

6. Leveraging the Global Art of Living Network

With a presence in 180+ countries, the Art of Living network offers SSDU a unique platform to establish global learning hubs, enable faculty and student exchange, foster research collaborations, and drive international outreach and branding.

7. Entrepreneurship and Innovation Platforms

With its values-based educational foundation, the university can incubate socially responsible startups in health, education, sustainability, arts, and culture. Establishing entrepreneurship cells, innovation labs, and accelerators will foster a generation of job creators and changemakers.

8. International Collaborations and Dual-Degree Pathways

SSRVM's growing global recognition can be leveraged to build dual-degree programs, joint research initiatives, and strategic partnerships with top international universities, enhancing both academic credibility and student mobility.

9. Niche Programs in Wellness, Sustainability, and Ethical Leadership

SSRVM can design and deliver specialized programs in emerging global sectors such as Wellness tourism and integrative health, Environmental sustainability and green innovation, Ethical leadership and conscious business. These offerings will meet the evolving needs of both

Indian and international learners, and position the university as a thought leader in holistic development.

10. Unique Campus Advantage at the Art of Living International Center

Being located at the Art of Living International Center enables the university to offer a transformative campus experience, combining academic rigor with spiritual practices, nature-based learning, sustainability models, and exposure to global cultural exchange.

11. Building India's Soft Power Through Cultural Diplomacy

With its deep roots in Indian cultural and spiritual traditions, SSRVM can serve as an instrument of cultural diplomacy, hosting global conferences, festivals, and academic forums on India's civilizational knowledge systems—supporting India's positioning as Vishwa Guru.

12. Bridging Rural-Urban Educational Gaps

By leveraging digital infrastructure and community outreach programs, the university can extend quality education to rural learners, empowering underserved populations and supporting inclusive development goals under Viksit Bharat@2047.

5.4 Challenges

While the proposed Sri Sri (Deemed to be University), Bangalore is grounded in a strong philosophical and educational foundation, it must navigate a range of complex challenges to position itself as a competitive, future-ready institution in India's evolving higher education landscape:

1. Positioning in a Highly Competitive Higher Education Landscape

India's higher education sector is saturated with reputed institutions including IITs, IIMs, NITs, established private universities, and emerging international players. Differentiating SSRVM through its holistic philosophy, academic quality, research strength, and graduate outcomes will require strategic branding, global outreach, and continuous program innovation.

2. Building Research Culture and Achieving Global Rankings

To compete globally, the university must develop a strong research ecosystem, enhance faculty output, and secure funded projects. Improving the quality and quantity of publications, filing patents, and establishing research centers will be crucial to secure placements in international rankings such as QS, ARWU, and THE, as well as domestic indices like NIRF.

3. Financial Sustainability and Affordability

Developing world-class infrastructure, digital learning platforms, and attracting high-quality faculty will require significant investment during the university's formative years. Maintaining student affordability while ensuring operational sustainability and long-term revenue diversification is a critical challenge, especially in a not-for-profit context.

4. Attracting and Retaining High-Caliber Faculty

Competing with established institutions for talented faculty—especially in AI, cognitive science, sustainability, entrepreneurship, and other emerging fields—will require competitive compensation, research incentives, and a supportive work environment. Sustaining a collaborative, interdisciplinary culture will be key to retaining and motivating academic talent.

SECTION 6: Introduction to Proposed Sri Sri (Deemed to be University)

6.1 Brief Strategic Context and Rationale

India's higher education system stands at a critical inflection point. The evolving demands of the 21st century, combined with the aspirations outlined in the National Education Policy (NEP) 2020, call for a new generation of universities; institutions that are academically rigorous, socially responsible, future-oriented, and deeply rooted in India's cultural and civilizational ethos.

The proposed Sri Sri (Deemed to be University), Bangalore under the aegis of the Sri Sri Ravishankar Vidya Mandir (SSRVM) Trust, is conceived in direct response to this national need. Drawing from over two decades of experience in school and higher education; including the successful operation of Sri Sri University, Cuttack, Sri Sri College of Ayurvedic Science and Research, and Sri Sri College of Nursing, SSRVM brings institutional depth, regulatory experience, and a proven educational philosophy to this initiative.

The proposed University will be located within the Art of Living International Center, Bengaluru, a globally recognized campus that offers a unique ecosystem for learning, research, wellness, and conscious living. This setting not only provides access to state-of-the-art infrastructure but also embodies the value-based, experiential, and integrative model of education envisioned by the NEP.

The strategic rationale for establishing this university is multi-fold:

- To create an institution that integrates ancient Indian knowledge systems including yoga, Ayurveda, Sanskrit, and ethics with modern disciplines such as emerging technologies, sustainability studies, design, data science, and leadership.
- To address the national priority of expanding access to holistic, multidisciplinary, and future-ready higher education, especially through innovations in online, and hybrid delivery formats.
- To offer a model of education that fosters not just employability but inner development, purpose-driven learning, global citizenship, and service to society reflecting the ethos of Gurudev Sri Sri Ravi Shankar's vision of a stress-free, violence-free world.
- To provide a platform for interdisciplinary and transdisciplinary research, supported by incubation centers, R&D hubs, and industry-academic partnerships aligned with India's innovation and entrepreneurship ecosystem.
- To promote inclusive, affordable, and flexible academic pathways, in line with NEP recommendations, while building an institution that is scalable, digitally enabled, and internationally collaborative.

In accordance with the UGC's regulations for Institutions Deemed to be Universities, this proposal is positioned as a new institution under the "Distinct Category", based on its commitment to a unique, well-articulated educational philosophy; its integration of Indian Knowledge Systems with globally benchmarked academic practices; and its potential to contribute meaningfully to national development goals, sustainable education, and social transformation. The university will be equipped to offer academic programs through regular and online mode and to establish constituent schools, centers of excellence, research hubs, and virtual campuses as needed. It will also actively pursue national and international collaborations, joint degrees, and academic exchanges to enrich student and faculty development.

In sum, the proposed Sri Sri (Deemed to be University) represents an idea whose time has come : an institution that brings together wisdom and innovation, values and skills, heritage and progress. It will serve as a model of higher education that is not only academically excellent but also deeply human, socially conscious, and globally relevant.

6.2 Vision

To emerge as a globally recognized university rooted in Indian wisdom and guided by modern scientific inquiry nurturing skilled, ethical, and compassionate individuals committed to lifelong learning, social responsibility, and purposeful leadership in a rapidly transforming world.

6.3 Mission

- *To reimagine higher education by integrating Indian Knowledge Systems with global disciplines, cultivating thought leaders who embody scientific inquiry, human values and ethical purpose*
- *To deliver student-centered learning that creates lifelong learners & empowered individuals equipped with future ready skills, including critical thinking, digital fluency, collaborative problem-solving, and entrepreneurial agility.*
- *To nurture both inner and outer excellence through a curriculum that blends intellectual rigor with emotional well-being, ethical reflection, and community-driven service.*
- *To create a globally networked, innovation-driven academic ecosystem that contributes to sustainable development and transformative societal impact.*

6.4 Guiding Values

At Sri Sri (Deemed to be University), Bangalore (SSDU) education is viewed not merely as the transfer of knowledge but as a journey toward becoming one's best self. The real purpose of education is to help individuals grow in clarity, confidence, compassion, and contribution. The following values reflect our guiding principles. They are inspired by Gurudev Sri Sri Ravi Shankar's teachings, rooted in Indian wisdom, and designed to prepare students for both life and livelihood. These values are embedded in

how teaching is imparted, how learning is experienced, how community is built, and how service is undertaken. They are reflected in the academic culture, shape the student experience, and serve as a reminder of why education truly matters.

1. Ananda (आनन्द | Ānanda) – Joy in Learning

At SSDU, we believe learning should be joyful, not stressful and that a happy, relaxed mind learns best. We encourage curiosity, creativity, and open exploration: in classrooms, in labs, on stage, in nature, and within. Joy is woven into the everyday learning experience.

2. Satyam (सत्यं | Satyam) – Integrity in Thought and Action

At SSDU, we value integrity, honesty and accountability; from classroom assessments and research ethics to teamwork and campus life. We strive to build a culture where trust and truth go hand-in-hand.

3. Samruddhi (समृद्धि | Samṛddhi) – Purposeful Inner Abundance

At SSDU, education is not just about collecting degrees, it's also about feeling balanced, calm, and connected. Building inner strength and self-awareness is essential to handling challenges gracefully. Through yoga, meditation, reflection, and emotional support, students learn to grow not just as professionals but as human beings.

4. Seva (सेवा | Sevā) – Service to Society

At SSDU, we believe education is complete only when it leads to contribution. Students are encouraged to participate in community projects, environmental action, and rural outreach as meaningful learning experiences that bring personal fulfillment.

5. Shraddha (श्रद्धा | Śraddhā) – Reverence for Knowledge and the Learning Process

At SSDU, students are encouraged to learn with sincerity, openness, and inculcate deep respect for knowledge, for teachers, and for one's own potential. This is reflected in our classroom culture, where we listen deeply, ask questions, stay curious, and value progress over perfection.

6. Pragati (प्रगति | Pragati) – Innovation and Progress

At SSDU, innovation is about finding better ways to do things that make a difference in people's lives. We encourage students to think creatively, work across disciplines, and design solutions for real-world challenges, whether through research, startups, sustainability, or social entrepreneurship.

7. Karuna (करुणा | Karuṇā) – Compassionate Leadership

At SSDU, leadership starts with listening, caring, and taking responsibility. Here, leadership is not just about position, it's about presence. We aim to build leaders who can uplift others, work in teams, and create environments where everyone feels included and valued.

8. Nishtha (निष्ठा / Niṣṭhā) – Purpose-Driven Education

At SSDU, learning is guided by a sense of purpose. Whether students pursue design, yoga, or AI, they are encouraged to reflect on questions like: How will this knowledge help others? What do I truly care about? We nurture commitment and support students in contributing meaningfully to the world.

9. Vasudhaiva Kutumbakam (वसुधैव कुटुम्बकम् | Vasudhaiva Kuṭumbakam) – Universal Belonging

At SSDU, we celebrate diversity in language, culture, faith, and background. We learn together, serve together, and grow together, connected by respect, kindness, and shared humanity.

These values form the foundation of Sri Sri (Deemed to be University)'s academic and cultural environment. Together, they shape individuals who are not only knowledgeable but also grounded, purposeful, and ready to serve a rapidly changing world.

6.5 Institutional Objectives

In addition to objectives of the UGC as provided under clause 3 (1), UGC regulations 2023, the Sri Sri (Deemed to be University), Bangalore referred as SSDU shall have the following objectives:

- (a) To provide for higher education leading to excellence, innovation, and socially responsive learning in diverse and emerging fields of knowledge, primarily at the undergraduate, postgraduate, and research levels, in alignment with the vision of NEP 2020 and the concept of a university;
- (b) To engage in interdisciplinary, multidisciplinary, and transdisciplinary teaching and research across domains including science, technology, arts, humanities, social sciences, education, health, sustainability, and Indian Knowledge Systems;
- (c) To establish, develop, and maintain academic departments, schools, centres, directorates, Centres of Excellence, virtual campuses, and other academic units, including those in Open and Distance Learning (ODL), online, hybrid and blended formats, as permitted under applicable laws;
- (d) To foster excellence in research and innovation through the establishment of incubation centres, research and development cells (RDCs), frontier research hubs, industry-academia linkages, and entrepreneurship and technology development centres;
- (e) To recognise and promote the unique capabilities of each student by offering holistic, flexible, and value-based education; incorporating credit-based learning, experiential and community engagement, environmental consciousness, and wellness practices;
- (f) To develop partnerships, exchange programmes, and collaborative academic arrangements with Indian and international institutions for education, training, research, and distance/online learning;

(g) To confer degrees, diplomas, certificates, and other academic distinctions upon eligible students, based on examinations, evaluations, or other testing methods as approved by the Academic Council, including those who qualify through lateral or credit transfer mechanisms or are enrolled through constituent units or partner institutions;

(h) To grant equivalency and mutual recognition of academic credits, qualifications, or learning outcomes from other recognised institutions, and establish twinning, joint-degree, and dual-degree programmes as permitted under UGC regulations;

(i) To integrate, affiliate, or establish constituent colleges, centres, campuses, schools, or other institutions of the Trust as part of the SSDU's academic and administrative framework, including off-campus, offshore, and virtual campuses, subject to applicable laws of the country;

(j) To adopt and implement the provisions of the National Education Policy (NEP) 2020 to enhance the quality, flexibility, inclusivity, and innovation in higher education;

(k) To promote teaching and research recognised at the national and global levels, with a special focus on frontier areas of knowledge, sustainable development, and Indian Knowledge Systems;

(l) To contribute to national development and social transformation through relevant fieldwork, research, community outreach, and lifelong learning initiatives.

Section 7: Strategic Alignment of SSDU with National Priorities and Global Educational Needs

Introduction

India is at a defining moment in its educational journey. As the country positions itself as a global knowledge leader and works toward the vision of *Viksit Bharat@2047*, its higher education institutions must evolve to become more relevant, inclusive, innovative, and globally competitive. The National Education Policy (NEP) 2020, the United Nations Sustainable Development Goals (SDGs), and India's commitment to social transformation through education all point to the growing imperative for globally competitive and locally rooted education and the demand a new kind of university : one that is inclusive, value-based, multidisciplinary, and future-ready.

The proposed Sri Sri (Deemed to be University) (SSDU) is being conceived precisely in this context: as a distinct model of higher education that aligns deeply with India's national development priorities and global human development goals. Founded on the guiding vision of Gurudev Sri Sri Ravi Shankar and nurtured by the Sri Sri Ravishankar Vidya Mandir (SSRVM) Trust, SSDU seeks to reimagine the role of the university: not only as a space for academic learning, but as a living ecosystem of inner growth, social responsibility, cultural preservation, and global engagement.

This section offers a strategic synthesis of how Sri Sri (Deemed to be University) is purposefully designed to respond to the most pressing educational challenges and development priorities at the national, regional, and global levels. It begins by identifying the systemic deficiencies in Indian higher education, including employability gaps, research stagnation, and curricular fragmentation followed by a focused regional assessment of Karnataka, highlighting issues such as uneven access, skill mismatches, and mental health concerns. It further examines global gaps in higher education, such as the marginalization of indigenous knowledge, over-specialization, and the lack of well-being frameworks. In response, the section outlines how SSDU aligns comprehensively with the implementation imperatives of NEP 2020, the national vision of India@2047, and the United Nations Sustainable Development Goals (SDGs). The concluding synthesis reaffirms SSDU's role as a futuristic institution, one that blends innovation with values, tradition with modernity, and academic excellence with human flourishing, making it not only aspirational, but strategically essential to shaping the future of Indian and global higher education.

7.1 Current Systemic Challenges in Indian Higher Education

India's higher education system, comprising over 1,100 universities and more than 43,000 colleges serving upwards of 43 million students, is the second-largest in the world and has expanded significantly in recent decades. Yet, it continues to face enduring and interlinked challenges across multiple dimensions including quality, equity, relevance, research productivity, governance, and global competitiveness. These structural limitations not only constrain institutional performance but also hinder India's broader transition into a knowledge-driven economy capable of nurturing critical thinkers, ethical leaders, skilled professionals, and socially conscious citizens. While the National Education Policy (NEP) 2020 offers a transformative roadmap for reform, its realization depends on the emergence of a new generation of institutions that combine academic innovation with societal commitment. Against this

backdrop, it becomes imperative to critically examine the structural and systemic gaps that must be addressed to unlock the full potential of India's higher education sector.

Low GER: A Bottleneck in India's Educational Progress

One of the foremost issues is the Gross Enrolment Ratio (GER). Despite decades of expansion, India's GER in higher education stands at 28.4% as of AISHE 2021–22, which lags behind countries like China (55%) and the U.S. (88%). The NEP 2020 aspires to raise this figure to 50% by 2035, necessitating a massive and simultaneous push for quality, access, and inclusion.

Disciplinary Silos and Fragmented Curricula

A significant challenge in India's higher education system is the persistence of rigid, discipline-siloed academic structures. Despite NEP 2020's emphasis on holistic and multidisciplinary learning, only 13% of Indian institutions currently offer truly multidisciplinary programs (AISHE 2021). Most students remain confined to narrow degree pathways, with limited flexibility to combine diverse fields such as technology and ethics, agriculture and sustainability, or psychology and Sanskrit. This compartmentalized model stifles creativity, restricts real-world problem-solving, and contributes to a growing mismatch between graduate outcomes and societal needs. The integration of value-based education, vocational streams, and Indian Knowledge Systems (IKS) remains sporadic and largely unimplemented across mainstream institutions.

Employability and Skill Gaps

One of the most critical challenges facing Indian higher education is the growing gap between academic instruction and employment readiness. Despite rising graduation rates, recent national assessments reveal that only 45.9% of Indian graduates are considered employable (India Skills Report 2023), and a mere 8.25% secure jobs aligned with their academic qualifications (Economic Survey, 2022). This disconnect reflects systemic issues such as outdated curricula, limited exposure to real-world applications, and insufficient integration of soft skills, digital fluency, entrepreneurial thinking, and emotional intelligence.

Most academic programs continue to operate in isolation from industry trends, offering minimal engagement with live projects, internships, or interdisciplinary learning environments. As a result, students often graduate without the adaptability, leadership qualities, or problem-solving capabilities demanded by India's fast-evolving economic landscape. Nationally only 2% of the workforce has formal vocational training, highlighting the need for imparting skills at large scale. Unless higher education institutions embed market-aligned, transferable, and future-ready skill sets into their academic frameworks, the country's demographic dividend will remain underleveraged.

Research and Innovation Deficit

India's higher education system continues to underperform in research and innovation, both in output and impact. Despite the presence of premier institutions like the IITs and IISc, the broader university ecosystem lacks the necessary infrastructure, autonomy, and culture to support high-quality, globally competitive research. India's Gross Expenditure on R&D (GERD) remains stagnant at 0.65% of GDP, significantly below that of countries like China (2.4%) and South Korea (4.8%), with public funding for higher education continuing to hover around 1.2% of GDP, well below NEP 2020's aspirational 6% target.

Less than 1% of Indian universities are globally ranked for research productivity or innovation outcomes, and the country contributes less than 3% to global research output. According to NITI Aayog, only a small number of institutions consistently appear in the top 500 global rankings. Key barriers include inadequate R&D infrastructure, limited funding mechanisms, a shortage of trained research supervisors, and procedural obstacles to innovation, patenting, and tech transfer.

Furthermore, industry-academia collaboration remains weak, with few platforms for co-created research or translational innovation. The absence of university-based innovation clusters, incubators, and interdisciplinary research centres stifles the development of socially relevant, policy-informing, or commercially scalable solutions. Without a strong research ecosystem, India's universities risk becoming teaching-only institutions, disconnected from the knowledge economy and unable to contribute meaningfully to national development or global scientific discourse.

Minimal Integration of Indian Knowledge Systems (IKS)

Despite India's global recognition as a cradle of civilizational knowledge, the integration of Indian Knowledge Systems (IKS) into mainstream higher education remains minimal and fragmented. Disciplines such as Yoga, Ayurveda, Sanskrit, classical arts, architecture, and Vedantic philosophy, which offer deep insights into health, sustainability, ethics, psychology, and consciousness, are either entirely absent or siloed within niche departments, with little interdisciplinary application or research development.

Where IKS is present, it is often taught without linkage to modern scientific paradigms or global academic frameworks, limiting its relevance and credibility in contemporary discourse. This marginalization represents a missed opportunity to bridge ancient wisdom with modern innovation particularly in domains such as integrative healthcare, mental wellness, design thinking, climate resilience, and value-based leadership.

While the National Education Policy 2020 explicitly encourages the inclusion of IKS in teaching, research, and knowledge production, its implementation across universities remains limited due to lack of institutional frameworks, faculty expertise, and curricular innovation. As a result, India continues to underutilize one of its most unique and strategic intellectual assets in a global education landscape increasingly hungry for holistic, intercultural, and consciousness-centered learning models.

Absence of Value-Based and Inner Development Frameworks

India's higher education institutions have traditionally prioritized external achievement indicators such as grades, placements, and academic rankings at the expense of cultivating deeper dimensions of human development. Core values such as emotional resilience, ethical reasoning and spiritual grounding are largely absent from mainstream curricula. This narrow approach to education limits students' ability to navigate personal and societal complexity, especially in a post-pandemic era that demands compassion, adaptability, and conscious leadership.

While global education systems are increasingly embedding contemplative pedagogy, ethical leadership training, and socio-emotional learning into academic structures, most Indian universities have yet to institutionalize such frameworks. Despite India's cultural leadership in inner sciences like Yoga, meditation, and Ayurveda, these traditions are rarely integrated into general education or professional

programs. As a result, the current system often produces technically capable graduates who may lack the self-awareness, purpose, and inner stability required for long-term success and meaningful contribution. To truly align with the vision of NEP 2020 and the broader aspirations of India@2047, universities must embrace a value-based, holistic approach to learning that addresses the full spectrum of student growth : intellectual, emotional, ethical, and spiritual.

Student Mental Health and Well-being Concerns

The mental health crisis in Indian higher education has reached an alarming scale. According to the National Crime Records Bureau (NCRB), more than 13,000 student suicides were reported in 2021 alone. The 2022 AIIMS youth mental health report further confirmed rising rates of anxiety, burnout, and psychological distress among college students, aggravated by high academic pressure, isolation, and the lack of psychosocial support on campuses. According to WHO Global Mental Health Report 2022 , India has one of the highest youth suicide rates. Academic stress, identity crises, and lack of emotional support contribute to a pervasive sense of disconnection. Mainstream education rarely addresses mental and emotional health, let alone spiritual well being.

Most institutions remain unequipped to address these concerns in a structured or preventive manner. There is a widespread absence of campus-wide wellness programs, trained counselors, mentoring systems, and policies supporting emotional well-being. Even as awareness of student mental health grows globally, many Indian institutions continue to view it reactively, rather than as an integral component of academic and institutional design.

This neglect has significant implications, not only for student success and retention, but also for India's human capital development. The proposed Sri Sri (Deemed to be University) recognizes the urgency of embedding wellness practices, peer mentoring frameworks, faculty sensitization, and integrative health modalities within its ecosystem. It seeks to build an emotionally safe, purpose-driven learning environment that nurtures resilient, grounded, and self-aware graduates equipped for both career and life.

Inadequate Infrastructure for Digital, Distance, and Lifelong Learning

The rapid digital transition during the COVID-19 pandemic underscored both the potential and the limitations of India's digital education infrastructure. While digital learning platforms, virtual classrooms, and MOOCs expanded rapidly, the transformation remains uneven, fragmented, and exclusionary. Many Tier 2 and Tier 3 institutions lack robust ICT infrastructure, high-speed connectivity, and the capacity to design and deliver pedagogically sound digital experiences.

Compounding the issue is a significant faculty preparedness gap. Most educators have received little or no formal training in digital content creation, hybrid pedagogy, or interactive online engagement. As a result, online and distance education models often fail to match the quality, inclusivity, or interactivity of in-person programs. Meanwhile, large sections of learners, particularly from rural areas, disadvantaged backgrounds, and non-traditional age groups, face systemic barriers to participation in digital and lifelong learning. Despite initiatives like the One Nation One Subscription (ONOS), which have enhanced access to academic journals and resources, the creation, localization, and delivery of high-quality digital content remain concentrated among a small number of institutions.

Furthermore, there is limited institutional capacity to offer flexible academic pathways, such as micro-credentials, modular programs, or stackable degrees that support lifelong learning, upskilling, and re-skilling. As demand grows from working professionals, adult learners, and displaced learners seeking second-chance education, India's higher education system must reimagine digital learning not as a contingency measure, but as a core component of its inclusive and future-ready mandate.

Limited Global Engagement and Cross-Cultural Exposure

India's higher education system continues to operate with limited international integration, which poses a significant barrier to both global academic competitiveness and the holistic development of students. Although a few elite institutions have established joint degrees, faculty exchange programs, and international research collaborations, the vast majority of universities offer little to no exposure to global academic cultures or cross-border learning ecosystems.

Most Indian students complete their degrees without ever engaging with international peers, participating in global research projects, or encountering diverse worldviews through structured academic experiences. This lack of cross-cultural exposure hinders the development of intercultural competence, global citizenship, and international employability; skills that are increasingly vital in a deeply interconnected and globalized world.

Moreover, India's share in international student mobility and foreign academic partnerships remains disproportionately low given the size and potential of its higher education system. To meet the goals of NEP 2020 and position Indian universities as global knowledge leaders, a more systematic and inclusive approach to internationalization is urgently required; encompassing dual degrees, visiting professorships, global virtual classrooms, and collaborative research platforms.

Inequity and Regional Disparities

Despite notable strides in expanding access, equity in India's higher education system remains a pressing concern. While the national Gross Enrolment Ratio (GER) stood at 28.4% in 2020–21 (AISHE), this aggregate masks significant structural disparities across geography, gender, and income. Although females reported a slightly higher GER (28.5%) compared to males (26.7%), these national figures obscure deep inequalities at the regional and socio-economic levels. Participation from rural and tribal communities particularly among young women remains disproportionately low due to persistent barriers related to affordability, infrastructure, safety, and cultural norms. The institutional landscape further reflects a stark quality divide. Tier-2 and tier-3 universities, where the majority of students are enrolled, often operate with inadequate infrastructure, high faculty vacancies, limited program offerings, and poor student support services. In contrast, excellence remains concentrated in a few elite metropolitan institutions creating a two-tiered system in which upward mobility and outcomes are disproportionately shaped by geography and socioeconomic background.

If India is to fulfill the NEP 2020 vision of inclusive and equitable education for all, the next generation of universities must be designed to address these layered and intersecting inequalities not just in terms of access, but also in terms of outcomes, representation, and institutional quality.

India's higher education system stands at a pivotal crossroads. The roadmap laid out by the National Education Policy 2020, the aspirations of India@2047, and global frameworks such as the United

Nations Sustainable Development Goals (SDGs) call for a transformative shift in how universities are conceived and governed. The systemic challenges are deeply interconnected and demand integrated, long-term solutions.

What India now requires is a new generation of institutions that are academically rigorous, pedagogically flexible, socially engaged, technologically enabled, and rooted in the country's profound civilizational wisdom. The proposed Sri Sri (Deemed to be University) is envisioned as a timely and strategic response to this national imperative not merely as a provider of degrees, but as a values-driven ecosystem that nurtures holistic development, 21st-century competencies, research innovation, and global relevance.

Through its emphasis on integrative education, inner transformation, skill alignment, research excellence, and conscious global citizenship, SSDU seeks to contribute meaningfully to the revitalization of Indian higher education. The next section turns to the regional context of Southern India and Karnataka, where these national and global challenges take on unique contours and where SSDU is poised to make a distinctive and lasting impact.

7.2 Regional Challenges: Southern India and Karnataka

Southern India has historically led the nation in literacy, school enrollments, and the establishment of prominent higher education institutions. However, the region now exhibits several emerging structural gaps and educational inequities that warrant renewed attention. Karnataka, the home state of the proposed Sri Sri (Deemed to be University), presents a unique paradox: it is a technology powerhouse and innovation hub, yet it grapples with uneven educational access, regional disparities in quality, and insufficient integration of value-based, wellness-oriented, and multidisciplinary learning models. Despite being the sixth-largest Indian state by student enrollment, Karnataka's higher education landscape faces pressing challenges linked to urban–rural divides, inclusivity, graduate employability, and the fragmented implementation of NEP 2020 reforms.

Urban–Rural Divide and Uneven Access

According to the All India Survey on Higher Education (AISHE) 2021, Karnataka's Gross Enrollment Ratio (GER) in higher education stands at 32.2%, which is above the national average. However, this state-wide average conceals significant intra-state disparities. Districts like Chamarajanagar, Koppal, and Kalaburagi continue to record lower enrollment rates, particularly among women, and economically weaker sections. The digital divide further compounds educational inequities.

Students from rural areas face challenges in accessing quality content, language-aligned instruction, and digital platforms that have become essential in a post-pandemic academic environment. While urban centers like Bengaluru are global IT hubs, surrounding rural regions lack the basic infrastructure required for hybrid or online learning.

Skill Mismatch in the Innovation Economy

Although Karnataka houses over 4,000 startups and accounts for more than 35% of India's software exports, it continues to face underemployment and low job-readiness among graduates, especially from Tier-2 and Tier-3 institutions. A 2023 NASSCOM report revealed that fewer than 50% of graduates from regional colleges meet employability benchmarks. This disconnect is driven by a lack of industry-aligned curricula, structured internship programs, and soft-skills development. The result is a growing divide between the demands of the state's innovation-driven economy and the preparedness of its graduate workforce.

Outdated Curricula and Low Industry Responsiveness

One of the primary gaps lies in the slow adaptation of curricula to reflect emerging technologies and industry trends. While sectors such as Artificial Intelligence, Data Analytics, Cybersecurity, and Renewable Energy are experiencing exponential growth, most higher education institutions continue to offer generalized or outdated content with limited exposure to practical tools or real-world application. As a result, employers in Karnataka report a shortage of job-ready graduates, particularly in specialized technical and interdisciplinary domains. This gap is most pronounced in fields such as health tech, AI-augmented design, agricultural innovation, integrative health, and sustainable systems engineering, all areas where the state has shown strategic industrial expansion.

Underrepresentation of Practical and Vocational Education

Although Karnataka houses premier institutions, the broader higher education ecosystem lacks strong practice-based, experiential, and vocational training integration. Graduates often leave university without the foundational skills to operate effectively in dynamic workplace settings. The limited incorporation of apprenticeships, internships, industry-linked projects, and live casework across most academic programs further widens the skill gap. This especially impacts Tier-2 and Tier-3 institutions, which cater to a significant portion of the student population yet remain disconnected from industry pipelines.

Oversupply in Conventional Disciplines, Shortage in Emerging Fields

Another structural issue is the disproportionate focus on traditional degree programs, such as general engineering, basic sciences, and commerce, without aligning student capacity with the employment elasticity of these sectors. Meanwhile, critical sectors such as renewable energy, life sciences, healthcare technology, integrative wellness, logistics, and AI for agriculture remain underserved in terms of specialized talent availability. This imbalance results in an oversupply of graduates in saturated markets and a persistent demand for niche, high-skill professionals in sunrise sectors.

Lack of Soft Skills and Employability Training

Employers consistently highlight deficiencies in communication, teamwork, adaptability, leadership, and emotional intelligence among fresh graduates. These soft skills are essential across all industries, yet they are rarely emphasized in formal curricula. The absence of structured modules in life skills, ethics, digital fluency, and collaborative problem-solving leads to a mismatch not just in technical abilities but in workplace readiness.

Shortage of Holistic, Value-Based Institutions

Despite its technological and academic leadership, Karnataka lacks a sufficient number of institutions offering integrated education models that combine professional training with inner development, ethical

grounding, Indian Knowledge Systems (IKS), and sustainability education. With the exception of a few autonomous institutions and spiritual organizations, value-based education, wellness practices, and experiential learning remain peripheral to most university experiences. Moreover, while Karnataka hosts several Ayurveda colleges and yoga institutes, these are often segregated from mainstream multidisciplinary education. There exists a significant opportunity to create institutions that merge the scientific, the spiritual, and the societal in meaningful and modern ways.

Fragmented Implementation of NEP 2020

The NEP roll-out remains piecemeal, and most institutions continue to operate under traditional academic calendars, rigid curriculum structures, and faculty deployment patterns. The Academic Bank of Credits, multidisciplinary course frameworks, and vocational training mandates have yet to be mainstreamed across the state's higher education institutions. Karnataka needs model institutions that not only comply with NEP directives but also serve as living laboratories for their implementation pioneering reforms in curriculum, pedagogy, assessment, governance, and student support.

Mental Health, Youth Well-being, and Cultural Disconnection

With the rise of academic competition, urban alienation, and career uncertainty, Karnataka has also witnessed increasing instances of youth mental health challenges. According to data from NIMHANS (Bengaluru) and the Karnataka State Mental Health Authority, the prevalence of anxiety, stress, and depression among students has significantly increased, especially in urban centers. Yet, universities lack structured programs in emotional literacy, contemplative practices, or peer support systems.

Compounding this is a growing disconnect from Karnataka's linguistic, philosophical, and cultural heritage. Many students, especially in STEM disciplines graduate with little exposure to Indic frameworks of knowledge, ethical reflection, or community identity. This detachment undermines not only personal coherence but also civic participation and cultural pride. Despite witnessing a steep rise in lifestyle based disorders and mental health issues among youth, there is no university offering integrated health programs combining Yoga, Ayurveda and psychology under one roof.

Karnataka embodies both the promise and the paradox of Indian higher education. As one of India's most dynamic states, boasting economic growth, digital leadership, and an increasingly young population, it urgently requires new institutional models that can bridge urban-rural divides, link industry with academia, revive Indian knowledge traditions, and center student well-being.

7.3 Global Gaps in Higher Education and Human Development

As the world moves into the second quarter of the 21st century, the global higher education system, despite remarkable expansion in access, mobility, and research output, finds itself grappling with deep structural, pedagogical, and philosophical challenges. These challenges transcend geographies and income levels, reflecting a growing disconnect between the goals of education and the rapidly evolving needs of humanity and the planet. The crisis is not only about outdated curricula or skills gaps, it is about a failure to align education with the imperatives of well-being, ethics, sustainability, and collective purpose.

The Crisis of Meaning and Well-being

A 2002 Gallup study found that fewer than 20% of university students globally feel that their education is helping them discover purpose or meaning in life. Globally 1 in 7 adolescents (10-19) years experience a mental disorder and self harm is the third leading cause of death in young people ages 15-19. While access to higher education has expanded, especially through digital and hybrid platforms, this growth has not been accompanied by adequate attention to students' emotional well-being, purpose, or sense of belonging. Universities are facing an escalating mental health crisis, particularly among youth. Institutions across North America, Europe, and Asia are reporting unprecedented levels of anxiety, depression, loneliness, and burnout among students.

The prevailing academic model in many parts of the world continues to prioritize performance, productivity, and credentialism over inner growth, resilience, and human flourishing. As a result, students are often left navigating complex academic and social pressures without the emotional scaffolding or reflective spaces needed to develop meaning, identity, and emotional connection. The UNESCO Global Education Monitoring Report emphasizes the need for higher education to incorporate emotional and psychological development.

Fragmentation and Overspecialization of Knowledge

The global university landscape continues to be defined by disciplinary silos and hyper-specialization, limiting students' ability to address complex, interconnected global challenges. Issues such as climate change, social inequality, mental health, and AI ethics demand integrative thinking and transdisciplinary fluency, which most academic programs are ill-equipped to offer. Students are rarely encouraged to synthesize knowledge across the humanities, sciences, and ethics, or to explore connections between technological innovation and human consequence. The lack of interdisciplinary frameworks weakens students' ability to synthesize knowledge, apply systems thinking, and develop contextual intelligence. This has created a generation of professionals who may be technically skilled, yet unprepared to address the moral, environmental, and social dimensions of the world they inhabit.

Limited Global Focus on Values and Ethical Leadership

While many global institutions have advanced innovation ecosystems, few have prioritized the development of ethical leadership and civic responsibility. Global crises ranging from financial instability to environmental collapse and cultural polarization have underscored the urgency of cultivating leaders with ethics and societal commitment. Yet, formal education often remains focused on technical mastery and career advancement, with limited space for ethical reflection, value inquiry, or global citizenship education. Courses on sustainability, ethics, or social justice are often peripheral rather than integral to core academic structures.

Underrepresentation of Indigenous Knowledge Systems

Despite the proliferation of global academic research, indigenous wisdom systems remain marginal in mainstream higher education worldwide. Most education systems promote standardised worldviews leading to a loss of cultural diversity, linguistic heritage and a sort of cultural amnesia. India's vast traditions in yoga, Ayurveda, logic, language, aesthetics, agriculture, and consciousness science have seldom been recognized as valid epistemologies within global academic discourse. This marginalization not only impoverishes the intellectual diversity of the global academy but also limits the potential for

locally grounded, culturally resonant, and ecologically sustainable knowledge systems to contribute meaningfully to pressing global challenges.

Inadequate Response to Planetary Sustainability and SDGs

While global universities have begun addressing sustainability, the efforts often remain project-based or symbolic, rather than systemic and transformational. Climate change education is frequently restricted to environmental science departments, and the SDGs are referenced more often than embedded across institutions. More fundamentally, higher education's contribution to sustainability continues to prioritize technical solutions over ecological consciousness. The absence of educational models that cultivate a deep ecological ethic, intergenerational responsibility, and reverence for planetary well-being is a major global gap.

The global higher education system today faces a convergence of challenges that extend far beyond pedagogy or institutional structure. These include a crisis of student well-being, the failure to integrate knowledge, the erosion of ethical leadership, the marginalization of diverse epistemologies, and an incomplete response to the climate emergency. These are not merely academic deficiencies, they are civilizational concerns. Universities worldwide must now reflect on their role in shaping not just employable graduates, but ethical, conscious, and contextually aware human beings equipped to lead with wisdom in an increasingly complex world.

7.4 Strategic Integration: How SSDU Responds to National and Regional Educational Needs

The proposed Sri Sri (Deemed to be University) is envisioned as an institution that bridges the most pressing gaps in India's, Karnataka's, and the global higher education ecosystem. It is not a response to any one policy or trend, but to the fundamental shifts required in how we perceive, structure, and deliver higher education in a world grappling with instability, technological disruption, mental health crises, and value erosion. SSDU aligns with the transformative vision of NEP 2020, the strategic ambition of India@2047, the inclusion mandate of SDGs, and the moral imperative to create education that transforms not just economies but human lives.

The university's academic, pedagogical, and institutional blueprint directly responds to the gaps detailed in Sections 7.1 to 7.3. At the national level, it addresses the low Gross Enrollment Ratio (GER), fragmented curricula, skill-employability mismatch, and weak research ecosystems. Regionally, it responds to Karnataka's urban-rural divide, uneven quality across institutions, underrepresentation of vocational education, and rising student mental health concerns. Globally, it engages with the fragmentation of learning, the marginalization of indigenous wisdom systems, and the absence of values-driven education.

SSDU's core academic architecture is multidisciplinary, modular, and future-focused, offering students the flexibility to pursue diverse interests through credit-linked combinations. Courses in Artificial Intelligence, Integrative Health, Sustainable Development, and Conscious Entrepreneurship will interface with IKS disciplines such as Yoga, Ayurveda, Sanskrit, and Indic Psychology, thus restoring epistemic balance between ancient knowledge and modern science. All programs will emphasize problem-solving,

innovation, and systems thinking, ensuring that graduates are equipped not only to navigate complexity, but to lead within it. SSDU will have the IKS at its core integrating ancient wisdom with modern scientific inquiry. With courses and degrees in Sanskrit, Vedic sciences etc., SSDU will revive India's linguistic and cultural heritage.

Beyond employability, SSDU is designed to nurture the whole human being. Education at SSDU is purpose-driven, value-centered, and deeply mindful of emotional and social contexts. The curriculum will humanize the learning experience and embed soft skills training, ethics, emotional intelligence, digital fluency, and interpersonal communication as essential components. In parallel, SSDU will institutionalize wellness frameworks that integrate yoga, meditation, and reflective practice into the academic calendar, thereby fostering emotional resilience, happiness, and clarity of purpose.

To respond to the skill gaps and job-readiness issues outlined in Section 7.2, SSDU's programs will incorporate vocational and experiential learning, including apprenticeships, real-world projects, industry-led workshops, and design thinking studios; all skilling the students for a new economy. Centers of Excellence will enable students to participate in live research, social innovation, and entrepreneurial incubation. The institution's partnerships with industry will extend to internships, dual mentoring models, co-designed curricula, and collaborative problem-solving.

Recognizing that higher education must be inclusive and lifelong, SSDU will offer a continuum of online, hybrid, and in-person programs, including micro-credentials, modular diplomas, and flexible postgraduate pathways. The university will cater not only to full-time students, but also to working professionals, mid-career leaders, rural learners, and re-skilling populations, contributing to national targets in upskilling, employability, and GER expansion.

SSDU also positions itself as a hub for internationalization. Its academic vision includes global classrooms, international faculty exchanges, joint degrees, and collaborative research with institutions across Asia, Europe, and the Americas. A vibrant global network of visiting professors, student immersion programs, and virtual symposia will allow SSDU to host and contribute to cross-cultural dialogue, peace education, and sustainable development.

In alignment with SDG goals, the university's infrastructure and curriculum will reflect an enduring commitment to climate action, environmental stewardship, and sustainability literacy. Through green campus design, ecological research, and fieldwork in rural resilience and spiritual ecology, SSDU will instill an ethic of planetary responsibility among its students.

Equally important is the university's commitment to equity and inclusion. SSDU will ensure access for women, and first-generation graduates. Through community outreach programs, and actively promote a culture of belonging rooted in the Indian ideal of *Vasudhaiva Kutumbakam* : the world as one family.

Finally, the legacy and experience of the SSRVM Trust ensures that SSDU's ambitious vision is not aspirational but executable. With over two decades of experience in value-based education, vocational skilling, and higher education leadership through institutions like Sri Sri Ayurveda College and the existing Sri Sri University in Odisha, the trust brings to SSDU a robust foundation in governance, faculty recruitment, student support, and academic innovation.

In its totality, Sri Sri (Deemed to be University) is not simply an institutional response to policy : it is a strategic, values-based intervention in India's human development narrative. It brings together education and ethics, innovation and introspection, global ambition and local relevance, aiming to graduate not only skilled professionals, but compassionate, purpose-driven, and socially committed citizens. Through this integrative model which is simultaneously modern and deeply humanistic, SSDU seeks to contribute meaningfully to a reimagined future of Indian and global higher education.

7.5 Alignment with NEP 2020 Vision and Implementation Framework

The National Education Policy (NEP) 2020 provides a transformative framework that envisions a holistic, flexible, multidisciplinary, and learner-centered higher education system. It calls for institutions that are not merely compliant, but visionary embodying the spirit of academic excellence, value-based education, employability, and inclusion. The proposed Sri Sri (Deemed to be University) is conceived as such an institution: a living demonstration of NEP 2020, operationalized through design, curriculum, governance, and ethos.

At the heart of SSDU's alignment with NEP 2020 is its commitment to multidisciplinary and integrative learning. Programs will be designed to cut across disciplinary silos, combining domains such as Consciousness Studies and AI, Psychology and Indic thought, Ayurveda and Clinical Research, and Sustainable Business and Ethics. These offerings are aligned with NEP's directive for broad-based, flexible, and holistic undergraduate education with multiple entry and exit points, supported by the Academic Bank of Credits (ABC) and National Credit Framework (NCrF). The university will enable students to tailor their educational journeys through minors, electives, stackable diplomas, and interdisciplinary research pathways. SSDU will adopt these frameworks across all programs. Learners will be able to design individualized learning pathways, accumulate micro-credentials, and transition between diploma, undergraduate, and postgraduate levels based on their personal and professional contexts. The university will maintain a robust Learning Management System (LMS) integrated with national platforms like SWAYAM, ensuring seamless credit transfers and digital academic records.

The NEP also advocates for a stronger focus on foundational skills, employability, and research-oriented pedagogy. SSDU's curriculum will be skill-mapped with industry standards, incorporating internships, field immersion, capstone projects, and professional certifications. Every student will undergo structured training in 21st-century competencies : communication, critical thinking, problem solving, digital literacy, entrepreneurship, and life skills. In alignment with NEP's emphasis on experiential and inquiry-based learning, SSDU will establish living labs, innovation centers, and community-based projects that link classroom learning to field realities. Vocational training, industry internships, real-world capstone projects, and practice-based learning are integral to the university's pedagogy. This aligns with NEP's emphasis on integrating vocational education into all undergraduate programs by 2025 and creating employment-relevant, research-informed learning ecosystems.

One of the defining features of NEP 2020 is its call for value-based and holistic education. SSDU operationalizes this through courses and campus-wide practices that nurture ethical leadership, emotional resilience, self-awareness, and social responsibility. Inspired by the teachings of Gurudev Sri Sri Ravi Shankar and grounded in the principles of Indian Knowledge Systems (IKS), SSDU will integrate

meditation, yoga, value education, and service learning into both its curriculum and its institutional culture. These align with NEP's call for institutions to prioritize "humanistic, ethical, constitutional, and universal human values" and to promote community engagement and participatory learning.

SSDU will also implement the NEP's directive to integrate Indian Knowledge Systems (IKS) into mainstream higher education. Programs in Yoga, Ayurveda, Sanskrit, Vedic science, classical music, and Indic philosophy will be offered as both standalone and embedded modules, ensuring cultural rootedness and global relevance. Research centers will be created to revive and modernize traditional knowledge in areas such as agriculture, integrated health, and consciousness .

Further, NEP calls for a robust research ecosystem that advances knowledge and innovation aligned with national development priorities. SSDU will host dedicated Centers of Excellence, while supporting entrepreneurship through startup incubation hubs and translational research platforms. These initiatives contribute to NEP's vision for the Anusandhan National Research Foundation (ANRF) and the emergence of globally competitive Indian research institutions.

SSDU also fulfills NEP's focus on inclusion and equity. Recognizing the disparities in access across geography, caste, gender, and socioeconomic background, SSDU will welcome first-generation learners, offering scholarships, regional language instruction, bridge programs, and wellness support. A gender-sensitive, multilingual, and learner-centric campus will reflect NEP's emphasis on equity through inclusion of Socially and Economically Disadvantaged Groups (SEDGs).

In the digital realm, SSDU is aligned with NEP's directive to embrace technology for inclusive and high-quality learning. Through the creation of a Digital and Lifelong Learning Center, SSDU will offer online degrees, micro-credentials, and hybrid programs using immersive platforms and AI-enabled learning management systems. This is in sync with NEP's recommendations for the National Educational Technology Forum (NETF) and the National Digital Education Architecture (NDEAR).

In governance and quality assurance, SSDU will be guided by the NEP-aligned principles of autonomy, accountability, and innovation. The university will establish transparent and empowered academic and administrative councils, implement an Internal Quality Assurance Cell (IQAC), and adopt continuous feedback and outcome-based assessment systems. These are consistent with NEP's plan for restructuring the regulatory system under the Higher Education Commission of India (HECI) and enhancing institutional autonomy and accountability.

Finally, SSDU fully supports the NEP's ambition to make India a global hub of education. Through international partnerships, student exchange programs, visiting scholar collaborations, and global research consortia, SSDU will engage with the world not merely as a recipient of knowledge, but as a thought leader: reviving India's role as a *Vishwa Guru* through programs in Indian Knowledge Systems, Yoga, Ayurveda, Sanskrit, and Global Ethics.

Sri Sri (Deemed to be University) offers a model of education that deeply internalizes and actualizes the NEP 2020 vision, not as a compliance checklist, but as an institutional ethos. From curriculum to campus life, research to regulation, SSDU is architected to embody academic excellence, holistic human development, and future-readiness. It aims to graduate learners who are not only employable, but

ethical, emotionally resilient, and socially committed; a generation prepared to lead India and the world into a more compassionate and sustainable future.

NEP 2020 Pillar	SSDU's Response
Multidisciplinarity and Holistic Education	45+ degree programs across IKS, Health, Management, Design, Environmental Sciences, Agriculture, and Performing Arts
Ethics and Human Values	Embedded in curriculum, with experiential learning in seva (service), meditation, community outreach
Indian Knowledge Systems (IKS)	Degree/certificate programs in Sanskrit, Vedic Sciences, Yoga, Ayurveda, IKS-based Research Centers
Flexible Curricula & Choice-Based Credit System	Credit-based minors, electives, hybrid formats, micro-credentials in skilling & wellness
Integration of Vocational Education	Several Vocational training and diploma programs
Wellness and Mental Health Focus	Consciousness Studies, Indic Psychology, daily meditation, campus wellness programs
Global Citizenship and 21st Century Skills	Programs in digital leadership, entrepreneurship, and peacebuilding with international exposure

7.6 Alignment with India@2047: Sankalp of Viksit Bharat

India@2047 represents a collective national vision of becoming a fully developed, self-reliant, inclusive, and globally influential nation by the centenary of its independence. Anchored in principles of economic empowerment, technological leadership, environmental sustainability, ethical governance, and social equity, this vision requires transformational shifts in how human capital is nurtured, values are cultivated, and institutions are structured.

The proposed Sri Sri (Deemed to be University) aligns intrinsically with the Sankalp of *Viksit Bharat@2047* by offering a bold and forward-thinking academic blueprint that directly supports India's long-term national development goals. It does so by creating an educational model that integrates technological advancement with cultural rootedness, innovation with inner transformation, and economic development with social justice.

One of the core priorities of India@2047 is the cultivation of a globally competitive and future-ready workforce. SSDU addresses this by embedding 21st-century skills, employability training, and domain-specific innovation across its academic offerings. The university will produce graduates equipped with competencies in artificial intelligence, sustainability sciences, integrative health, and ethical

entrepreneurship, fields critical to India's leadership in global innovation ecosystems. By fostering digital fluency, critical thinking, collaborative problem-solving, and entrepreneurial agility, SSDU ensures that its alumni are not just workers, but creators, leaders, and changemakers.

In parallel, India@2047 envisions a future where India's knowledge systems, spiritual heritage, and ethical traditions are recognized globally. SSDU supports this goal by embedding Indian Knowledge Systems (IKS), including Yoga, Ayurveda, Sanskrit, classical music, and consciousness studies into mainstream education. Through these, SSDU will contribute to cultural diplomacy, civilizational resurgence, and the global relevance of India's soft power. In doing so, it brings national pride and philosophical depth to India's development journey.

India@2047 also calls for India to be a leader in sustainability and ecological consciousness. SSDU aligns with this imperative by prioritizing green infrastructure, climate-conscious curricula, rural development, and spiritual ecology. Students will not only study sustainable development; they will experience it through hands-on projects in water conservation, biodiversity preservation, and rural empowerment. The university's commitment to the SDGs and lifestyle-based environmental ethics directly complements India's aspirations for planetary leadership.

Furthermore, the *Viksit Bharat@2047* vision places emphasis on social inclusion, rural upliftment, and educational equity. SSDU's admission strategy, and rural outreach programs are designed to reach first-generation, economically disadvantaged, and regional language learners. By offering multi-modal delivery (offline, online, hybrid) and supporting community-led learning, SSDU contributes to equitable access and balanced regional development.

At a governance level, India@2047 envisions institutions that are ethically governed, digitally enabled, and globally benchmarked. SSDU mirrors this vision through a structure that is transparent, values-driven, and responsive featuring outcome-based assessment, academic autonomy, student mentorship, and internal quality assurance mechanisms. Its use of technology for learning, administration, and outreach will enable scale without compromising on personalization.

Finally, India@2047 is a call for purposeful, value-oriented, and service-minded citizenship. SSDU is deeply aligned with this ideal. Education at SSDU is not merely about employment, but about being a globally conscious citizen. It aims to graduate individuals who are intellectually capable, emotionally balanced and socially responsible. Through service learning, contemplative practices, and ethical inquiry, SSDU nurtures a generation that will build India not just in infrastructure and economy, but in character, consciousness, and contribution.

As India prepares to lead the world in shaping the future of democracy, digital transformation, sustainable development, and intercultural dialogue, the need for vision-aligned institutions has never been greater. Sri Sri (Deemed to be University) stands as a committed institutional response to the call of India@2047. Through its value-rich, skill-driven, inclusive, and future-ready education model, SSDU aspires to produce the citizens and stewards of the India we collectively envision; a Viksit Bharat that is prosperous, peaceful, pluralistic, and profoundly human.

7.7 Alignment with the United Nations Sustainable Development Goals (SDGs)

The 2030 Agenda for Sustainable Development represents a universal call to action to end poverty, reduce inequality, foster peace, and protect the planet through 17 interconnected Sustainable Development Goals (SDGs). Higher education institutions have been recognized as key actors in realizing these goals through knowledge creation, capacity building, community engagement, and innovation. Sri Sri (Deemed to be University) aligns deeply and integrally with this global agenda, not as an external compliance framework, but as an internal compass guiding its institutional vision, academic offerings, and operational philosophy.

At its core, SSDU is designed to fulfil **SDG 4: Quality Education**, offering inclusive, flexible, and lifelong learning opportunities rooted in multidisciplinary thinking, experiential learning, and ethical reflection. Its curriculum reflects the NEP 2020 emphasis on modular pathways, multilingual access, and value-based education, making high-quality learning accessible to diverse learners across geographies, languages, and life stages.

SDG 3: Good Health and Well-being is reflected in SSDU's unique emphasis on mental, emotional, and physical wellness as a foundational pillar of education. Through departments in Yogic Sciences, Ayurveda, Psychology, and Integrative Health, the university offers both academic programs and wellness practices, including meditation, yoga, peer mentoring, and emotional resilience training, that contribute to a healthier and more mindful student community.

To address **SDG 5: Gender Equality** and **SDG 10: Reduced Inequalities**, SSDU will implement inclusive admissions policies, equitable scholarships, and support systems for rural, and first-generation learners. Gender-sensitive campus design, anti-discrimination policies, and mentorship programs for women and socially disadvantaged groups will ensure that SSDU is not only accessible, but also affirming and empowering for all students.

SSDU also actively supports **SDG 8: Decent Work and Economic Growth** by building a strong innovation and entrepreneurship ecosystem. The university will house startup incubators, offer vocational-aligned and industry-integrated programs, and deliver future-focused certifications in areas like AI, sustainability, digital humanities, and social enterprise. Through these, SSDU will produce graduates who are not only employable, but entrepreneurial and socially responsible.

Environmental sustainability, a cornerstone of SSDU's institutional identity, directly aligns with **SDG 12: Responsible Consumption**, **SDG 13: Climate Action**, and **SDG 15: Life on Land**. The university's green campus within the Art of Living International Center will operate as a living lab for environmental education. Students will engage in projects focused on afforestation, water conservation, waste management, renewable energy, and spiritual ecology blending sustainability science with cultural and ethical stewardship.

SSDU's location and design further contribute to **SDG 11: Sustainable Cities and Communities**. Drawing from principles of Vastu, ecological design, and smart infrastructure, the campus will embody sustainable urbanism, integrating community-oriented architecture, biodiversity, and aesthetic harmony.

Courses in rural-urban development, heritage preservation, and sustainable design will foster locally grounded yet globally aware urban planners and architects.

In support of **SDG 16: Peace, Justice, and Strong Institutions**, SSDU will cultivate ethical leadership and active citizenship through programs in peace studies, global ethics, and conflict resolution. Inspired by Gurudev Sri Sri Ravi Shankar's peacebuilding efforts, the university will embed non-violent communication, democratic dialogue, and restorative justice principles across academic, administrative, and student life.

Finally, **SDG 17: Partnerships for the Goals** will be advanced through SSDU's collaborative ecosystem of global academic partnerships, civil society engagement, public-private collaboration, and multi-stakeholder research networks. The university will actively participate in knowledge exchange, co-authored publications, field-based development programs, and transnational sustainability dialogues.

Through its curriculum, research agenda, campus governance, and student life, Sri Sri (Deemed to be University) operationalizes the SDGs as a living mission. It does not merely teach sustainability: it practices and embodies it. In doing so, SSDU aims to graduate students who are not only aware of the SDGs, but prepared to lead their implementation as conscious, competent, and compassionate changemakers for India and the world.

7.8 SSDU's Role in Shaping the Future of Indian Higher Education

Higher education is no longer a space for the mere transfer of knowledge; it is the crucible in which the future of nations and the inner fabric of humanity are forged. As India stands on the threshold of its centenary, envisioning itself as a Viksit Bharat that is prosperous, inclusive, sustainable, and spiritually awakened, it needs institutions that are not only academically excellent, but also philosophically rooted, socially transformative, and globally luminous. Sri Sri (Deemed to be University) aspires to be such an institution.

SSDU is not being established to replicate Western models of higher education with Indian aesthetics. It is conceived as a conscious intervention: a university that is civilizational in its depth, futuristic in its design, and compassionate in its purpose. It reclaims the Indian university tradition as a space for holistic cultivation: of intellect and intuition, skill and service, innovation and introspection.

It is built on the recognition that the challenges we face of climate change, ethical erosion, social disconnection, and mental health crises cannot be solved by information alone. They demand wisdom. SSDU seeks to produce not just professionals, but whole human beings: thinkers who feel, entrepreneurs who serve, scientists who reflect, and leaders who listen. Education here is a journey from competence to consciousness.

The university's design responds to the systemic gaps India has long faced: employability without skills, expansion without inclusion, research without relevance, and learning without well-being. SSDU addresses these gaps by integrating Indian Knowledge Systems with modern disciplines, vocational and digital skilling with ethical training, and academic rigor with contemplative practices. It recognizes that true education must awaken both mind and spirit.

As Karnataka evolves into a hub for innovation, SSDU positions itself as a gateway between rural wisdom and urban opportunity, between ancient texts and emerging technologies. It speaks to Bharat and India alike, creating a confluence where access meets excellence, and identity meets aspiration.

Internationally, SSDU stands as a voice of balance in a world struggling with fragmentation. It does not seek to compete with the best global universities: it seeks to complete what they often forget: the dimension of meaning. Through its programs in peace studies, environmental consciousness, global ethics, and integrative health, SSDU becomes a space where the world's future is not only imagined, but embodied.

Above all, SSDU is a sankalpa : a living commitment to the higher purpose of education. It is a place where knowledge is revered, service is celebrated, and each learner is seen not as a consumer of content, but as a contributor to collective upliftment. Its graduates will be not only literate in the language of technology, but fluent in the language of humanity.

Sri Sri (Deemed to be University) does not promise to merely keep pace with global education. It aims to help the world pause, reflect, and realign toward education that heals, connects, and empowers. In doing so, it offers not just a new university, but a new possibility for the future of learning itself.

Section 8: Distinctiveness of Sri Sri (Deemed to be University)

Sri Sri (Deemed to be University) (SSDU) has been envisioned as an institution that redefines the purpose of higher education in the 21st century. Founded on the vision of Gurudev Sri Sri Ravi Shankar, SSDU harmonizes ancient Indian wisdom with contemporary innovation, material progress with inner development, and global relevance with local rootedness. It responds to the regional, national, and global challenges outlined in Section 7 by offering an integrative, future-ready academic model.

At the core of SSDU's distinctiveness is its belief that education must go beyond information delivery or skill acquisition. It must nurture a complete individual with clarity of mind, strength of purpose, and depth of character. SSDU is structurally designed to offer a multidisciplinary, modular, and personalized academic journey aligned with NEP 2020 and India's vision for Viksit Bharat@2047: its offerings bridging heritage with contemporary relevance.

SSDU will operate within the spiritual ecosystem of the Art of Living International Center, Bengaluru. This immersive environment fosters holistic learning, grounded in practices like yoga, meditation, *seva* (selfless service), and value based living. Education at SSDU will be a lived experience: integrating both mental and physical wellness, ethics, and consciousness into daily rhythms.

In a world facing rising mental health concerns, ethical drift, and disconnection from purpose, SSDU offers a conscious model of higher education that addresses the full spectrum of human development: intellectual, emotional, professional, and spiritual. Rooted in the ethos of *Vasudhaiva Kutumbakam*, SSDU is inclusive, global, and purpose-driven.

8.1 Institutional Philosophy: Indian Knowledge Systems, Inner Transformation, and Conscious Learning

Sri Sri (Deemed to be University) (SSDU) has been envisioned from inception not merely as a center of higher learning, but as an ecosystem grounded in timeless wisdom. At the heart of SSDU's institutional philosophy lies a triad of foundational commitments: the integration of Indian Knowledge Systems (IKS), the facilitation of inner transformation, and the fostering of conscious learning. These pillars shape every dimension of the university's design: from its academic offerings and pedagogical strategies to its campus culture and societal engagements.

Indian Knowledge Systems at the Core of Institutional Design

SSDU's academic vision begins with a conscious choice to foreground Indian Knowledge Systems not as electives or cultural add-ons, but as central domains of scholarship, innovation, and lived experience. The university will house a dedicated Faculty of Indian Knowledge Systems with specialized departments in Sanskrit, Yoga, Vedic Philosophy, and Consciousness Studies. SSDU's IKS programs will be rigorously aligned with NEP 2020's call to promote India's intellectual traditions as living knowledge systems capable of addressing modern societal and scientific challenges. The Vishalakshi Department of Indian Knowledge Systems will serve as a center of academic excellence in this domain, while the Center for Research on IKS will promote original inquiry at the intersection of metaphysics, psychology, and cognitive science.

At SSDU, Indian Knowledge Systems are directly reflected in SSDU's guiding values, as outlined in Section 7. Rather than treated as academic subjects alone: they will shape the institution's values, rhythms, and culture. Core insights from IKS such as interconnectedness, ethical governance, reverence for life, sustainability, and the pursuit of inner clarity shall guide the design of the university, decision making, and how the community lives and interacts on campus.

Inner Transformation as Educational Purpose

Whereas most modern institutions are oriented around knowledge acquisition and skills development, SSDU will place equal, if not greater, emphasis on the inner development of the learner. The university regards education as a means to awaken clarity, purpose, and values within the individual.

SSDU's academic programming and campus culture will be consciously designed to create space for inner transformation: a process of deep personal evolution that complements intellectual growth. This will be operationalized through daily contemplative practices embedded in academic life. Faculty and students will begin their day with breathwork and meditation. Courses will promote self-inquiry, reflection, and moral clarity alongside academic rigour, while the broader environment will support this with spiritual retreats, nature immersion, seva-based engagements, and value-rich mentorship. These are not religious impositions, but pathways grounded in India's pluralistic spiritual heritage and aimed at nurturing awareness, resilience, and emotional maturity.

In practice, this shall be reflected in modules on personal development, ethics, and Indic leadership, alongside applied reflective work such as contemplative journaling, life skill development, and conflict transformation exercises. Faculty will be trained to facilitate holistic classrooms where emotional well-being, self-awareness, and social empathy are considered essential academic outcomes.

Conscious Learning as Pedagogical Orientation

SSDU will adopt a holistic pedagogical philosophy that cultivates not only intellectual awareness, but also self-awareness, social responsibility, and clarity of purpose. This goes beyond conventional rote-based or transactional models of education, offering instead a space for deep inquiry, experiential engagement, and ethical development. Within this framework, classrooms become environments for inner growth as much as academic exploration.

Conscious learning at SSDU will be supported by a variety of intentional practices. Contemplative pedagogy will be woven into course delivery through the integration of breathwork, service, and discussion-based formats that deepen student presence and understanding. Assessments shall be reimaged to evaluate not only comprehension, but also creativity, collaboration, and character. Experiential learning will be emphasized through immersive engagements in sustainable living, ethical entrepreneurship, rural innovation, and community-based problem-solving. Importantly, *seva* or selfless service, won't be peripheral, but institutionalized as a credit-bearing component of several programs, reinforcing humility, gratitude, and socially rooted leadership. Teaching practices and course designs will be continually refined to foster discernment, emotional literacy, and purpose-driven learning. Faculty will be trained to act as mentors and facilitators, enabling open dialogue and peer-led learning communities. Conscious learning is not merely a method, but the defining character of SSDU's academic experience.

In a time when global education systems are grappling with crises of meaning, burnout, and disconnection, Sri Sri (Deemed to be University) positions itself as a rare institution that brings depth, stillness, and clarity back into learning. Its institutional philosophy is not a separate strand but the unifying thread that integrates Indian knowledge, individual transformation, and conscious learning into a coherent academic and developmental model.

8.2 Multidisciplinary Academic Architecture and Global Relevance

Sri Sri (Deemed to be University) (SSDU) will be purposefully designed as a multidisciplinary institution that bridges Ancient wisdom with contemporary global relevance. Its academic architecture will be built not on rigid disciplinary silos, but on a dynamic and integrated framework that encourages intellectual flexibility, ethical inquiry, and real-world application. In alignment with the National Education Policy (NEP) 2020 and India's vision for Viksit Bharat@2047, SSDU embraces a holistic, modular, and future-ready model that cultivates both specialization and synthesis.

At SSDU, multidisciplinary learning will be structurally embedded into every academic journey. Students will be encouraged to explore connections across faculties and design personalized learning pathways that align with their interests, values, and career goals. This will be made possible through a carefully curated ecosystem of core courses, minors, thematic electives, AECs, SECs, VACs and micro-credentials, and research-linked learning experiences that promote integrative thinking and cross-disciplinary fluency.

A key innovation in SSDU's academic framework is the introduction of over 100 interdisciplinary minor streams, along with a curated catalog of more than 200 AECs, VACs, and SECs. Open to students across all faculties, these components enable a highly personalized and integrative academic journey: dissolving boundaries between disciplines, traditions, and systems of knowledge.

SSDU also supports its multidisciplinary vision through a portfolio of stackable credentials and modular academic offerings, including degrees, value-added courses, skill enhancement modules, and hybrid learning options delivered via Sri Sri Global Center for Digital and Lifelong Learning (SSGCDL), its digital and lifelong learning division. These components are credit-linked, aligned with the Academic Bank of Credits (ABC), and designed to promote flexibility, mobility, and recognition across academic and industry pathways.

What distinguishes SSDU's model further is its conscious integration of Indian and global knowledge streams. Instead of treating Indian Knowledge Systems (IKS) as an adjunct to modern education, SSDU weaves them into the fabric of its academic design: embedding IKS into environmental science, psychology, education, business, and even emerging domains such as artificial intelligence and cognitive science. The convergence of Ayurveda with integrative health, of Sanskrit with logic and computational thinking, and of Indic governance with public policy reflects a deep commitment to convergence of ancient wisdom and contemporary thought. This model of education prepares learners not only for employability but for leadership in complex, interconnected systems globally. Whether studying engineering or philosophy, agriculture or digital design, every SSDU student is trained to think across

domains, to integrate diverse forms of knowledge, and to apply learning with both competence and conscience.

In this way, SSDU's multidisciplinary academic architecture does more than align with NEP directives: it offers a scalable, value-driven, and globally relevant alternative to fragmented and siloed models of higher education. It represents a synthesis of rigor and wisdom, specialization and breadth, and prepares students to meet the challenges of the 21st century with agility, clarity, and purpose.

8.3 Innovative Pedagogies, Flexibility, & NEP 2020 Integration

Sri Sri (Deemed to be University) (SSDU) will adopt a pedagogical and structural philosophy that deeply aligns with the transformative vision of the National Education Policy (NEP) 2020. Going beyond policy compliance, SSDU embodies the spirit of the NEP through learning models that are learner-centric, purpose-driven, flexible, and grounded in both timeless wisdom and future-readiness.

At the core of this transformation is a deep commitment to pedagogical innovation. SSDU will institutionalize a teaching-learning approach rooted in “conscious learning,” which emphasizes not just the transmission of content, but the cultivation of self-awareness, ethical discernment, and inner clarity. Classrooms will serve as spaces for reflection, inquiry, and experiential engagement. Across programs, contemplative pedagogy will be integrated through the use of breathwork, narrative, meditation, and reflective dialogue as core learning tools. Students will be encouraged to engage with knowledge not as passive receivers but as active participants in a process of meaning-making and self-discovery.

Assessment models at SSDU reflect this ethos. Moving beyond rote recall, evaluations are designed to measure creativity, collaboration, conceptual depth, and ethical orientation. Faculty are trained to design learning experiences that foster critical thinking, emotional literacy, real-world application, and social responsibility. In this model, academic rigour and personal transformation are not seen as competing goals, but as complementary outcomes of a conscious educational experience.

SSDU's academic structure will also be deeply aligned with NEP 2020's vision of modularity, flexibility, and credit mobility. All undergraduate and postgraduate programs are designed with multiple entry and exit points and are fully integrated into the Academic Bank of Credits (ABC) and the National Higher Education Qualification Framework (NHEQF). This enables learners to personalize their academic journey, pause and return to study without penalty, and engage with both formal and non-formal learning modules. The university wide catalog of stackable micro-credentials, minor streams, skill and value-added courses, and interdisciplinary are mapped to national skill standards and global academic benchmarks, ensuring students graduate not only with degrees, but with adaptable, portable, and future-ready capabilities.

In addition, SSDU will promote a “learning-by-doing” approach through community immersions, field-based courses, innovation labs, and real-world projects. Service learning (seva), sustainability practices, entrepreneurship incubation, and rural engagement are embedded as formal learning components across multiple programs. The goal is to ensure that learning is not confined to the classroom, but interwoven with life, community, and purpose.

Faculty development is a cornerstone of pedagogical innovation at SSDU. All faculty shall undergo continuous orientation in contemplative methods, blended learning design, outcome-based assessment, and Indian Knowledge Systems pedagogy. The university will also establish the Center of Excellence for Conscious Teaching and Future Learning, blending contemporary global innovations in pedagogy with the Indian tradition of the *acharya*: a teacher who leads through personal example, wisdom, and mentorship.

Importantly, SSDU's flexibility is not limited to structure, rather it is embedded in its educational philosophy. The university recognizes that learners arrive at different stages of life and with varying aspirations: some seeking research and innovation, others vocational expertise, spiritual depth, or interdisciplinary breadth. SSDU offers a navigable and inclusive academic ecosystem that accommodates diverse goals through multiple entry and exit points, stackable credentials, modular diplomas, and lifelong learning pathways. This holistic flexibility reflects one of the most forward-looking dimensions of NEP 2020.

Through its synthesis of ancient pedagogical wisdom and modern academic frameworks, SSDU reimagines the very purpose of higher education. Its classrooms will be designed for inner and intellectual transformation, its credit architecture enabling exploration across domains, and its institutional ethos serving as a bridge between national policy and meaningful educational practice.

8.4 Whole-Person, Value-Based Learning in a Conscious Environment

Sri Sri (Deemed to be University) (SSDU) approaches higher education as the holistic development of the individual: intellectually, emotionally, ethically, socially, and spiritually. SSDU's commitment to whole-person education is not peripheral; it is the foundation of its identity and a direct response to the rising mental health crises, loss of direction, and fragmentation of purpose seen in contemporary higher education globally.

This approach is deeply anchored in value-based education integral to SSRVM ethos, drawing from Indian Knowledge Systems and aligned with national frameworks such as *Mulya Pravah* and *Jeevan Kaushal*. Core values such as compassion, self-discipline, truthfulness, responsibility, inclusion, and respect will not be taught in isolation but are integrated across pedagogy, student life, and institutional ethos. Faculty mentoring, group learning, and reflective coursework will be designed to help students discern ethical dilemmas, navigate complexity with integrity, and build inner strength.

The university's residential environment, located within the Art of Living International Center in Bengaluru, shall offer students a rare opportunity to learn in a living ecosystem that embodies balance, values, dynamism, and purposeful living. Nestled amidst natural beauty and spiritual vibrancy, the center is a globally recognized hub for personal transformation, inner peace, and humanitarian outreach. It welcomes visitors from over 100 countries annually and hosts international conferences, wellness programs, yoga retreats, and large-scale service initiatives. Within this dynamic ecosystem, SSDU students will be immersed in an atmosphere that naturally cultivates reflection, intercultural understanding, and conscious engagement.

Students will be encouraged to engage in daily practices such as yoga, meditation, breathwork, silence, and *seva* (selfless service), not as extracurricular add-ons, but as core elements of their personal and academic development. These practices foster inner clarity, emotional resilience, and a sense of shared responsibility. The rhythm of campus life will nurture a culture of presence, compassion, and mutual respect. Importantly, faculty and staff will be encouraged to actively participate in these rhythms, modeling conscious leadership and creating a learning community grounded in authenticity.

This learning-by-living model will be further institutionalized through the SSDU Center for Service Learning, which integrates community engagement and *seva*-based learning directly into the academic calendar. Students take part in local, national, and global initiatives : from rural education and healthcare outreach to environmental conservation and youth mentoring. As part of the broader Art of Living ecosystem, there are opportunities to participate in national service initiatives, intercultural leadership programs, and humanitarian deployments through Art of Living centers worldwide. These experiences expose learners to diverse global contexts while deepening their commitment to service, ethics, and compassionate action.

Together, the SSDU campus and the Art of Living ecosystem create a unique educational context: where intellectual inquiry is continuously balanced by inner work, and global citizenship is rooted in local engagement and selfless service. Along with value education, SSDU actively nurtures joy and well-being through campus culture, interpersonal relationships, and everyday practices. By cultivating inner balance and a supportive community, the university offers a buffer against the rising rates of stress, anxiety, and disconnection seen across higher education today.

SSDU addresses a critical gap in Indian and global higher education: the fragmentation of knowledge from character, of performance from purpose. By integrating rigorous academics with value-based living, the university prepares graduates who are not only competent in their fields but capable of leading with integrity, empathy, vision, purpose and most importantly inner joy.

8.5 Skill, Vocational, and Community Immersion

Sri Sri (Deemed to be University) (SSDU) views vocational education not as a parallel stream, but as an integral component of its holistic academic ecosystem. In alignment with NEP 2020, the National Skills Qualifications Framework (NSQF), and India's vision for *Viksit Bharat*, SSDU has established the Institute for Vocational and Applied Learning (IVAL) to deliver skill-based, industry-relevant, and community-connected education that is deeply embedded in its value-based and multidisciplinary vision. This vision is further complemented through Track B of the Sri Sri Global Center for Digital and Lifelong Learning (SSGCDL), which offers digitally delivered vocational and skilling programs to expand access beyond campus-based learners.

IVAL will function as a university-wide platform offering credit-linked, in-person vocational and applied programs, including certificate courses, diplomas, advanced diplomas, apprenticeship-linked offerings, Recognition of Prior Learning (RPL) modules, and Bachelor of Vocation (B.Voc) degrees. These offerings are mapped to NSQF Levels 2–7 and structured to support multi-exit, stackable, and progression-oriented pathways, fully integrated into SSDU's broader academic framework.

A key feature of IVAL will be its integration with SSDU's existing faculties and departments, ensuring relevance, resource efficiency, and academic rigor. Instead of creating separate silos, IVAL shall leverage faculty expertise and infrastructure across the university to deliver sector-specific training in areas such as sustainable agriculture, holistic health, wellness tourism and eco-entrepreneurship. All programs will be designed to combine technical proficiency with value-based education, preparing learners not only for employability but for ethical leadership and social contribution.

In addition to IVAL, SSDU's commitment to applied and employment-linked learning will be further extended through Track B of Sri Sri Global Center for Digital and Lifelong Learning (SSGCDL) : its digital and lifelong learning ecosystem. Track B focuses specifically on vocational and skilling programs delivered in flexible, modular, and digitally accessible formats, expanding reach to learners beyond the traditional campus model.

SSDU redefines vocational education not as narrow task training but as a vehicle for inner development, sustainable livelihoods, and service to society. Programs are infused with soft skills, contemplative reflection, ethical reasoning, and community immersion ensuring that graduates emerge not only job-ready, but life-ready. Through a dual-track model, SSDU offers a distinctive, future-ready blueprint for vocational and applied education in India: structurally integrated, socially responsive, grounded in values, and globally relevant.

8.6 Digital and Lifelong Learning

Digital education is now a cornerstone of India's higher education strategy, seen as essential to increasing the Gross Enrolment Ratio (GER), expanding regional access, promoting equity, and achieving the vision laid out in the National Education Policy (NEP) 2020. Sri Sri (Deemed to be University) (SSDU) embraces digital education not as a disruption to traditional learning but as an opportunity to expand access, personalize learning journeys, and deepen lifelong engagement with knowledge. Anchored in its vision to serve diverse learners across geographies and life stages, SSDU will establish the Sri Sri Global Center for Digital and Lifelong Learning, a future-facing academic division designed to integrate online, hybrid, modular, and continuous learning pathways into the university's core ecosystem.

Sri Sri Global Center for Digital and Lifelong Learning (SSGCDL) is envisioned to deliver flexible, accessible, and value-rich education across all life stages through a future-ready digital ecosystem. Its distinctiveness lies in its comprehensive four-track model: (A) Degree-centric digital learning, (B) Digital vocational and skilling pathways, (C) Digital lifelong and community learning, and (D) Digital educator development and global academic engagement.

The digital learning architecture at SSDU will align with the UGC Online Regulations and NEP 2020 directives, enabling up to 40% of credits in all degree programs to be earned through approved online platforms. SSDU will offer a comprehensive digital stack that includes online degrees, modular diplomas, credit-bearing micro-credentials, MOOCs, faculty development programs, and stackable certificate pathways. These are structured to serve a wide range of learners : from enrolled university students to working professionals, global alumni, and underserved rural populations. In this context, SSDU has

reimagined learning as a lifelong and life-deep journey, serving learners of all ages, aspirations, and backgrounds.

What distinguishes SSDU's digital and lifelong learning approach is not just its scale or structure, but its intentional grounding in conscious education. Courses will be designed to retain the reflective, value-based ethos of in-person. In doing so, SSDU shall offer a compelling alternative to impersonal, commodified online education. Its digital ecosystem is inclusive, accessible, ethically grounded, and globally scalable: extending the reach of SSDU's vision to anyone, anywhere, at any stage of life.

8.7 Research, Innovation, and Societal Impact Ecosystem

Sri Sri (Deemed to be University) (SSDU) has envisioned a cutting-edge research and innovation ecosystem that bridges the wisdom of ancient Indian Knowledge Systems with the tools and frontiers of modern science and technology. Unlike conventional institutions that treat traditional knowledge and advanced research as separate domains, SSDU positions this integration as a foundational strategy: where Ayurveda meets biogenomics, Vedanta informs neuroscience, and Indic governance shapes policy innovation.

The university's distinctiveness lies in its commitment to making research both transdisciplinary and purpose-driven. From the undergraduate level, students will be encouraged to engage in inquiry, critical thinking, and hands-on exploration through structured undergraduate research fellowships, innovation labs, and course-embedded projects. This early and immersive exposure cultivates not just academic excellence, but also problem-solving, empathy, and innovation as habits of mind.

At the postgraduate and doctoral levels, SSDU shall foster advanced research through a network of specialized centers and laboratories, dedicated to areas at the intersection of ancient insight and contemporary relevance. These centers shall be guided by a long-term academic roadmap aligned with SDGs, NEP 2020, India@2047, and emerging global needs.

What further distinguishes SSDU's ecosystem is its orientation toward real-world transformation. Research will not be confined to publication metrics, but structured to solve tangible problems in health, sustainability, education, mental well-being, and rural resilience. Whether through community-engaged field research, policy whitepapers, or tech-driven innovations, SSDU's research agenda will serve the greater good of society, grounded in the spirit of *seva*.

An innovation mindset will permeate every level of the university. Students, faculty, and visiting fellows will be encouraged to ideate, prototype, and co-create through university-sponsored hackathons, idea incubators, and value-aligned startup accelerators. Importantly, innovation at SSDU will not be purely economic but ethical, ecological, and consciousness-driven, shaping pathways that are both globally competitive and deeply human.

Through this ecosystem, SSDU cultivates a new generation of thinkers and doers: researchers who will be rooted and futuristic, rigorous and compassionate, inventive and wise. It redefines what research means in the 21st century: not just a pursuit of knowledge, but a profound responsibility to heal, uplift, and reimagine society.

8.8 Justification under UGC's 'Distinct Category' Criteria

Sri Sri (Deemed to be University) (SSDU) qualifies for recognition under the University Grants Commission's 'Distinct Category' designation by design. From inception, SSDU has been envisioned as a pioneering institution dedicated to disciplines, pedagogies, and purposes that remain underserved or absent in mainstream Indian higher education. Its architecture: intellectual, cultural, and operational is built to address the critical gaps identified in national policy, civilizational continuity, and global human development.

1. Focus on Unique and Emerging Disciplines

SSDU will be singular in its seamless integration of Indian Knowledge Systems (IKS): including Sanskrit, Ayurveda, Yogic Sciences, Vedic Philosophy, Consciousness Studies, and traditional ecology, not as electives, but as core academic foundations. Simultaneously, it shall advance frontier domains such as Neuroscience, Ethical AI, Sustainable Agriculture, Water Science, Integrative Health, and Conscious Entrepreneurship, creating a curriculum that is both deeply rooted in IKS and globally relevant. This focus on blending ancient wisdom with contemporary relevance meets the UGC's mandate for innovation in "unique disciplines."

2. Addressing Strategic National Needs

Aligned with NEP 2020, NSQF, NHEQF, and Viksit Bharat@2047, SSDU shall directly address India's most urgent educational priorities: flexible and modular learning, community-rooted vocational pathways, undergraduate research, multilingual and regional inclusion, women's empowerment, and scalable digital delivery. Through the Sri Sri Global Center for Digital and Lifelong Learning (SSGCDL) and Institute for Vocational and Applied Learning (IVAL), the university operationalizes strategies that widen access, deepen relevance, and enable lifelong learning. SSDU is not only NEP-compliant; it is NEP-exemplary.

3. Preservation and Reinvigoration of Indian Cultural Heritage

Unlike institutions that treat heritage as static or symbolic, SSDU shall foster it as living, evolving knowledge. Its faculty structure, curriculum design, research centers, campus rituals, and residential rhythms shall reflect a civilizational continuity that includes chanting, silence, yogic inquiry, ethical leadership, and traditional knowledge practices; modernized for the contemporary learner. The university's contribution to cultural preservation is both epistemic and embodied, ensuring India's intangible heritage thrives in academic, digital, and community spaces.

4. Commitment to Environmental Stewardship

Through specialized degrees, research labs, and rural initiatives, SSDU shall lead in environmental literacy and regenerative practice. Degrees, courses and trainings around ecology and sustainability shall reflect not only academic priorities but a deeper institutional culture shaped by the Art of Living's long-standing commitment to environmental stewardship: blending ecological science with community-led conservation, spiritual ecology, and regenerative practice.

5. Dedication to Skill Development

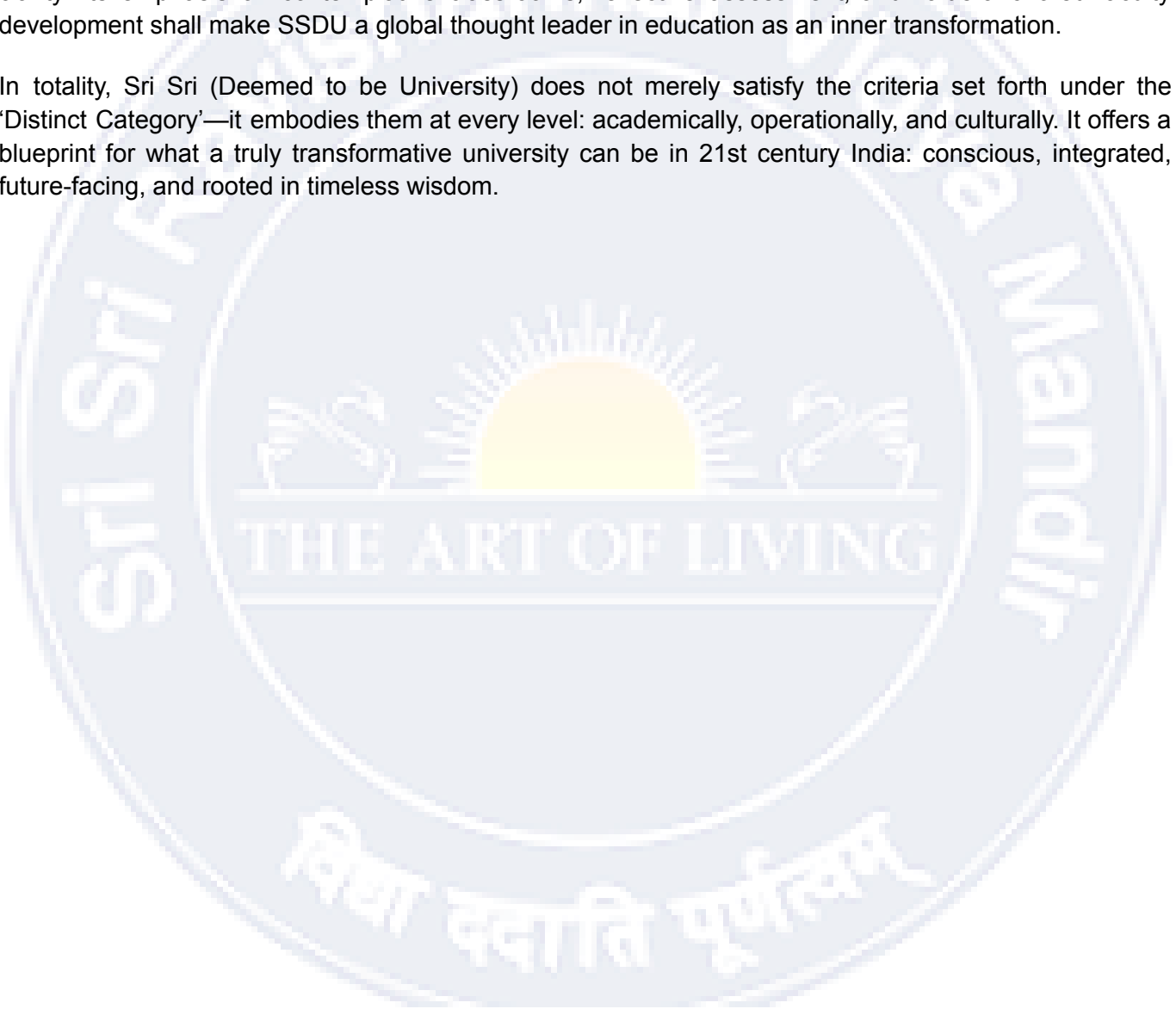
SSDU's IVAL initiative, supported by SSGCDL Track B, presents a new model of vocational education that is credit-linked, value-aligned, NSQF-mapped, and community-integrated. From Recognition of Prior

Learning (RPL) modules to in-person B.Voc degrees and hybrid diplomas, the university shall ensure that skilling is accessible, aspirational, and purpose-filled. Skilling here is not only for employment, but for dignity, consciousness, and contribution.

6. Leadership in Languages and Conscious Pedagogy

With programs in Sanskrit, Vedic Heritage, and multilingual learning models under development, SSDU addresses the UGC's focus on language preservation. More distinctively, it pioneers a pedagogy of consciousness: where learning is inseparable from self-awareness, ethical discernment, and spiritual clarity. Its emphasis on contemplative classrooms, reflective assessment, and value-anchored faculty development shall make SSDU a global thought leader in education as an inner transformation.

In totality, Sri Sri (Deemed to be University) does not merely satisfy the criteria set forth under the 'Distinct Category'—it embodies them at every level: academically, operationally, and culturally. It offers a blueprint for what a truly transformative university can be in 21st century India: conscious, integrated, future-facing, and rooted in timeless wisdom.



Section 9: Academic Strategy and Curriculum Vision

9.1 Strategic Academic Vision and Institutional Ethos

Sri Sri (Deemed to be University), Bangalore (SSDU) is founded on a simple but powerful proposition: that higher education must awaken not only the intellect, but also the inner being. Its academic vision is grounded in the philosophical legacy of the Art of Living and the institutional ethos of the SSRVM Trust, which together bring a distinctive blend of Indian Knowledge Systems (IKS), value-infused pedagogy, and civic responsibility to the design of education. The University seeks to prepare graduates who are competent, conscious, and committed to contributing meaningfully to a rapidly transforming world.

SSDU is being proposed as a Deemed to be University under the “Distinct Category” as defined by the UGC, affirming its role as a future-ready institution focused on Indian Knowledge Systems, Indian culture and heritage, languages, sports, skills, and environmental sustainability. Its academic offerings are designed to meet strategic national needs, while fostering holistic, future-ready education rooted in both ancient wisdom and global relevance. In a world marked by digital acceleration, planetary crisis, and widening social inequities, SSDU reimagines the university as a transformative ecosystem. The academic architecture, therefore, cultivates interdisciplinary inquiry, emotional resilience, and ethical intelligence. At its core, SSDU’s academic vision is about integrating outer excellence with inner evolution.

Rooted in Indian ancient wisdom and global policy shifts, SSDU’s approach to higher education centers on the integration of competence, character, consciousness, and contribution. Competence ensures learners master disciplinary knowledge, digital agility, and real-world problem-solving. Character shapes ethical reasoning, emotional maturity, and civic agency. Consciousness fosters deeper self-awareness, spiritual grounding, and clarity of purpose. Contribution reflects a student’s capacity to translate learning into action through *seva*, innovation, and leadership that uplifts communities and serves the planet. Together, these dimensions form the foundation of what SSDU expects of its graduates, not only to be employable or entrepreneurial, but to be values-driven citizens and change-makers in an increasingly volatile world. This institutional philosophy will be operationalized through five defining academic commitments that shall permeate every aspect of SSDU’s program design, pedagogical philosophy, and learner experience:

1. SSDU will be committed to delivering academic and professional excellence through digitally enabled, research-integrated, and innovation-oriented education. Programs will be designed to cultivate 21st-century competencies such as data literacy, systems thinking, creativity, and interdisciplinary problem-solving, while maintaining alignment with UGC’s Outcome-Based Education (OBE) model and NHEQF descriptors.
2. SSDU will ensure that all curricula are infused with ethical reflection, contemplative practices, and Indian Knowledge Systems. Students will engage with timeless philosophies and modern dilemmas through yoga-based inquiry, reflection and immersive retreats, creating a unique fusion of depth and discernment.

3. The university shall embed service-learning, sustainability, and civic engagement into each learner's academic journey. Every program will offer structured opportunities to learn through seva projects in multiple fields.
4. SSDU will be deeply committed to whole-person development in a spiritually enriched learning environment. The university's campus, co-located with the Art of Living International Center shall enable an immersive culture of inner wellbeing, silence, self-awareness, and joy. The rhythm of daily life will support holistic growth through yoga, pranayama, satsang, and mentoring, complementing rigorous academic engagement.
5. SSDU will foster globally conscious and locally rooted learners by integrating international perspectives, entrepreneurial pathways, and global collaborations into its academic fabric. Whether through online degrees, global MOOCs, or cultural diplomacy modules, students will be exposed to East–West synthesis, preparing them to lead with integrity across cultures and contexts.

These five commitments stated above are not just aspirational; they shall be structurally embedded in SSDU's curriculum architecture, semester outcomes, and student development frameworks. They ensure that graduates are not only intellectually prepared, but also emotionally resilient, ethically anchored, globally aware, and ready to serve society.

To deliver on its academic vision, SSDU has developed a Graduate Attributes Framework mentioned below comprising seven interdependent domains. This framework is aligned with the UGC's Outcome-Based Education (OBE) model, the National Higher Education Qualifications Framework (NHEQF), and the evolving competencies expected of 21st-century graduates. Together, these domains define what every SSDU student is expected to become, not just in terms of knowledge or employability, but as an integrated human being prepared to lead, serve, and transform.

- *Cognitive Mastery*: The ability to engage deeply with complex ideas, apply analytical and systems thinking, and synthesize knowledge across disciplines. This includes both theoretical depth and epistemic agility drawn from ancient Indian knowledge and global thought systems.
- *Applied and Functional Competence*: Proficiency in domain-specific and transferable skills, including digital fluency, research literacy, data analysis, communication, and design thinking. This enables learners to innovate, problem-solve, and adapt in professional, entrepreneurial, and civic contexts.
- *Ethical Reasoning and Values Alignment*: The capacity for principled decision-making rooted in empathy, justice, integrity, and Indian ethical frameworks. Students are guided to navigate moral complexity with clarity and responsibility across personal, professional, and societal domains.
- *Emotional and Social Intelligence*: Deep inner awareness, emotional regulation, and interpersonal skills required for leadership, collaboration, and community harmony. Through contemplative practices, mentorship, seva, and silence, students develop grounded, compassionate presence.

- *Conscious Citizenship*: Commitment to planetary well-being, democratic engagement, sustainability, and inclusivity. Graduates act with cultural awareness, social responsibility, and spiritual anchoring in local and global settings.
- *Innovative and Entrepreneurial Mindset*: The ability to think creatively, pursue opportunity, and build ethical, purpose-driven ventures. SSDU encourages students to cultivate an attitude of responsible risk-taking and solution creation in service of societal good.
- *Lifelong Learning and Reflective Practice*: A sustained capacity to learn, unlearn, and relearn across the life course, fueled by curiosity, self-reflection, adaptability, and inner inquiry. Learners are empowered to remain open, agile, and anchored as they evolve through diverse life and career paths.

These graduate attributes will be scaffolded across programs from foundational to advanced levels, ensuring that an SSDU education goes beyond disciplinary mastery to shape graduates who are deeply aware, professionally capable, ethically grounded, and globally prepared.

Grounded in NEP 2020 and the NCfR, the SSDU's curriculum shall be modular, flexible, interdisciplinary, and future-ready, enabling personalized and transformative academic journeys. All programs will be fully aligned with the UGC's Curriculum and Credit Framework for Undergraduate Programmes (CCFUP), integrated into the Academic Bank of Credits (ABC), and allow students to access up to 40% of credits through digital or hybrid delivery, with multiple entry–exit options that foster lifelong learning. Each learner at SSDU will be empowered to design a custom academic pathway, combining a core major with interdisciplinary minors, Ability Enhancement Courses (AECs), Skill Enhancement Courses (SECs), Value-Added Courses (VACs), and Multidisciplinary (MD) offerings. This architecture is not only NEP 2020-compliant, it is infused with SSDU's ethos of value-based education. The curriculum shall be engineered to provide both depth of specialization and breadth of exploration, encouraging students to pursue integrative knowledge across domains including service-learning. The structure will support stackable micro-credentials, dual pathways (academic and vocational), and progression from certificate to diploma to degree, ensuring adaptability to emerging careers and lifelong learning.

At SSDU, curriculum design is a pedagogical commitment to whole-person development, enabling graduates to emerge not only as professionals but as reflective citizens. The curriculum will consciously integrate service-learning, sustainability, and entrepreneurship into the heart of academic life, preparing students to uplift society. Pedagogically, SSDU will emphasize a living model of learning; one that transcends classroom instruction and activates transformation across communities, inner awareness, and real-world ecosystems. The university will adopt a diverse and integrated pedagogy that includes experiential learning, project-based assessment, contemplative immersion and service-learning, aligning academic engagement with national service and global relevance.

SSDU's value-based pedagogy will be intentionally structured to develop 21st-century competencies; including collaboration, systems thinking, emotional intelligence, and ethical leadership, while remaining deeply rooted in Indian wisdom. Yoga and meditation will be institutionalized not as wellness supplements, but as core academic practices that support reflection, focus, and inner growth. The Art of Living International Center, where SSDU is based, offers students a spiritually vibrant and ecologically

grounded residential environment that nurtures contemplation, global dialogue, and purposeful living. SSDU's pedagogy represents a synthesis of East and West, tradition and innovation, individual evolution and societal transformation. In doing so, it shall embody the UGC's "Distinct Category" definition by offering education that is simultaneously grounded in values, futuristic in design, and nationally transformative. Every academic experience at SSDU is designed to be NEP-aligned, employability-driven, and innovation-enabled, ensuring that learners emerge not only skilled but self-aware, socially conscious, and globally agile.

Faculty at SSDU will be supported through the Center for Excellence in Conscious Teaching and Future Learning (CTFL), which anchors a culture of reflective, student-centered, and value-driven pedagogy across all disciplines. The center ensures that every educator is equipped with skills in outcome-based curriculum design, inclusive and interdisciplinary instruction, and NEP-aligned academic frameworks, as well as nurtured as a whole person. SSDU recognizes that the transformation of learners begins with the flourishing of educators. Faculty well-being is an institutional priority. Regular opportunities for inner development, wellness practices, and collaborative inquiry along with ongoing FDPs will be embedded into the academic life of the university. This creates a shared culture of care, curiosity, and collective evolution, enabling faculty to teach not just from knowledge, but from depth, presence, and lived conviction.

By 2041, SSDU aims to be a globally respected and nationally distinctive ecosystem offering over 100 degree programs across undergraduate, postgraduate, doctoral, and hybrid modalities. Its offerings will include 100+ minors, 40+ Ability Enhancement Courses (AECs), 50+ Skill Enhancement Courses (SECs), and 80+ Value-Added Courses (VACs), all structured around modern educational needs and SSDU's unique ethos. The academic strategy of SSDU is designed not simply to meet regulatory standards but to transcend them: to restore depth to learning, dignity to the learner, and purpose to the university itself. In every aspect of its academic planning, SSDU carries forward Gurudev Sri Sri Ravi Shankar's message that "the purpose of education is not just to stuff information but to build conscious individuals". Its mission is not to graduate conformists, but awakened citizens. Not just to prepare for the world, but to elevate it.

9.2 Academic Architecture, Interdisciplinary Ecosystem, and Curriculum Innovation

Sri Sri (Deemed to be University)'s academic architecture will be grounded in a clear, structured vision designed to deliver both academic depth and interdisciplinary flexibility. It is intentionally crafted to support the university's mission of whole-person education, national service, and global relevance. The framework is organized around 13 well-defined faculties and 30+ departments, each aligned with India's evolving knowledge priorities and the institutional goals of SSDU. While rooted in disciplinary rigor, the academic design shall also enable transdisciplinary exploration through integrated research centers and flexible curricular pathways that allow students to pursue specialization while engaging with broader societal challenges.

The rollout of academic programs at SSDU will be guided by a calibrated 15-year implementation roadmap that aligns with national priorities, regulatory frameworks, and SSDU's internal timelines for

faculty development, infrastructure readiness, and pedagogical maturity. Programs will be introduced in phased clusters of faculties between 2026 and 2041, beginning with Indian Knowledge Systems, Management & Commerce, Digital Futures, Performing Arts, and Sciences. Subsequent phases will see faculties such as Education, Agriculture, Liberal Arts, and Health Sciences, followed by Design, Sustainability, Sports, and Integrative Medicine.

The launch schedule is strategically mapped against frameworks including UGC, AICTE, NCISM, NMC, and NCTE, and reflects SSDU's commitment to rolling out high-impact offerings in a timely, scalable, and values-aligned manner. In the first two years alone, SSDU will offer flagship undergraduate and postgraduate programs such as B.Sc. (Hons.) in Data Science and Analytics, B.Com. (Hons.), B.A. (Hons.) in Sanskrit, Vedic Knowledge and Indian Heritage, B.Sc. (Hons.) in Yoga Therapy, BBA (Hons.) with specializations in Hospitality and Entrepreneurship, MBA with Entrepreneurship Specialization, BPA in Indian Classical Music, and B.Sc. (Hons.) in AI & ML. These initial programs reflect SSDU's intent to blend disciplinary excellence with national relevance and value-based education from the outset. Aligned with NEP, CCFUP and NCrF, Undergraduate degrees will be built around a 160-credit, four-year honors model, while postgraduate and integrated programs follow 80–120 credit formats. All programs will be designed for flexibility, interdisciplinarity, and lifelong learning, with embedded pathways for value-based education, skill acquisition, and digital stackability. This phased academic strategy [with full programmatic rollout provided in Annexure 1-7] ensures that SSDU's expansion is not only ambitious, but deeply responsive to learner needs, national aspirations, and global academic standards.

A defining hallmark of SSDU's academic distinctiveness will be its interdisciplinary course ecosystem: a dynamic framework of curated offerings that empower learners to transcend conventional boundaries and engage with education as a multidimensional, purpose-driven journey. The curriculum architecture is scaffolded across five integrated academic layers: Core Majors for disciplinary grounding, Minors selected from a pool of 100 interdisciplinary options, Ability Enhancement Courses (AECs) for foundational knowledge and communication, Skill Enhancement Courses (SECs) for employability, innovation, and life skills, and Value-Added and Multidisciplinary Courses (VACs and MDs) that connect ethics, culture, creativity, and global relevance. Together, these will constitute the largest curated course pool at SSDU, designed to provide cognitive breadth, skill modularity, cultural rootedness, and ethical reflection. These offerings will be credit-bearing, institutionally assessed, and carefully scaffolded across academic years, with detailed listings available in *Annexure 3 to 7*. All courses will be mapped to a modular credit system integrated with the Academic Bank of Credits (ABC), allowing for seamless credit accumulation, transfer, and stackability. The structure empowers students to design their own trajectory while maintaining coherence and rigor. For example, a student enrolled in B.Sc. (Hons.) in Data Science and Analytics might pursue a Minor in Sanskrit or Ethics; take SECs in IKS or nutrition; and complete AECs in a different theme. Students will be guided in their selection based on degree requirements, learning outcomes, and professional aspirations.

This ecosystem also serves as the academic substrate for SSDU's digital and vocational verticals. Within Sri Sri Global Center for Digital and Lifelong Learning (SSGCDL) (Section 13), select AECs, SECs, and VACs will form the foundational blocks of online degrees, digital diplomas, and micro-credentials. These shall be designed for broad accessibility, with multilingual support, asynchronous learning, and integration with SWAYAM and NPTEL where relevant. Simultaneously, the IVAL (Institute for Vocational and Applied Learning) (Section 14) draws upon this same course bank to deliver modular skilling

programs, credit-bearing vocational certifications, and thematic diploma stacks: all mapped to NSQF and India@2047 employability goals.

Each academic year, the Board of Studies and Academic Council will conduct a structured Curriculum Innovation and Review Process to assess the relevance, impact, and future alignment of this ecosystem. This ensures that courses evolve with global academic trends, technological advances, societal needs, and learner feedback. New proposals will be assessed for social utility, curricular balance, and strategic fit. Existing courses shall be reviewed for SDG integration, ethical complexity, and interdisciplinary currency. This governance framework sustains not only academic rigor, but also institutional responsiveness to India's development vision and the global knowledge economy. Departments at SSDU are not only instructional units but innovation nodes. Each department shall link to research clusters, practice labs, and centers aligned with the university's strategic themes.

Beyond structure and policy alignment, the true spirit of SSDU's interdisciplinary course ecosystem lies in its epistemic openness and curricular diversity. Courses will intentionally bring together knowledge systems that are often kept apart : Vedic traditions and sustainability science, neuroscience and meditation, data analytics and ethics, folk traditions and global citizenship. They are designed to support not just disciplinary convergence, but the cultivation of perspective, offering students ways of seeing that are historically grounded, ethically informed, and globally aware. In doing so, the university advances a model of education that is both pragmatic and transformative. Learners are equipped not merely with degrees or job-ready skills, but with the capacity to ask deeper questions, engage across differences, and act with responsibility in uncertain futures. SSDU's design is both policy-aligned and future-resilient, responsive to the aspirations of a generation seeking meaning, mastery, and purpose through education.

9.3 Academic Philosophy and Pedagogical Framework

The academic philosophy of Sri Sri (Deemed to be University) will be rooted in the principle that learning is not a transactional act, but a process of inner and outer awakening. While Section 9.1 outlines the institutional ethos of whole-person development, it is within the pedagogical framework that this philosophy finds its most tangible and daily expression. SSDU's academic philosophy views education as a process that must unfold across three interwoven levels: the cultivation of intellectual discernment (*buddhi*), the strengthening of ethical will (*dharma*), and the refinement of inner awareness (*chitta*). It is this layered view of learning that shall inform the university's pedagogical design and institutional academic culture. Teaching and learning at SSDU will be governed by a singular principle: that education must align with the nature of the learner and their entire development. SSDU will advance a model of learning that is conscious, flexible, value-infused, and deeply contextual. Every course, whether in data science or classical music, shall be constructed with the understanding that the learner is a whole being.

At SSDU, the pedagogical approach begins with the recognition that every learner is multidimensional: cognitively, emotionally, spiritually, and socially. Accordingly, curriculum delivery will be layered and multi-modal. Whether in Yogic Sciences or Artificial Intelligence, all courses will be taught using pedagogies that emphasize contextual understanding, critical analysis, and applied reflection. SSDU will adopt a synthesis of ancient and modern methods, drawing inspiration from Indian epistemic traditions

alongside contemporary approaches including project-based assignments, flipped classrooms, and peer-led seminars.

The classroom will be designed not merely as a knowledge transmission zone, but as a reflective space. Contemplative pedagogies, inspired by Yogic psychology and Indic philosophical inquiry, shall be integrated into coursework where appropriate. This includes the use of reflective journals, breath-based awareness practices before lectures, silence as a cognitive tool, and group-based inquiry sessions that nurture attentive listening and dialogic learning. In creative disciplines such as design, performing arts, or humanities, this shall take the form of labs, immersive creation sprints, and dialogue-based critique forums. In professional and scientific domains, the same spirit will be expressed through live case applications, and social impact project work.

A defining feature of SSDU's teaching model will be the emphasis on *Anubhava*: knowledge gained through lived experience. Students will be regularly placed in real-world environments, whether through field immersion, or community research. Learning will be extended beyond the classroom through seva-based engagement, SDG-aligned projects, and interaction with traditional practitioners, civic leaders, or sustainability innovators.

To ensure consistency and innovation in this teaching culture, SSDU will establish the Center for Excellence in Conscious Teaching and Future Learning (CTFL). The CTFL is responsible for cultivating faculty capabilities in outcome-based education, NEP-aligned curriculum design, and the integration of value, reflection, and technology in pedagogy. All new faculty at SSDU shall undergo orientation and mentoring through CTFL, and ongoing faculty development will be mandatory. The center will host workshops on contemplative pedagogies, collaborative mentorship to encourage junior faculty to learn from experienced educators across disciplines, while also infusing the teaching culture with humility, curiosity, and openness.

Teaching at SSDU will also be inherently adaptive. Faculty will be encouraged to respond to diverse learner needs, experiment with hybrid modalities, and incorporate current issues, technologies, and practices into their syllabi. Digital literacy, intercultural awareness, and the use of open educational resources will be woven into course planning, especially for offerings that are delivered through Sri Sri Global Center for Digital and Lifelong Learning (SSGCDL). This flexibility allows faculty to continuously evolve their teaching while staying grounded in the University's core values.

This pedagogical framework finds its ultimate expression in SSDU's dual commitment: to serve the learner and to serve the world. The classroom is not seen as a preparatory ground for employment alone, but as a sacred space where questions of meaning, identity, and contribution are explored. In choosing to teach this way, SSDU will bring to the forefront what many institutions have neglected: the human core of education. It is this academic philosophy, animated through intentional pedagogy and faculty excellence, that allows SSDU to deliver on its promise, to educate not only minds, but human beings, and through them, transform society.

9.4 Digital Learning and Skilling Ecosystem (via SSGCDL and IVAL)

Sri Sri (Deemed to be University)'s academic vision is inseparable from its deep commitment to expanding access, flexibility, and purpose-driven learning across diverse learner profiles and life stages. Two institution-wide initiatives: Sri Sri Global Center for Digital and Lifelong Learning (SSGCDL) and the Institute for Vocational and Applied Learning (IVAL) serve as the dual enablers of this ecosystem. Together, they will ensure that SSDU's academic offerings are not limited to traditional classrooms or full-time students, but instead embrace digital, modular, and vocational pathways that are fully integrated with the university's graduate attributes framework and curriculum design.

Sri Sri Global Center for Digital and Lifelong Learning (SSGCDL) (section 13) will function as SSDU's digital and lifelong learning arm, inspired by national priorities under NEP 2020 and global movements toward modular, accessible, and stackable education. Under SSGCDL, learning will be delivered through hybrid and online modes, with credit-based online degrees, modular diplomas, digital certificates, and micro-credentials forming the core architecture. All offerings will be aligned with UGC's guidelines, integrated with the Academic Bank of Credits (ABC), and mapped to SSDU's credit-bearing courses across Minors, AECs, SECs, and VACs.

Alongside SSGCDL, the Institute for Vocational and Applied Learning (IVAL) (section 15) fulfills a parallel yet distinct mission: to develop a national model for value-integrated vocational education. Recognizing the urgent need for practice oriented, community responsive, and employability enhancing education, IVAL will offer Certificates, Diplomas, Advanced Diplomas, RPL modules, and B.Voc pathways in areas ranging from agriculture and design to Ayurveda, technology, and sustainable entrepreneurship. These programs will be NSQF-aligned, grounded in the Skill India mission, and delivered in partnership with departments and existing faculty, ensuring no silos between academic and vocational streams. The programs will be intentionally designed to be flexible and inclusive, targeting learners from tribal, rural, and underserved backgrounds.

Both SSGCDL and IVAL reflect SSDU's view that learning must be modular, meaningful, and multidimensional. These platforms are not add-ons; they are fully woven into SSDU's academic structure and quality assurance system. Their offerings will appear in the university's academic catalog, will be approved through the Board of Studies and Academic Council, and use the same credit framework as core degree programs. Learners can move between degree, certificate, vocational, and digital streams without penalty, only with increased clarity and credit visibility.

By institutionalizing these pathways, SSDU will not simply adapt to a digital and skills-first world, it shall shape it. Through SSGCDL and IVAL, the university demonstrates that lifelong learning, vocational training, and digital education are not peripheral to the academic enterprise, but central to its purpose. These platforms extend the university's reach, deepen its impact, and exemplify its commitment to designing an education system that is equitable, flexible, and truly transformative for every learner.

9.5 Alignment with National and Global Priorities

Sri Sri (Deemed to be University)'s academic strategy is deliberately designed to align with India's national development agenda and global frameworks for higher education. As a proposed Deemed to be University under the UGC's "Distinct Category," SSDU is committed to serving national priorities through academic offerings that are culturally rooted, socially impactful, and globally adaptive. The institutional roadmap reflects India's call for higher education that empowers learners not just as workers, but as whole human beings capable of uplifting society, revitalizing heritage, and engaging with global challenges.

At the heart of this alignment lies integration of the National Education Policy 2020 and the National Credit Framework (NCrF) across every academic layer; from degree architecture to curriculum design. Undergraduate, postgraduate, and doctoral programs will be modular, flexible, and interdisciplinary, compliant with the UGC's Credit Framework for Undergraduate Programmes (CCFUP), and allow for multiple entry and exit points, credit transfers, and 40% digital delivery. This structure will ensure not only compliance but meaningful realization of NEP goals: holistic education, ethical reasoning, employability, creativity, and lifelong learning.

Sri Sri (Deemed to be University)'s academic ecosystem will also operationalize the core components of the India@2047 vision: from revitalizing Indian Knowledge Systems and environmental stewardship to promoting digital transformation, entrepreneurship, and skill development. Programs in Yogic Sciences, Sanskrit and Indian heritage, Data Science, Ethical AI, and Sustainability directly address sectors prioritized under India@2047. In addition, IVAL (Institute for Vocational and Applied Learning) and SSGCDL (Sri Sri Global Center for Digital and Lifelong Learning) shall offer courses aligned with Skill India, Startup India, and global skilling missions, providing NSQF-aligned certifications, modular diplomas, and micro-credentials that equip learners for emerging career landscapes.

SSDU will also fulfill the five thematic pillars outlined by UGC for "Distinct Category" status: (1) Indian Knowledge Systems and cultural heritage, (2) Indian languages and Sanskrit, (3) environment and sustainability, (4) sports and wellness, and (5) skilling and innovation. These pillars are not abstract commitments; they are directly embedded into SSDU's program offerings, value-based pedagogy, and student development pathways.

On the global stage, SSDU's curriculum will promote the SDG agenda by integrating sustainability, equity, ethical leadership, and civic engagement into core and elective courses. The university's graduate attributes framework; which includes Conscious Citizenship, Ethical Reasoning, Lifelong Learning, and an Entrepreneurial Mindset is fully aligned with UNESCO's definition of transformative education and the World Economic Forum's 21st-century competencies. Academic innovation at SSDU does not simply respond to NEP or SDGs, it shall anticipate them, by fostering agile thinkers and conscious leaders, through fostering social responsibility and community engagement. Through integrated degrees, MOOCs, service-learning components, and international collaborations, SSDU aims to nurture learners who are globally connected yet locally rooted. The university's strategic design will ensure that each academic decision, be it a course, center, or credential, is not just innovative, but nationally and globally relevant, truly affirming its role as a distinctive institution for the 21st century and beyond.

9.6 Academic Implementation Plan and Key Performance Indicators

Strategic Rollout Framework

The academic implementation of Sri Sri (Deemed to be University) (SSDU) from 2026 to 2041 will be guided by a phased, multidisciplinary strategy that balances visionary ambition with operational pragmatism. Anchored in the institutional ethos outlined in Section 9.1 and the curricular architecture in 9.2–9.5, this 15-year plan charts the systematic introduction of new faculties, departments, programs, and course components in alignment with NEP 2020, UGC’s “Distinct Category” guidelines, and the evolving needs of Indian and global learners. Importantly, all rollouts will be synchronized with regulatory milestones, departmental onboarding, faculty development cycles through CTFL, and infrastructure expansion plans.

9.6.1 Year-wise Degree Rollout Plan (2026–2041)

The tables below present the comprehensive rollout plan for all degree programs at Sri Sri (Deemed to be University) over a 15-year period. The rollout is presented in two tables: one for in-person degrees and another for online degrees offered under SSGCDL. Each entry includes the Faculty, Department, Degree Name, Start Year, UG/PG classification, and Intake Capacity, providing a structured view of SSDU’s phased academic expansion.

Table 9.1: In-Person Degree Rollout Plan (2026–2041)

Faculty-wise and department-wise phased launch of all undergraduate, postgraduate, and doctoral programs delivered through in-person mode.

Sno	Faculty	Department	FINAL	Year of commencement	UG/PG	Intake
1	Faculty of Indian Knowledge Systems	Vishalakshi Department of Indian Knowledge Systems	B.A. (Hons.) in Sanskrit, Vedic Knowledge and Indian Heritage	26-27	UG	40
2	Faculty of Indian Knowledge Systems	Department of Yogic Sciences	B.Sc. (Hons.) Yoga Therapy	26-27	UG	40
3	Faculty of Digital Futures and Emerging Tech	Department of Artificial Intelligence, Data Science & Emerging Technologies	B.Sc. (Hons.) in Artificial Intelligence and Machine Learning	26-27	UG	40

4	Faculty of Digital Futures and Emerging Tech	Department of Artificial Intelligence, Data Science & Emerging Technologies	B.Sc. (Hons.) in Data Science and Analytics	26-27	UG	40
5	Faculty of Management , Commerce and Economics	Department of Management	B.B.A. (Hons.) with specializations in Hospitality ,Entrepreneurship and Start-Up Management)	26-27	UG	60
6	Faculty of Management , Commerce and Economics	Department of Management	M.B.A. with specialization in entrepreneurship	26-27	PG	60
7	Faculty of Management , Commerce and Economics	Department of Commerce	B. Com. (Hons.)	26-27	UG	60
8	Faculty of Performing, Visual, Applied Arts	Department of Performing Arts	B.P.A. in Indian Classical Music	26-27	UG	40
9	Faculty of Sciences	Department of Health and Wellbeing	B.Sc. (Hons.) in Clinical Psychology	27-28	UG	40
10	Faculty of Sciences	Department of Cognitive & Consciousness Studies	M.Sc. in Computational Biology and Consciousness Modeling	27-28	PG	40
11	Faculty of Digital Futures and Emerging Tech	Department of Artificial Intelligence, Data Science & Emerging Technologies	B.Sc. (Hons.) in Computational biology and Bioinformatics	27-28	UG	40

12	Faculty of Digital Futures and Emerging Tech	Department of Artificial Intelligence, Data Science & Emerging Technologies	BCA	27-28	UG	60
13	Faculty of Digital Futures and Emerging Tech	Department of Artificial Intelligence, Data Science & Emerging Technologies	B.Sc. (Hons.) in Emerging Technologies and Applied Research	27-28	UG	80
14	Faculty of Liberal Arts, Humanities & Global Citizenship	Department of Digital Humanities	B.A. (Hons.) in Digital Humanities	27-28	UG	40
15	Faculty of Performing, Visual, Applied Arts	Department of Visual Arts	B.V.A. Graphic Design/ Animation and VFX/ UI/UX Design/Film and Video Production	27-28	UG	40
16	Faculty of Education & Teacher Development	Department of Teacher Education	ITEP	27-28	UG	100
17	Faculty of Agriculture and Allied Sciences	Department of Sustainable & Regenerative Agriculture	B.Sc. (Hons.) Food , Nutrition and Dietetics	27-28	UG	40
18	Faculty of Integrated Health and Allied Sciences	Department of Indian Medicine Systems	BAMS	28-29	UG	100
19	Faculty of Integrated Health and Allied Sciences	Department of Indian Medicine Systems	Ph.D. Ayurveda	28-29	Ph.D.	20
20	Faculty of Integrated Health and Allied Sciences	Department of Nursing	B.Sc. (Hons.) Nursing	28-29	UG	40

21	Faculty of Integrated Health and Allied Sciences	Department of Allied Health Sciences	Bachelors of Physiotherapy	28-29	UG	40
22	Faculty of Integrated Health and Allied Sciences	Department of Allied Health Sciences	M.Sc. in Medical Biotechnology	28-29	PG	40
23	Faculty of Liberal Arts, Humanities & Global Citizenship	Department of Global Studies	B.A. (Hons.) in International Relations and Global Affairs	28-29	UG	40
24	Faculty of Performing, Visual, Applied Arts	Department of Fashion Studies	B.Sc. (Hons.) in Fashion and textile design	28-29	UG	40
25	Faculty of Sustainability and Environmental Sciences	Department of Environmental Studies	B.Sc. (Hons.) in Environment Science	28-29	UG	40
26	Faculty of Sustainability and Environmental Sciences	Department of Environmental Studies	M.Sc. Environment Science specialization in water sciences , disaster studies	28-29	PG	40
27	Faculty of Sustainability and Environmental Sciences	Department of Environmental Studies	M.Sc. Environmental biology	28-29	PG	40
28	Faculty of Integrated Health and Allied Sciences	Department of Pharmacy	B.Pharm	29-30	UG	60
29	Faculty of Agriculture and Allied Sciences	Department of Sustainable & Regenerative Agriculture	B.Sc. (Hons.) in Agriculture Biotechnology	29-30	UG	40

30	Faculty of Agriculture and Allied Sciences	Department of Sustainable & Regenerative Agriculture	B.Sc.(Hons.) in Agriculture	29-30	UG	40
31	Faculty of Agriculture and Allied Sciences	Department of Sustainable & Regenerative Agriculture	M.Sc. Horticulture	29-30	PG	40
32	Faculty of Sustainability and Environmental Sciences	Department of Water and Earth Systems	M.Sc. in Water Science and Sustainable Water Management	29-30	PG	40
33	Faculty of Indian Knowledge Systems	Vishalakshi Department of Indian Knowledge Systems	Ph.D. (IKS)	30-31	Ph.D.	10
34	Faculty of Indian Knowledge Systems	Department of Yogic Sciences	M.Sc. Yoga Therapy	30-31	PG	40
35	Faculty of Indian Knowledge Systems	Department of Yogic Sciences	Ph.D. (Yogic Science)	30-31	Ph.D.	10
36	Faculty of Sciences	Department of Cognitive & Consciousness Studies	Ph.D. in Consciousness Studies	30-31	Ph.D.	10
37	Faculty of Digital Futures and Emerging Tech	Department of Artificial Intelligence, Data Science & Emerging Technologies	M.Sc.in Emerging Technologies and Applied Research	30-31	PG	40
38	Faculty of Digital Futures and Emerging Tech	Department of Artificial Intelligence, Data Science & Emerging Technologies	Ph.D. (Emerging Technologies)	30-31	Ph.D.	10
39	Faculty of Management ,	Department of Management	B.B.A. (Hons.) specialization in	30-31	UG	30

	Commerce and Economics		Logistics and Supply Chain Management			
40	Faculty of Management , Commerce and Economics	Department of Management	B.B.A. (Hons.) specialization in Tourism and Travel	30-31	UG	30
41	Faculty of Management , Commerce and Economics	Department of Management	Ph.D. (Management)	30-31	Ph.D.	10
42	Faculty of Performing, Visual, Applied Arts	Department of Performing Arts	B.P.A Indian Classical Dance	30-31	UG	40
43	Faculty of Performing, Visual, Applied Arts	Department of Performing Arts	M.P.A. Indian Classical Dance	30-31	PG	40
44	Faculty of Performing, Visual, Applied Arts	Department of Performing Arts	M.P.A. Indian Classical Music	30-31	PG	40
45	Faculty of Performing, Visual, Applied Arts	Department of Performing Arts	Ph.D. (Indian Performing Arts)	30-31	Ph.D.	10
46	Faculty of Agriculture and Allied Sciences	Department of Sustainable & Regenerative Agriculture	Ph.D. (Agriculture)	30-31	Ph.D.	10
47	Faculty of Indian Knowledge Systems	Vishalakshi Department of Indian Knowledge Systems	M.A. Sanskrit, Vedic Knowledge and Indian Heritage	31-36	PG	40
48	Faculty of Indian Knowledge Systems	Department of Indic Psychology	M.A. in Indic Psychology	31-36	PG	40

49	Faculty of Integrated Health and Allied Sciences	Department of Indian Medicine Systems	M.Sc.Ayurveda	31-36	PG	40
50	Faculty of Integrated Health and Allied Sciences	Department of Indian Medicine Systems	M.D. Ayurveda	31-36	PG	40
51	Faculty of Integrated Health and Allied Sciences	Department of Indian Medicine Systems	Integrative M.Sc. in Ayurveda Biology	31-36	PG	40
52	Faculty of Integrated Health and Allied Sciences	Department of Nursing	M.Sc. Nursing	31-36	PG	40
53	Faculty of Integrated Health and Allied Sciences	Department of Pharmacy	Integrated M. Pharm Pharmaceutics , Pharmacology, Pharmacognosy and Drug Reg Affairs	31-36	UG	40
54	Faculty of Integrated Health and Allied Sciences	Department of Allied Health Sciences	Masters of Physiotherapy	31-36	PG	40
55	Faculty of Integrated Health and Allied Sciences	Department of Allied Health Sciences	BYNS	31-36	UG	50
56	Faculty of Sciences	Department of Applied Sciences	B.Sc.(Hons.) Interdisciplinary Sciences	31-36	UG	40
57	Faculty of Sciences	Department of Applied Sciences	M.Sc. Interdisciplinary Sciences	31-36	PG	40

58	Faculty of Sciences	Department of Applied Sciences	B.Stat Bachelor of Statistics	31-36	UG	40
59	Faculty of Sciences	Department of Health and Wellbeing	BSc. (Hons.) Psychology	31-36	UG	40
60	Faculty of Sciences	Department of Health and Wellbeing	Ph.D. (Integrative Health)	31-36	Ph.D.	10
61	Faculty of Liberal Arts, Humanities & Global Citizenship	Department of Digital Humanities	M.A. in Digital Humanities	31-36	PG	40
62	Faculty of Liberal Arts, Humanities & Global Citizenship	Department of Global Studies	B.A. (Hons.) in Public Policy and Governance	31-36	UG	40
63	Faculty of Liberal Arts, Humanities & Global Citizenship	Department of Global Studies	M.A. in Development Studies	31-36	PG	40
64	Faculty of Management , Commerce and Economics	Department of Management	BBA (Hons.) in Hospital Management	31-36	UG	60
65	Faculty of Management , Commerce and Economics	Department of Management	M.B.A. specialization in Hospital Administration	31-36	PG	60
66	Faculty of Management , Commerce and Economics	Department of Management	M.B.A. specialization in Pharmaceutical Management	31-36	PG	60

67	Faculty of Management , Commerce and Economics	Department of Commerce	M.Com. (Hons.)	31-36	PG	60
68	Faculty of Management , Commerce and Economics	Department of Commerce	Ph.D. (Commerce)	31-36	Ph.D.	10
69	Faculty of Management , Commerce and Economics	Department of Business Innovation & Sustainable Enterprise	B.B.A. in Sustainable Enterprise and Conscious Leadership	31-36	UG	60
70	Faculty of Management , Commerce and Economics	Department of Business Innovation & Sustainable Enterprise	M.B.A. with Specialization in Entrepreneurship	31-36	PG	60
71	Faculty of Management , Commerce and Economics	Department of Business Innovation & Sustainable Enterprise	M.B.A. in Agri-Business and Rural Innovation	31-36	PG	60
72	Faculty of Performing, Visual, Applied Arts	Department of Visual Arts	M.V.A.	31-36	PG	40
73	Faculty of Performing, Visual, Applied Arts	Department of Fine Arts	B.F.A. Indian Arts	31-36	UG	40
74	Faculty of Performing, Visual, Applied Arts	Department of Fine Arts	M.F.A. Indian Arts	31-36	PG	40
75	Faculty of Performing, Visual, Applied Arts	Department of Fine Arts	Ph.D. (Fine Arts)	31-36	Ph.D.	10

76	Faculty of Education & Teacher Development	Department of Teacher Education	B.Ed	31-36	UG	50
77	Faculty of Education & Teacher Development	Department of Teacher Education	M.Ed	31-36	PG	50
78	Faculty of Education & Teacher Development	Department of Educational Leadership, Innovation & Policy	Ph.D. in Indic Pedagogy & Curriculum Ethics	31-36	Ph.D.	10
79	Faculty of Design	Department of Design	B.Des Bachelor of Design Design thinking and innovation	31-36	UG	40
80	Faculty of Design	Department of Design	B.Des. ceramic /furniture design	31-36	UG	40
81	Faculty of Design	Department of Design	B. Plan Bachelor of Planning	31-36	UG	40
82	Faculty of Design	Department of Design	M.Plan Masters of Planning	31-36	PG	40
83	Faculty of Design	Department of Design	B.I.D Bach of Interior Design	31-36	UG	40
84	Faculty of Design	Department of Design	M.I.D	31-36	PG	40
85	Faculty of Design	Department of Design	M.Des	31-36	PG	40
86	Faculty of Sports and Physical Education	Department of Physical Education & Sports	B.P.E.S	31-36	UG	50
87	Faculty of Sports and Physical Education	Department of Physical Education & Sports	M.P.E.S	31-36	PG	50

88	Faculty of Sports and Physical Education	Department of Integrative Sports Science (Proposed)	B.Sc. Hons in Kinesiology and Applied Movement Sciences	31-36	UG	40
89	Faculty of Integrative Medical Sciences	Department of Medicine	MBBS	31-36	UG	100
90	Faculty of Integrated Health and Allied Sciences	Department of Allied Health Sciences	B.Sc. Hons Naturopathy	36-41	UG	40
91	Faculty of Integrated Health and Allied Sciences	Department of Allied Health Sciences	Integrated M.Sc Laboratory Technology	36-41	UG	40
92	Faculty of Integrated Health and Allied Sciences	Department of Allied Health Sciences	M.Sc. Medical Physics	36-41	PG	40
93	Faculty of Education & Teacher Development	Department of Teacher Education	Ph.D. (Education)	36-41	Ph.D.	10
94	Faculty of Design	Department of Sustainable & Ecological Design	B.Des. in Sustainable Systems and Ecological Design	36-41	UG	40
95	Faculty of Design	Department of Sustainable & Ecological Design	M.Des. in Sustainable Systems and Ecological Design	36-41	PG	40
96	Faculty of Design	Department of Sustainable & Ecological Design	Ph.D. in Conscious Design Theory & Practice	36-41	Ph.D.	10

97	Faculty of Agriculture and Allied Sciences	Department of Sustainable & Regenerative Agriculture	B.Sc. (Hons.) in Regenerative Agriculture	36-41	UG	40
98	Faculty of Agriculture and Allied Sciences	Department of Sustainable & Regenerative Agriculture	B.Sc. (Hons.) in Agricultural Economics	36-41	UG	40
99	Faculty of Agriculture and Allied Sciences	Department of Sustainable & Regenerative Agriculture	Ph.D. in Seed Sovereignty & Indigenous Farming	36-41	Ph.D.	10
100	Faculty of Sustainability and Environmental Sciences	Department of Climate Ethics & Planetary Health	Ph.D. in Environmental Sustainability Ethics	36-41	Ph.D.	10
101	Faculty of Sports and Physical Education	Department of Integrative Sports Science (Proposed)	Ph.D. in Sports Science & Conscious Performance	36-41	Ph.D.	10
102	Faculty of Integrative Medical Sciences	Department of Medicine	M.D	36-41	PG	50
103	Faculty of Integrative Medical Sciences	Department of Neuroscience & Consciousness Studies	Ph.D. in Consciousness Studies & Neuroscience	36-41	Ph.D.	10

Table 9.2: Online Degree Rollout Plan under SSGCDL (2026–2041)

Rollout of fully online undergraduate and postgraduate degree programs offered through Sri Sri Global Center for Digital and Lifelong Learning (SSGCDL), aligned with UGC and NEP 2020 digital learning guidelines.

Sno	Faculty	Department	Degree Name	Year of commencement	UG/PG	Intake
1	Faculty of Indian Knowledge Systems	Vishalakshi Department of Indian Knowledge Systems	B.A. (Hons.) in Sanskrit, Vedic Knowledge and Indian Heritage	2026–27	UG	40
2	Faculty of Digital Futures and Emerging Tech	Department of Artificial Intelligence, Data Science & Emerging Technologies	B.Sc (Hons.) Data Science & Analytics	2026–27	UG	40
3	Faculty of Management, Commerce and Economics	Department of Commerce	B.Com (Hons.)	2026–27	UG	40
4	Faculty of Sciences	Department of Cognitive & Consciousness Studies	M.Sc. in Computational Biology & Consciousness	2027–28	PG	40
5	Faculty of Management, Commerce and Economics	Department of Management	MBA	2027–28	PG	40
6	Faculty of Liberal Arts, Humanities & Global Citizenship	Department of Digital Humanities	B.A. (Hons.) in Digital Humanities	2027–28	UG	40
7	Faculty of Liberal Arts, Humanities & Global Citizenship	Department of Global Studies	B.A. (Hons.) in International Relations and Global Affairs	2028–29	UG	40
8	Faculty of Indian Knowledge Systems	Vishalakshi Department of Indian Knowledge Systems	M.A Sanskrit, Vedic Knowledge and Indian Heritage	2031–36	PG	40
9	Faculty of Indian Knowledge Systems	Department of Indic Psychology	M.A. in Indic Psychology	2031–36	PG	40
10	Faculty of Sciences	Department of Applied Sciences	B.Stat (Bachelor of Statistics)	2031–36	UG	40
11	Faculty of Liberal Arts, Humanities & Global Citizenship	Department of Digital Humanities	M.A. in Digital Humanities	2031–36	PG	40
12	Faculty of Liberal Arts, Humanities & Global Citizenship	Department of Global Studies	B.A. (Hons.) in Public Policy and Governance	2031–36	UG	40

13	Faculty of Liberal Arts, Humanities & Global Citizenship	Department of Global Studies	M.A. in Development Studies	2031–36	PG	40
14	Faculty of Management, Commerce and Economics	Department of Commerce	M.Com (Hons.)	2031–36	PG	40

9.6.2 Consolidated 15-Year Rollout Summary

SSDU's 15-year academic rollout is organized into three progressive phases, reflecting a deliberate and capacity-aligned approach to institutional growth. This summary demonstrates how the university's academic vision unfolds starting with foundational programs in 2026–27, scaling across faculties by 2031, and evolving into advanced and interdisciplinary ecosystems in later phases.

Phase I: Foundation and Launch (2026–2031)

This phase focuses on establishing core faculties, activating departments, and launching foundational degrees. It lays the groundwork for academic delivery, course design, and operational readiness.

Key Highlights:

- 10 faculties and 29 departments established
- 27 undergraduate and 11 postgraduate programs launched
- 8 Ph.D. programs initiated across emerging and traditional disciplines
- 7 online degrees introduced via SSGCDL Track A
- First 3 B.Voc programs initiated under IVAL
- Over 200 multidisciplinary courses launched, including minors, AECs, SECs, and VACs

Phase II: Expansion and Interdisciplinary Deepening (2031–2036)

This phase consolidates SSDU's academic architecture by introducing new faculties and departments while expanding its interdisciplinary and postgraduate depth.

Key Highlights:

- 3 additional faculties and 3 new departments activated
- 17 UG and 22 PG programs launched, including integrated and interdisciplinary tracks
- 4 new Ph.D. programs and 7 additional online degrees introduced
- Minor streams and online components portfolio significantly expanded
- Vocational diplomas and advanced diplomas scaled through IVAL's ecosystem

Phase III: Maturity and Consolidation (2036–2041)

The final phase positions SSDU as a globally recognized institution offering high-impact, specialized academic programs with a strong research foundation.

Key Highlights:

- 5 UG, 3 PG, and 6 Ph.D. programs added, focusing on emerging knowledge frontiers
- B.Voc portfolio expanded to 10+ specialized programs
- Niche doctoral programs integrated with SSDU's RIE and consciousness research agenda
- Global-facing degrees and international collaborations matured across key faculties

Table 9.3: Consolidated 15-Year Academic Rollout Summary at SSDU (2026–2041)

Faculty-wise and program-wise expansion of departments, degrees, online and vocational offerings aligned with phased institutional growth.

	2026-27	2027-28	2028-29	2029-30	2030-31	2031-36	2036-41
Faculty	4	4	2	0	0	3	0
Department	6	6	6	2	9	3	0
UG Degrees	7	8	6	3	3	17	5
PG Degrees	1	1	3	2	4	22	3
PhD	0	0	1	0	7	4	6
Online Degrees	3	3	1	0	0	7	0
B.Voc Programs	0	0	0	0	3	7	7

Together, this phased strategy reflects SSDU's commitment to a methodical, future-ready academic expansion anchored in Indic knowledge systems, whole-person education, and national development goals. Each phase advances not only in scale but also in depth, interdisciplinarity, and long-term institutional capacity

9.6.3 Five-Year Rolling Implementation Plan (2026–2031)

SSDU's academic roadmap for 2026–2031 forms Phase I of the university's 15-year implementation strategy. This foundational phase focuses on building core academic structures, launching flagship programs, and operationalizing the first wave of interdisciplinary, digital, and vocational offerings. Each year has been carefully planned to align with infrastructure capacity, regulatory readiness, and faculty availability, ensuring that scale does not compromise quality. The implementation plan includes activation of 10 faculties and 29 departments, rollout of 46 degree programs, and deployment of 200+ course components across categories. The SSGCDL (Track A) and IVAL ecosystems are also activated during this phase, establishing the university's digital and vocational pillars from the outset.

Phase I: Foundation and Rollout Timeline (2026–2031)

2026–27

- 4 faculties and 6 departments activated
- 7 UG and 1 PG degree launched
- 15 minors, 12 AECs, 10 SECs, and 12 VACs introduced
- 3 online degrees and 17 online components launched under SSGCDL
- Faculty recruitment initiated through CTFL

2027–28

- 4 additional faculties and 6 new departments activated
- 8 UG and 1 PG programs launched
- 39 minors and 13 multidisciplinary courses added
- 15 AECs, 11 SECs, and 20 VACs introduced
- SSGCDL expands with 3 more online degrees and 18 components

2028–29

- 2 faculties and 6 departments activated
- 6 UG, 3 PG, and 1 PhD program launched
- 23 minors, 13 AECs, 24 SECs, and 23 VACs added
- SSGCDL expands further with 1 new degree and 18 additional components

2029–30

- 2 departments activated
- 3 UG and 2 PG programs launched
- Consolidation year for foundational rollout
- 11 minors, 7 multidisciplinary courses, 5 SECs, and 11 VACs added
- Planning and groundwork for IVAL's vocational programs begins

2030–31

- 9 new departments activated
- 3 UG, 4 PG, and 7 PhD programs launched
- First 3 B.Voc programs introduced via IVAL
- 17 additional VACs and 18 online components added via SSGCDL
- Finalization of foundational architecture across all academic modalities

Table 9.4: Five-Year Academic Rollout Summary (2026–2031)

Structured overview of degree programs, minors, course components, and SSGCDL/IVAL offerings during the foundational phase.

	2026-27	2027-28	2028-29	2029-30	2030-31
Faculty	4	4	2	0	0
Department	6	6	6	2	9
UG Degrees	7	8	6	3	3
PG Degrees	1	1	3	2	4
PhD	0	0	1	0	7
Mnors	15	39	23	11	4
Multi Disc	10	13	8	7	1
AECs	12	15	13	3	2
SECs	10	11	24	5	1
VACS	12	20	23	11	17
Online Degrees	3	3	1	0	0
Online Degree Components	17	18	18	0	18
Online Minors	6	6	5	0	0
B.Voc Programs	0	0	0	0	3

Table 9.5: Phase I Timeline – Academic Launch Milestones (2026–2031)

Year-wise rollout of academic programs, course components, and institutional initiatives during SSDU's foundational phase.

Year	Key Academic Milestones
2026–27	Launch of 6 departments across 4 faculties; 7 UG and 1 PG programs initiated; 15 minors, 12 AECs, 10 SECs, and 12 VACs introduced; 3 online degrees and 17 components via SSGCDL activated.
2027–28	Continued program expansion with 6 new departments; 8 UG and 1 PG programs; 39 minors, 13 multidisciplinary courses, and 20 VACs added.
2028–29	Launch of 6 additional departments and 1 PhD program; 6 UG and 3 PG programs; rollout of 24 new SECs and 23 VACs; expansion of SSGCDL online offerings.
2029–30	Strategic consolidation year; 2 departments added; 3 UG and 2 PG programs; 11 new minors and 11 VACs; preparatory groundwork for vocational programs.
2030–31	Major expansion across 9 departments; 3 UG, 4 PG, and 7 PhD programs launched; first 3 B.Voc programs introduced; 17 additional VACs and 18 online components deployed.

9.6.4 Key Performance Indicators (KPIs)

The academic implementation of Sri Sri (Deemed to be University) will be guided by a structured Key Performance Indicator (KPI) framework that enables continuous monitoring, course correction, and long-term institutional accountability. The KPIs are aligned with SSDU's mission of academic excellence, innovation, and societal relevance, as well as compliance with NEP 2020, UGC's Learning Outcome-based Education Framework (LOCF), and the National Credit Framework (NCrF).

Table 9.6: KPI Framework for Academic Implementation and Performance Monitoring (2026–2041)

Tier	KPI Domain	Sample Indicators	Target by 2031	Target by 2041
1	Operational Implementation	Number of UG, PG, and PhD programs launched; departments activated; faculty recruited	45+ degree programs; 29 depts.	85+ degree programs; 32 depts.
		Faculty hired and trained via CTFL	100% mapped to rollout	100% mapped to rollout
		Online degrees and B.Voc programs introduced	7 online; 3 B.Voc	14 online; 10+ B.Voc
2	Curricular & Pedagogical Innovation	AECs, SECs, VACs, Minors launched; NCrF and ABC integration	92 minors, 45 AECs, 51 SECs	150 minors, 60 AECs, 70 SECs
		Programs with embedded value-based and interdisciplinary learning	100% new UG/PG programs	Sustained at 100%
		Programs aligned with NEP, IKS, SDGs	≥95% of total offerings	100% of total offerings
3	Learner Outcomes	Graduate employability and entrepreneurship rates	≥80%	≥90%
		Credit mobility, ABC usage, and personalized learning uptake	≥60% UG learners	≥85% UG learners
		Learners completing VACs, AECs, and SECs	≥70% of cohort	≥90%
		Online learner engagement and SSGCDL completion rates	Tracked via LMS and ABC	Benchmarked nationally
4	Institutional Impact	Cross-listing on SWAYAM/NPTEL; global partnerships; industry-aligned curricula	20+ national/global linkages	50+ active partnerships
		Academic model citations and benchmarking (IKS, ethics, consciousness learning)	3–5 recognitions	10+ recognitions
		Integration of research, digital, and vocational education into mainstream degrees	100% UG/PG programs by 2031	Institutionalized

Section 10: Faculty Development, Recruitment, and Academic Leadership

10.1 Strategic Vision for Faculty Excellence

Institutional Vision for Faculty Excellence at SSDU

At Sri Sri (Deemed to be University) (SSDU), faculty will be envisioned as subject experts, scholar-practitioners and ethical mentors who steward the path of knowledge. Anchored in SSDU's integrative academic philosophy: combining Indian Knowledge Systems (IKS), inner development, global best practices, and socially engaged scholarship, the faculty ecosystem shall prioritize academic excellence alongside values-based leadership. SSDU shall embrace a holistic definition of faculty distinction, recognizing contributions in teaching, community engagement, curriculum innovation, and institutional development on par with research. Faculty may pursue differentiated growth pathways: research-intensive, pedagogy-innovative, or institution-building within a supportive culture that foregrounds mentoring and experiential learning. In alignment with NEP 2020 the Center for Excellence in Conscious Teaching and Future Learning (CTFL), SSGCDL Track D and its synergy with the Faculty of Education and the SSRVM school network, SSDU will institutionalize continuous pedagogical development, reflective practice, and educational leadership.

Alignment with NEP 2020, UGC Frameworks, and SSDU's Educational Ethos

Sri Sri (Deemed to be University)'s vision for faculty excellence is deeply aligned with NEP 2020, the UGC's Malaviya Mission Teacher Training framework, and its own ethos shaped by SSRVM and the Art of Living. SSDU embraces NEP's call for motivated, autonomous faculty by fostering academic freedom, professional growth, and interdisciplinary collaboration. Faculty may co-develop curricula, lead innovation, and engage in community-oriented teaching. CTFL and SSGCDL Track D will operationalize UGC's tiered CPD model, while NEP Sections 11–13 will guide its commitment to holistic learning ecosystems. Faculty progression will reward teaching, mentoring, and service anchored in NEP 12.8's vision of educators as ethical, transformational guides.

10.2 Faculty Development Ecosystem and the Role of CTFL

CTFL, Faculty of Education, and SSGCDL Track D: Joint Ecosystem for Teaching Transformation

Sri Sri (Deemed to be University)'s commitment to transforming teaching and learning will be operationalized through a three-part institutional ecosystem that integrates the Center for Excellence in Conscious Teaching and Future Learning (CTFL), the Faculty of Education & Teacher Development, and the Sri Sri Global Center for Digital and Lifelong Learning (SSGCDL) Track D. Together, these pillars shall form a cohesive framework for educator development, pedagogical innovation, and institutional capacity-building in alignment with NEP 2020 and India's vision for a 21st-century academic culture.

At the heart of this ecosystem is the Center of Excellence for Conscious Teaching and Future Learning, which will serve as the central engine for designing, implementing, and sustaining the university's internal faculty development programs. Unlike conventional teaching and learning centers that focus solely on skill-building workshops, CTFL is envisioned as a *conscious, reflective, and future-ready space* that

empowers faculty to engage in interdisciplinary teaching, reflective mentorship, and value-based curriculum transformation. CTFL will offer in-house FDPs, Curriculum Design workshops, Peer Mentorship, and SoTL Circles that prioritize institutional culture and conscious education values. Working in close synergy with CTFL will be the Faculty of Education, which houses the university's flagship Integrated Teacher Education Program (ITEP) and will be connected to two strategic laboratories: The IKS Pedagogy Lab for School and Higher Education, and the Mulya Pravah Impact Research Lab, which study the impact of values-based education on learning outcomes, curriculum design, and community engagement. Completing the triangle is SSGCDL Track D, the university's digital and hybrid educator development vertical under the Sri Sri Global Center for Digital and Lifelong Learning initiative, detailed in section 13.

This tripartite model will also strengthen SSDU's ability to scale its impact beyond its own campus. CTFL will support internal innovation and reflection; the Faculty of Education will extend this model to school systems and national teacher development agendas; and SSGCDL Track D will provide the platform for national and global outreach. Faculty members, regardless of discipline, will engage with all three components: receiving foundational training through Track D, participating in reflective practice through CTFL, and contributing to larger educational change through partnerships with the Faculty of Education.

Tiered Continuous Professional Development (CPD) Framework

Sri Sri (Deemed to be University) (SSDU) will adopt a structured, tiered model of Continuous Professional Development (CPD) that reflects the priorities of NEP 2020 while advancing its own vision of conscious, integrative, and future-ready teaching. Faculty development at SSDU is conceived not as a one-time orientation, but as a sustained journey of pedagogical innovation, mentorship, and institutional leadership. Anchored within the Center for Excellence in Conscious Teaching and Future Learning (CTFL) and closely coordinated with SSGCDL Track D, SSDU's CPD model will balance national compliance with institutional distinctiveness.

Tier I: Induction and Orientation

All newly recruited faculty will complete a four-week induction aligned with UGC's Guru-Dakshita and enriched with SSDU's institutional philosophy. Modules will include NEP 2020, ABC, digital pedagogy, contemplative education, ethics, IKS, and mentorship. It will eventually be offered online as well through Track D.

Tier II: Thematic Workshops and Collaborative Design

Ongoing workshops will emphasize blended course design, bilingual instruction, outcome mapping, and interdisciplinary innovation. Collaborations will yield values-based modules grounded in experiential learning.

Tier III: Teaching Innovation, SoTL, and Leadership

Faculty pursuing pedagogical research or academic leadership will engage in SSDU's Teaching Excellence Fellowship, SoTL workshop, mentoring tracks, and governance. This tier links directly with the ITEP program, the IKS Pedagogy Lab, and Track D's policy leadership programs.

CPD participation will be documented annually and linked to career advancement, awards, and recognition. In doing so, SSDU embeds ethics, creativity, and reflection into the fabric of academic life,

creating a model that is as compliant as it is visionary.

Integrated Faculty Mentorship, Pedagogical Innovation, and Leadership Development

Through CFTL and faculty of education, Sri Sri (Deemed to be University) will create a structured mentorship model pairing all new faculty with trained mentors for their first year. This guidance supports curriculum design, values integration, and institutional engagement. Beyond dyadic mentoring, SSDU will foster interdisciplinary peer learning circles and SoTL communities, enabling faculty to co-create pedagogical innovations and engage in reflective, collaborative inquiry.

The university positions pedagogical innovation and SoTL as scholarly endeavors. Faculty will be supported to redesign courses, co-develop interdisciplinary modules, and undertake classroom-based research. SoTL contributions will be integrated into faculty evaluations and promotion pathways. The IKS Pedagogy Lab and Mulya Pravah Lab will support culturally rooted, values-based experimentation, drawing on ethical inquiry, narrative methods, and contemplative tools.

Academic leadership will be cultivated through structured programs such as fellowships, rotational HoD models, and reflective governance. Faculty shall advance through four interlinked tracks: Research; Pedagogy and SoTL; Curriculum and Digital Innovation; and Institutional Service and Values Leadership. Leadership portfolios & promotion reviews will emphasize holistic contributions beyond research output.

Faculty from the ITEP program will serve as institutional mentors across disciplines, while SSGCDL Track D shall offer nationally recognized credentials in Educational Leadership and Curriculum Innovation. Together, SSDU-CTFL, the Faculty of Education, and SSGCDL Track D create a unified ecosystem where every faculty member will be supported to grow as an educator, scholar, and institutional leader: aligned with NEP 2020's vision of empowered, ethical, and future-ready academic communities.

10.3 SSDU Faculty Recruitment Model

Sri Sri (Deemed to be University)'s faculty recruitment model will be designed to meet the highest standards of regulatory compliance while advancing a distinctive institutional vision for conscious and future-ready education. Guided by the UGC's Minimum Qualifications Regulations and informed by NEP 2020's emphasis on faculty as mentors, leaders, and innovators, SSDU seeks to appoint individuals who demonstrate academic excellence, pedagogical depth, interdisciplinary capability, and alignment with institutional values. SSDU's recruitment model shall balance two core priorities: regulatory compliance and ethos-aligned innovation.

Regulatory Compliance and Institutional Processes

All appointments will conform to UGC regulations on qualifications, research outputs, and selection processes. Recruitment will follow a transparent, multi-stage process comprising:

- National advertisement of vacant positions
- Application through a centralized digital platform
- Shortlisting using standardized scorecards aligned with UGC criteria
- Evaluation by selection committees with external experts

- Submission of recommendations to the competent authority

This process will be overseen by the Office of the Dean, Academics, in coordination with the Faculty Recruitment and Talent Development vertical within CTFL. This vertical will support proactive planning, policy refinement, candidate engagement, and onboarding, ensuring coherence between recruitment and institutional development.

SSDU's Distinctive Faculty Profile: A Holistic Evaluation Framework

Shortlisted candidates will be assessed through multiple lenses:

- Teaching Demonstration and Pedagogical Statement: Demo class plus written statement evaluating NEP-aligned pedagogy, curriculum innovation, and student engagement.
- Orientation to Indian Knowledge Systems and Contemplative Education: Reflections on how IKS, ethics, or values can be embedded into teaching and mentoring.
- Interdisciplinary Capability and SoTL Awareness: Evidence of collaborative teaching, curriculum design, or interest in the Scholarship of Teaching and Learning (SoTL).
- Community Engagement and Institutional Fit: Prior involvement in academic governance, outreach, student mentoring, or values-based service initiatives.

Strategic Recruitment Pathways

To attract a high-caliber, mission-aligned faculty cohort, SSDU will employ:

- Rolling Recruitment and Strategic Hiring Windows: Accepting applications year-round and aligning hiring with faculty expansion plans.
- National & Global Visiting Faculty Program: Inviting diaspora scholars and international academics for modular teaching and joint program development drawing on Art of Living's international connection.
- Practitioner-in-Residence Appointments: Appointing non-tenure experts in wellness, design, policy, or the arts to enrich SSDU's applied and experiential curriculum.

10.4 Talent Retention, Recognition, and Academic Well-being

At Sri Sri (Deemed to be University) (SSDU), faculty retention is viewed as a long-term investment in shared purpose, institutional culture, and academic transformation. Beyond compensation or promotion cycles, SSDU believes that educators thrive where they are intellectually engaged, emotionally supported, and meaningfully recognized. Its holistic retention strategy rests on three pillars: professional progression, institutional recognition, and inner mastery.

Professional Progression and Structured Support

Faculty at SSDU will progress through flexible tracks across research, pedagogy, curriculum innovation, and service. This ensures strengths beyond research are equally valued. All faculty will receive:

- Annual performance reviews including teaching portfolios, SoTL contributions, peer and student feedback, and community engagement

- Access to Teaching Innovation Fellowships, curriculum development grants, and micro-credential design support
- Sabbatical eligibility with options for reflection, research, or innovation

SSDU's Faculty Mentorship Framework shall support early and mid-career faculty through structured, peer-guided development.

Recognition and Institutional Culture of Appreciation

SSDU will celebrate faculty contributions through:

- Annual Teaching Excellence Awards (Sri Sri Awards for Education) across pedagogy, SoTL, curriculum innovation, and mentoring
- CTFL hosted Colloquia and Publication Series highlighting teaching innovation
- Faculty Innovation Fund offering micro-grants for course experimentation, values-driven learning, and interdisciplinary design
- Teaching and service awards linked to promotion via structured portfolios
- Rewards for contribution to service learning initiatives
- Faculty-led initiatives showcased across university platforms.

Faculty Wellness and Inner Mastery

SSDU will offer a Faculty Wellness and Inner Mastery Program comprising:

- Art of Living retreats, yoga, meditation, and resilience workshops
- Integration of quiet time, reflective dialogue, and peer sharing into faculty life
- Opportunities to contribute to solving real world problems through Center for Service Learning

Through this triadic strategy, progression, recognition, and well-being, SSDU seeks to build an academic community that is not only stable and committed, but also resilient, reflective, and ready to lead the next generation of higher education in India.

10.5 Implementation Roadmap and Key Performance Indicators (KPIs)

Sri Sri (Deemed to be University)'s faculty development and institutional expansion strategy is guided by a phased 15-year roadmap aligned with its academic rollout, digital and lifelong learning ecosystems, and commitment to NEP 2020 mandates. The roadmap balances immediate operational needs with long-term goals of building a reflective, resilient, and globally engaged faculty body. Structured across three five-year phases, the plan integrates recruitment, continuous professional development, leadership cultivation, and a values-based retention ecosystem under the stewardship of CTFL.

10.5.1 15-Year Strategic Roadmap and Phased Implementation Plan (2026–2041)

Phase I: Foundational Build-Out (2026–2031)

This phase will establish SSDU's core faculty base across all academic faculties and digital tracks. The emphasis will be on onboarding high-quality faculty with NEP-aligned teaching capacity, establishing CTFL operations, launching CPD programs, and building the faculty wellness ecosystem. In the first two years (2026–28), faculty will be recruited in alignment with actual teaching loads while also contributing to curriculum design, digital content development, and institutional setup. The Faculty Recruitment and Talent Development vertical within CTFL will oversee holistic hiring practices, orientation, and portfolio setup.

From 2027–28 onward, CTFL will operationalize its tiered CPD framework in alignment with the Malaviya Mission Teacher Training Centres. Faculty will engage in Faculty induction, thematic CPD labs, and mentorship programs.

- Recruit ~20 full-time faculty in Year 1; scale to 114 by Year 5.
- Launch CTFL operations and SSGCDL Track D's first digital FDPs in 2027–28.
- Ensure 100% new faculty complete Tier I induction
- Establish mentorship and SoTL frameworks across all faculties.
- Host 2–3 annual colloquia and 1 Teaching Innovation Lab
- Begin rotational HoD and Academic Leadership exposure for mid-career faculty.

Phase II: Deepening Institutional Capacity (2031–2036)

This phase focuses on strengthening interdisciplinary capacity, research–teaching integration, and expanding leadership development. SSDU will onboard visiting faculty, embed teaching excellence into promotion, and expand pedagogical research.

- Add 100+ new faculty with SoTL, global, or interdisciplinary credentials.
- Launch SSDU Academic Leadership Fellowship (10 fellows/year).
- Initiate cluster hiring for strategic themes (e.g., Conscious Tech, Yoga Neuroscience).
- Begin sabbaticals and micro-grants for curriculum innovation.
- Academic progression tracks (Research, SoTL, Service) will be institutionalized in promotion policy
- Global Visiting Faculty and Practitioner-in-Residence programs will be formalized across faculties
- Cross-campus Teaching Innovation Labs and Sabbatical Fellowships will be scaled
- All faculty portfolios will be fully digitized and integrated with annual review cycles
- SSGCDL Track D will support online FDP credentialing for internal and partner faculty

Phase III: Globalization and Institutional Maturity (2036–2041)

The final phase will position SSDU as a national and global leader in conscious academic practice. Faculty development will extend to doctoral mentorship, global academic exchanges, and policy advocacy.

- Expand faculty strength to ~350+ full-time academics with a healthy FT:Visiting ratio.
- Introduce global co-certifications for pedagogical leadership and SoTL.
- Host an annual Conscious Education Summit (national/international scale).
- Embed teaching-track promotions as equal to research-track within IQAC and promotions policy.

- CTFL will co-lead national SoTL conferences and publish benchmark studies on reflective pedagogy
- SSDU's faculty will serve as mentors for SSRVM schools, partner institutions, and international collaborations

By 2041:

- 500+ faculty will be in place across full academic and research operations
- SSDU will maintain a PTR below 20:1 across all faculties
- At least 25% of faculty will have advanced credentials in SoTL, educational leadership, or interdisciplinary curriculum design
- A Living Faculty Archive will be launched to preserve and share signature pedagogical contributions

10.5.2 5-Year Rolling Faculty Development and Recruitment Plan (2026–2031)

Sri Sri (Deemed to be University)'s faculty planning for the first five years has been carefully designed to reflect both academic credit delivery requirements and regulatory student–faculty ratio norms, while remaining sensitive to the university's phased program expansion, financial planning, and institutional growth. This rolling plan presents a calibrated recruitment and development trajectory that begins with foundational hires and evolves into a robust academic ecosystem governed by CTFL.

Table 10.1 5-Year Rolling Faculty Implementation Plan (2026–2031)

Year	Full-Time Faculty Required	New Hires (Net Additions)	Total Intake	PTR	Faculty Completing CPD Tier I	Teaching Fellows	Mentorship Pairs Established	Courses Revised via SoTL
2026–27	20	20	500	25.00	100%			
2027–28	64	44	1100	25.00	100%			
2028–29	131	67	1580	23.58	100%	2	10	5
2029–30	215	84	1800	21.43	100%	4	22	10
2030–31	329	114	2290	20.09	100%	6	35	15

Note: This table captures only full-time faculty. Visiting faculty, industry trainers, and practitioners will be recruited separately per academic and digital program needs (see Annexure).

Year-Wise Milestones and Priorities

2026–27: Academic Foundation

- Recruit 20 full-time faculty across all launching programs (UG/PG/Online)
- Assign roles in curriculum development, digitization, and Track D component design
- Launch FIP (Guru-Dakshita aligned) and initiate faculty mentorship pairings
- Faculty support the rollout of interdisciplinary minors, AECs, and Track A digital modules
- CTFL structures its verticals and evaluation framework

2027–28: CPD and Mentorship Integration

- 100% faculty covered under Tier I induction and Tier II CPD
- First cohort of Teaching Innovation Fellows application process setup begins
- CTFL Teaching Portfolio system goes live

2028–29: Scale-Up and Academic Differentiation

- Faculty strength crosses 100; mentorship framework fully operational
- Begin rollout of B.Voc programs (faculty support theory components)
- Launch peer observation model and community of practice labs
- 30% of departments adopt interdisciplinary co-teaching formats

2029–30: Consolidation and Leadership Cultivation

- Recruitment aligned with Year 4 program expansions
- Short-term HoD rotations and faculty leadership tracks initiated
- CTFL designs first Faculty Promotion Policy integrating SoTL, mentorship, and innovation
- First cohort of Teaching Innovation Fellows selected

2030–31: Maturity and Academic Impact

- Faculty strength crosses 300; PTR 20:1
- All active faculty complete Tier II CPD; 25% engage in SoTL or innovation tracks
- Sabbatical policy and sabbatical mentoring pathways activated
- CTFL and SSGCDL Track D co-launch a National FDP Leadership Series

10.5.3 Key Performance Indicators (KPIs)

Sri Sri (Deemed to be University) will evaluate the progress of its faculty development and recruitment ecosystem using a tiered KPI structure. These indicators will measure not only hiring and workload fulfilment, but also deeper outcomes such as CPD participation, mentorship, reflective practice, and global engagement. KPIs will be reviewed annually by CTFL, integrated into NAAC/NIRF reporting, and used to guide mid-course corrections in faculty strategy.

Table 10.2: 15-Year Strategic Faculty Development and Institutional Growth KPIs (2030–2041)

Dimension	Indicator	2030–31	2035–36	2040–41
Faculty Capacity and Coverage	Full-time faculty strength	300+	500+	700+ across all faculties
	Faculty–student PTR	≤ 20:1	≤ 18:1	≤ 15:1
	Courses covered by FT or joint faculty	≥ 95%	100%	100%
	Visiting/Practitioner faculty hours	10% instructional hours	15% instructional hours	20% instructional hours + mentorship roles
Continuous Professional Development (CPD)	Tier I (FIP) coverage	100% faculty	100%	Continuous onboarding model
	Tier II participation	≥ 75%	100%	All faculty engage in at least 1 CPD/year
	Tier III (SoTL + Leadership)	30% of faculty	50%	75+ Teaching Innovation Fellows trained
	Digital CPD via SSGCDL Track D	100% FIP; 30% advanced	60% advanced	100% integration with national CPD stack
Mentorship, Innovation, and Institutional Leadership	Active peer mentorship pairs	≥ 60% faculty engaged	≥ 80%	Full integration into onboarding + promotion
	Cross-faculty SoTL projects	15 active projects	30 projects	50+ SoTL publications in CTFL archive
	Future Academic Leaders Fellowship graduates	15 faculty	30	50+ with national impact roles
	Faculty sabbatical participation	10 faculty	15/year	25+/year (rotational, research, service)
Faculty Recognition, Wellness, and Retention	Annual attrition rate	<10%	<8%	<5%
	Annual Sri Sri Awards (Teaching Excellence)	10+ awards/year	15+	Embedded in promotion dossiers
	Faculty participating in Art of Living programs	≥ 80%	90%	100% with tracked inner mastery hours
	Faculty-led IKS/value-based modules	25% courses	50%	All UG programs include at least one

Section 11 : Student Outreach, Inclusion and Admissions

11.1 Strategic Rationale and Vision for Inclusive Admissions

Sri Sri (Deemed to be University) (SSDU) embraces the foundational principle that access to higher education must be democratized, ethical, and future-ready. Aligned with the National Education Policy (NEP) 2020 and UGC guidelines, SSDU's student outreach and admissions strategy is designed not only to widen participation but to fundamentally reimagine what it means to be inclusive in the Indian and global academic landscape. Rather than view admissions as a one-time transaction or a filter for exclusion, SSDU views it as a doorway into a transformative experience: guided by merit, purpose, and potential.

India's higher education GER has risen, but rural, tribal, and first-generation learners remain underrepresented. Meanwhile, new learner groups are demanding more flexible and accessible academic pathways. SSDU will build academic pathways for students and learners from varied backgrounds including over 100,000 students from Art of Living free schools: most of whom are rural, tribal, female or first-generation learners.

The institutional outreach and inclusion strategy is thus anchored in four objectives: (1) to expand geographic and socio-economic access; (2) to establish flexible, NEP-compliant entry systems through vocational, digital, and community-based tracks; (3) to operationalize inclusion through scholarships, RPL, and learner support; and (4) to institutionalize equity governance through data-driven monitoring and continuous improvement. Together, these objectives position SSDU as a purpose-driven, inclusive, and a Nationally Significant Institution in India's emerging higher education landscape.

11.2 Key Components and Institutional Strategies

Sri Sri (Deemed to be University)'s inclusive outreach and admissions strategy rests on five interlinked pillars:

- a learner-centric admissions philosophy,
- multi-tiered outreach mechanisms,
- financial and structural equity enablers,
- diversified learner pathways, and
- a governance framework for accountability and improvement.

Together, these components form a robust and future-facing inclusion ecosystem that is responsive to India's higher education needs and aligned with SSDU's mission of expanding access, enabling purpose-driven learning, and institutionalizing fairness and flexibility.

11.2.1 Admissions Philosophy and Multi-Modal Flexibility

SSDU's admissions model will be guided by the principle of "merit with meaning." It shall recognize academic merit while also valuing potential, motivation, and alignment with the university's broader goals

of ethical leadership, cultural rootedness, and holistic development. Admissions will not rely solely on marks or standardized tests but will consider diverse evidence of learner capacity, including interviews, portfolios, and contextual factors: especially for programs in the arts, IKS, and vocational domains.

To enable flexible and inclusive access, SSDU will offer multiple admission pathways: merit-based entry for conventional degrees, portfolio or interview-based entry for creative arts, and motivation-driven selection for flagship programs in Indian Knowledge Systems, Peace and Ethics, and Consciousness Studies. Vocational learners can enter via the Recognition of Prior Learning (RPL) framework, allowing skilled but uncertified individuals: such as artisans, caregivers, and informal workers to gain advanced standing. Admissions will be modular and stackable, with clear progression across certificates, diplomas, advanced diplomas, and full degrees. Learners may pause and rejoin their academic journey, supported by the Academic Bank of Credits (ABC) for credit transfer, interdisciplinary mobility, and recognition of MOOC or hybrid coursework. This multi-modal structure reflects SSDU's deep commitment to equity, lifelong learning, and accessible, purpose-aligned education.

11.2.2 Outreach and Engagement Architecture

SSDU's outreach strategy is designed not only to expand access but to attract and nurture a new generation of ethical, skilled, and globally competent learners. SSDU envisions a value-driven engagement ecosystem: one that inspires students across India and the world to pursue a distinctive education grounded in Indian Knowledge Systems (IKS), sustainability, service, and consciousness.

At the national and regional levels, SSDU aims to engage students who demonstrate intellectual curiosity, ethical sensibility, and leadership potential. Outreach efforts will target students in Tier 1 and Tier 2 cities as well as aspiring youth in underrepresented districts. Strategic partnerships will be built with schools, institutions, Olympiad networks, and youth leadership forums. Through experiential campus visits, online discovery courses, and student fellowships, SSDU will position itself as a destination for learners who want to shape society; not just succeed within it.

These efforts will be complemented by focused initiatives to increase awareness and trust in regions with low higher education participation. SSDU will offer regional language resources, parent orientation sessions, and early mentorship programs to support families who are new to the idea of university education. As part of this commitment, SSDU will also provide structured academic pathways for students from Art of Living free schools across India. These students: many of whom are first-generation learners, vernacular-medium students, and from tribal or rural backgrounds, will be supported through targeted bridge programs, language scaffolds, and scholarships. Their inclusion reflects SSDU's philosophy of uplifting talent wherever it resides, and empowering youth through dignity, skills, and self-awareness.

At the global level, SSDU's outreach will focus on students drawn to Indian knowledge systems, emerging technology, sports, design, environment and integrative health. Through online modules, global youth fellowships, and the Art of Living's international network, SSDU will invite students from the diaspora and beyond. Digital outreach campaigns, international school collaborations, and study-abroad partnerships will form the backbone of this engagement.

Whether in Bengaluru or Berlin, Patna or Pretoria, SSDU's outreach model will resonate with youth who are searching for more than credentials: who seek purpose, coherence, and contribution. It is an invitation to become part of an academic community that combines ancient wisdom with modern relevance, global aspirations with local roots, and personal transformation with collective impact.

11.2.3 Financial Access and Equity Enablers

SSDU recognizes that meaningful inclusion goes beyond access: it requires structural support to ensure that students from socially and economically disadvantaged groups (SEDGs) can thrive. To that end, SSDU will implement targeted financial aid measures to support rural youth, tribal communities, vernacular learners, women, and low-income students.

11.2.4 Flexible Learner Pathways: Digital, Vocational, and Lifelong Access

SSDU recognizes that the 21st-century learner is not confined to a classroom, a single format, or one life stage. Hence, in addition to its conventional degree admissions, SSDU is building three integrated, NEP-aligned learner access pathways to expand participation beyond traditional boundaries:

Digital and Hybrid Access: Through Sri Sri Global Center for Digital and Lifelong Learning, SSDU will launch a range of online and hybrid programs starting in 2026. These include degrees in Sanskrit and Indian Heritage, Data Science, and Commerce, alongside online SECs, AECs, and value-added courses. These offerings will be multilingual, mobile-optimized, and designed for students working professionals, rural digital learners, and diaspora students.

Vocational and RPL-Based Entry: Through the Institute for Vocational and Applied Learning (IVAL), SSDU will offer NSQF-aligned certificates, diplomas, and B.Voc programs in wellness, agriculture, sustainability, design, and healthcare. Entry will be enabled through RPL, allowing learners with work or informal experience to gain academic standing. The structure supports modular learning, upward mobility, and integration into mainstream degree pathways.

Lifelong and Community Learning: This track will support adult learners, homemakers, rural youth, and senior citizens through flexible, vernacular, and community-based learning modules. Programs will include short courses in digital literacy, financial well-being, parenting, environmental awareness, and spiritual growth. Track C learners can ladder into formal programs through bridge modules, enabling second chances and multigenerational learning.

Each pathway will be interoperable: allowing a learner to begin with a short course, move into a diploma, and eventually earn a degree. This fluidity, supported by the ABC and micro-credential architecture, aligns SSDU with the future of higher education. Together, these tracks allow SSDU to address the full spectrum of learner identities : from the school leaver to the spiritual seeker, the artisan to the online knowledge worker, offering continuity, choice, and progression without exclusion.

11.3 15-Year Implementation Roadmap and Inclusive Outreach Milestones (2026–2041)

The implementation of Sri Sri (Deemed to be University)'s student admissions and learner engagement roadmap will be structured around three interwoven goals:

1. Scale Access Across Modalities: Degree, vocational, and digital programs will be rolled out in phased clusters with diversified learner pathways.
2. Ensure Inclusive, Equitable Admissions: Transparent merit-based systems will be implemented alongside targeted outreach to SEDG learners.
3. Track Access and Diversity as Success Indicators: Institutional growth will be benchmarked not only by volume, but by inclusion, learner diversity, and reach.

A. Projected Learner Enrollments: SSDU's 15-Year Growth Trajectory

Table 11.3.1: Projected Year-wise Intake Across All Degrees (2026–2041)

Includes On-Campus UG, PG, Ph.D., Online Degrees (SSGCDL), and B.Voc Programs

	2026-27	2027-28	2028-29	2029-30	2030-31	2031-36	2036-41
UG Programs	320	760	1060	1200	1340	10240	15760
PG Programs	60	100	220	300	460	5770	9370
Ph.D. Programs	0	0	20	20	90	770	1210
Online Degrees (SSGCDL)	120	240	280	280	280	2520	2800
B.Voc Programs	0	0	0	0	120	1240	1240

Table 11.3.2: Projected Learner Enrollments Across Modular, Vocational, and Lifelong Learning Ecosystem (2026–2041)

Includes Reskilling, Certificate and Diploma Programs, Micro-Credentials, Apprenticeships, and Short-Term Offerings under IVAL and SSGCDL

Category	2026-27	2027-28	2028-29	2029-30	2030-31	2031-36	2036-41
RPL Modules	0	0	200	400	600	4500	6000
Certificate Programs	0	0	200	400	600	4500	6000
Diploma Programs	0	0	0	45	120	900	1200
Advanced Diplomas	0	0	0	0	45	270	450
Apprenticeship Programs	0	0	0	0	20	200	300
Online Micro-Credentials	0	0	300	750	1400	10500	14000

Digital Short Duration Courses	0	0	0	60	160	1200	1600
Digital Professional Co-Certs	0	0	0	0	100	750	1000

B. Inclusion, Equity, and Outreach Milestones

To align with national and institutional commitments on access and equity, the following year-wise inclusion milestones are integrated into the roadmap:

Year	Inclusion & Outreach Goals
2026–28	Build outreach hubs across Karnataka; map SEDG intake baseline; launch bridge programs
2028–30	Merit based SEDG student population; implement centralized admissions & learner dashboard
2030–31	Launch national and global outreach campaigns; lateral entry pathways from IVAL and SSGCDL
2031–36	Scale inclusive admissions; annual outreach reviews; robust diversity reporting
2036–41	Maintain merit based access from SEDGs; deepen global outreach and credit mobility across tracks

These efforts will be guided by principles of compassionate merit, ensuring that students from rural, female, first-generation, and alternative educational backgrounds are meaningfully supported and empowered.

Together, this roadmap reflects Sri Sri (Deemed to be University)'s commitment not only to numerical growth but to qualitative transformation in Indian higher education. With an integrative vision that weaves academic rigor, digital access, vocational skilling, and spiritual grounding, SSDU's 15-year plan is positioned to create a model of inclusive, future-ready learning ecosystems. As each phase unfolds, the institution will uphold transparency, equity, and student-centered design as the bedrock of its admissions and outreach philosophy.

Section 12 :Research, Innovation, and Entrepreneurship

12.1 Vision and Institutional Strategy for Research, Innovation, and Entrepreneurship

12.1.1 SSDU's Vision and Rationale for Research and Societal Impact

Sri Sri (Deemed to be University)'s vision for Research, Innovation, and Entrepreneurship (RIE) is anchored in the aspiration to become a globally recognized Conscious, Ethical and Future-ready Innovation University. At the core of this vision is a transformative model of research, driven by values of sustainability, ethical integrity, and social responsibility. SSDU's research culture will promote inquiry, creativity, and collaboration, embedding value based principles in every academic and research activity. Undergraduates shall be introduced early to research via structured Undergraduate Research Fellowships, summer internships and immersive experiences in Living Labs, enabling hands-on, real-world problem-solving. The university will actively foster research on indigenous epistemologies, integrating Indian Knowledge Systems (IKS), Ayurveda, consciousness studies, emerging tech and sustainability as foundational domains. A dedicated digital repository will host ancient IKS manuscripts, research outcomes, and data, promoting open-access dissemination aligned with global open-science initiatives. Regular sabbaticals, visiting research fellowships, and robust faculty reward systems will further energize and sustain an active, dynamic research culture.

12.1.2 Strategic Framework for Innovation and Entrepreneurship

SSDU's strategic approach to innovation and entrepreneurship will prioritize conscious, purpose-driven enterprise, aligning closely with national frameworks such as Startup India, NISP, Atal Innovation Mission (AIM), and MSME initiatives. The university's entrepreneurial ecosystem will intentionally be inclusive, addressing underserved communities through targeted support such as the rural women innovation fellowship. This vision extends into SSDU's vocational ecosystem, where the Institute for Vocational and Applied Learning (IVAL) will nurture entrepreneurial mindsets in hands-on domains like agro-processing, wellness services, and functional design. IVAL's stackable diplomas and apprenticeship-linked programs will serve as both employment pathways and launchpads for community-based enterprises.

The Sri Sri Center for Conscious Innovation and Entrepreneurship (SSCIE) will serve as the flagship innovation and incubation hub. SSCIE's unique approach will emphasize value-based startups focusing on wellbeing technologies, sustainable agriculture, digital inclusion and ethical artificial intelligence amongst others. This incubation hub will provide comprehensive support, including idea validation, product development, intellectual property rights (IPR), legal entity registration, investor readiness, seed funding, and investor connections. SSDU will integrate global successful practices such as hosting high-profile investor meets, boot camps, and innovation sprints, facilitating startup funding and scaling.

Entrepreneurship will be fully integrated into SSDU's academic and co-curricular fabric, with academic policies explicitly recognizing venture creation by awarding credits, supporting faculty with sabbatical opportunities for entrepreneurial activities, and enabling interdisciplinary teaching of entrepreneurship

modules. Vocational learners will similarly have access to entrepreneurship training modules, enabling them to transition from skill acquisition to micro-enterprise development, with structured support from IVAL and SSCIE. Through structured retreats and workshops on ethical wealth creation, product design, and entrepreneurial leadership, SSDU will cultivate entrepreneurs committed to societal impact and spiritual integrity.

12.1.3 Integrated Institutional Strategy for Research Development and Knowledge Translation

SSDU's RIE development will be guided by five core long-term objectives, which collectively shape its institutional priorities and innovation architecture:

1. **To establish globally recognized research centers and labs** focused on SSDU's core themes: consciousness, Ayurveda, sustainability, Indian Knowledge Systems (IKS), ethics, and social innovation.
2. **To create an end-to-end innovation pipeline:** from ideation and prototyping to incubation and ethical entrepreneurship across all disciplines and degrees.
3. **To build a digitally integrated, open-access RIE infrastructure** that connects global scholars, practitioners, students, and communities.
4. **To embed research and entrepreneurship into SSDU's teaching-learning processes,** beginning at the undergraduate level.
5. **To cultivate community-anchored, spiritually inspired innovation labs** across rural India and underserved ecosystems.

These objectives shall serve as the guiding framework for SSDU's integrated institutional strategy, and ensure that research, innovation, and entrepreneurship are not siloed endeavors but are embedded across all academic, vocational, and community interfaces of the university.

SSDU's research and innovation strategies will be deeply integrated, facilitating seamless knowledge translation from academic inquiry into impactful societal applications. Annual flagship conferences and workshop series will foster vibrant intellectual discourse, positioning SSDU as a thought leader in conscious innovation and ethical entrepreneurship. The university's research agenda shall explicitly integrate core thematic areas: sustainability, health and wellbeing, consciousness studies, Indian Knowledge Systems, and digital tech & ethics. These research priorities align closely with India's NEP 2020, SDGs, the National Science, Technology, and Innovation Policy (STIP) and India@2047 vision, ensuring strategic national relevance and global impact.

Faculty and student capacity building is central to SSDU's RIE strategy. Institutional policies will systematically support faculty research through sabbaticals, global visiting chairs, and international fellowships, enhancing global exposure and collaborative opportunities. Students will engage deeply

through the Research-Action-Creation (RAC) model, emphasizing practical engagement, field immersion, and solution prototyping across disciplines. This model will also extend to SSDU's vocational learners, who will be encouraged to undertake action-research and enterprise development projects in collaboration with the Institute for Vocational and Applied Learning (IVAL) and the Sri Sri Center for Conscious Innovation and Entrepreneurship (SSCIE). To amplify global collaboration and visibility, SSDU will establish digitally integrated platforms, such as the SSDU Digital Research Commons and the Virtual Innovation Studio. These open-access repositories and collaborative digital tools will democratize knowledge, support interdisciplinary collaboration, and foster international scholarly exchange.

Financial sustainability and long-term growth of SSDU's research, innovation, and entrepreneurship ecosystem will be supported through a diversified funding model comprising internal seed funding, competitive research grants, doctoral fellowships, industry-sponsored projects, and the creation of dedicated endowments. Additional support will be mobilized through corporate social responsibility (CSR) contributions, government research schemes (including SERB, DST, DBT, and MSME), philanthropic foundations, and strategic engagement with SSDU's alumni network. The university will also activate funding channels for community-based innovation, including micro-grants for vocational and rural entrepreneurs, supported via IVAL and SSCIE incubator pipelines. These initiatives will secure SSDU's long-term research independence and innovation capacity. SSDU's integrated institutional strategy presents a cohesive and actionable vision that transcends conventional boundaries, positioning the university as a global prototype for conscious innovation through purposeful research, ethically grounded entrepreneurship, and societally impactful outcomes.

12.2: RIE Ecosystem: Priorities, Thematic Areas, Infrastructure, Policies, and Governance

12.2.1 Strategic Priorities and Thematic Research Areas

Sri Sri (Deemed to be University)'s research, innovation, and entrepreneurship (RIE) agenda is strategically aligned with national and global frameworks, including India's National Education Policy (NEP) 2020, the Sustainable Development Goals (SDGs), and the India@2047 vision. SSDU has identified a focused set of thematic research priorities that will guide the development of research centers, labs, fellowships, and interdisciplinary initiatives across its faculties over the next 15 years.

Proposed Strategic Research Themes

Indian Knowledge Systems (IKS) and Consciousness Studies: Integrate Sanskrit, Yogic sciences, and consciousness studies to merge ancient Indian wisdom with modern scientific inquiry for global relevance.

Sustainability, Ecology, and Planetary Health : Focus on regenerative agriculture, climate resilience, and ecological restoration to create scalable, community-led solutions for planetary well-being.

Integrative Health, Ayurveda, and Wellness Science : Advance evidence-based research in Ayurveda and holistic health to develop integrative treatments, preventive care models, and wellness innovations.

Ethical Artificial Intelligence and Digital Futures: Explore human-centric AI, blockchain, and digital ethics to design inclusive, responsible technologies that serve societal and ecological goals.

Rural Innovation, Livelihoods, and Frugal Technology: Drive grassroots innovation through cost-effective, scalable solutions in agriculture, health, livelihoods, and rural enterprise development.

Well-being, Flourishing, and Inner Development: Apply Indic ethics and global psychology to study life purpose, resilience, and happiness as foundations for holistic human development.

Sports Science, Rehabilitation, and Human Performance: Combine biomechanics, mind-body science, and traditional healing to optimize physical performance, injury recovery, and movement excellence.

Vocational Learning and Applied Skilling: Promote hands-on, practice-based learning and applied research through SSDU's vocational ecosystem to bridge academic knowledge with real-world impact.

12.2.2 Institutional Governance and Policy Framework

Effective governance and robust policy frameworks shall underpin SSDU's ambitious RIE ecosystem. The institutional structure designed for this purpose will ensure clarity, efficiency, and alignment with the university's strategic vision:

Research, Innovation & Entrepreneurship Council (RIEC): The RIEC will be the apex institutional body overseeing strategy, policy, funding, and ethical governance for all RIE activities at SSDU. Integrating research excellence with entrepreneurial innovation, the Council will align institutional efforts with national missions and global standards while fostering conscious, interdisciplinary, and impact-driven outcomes. Comprising senior faculty, external experts, and cross-functional advisors, the RIEC will oversee research quality, interdisciplinary collaboration, and ethical compliance, while also steering the university's incubation programs, IP facilitation, startup mentorship, and innovation funding.

Faculty Research Committees and Ethics Boards: At the faculty level, Research Committees will supervise thematic projects, mentor early-career scholars, and support interdisciplinary linkages. Independent Ethics Boards will ensure rigorous ethical compliance, including review and clearance protocols for human subjects, clinical studies, and field research.

Intellectual Property and Commercialization Cell: A centralized IP Cell will manage end-to-end IP support: awareness programs, patent filing, IP audits, licensing, and tech transfer facilitation. It will work closely with SSCIE and RIEC to align research outputs with innovation pathways.

Institutional Research and Innovation Policy: The RIEC will be responsible for drafting and updating the comprehensive Research and Innovation Policy. This policy will cover publication standards, collaborative frameworks, ethical research conduct, plagiarism protocols, IP guidelines, and innovation promotion norms in line with national and global standards.

Internal Seed Funding Mechanism: SSDU will establish competitive internal seed grants (₹1–2 lakh)

for faculty and student-led initiatives aimed at preliminary studies, prototyping, or early-stage innovation. The RIEC will oversee allocation criteria and performance-based renewal mechanisms.

Open Access and Data Sharing Policy: An institutional Open Access Policy will promote wide dissemination of research through digital repositories, while also encouraging responsible data sharing to maximize social impact and collaborative opportunities.

Credit-Linked Startup and Venture Creation Policy: Entrepreneurship will be embedded in SSDU's academic credit framework, enabling students to earn credits for building startups, while faculty may co-supervise ventures, participate in entrepreneurial teaching, or take sabbaticals for venture incubation.

12.2.3 Infrastructure: Centers, Labs, Studios, and Platforms

SSDU's RIE infrastructure will feature a network of purpose-driven, interdisciplinary, and innovation-oriented facilities developed over three phases (2026–2041), as detailed in the institutional implementation plan.

Proposed University-wide Centers of Excellence: These centers are core institutional anchors for thematic research excellence, national collaboration, and global impact. Each center will be developed as an interdisciplinary hub, offering research programs, doctoral fellowships, international residencies, and practitioner engagements.

Table 12.1: Proposed Research Centers at SSDU: Strategic Focus , Research Objectives, and Phased Rollout Plan (2026–2041)

University-level Research Centers across faculties; aligned with NEP 2020, SSDU vision, and phased RIE implementation strategy.

Sno.	Name of the Center	Faculty	Strategic Focus and Research Objectives	Start Year
1	Center of Excellence in Research on Indian Knowledge Systems	Faculty of IKS	This transdisciplinary research center shall pioneer advanced inquiry into Indian Knowledge Systems across textual, scientific, and applied domains: integrating Sanskrit scholarship and classical Indian philosophy with cutting-edge research on Integrative Life Sciences and Indian Knowledge Systems including Yagya and antimicrobial resistance (AMR), chanting and neuroscience, meditation and genomics, and yoga-science interfaces. Beyond supporting advanced undergraduate, postgraduate, and doctoral research, the center shall also lead rare manuscript digitization, knowledge translation, and cultural regeneration, positioning SSDU at the frontier of globally relevant, future-oriented IKS research.	2028-29
2	Center of Excellence in Research on Emerging Technology	Faculty of Digital Futures and Emerging Tech	This multidisciplinary innovation center will advance research at the intersection of emerging technologies and ethical, societal impact : focussing on artificial intelligence, blockchain, data science, and the Internet of Things (IoT), while embedding principles of digital ethics, sustainability, and SDG-aligned innovation. The center will support advanced undergraduate, postgraduate, and doctoral research, and serve as a catalytic platform for responsible technology development, policy-relevant inquiry, and cross-sector applications in health,	2028-29

			agriculture, education, and governance.	
3	Center of Excellence in Research on Ayurveda and Traditional Medicine	Faculty of Integrated Health and Allied Sciences	This flagship research center will anchor SSDU's integrative health research ecosystem, advancing rigorous clinical, pharmacological, and textual inquiry into Ayurveda and India's traditional medicine systems, by conducting evidence-based clinical trials for new formulations, interfacing classical Ayurvedic principles with contemporary health sciences, and leading translational research for global health impact. The center will foster interdisciplinary collaborations with hospitals, wellness enterprises, and research institutes, while supporting a robust pipeline of doctoral researchers and postdoctoral fellows.	2029-30
4	Center for Consciousness Research	Faculty of Sciences	This flagship center will lead Sri Sri (Deemed to be University)'s pioneering efforts in consciousness studies, integrating neuroscience, yogic science, contemplative traditions, psychology, and cognitive science. Its research spans theoretical, experimental, and experiential inquiry into awareness, cognition, and inner transformation. A key division within the center will be the Neurophenomenology and Contemplative Science Cluster, employing tools like EEG, EMG, and fNIRS to map meditative and altered states, bridging subjective experience with physiological data. Through doctoral research, international collaboration, and translational pedagogy, the center will position SSDU as a global leader in consciousness science.	2029-30
5	Center for Sustainable Agriculture, Planetary Health and Rural Innovation	Faculty of Agriculture and Allied Sciences	This integrated research center will advance field-based and systems-level inquiry into sustainable agriculture, food security, rural innovation, and planetary health. It brings together regenerative agri-practices, Ayurveda-aligned farming, and grassroots entrepreneurship with cutting-edge research on gut health, nutrition ecology, agro-ecological transitions, and food systems resilience. Its two core clusters: Regenerative Agriculture and Rural Innovation and Sustainable Food Futures and Planetary Health enable both immersive field research and policy-relevant global studies.	2029-30
6	Center for Human Flourishing & Happiness Studies	Faculty of Sciences	Dedicated to advancing the science of well-being, this center will conduct applied research in positive psychology, contemplative education, and emotional literacy. It will develop culturally grounded models of human flourishing, informed by Indic ethics, and explore frameworks such as Gross National Happiness (GNH), life purpose, and resilience. The center will support research fellowships, impact studies, and policy engagement for holistic human development.	2031-36
7	Center for Sports Science, Movement & Rehabilitation	Faculty of Sports and Physical Education	An integrative research and diagnostics center focused on optimizing physical performance, injury prevention, and recovery through biomechanics, movement science, and traditional healing modalities. It will collaborate with Ayurveda and integrative health experts to develop evidence-based protocols in rehabilitation, postural alignment, and athlete well-being. The center will support community sports innovation and performance research fellowships.	2031-36

Faculty-linked Research Labs (Proposed): Aligned directly with faculties, SSDU will host specialized labs. These labs will engage deeply in applied research, partnering with communities, government, industry, and global research networks.

Table 12.2.3.2: Proposed Research Labs – Faculty Anchors and Strategic Focus Areas (2026–2041)

SSDU research laboratories across faculties, aligned with institutional priorities in integrative health, sustainability, digital innovation, IKS, consciousness, and education transformation.

Sno.	Lab	Faculty	Strategic Focus and Research Objectives	Start Year
1	Design Futures & Visual Innovation Lab	Faculty of Performing, Visual, Applied Arts	Explore animation, UX/UI, visual media, and creative tech for digital storytelling and design innovation.	27-28
2	Mulya Pravah Impact Research Lab	Faculty of Education & Teacher Development	Evaluate value-based education, emotional intelligence, and ethics through mixed-method Indic-empirical frameworks.	27-28
3	Nutraceuticals & Functional Food Innovation Lab	Faculty of Agriculture and Allied Sciences	Develop functional food prototypes using traditional ingredients, Ayurveda principles, and clinical nutrition frameworks.	27-28
4	IKS Pedagogy Lab for School & Higher Education	Faculty of IKS	Design NEP-aligned curricula and teacher training rooted in IKS and contemplative pedagogies.	28-29
5	Lab for CSR Innovation	Faculty of Management , Commerce and Economics	Innovate CSR strategies around Ayurveda-based enterprises, B-Corp models, and community pilots with MSMEs/NGOs.	28-29
6	Integrated Water and Environmental Systems Lab (IWES Lab)	Faculty of Sustainability and Environmental Sciences	Conduct field studies and M.Sc. projects on real-time water monitoring and environmental systems modeling.	28-29
7	Clinical Simulation Lab	Faculty of Integrated Health and Allied Sciences	Offer clinical simulations for Nursing, Physiotherapy, and Allied Health to develop real-world procedural skills.	29-30
8	Herbarium and Ayurvedic Pharmacognosy Lab	Faculty of Integrated Health and Allied Sciences	Host medicinal plant collections and support research on herbal compound analysis and standardization.	29-30
9	Textile & Material Culture Lab	Faculty of Performing, Visual, Applied Arts	Investigate Indian textile history, natural dyes, weaving, and sustainable fashion traditions.	29-30

10	Climate Data & Risk Mapping Lab	Faculty of Sustainability and Environmental Sciences	Use GIS, remote sensing, and AI to identify climate vulnerabilities and guide local adaptation.	29-30
11	AyurGenomics Lab	Faculty of Integrated Health and Allied Sciences	Integrate prakriti-based profiling with genomics to develop personalized health models.	30-31
12	Wellness Nutrition and Dietetics Lab	Faculty of Integrated Health and Allied Sciences	Train students in Ayurvedic dietetics, meal planning, and evidence-based nutritional practices.	30-31
13	Digital Humanities Lab	Faculty of Liberal Arts, Humanities & Global Citizenship	Focus on Sanskrit NLP, folk heritage digitization, immersive archives, and sacred visual cultures.	30-31
14	Education Futures Sandbox	Faculty of Education & Teacher Development	Prototype future-ready learning models using hybrid platforms, contemplative tools, and embodied pedagogy.	30-31
15	Digital Sanskrit & Computational Shastra Lab	Faculty of IKS	Merge Sanskrit NLP and digital archives for modeling, analysis, and dissemination of Shastric heritage.	31-36
16	Digital Lab for Consciousness Data & Wellbeing Analytics	Faculty of Sciences	Measure spiritual practice outcomes via neurofeedback, journaling, and wearable-based analytics.	31-36
17	Neuroscience & Soil Connection Lab	Faculty of Agriculture and Allied Sciences	Study correlations between soil microbiomes and mental wellness through consciousness-agriculture research.	31-36
18	Integrated Sports Science & Human Performance Lab	Faculty of Sports and Physical Education	Combine biomechanics, yogic therapies, and sattvic nutrition to optimize athletic performance and recovery.	31-36
19	Clinical Research Unit for Integrative Medicine	Faculty of Integrative Medical Sciences	Support multi-system clinical trials and publication of outcomes in integrative healthcare.	31-36

20	Neuroscience & Consciousness Research Lab	Faculty of Integrative Medical Sciences	Explore meditation, neuroimaging, cognitive resilience, and mind-body interaction through integrative science.	31-36
21	Digital Health & Diagnostics Innovation Lab	Faculty of Integrative Medical Sciences	Build AI-driven tools for telehealth, rural diagnostics, and digital screening infrastructure.	31-36
22	Ayur-GPT Lab	Faculty of Digital Futures and Emerging Tech	Develop an open-source Ayurvedic LLM using Charaka, Sushruta, and modern clinical datasets for decision support.	36-41

Sri Sri Center for Conscious Innovation and Entrepreneurship (SSCIE): SSCIE will function as the flagship incubation hub, providing incubation support, investor linkages, mentorship, workspace, legal assistance, and seed funding. It will work in close coordination with the Research, Innovation, and Entrepreneurship Council (RIEC), ensuring strong integration of entrepreneurial outcomes into SSDU's research ecosystem.

Research Development Office (RDO): A central support unit under the RIEC, the RDO will assist faculty and doctoral researchers in identifying funding opportunities, developing proposals, managing grants, and ensuring regulatory compliance. It will also coordinate capacity-building workshops on research methods, funding strategy, and publication ethics.

Digital Research Commons and Repositories: SSDU will establish digital research infrastructure, including:

- **SSDU Digital Research Commons:** An open-access repository for research papers, translated manuscripts, datasets, and student theses.
- **Virtual Innovation Studio:** A digital collaboration space supporting prototyping, ideation, innovation showcases, and investor pitches.

Living Labs and Community Innovation Labs: Leveraging the extensive Art of Living network, SSDU will develop field-based Living Labs and Community Innovation Labs, integrating local knowledge systems, grassroots innovation, and student-community co-creation initiatives.

Integration with IVAL Infrastructure: SSDU's Institute for Vocational and Applied Learning (IVAL) will complement the RIE ecosystem through practice-based innovation labs and skilling studios, translating research into field-level applications in agriculture, healthcare, and rural enterprise.

Through this integrated, strategically phased RIE ecosystem, Sri Sri (Deemed to be University) will define itself as a leading global institution for ethical, impactful research and innovation.

12.3: Collaborations, Partnerships, and Funding

12.3.1 National and International Academic and Research Collaborations

Sri Sri (Deemed to be University) (SSDU) will have a strategic emphasis on robust academic and research collaborations with premier national and international institutions to amplify its research and innovation capabilities. Key partnerships will include engagements with the Department of Science & Technology (DST), Department of Biotechnology (DBT), Indian Council of Social Science Research (ICSSR), All India Council for Technical Education (AICTE) etc. These partnerships will facilitate co-funded research programs, interdisciplinary projects, joint publications, and international researcher exchanges aligned closely with the Sustainable Development Goals (SDGs) and India's strategic priorities.

SSDU's alignment with National Science, Technology, and Innovation Policy (STIP) and UGC-STRIDE (Scheme for Trans-disciplinary Research for India's Developing Economy) will further strengthen its interdisciplinary research capacity, enabling the university to develop advanced research clusters around sustainability, Indian Knowledge Systems, integrative health, and ethical digital technologies. Internationally, SSDU will create collaborative frameworks with renowned global universities, focusing on joint research ventures, faculty and student exchange programs, dual degrees, and globally coordinated SDG-driven innovation clusters. These collaborations are designed to position SSDU as a leading global institution advancing conscious, sustainable, and impactful research.

12.3.2 Industry Partnerships and Government-Linked Research and Funding Support

SSDU will proactively foster industry partnerships to translate research into practical applications and innovative market-ready products. Industry collaborations will primarily focus on product innovation, intellectual property (IP) commercialization, and mutually beneficial internship programs. Corporate Social Responsibility (CSR) funding forms a critical component of SSDU's strategy, with partnerships aimed at supporting research in relevant areas.

Strategic engagement with government initiatives such as Startup India, Micro, Small & Medium Enterprises (MSME) clusters, Science and Engineering Research Board (SERB), and DBT-funded schemes will ensure sustainable research funding and innovation support. These partnerships provide crucial seed funding, incubation assistance, mentorship, and infrastructure development support, enabling SSDU's research and innovation ecosystem to thrive sustainably.

Government-linked collaborations will also involve regional and sector-specific initiatives like Startup Karnataka and Atal Innovation Mission (AIM), amplifying SSDU's capacity for incubating startups, scaling innovative solutions, and fostering socially impactful enterprises. These partnerships are crucial to SSDU's goal of establishing itself as an innovation hub, particularly in conscious enterprise, rural innovation, and frugal technologies, directly aligned with national innovation priorities.

12.3.3 Art of Living Ecosystem, Philanthropic Alliances, and Community Networks

An integral and unique element of SSDU's collaboration strategy is its deep integration within the Art of Living (AoL) global ecosystem. Leveraging the extensive AoL network, including Sri Sri Ravi Shankar Vidya Mandir (SSRVM) schools, Sri Sri Tattva, and numerous international AoL centers, SSDU will create powerful community-linked research and innovation initiatives. Collaborations within this ecosystem will focus on applied research, holistic wellbeing, rural development, environmental stewardship, and community-driven sustainable solutions.

Sri Sri Tattva, AoL's prominent healthcare and wellness brand, will collaborate closely with SSDU's Ayurveda Research Centers and labs, supporting clinical trials, product validation, and market deployment of wellness solutions. SSRVM institutions, spanning rural and urban India, shall provide fertile ground for education-focused innovation, community health interventions, and grassroots technological implementations.

Additionally, SSDU will strategically engage with philanthropic foundations and individual donors committed to social transformation and sustainability. These philanthropic partnerships will significantly augment funding for frugal innovation projects, rural upliftment initiatives, educational innovations, and scalable social enterprises. SSDU's proactive outreach will include hosting donor-engagement events, thematic workshops, and impact showcases at the Art of Living International Center, Bengaluru, ensuring continuous alignment with the broader AoL vision of global peace, ethical innovation, and inclusive social development.

Through these diverse yet cohesive partnership frameworks, SSDU aims to secure sustainable financial and intellectual resources necessary to execute its ambitious research, innovation, and entrepreneurship agenda, establishing itself as a distinguished global model for conscious and impactful education and innovation.

12.4 Implementation Plan and Key Performance Indicators (KPIs)

12.4.1 15-Year Strategic Roadmap and Phased Implementation Plan

Sri Sri (Deemed to be University)'s 15-year roadmap for Research, Innovation, and Entrepreneurship (RIE) is articulated across three transformative phases. These reflect infrastructure development, academic integration, and social impact, grounded in India's NEP 2020, STIP, and SDGs.

Phase I (2026–2031): Foundation and Early Growth:

- Establish institutional governance: RIEC (2026), Faculty Research Committees and Ethics Boards (2026)
- Launch SSCIE (2028–29), IP Cell (2028), Research Development Office (RDO) (2028), and foundational MoUs and industry partnership frameworks (2027–28)
- Launch Key Centers:
 - Center of Excellence in Research on Indian Knowledge Systems (2028-29)

- Center of Excellence in Research on Emerging Technology (2028-29)
- Center of Excellence in Research on Ayurveda and Traditional Medicine (2029-30)
- Center for Consciousness Research (2029-30)
- Center for Sustainable Agriculture, Food Systems, Planetary Health and Rural Innovation (2029-30)
- Launch Key Labs:
 - Design Futures and Visual Innovation Lab (2027-28)
 - Mulya Pravah Impact Research Lab (2027-28)
 - Nutraceuticals and Functional Food Innovation Lab (2027-28)
 - IKS Pedagogy Lab for School and Higher Education (2028-29)
 - Lab for CSR Innovation (2028-29)
 - Integrated Water and Environmental System Labs (IWES Labs) (2028-29)
 - Clinical Simulation Lab (2029-30)
 - Herbarium and Ayurvedic Pharmacognosy Lab (2029-30)
 - Textiles and Material Culture lab (2029-30)
 - Climate Data and Risk Mapping Lab (2029-30)
 - Ayur Genomics Lab (2030-31)
 - Wellness Nutrition and Dietetics Lab (2030-31)
 - Digital Humanities Lab (2030-31)
 - Education Futures Sandbox (2030-31)
- Implement internal seed grants, SSDU Research & Innovation Policy, and Open Access & Data Sharing Policy (2027)
- Pilot Living Labs (2028–29); implement credit-linked entrepreneurship policy (2028); UG research via RAC model (from 2027)
- Initiate faculty sabbaticals, undergraduate fellowships, and early-stage mentoring programs

Phase II (2031–2036): Expansion and Impact Consolidation

- Expand SSCIE into a multi-sectoral innovation hub with accelerators, mentorship, and investor networks
- Launch Key Centers:
 - Center for Human Flourishing & Happiness Studies (2031–36)
 - Center for Sports Science & Rehabilitation (2031–36)
- Launch Key Labs:
 - Digital Sanskrit and Computational Shastra Lab (2031-36)
 - Digital Lab for Consciousness Data and Wellbeing Analytics (2031-36)
 - Neuroscience and Soil Connection Lab (2031-36)
 - Integrated Sports Science and Human Performance Lab (2031-36)
 - Clinical Research Unit for Integrative Medicine (2031-36)
 - Neuroscience and Consciousness Research Lab (2031-36)
 - Digital Health and Diagnostics Innovative (2031-36)
- Begin Digital Commons and Virtual Innovation Studio (2031–32)
- Strengthening of funding strategy through DST, DBT, SERB, MSME, CSR, philanthropic, and AoL-aligned sources

- Institutionalization of interdisciplinary research clusters and expanded curricular offerings with venture-linked credit recognition
- Institutionalize Rural Women Innovation Fellowship, Hackathons, and Ethical Wealth Creation Retreats (2031 onwards)
- Strengthen MoUs with national research bodies and CSR partnerships; scale global researcher exchanges and joint grants

Phase III (2036–2041): Global Leadership and Societal Transformation

- Establishment of globally recognized research chairs and partnerships with innovation councils and universities worldwide
- Full deployment of advanced RIE analytics via AI-enabled KPI dashboards, research forecasting tools, and knowledge-to-impact mapping (2038–39)
- Launch Ayur GPT Lab (2036–41)
- Commercialization of scalable innovations, open-source IKS technologies, and ethical product pipelines from SSDU labs
- Expansion of the Living Labs network to 5+ community sites, becoming national exemplars for spiritually anchored innovation
- Activation of the SSDU Changemaker Circle : a global alumni and entrepreneur collective fostering purpose-driven societal transformation (2039–41)

Table 12.3: Phase-wise RIE Strategy Overview

Phase	Objectives	Innovation Milestones	Outcomes	Lead Units
Phase I (2026–2031)	Core infrastructure setup, policy frameworks	Launch of SSCIE, RIEC, IP Cell, research policies, Digital Commons (policy design stage only)	Prototypes, research culture seeding	SSCIE, RIEC, Faculties, IP Cell
Phase II (2031–2036)	Expansion of centers, labs, and enterprise ecosystems	Living Labs rollout, global hackathons, international fellowships, rural innovation pilots	Startups, competitive grants, social enterprises	SSCIE, RDO, Ethics Boards
Phase III (2036–2041)	Global impact and conscious commercialization	Global IP portfolio, wealth creation labs, SSDU Changemaker Circle, alumni-led networks	Global leadership, rural regeneration, ethical innovation exports	RIEC, International Partnerships, SSCIE

12.4.2 5-Year Rolling Implementation Plan (2026–2031)

Years 1–2 (2026–2028)

- Form RIEC and Faculty Research Committees (2026); establish Ethics Boards
- Finalize and roll out SSDU Research and Innovation Policy (2027)
- Set up IP Cell (2027)
- Initiate foundational MoUs with industry and CSR partners (2027–28)
- Design and initiate SSCIE framework (2027), with launch planning for 2028
- Launch Labs:
 - Design Futures and Visual Innovation Lab (2027-28)
 - Mulya Pravah Impact Research Lab (2027-28)
 - Nutraceuticals and Functional Food Innovation Lab (2027-28)
- Introduce undergraduate Research-Action-Creation (RAC) model (2027); roll out internal seed funding (2027)
- Begin faculty research mentoring and student fellowships (2028)

Years 3–4 (2028–2030)

- Full launch of SSCIE (2028–29) and Research Development Office (2028)
- Launch Centers:
 - Center of Excellence in Research on Indian Knowledge Systems (2028-29)
 - Center of Excellence in Research on Emerging Technology (2028-29)
 - Center of Excellence in Research on Ayurveda and Traditional Medicine (2029-30)
 - Center for Consciousness Research (2029-30)
- Launch Labs:
 - IKS Pedagogy Lab for School and Higher Education (2028-29)
 - Lab for CSR Innovation (2028-29)
 - Integrated Water and Environmental System Labs (IWES Labs) (2028-29)
 - Clinical Simulation Lab (2029-30)
 - Herbarium and Ayurvedic Pharmacognosy Lab (2029-30)
 - Textiles and Material Culture lab (2029-30)
 - Climate Data and Risk Mapping Lab (2029-30)
- Operationalize entrepreneurship-linked academic credits and interdisciplinary startup modules (2029)
- Expand faculty fellowships and begin hosting innovation bootcamps and thematic hackathons (2029)
- Strengthen industry and global academic collaborations; sign joint research MoUs and CSR-linked agreements

Year 5 (2030–31)

- Launch Labs:
 - Ayur Genomics Lab (2030-31)
 - Wellness Nutrition and Dietetics Lab (2030-31)

- Digital Humanities Lab (2030-3)
- Education Futures Sandbox (2030-31)
- Mid-cycle institutional review of RIE outcomes
- Deploy beta version of SSDU's AI-powered KPI dashboard for RIE analytics and transparency
- Expand Living Labs; initiate regional field-based projects in partnership with AoL ecosystem
- Public dissemination of SSDU's RIE impact through flagship global conference

12.4.3 Key Performance Indicators (KPIs)

SSDU's KPIs for Research, Innovation, and Entrepreneurship are structured across five domains: Research Outputs, Innovation & Enterprise, Funding Mobilization, Academic Integration, and Societal Engagement. Each is aligned with NAAC, NIRF, ARIIA, and global university benchmarks.

Table 12.4: Key Performance Indicators (KPI) Summary

Domain	KPI	5-Year Target	15-Year Target	Notes
Research	SCOPUS/WoS Publications	250+	1000+	Peer-reviewed across faculties
Research	PhDs Awarded	--	400+	Emphasis on interdisciplinary and applied themes
Research	Patents Filed/Granted	20 / 5	200 / 100	Supported by centralized IP Cell
Innovation	Startups Incubated	10+	200+	Across tech, wellness, IKS, rural sectors
Innovation	Faculty-led Ventures	5	50+	Includes social and ethical enterprises
Innovation	Innovation-linked Credits Earned	2000+	10,000+	UG/PG integration with SSCIE and Living Labs
Funding	External Funding Mobilized	₹10 Cr	₹100+ Cr	Includes grants, CSR, MSME, DST, DBT
Societal Impact	Rural Women Innovation Fellows Supported	10+	100+	Fellowship and micro-grants via SSCIE
Engagement	Industry/CSR MoUs Signed	25+	100+	Linked to Living Labs and research initiatives

Dissemination	Global Conferences/Innovation Sprints Hosted	10	30+	Focused on Conscious Innovation and Ethical Entrepreneurship
Transparency	Real-time KPI Dashboard Operational	–	Yes (by 2030)	AI-enabled, public-facing system
Student Outcomes	% Students with at least one Research or Entrepreneurial Experience	30%	≥80% by 2040	Across all degrees, via RAC, SSCIE, Living Labs, or IVAL-linked projects

These KPIs will be tracked via institutional dashboards, monitored annually, and reviewed at mid-cycle intervals to ensure accountability, agility, and alignment with SSDU's ethical innovation vision.

Section 13: Digital Learning and Online Education

13.1 Vision and Strategic Rationale

Sri Sri (Deemed to be University) envisions education not merely as the transfer of information, but as the cultivation of wisdom, capability, and social responsibility. In an era marked by rapid technological change, growing aspirations, and deepening inequalities in access to higher education, SSDU recognizes the strategic and ethical imperative to reimagine the modalities through which learning is delivered and experienced. Sri Sri (Deemed to be University)'s digital learning vision is rooted in a fundamental question: how can higher education become more accessible, ethical, and future-ready while remaining deeply grounded in India's ancient wisdom? The launch of Sri Sri Global Center for Digital and Lifelong Learning (SSGCDL) reflects this institutional commitment to building a digitally empowered academic ecosystem: one that is inclusive, future-ready, and rooted in values.

The rationale for SSGCDL arises from the twin challenges India faces today: the need to expand access to quality education for millions of learners and the responsibility to preserve the integrity, depth, and purpose of higher learning. As India aims to become a knowledge superpower and reach a Gross Enrolment Ratio (GER) of 50% by 2035, infrastructure constraints, faculty shortages, and the logistical complexity of reaching learners in rural, remote, and underserved regions demand a bold and scalable digital response. A growing demographic of learners: working professionals, school graduates in rural regions, homemakers, elder citizens, and non-traditional students require access to flexible, modular, and personalized learning pathways that can accommodate diverse life circumstances. At the same time, this expansion must not come at the cost of academic rigor, pedagogical depth, or the human and spiritual dimensions that define holistic education. It is precisely in this context that SSGCDL has been conceived: as a strategic pillar of Sri Sri (Deemed to be University)'s long-term institutional architecture, designed to bridge the aspiration-access gap through technology-enabled, value-based learning.

Alignment with National Priorities: NEP 2020, UGC Regulations, Digital India, and NDEAR

SSGCDL will operationalize the core tenets of NEP 2020 through a seamlessly integrated digital learning ecosystem that is modular, interdisciplinary, and credit-enabled. From online degrees and interdisciplinary minors to micro-credentials and community-based programs, every offering under SSGCDL will be aligned with national frameworks such as the Academic Bank of Credits (ABC), the National Credit Framework (NCrF), and UGC's Regulations. Yet, beyond compliance, SSGCDL reflects Sri Sri (Deemed to be University)'s deeper educational mission: to cultivate whole-person learning that bridges modern knowledge with Indian wisdom, professional competence with ethical insight, and academic access with societal transformation. In doing so, SSGCDL will stand out not only as a digital platform but as an institutional embodiment of India's future-ready, inclusive, and values-based higher education model.

SSGCDL will directly operationalize the mandates outlined in the UGC's Regulation, particularly the provision allowing students to earn up to 40 percent of their total credits through online courses that meet prescribed quality assurance and academic rigor standards. The SSGCDL platform will support not only full-fledged degree programs but also a curated suite of online courses: including Ability Enhancement Courses (AECs), Skill Enhancement Courses (SECs), Value-Added Courses (VACs), and

interdisciplinary minors that can be accessed by both online and on-campus learners. This will ensure wide-ranging academic integration and portability, allowing learners to personalize their academic pathways while remaining within the regulatory framework.

In parallel, the SSGCDL ecosystem will align with the broader technological infrastructure and policy vision of the Government of India. Its design will draw directly from the principles laid out in the National Digital Education Architecture (NDEAR) and the National Educational Technology Forum (NETF), both of which call for interoperable platforms, multilingual content delivery, inclusive access strategies, and learner analytics to inform continuous improvement. SSGCDL's digital backbone, including its Learning Management System (LMS), AI-assisted content sequencing, adaptive learning pathways, and mobile-first design shall be tailored to serve a broad and demographically diverse learner base. These will be further enhanced by proposed integration with national repositories such as SWAYAM and NPTEL, ensuring that students have access to nationally recognized resources while being anchored in a value-based institutional environment.

In line with the strategic objectives of the Digital India Mission, particularly the goals of democratizing access to knowledge, strengthening digital infrastructure for education, and positioning India as a leader in the global knowledge economy, SSGCDL will combine rigorous academic offerings with scalable, inclusive, and culturally rooted delivery mechanisms, and move beyond the transactional model of online education. It will serve as a strategic national response to both the capacity and quality challenges of Indian higher education, offering a holistic, future-facing alternative to conventional delivery systems.

SSGCDL as a flagship digital education initiative

What distinguishes SSGCDL from conventional digital or open universities is its multidimensional vision and integrative academic architecture. Rather than functioning as a repository of online courses, SSGCDL will be designed as a comprehensive digital ecosystem that addresses the full spectrum of institutional goals and learner needs. It will be built on the premise that digital education must go beyond credentialing; it must empower individuals through flexible, inclusive, and ethically grounded learning experiences across academic, vocational, community, and educator domains.

Structured around four interrelated and interoperable tracks, SSGCDL will offer a modular, scalable, and future-ready framework aligned with NEP 2020, UGC Regulations, the National Credit Framework (NCrF), and India's broader digital education ambitions. Each track will be tailored to specific national frameworks, target learner groups, and educational outcomes, yet designed to flow seamlessly into one another.

Track A: Digital Degrees and Modular Academic Programs shall form the academic anchor of SSGCDL, delivering a suite of UGC-compliant online degrees, interdisciplinary minors, AECs, SECs and VACs.. These offerings are aligned with the Academic Bank of Credits and NCrF guidelines, enabling students to earn credits, build personalized learning pathways, and transition fluidly between academic programs. Importantly, these are not isolated online programs but academically rigorous, value-driven academic extensions of Sri Sri (Deemed to be University)'s on-campus offerings. Students, regardless of location, will gain access to the same high-quality curricula, contemplative pedagogy, and integrated learning philosophy that defines SSDU's academic identity.

Track B: Digital Vocational and Applied Learning will operationalize SSDU's vocational and applied learning agenda through digital and hybrid delivery of theoretical modules, foundational knowledge, and bridge content. It supports programs under the Institute for Vocational and Applied Learning (IVAL) (section 14), offering digitally enabled micro-credentials, NSQF-aligned certifications, and Recognition of Prior Learning (RPL) preparation modules. These are tailored for youth, mid-career professionals, women re-entering the workforce, and rural entrepreneurs. Where feasible, Track B offerings will also be integrated into apprenticeship-linked and co-certified skilling programs, contributing both to employability and academic progression through ABC credit stacking.

Track C: Lifelong & Community Learning will embody SSDU's commitment to lifelong learning and community empowerment. This track will extend educational access beyond traditional degree-seeking cohorts to adult learners, homemakers, senior citizens, school graduates, and informal learners through a portfolio of mobile-first, low-bandwidth, and multilingual content offerings. Community MOOCs, foundational life skills courses, spiritual wellbeing modules, and School-College Bridge Programs will constitute the core of this track. Designed in alignment with national objectives such as the UGC's Jeevan Kaushal framework and NDEAR's vision for foundational learning, Track C will reinforce SSDU's role as a public-spirited institution dedicated to inclusive education and social transformation.

Track D: Educator and Global Engagement will advance faculty development, leadership training, and educator enablement through a robust portfolio of digital Faculty Development Programs (FDPs), NEP orientation modules, and Policy and Pedagogical Leadership Programs. It shall collaborate with SSDU's Center for Excellence in Conscious Teaching and Future Learning and support both internal capacity-building and national-level teacher education reform. Track D offerings will include micro-credentials targeted at school educators, SSRVM faculty, higher education teachers, and academic administrators. This track contributes directly to national priorities for faculty quality enhancement and supports SSDU's broader strategy to elevate the educational ecosystem through value-based leadership.

Together, these four tracks will create a flexible and interoperable learning infrastructure that allows students to transition across academic, vocational, and non-formal pathways. Learners may begin their journey with a life skills MOOC, progress to a vocational credential, pursue a degree through modular accumulation, and later return as a working professional to undertake a leadership program, seamlessly supported by SSGCDL's unified digital platform. The content architecture is designed to accommodate regional, linguistic, and socioeconomic diversity. Delivery models will be optimized for both high and low connectivity environments. All components will be underpinned by robust academic governance, regulatory compliance, and a shared commitment to learner dignity and educational excellence. Strategically, SSGCDL will enable Sri Sri (Deemed to be University) to extend its academic and social mission far beyond the boundaries of a physical campus. The decision to embed SSGCDL at the core of SSDU's future trajectory stems from a clear institutional insight: the future of Indian higher education will be digital, distributed, and deeply personalized. It allows the institution to diversify its learner base: reaching working professionals, rural and adult learners, homemakers, and global knowledge seekers, while maintaining academic quality, cultural depth, and alignment with indic values. This digital ecosystem will also strengthen internal systems by providing a shared platform for faculty development, curriculum innovation, and research-informed pedagogy. SSGCDL becomes not just a vehicle for content delivery, but a platform for institutional transformation.

13.2 Sri Sri Global Center for Digital and Lifelong Learning (SSGCDL): Model, Tracks, and Pedagogical Framework

SSGCDL as an Integrated Academic Model

SSGCDL is a unified framework that will integrate digital, hybrid, and lifelong learning into a cohesive ecosystem. Unlike fragmented or content-centric online platforms, SSGCDL will deliver a pedagogically coherent and structurally interoperable model grounded in Sri Sri (Deemed to be University)'s commitment to academic excellence, inner transformation, and inclusive access.

SSGCDL is designed to accommodate multiple delivery modes, learner profiles, and life stages. Learners can enter and exit at different points, transfer credits, and build credentials recognized nationally and globally. It addresses not only online degree seekers, but also school graduates, rural entrepreneurs, working professionals, homemakers, educators, and elder learners: each served by a dedicated track within the same digital and academic framework.

The structure comprises four interconnected Tracks: Track A (Online Degrees and Modular Academic Programs), Track B (Vocational and Applied Learning Modules), Track C (Lifelong Learning and Community Empowerment), and Track D (Faculty Development and Educator Enablement). These Tracks are modular, interoperable, and non-linear: enabling learners to move fluidly across academic, vocational, and community learning. SSGCDL will be scalable and deeply personalized: supporting stackable, credit-bearing courses aligned with NEP 2020, UGC regulations, and global digital learning trends. Its governance will ensure credit transfer, compliance, and academic integrity. The model also reflects SSDU's pedagogical priorities: contemplative learning, ethical leadership, and regional-cultural inclusion.

Pedagogical Design Principles:

The pedagogical foundation of SSGCDL will be intentionally crafted to balance the flexibility of digital education with the depth of whole-person learning. At a time when digitalization risks reducing education to fragmented content delivery, SSGCDL will reclaim the pedagogical center, offering a modular, values-based, and learner-centric framework grounded in academic rigor and spiritual integration. A cornerstone of this framework will be stackability. SSGCDL shall enable learners to build personalized pathways by accumulating credits from short-term micro-credentials, modular certifications, and interdisciplinary minors toward diplomas or full degrees. This model will be fully aligned with the National Credit Framework (NCrF) and the Academic Bank of Credits (ABC), ensuring credit portability, curricular coherence, and learner agency. This stackable approach supports spiraled learning and interdisciplinary progression, allowing students to re-enter and deepen learning across stages and domains.

Blended and hybrid delivery will further strengthen this design. SSGCDL will support synchronous and asynchronous formats, theory-practice hybrids, and mobile-first access models. Academic degrees under Track A will integrate recorded lectures, interactive tutorials, and peer forums. Vocational programs under Track B will deliver digital theory components alongside practical training. Community learning Track C will be optimized for low-bandwidth, multilingual access, while Track D for educators will include simulations, case studies, and contemplative teaching methods.

Multilingualism and cultural relevance are integral to SSGCDL's inclusivity. With a strong emphasis on Indian languages, especially for Tracks B and C, SSGCDL will engage rural, senior, and first-generation learners while maintaining globally benchmarked academic standards in Tracks A and D. This dual orientation reflects the SSDU's commitment to both equity and excellence.

What most distinguishes SSGCDL is its integration of spiritual and ethical learning. Rooted in Sri Sri (Deemed to be University)'s foundational philosophy, the platform will embed modules in inner well-being, ethics, value based leadership, and Indian Knowledge Systems across its tracks. These will be delivered through contemplative exercises, guided reflections, and real-world problem-solving designed to foster clarity, compassion, and purpose. Finally, SSGCDL's pedagogy will be anchored in academic integrity and regulatory alignment. All offerings shall adhere to UGC regulations and Sri Sri (Deemed to be University)'s academic governance protocols. Pedagogical quality will be ensured through continuous assessments, proctored evaluations, rubrics-based grading, peer feedback, and learner analytics for adaptive support and improvement. In sum, SSGCDL's pedagogical design will blend technological scalability with purpose, academic structure with learner flexibility, and national compliance with universal human values. It is not just a method of delivery, it is a philosophy of transformation.

Track A: Digital Degrees and Modular Academic Programs

Track A will form the academic anchor of Sri Sri Global Center for Digital and Lifelong Learning (SSGCDL), delivering a comprehensive suite of UGC-compliant online undergraduate and postgraduate degrees, interdisciplinary minors, and credit-bearing course components that are fully aligned with national regulations and Sri Sri (Deemed to be University)'s pedagogical philosophy. These offerings will be structured extensions of SSDU's in-person academic programs, embodying the same curricular depth that define the institution's distinct academic culture.

All online degrees under Track A will conform to the UGC regulations, align with the National Credit Framework (NCrF) and the Academic Bank of Credits (ABC). Each program is designed to be modular, credit-mapped, and stackable: supporting multiple entry-exit points and cumulative credit recognition. Importantly, Track A also serves on-campus students by offering up to 40% of their degree requirements through high-quality online courses, in accordance with UGC policy.

The first phase of Track A (2026–27) will launch three online undergraduate degrees: B.A. (Hons.) in Sanskrit, Vedic Knowledge and Indian Heritage; B.Sc. (Hons.) in Data Science and Analytics; and B.Com. (Hons.). These will be followed by additional UG and PG programs, each developed through harmonized syllabi and delivered by SSDU's full-time faculty, ensuring that online learners experience the same academic quality and mentorship as their on-campus counterparts.

Track A also advances interdisciplinary education through its online Minors Portfolio, comprising over 45 minors co-designed by SSDU faculties and departments. Each minor includes 6–8 structured courses totaling 32 credits and spans diverse fields. These minors are credit-recognized through the ABC system, available to both online and on-campus learners, and will be introduced in alignment with departmental rollout plans across the University.

One of Track A's core innovations is the creation of a Digital Electives Marketplace: a curated ecosystem of general education and enrichment courses offered entirely online. This includes Ability Enhancement Courses (AECs), Skill Enhancement Courses (SECs), and Value-Added Courses (VACs), which will be open to all SSDU students regardless of mode of enrollment. These offerings will be cross-listed across faculties, delivered in asynchronous formats, and optimized for low-bandwidth accessibility. The following table outlines the four major types of Track A offerings and their strategic intent:

Table 13.1: Summary of Offering Types – Track A

Offering Type	Description	Strategic Logic
Online Degrees	UGC-compliant full online UG and PG programs	Expand flexible, modular digital access
Online Degree Components	100+ online modules (AECs, SECs, VACs)	Allow interdisciplinary and blended learning
Online Minors	45 interdisciplinary minor streams	Create flexible multi-domain specialization
Digital Electives Marketplace	Open portal of 100+ interdisciplinary electives	Personalize learner pathways and credits

All Track A courses are hosted on SSGCDL's robust Learning Management System (LMS), featuring AI-driven learner pathways, multilingual access, adaptive feedback, and secure proctored assessments. Students benefit from virtual academic communities, faculty-led mentoring, peer forums, and doubt-clearing tutorials, ensuring that digital learning is relational, not transactional. To deepen reach and compliance, SSGCDL will integrate with India's national digital platforms such as SWAYAM, NPTEL, and the forthcoming SWAYAM+ ecosystem. Select AECs, VACs, and electives will be co-listed on these platforms for wider dissemination, and SSDU will explore international co-certification for specialized online modules in collaboration with global universities and ed-tech partners. The year-wise rollout plan for Track A offerings is outlined below:

Table 13.2: Track A – Year-Wise Introduction of Offerings (2026–2041)

Offering Type	2026–27	2027–28	2028–29	2029–30	2030–31	2031–36	2036–41
Online Degrees	3	3	1	0	0	7	0
Online Degree Components	17	18	18	0	18	30	30
Online Minors	6	6	5	0	0	15	15

This structured rollout ensures that Track A remains both scalable and aligned with institutional capacity, national priorities, and learner demand. A detailed list of all online degrees, interdisciplinary minors, and degree components is provided in Annexure 8.

Track B: Digital Vocational and Applied Learning

Track B of Sri Sri Global Center for Digital and Lifelong Learning (SSGCDL) will serve as the digital and hybrid extension of Sri Sri (Deemed to be University)'s applied skilling ecosystem, aligned with the University's Institute for Vocational and Applied Learning (IVAL). Anchored in the NEP 2020 and structured in accordance with the National Skills Qualifications Framework (NSQF), Track B will deliver flexible, modular, and credit-bearing digital skilling programs for diverse learner cohorts, including rural entrepreneurs, school graduates, homemakers, and working professionals. All offerings will be credit-mapped, quality-assured, and integrated with SSDU's central Learning Management System (LMS), ensuring pedagogical coherence, regulatory compliance, and long-term scalability.

Track B will comprise of five core types of offerings, each designed to be stackable, digitally accessible, and aligned to existing SSDU departments:

Micro-Credentials (MCs): These are short, focused, 2–3 credit online modules (60–90 hours) developed for high-demand skill domains and delivered in mobile-first, multilingual formats. Beginning in 2028–29 with ten offerings, these NSQF Level 3–5 courses cater to rural youth, women, and SHG members, progressively scaling to 50+ courses by 2036.

Short-Term Certificates (SDCs): Launched in 2029–30, these 3–6 month programs combine clusters of micro-credentials totaling 16–18 credits (300–500 hours). Designed for NSQF Levels 4–5, they include limited hybrid components, such as immersion labs or field projects, and culminate in digital portfolios. These offerings form a bridge into diplomas, apprenticeships, or Track A programs.

Apprenticeship-Linked Certificates: Beginning in 2030–31, these 12–20 credit offerings integrate online theoretical learning with on-the-job training under NAPS 2.0. Designed in collaboration with industry partners, they follow a dual model of learning, with real-time assessments, mentorship, and certification at NSQF Levels 4–6.

Professional Co-Certified Programs: Also introduced from 2030–31, these are 4–5 credit, 60–90 hour digitally delivered offerings co-developed with national and global industry partners, including Sector Skill Councils (SSCs), NSDC, Google, IBM, and others. These programs focus on employability, upskilling, and placement readiness in MSME and emerging industry sectors.

Digital Recognition of Prior Learning (RPL): Starting in 2031–32, Track B will offer digital pathways for learners in the informal economy to validate traditional and experiential knowledge. These QR-coded, NSQF-aligned certifications (typically at Levels 3–4) will be awarded through digitally proctored assessments and enable formal entry into diplomas and higher programs.

A defining characteristic of Track B is **stackability**. Learners may accumulate micro-credentials into Short-Term Certificates, progress into hybrid diploma offerings, or use credits toward undergraduate degrees under the Academic Bank of Credits (ABC). These offerings will be delivered via SSGCDL's digital infrastructure, using the same LMS as Track A,

The summary below categorizes Track B's key offering types and strategic rationale:

Table 13.3: Summary of Offering Types – Track B

Offering Type	Description	Strategic Logic
Micro-Credentials (MCs)	Short online units stackable into SDCs, diplomas, or ABC credits	Modular upskilling, accessible lifelong learning
Short-Term Certificates (SDCs)	Sector-aligned, 3–6 month programs combining MCs and applied projects	Flexible, job-ready programs with hybrid options
Apprenticeship-Linked Certificates	Hybrid programs integrating digital theory with workplace learning	Strengthen employability through experiential pathways
Professional Co-Certifications	4–5 credit industry-certified online programs	Fast-track digital skilling with direct placement potential
Digital Recognition of Prior Learning (RPL)	Online validation of informal skills across 8–10 sectors	Inclusive learning recognition for informal sector workers and adult learners

Track B's phased rollout is designed to ensure programmatic maturity, faculty readiness, and alignment with institutional capacity:

Table 13.4: Track B – Year-Wise Introduction of Offerings (2026–2041)

Offering Type	2026–27	2027–28	2028–29	2029–30	2030–31	2031–36	2036–41
Online Micro-Credentials	0	0	10	15	14	50	50
Digital Short Duration Certificates (SDCs)	0	0	0	3	5	25	35
Online Professional Co-Certifications	0	0	0	0	5	25	25

A detailed annexure provides the complete list of SSGCDL vocational offerings by type, delivery format, credit value, and NSQF level for all rollout years (Annexure 9).

Track C: Lifelong Learning and Community Empowerment

Sri Sri Global Center for Digital and Lifelong Learning's Track C embodies SSDU's institutional commitment to democratizing access to education across all life stages, particularly among underserved, rural, and non-traditional learners. In alignment with NEP 2020's emphasis on lifelong learning, SDG 4, UNESCO's Open Educational Resources (OER) framework, and India's Vision 2047, Track C reimagines education not as a limited phase but as a continuous journey of self-cultivation and civic engagement.

Track C will deliver a modular, multilingual, and community-responsive educational ecosystem. It is designed for learners who may be outside the fold of formal higher education or who seek flexible and purpose-driven learning aligned with their contexts. These include school graduates from rural areas, adult learners, women entrepreneurs, elder citizens, and informal sector workers. Offerings will include

Lifelong Learning Modules, Community MOOCs, Digital Programs for Rural Women, School–College Bridge Courses, and Multilingual Learning Content: delivered through SSGCDL’s mobile-first LMS and tailored for low-bandwidth environments. Each course within Track C will be modular and credit-eligible, stackable into certificates or transitions into other SSGCDL Tracks. The architecture will foster access without sacrificing quality, integrating cultural narratives and digital storytelling. The following table outlines the major offering types under Track C:

Table 13.5: Summary of Offering Types – Track C

Offering Type	Description	Strategic Logic
Lifelong Learning Modules	Short, flexible courses for adult learning and personal development	Enable continuous upskilling across life stages and professions
Multilingual Digital Content	Educational content in regional languages	Ensure equitable access and cultural inclusivity across geographies
Digital Programs for Rural Women	Entrepreneurship, health, and digital skills programs for rural learners	Empower women through context-relevant hybrid education
MOOCs for Global Learners	Courses on IKS, wellness, and Indian thought for international audiences	Promote India’s soft power and global knowledge exchange

A structured rollout plan ensures that Track C expands sustainably and strategically, aligned with institutional capacity and community needs:

Table 13.6: Track C – Year-Wise Introduction of Offerings (2026–2041)

Offering Type	2026–27	2027–28	2028–29	2029–30	2030–31	2031–36	2036–41
Lifelong Learning Modules	0	0	0	5	5	30	30
Multilingual Digital Content	0	0	0	2	3	15	20
Digital Programs for Rural Women	0	0	0	3	3	15	15
MOOCs for Global Learners	0	0	0	5	5	25	25
School-to-University Bridge	0	0	0	2	6	30	30

In essence, Track C shall transform Sri Sri (Deemed to be University)'s community ethos into a digitally empowered model for lifelong learning: making education accessible, multilingual, modular, and meaningfully embedded in local and global contexts.

Track D: Educator and Global Engagement

Track D of SSGCDL reflects SSDU's institutional conviction that the transformation of higher education begins with the transformation of educators. This track will establish a comprehensive digital and hybrid ecosystem to empower educators, academic leaders, and school teachers through continuous professional development, pedagogical innovation, and global academic engagement. It directly addresses NEP 2020's call for faculty quality enhancement, supports UGC-mandated development pathways, and benchmarks against global best practices in educator training.

Track D will be anchored within SSDU's Center for Excellence in Conscious Teaching and Future Learning, ensuring pedagogical coherence with SSDU's larger academic mission. It integrates three major pillars: Faculty Development Programs (FDPs) for higher education, Continuous Professional Development (CPD) for school educators, and Academic Leadership Pathways for emerging institutional leaders.

Faculty Development Programs (FDPs) begin in 2027–28 and cover outcome-based education, digital pedagogy, ABC/NCrF frameworks, reflective teaching, and IKS integration. These are delivered through hybrid or fully online modes, using SSGCDL's LMS, and aligned with UGC/AICTE norms.

NEP and IKS Awareness Modules are short, self-paced certifications designed to build foundational understanding of policy and IKS across all educators: internal, SSRVM, and partner institutions. These 15-hour courses will be required for all SSDU faculty and recommended for SSRVM school teachers.

By 2029–30, Track D will launch its **Policy and Pedagogical Leadership Programs**, including advanced certificates in Educational Leadership and Curriculum Innovation. These programs will build capacities for curriculum transformation, academic governance, and ethical leadership, and are modeled on frameworks from NIEPA, Harvard GSE, and Stanford's Teaching and Learning Labs.

Track D will also include future-facing components such as **Curriculum Innovation Labs**, **Cross-Institutional FDPs**, and **Global Exchange MOOCs**, positioning SSDU as a hub of knowledge co-creation and global dissemination. Stackable FDP and CPD modules will enable educators to earn Modular Diplomas or PG Diplomas in Conscious Education Leadership.

Table 13.7: Summary of Offering Types – Track D

Offering Type	Description	Strategic Logic
Faculty Development Programs (FDPs)	Structured training in NEP pedagogy, IKS, OBE, digital learning	Build faculty capacity for NEP-compliant and future-ready higher education
NEP & IKS Awareness Modules	Short online courses on NEP, ABC/NCrF, IKS	Ensure baseline policy literacy and cultural integration across educators

Academic Leadership Programs	Advanced certificates in education leadership and curriculum excellence	Cultivate future deans, HoDs, and curriculum leaders grounded in ethics
Curriculum Innovation Labs	Collaborative spaces for content co-creation and pedagogy innovation	Support interdisciplinary, multilingual, and digital-ready course development
Global Exchange MOOCs	IKS-anchored courses with global co-certification and outreach	Showcase Indian pedagogy and SSDU models to global audiences

Table 13.8: Track D – Year-Wise Introduction of Offerings (2026–2041)

Offering Type	2026–27	2027–28	2028–29	2029–30	2030–31	2031–36	2036–41
Faculty Development Programs	0	5	5	5	5	25	25
NEP Capacity Building Offerings	0	3	2	2	2	10	10
Academic Leadership Programs	0	0	0	2	2	10	0

A detailed listing of Track D offerings and modules is provided in Annexure 11.

Anchored in NEP 2020 and aligned with UGC, ABC, and NCrF frameworks, and with a strong emphasis on stackability, multilingual access, ethical pedagogy, and digital equity, SSGCDL represents a values-based, future-ready ecosystem for inclusive, modular, and transformative education in the 21st century.

13.3 Digital Infrastructure, Learner Experience, and Support Systems

Learning Management System (LMS) and Delivery Architecture

SSGCDL's programs will be hosted on a centralized Learning Management System (LMS) that acts as the digital backbone for all online and hybrid offerings. In its initial phase, the LMS will offer core functionalities essential for credit-based course delivery: structured content modules, video and text-based resources, assessments, gradebooks, and certification tools. The system will support multiple content formats: including video lectures, e-books, audio clips, downloadable PDFs, and interactive quizzes with options to include low-bandwidth alternatives such as audio-only streams and text transcripts. The platform will be designed to ensure compatibility with national interoperability and content standards, including LTI (Learning Tools Interoperability) and xAPI (Experience API), allowing seamless integration with future tools, repositories, and national platforms.

While future iterations of the LMS may incorporate AI-enabled adaptive pathways, learning diagnostics, and performance analytics, the initial roll-out will focus on stability, clarity of user experience, and regulatory compliance. The system will be integrated with the Academic Bank of Credits (ABC), enabling seamless credit accumulation, transfer, and recognition. It will also maintain alignment with SWAYAM and SWAYAM+ platforms to allow for cross-listing and integration of approved national-level courses.

Multilingual Access and Cultural Responsiveness

In alignment with the University's ethos and Track C priorities, the LMS will support multilingual delivery across key Indian languages, beginning with English, Hindi, and Kannada. This feature is critical to ensure access for rural, regional, and first-generation learners. Asynchronous course materials: including subtitles, transcripts, and discussion forums will be translated and culturally contextualized to support engagement. Learners will have the option to toggle between languages and receive updates in their preferred language via the SSGCDL dashboard. In addition to linguistic flexibility, the system will allow thematic personalization based on learner cohorts: students, professionals, rural women, or school educators so that learning environments can reflect the lived realities of their audiences. Where needed, visual design will incorporate familiar cultural cues and reduce cognitive load for users unfamiliar with digital education.

Learner Support and Mentorship Ecosystem

A defining feature of SSGCDL will be its human-centered learner support ecosystem. Recognizing that online learners often face isolation or disengagement, SSGCDL will embed structured student support into every course. This includes:

- **Doubt-Clearing Systems:** Scheduled faculty or teaching assistant-led live sessions for clarification and reinforcement.
- **Asynchronous Q&A Boards:** Moderated peer and faculty discussion forums linked to each course module.
- **Mentorship Circles:** For longer programs (e.g., degrees or vocational pathways), learners will be assigned to virtual mentor groups, facilitated by faculty or trained alumni mentors.
- **Academic and Non-Academic Counseling:** Access to digital well-being modules and referral to student support counselors as needed.

The goal is to ensure that learning remains relational: not transactional and that each student, regardless of modality, feels a sense of connection to the broader academic and human community at SSDU.

Analytics, Feedback, and Improvement Loops

The LMS will incorporate basic learner analytics to track attendance, engagement, course progression, and assessment performance. These analytics will help faculty identify students at risk of dropout or disengagement, enabling early intervention. Regular learner feedback loops, administered at mid- and end-term points will feed into continuous course refinement and platform updates. Importantly, all data governance practices will adhere to national data protection guidelines, with an emphasis on learner privacy and informed consent. Where feasible, anonymized insights may be used to enhance learning design, improve learner retention, and inform future development of SSGCDL offerings.

Platform Evolution and Future Roadmap

The SSGCDL digital platform will be developed with scalability in mind, but its growth will be paced in accordance with institutional capacity. In the first five years (2026–31), the focus will be on robust implementation of core LMS features, multilingual expansion, credit compliance, and learner support integration. From 2031 onward, advanced features, such as AI-powered content recommendations, mobile microlearning modules, and faculty dashboards may be phased in selectively based on programmatic needs and resource availability.

In parallel, SSDU will explore strategic partnerships with ed-tech companies, open-source education platforms, and national repositories to enhance technical capabilities without overextending institutional infrastructure. SSGCDL is envisioned not as a high-tech promise, but as a grounded, steadily maturing system focused on equity, reliability, and pedagogical purpose.

13.4 15-Year Strategic Implementation Roadmap (2026–2041)

13.4.1: 15-Year Strategic Roadmap and Phased Implementation Plan (2026–2041)

Sri Sri Global Center for Digital and Lifelong Learning (SSGCDL) will be implemented through a phased, multi-track strategy that reflects the maturity of SSDU's digital, academic, and community infrastructure. Over the 15-year period (2026–2041), each track will evolve from foundational pilots to scaled ecosystems. The plan is aligned with SSDU's institutional capacity, national policy timelines (NEP 2020, Digital India, NCeF), and global educational trends. The implementation unfolds in three broad phases:

Phase I: Foundation and Launch (2026–2031) This phase focuses on establishing the digital infrastructure, piloting foundational offerings in each Track, and building institutional familiarity with online delivery models. By the end of this phase, SSGCDL will have rolled out over 100 online learning components, 10 online degrees, 30 interdisciplinary minors, and over 50 lifelong learning and vocational offerings.

Track A (Digital Degrees and Modular Academic Programs)

- 2026–27: Launch of first 3 online undergraduate degrees: BA (Hons.) in Sanskrit, BSc (Hons.) in Data Science, and BCom (Hons.), introduction of 17 online AEC/SEC/VAC components, 6 interdisciplinary online minors
- 2027–28: 3 additional degrees, 18 more course components, 6 new minors
- 2028–29: Launch of 1 PG degree, another 18 course components, 5 minors
- 2030–31: 18 course components

Track B (Vocational and Applied Learning)

- 2028–29: Launch of 10 online micro-credentials
- 2029–30: 15 additional micro-credentials, 3 short-duration certificates
- 2030–31: Launch of 14 micro-credentials, 5 short-term certificates, 5 professional co-certified programs
- Digital recognition of prior learning (RPL) modules and apprenticeship-linked hybrid programs are scoped for late Phase I but may roll into Phase II

Track C (Lifelong and Community Learning)

- 2029–30: 5 Lifelong Learning Modules, 2 Multilingual Content bundles, 3 Digital Programs for Rural Women, 5 MOOCs

- 2030–31: Addition of 5 lifelong learning modules, 3 multilingual sets, 3 rural women's programs, 5 new MOOCs, 6 School-to-College Bridge Programs

Track D (Educator and Global Engagement)

- 2027–28: Launch of 5 Faculty Development Programs (FDPs), 3 NEP Micro-Certificate modules
- 2028–29: 5 FDPs, 2 NEP modules
- 2029–30: 5 FDPs, 2 NEP modules, 2 Academic Leadership Programs
- 2030–31: Repeat of previous year's structure

Phase II: Expansion and Ecosystem Integration (2031–2036)

This phase consolidates offerings, scales learner support, and deepens platform features. Key outcomes include integration with SWAYAM+, introduction of co-certified and industry-driven courses, expansion of multilingual content, and faculty training at scale.

Track A

- Resumption of degree expansion with 7 more degrees
- 30 additional online degree components
- 15 interdisciplinary minors added
- Digital Elective Marketplace to be launched and expanded

Track B

- 50 new micro-credentials
- 25 short-duration certificates
- 25 professional co-certified programs, launched with Sector Skill Councils, NSDC, and global ed-tech players

Track C

- 30 new Lifelong Learning Modules
- 15 new Multilingual Content packs
- 15 new programs for Rural Women
- 25 additional MOOCs
- 30 new School-to-University Bridge Courses

Track D

- 25 Faculty Development Programs
- 10 NEP and IKS Awareness Offerings
- 10 Academic Leadership and Curriculum Innovation Programs
- Launch of SSGCDL Global Educator Summits and International Collaborations

Phase III: Maturity and Globalization (2036–2041)

This phase shall position SSGCDL as a globally connected digital academic platform with mature

governance, adaptive learning, and cross-border offerings. Key outputs will include global MOOCs, international fellowships, and institutional partnerships.

Track A

- Maintenance and refresh of 30 online degree components and 15 minors
- Expansion of co-certified electives with global universities and ed-tech firms

Track B

- 50 additional micro-credentials
- 35 short-term certificates
- 25 new professional co-certifications, many globally benchmarked

Track C

- 30 lifelong learning modules
- 20 multilingual content initiatives
- 15 digital programs for rural women
- 25 MOOCs for global learners
- 30 school bridge programs

Track D

- Continuation of 25 FDPs
- NEP and IKS digital stack maintained and expanded
- Global policy fellowships, curriculum labs, and SWAYAM+ international presence established

Through this phased roadmap, SSGCDL will transition from a value-aligned digital pilot to a fully scaled, nationally embedded, and globally recognized ecosystem for digital and lifelong learning. Each phase is designed to maintain quality, policy alignment, and learner inclusion while enabling innovation and global outreach.

13.4.2: 5-Year Rolling ICT Implementation Plan (2026–2031)

The ICT backbone of Sri Sri Global Center for Digital and Lifelong Learning (SSGCDL) will be implemented in carefully planned phases over the first five years, ensuring that infrastructure, platforms, tools, and human support systems are fully aligned with the progressive rollout of offerings under Tracks A to D. This roadmap balances realism and ambition, focusing on scalable, modular, and cost-effective technology solutions appropriate to SSDU's mission and learner base.

Year 1 (2026–2027): Foundational Infrastructure and Degree-Centric Digital Learning Launch

- Launch SSGCDL's internal Learning Management System (LMS) with core capabilities: course hosting, content sequencing, discussion forums, assignment submission, and feedback mechanisms.

- Ensure LTI (Learning Tools Interoperability) and xAPI (Experience API) integration to enable seamless linkage with national platforms (e.g., SWAYAM/NPTEL) and advanced learner activity tracking across modular offerings.
- Ensure full compatibility with mobile and low-bandwidth access to promote digital equity across rural and underserved regions.
- Begin onboarding and training of internal IT staff, academic teams, and support personnel.
- Deploy secure proctoring system for degree assessments.
- Launch 3 online degrees and 17 credit-bearing online components (AECs, SECs, VACs) through LMS. (admissions to begin in Dec 2026-Jan 2027 Session and then twice yearly as per UGC guidelines)

Year 2 (2027–2028): Cross-Track Enablement and Learner Support Architecture

- Enable integration with ABC (Academic Bank of Credits) and NCrF protocols.
- Embed doubt-clearing tools (chat-based + faculty-led), peer-interaction platforms, and virtual mentoring modules within LMS.
- Roll out multilingual interfaces in Hindi and Kannada.
- Expand LMS functionality to include basic analytics dashboard and learner progress tracking.
- Add 3 more online degrees, 18 new components, and begin Track D FDP offerings with digital delivery.

Year 3 (2028–2029): Hybrid Vocational Rollout and Micro-Credential Launch

- Deploy mobile-first learning portals and hybrid tools for vocational micro-credentials under Track B.
- Launch 10 online micro-credentials with integration to NSQF levels and optional print certification.
- Add asynchronous video capability, digital content banks, and feedback-rich quiz engines.
- Begin content hosting and curation for global MOOCs and multilingual lifelong learning modules under Track C.
- Implement cohort management tools for educators and learners across Tracks B, C, and D.

Year 4 (2029–30): Multi-Platform Expansion and Skilling Integration

- Add support for Short-Duration Certificates (SDCs), with hybrid delivery infrastructure (on-site + online theory).
- Implement AI-enabled recommendation engine for electives, course selection, and learner pacing.
- Build interfaces for SWAYAM+ integration and co-listing of select SSGCDL offerings.
- Deploy admin-level dashboards for tracking enrollment, assessment outcomes, and credit mapping across tracks.
- Support for digital badge issuance, RPL module hosting, and community-based mobile access.

Year 5 (2030–31): Full Ecosystem Optimization and External Linkages

- Integrate advanced analytics for learner engagement, dropout prediction, and feedback loops.

- Launch LMS-based repositories for educator-created content (Track D) and bridge curriculum (Track C).
- Pilot integration with international platforms (e.g., Coursera, FutureLearn) for co-certification.
- Automate recognition of prior learning (RPL) credit validation.
- Expand to a full suite of 18 online components and over 14 micro-credentials.

13.4.3 Key Performance Indicators (KPIs)

Table 13.9: Key Performance Indicators (KPIs) for SSGCDL (2026–2041)

Track A: Digital Degrees and Modular Academic Programs – KPIs (2026–2041)

Area	Target by 2031	Target by 2041
Online UG & PG Degree Programs	7 launched and UGC-compliant	14 launched with full ABC/NCrF alignment
Online Degree Components (AEC/SEC/VAC)	50 credit-mapped courses across disciplines	100+ integrated into Digital Electives Marketplace
Interdisciplinary Online Minors	20 launched and credit-bearing	45 fully available via SSGCDL and ABC system
ABC/NCrF Integration	100% courses mapped and listed	Sustained compliance and inter-university portability
SWAYAM / NPTEL Integration	20 courses cross-listed	50+ listed, including international co-certifications
Learner Support & Faculty Mentoring	Active across all online degrees	Deepened with predictive analytics and AI-assisted advising

Track B: Vocational and Applied Learning – KPIs (2026–2041)

Area	Target by 2031	Target by 2041
Online Micro-Credentials (60–90 hrs)	39 offerings across NSQF Level 3–5	139 offerings mapped to ABC and SSDU departments
Digital Short-Term Certificates	8 launched (16–18 credit, hybrid)	68 certificates across 20+ vocational themes
Apprenticeship-Linked Certificates	Pilot development with 2–3 programs	10+ operational with industry mentorship and workplace models

Professional Co-Certifications	5 launched with NSDC/SSC/MNCs	55 launched with co-badging and placement pathways
Recognition of Prior Learning (RPL)	Planning and pilot readiness	20 RPL streams active; 5,000+ certified informal learners
Credit Portability (ABC integration)	Begun for micro-credentials and certificates	Full stackability into diplomas and degree-linked pathways
Industry Integration & Labs	5 hybrid labs or employer partnerships initiated	20+ industry-linked labs or vocational hubs embedded

Track C: Lifelong Learning and Community Engagement – KPIs (2026–2041)

Area	Target by 2031	Target by 2041
Lifelong Learning Modules	10 launched (financial literacy, wellness, digital)	60+ modules in 8+ thematic domains
Digital Programs for Rural Women	6 launched in Hindi/Kannada	30 launched; 10,000+ women learners across districts
School-to-University Bridge Modules	8 online modules piloted	30+ modules with regional variants and NEP orientation
Multilingual Content Deployment	20% offerings in 3+ Indian languages	70% offerings multilingual with inclusive design features
MOOCs for Global Learners	10 India-focused MOOCs launched	50+ hosted with multilingual access for diaspora/global learners
Community Reach & Enrollments	10,000 learners across 5 states	100,000+ learners across 15+ states and rural learning hubs
Mobile-First & Low-Bandwidth Access	Core design for 50% of offerings	100% optimized via mobile-first LMS and SWAYAM+ integration

Track D: Educator Development and Global Academic Engagement – KPIs (2026–2041)

Area	Target by 2031	Target by 2041
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Faculty Development Programs (FDPs)	20 structured programs (2–3 credit each)	60+ FDPs covering all SSDU departments and partner institutions
NEP & IKS Micro-Certificates	5 self-paced modules launched	15 foundational courses for SSRVM, SSDU, and external educators
Academic Leadership Programs	2 launched (deans, heads of departments)	10 advanced certificates across governance and curriculum design
Global Educator Summit	Conceptualized and soft-launched	Annual summit recognized in national/global education landscape
International Co-Creation of Courses	5 global courses co-developed	25+ partnerships with FutureLearn, EdX, global universities
Integration with SWAYAM/OER Repositories	Core FDPs and IKS modules listed	Full repository of faculty development assets on national platforms
Career Advancement & Recognition	FDPs count toward AICTE/UGC career progression	Institutionalized recognition, promotions, and academic fellowships

Section 14: Vocational and Applied Learning Ecosystem

14.1 Strategic Rationale, Policy Alignment, and SSDU's Distinctive Vision for Vocational and Applied Learning

India stands at a pivotal juncture in its demographic and economic transformation. With a median age just under 29, the country possesses one of the youngest workforces globally. Yet, only 45.9% of graduates are considered job-ready, and a mere 2% of the working-age population has received any formal vocational training. This skills gap, particularly acute in rural and underserved regions, poses a systemic barrier to achieving the national vision of a \$5 trillion economy and Viksit Bharat by 2047.

NEP 2020 mandates that by 2025, at least 50% of all higher education learners should be exposed to vocational education, integrated into the mainstream academic structure. Sri Sri (Deemed to be University) has structured its vocational and applied learning strategy as a direct response to this national challenge. At the heart of this strategy lies a commitment to reposition vocational education from a marginal, post-secondary option to a mainstream, institutionally embedded academic vertical. SSDU's model is intentionally modular, inclusive, and deeply aligned with national priorities and community needs: integrating skill development with ethical leadership, service, and social purpose.

To operationalize this, SSDU will implement two delivery platforms: the Institute for Vocational and Applied Learning (IVAL) for immersive, in-person skilling, and Track B of Sri Sri Global Center for Digital and Lifelong Learning (SSGCDL) for online and hybrid delivery. IVAL will offer certificate programs, diplomas, advanced diplomas, B.Voc degrees, Recognition of Prior Learning (RPL) modules, and apprenticeship-linked offerings. SSGCDL Track B will expand the university's reach via micro-credentials, short-duration courses, industry-linked co-certifications, and modular diplomas. Both platforms are scheduled to launch in the academic year 2028–29.

This dual-track model rests on three core pillars: (1) scalable, regionally adaptable offerings across high-impact sectors like wellness, design, agri-enterprise, and healthcare; (2) operational integration with SSDU's existing departments to ensure resource efficiency and academic legitimacy; and (3) a values-based pedagogy that merges technical competence with cultural rootedness and social consciousness. By embedding vocational education into its academic and institutional architecture, SSDU offers a replicable model for India's future: equipping learners not only for employment but for meaningful, conscious contribution to society and nation-building.

Sri Sri (Deemed to be University)'s (SSDU) vocational and applied learning ecosystem will be fully aligned with India's evolving policy landscape in higher education. It draws from the foundational directives of the National Education Policy (NEP) 2020, the UGC's 2023 Guidelines on Skill-Based Courses, Micro-Credentials, and Recognition of Prior Learning (RPL), and the National Skills Qualifications Framework (NSQF). All offerings, from 2-credit online micro-credentials to 30-credit in-person diplomas will be NSQF-mapped (Levels 2–7), with defined credit hours, outcomes, and assessment criteria.

The model will also directly support India's commitments to the Sustainable Development Goals (SDGs). It will advance SDG 4 by expanding access to inclusive and flexible learning opportunities, ensure progress on SDG 5 through targeted skilling for women in marginalized sectors, strengthen SDG 8 by promoting livelihood-ready, credit-based programs, and reinforce SDG 9 by embedding innovation and decentralized delivery into its vocational architecture. Through embedded RPL pathways in both IVAL and SSGCDL, SSDU will enable formally unrecognized skilled workers to gain mobility and re-skill without restarting their education. In totality, SSDU offers a replicable, policy-aligned, and socially impactful model for future-ready skilling in Indian higher education.

Importantly, SSDU's vocational vision will not be limited by discipline, geography, or demographic. It recognizes that India's skilling needs are intergenerational and complex, spanning formal and informal sectors, urban and rural learners, and traditional as well as emerging industries. By committing to a flexible, ethical, and socially anchored ecosystem, SSDU will redefine skilling as a lifelong pathway for self-reliance, community empowerment, and inner development. Vocational learning thus becomes inseparable from SSDU's broader mission: to nurture capable, conscious, and compassionate citizens equipped to serve both society and the planet.

14.2 Program Architecture and Offering Structure: IVAL (In-Person) and SSGCDL Track B (Online/Hybrid)

Sri Sri (Deemed to be University)'s vocational and applied learning ecosystem will be built on a dual-mode architecture that will blend the depth of immersive, in-person learning with the flexibility of digitally enabled skilling. This integrated model, anchored in the Institute for Vocational and Applied Learning (IVAL) and SSGCDL Track B, reflects SSDU's commitment to inclusive, modular, and nationally aligned education under the frameworks of NEP 2020, NSQF, and UGC's 2023 guidelines.

IVAL will deliver in-person, practice-based programs including credit-bearing certificates, diplomas, advanced diplomas, B.Voc degrees, and apprenticeship-linked offerings, aligned with NSQF Levels 2–7. These shall be delivered through campus labs, community hubs, and Art of Living-affiliated centers. RPL pathways provide entry points for learners with prior informal experience.

SSGCDL Track B will serve as the university's digital skilling arm. It will offer stackable micro-credentials, short-term certificates, and co-certified programs via a custom LMS. Courses will range from 2 to 18 credits, covering digital marketing, financial literacy, mental health, sustainability, and rural leadership.

Together, IVAL and SSGCDL Track B will form an inclusive, scalable skilling ecosystem. All offerings will be faculty-mapped, credit-aligned, modular, and built to serve school graduates, informal workers, rural women, and lifelong learners. This architecture ensures academic rigor, regulatory compliance, and long-term expansion: positioning SSDU to lead in both community-anchored skilling and digitally driven vocational education across India and the world.

14.2.1 In-Person Vocational Programs under IVAL: Structure and Offerings

The Institute for Vocational and Applied Learning (IVAL) at Sri Sri (Deemed to be University) is envisioned as a transformative platform for immersive, practice-based, and ethically grounded vocational

education. Launching in 2028–29, IVAL will offer a multi-tiered, NSQF-aligned portfolio of in-person programs that provide direct, flexible, and values-driven pathways to employment, entrepreneurship, and community leadership.

IVAL's skilling framework is structured across six core program types, each with defined credit hours, learner outcomes, and progression options. Programs are modular, stackable, and mapped to existing SSDU faculties, ensuring efficient resource utilization and academic integration.

Certificate Courses (NSQF Levels 3–5) will begin in 2028–29 with 10 offerings and expand to over 60 by 2036. Ranging from 300 to 500 hours (3–6 months), these short-term programs will build foundational skills in areas such as sustainable farming, health tech, digital literacy, and craft entrepreneurship. Each includes classroom instruction, hands-on training, and modules on ethical conduct and communication.

Diploma Programs (NSQF Levels 4–5) will commence in 2029–30 with 3 diplomas, scaling to 30+ by 2036. Spanning 600–1000 hours over one year, they will provide industry-oriented skills, casework, and short internships. Learners may continue into advanced diplomas or B.Voc pathways.

Advanced Diplomas (NSQF Levels 5–6), launching in 2030–31, will offer deep engagement and supervisory readiness. These 18–24 month programs target learners seeking mid-level employment or entrepreneurial roles and offer lateral entry into B.Voc degrees or undergraduate programs.

B.Voc Degrees (NSQF Levels 5–7), starting 2030–31, will be structured as three-year, credit-bearing degrees with multiple exit points after one or two years. Aligned with UGC guidelines, these degrees will integrate modules on purpose, yoga, ethics, and employability to cultivate conscious professionals.

Recognition of Prior Learning (RPL) and Upskilling Modules (NSQF Levels 2–4) will begin in 2028–29, offering 60–100 hour programs for informal workers. These short modules will validate existing competencies in wellness, caregiving, rural entrepreneurship, and digital tools, with practical assessments and industry-issued certification.

Apprenticeship-Linked Programs, to be introduced in 2031–32, shall embed real-world work experience through co-designed curricula with industry partners. Starting with 1–2 offerings annually, these programs will expand to address critical gaps in applied learning and workforce integration.

Together, these offerings will provide a seamless skilling architecture that enables upward mobility from entry-level certification to degree-level qualification. Learners can begin with a certificate and progress through diplomas into advanced diplomas or B.Voc tracks, depending on their needs and context.

All programs will be NEP-compliant, NCeF-aligned, and infused with SSDU's guiding values : seva (service), shraddha (reverence), samruddhi (inner abundance), and karuna (compassionate leadership), ensuring each course nurtures not only skills, but also personal growth and social responsibility.

IVAL offerings will be fully faculty-mapped and designed for delivery by existing SSDU departments and infrastructure, reducing the need for additional hires in the initial decade. Practice hubs, community labs, and apprenticeship networks will serve as delivery platforms, with oversight embedded in SSDU's quality assurance and governance architecture.

A detailed list of IVAL offerings by type, credit structure, and year of rollout is provided in Annexure 12. The year-wise rollout plan for IVAL is summarized below:

Table 14.1 : Rollout Plan for In-Person Vocational Programs under IVAL (2028–2041)

Program Category	2026–27	2027–28	2028–29	2029–30	2030–31	2031–36	2036–41	Total
RPL Modules	0	0	10	10	10	35	35	100
Certificate Programs	0	0	10	10	10	35	35	100
Diploma Programs	0	0	0	3	5	28	28	64
Advanced Diplomas	0	0	0	0	3	15	15	33
B.Voc Programs	0	0	0	0	3	7	7	17
Apprentice ship Programs	0	0	0	0	2	8	8	18

14.2.2 Online and Hybrid Vocational Programs under SSGCDL Track B: Structure and Offerings

Track B of the Sri Sri Global Center for Digital and Lifelong Learning (SSGCDL) will serve as the digital and hybrid arm of Sri Sri (Deemed to be University)’s vocational and applied learning ecosystem. Rooted in NEP 2020 and aligned with the National Skills Qualifications Framework (NSQF), Track B will be designed to deliver scalable, flexible, and modular skilling for diverse learner populations: ranging from school graduates and rural entrepreneurs to homemakers and working professionals. Details are enclosed in section 13.

14.3 Delivery Ecosystem, Curriculum Framework, and Institutional Integration

Curriculum Design, Credit Framework, and NSQF Levels

The curriculum architecture across the Institute for Vocational and Applied Learning (IVAL) and SSGCDL Track B will be built on principles of modularity, stackability, and mobility, as defined by the National Skills Qualifications Framework (NSQF), the National Credit Framework (NCrF), and UGC’s 2023 Guidelines for Skill-based Courses and Micro-Credentials. Each offering will be mapped to an NSQF level (Levels 2 to 7), determined by learning complexity, applied knowledge depth, duration, and assessment structure.

Curricula will clearly outline competencies, aligned wherever applicable with Sector Skill Council (SSC) qualification packs. Credit calculation will follow UGC norms: 30 notional hours equals 1 credit, covering classroom instruction, digital learning, skill labs, practice sessions, fieldwork, and assessments. Curriculum development will be coordinated by the Vocational Academic Committee in collaboration with faculty leads, ensuring benchmarking against NSQF descriptors, SSC models, and NEP 2020 priorities. Embedded modules will include soft skills, professional ethics, domain-specific digital fluency, and consciousness-based education, integrated into lab sessions or project work. Faculty and instructional designers will be trained through SSDU's Center of Excellence for Conscious Teaching and Future Learning in competency-based pedagogy and learner-centric delivery. Assessments shall be tailored by delivery mode. All assessments are rubric-based, mapped to NSQF competencies. From 2028 to 2041, every new program will follow a unified curriculum protocol, with regular reviews for relevance, compliance, and learner outcomes. By embedding modularity, parity, and progression into its skilling model, SSDU will empower learners not just for jobs, but for lifelong personal, professional, and societal transformation.

Academic Integration and Faculty-Led Vocational Delivery

A cornerstone of Sri Sri (Deemed to be University)'s vocational and applied learning strategy is the deep academic integration of all offerings : both in-person and digital, within its existing departmental and faculty ecosystem. SSDU will adopt a faculty-led model wherein the design, delivery, and governance of vocational programs remain embedded within its formal academic structure. This will ensure academic quality, interdisciplinary collaboration, and seamless credit recognition across vocational and degree pathways.

Every IVAL and SSGCDL Track B program will be mapped to one or more departments across SSDU's 13 faculties based on thematic alignment, expertise, and infrastructure. For instance, health-related diplomas in Panchakarma Practice and Sattvic Culinary Science are anchored in the Faculty of Health and Allied Sciences, while agri-enterprise and natural farming programs fall under the Faculty of Agriculture and Allied Sciences. Track B (SSGCDL) offerings are curated by the same faculty units, ensuring pedagogical continuity.

Faculties will design content, validate assessments, mentor learners across synchronous and asynchronous platforms, co-develop interdisciplinary offerings, align programs with ongoing research, and supervise field-based learning experiences. SSDU's model will avoid new departments or full-time hires for the first few years, leveraging existing faculty, supported by industry trainers and community mentors. Faculty may teach both vocational and degree courses, promoting coherence and resource efficiency. This integrated framework embodies NEP 2020's vision, ensuring skilling at SSDU remains academically rigorous, socially rooted, and institutionally coherent.

Infrastructure for Vocational Delivery: Embedded Practice, Immersion, and Shared Learning Ecosystems

Sri Sri (Deemed to be University) is uniquely situated within the Art of Living International Center : a globally renowned living ecosystem for wellness, sustainability, entrepreneurship, and community service. This setting offers SSDU unparalleled access to fully operational environments that double as immersive learning labs. From Ayurvedic hospitals and organic farms to sattvic kitchens and rural

garment units, these spaces host real services and enterprises, enabling experiential, value-based vocational education grounded in authenticity and scale.

For in-person programs under IVAL, delivery will occur through a distributed infrastructure spanning SSDU's academic buildings and functional AoL facilities. Learners in wellness, design, sustainability, and entrepreneurship will train in the Ayurveda Hospital, Panchakarma Spa, sattvic kitchens, herbal production units, permaculture farms, Sri Sri Tattva labs, and stitching units. These are not simulated training spaces but high-volume community service hubs serving thousands annually: offering students real exposure to workflow management, customer care, ethical practice, and socially conscious service delivery. Apprenticeship-linked programs will utilize a curated network of on-site hosts, ranging from wellness centers and the Gaushala to hospitality and kitchen operations. These apprenticeships, designed as per NAPS 2.0 and NSQF Levels 4–6, will follow MoU-governed structures to ensure mentorship, safety, and assessment quality. Governed by the Office of Vocational and Applied Learning (OVAL), all infrastructure operates under a shared model, enabling cross-use between vocational and academic streams. This living infrastructure is not aspirational, it is already operational, offering SSDU one of the most distinctive, practice-anchored vocational ecosystems in Indian higher education.

Governance Framework for Vocational and Applied Learning

To ensure integrity, relevance, and long-term sustainability, Sri Sri (Deemed to be University) will institute a streamlined, five-tier governance model for its vocational and applied learning ecosystem. This framework will ensure regulatory alignment, academic rigor, operational efficiency, and community participation, while remaining lean and scalable during the initial rollout. At the apex will be the Sri SSDU's Vocational and Applied Learning Council (SVLC), chaired by the Vice-Chancellor or Pro Vice-Chancellor (Academics). It will include Directors of IVAL and SSGCDL Track B, faculty Deans, the Registrar, and two external experts from Sector Skill Councils or affiliated institutions. The SVLC shall provide strategic oversight, approve new offerings, and ensure compliance with NEP 2020, UGC 2023 guidelines, and NSQF/NCrF frameworks.

The Office of Vocational and Applied Learning (OVAL) will function as the operational hub, managing scheduling, credit mapping, LMS operations, apprenticeship coordination, RPL assessment, and data tracking. It will prepare the annual skilling audit, tracer studies, and NSQF compliance dossiers. Academic quality will be overseen by the Vocational Academic Committee, a subcommittee of the Academic Council responsible for curriculum review, credit validation, NSQF mapping, RPL assessments, and ABC compliance across all programs. An integrated Industry and Inclusion Advisory Board will bring together Sector Skill Councils, employers, community leaders, and alumni to advise on curriculum relevance, digital access, and rural inclusion, replacing separate industry and learner panels. Finally, the Quality Monitoring Cell (QMC), in coordination with the IQAC, will track learner outcomes, digital accessibility, and program impact.

14.4: Implementation Roadmap and Key Performance Indicators (KPIs)

14.4.1 15-Year Strategic Roadmap and Phased Implementation Plan (2026–2041)

Sri Sri (Deemed to be University)'s roadmap for vocational and applied learning is envisioned as a three-phase transformation journey anchored in conscious education, dignity-linked livelihoods, and inclusive skilling. The rollout of the Institute for Vocational and Applied Learning (IVAL) and SSGCDL Track B follows a phased trajectory that aligns with India's NEP 2020, NSQF, and India@2047 missions, while embodying SSDU's ethos.

Phase I (2026–2031): Foundational Setup and Early Operations

- Launch of SSGCDL (2026–27) set up of LMS, ABC etc to gear up for Track B
- Establishment of Office of Vocational and Applied Learning (OVAL) and formation of the SVLC governance framework (2027).
- Initiation of 10 IVAL certificate programs and 10 RPL/Upskilling modules mapped to NSQF Levels 3–5 (2028–29).
- Launch of SSGCDL Track B with online microcredentials, digital SDCs
- Launch of 3 Diploma and 3 Advanced Diploma programs; 2 inaugural B.Voc degrees in Panchakarma Wellness and Sustainable Agriculture (2030–31).
- Setup of the Digital Content Studio, LMS, and bilingual production pipeline for Track B.
- Formation of apprenticeship networks and MoU-based partnerships with on-site labs (e.g., Ayurveda Hospital, kitchens, farms).

Phase II (2031–2036): Expansion and Thematic Deepening

- Growth to 20+ Diplomas, 15+ Advanced Diplomas, and 5 B.Voc Programs including Wellness Tourism, Green Retail, Conscious Design, and Rural Digital Enterprise.
- Introduction of Apprenticeship-Linked Certificates, co-certified programs, and immersive hybrid boot camps under SSGCDL Track B.
- Development of multilingual content and mobile-first delivery models to reach rural learners and SHGs.
- Embedding of vocational offerings into faculty research clusters, Seva Fellowships, and service-learning platforms.
- Rollout of 20 new RPL modules and integrated laddering from micro-credentials to degree pathways.
- Institutionalization of global collaborations for co-branded certificates, SDG-aligned MOOCs, and UNESCO showcases.

Phase III (2036–2041): Globalization, Innovation, and Legacy Consolidation

- Expansion of B.Voc portfolio to 10 programs; full NSQF-NCrF alignment and modular stackability achieved across all offerings.
- Establishment of the Vocational Learning Hub Campus with simulation labs, immersion zones, and practice halls.
- Transformation of SSGCDL Track B into a global skilling brand with digital badges, SDG impact metrics, and mobile-first pathways.
- Activation of the SSDU Vocational Changemaker Network: an alumni-led, impact-focused collective supporting global outreach, mentorship, and innovation.

- Global dissemination of SSDU's model for "Conscious Skilling" through partnerships with UNESCO, Stanford Digital, and SDG Innovation Labs.

Table 14.3 Phase-wise Strategy Overview for Vocational and Applied Learning (IVAL + SSGCDL Track B)

Phase	Objectives	Milestones	Outcomes	Lead Units
Phase I (2026–2031)	Establish core governance, initiate digital skilling, and pilot in-person programs	- Launch of SSGCDL Track B (2026–27) with 30+ online/hybrid offerings - Setup of OVAL and SVLC - Rollout of 10 Certificates and 10 RPL modules (IVAL) - Launch of LMS, Digital Studio, and ABC integration - 2 B.Voc degrees and 6 diploma-level programs begin (2030–31)	Foundation for lifelong learning ecosystem, learner reach across geographies, and institutional credibility	SVLC, OVAL, Faculties, Digital Studio
Phase II (2031–2036)	Scale offerings, deepen industry integration, and embed skilling into research/service systems	- Expansion to 50+ certificate/diploma offerings - Rollout of Apprenticeship-linked programs - Multilingual Track B offerings go live - Faculty co-develop interdisciplinary programs - Establishment of vocational fellowships, SDG MOOCs, and co-branded global credentials	Inclusive growth, employment pipelines, thematic specializations across wellness, green, and digital sectors	SVLC, Industry Partners, Research Clusters
Phase III (2036–2041)	Global positioning, legacy innovation, and spiritual skilling leadership	- Launch of Vocational Learning Hub Campus - SSGCDL Track B becomes global brand - Alumni-led SSDU Vocational Changemaker Network activated - Expansion to 10 B.Voc degrees, 250+ partners - Global adoption of "Conscious Skilling" model with UNESCO and SDG Labs	International recognition, societal transformation through values-based skilling, ethical livelihoods	SVLC, SSGCDL Global, Vocational Changemaker Circle

14.4.2 5-Year Rolling Implementation Plan (2026–2031)

Years 1–2 (2026–2028)

- SSGCDL : LMS infrastructure and bilingual content pipeline established.
- Creation of SVLC governance, OVAL operational office, and core curriculum/credit policies.
- MoUs signed with AoL service institutions for apprenticeship and practicum delivery.
- Faculty orientation on NSQF mapping and credit-linked skilling frameworks.

Years 3–4 (2028–2030)

- In-person rollout of IVAL: 10 Certificate programs, 10 RPL modules, and setup of shared delivery infrastructure across AoL ecosystem.
- LMS tracks ABC credits; RPL begins online and on-site assessments.
- Initial industry partnerships activated for co-certified Track B offerings.
- Faculty begin dual-role engagement (vocational + degree courses) with course laddering support.

Year 5 (2030–31)

- Launch of 3 Diplomas, 3 Advanced Diplomas, 2 B.Voc degrees.
- Apprenticeship-linked learning pilots embedded into SSDU's Ayurveda Hospital, Gaushala, and Sattvic kitchens.
- Mid-cycle institutional review and KPI dashboard (beta) launched for monitoring enrolment, program quality, and SDG alignment.

14.5.3 Key Performance Indicators (KPIs)

To ensure strategic coherence, accountability, and continuous quality enhancement, Sri Sri (Deemed to be University) will adopt a three-tier Key Performance Indicator (KPI) framework to monitor its vocational and applied learning ecosystem. This framework is designed to align with the NEP 2020, National Skills Qualifications Framework (NSQF), and India's broader skill development vision under India@2047.

Table 14.4: Tiered Monitoring Framework and Key Performance Indicators (KPIs) for Vocational and Applied Learning

Tier	KPI Domains	Indicators
Tier 1: Operational	Program Rollout, Enrolment, Completion, Partnerships	- Number of new offerings launched/year (Target: 10–15) - Enrolment by gender, region, and age - Completion rate: >75% (certificates), >65% (diplomas)
Tier 2: Outcome	Employability, Mobility, Inclusivity	- % of learners placed or self-employed in 12 months - RPL-to-Diploma transition rates - Income mobility and digital access - Rural & tribal outreach
Tier 3: Transformational	Ecosystem Impact, Globalization, Innovation Legacy	- No. of community ventures initiated - International partnerships and MOOC uptake - Citations or adoption of SSDU's skilling model by national/global bodies

Each of these indicators will be tracked through a real-time institutional dashboard maintained by the IQAC, in collaboration with the Quality Monitoring Cell and the Office of Vocational and Applied Learning (OVAL). To complement this framework, the following consolidated table outlines the projected 5-year and 15-year institutional targets across key performance domains:

Table 14.5: Consolidated KPI Targets for Vocational and Applied Learning (2026–2041)

KPI Domain	Metric	5-Year Target (by 2031)	15-Year Target (by 2041)
Program Rollout	Total number of new offerings launched	75+	300+
Learner Enrolment	Cumulative vocational learners enrolled	5,000+	1,50,000+
Completion Rates	Avg. completion rate (Certificates / Diplomas)	75% / 65%	≥80% / ≥70%
Placement/Self-Employment	Learners placed or self-employed within 12 months	≥60%	≥80%
RPL Progression	RPL learners transitioning into formal programs	≥30%	≥50%
Inclusion (Rural/Tribal/Women)	Learners from underserved backgrounds	≥40%	≥50%
Community Ventures	Social enterprises initiated through IVAL/Track B	25+	100+
International Reach	Global MOOC partnerships/platforms featured	2	5+
Policy Recognition	Citations in national/international education policies	2	5+

Sri Sri (Deemed to be University)'s vocational and applied learning ecosystem will not merely be a compliance effort: it will be a values-driven model for conscious skilling. Designed to integrate real-world practice, community transformation, and personal growth, the system will bridge informal knowledge with formal recognition, and livelihood readiness with ethical leadership. By aligning every offering with NSQF, SSCs, NCrF, and NEP 2020, while embedding modules on self-awareness, soft skills, and purpose, SSDU will ensure that employability becomes a pathway to dignity and societal contribution. Whether through certificate programs, apprenticeships, or RPL-linked transitions, the university's goal is clear: to cultivate skilled, reflective citizens capable of transforming not only their careers, but the communities and ecosystems they serve.

Section 15: ICT Infrastructure and Smart Campus

15.1: Strategic Role of ICT in SSDU's Institutional Vision

At Sri Sri (Deemed to be University) (SSDU), Information and Communication Technology (ICT) is envisioned as a core institutional philosophy deeply embedded into its academic, administrative, research, and outreach frameworks. ICT will form the digital spine of SSDU's evolution into a conscious, future-ready university aligned with the National Education Policy (NEP) 2020, Govt of India's vision of Digital University, and national platforms such as NDEAR and Digital India.

ICT underpins the design and delivery of SSDU's distinct education models, particularly the Sri Sri Global Center for Digital and Lifelong Learning (SSGCDL), ensuring seamless integration of technology across learning pathways. The Research, Innovation, and Entrepreneurship ecosystem at SSDU will be built upon cloud-based collaboration tools, open-access repositories, digital research commons, virtual labs and innovation hubs. Crucially, SSDU's digital vision will be deeply conscious and inclusive. It will prioritize ethical design, digital wellbeing, multilingual access, minimal digital fatigue, and emotional sustainability. ICT at SSDU will power immersive learning (AR/VR), blockchain-based credentialing, AI-supported dashboards, and IoT-driven campus management. It will also create new modes of contemplative engagement, such as Indic chatbot assistants, Sanskrit NLP tools, simulation-based learning environments, and smart campus apps.

From a rollout perspective, SSDU will adopt a pragmatic strategy. In the first two years (2026–28), it will rely on existing ICT infrastructure at the SSRVM Colleges and the Art of Living International Center with some required enhancements. This includes high-speed internet, shared server environments, smart classrooms, digital library and two functioning computer labs; used in tandem with SSDU's first two dedicated computer labs. As student and program volume grows, additional dedicated SSDU labs, studios, VR/AR facilities, multimedia design spaces, and simulation platforms will be deployed in phased stages. Ultimately, ICT at SSDU is not merely about technological sophistication; it is about creating a digitally empowered learning environment that is equitable, ethical, interdisciplinary, and globally benchmarked.

15.2: Digital Infrastructure, Connectivity, and Smart Campus Technologies

SSDU's digital infrastructure will be developed as a scalable, modular, and inclusive ecosystem. At its core will be a comprehensive Digital Learning Stack that includes a Learning Management System (LMS) integrated with a Learning Experience Platform (LXP) to support adaptive and personalized learning pathways. Supporting this will be a robust Enterprise Resource Planning (ERP) system and a Management Information System (MIS) to manage real-time academic and administrative data. Additionally, a Content Management System (CMS) will facilitate digital publishing and communication, all hosted on secure, cloud-based infrastructure optimized for mobility, low-bandwidth accessibility, and multilingual support.

These platforms will feature mobile-first, accessible, and AI-enabled interfaces with gradually integrated dashboards for personalized learning analytics. The university's library infrastructure will include digital access to SSRVM-linked archives (beginning in Year 3, first 2 years existing digital library will be utilised), JSTOR, SWAYAM, Shodhganga, Project MUSE, PubMed, and internally curated AI-supported repositories related to Indian Knowledge Systems (IKS). Beyond core academic usage, institutional data analytics tools will be available to faculty, staff, and researchers for policy modeling, research analytics, and service optimization. These tools will include dashboards for tracking admissions, library usage, learning outcomes, and outreach impact: forming a foundational component of the Digital Research Commons by Year 4.

Smart campus technologies will be introduced progressively. These include smart classrooms equipped with AV streaming and hybrid delivery capabilities, AR/VR-enabled immersive labs designed for use in design, health sciences, agriculture, psychology, and Indian Knowledge Systems, and Internet of Things (IoT)-based monitoring systems for smart lighting, occupancy, and energy optimization. The digital infrastructure will also integrate blockchain for secure academic records, biometric login systems for research and library access, and AI-powered chatbots and virtual assistants to support student queries and institutional navigation. To enable collaboration across SSDU's hybrid and digital learning tracks, virtual collaboration tools will be deployed, including real-time whiteboards, shared document editing platforms, breakout room functionality, and integrated conferencing systems. These tools will support both synchronous and asynchronous project-based learning and foster engagement in national and international academic exchanges.

The LMS will include secure online assessment and grading features such as rubric-based evaluation, automated grading tools, plagiarism detection, and time-bound digital assessments. Proctoring solutions, with biometric or AI-enabled invigilation, will be deployed to ensure integrity in online examinations. To support faculty and administrators, AI-integrated learning analytics dashboards will enable real-time tracking of student engagement, academic performance, and wellness indicators informing personalized intervention and pedagogical adaptation. All platforms and user interfaces will be designed with attention-aware UX, ethical nudges, and minimal cognitive load, ensuring that digital experiences at SSDU remain healthy and aligned with the university's consciousness-centered values.

Degree-Clustered ICT Lab Deployment

Specialized ICT labs, studios, and platforms will be established across SSDU's faculties based on program-specific technological needs. These labs will combine hardware, licensed software, and immersive learning environments aligned with NEP 2020 and SSDU's consciousness-driven pedagogy. These include:

- *AI/ML & Data Science*: High-performance GPU computing labs; programming environments using Python (Anaconda, Jupyter), R, Colab, and Kaggle; AI/ML frameworks such as TensorFlow, PyTorch, and AWS Educate; data visualization tools; AI explainability environments; and secure sandboxed simulation spaces.
- *BBA / MBA / B.Com / M.Com*: Business simulation labs with ERP, HRMS, CRM, and FinSim modules; financial modeling and analytics tools including Microsoft Excel (Advanced), Power BI, SAP simulators, and Tally Prime; virtual internship platforms and decision-making dashboards.

- *BCA / Computer Science / Emerging Tech*: Full-stack development labs; IDEs including VS Code, Eclipse, Visual Studio; programming languages and databases such as Java, C/C++, MySQL, PostgreSQL; secure Linux terminals; and AI-enhanced coding platforms with GitHub/GitLab integration.
- *Visual Arts, Design, and Applied Arts*: Multimedia production studios featuring Adobe Creative Suite, CorelDRAW, Blender, Final Cut Pro; CAD/CAM tools; VR/AR-based spatial visualization platforms; and digital illustration labs supported by Wacom tablet integration.
- *Education & Teacher Training*: Smart lesson design labs featuring Camtasia, OBS Studio, LMS content creation tools, whiteboard emulators, and teaching simulation environments.
- *Health Sciences, Nursing, Allied Sciences, Psychology*: Virtual anatomy labs, physiology simulation platforms, telemedicine training portals, EHR-based training systems, and digital case libraries. For the first two years, these facilities will be partially shared with the SSRVM Ayurveda College.
- *Agriculture, Environmental Studies, and Sustainability*: GIS and remote sensing labs using QGIS and ArcGIS; QGIS, WebGIS, Global Mapper, Geomatics, water quality and soil simulation platforms; IoT dashboards for smart farming; and drone-based agricultural mapping tools.
- *Indian Knowledge Systems & Consciousness Studies*: Sanskrit NLP and Indic chatbot development labs; manuscript digitization suites with OCR and archival tools; contemplative technology platforms featuring voice-first interfaces and emotional tracking tools.
- *Sports Science & Physical Education*: Motion tracking and athlete performance labs; wearable-integrated dashboards (Garmin, Polar); gamified training platforms; and biomechanical analysis tools.

Lab Rollout Plan (2026–2031)

The deployment of ICT labs will follow a financially cautious, phased model:

- *2026–27*: 2 dedicated SSDU labs complemented by 2 shared labs at SSRVM Ayurveda & Nursing College.
- *2027–28*: Establishment of 2 additional SSDU labs, bringing the total to 4.
- *2028–29*: Two further SSDU labs added, for a cumulative total of 6 independent labs.
- *Post-2029*: Focus will shift to lab upgrades, equipment rotation, and multi-use scheduling integrated through the LMS.

To ensure equitable access, lab sessions will be scheduled through the LMS in rotation blocks, and BYOD (Bring Your Own Device) approaches. Where possible, content will be made accessible offline, and mobile-compatible tools will be prioritized for first-generation learners and rural students.

15.3: ICT Governance, Data Policy, and Capacity Building

SSDU will implement a comprehensive ICT governance and policy framework that will ensure its digital infrastructure remains secure, ethically aligned, user-focused, and future-ready. This framework will be led by a Chief Information Officer (CIO) and supported by an ICT Governance Cell composed of academic, technical, and administrative representatives from across the institution, including SSGCDL and IVAL. The CIO, as the strategic lead, will be responsible for infrastructure rollout, vendor evaluation,

cloud architecture integration, and cybersecurity protocols. The governance unit will ensure compliance with evolving national and international frameworks including the National Digital Education Architecture (NDEAR), National Data Governance Policy (NDGPP), and General Data Protection Regulation (GDPR). It will also set procurement standards, implement data redundancy strategies, and formalize AI ethics policies, particularly for SSGCDL, where algorithmic decision-making, personalized content, and analytics must adhere to principles of fairness, transparency, and learner autonomy. Integration with external platforms such as SWAYAM, SSRVM repositories, and globally recognized LMS APIs will be centrally managed to maintain data integrity and interoperability.

To safeguard sensitive academic and personal data, SSDU's data protection strategy will be built on privacy-by-design principles. This will include encrypted cloud storage, role-based access controls, audit logging, biometric and two-factor authentication protocols, and secure proctoring for online assessments. By 2029, SSDU will transition to blockchain-secured academic records and certificates to further reinforce academic integrity and student credential transparency. In addition to system security, a robust multi-layered cybersecurity architecture will be established. This will encompass threat detection systems, intrusion prevention protocols, endpoint protection, vulnerability audits, and firewall management. A formal Cybersecurity Response Protocol will be activated by Year 2, accompanied by annual drills and staff awareness training.

Digital capacity building will be institutionalized as a multi-year strategy to ensure every stakeholder can engage meaningfully and securely with SSDU's digital systems. In Year 1, faculty, staff, and students will undergo onboarding programs covering LMS use, ERP navigation, device security, and digital literacy. Year 2 will focus on immersive technology tools, digital content creation, and collaborative platforms. By Year 3, the university will launch a multilingual SSDU Digital Helpdesk and chatbot-based support interface. Years 4 and 5 will see the rollout of a Mobile Device Management (MDM) system and adaptive learning support engines for personalized assistance.

SSDU's approach to faculty development in the digital age will include certifications in Digital Teaching Excellence, peer mentoring models, and opportunities to earn stackable micro-credentials. Staff will be equipped with training in data systems, digital procurement tools, and institutional platforms. Students will receive targeted onboarding, toolkits for platform use, and wellness guidance to support digital success, particularly for those from under-resourced or first-generation learning backgrounds. In line with its spiritual and holistic ethos, SSDU will integrate ethical and contemplative practices into its ICT culture. This includes screen-time moderation strategies, wellness analytics dashboards, attention management tools, and protocols for mindful engagement with virtual environments. Ethical AI guidelines will be embedded within LMS systems, chatbots, and automated proctoring tools to ensure that algorithms support, rather than undermine, learner agency and equity. The governance system will feature transparent service-level agreements (SLAs) for all vendors, periodic digital infrastructure audits, and user feedback loops. It will also prioritize localized language interfaces, accessibility for neurodiverse learners, and alignment with IKS pedagogies.

Through this integrated and ethically grounded governance strategy, SSDU will ensure that its digital infrastructure is not only robust and compliant, but also inclusive, humane, and mission-aligned, reflecting the university's deeper commitment to conscious education in the digital era.

15.4 Implementation Plan and Key Performance Indicators (KPIs)

15.4.1: 15-Year Strategic Roadmap and Phased Implementation Plan (2026–2041)

The ICT infrastructure and smart campus vision of SSDU will unfold in three strategic phases over 15 years, aligned with the University's academic expansion, digital learning ecosystem, and institutional transformation goals. The implementation roadmap will integrate physical infrastructure, platform development, cybersecurity, lab rollouts, user capacity building, and research-enabling digital tools. It is designed to ensure financial prudence, regulatory compliance, and learner-centered scalability across the University's programs and tracks.

Phase I: Foundational Enablement (2026–2031)

The first five years will focus on establishing SSDU's core digital backbone, piloting lab infrastructure, and launching initial platforms to support SSGCDL and the broader academic roadmap. During this phase, SSDU will operate through a lean but scalable ICT strategy, leveraging shared infrastructure at the SSRVM Ayurveda College while simultaneously developing its own smart classrooms, computer labs, immersive digital tools, and cybersecurity protocols.

The Learning Management System (LMS), integrated with an ERP-MIS backbone and Learning Experience Platform (LXP), will go live by 2026–27 to support the first online degrees and hybrid programs. By 2027–28, SSDU will have enabled multilingual access, LMS-based analytics, and interactive learning tools across key departments. Cybersecurity systems, proctoring protocols, and digital identity mechanisms (e.g., biometric login, 2FA) will be activated by Year 4. AI-powered dashboards, IoT smart energy pilots, and digital library access will follow.

Parallely, ICT labs will be deployed in a phased model:

- **2026–27:** Two SSDU-owned computer labs + two SSRVM shared labs support BCA, BBA, MBA, and Data Science programs.
- **2027–28:** Two additional labs set up for BVA, Education, and Commerce.
- **2028–29:** Two more labs created for Design, Visual Arts, and Environment/Sustainability.

This phase also includes the creation of a Digital Helpdesk, onboarding programs, mobile-first features, and cloud-hosted repositories for AECs, SECs, and VACs.

Phase II: Expansion and Ecosystem Integration (2031–2036)

As SSDU's academic portfolio and learner base expand, Phase II will focus on deepening digital integration, building cross-track interoperability, and establishing research-enabling and collaborative learning systems. The LMS-LXP platform will evolve into a fully modular, AI-assisted ecosystem with recommendation engines, adaptive pacing, and institution-wide dashboards.

Over 25–30 additional smart classrooms will be enabled, and all labs will be fully operational across major disciplines including Data Science, Design, Health Sciences, Sustainability, and IKS. AR/VR immersive learning platforms will be introduced for faculty-specific needs. IoT-based sustainability systems (for energy, water, and environment) will be scaled across the campus.

Phase II will also include:

- Full blockchain rollout for digital credentials and academic records;
- Launch of a Digital Research Commons with federated search, metadata-linked archives, and journal repositories;
- Consolidation of multilingual interfaces and voice-first tools;
- Ethical AI audit protocols embedded within LMS and digital assessment systems;
- Collaboration tools (whiteboards, conferencing, shared editing) integrated for both academic and administrative use.

Faculty development systems will be integrated into the LMS with stackable credentials, and institutional analytics will guide program improvement, learner support, and digital transformation governance.

Phase III: Maturity and Globalization (2036–2041)

In its final phase, SSDU's ICT infrastructure will mature into a global benchmark of conscious, ethical, and learner-centered digital education. Every classroom will be smart-enabled by default. All programs will have blended or digital extensions. Faculty and students will interact via personalized learning engines, AI mentoring tools, and immersive studios.

Major milestones in Phase III include:

- SSDU's full participation in national and international platforms like SWAYAM+, Coursera, and global co-certification models;
- Launch of the Center for Conscious Digital Innovation, which will lead interdisciplinary research on ethical AI, digital wellbeing, and Indic tech models;
- Expansion of the Digital Library Hub with Sanskrit NLP search, emotion-aware archives, and IKS visualization tools

This phase positions SSDU's ICT infrastructure not just as an internal enabler, but as a nationally and globally recognized digital innovation platform. It aligns with the university's long-term vision of being a leader in ethical, accessible, and spiritually anchored digital education.

15.4.2: 5-Year Rolling ICT Implementation Plan (2026–2031)

The first five years of Sri Sri (Deemed to be University)'s ICT implementation plan will focus on phased infrastructure deployment, digital platform activation, academic program alignment, and financial sustainability. The rollout emphasizes core service readiness, lean operational scaling, and targeted investments that support the early implementation of SSGCDL and the foundational academic offerings of SSDU.

The 5-year roadmap is structured around four strategic pillars: (1) Infrastructure and Platform Deployment, (2) Lab and Smart Classroom Expansion, (3) Cybersecurity and Data Systems, and (4) Digital Capacity Building.

Year 1: 2026–27 – Digital Groundwork and Shared Resource Optimization

- Launch of cloud-based LMS, ERP, MIS, and CMS platforms to enable online degrees and hybrid programs under SSGCDL Track A.
- Integration of initial AEC, SEC, and VAC content into LMS; launch of multilingual, mobile-first design framework.
- Two dedicated SSDU computer labs to be established; two additional labs accessed via SSRVM resources.
- Use of SSRVM smart classrooms for early programs (BCA, BBA, Data Science, MBA).
- Foundational cybersecurity protocols activated.
- Faculty and staff onboarding in LMS, digital pedagogy, and platform use.

Year 2: 2027–28 – Platform Expansion and ICT Lab Scaling

- Deployment of two additional computer labs to support programs in Education, BVA, and Commerce.
- Integration of secure online assessment modules with proctoring and grading tools.
- Activation of institutional dashboards and real-time tracking analytics within the LXP.
- Rollout of biometric and 2FA authentication for user login.
- Formalization of ICT Governance Cell and adoption of initial vendor SLAs.
- Initiation of content creation for immersive tools (AR/VR pilots in IKS and Design).

Year 3: 2028–29 – Digital Library, Smart Classrooms, and AI Integration

- Full-scale launch of SSDU's Digital Library Hub with JSTOR, SWAYAM, Shodhganga, PubMed, and SSRVM manuscript repositories.
- Third phase of lab expansion: two new labs added.
- Smart classrooms increased to 10–15, enabled with hybrid AV and streaming infrastructure.
- LMS-integrated chatbot assistant and AI-based learning recommendation engine introduced.
- IoT-based campus pilots begin for energy and environmental monitoring.
- Launch of multilingual SSDU Helpdesk with tiered ticket resolution system.

Year 4: 2029–30 – Deepening Integration and Campus-Wide Rollout

- Learning analytics dashboards used across all programs to track student progress and intervention needs.
- AI ethics audits initiated for SSGCDL modules.
- Expansion of device support, digital accessibility tools, and BYOD optimization.
- Faculty micro-credentialing begins via LMS-integrated FDP stack.
- Deployment of virtual labs and collaborative tools for remote teamwork.
- Expansion of cybersecurity protocols with endpoint protection and periodic penetration testing.

Year 5: 2030–31 – Institutional Resilience and Digital Culture Maturity

- All six computer labs will be fully operational; rotation-based scheduling normalized via LMS.
- Lab and platform systems integrated with blockchain-based credential storage and digital academic records.
- Smart classroom total reaches 25+ across faculties.
- Data analytics tools institutionalized for research, planning, and outcome tracking.
- Mobile Device Management (MDM) system rolled out for student devices.
- Launch of digital wellness dashboards, contemplative UX systems, and screen-time moderation pilots.

This 5-year roadmap establishes SSDU as a digitally mature, student-centered, and cyber-secure campus. By 2031, the university will be positioned to scale its SSGCDL offerings nationally and globally, strengthen faculty-led digital innovation, and transition toward full deployment of AI, immersive technologies, and research-integrated digital systems.

15.4.3: Key Performance Indicators (KPIs)

To ensure effective implementation, governance, and continuous improvement of ICT infrastructure and smart campus systems at Sri Sri (Deemed to be University), a tiered Key Performance Indicator (KPI) framework will be established. This framework spans three implementation phases, reflecting the strategic growth of digital services across core academic functions, SSGCDL, research platforms, and digital governance.

The KPIs are structured under five strategic domains: Infrastructure & Access, Platform Performance, User Engagement & Learning Support, Cybersecurity & Governance, and Digital Culture & Inclusion.

A. Infrastructure & Access

Indicator	Target by 2030–31	Target by 2035–36	Target by 2040–41
Operational smart classrooms	25%	50%	100% classrooms smart-enabled
Computer labs established	6 labs operational	8–10 labs	Refurbished every 5 years
High-speed internet coverage	100% academic/admin areas	Seamless outdoor coverage	Campus-wide 5G or next-gen wireless
Device lending program reach	300+ students supported	1,000+ devices distributed	Full BYOD + universal access program

B. Platform Performance

Indicator	2030–31	2035–36	2040–41
LMS + ERP system uptime	≥ 99.5%	≥ 99.8%	Near-zero downtime
Courses hosted via LMS/SSGCDL	100+	200+	300+ modular and stackable programs
AI-based personalized dashboards	75% programs	100% programs	Emotion-aware & adaptive AI engines
Blockchain credentialing	Active for all transcripts	Full archival and verification	Global interoperability enabled

C. User Engagement & Learning Support

Indicator	2030–31	2035–36	2040–41
Faculty trained in digital pedagogy	100% basic; ≥ 50% advanced	100% advanced	Digital faculty mentors and FDP leads
Online assessments adoption	≥ 60% programs	≥ 85%	100% online/hybrid-ready programs
LMS usage satisfaction rate	≥ 85%	≥ 90%	Sustained ≥ 95%
Helpdesk & chatbot adoption	70% usage	90% usage	Conversational AI for all service points

D. Cybersecurity & Governance

Indicator	2030–31	2035–36	2040–41
Compliance (NDGPP, GDPR, UGC ICT)	100% compliant	100% with full automation	AI-monitored compliance & alerts
Annual cybersecurity drills	1 per year	Semi-automated simulations	Fully integrated real-time threat tests
Cyber incidents (breach/downtime)	0 major	0 major	Zero trust architecture maintained

Blockchain for records	Active for grads	Used in all admin workflows	Primary mechanism for all records
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E. Digital Culture & Inclusion

Indicator	2030–31	2035–36	2040–41
Accessibility tools availability	≥ 70% of systems	≥ 90%	100% multimodal access (text, voice, gesture)
Multilingual and mobile-first systems	100% of major platforms	All departments + services	Global & regional language packs
Digital wellbeing and ethics tools	Wellness dashboards in Track C	Expanded to all programs	Emotion-aware UX campus-wide
IKS digital archive size	100+ entries	500+ entries	1,000+ manuscripts and media pieces

These KPIs will be embedded into SSDU's annual reporting, accreditation documents, and digital maturity evaluations.

Section 16: Campus Infrastructure Development and Sustainability Vision

16.1 Guiding Philosophy and Strategic Role of Infrastructure

At Sri Sri (Deemed to be University), infrastructure will not merely be a physical necessity, it shall be a medium of transformation. SSDU's built environment is consciously envisioned as a reflection of its ethos, rooted in Indian Knowledge Systems (IKS), contemplative pedagogy, and sustainability-centered living. Every classroom, studio, courtyard, and walkway will be designed to support whole-person education: integrating the intellectual, physical, emotional, and spiritual dimensions of learning.

SSDU's infrastructure strategy draws upon the foundational idea that the campus itself is a silent teacher. The spatial form, material texture, and environmental rhythm of the university must nurture inquiry, inner reflection, and community spirit. Therefore, the university will be guided by vastu principles, climate-responsive architecture, and design elements inspired by Indian aesthetics. The focus will be on natural light, open courtyards, water features, and herbal gardens, creating an atmosphere of serenity, clarity, and ecological harmony.

The institution's infrastructure vision will align with key national frameworks such as the National Education Policy (NEP) 2020, the India@2047 agenda, and the Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), SDG 9 (Industry, Innovation and Infrastructure), and SDG 11 (Sustainable Cities and Communities). SSDU's infrastructure will support and extend its mission of offering accessible, inclusive, and future-ready education that is firmly rooted in India's cultural and spiritual legacy.

Importantly, the design of SSDU's physical infrastructure will be inseparable from its academic and technological infrastructure. The entire campus will be developed as a green-smart ecosystem where pedagogy, sustainability, and digital innovation converge. From hybrid-enabled classrooms and modular learning studios to solar-powered energy systems and rainwater harvesting structures, the campus shall be a living model of integrated, conscious development.

Beyond functionality, SSDU's campus spaces will be designed to evoke a sense of purpose and belonging, to foster pause, reflection, dialogue, and collaboration: offering students not only places to learn but also to grow, to breathe, and to become. The infrastructure plan is therefore not an auxiliary support system, rather it is a manifestation of SSDU's philosophy of education as the cultivation of wisdom, wellbeing, and harmony with the self, the community, and the planet.

16.2 Infrastructure Plan: Shared Facilities, Strategic Expansion, and Institutional Integration (2026–2029)

The initial phase of infrastructure development at Sri Sri (Deemed to be University), Bangalore will be grounded in pragmatism, strategic co-location, and judicious use of existing assets within the wider SSRVM ecosystem. Recognizing the importance of early momentum in academic delivery and digital

learning, SSDU will begin operations by leveraging existing infrastructure: primarily the SSRVM Ayurveda College building, various shared laboratories, hostels, seminar halls, and institutional facilities within the Art of Living International Centre.

In Year 1 (2026–27), the university will occupy two full floors (approximately 30,000 sq. ft.) of the Ayurveda College building. This space will house classrooms, faculty workspaces, seminar halls, and basic laboratories required for the first cohort of students. In Year 2 (2027–28), SSDU will expand to occupy the entire building, which will serve as the academic and administrative core of the university during its foundational years. The architecture of the building aligns with SSDU's ethos: open, airy, and surrounded by nature, making it ideal for a contemplative and values-based learning environment.

During this shared occupancy phase, the university will also utilize the existing library located within the Ayurveda College. This library will be fully integrated into SSDU by 2029, at which point it will be redesigned and upgraded as part of the broader University Library and Knowledge Commons initiative. This approach ensures continuity of academic resources while minimizing early capital outlays.

In addition to the Ayurveda College, SSDU will share laboratories for foundational sciences, psychology, and education programs via existing advanced research centers housed in the same campus. Seminar halls equipped with ICT tools will be made available for workshops, visiting lectures, and hybrid engagements. Dining, hostel, and recreational spaces for students and faculty will be accessed through existing SSRVM facilities, with gender-segregated residential arrangements and shared mess services. Wellness infrastructure, including a 268 bedded Sri Sri Ayurvedic hospital, yoga halls, and open-air spaces, will also be available to support health-oriented and consciousness-based courses.

The university's relationship with the Sri Sri School of Yoga and the Art of Living International Centre will further enhance its infrastructure ecosystem during this phase. These spaces will be used to deliver practical components of Yoga Therapy programs, Ability and Skill Enhancement Courses, and experiential minors. Students will have access to state-of-the-art living labs, exhibition arenas, and spiritual practice spaces that blend academic learning with embodied wisdom.

This model of co-utilization and co-evolution allows SSDU to begin operations swiftly and meaningfully, without compromising on quality or vision. It ensures cost efficiency, operational readiness, and alignment with the university's larger mission of building consciously, expanding gradually, and embedding academic growth within a value based ecological framework.

Starting from 2028–29, SSDU will initiate the construction of its own core infrastructure. This includes purpose-built academic blocks, administrative offices, and the flagship University Library: the latter envisioned as a knowledge hub with manuscript archives, research commons, digital repositories, and contemplative reading zones. This expansion will occur in tandem with student intake, faculty recruitment, and program diversification, ensuring that infrastructure growth is both need-based and strategically phased.

In parallel, SSDU's broader physical ecosystem will be enhanced through the 2029 merger of the existing Ayurveda, Nursing, Physiotherapy, and Fashion Institutes into the University. This integration will add substantial physical assets to SSDU's campus: specialized laboratories, simulation centers, design

studios, and residential facilities. These inherited infrastructures will be upgraded and realigned with SSDU's academic framework and sustainability standards, enabling an immediate and seamless scale-up of academic offerings in health sciences, fashion, and allied fields.

In summary, the first five years of SSDU's infrastructure development represent a model of responsible scaling: combining shared facilities, phased construction, and strategic consolidation to create a functional, future-ready campus that grows in alignment with the University's values and vision.

16.3 Smart Campus Infrastructure and Digital–Physical Integration

Sri Sri (Deemed to be University)'s infrastructure development plan is rooted in a long-term vision of creating a smart, integrated, and values-aligned campus that supports both digital and physical learning environments. The university aims to ensure that all future infrastructure: academic, administrative, digital, and residential is designed to serve its mission of holistic education, combining modern pedagogy with Indian Knowledge Systems, digital enablement with environmental stewardship, and scalable delivery with student-centered engagement.

Digital Readiness in Academic Spaces

From its inception, all SSDU classrooms will be developed with basic ICT readiness. In the first phase (2026–2029), the university will equip key teaching spaces with projection systems, AV integration, internet access, and recording capability to support hybrid delivery. Smart classrooms will gradually transition into purpose-built lecture halls with built-in digital tools. By 2029, at least 10-12 fully equipped smart classrooms will be operational across the core academic blocks, designed for synchronous and asynchronous learning.

To support SSDU's expanding academic and digital delivery needs, the university will follow a phased rollout of dedicated computer laboratories. As per the ICT roadmap outlined in Section 15, two SSDU computer labs will be established each year beginning 2026–27, starting with shared access through SSRVM Ayurveda College and progressively shifting to independent SSDU-controlled labs. These labs will support data science, commerce, education, management, and later, arts, design, and sustainability programs. Lab software and systems will be selected based on departmental needs and national skilling and education frameworks, and will include support for ERP, LMS authoring, data analysis, and content production.

SSGCDL Digital Learning Infrastructure

The digital infrastructure plan is anchored by Sri Sri Global Center for Digital and Lifelong Learning (SSGCDL), the University's digital and lifelong learning hub. SSGCDL will begin operations within existing infrastructure, primarily the SSRVM Ayurveda College in the first two years. During this foundational period, the university will establish a dedicated SSGCDL studio and LMS support cell for the development of online degree content, and faculty development programs. These will include a digital recording space, editing and post-production setups, and administrative space for learner support and content quality control.

From 2028 onward, SSDU will initiate construction of a permanent SSGCDL infrastructure block. The first phase of this block will house 2–3 modular digital studios, a dubbing and translation booth, post-production labs, an instructional design hub, and a hybrid interaction room for training and live sessions. This infrastructure will serve not only SSGCDL but will also be used by SSDU's on-campus departments to create blended and interdisciplinary modules.

Gradual Smart Integration and Sustainability Features

The broader campus infrastructure will be developed with phased smart features. AV-enabled seminar halls, digital libraries, and collaborative project rooms will be added between 2028 and 2032. As academic and administrative buildings are constructed, SSDU will gradually introduce Internet of Things (IoT)-based monitoring systems for energy, lighting, and occupancy optimization. Over time, scheduling systems, attendance tracking, and access management for labs and libraries will shift to smart, contactless platforms.

The new University Library, construction of which begins in 2028–29, will function as a hybrid knowledge and research center. It will include digitized manuscript archives, AI-assisted search capabilities, digital lending systems, and access to national knowledge platforms. A digital repository of SSDU's open educational content and blended learning modules will be hosted on an internal content management system accessible through the LMS.

All infrastructure development at SSDU will be closely tied to environmental sustainability goals. Buildings will follow climate-responsive architectural principles with natural ventilation, solar integration, and rainwater harvesting. Use of vastu-compliant layouts and locally sourced materials will guide construction decisions. Over time, the campus will introduce smart lighting systems, paperless administrative workflows, and eco-monitoring dashboards for campus operations, particularly in the library, residential zones, and SSGCDL facilities.

Integration with Vocational and Skill Infrastructure

While primarily practice-based, SSDU's Institute for Vocational and Applied Learning (IVAL) will also benefit from this digital-physical ecosystem. Early vocational programs housed at the SSRDP building will use shared access to SSGCDL's LMS and foundational theory content. As IVAL expands into its own modular infrastructure in Phase II, select digital tools for course hosting, skill mapping, and learner tracking will be deployed. IVAL and SSGCDL Track B will remain functionally distinct but technologically interoperable, ensuring vocational learners have access to relevant digital support without duplicating infrastructure.

This integrated approach to smart campus development ensures that SSDU's infrastructure will evolve in step with its academic roadmap, enabling blended learning, digital access, and sustainable growth while remaining grounded in the ethos of conscious, learner-centered education.

16.4 Knowledge, Community, and Student Life Infrastructure

Sri Sri (Deemed to be University)'s infrastructure vision is centered on creating an environment that supports academic excellence, intellectual curiosity, community engagement, and inner well-being. The institution is committed to developing facilities that balance formal learning spaces with areas for

reflection, creativity, and cultural expression ensuring that every aspect of campus life contributes to holistic development.

The university's knowledge ecosystem will be anchored by its library infrastructure. In the initial phase, SSDU will operate from the existing library of the SSRVM Ayurveda College. This library currently houses over 12,574 books, including 9,564 volumes on Ayurveda, 2,497 titles on modern medicine and related subjects, and 476 reference texts in other domains. It also subscribes to 37 medical journals, serving as a critical resource for students and faculty across health sciences, wellness, and allied fields. The facility includes 180 seats in the reading room and provides internet-enabled access via 40 computers. These facilities will be made fully available to SSDU learners until the institutional library transitions into SSDU's ownership post-merger in 2029. To ensure the library remains aligned with the academic needs of the university, its collections will be progressively expanded to support all new degree programs being launched across faculties. This will include the addition of texts in management, liberal arts, digital technology, design, sustainability, psychology, and other emerging disciplines, ensuring that the shared library continues to serve as a comprehensive and inclusive academic resource during the transition years.

Beginning in 2028–29, SSDU will initiate the construction of its own central University Library. This new library will be developed as an integrated academic and digital learning hub. It will combine dedicated reading areas for undergraduate, postgraduate, and doctoral scholars with digital access to national repositories. A dedicated manuscript digitization unit will preserve and curate Indic texts aligned with the university's commitment to Indian Knowledge Systems. The library will also offer AI-supported discovery tools, blended learning zones, and group research areas, with accessibility features for diverse learners. By the time of its full operationalization in 2030–31, it will be deeply integrated with SSDU's Learning Management System and institutional research platforms.

SSDU's approach to practical and field-based learning will be realized through its unique living lab infrastructure. Over 75 acres of farmland at the Art of Living International Centre will be utilized for academic training in agriculture, sustainability, environmental science, and holistic health practices. These sites will support experiential learning, applied research, and rural immersion modules. Students will engage directly with soil and water systems, biodiversity planning, organic farming methods, and ecosystem modeling, connecting curriculum to the lived realities of sustainability and community transformation.

Student life infrastructure will evolve in parallel with academic expansion. In the first five years, hostel accommodation will be arranged through rented facilities and existing SSRVM residential blocks. These will offer gender-sensitive, secure housing with provisions for yoga, recreation, and nutritional wellness. From 2031 onwards, SSDU will construct dedicated residential facilities that follow ecological and vastu-compliant design. Dining services shall be provided through SSRVM's mess and Art of Living International Center's kitchen in the early years and later transitioned into university-managed dining halls, designed to encourage community meals, seva kitchens, and Ayurvedic nutrition practices.

To promote well-being and whole-person development, SSDU's campus will include indoor and outdoor sports infrastructure, meditation halls, and cultural arenas. The existing two-acre playground and indoor gymnasium will be augmented with multi-sport facilities and running tracks. The open-air amphitheatre

will serve as a space for performing arts, student gatherings, and university celebrations, while smaller contemplation zones will be interspersed throughout the academic and residential blocks.

Common spaces and student support zones will be developed with the same emphasis on accessibility, aesthetics, and cultural rootedness. Multipurpose halls will host workshops, clubs, exhibitions, and peer-led learning circles. Spaces for student counseling, faculty interaction, and community engagement will be co-located within the academic precinct. As the university expands, a digital helpdesk and student services center will support onboarding, grievance redressal, and placement guidance.

In totality, Sri Sri (Deemed to be University)'s knowledge and student life infrastructure is envisioned as an ecosystem of learning, reflection, and community. It will create a physical environment that supports intellectual inquiry and emotional balance, fostering an atmosphere of stillness, dialogue, and aspiration in every corner of the campus.

16.5 Phased Infrastructure Implementation Roadmap (2026–2041)

Sri Sri (Deemed to be University)'s infrastructure development will follow a carefully sequenced roadmap aligned with its academic expansion, institutional merger timelines, and phased resource planning. The plan will be structured into three broad phases: foundational enablement (2026–2029), core expansion (2029–2036), and long-term consolidation (2036–2041). Each phase is linked to degree rollouts, faculty development, digital infrastructure deployment, and integration of shared institutional assets.

Phase I: Foundational Enablement (2026–2029)

In the first three years, the university will function primarily through shared infrastructure. The SSRVM Ayurveda College building will serve as the central academic and administrative base, beginning with shared occupancy in 2026 and expanding to full use by 2027. Shared access to seminar halls, labs, hostels, dining facilities, and the existing library will enable smooth operations without delay. During this phase, the university will launch its first undergraduate and postgraduate degrees, and gradually build its own digital and physical infrastructure. Key developments include the establishment of two new SSDU computer labs each year, deployment of hybrid-ready classrooms, the setup of a foundational digital studio for SSGCDL, and planning of the University Library and core academic blocks.

Phase II: Core Expansion and Institutional Integration (2029–2036)

In 2029, SSDU will complete the institutional merger with the SSRVM Ayurveda, Physiotherapy, Nursing, and Fashion Institutes, acquiring a significant volume of classrooms, labs, studios, and residential infrastructure. These assets will be upgraded and integrated into SSDU's academic and digital campus framework. This phase will also include the construction and operationalization of the central University Library, the first set of permanent academic blocks, and the dedicated SSGCDL and IVAL infrastructure. By 2031, the residential hostels, new student dining facilities, additional seminar halls, and faculty-specific ICT labs will be complete. Digital-physical integration will scale across the campus, including LMS-linked smart classrooms, IoT-based energy monitoring systems, and centralized scheduling tools for labs and learning spaces.

Phase III: Long-Term Consolidation and Global Readiness (2036–2041)

In the final phase (2036–2041), Sri Sri (Deemed to be University)'s infrastructure will consolidate and

expand to support its academic growth, global partnerships, and spiritual-ecological ethos. Additional academic blocks and interdisciplinary centers will be developed in response to emerging programs. The campus will see the extension of living labs, immersive AV/VR studios, and collaborative research spaces, along with expanded student housing and cultural engagement zones. Eco-infrastructure upgrades, including expanded solar energy systems, smart mobility corridors, and integrated landscape architecture will strengthen SSDU's commitment to sustainability. Smart campus systems will be unified through a central platform for academic planning, learner analytics, and digital identity management. By 2041, SSDU will operate as a fully integrated, modular, and future-ready campus that reflects its core values and vision of transformative education.

Phase-wise Infrastructure Rollout Summary

Phase	Key Developments
Phase I (2026–29)	Shared SSRVM infrastructure; 2 computer labs per year; foundational digital studio; LMS and hybrid classroom rollout; planning of academic and library blocks
Phase II (2029–36)	Institutional merger; permanent library and academic buildings; residential expansion; SSGCDL and IVAL blocks constructed; smart classroom scaling
Phase III (2036–41)	Global research centers; immersive studios; cultural and ecological spaces; expanded housing; integrated smart campus infrastructure

Section 17: Financial Sustainability and Resource Mobilization

17.1 Strategic Financial Vision and Guiding Principles

Sri Sri (Deemed to be University)'s financial strategy is rooted in a foundational commitment to ethical stewardship, long-term sustainability, and values-aligned growth. Guided by the vision of Gurudev Sri Sri Ravi Shankar and the principles of value based leadership, SSDU seeks to build a financially resilient institution that uplifts individuals, communities, and the nation through accessible, high-quality, and holistic education. The financial architecture of SSDU is not merely a mechanism for fiscal compliance or expansion, it is a conscious instrument for enabling inclusive transformation, whole-person development, and intergenerational impact.

The financial vision of SSDU will be defined by five interwoven principles. First, *sustainability* will form the core of the university's resource planning. SSDU aims to build an operating model based on multiple revenue sources; tuition fee, grants, and philanthropy. This diversified approach ensures stability in times of sectoral volatility, enhances institutional agility, and protects core academic functions from external shocks. Second, the university will be committed to *affordability and inclusivity*. Meritorious students will receive meaningful financial aid through scholarships, fee waivers, or donor-supported programs, over time, thereby ensuring that meritorious students from diverse economic and social backgrounds can access SSDU's offerings, consistent with the NEP 2020's vision of equitable education.

Third, *values alignment* will be a non-negotiable principle across all financial decisions, spanning investments, partnerships, and expenditures. SSDU will not engage in financial practices that conflict with its core ethos of integrity, environmental responsibility, and social good. Fourth, the university will prioritize *strategic investments* that drive long-term academic and societal impact, such as faculty development, innovative pedagogy, mission-aligned research, and sustainable infrastructure. Expenditures will be guided by purpose and impact, not excess or superficiality. Fifth, SSDU will be committed to building *institutional resilience* through prudent financial management. The university will gradually build reserve funds and endowment pools that can cover at least half yearly operational costs, enabling it to navigate economic uncertainties, enrollment fluctuations, or global disruptions without compromising its academic mission.

These five principles shall be embedded in an institutional culture that treats financial stewardship as a form of *seva*: a sacred responsibility undertaken in service of the university's mission and its broader commitment to society. Every administrative decision, procurement process, and investment choice will be governed by the values of transparency, simplicity, and impact. Cost-efficiency will not be pursued at the expense of quality but will be grounded in conscious optimization, ethical sourcing, and the spirit of doing more with less.

This financial vision will also be anchored in a robust governance framework. SSDU's Finance Committee, constituted as per UGC norms, will oversee all matters related to financial planning, monitoring, and compliance. A designated Finance Officer, reporting to the Vice-Chancellor, will ensure that budgets, audits, fund utilization, and reporting mechanisms are carried out with accuracy and

integrity. The university will institutionalize annual financial reviews, integrate financial indicators into its IQAC dashboards, and ensure compliance with all statutory and regulatory requirements.

Importantly, SSDU's financial philosophy embraces a generational outlook. All resource mobilization and expenditure decisions will be guided by the principle of *intergenerational equity*, ensuring that the financial health of the university is preserved and strengthened for future students, faculty, and communities. Endowments will be grown gradually and protected through ethical investment strategies, with donor contributions used to build long-lasting academic capacities rather than short-term operational fixes.

Finally, this financial architecture will be deeply aligned with national development goals under NEP 2020, India@2047, and the UN Sustainable Development Goals. By ensuring institutional sustainability, inclusive access, and values-driven governance, SSDU's financial model serves not only its own campus but the broader mission of building a just, equitable, and conscious higher education ecosystem for India and the world.

17.2 Integrated Revenue Model and Resource Mobilization Strategy

Sri Sri (Deemed to be University)'s financial model is designed to be both diversified and mission-aligned, ensuring resilience, self-reliance, and long-term sustainability. The integrated revenue strategy is structured around multiple streams, each contributing uniquely to the institution's vision while collectively reducing over-reliance on any single income source. This diversified portfolio includes tuition and academic fees, philanthropy and endowment income, corporate social responsibility (CSR) partnerships, competitive research grants, auxiliary services, executive and digital education programs, and spiritual ecosystem contributions through the Art of Living and SSRVM networks.

In its formative years, the university will draw a significant share of its operational income from tuition and program fees, following a carefully calibrated pricing strategy. This includes the implementation of differential tuition fee models with market-responsive pricing for premium programs such as management, digital technology, and international offerings, and moderated fees for liberal arts, teacher education, and foundational disciplines. This cross-subsidization ensures financial inclusivity while allowing the university to maintain quality and expand offerings.

Philanthropy and institutional advancement will form a critical pillar of SSDU's revenue framework. Leveraging the global goodwill of the Art of Living network and its community of spiritually aligned benefactors, the university will cultivate a robust donor ecosystem. Fundraising campaigns will target a spectrum of contributors: alumni, high-net-worth individuals, international patrons, and philanthropic foundations. SSDU's Advancement Office will focus on building long-term relationships, offering value-aligned recognition mechanisms and clearly defined giving opportunities, such as named scholarships, endowed chairs, and infrastructure support. Importantly, all donor engagement will adhere to SSDU's ethical fundraising guidelines, ensuring that the university remains independent, mission-driven, and spiritually anchored.

The university will actively pursue corporate social responsibility (CSR) collaborations under India's Companies Act, 2013, aligning projects with national priorities such as skilling, sustainability, and youth

leadership. Programs like value-based entrepreneurship labs, rural health and wellness initiatives, and skill development hubs for artisans and farmers will be packaged as CSR-ready initiatives. SSDU's Center for Service Learning and Institute for Vocational and Applied Learning (IVAL), in particular, will serve as a gateway for CSR-supported community transformation, enabling corporate partners to align their social goals with SSDU's inclusive education mission.

Competitive research grants from national and international agencies will further diversify the university's funding base. The university will establish a dedicated Grant Facilitation Cell under the Research and Innovation wing, tasked with securing funding from government agencies such as DST, DBT, ICSSR, and the Ministry of AYUSH, as well as multilateral institutions like UNESCO, the European Union, and philanthropic science foundations.

In addition, SSDU will develop a suite of revenue-generating academic services, including executive education programs for working professionals, online and hybrid degree modules, short-term certificate courses, and immersive cultural and wellness retreats. These offerings will reach national and global audiences, building a scalable income stream without adding significant infrastructure burden.

As the university grows, it will also explore international collaborations, twinning programs, and co-branded offerings in partnership with global institutions. These initiatives will not only enhance SSDU's academic prestige and learner diversity but also offer higher per-student revenues, joint grant opportunities, and international donor visibility. Further, the university will selectively utilize public-private partnership (PPP) models to finance and operate key infrastructure components. These partnerships will enable SSDU to share capital burdens with values-aligned private partners while maintaining oversight and control over strategic functions. Revenue-sharing frameworks, long-term lease arrangements, and hybrid governance models will be used judiciously to maintain financial autonomy and service quality.

SSDU envisions alumni entrepreneurship as a forward-looking revenue stream. Graduates who launch start-up ventures or social enterprises, particularly through the university's incubation platforms, will be encouraged to contribute voluntarily or pledge a small percentage of equity to support the university's advancement. This approach will create a self-sustaining cycle of innovation, impact, and institutional giving. The university also plans to generate modest, values-aligned income through SSDU-branded educational content. This will include digital courses, e-books, meditation guides, and spiritual learning resources rooted in Indian Knowledge Systems and holistic well-being. These offerings will be developed as authentic extensions of SSDU's academic mission rather than commercial products. In all aspects of resource mobilization, SSDU will maintain a steadfast commitment to its core values. Each revenue stream will be evaluated based on its contribution to educational impact, social relevance, and sustainable development. Through this integrated and ethically grounded approach, SSDU's financial model will support institutional growth with clarity, integrity, and purpose.

17.3 Endowment and Corpus Development Framework

Sri Sri (Deemed to be University) envisions the development of a long-term institutional corpus as a cornerstone of its financial sustainability, academic independence, and commitment to future generations. The endowment is not merely a financial reserve; it is a reflection of trust, vision, and

responsible stewardship, enabling SSDU to widen access, build resilience, and invest in academic excellence over time.

In the initial phase from 2026 to 2031, SSDU will focus on building a foundational corpus through mission-aligned contributions from philanthropic benefactors, spiritual supporters, and institutional well-wishers. The university aims to raise fifty crore rupees within the first five years to support scholarships, early faculty development, and digital infrastructure. Over the next decade, the corpus is expected to grow beyond 75 crore rupees by 2036 and 100 crore rupees by 2041, allowing annual returns to support core priorities while reducing reliance on tuition income.

The corpus will be governed through transparent and ethically grounded financial oversight. A designated function within the Finance Committee will manage policies related to fund allocation, investment strategy, and donor accountability. SSDU will follow a conservative drawdown policy, limiting annual expenditure to no more than five percent of the corpus value, and will prioritize low-risk, socially conscious investments during the early stages. As the endowment matures, professional financial advisors will be engaged to optimize fund performance, with strict adherence to all regulatory and institutional norms.

The university will also nurture a culture of meaningful and values-based giving. Drawing inspiration from the principle of *dakshina*, or offering made in gratitude for knowledge, SSDU will welcome named scholarships, family legacy gifts, and contributions that reflect virtues such as joy, compassion, or service. Donor engagement will be rooted in humility and mutual respect, supported by regular impact reporting and opportunities for personal connection with the university community. Over time, SSDU's endowment will become a vital link between its spiritual foundations and its global academic vision, supporting innovation, ensuring equitable access, and enabling the university to serve present and future learners with financial strength and unwavering purpose.

17.4 Financial Efficiency, Cost Management, and Resilience Planning

Sri Sri (Deemed to be University) is committed to building a financially prudent institution where every rupee is utilized consciously, every cost is justified by purpose, and every process reflects the ethos of simplicity, service, and strategic foresight. Financial efficiency at SSDU is not an exercise in austerity; it is an expression of the university's spiritual culture of moderation, transparency, and thoughtful optimization.

In its early years from 2026 to 2029, SSDU will operate with a lean, resource-conscious model, leveraging shared infrastructure with the SSRVM Ayurveda College and the broader Art of Living ecosystem. Classrooms, hostels, seminar spaces, and laboratories will be used collaboratively under formal agreements to minimize capital expenditure while maintaining academic quality. This shared services approach, aligned with NEP 2020's focus on resource optimization, allows early-stage funds to be directed toward faculty recruitment, curriculum development, and student scholarships.

As the university grows, cost management will follow structured principles. Academic programs will be phased based on demand, faculty capacity, and infrastructure readiness. Optimal student-to-faculty

ratios will be maintained, and administrative costs kept low through technology-driven processes that reduce redundancies and improve transparency.

SSDU will implement mechanisms for cost recovery and internal redistribution. Surpluses from management, technology, or executive education programs will help sustain foundational disciplines such as liberal arts and teacher education. Income from auxiliary activities like wellness retreats, online courses, or campus events will be channeled into scholarships, research, and community development.

To ensure resilience, SSDU will build financial reserves equivalent to half year core expenses within the first decade. A Contingency and Emergency Fund will be created to manage risks such as enrollment fluctuations or economic disruptions. Allocations for building upkeep will be made regularly to avoid large future expenditures.

All new construction will follow climate-responsive and vastu-aligned design principles, using phased development plans. Where appropriate, the university will pursue public private partnerships to support infrastructure like housing, renewable energy, and utilities, reducing financial burden while enhancing service delivery.

SSDU will continuously monitor financial indicators such as revenue composition and liquidity levels. Strategic forecasts and value-based assessments will guide decisions on procurement, partnerships, and expansion. With transparent governance and responsive planning, SSDU will ensure that its financial resources are not only well-managed but aligned with its higher purpose: supporting long-term impact, institutional strength, and meaningful growth.

17.5 Implementation Plan and Key Performance Indicators (KPIs)

17.5.1 15-Year Strategic Roadmap and Phased Implementation Plan (2026–2041)

Sri Sri (Deemed to be University)'s financial vision is not episodic; it is structured around a long-term commitment to sustainability, access, and institutional resilience. The financial implementation strategy has been designed to align with the university's academic and infrastructure growth trajectory, while also reflecting the phased rollout of its digital, vocational, and research ecosystems. The roadmap is intentionally phased over fifteen years and linked to national policy frameworks including NEP 2020, India@2047, and UGC's guidelines for Distinct Category Deemed-to-be Universities. Each phase of the roadmap reflects a conscious progression in revenue diversification, cost efficiency, philanthropic mobilization, and fiscal autonomy.

Phase I: Foundations and Launch (2026–2031)

The first five years will prioritize institutional establishment, academic program rollout, and operational stabilization through a lean and mission-aligned financial model. The university will initially function through a shared infrastructure model in collaboration with the SSRVM Ayurveda College and existing Art of Living facilities, thereby reducing capital expenditure requirements. Revenue during this phase will be primarily generated from tuition fees, carefully structured with cross-subsidization to support

foundational disciplines and liberal arts. Simultaneously, targeted philanthropic campaigns will aim to seed a ₹50 crore institutional corpus to support scholarships and early faculty development. Non-tuition fee revenue channels such as online programs under Sri Sri Global Center for Digital and Lifelong Learning (SSGCDL), vocational certificates through IVAL, and CSR-funded social initiatives will be activated to reduce tuition fee dependency and establish sustainable financial practices from inception. Research grant readiness will also be developed during this period.

Phase II: Expansion and Diversification (2031–2036)

This phase will mark SSDU's academic and infrastructural expansion. Financially, this phase will focus on revenue diversification and institutional capitalization. Tuition fee will continue as a key stream, but its proportion in the revenue mix will begin to decline with the growth of alternative income sources. The university will deepen its partnerships with corporates for CSR-based projects, expand auxiliary income, and launch joint programs with international partners under online or hybrid models. The endowment target during this phase will grow to ₹75 crore, with an expanded donor base including alumni, family endowments, and named legacy scholarships. Additionally, the university will begin exploring public–private partnerships (PPP) for non-core infrastructure such as student housing, clean energy systems, and collaborative research hubs. Annual operating surpluses will be reinvested into the corpus, digital infrastructure, and strategic priorities, reinforcing long-term resilience.

Phase III: Maturity and Financial Autonomy (2036–2041)

By the final phase of the roadmap, Sri Sri (Deemed to be University) will be operating as a fully mature, self-sustaining institution with a diversified financial base and a global academic footprint. Tuition revenue is expected to be supplemented by endowment returns, grants, auxiliary enterprises, executive education, and international program offerings.

By this stage, SSDU will also have institutionalized a culture of giving among alumni, corporate partners, and philanthropic families. Dedicated donor stewardship systems, transparent reporting, and spiritually rooted recognition mechanisms will ensure trust and continuity. Operating margins will be stable, cost-efficiency frameworks embedded, and reserves sufficient to absorb financial shocks without disruption. Sri Sri (Deemed to be University)'s financial model will not only enable excellence: it will embody it, demonstrating how a values-based institution can thrive through disciplined strategy, thoughtful generosity, and service-aligned innovation.

17.5.2 Five-Year Rolling Financial Implementation Plan (2026–2031)

The first five years of Sri Sri (Deemed to be University)'s financial plan represent the foundational phase of its long-term institutional vision. This period focuses on activating core faculties and departments, introducing key academic programs, and embedding the interdisciplinary, digital, and vocational ecosystems envisioned under the SSDU model. It lays the fiscal, operational, and pedagogical groundwork that will shape the university's expansion in subsequent phases.

The university will adopt a rolling financial planning model, reviewed annually to align revenue generation, expenditure controls, corpus growth, and strategic investments with dynamic institutional needs. Priorities will include efficient capital deployment, non-tuition income growth, establishment of

internal financial controls, and formalization of fundraising, donor stewardship, and grant acquisition protocols.

The major financial objectives and milestones across the five-year window are as follows:

Year 1 (2026–27)

- Begin operations using shared infrastructure (SSRVM Ayurveda College, AoL campus) to avoid capital-intensive construction
- Initiate tuition fee -backed revenue flow with a structured scholarship allocation
- Initiate the first donor circle
- Formalize Finance Office structure with monthly reporting and dashboard-based expenditure tracking
- Set up Grant Facilitation Cell under the Research and innovation wing

Year 2 (2027–28)

- Activate non-tuition fee income
- Activate IVAL certification, supported by CSR-based vocational funding proposals
- Receive first small-value grants from DST/AYUSH/Skill India
- Begin formal tracking of auxiliary income from workshops, guest stays, and wellness events

Year 3 (2028–29)

- Begin gradual transition into new infrastructure blocks with minimal debt
- Receive mid-sized grant for water sustainability or Ayurveda-based research
- Launch planned giving campaign for legacy scholarship endowments
- Initiate donor recognition events and formalize annual endowment reporting format
- Begin building a Contingency Reserve Fund

Year 4 (2029–30)

- Begin Phase 1 of independent infrastructure (auditorium, labs)
- Launch 3–4 PPP projects for utilities or renewable energy systems (e.g., solar grid or rainwater harvesting)
- Implement cross-subsidization policy
- Expand research portfolio to attract larger grants
- Strengthen alumni engagement with first homecoming and global giving portal activation

Year 5 (2030–31)

- Consolidate digital revenue streams as well as full IVAL model operational , generating vocational income
- Reach a total of ₹50 crore in corpus/endowment
- revenue from non-tuition fee sources (grants, auxiliary, online programs, endowment return)
- Emergency reserves equivalent to 3–4 months of core operational costs
- Publish first university-wide “Financial Sustainability and Impact Report”

By the end of this five-year window, Sri Sri (Deemed to be University) will have built a fiscally responsible, multi-source revenue ecosystem, seeded a strong culture of donor partnership, established grant-readiness, and laid a scalable digital-vocational foundation. This implementation plan ensures that SSDU’s early years are not only operationally sound but values-aligned, impact-driven, and fully integrated with its long-term academic and spiritual mission.

17.5.3 Key Performance Indicators (KPIs)

To ensure transparency, effectiveness, and ongoing alignment with institutional goals, Sri Sri (Deemed to be University) will adopt a structured set of financial Key Performance Indicators (KPIs) to monitor progress over each phase of its 15-year roadmap. These KPIs are designed to reflect fiscal discipline, revenue diversification, access and inclusion, corpus health, and operational resilience. They will be reviewed annually by the Finance Committee and embedded into the university’s IQAC and strategic planning dashboards for governance-level decision-making.

Key Financial KPIs include:

- **Revenue Diversification Ratio:** % share of total income from non-tuition fee sources
- **Scholarship Allocation:** % of gross tuition fee revenue allocated for scholarships
- **Corpus Growth Trajectory:** Corpus fund size (target: ₹50 Cr by 2031, ₹75 Cr by 2036, ₹100+ Cr by 2041)
- **Reserve Coverage Ratio:** Months of operational costs covered by liquid reserves (target: 6 months by 2036)
- **Grant and CSR Income:** Total funding secured from competitive grants and CSR sources (target: ₹20+ Cr by 2036)
- **Operating Margin:** Annual ratio of surplus to total expenditure (maintained at around 5% post-Year 6)
- **Expenditure Efficiency:** Per-student cost optimization across academic and infrastructure investments
- **Digital Revenue Index:** % of revenue from SSGCDL online programs and micro-credentials (target: 15% by 2036)
- **Donor Retention and Engagement:** % of annual returning donors and total named funds created
- **Audit Compliance and Transparency:** 100% timely audit reports, donor disclosures, and published impact statements

These indicators will not only inform financial strategy but will also guide institutional benchmarking, identify early warning signals, and ensure that SSDU remains on track to meet its self-reliance and distinctiveness goals under UGC and NEP 2020 frameworks.

Table 17.1 Strategic Summary Table: Financial Roadmap Milestones

Milestone Category	2031 Target	2036 Target	2041 Target
Corpus Fund Size	₹50 crore	₹75 crore	₹100+ crore
Online , Vocational & Executive Program Revenue	10%	15%	20%
Research & CSR Income	₹8–10 crore	₹20 crore	₹30+ crore
Auxiliary & PPP Income	Initiated (basic)	3–4 sources active	Institutionalized streams
Emergency Reserve (in ₹)	₹6 crore (3–4 months' ops)	₹15 crore (6 months' ops)	Maintained + scaled
Annual Operating Surplus	3–5%	5–7%	8–10%
Donor Retention and Recognition	25+ donors retained	Named endowments initiated	100+ cumulative named funds
Financial Audit and Compliance	100% on-time audits	Public dashboard started	Full public impact reports

Section 18: Governance, Administrative Systems, and Human Resource Development

18.1 Statutory Governance Framework and Institutional Philosophy

Sri Sri (Deemed to be University) is envisioned as a values-rooted, future-ready institution committed to ethical governance, academic integrity, and transformative leadership. Its governance philosophy emphasizes transparency, participatory decision-making, and spiritual depth, inspired by Gurudev Sri Sri Ravi Shankar and aligned with the National Education Policy (NEP) 2020. SSDU's statutory structure will fully comply with the UGC Guidelines for Deemed to be Universities (2023), ensuring a balanced model of academic autonomy and regulatory accountability. Clearly defined bodies, roles, and processes foster inclusive, responsive, and ethical governance across academic, administrative and digital spheres.

The Executive Council (EC) serves as the supreme statutory authority responsible for overseeing the administrative, financial, and strategic functioning of the University. Chaired by the Vice Chancellor (VC), the EC shall include senior academic leaders, representatives of the sponsoring body, and external experts. It is empowered to approve annual budgets, audit reports, appointments, and institutional strategic plans; ratify the recommendations of the Academic Council and Finance Committee; establish or dissolve academic departments, schools, and research centers; and create statutory offices while approving institutional policies on recruitment, procurement, admissions, examinations, and grievance redressal. The EC will be mandated to meet at least four times a year, with its proceedings formally documented and managed through a digitized governance platform. All decisions taken by the EC will be binding and form the legal and operational basis for institutional functioning.

The Academic Council will be the principal academic body within SSDU, responsible for coordinating and regulating the university's teaching, learning, academic and research standards. Chaired by the VC, its membership will include Deans of Faculties, senior professors, administrative officers such as the Registrar and Controller of Examinations, and external academic experts. The Council will be responsible for approving new academic programs, revising curricula, developing instructional frameworks, and overseeing pedagogy, assessment practices, and quality assurance systems. It will recommend the creation of new departments and academic centers and ensure that all academic offerings align with NEP 2020, UGC guidelines, and the National Credit Framework (NCrF), playing a key role in translating NEP into SSDU's academic culture, especially across its blended and digital platforms like SSGCDL and IVAL.

The Finance Committee shall provide critical oversight to ensure financial prudence and regulatory alignment in SSDU's economic strategy. Working closely with the Executive Council and audit teams, it will review and recommend budgets, expenditures, financial policies, and resource mobilization. It will vet financial proposals, advise on allocation across faculties and infrastructure, and evaluate self-financed programs and scholarships with an equity lens. The Committee will also oversee the mobilization of external grants, donations, and CSR funds. SSDU will uphold full transparency by publishing audited annual financial statements and presenting them to all statutory bodies for accountability and strategic review.

The Planning and Monitoring Board (PMB) serves as Sri Sri (Deemed to be University)'s internal think tank and strategic advisory forum. Chaired by the Vice Chancellor and comprising Deans, Center Directors, and external advisors, it will ensure alignment between institutional priorities and national goals such as NEP 2020, India@2047, and Viksit Bharat. The PMB will prepare institutional development plans and academic masterplans; monitor the implementation of initiatives like the Research, Innovation & Entrepreneurship Ecosystem (Section 12), SSGCDL (Section 13), and IVAL (Section 14); track KPIs and regulatory compliance; and advise on internationalization, accreditation, and future-readiness. Meeting twice a year, it will submit an annual strategy report to the Executive Council.

All statutory bodies at SSDU will be constituted, and operated in full compliance with the UGC's 2023 Guidelines. Each body will have a defined tenure, quorum requirements, and meet as per the UGC guidelines. Minutes, and action-taken reports will be digitally archived in a centralized governance registry to ensure transparency. Membership will include nominees from the sponsoring body, UGC or government representatives, internal faculty, and external experts. SSDU will adopt rotational appointments to promote inclusivity and implement a formal conflict of interest and ethics policy.

More than a regulatory necessity, governance at SSDU is a living expression of its ethical and philosophical foundation. It is approached as a sacred duty to lead, serve, and safeguard the institution with clarity, fairness, and wisdom. Rooted in Indian values, SSDU's governance culture is guided by four principles: *Seva (selfless service)*, *Viveka (ethical discernment)*, *Yogakshema (well-being and protection)*, and *Vasudhaiva Kutumbakam (one world family)*. This orientation shapes all statutory functioning, curriculum design, and decision-making processes. Through this deeply embedded, value-based governance framework, SSDU will exercise authority with accountability, foresight, and moral clarity anchoring its long-term sustainability and distinctiveness.

18.2 Academic Governance Mechanisms and Leadership Structure

Sri Sri (Deemed to be University)'s academic governance framework will ensure transparent, ethical, and strategic oversight across its academic ecosystem. It shall operate at two levels: statutory bodies that define academic policy and leadership officers who execute that vision. Together, they guide academic programs, digital platforms, research, and interdisciplinary initiatives with integrity and compliance. Fully aligned with the UGC Guidelines for Deemed to be Universities (2023), this framework will advance SSDU's mission of delivering transformative education across physical, hybrid, and digital modalities.

18.2.1 Academic Governance Bodies and Councils

18.2.1.1 Statutory Academic Bodies

The foundation of SSDU's academic integrity and regulatory compliance will comprise of four UGC- and NAAC-mandated statutory bodies: the Board of Studies (BoS), the Research Advisory Council (RAC), the Internal Quality Assurance Cell (IQAC), as well as the Examination and Curriculum Committee.

The Board of Studies (BoS) will function at the departmental and faculty levels and shall be responsible for the development & continuous revision of curricula. Each BoS will include internal faculty members,

external academic and industry experts, and, where appropriate, student or alumni observers. Its work ensures that all programs are aligned with the NEP 2020, the National Credit Framework (NCrF), and Academic Bank of Credits (ABC). BoS recommendations will be forwarded to the Academic Council through the respective Dean for its approval.

The Research Advisory Council (RAC), chaired by the Vice Chancellor, will provide strategic oversight of research policy and innovation across faculties and departments. Its composition will include Deans, senior researchers, and external scholars. The RAC will define research priorities, review proposals, ensure compliance with ethical standards, and advise on infrastructure, funding, and interdisciplinary partnerships. It shall submit an Annual Research Quality Report to the Planning and Monitoring Board.

The Internal Quality Assurance Cell (IQAC) plays a central role in institutional benchmarking and continuous academic enhancement. It shall prepare the Annual Quality Assurance Report (AQAR), ensure compliance with NAAC, NIRF, and SDG-linked frameworks, and provide internal audit reports to the Executive and Academic Councils. IQAC will also partner with CTFL and the Planning Board to enhance faculty development and academic delivery.

The Examination and Curriculum Committees will function under the Academic Council. The Examination Committee shall ensure fairness and integrity in assessment systems across digital, hybrid, and in-person formats. The Curriculum Committees shall develop learning outcomes, rubrics, and credit structures, while the Academic Audit Subcommittee will support IQAC in evaluating course-level quality.

18.2.1.2 Institutional Academic Councils and Thematic Governance Bodies

In addition to statutory structures, SSDU will constitute thematic governance councils to oversee specialized verticals such as vocational education, digital learning, and faculty development.

The SSDU Vocational and Applied Learning Council (SVLC) will be the apex academic authority for vocational education and NSQF-aligned programs. Chaired by the Vice Chancellor or Pro Vice Chancellor (Academics) (as the case may be), SVLC will include Deans, Directors of IVAL and SSGCDL, the Registrar, and two external experts from Sector Skill Councils. It will be responsible for approving vocational curricula, ensuring alignment with national standards, and integrating RPL and apprenticeship frameworks into SSDU's academic strategy.

The Vocational Academic Committee, operating as a sub-body of the Academic Council, will review credit frameworks, assessment policies, and NSQF mapping across all vocational offerings. It will ensure consistency and equivalence between SSDU's vocational, diploma, and hybrid models.

The SSGCDL Governance Coordination Cell shall provide institutional oversight across all four Tracks of Sri Sri Global Center for Digital and Lifelong Learning: online degrees, modular vocational programs, lifelong learning modules, and faculty development offerings. It shall be responsible for policy coherence across digital and physical modalities and will work closely with the Academic Council, CIO, and Deans.

Research, Innovation & Entrepreneurship Council (RIEC) will be the apex institutional body overseeing strategy, policy, funding, and ethical governance for all RIE activities at SSDU. Integrating

research excellence with entrepreneurial innovation, the Council will align institutional efforts with national missions and global standards while fostering conscious, interdisciplinary, and impact-driven outcomes. Comprising senior faculty, external experts, and cross-functional advisors, the RIEC will oversee research quality, interdisciplinary collaboration, and ethical compliance, while also steering the university's incubation programs, IP facilitation, startup mentorship, and innovation funding.

The Center for Excellence in Conscious Teaching and Future Learning,(CTFL) will be the institutional anchor for faculty recruitment, development, and academic leadership cultivation. Governed by policies approved by the Executive Council, CTFL will ensure that hiring, FDPs, mentorship, and evaluation align with NEP 2020 and institutional quality standards. It will also partner with IQAC and the Planning and Monitoring Board in driving strategic improvement across academic teams.

18.2.2 Academic Leadership and Institutional Officers

18.2.2.1 Statutory Officers (as per UGC Clause 23)

Sri Sri (Deemed to be University)'s statutory officers are appointed in accordance with Clause 23 of the UGC Guidelines and form the university's apex leadership team.

The **Chancellor** will be the ceremonial head of the University and shall preside over convocations and formal functions. While not engaged in day to day administration, the Chancellor shall provide strategic vision and institutional anchoring.

The **Vice Chancellor** will serve as the chief academic and executive officer, chairing all key statutory bodies including the Executive Council, Academic Council, and Planning and Monitoring Board. Appointed by the sponsoring body and approved by the EC, the VC will be responsible for institutional visioning, strategic partnerships, regulatory compliance, and academic quality assurance.

Pro Vice Chancellors , if appointed , may oversee key strategic verticals such as research and innovation, internationalization, digital learning (SSGCDL), and vocational education (IVAL). Their mandates will be formally defined by the Executive Council.

The **Registrar** will be the statutory custodian of university records, service rules, legal proceedings, and statutory compliance. As Secretary to the EC and AC, the Registrar will ensure procedural integrity across institutional operations.

The **Controller of Examinations (CoE)** will oversee the scheduling, conduct, and regulation of all university examinations. The CoE shall manage in-person and digital proctoring systems, evaluation protocols, moderation, and result declarations.

The **Chief Finance and Accounts Officer (CFAO)** will manage institutional budgeting, financial audits, CSR allocations, and strategic fund utilization. The CFAO reports to the Finance Committee and Executive Council, through the Vice Chancellor.

18.2.2.2 Institutional Officers Supporting Academic Governance

In addition to statutory roles, SSDU will appoint senior officers to provide mission-aligned leadership across its academic and strategic functions.

The **Dean, Academics** shall coordinate the planning and execution of academic policies, support the BoS and IQAC, and ensure curriculum coherence across faculties.

The **Chief Information Officer (CIO)** shall lead the university's digital transformation agenda. The CIO will chair the ICT Governance Cell, oversee ERP and LMS platforms, and ensure that all digital academic operations are compliant with national frameworks such as SWAYAM, ABC, and NDEAR.

The **Director of SSGCDL** will lead the design, implementation, and quality assurance of SSDU's digital degree programs, modular offerings, and lifelong learning systems under the SSGCDL framework. The role includes compliance with UGC Online and ODL guidelines and ensuring parity between digital and in-person academic experiences.

The **Director of IVAL** shall oversees the development and execution of all vocational, diploma, and skilling programs under SSDU's NSQF-aligned vertical. The Director works closely with the SVLC, Academic Council, and external SSCs to ensure academic and operational alignment.

The **Director of CTFL** will be responsible for building SSDU's academic leadership pipeline. The role includes managing faculty recruitment cycles, designing advanced FDPs, leading institutional mentorship, and curating future-oriented leadership development pathways.

The **Dean, International Engagement** leads SSDU's internationalization agenda and interfaces with the Office of International Engagement and Partnerships (OIEP) to coordinate MoUs, student/faculty exchange, and cross-border academic programs.

The **Director of Admissions** shall oversee application workflows, entrance assessments, and centralized admissions across SSDU's academic spectrum.

The **Director of the Office of Alumni Relations (OAR)** shall provide strategic oversight of alumni engagement, fundraising, post-program networking, and contributions to curriculum innovation and institutional governance.

Each officer will operate within clearly defined service terms, reporting structures, and performance benchmarks approved by the Executive Council. This leadership framework ensures that governance is not only strategic and future-facing, but also deeply rooted in institutional accountability and mission-driven performance.

18.3 Institutional Offices, Strategic Cells, and Operational Committees

18.3.1 Core Administrative and Institutional Offices

The **Office of the Registrar** will anchor the University's statutory and administrative continuity. It will oversee service records, institutional reporting, documentation of governance body proceedings, compliance with UGC and other regulatory agencies, and will serve as the point of coordination for all statutory notifications.

The **Office of the Controller of Examinations (CoE)** will manage operational logistics for the examination lifecycle, ranging from question paper generation and evaluation protocols to grading workflows, result publication, and transcript issuance. It will work closely with technology teams to implement online and hybrid assessment tools, ensuring academic integrity and procedural transparency.

The **Office of the Dean, Academics**, in its administrative capacity, will coordinate institutional academic calendars, timetables, faculty coordination, and curriculum rollout timelines. It will ensure that academic operations are aligned with statutory timelines and institutional readiness.

The **Office of Admissions** will be responsible for managing the outreach, application processing, entrance assessments, interviews, and enrolment workflows for all academic programs, spanning in-person degrees, SSGCDL offerings, and vocational diplomas. It will ensure transparency, regulatory alignment, and applicant diversity.

The **Office of Student Affairs** will lead the University's student engagement and support infrastructure. It will oversee co-curricular programming, wellness initiatives, mentorship networks, and student-led clubs. The office will house the Center for Student Well-being and will work closely with academic and residential teams to foster a whole-person development environment.

The **Office of International Engagement and Partnerships (OIEP)** will manage the operational aspects of SSDU's global partnerships, exchange programs, joint degree logistics, and compliance with bilateral and multilateral academic arrangements. It will provide coordination support to Deans, faculty, and international partners.

The **Office of Alumni Relations (OAR)** will serve as the central hub for alumni engagement, communications, and institutional advancement. It will maintain the alumni portal, facilitate post-graduate networking opportunities, and support alumni contributions to mentorship and fundraising.

18.3.2 Strategic and Thematic Implementation Cells

The **ICT Governance Cell**, led operationally by the Office of the CIO, will ensure robust deployment and maintenance of SSDU's digital infrastructure. It will manage the ERP, LMS, student dashboards, faculty portals, and data security protocols. The Cell will ensure seamless integration with national platforms such as ABC, SWAYAM, and NDEAR, while also managing vendor relationships and IT support services.

The **Sri Sri Global Center for Digital and Lifelong Learning (SSGCDL) Digital Governance Unit** will act as the operational integrator for all SSGCDL Tracks—particularly Tracks A (online degrees), B (vocational diplomas), and D (faculty development). It will coordinate platform usage, LMS content loading, assessment workflows, and learner analytics across hybrid and online programs. This unit will ensure academic parity and regulatory compliance for digital offerings.

The **Office of Vocational and Applied Learning (OVAL)** will be the operational secretariat supporting IVAL implementation. It will manage vocational course scheduling, apprenticeship coordination, credit mapping, NSQF documentation, and Recognition of Prior Learning (RPL) logistics. It will ensure that IVAL's program delivery meets timelines and learner tracking requirements.

The **Strategic Planning and Accreditation Office** will support long-term institutional roadmapping and external quality assurance. It will coordinate the preparation and submission of SSDU's NIRF, NAAC, ABC, and SDG-related institutional reports. It will also support documentation and analysis for the Planning and Monitoring Board and partner with IQAC on quality audit readiness.

The **Quality Monitoring Cell (QMC)** will serve as a dedicated performance analytics and monitoring cell for SSDU's digital and vocational programs. It will track learner progress, feedback metrics, program completion rates, and faculty engagement data. It will prepare the Annual Vocational Impact Report and contribute to institutional dashboards for internal decision-making.

18.3.3 Student-Facing Regulatory Committees and Support Mechanisms

To uphold safety, inclusion, and ethical integrity, SSDU will establish a robust set of student-facing statutory committees. The Internal Complaint Committee (ICC) for Student Grievance Redressal will provide a structured and confidential mechanism for resolving academic and administrative complaints. Submissions will be managed through a hybrid platform and tracked until resolution.

The Gender Safety and Anti-Harassment Cell will operate in full compliance with UGC regulations on sexual harassment prevention, ensuring redressal, awareness, and campus-wide sensitivity training. The Anti-Ragging Committee will monitor campus culture and initiate disciplinary action where needed, while also conducting preventive awareness programs.

The Equal Opportunity Cell will address the needs of socioeconomically disadvantaged, differently-abled, and first-generation learners. It will also advise the Academic Council on inclusive curriculum and access-related policy matters.

The Disciplinary Committee will ensure enforcement of the Student Code of Conduct through formal inquiry and proportionate disciplinary action, following due process. All of these regulatory bodies will be supported by the Center for Student Well-being (CSWB), which will function under the Office of Student Affairs. The CSWB will provide mental health counseling, peer mentoring programs, emotional resilience training, and faculty-linked referral systems. It will act as the institutional hub for well-being, offering both preventive and responsive support mechanisms tailored to SSDU's vision of whole-person education.

Each of these committees and support structures will report periodically to the Academic Council and Executive Council and will be administered through the joint oversight of the Registrar and the Dean, Student Affairs.

18.4 Human Resource Strategy and Institutional Culture

Sri Sri (Deemed to be University)'s human resource strategy will be rooted in the belief that institutional success will depend on the well-being, alignment, and integrity of its people. It will span the entire employee lifecycle: recruitment, onboarding, development, and retention, while fostering a values-driven, service-oriented culture across all roles.

At SSDU, human resource policy will be grounded in four civilizational principles: *Seva*, which will emphasize selfless service as the bedrock of institutional contribution; *Viveka*, the practice of ethical discernment in decision-making and action; *Yogakshema*, a vision of integrated well-being and protection for all stakeholders; and *Vasudhaiva Kutumbakam*, the ancient Indian ideal of the world as one family. These values will be embedded in every aspect of the university's HR design, governance systems, and interpersonal relationships.

The non-teaching human resource strategy at SSDU will address a wide range of institutional functions, including academic administration, digital systems, student affairs, finance, admissions, communications, and operational logistics. All recruitment processes will be conducted transparently, with clear role definitions, service rules, and selection criteria that align with institutional goals and national regulatory frameworks. Staff will be inducted into the university's mission and culture through immersive orientation programs that will blend practical systems training with reflective engagement on SSDU's values, educational philosophy, and learner-centered approach.

Capacity-building for staff will be institutionalized through a structured calendar of professional development activities. These will include role-specific training in ERP and LMS systems, workflow automation, records and grievance management, and compliance reporting, as well as broader workshops in communication, data ethics, inclusive practice, and digital literacy. Administrative team members will also be offered opportunities to engage in institutional events, planning processes, and collaborative task forces to foster a sense of ownership and alignment.

The university's culture will promote transparency and mutual respect across hierarchical roles. Appraisals for administrative staff will be conducted annually, with inputs from reporting officers, self-assessment reflections, and performance metrics tied to functional outcomes and team contributions. These reviews will be structured to recognize not only efficiency but also ethical behavior, teamwork, and responsiveness to institutional needs. Policies regarding promotions, leave, transfers, and role adjustments will be codified and reviewed periodically by the Registrar's Office and the Executive Council.

In addition to technical proficiency, SSDU will prioritize the emotional, ethical, and spiritual well-being of its people. The university's Center for Student Well-being will extend its services to faculty and staff, offering access to trained counselors, wellness facilitators, and SKY meditation sessions. Leaders across administrative departments will be encouraged to cultivate work environments characterized by empathy, presence, and work-life integration. Annual institutional retreats will bring together faculty and staff in shared learning and reflection, reinforcing a community of care and conscious leadership.

The University's HR ecosystem will also include mechanisms for grievance redressal, gender safety, and inclusive workplace policy. The Staff Grievance Redressal System will be housed in the Registrar's office and will operate with procedural transparency and confidentiality safeguards. The Gender Safety and Harassment Prevention Cell will include representation from administrative and support staff and will be guided by the UGC regulations. Staff will also be engaged in equal opportunity forums and institutional quality review committees, contributing to both policy and practice across the university's evolving ecosystem.

Looking forward, SSDU will envision a more data-informed and participatory HR system. Plans will include the rollout of a digital staff well-being portal, annual climate surveys to assess satisfaction and inclusivity, innovation forums to surface staff-driven solutions, and values-based recognition programs that celebrate service, mentorship, and institutional contribution.

Ultimately, human resources at Sri Sri (Deemed to be University) will not just be managed—they will be cultivated. The University will view every individual as a contributor to its larger mission of conscious education and societal transformation. By designing systems that will be at once accountable and humane, values-based and visionary, SSDU will create a workplace culture where inner growth, operational excellence, and collective harmony will not be competing priorities but mutually reinforcing commitments.

18.5 Strategic Implementation Roadmap and Key Performance Indicators (KPIs)

18.5.1 15-Year Strategic Roadmap and Phased Implementation Plan (2026–2041)

Sri Sri (Deemed to be University)'s governance, administrative, and HR development strategy will be rolled out in three strategic phases. Each phase will deepen institutional integrity, digital fluency, and value-based leadership culture—ensuring that academic autonomy, administrative efficiency, and service-oriented systems evolve in alignment with SSDU's growth.

Phase I: Foundation and Systems Operationalization (2026–2031)

- Constitute Executive Council, Academic Council, Finance Committee, and PMB per UGC guidelines
- Appoint key statutory and academic officers (VC, Registrar, CFAO, CoE, Deans, Directors)
- Launch ICT Governance Cell, SSDU Digital Governance Registry, and ERP-integrated workflow systems
- Establish CTFL, OIEP, and Quality Monitoring Cell; initiate staff induction and FDP systems
- Formalize administrative service rules, grievance policies, and onboarding protocols for all roles

Phase II: Institutional Deepening and Culture Consolidation (2031–2036)

- Operationalize rotational appointments and performance-linked career progression pathways

- Institutionalize Annual Staff Satisfaction and Culture Climate Surveys
- Expand CTFL into a leadership training hub for academic and administrative officers
- Embed ethics, digital governance, and inclusion training into all roles
- Activate participatory review cycles for policy improvement, grievance redressal, and workplace integrity

Phase III: Leadership Succession and National Benchmarking (2036–2041)

- Launch SSDU Institutional Governance and Culture Index for internal and public reporting
- Establish global sabbatical and academic leadership exchange programs
- Activate policy roundtables and national symposia on values-based governance models
- Digitize HR and administrative archives for traceability, benchmarking, and advisory services
- Benchmark institutional culture against UGC, NAAC, and global HR excellence frameworks

18.5.2 5-Year Rolling Implementation Plan (2026–2031)

Year	Key Milestones
2026–27	Constitute all statutory governance bodies; appoint VC, Registrar, CFAO, CoE, and Deans; initiate CTFL and OIEP setup; roll out faculty and staff induction program
2027–28	Operationalize ERP-based workflows, LMS governance layer, and digital record management; activate ICT Governance Cell and initiate digital service training
2028–29	Launch Quality Monitoring Cell (QMC), complete administrative service rulebook, and initiate annual performance appraisals; host first faculty–staff institutional retreat
2029–30	Conduct mid-cycle institutional audit of governance and HR systems; integrate dashboards into IQAC; launch staff upskilling and digital ethics program
2030–31	Publish first Institutional Culture and Governance Report; introduce rotational role policy pilot; initiate leadership training track for emerging administrators

18.5.3 Key Performance Indicators (KPIs)

Domain	Metric	2026–31	2031–36	2036–41
Governance Architecture	All UGC-mandated statutory bodies operational	100%	–	–
	Digital registry for governance documents activated	Initiated	Fully live	National model
	Rotation policy for governance bodies	Drafted	Institutionalized	Reviewed
Administrative Systems	ERP-integrated workflows across all offices	Core modules live	Fully integrated	Predictive dashboards
	Annual governance and policy review cycle	–	Active	Public reporting

Human Resource Development	Onboarding programs for all new staff/faculty	Designed	Fully deployed	Refined
	Staff development workshops per year	2–3	5+	10+
	Annual staff performance reviews completed	60%+	90%+	100%
Workplace Culture	Staff satisfaction and inclusion survey	Designed	Annual	Benchmarked
	Staff participation in institutional retreats/events	50%+	75%+	90%+
	Policy-linked grievance redressal resolution time (avg. days)	<30 days	<20 days	<15 days
Institutional Benchmarking & Leadership	Leadership training programs via CTFL	Initiated	Institutionalized	Global fellowships
	SSDU Institutional Governance and Culture Index	Drafted	Piloted	Annual
	Representation in national governance or HR roundtables	–	2+ engagements	5+ citations

Section 19: Strategic Partnerships and Global Engagement

19.1 Vision for Strategic Partnerships and Global Engagement at SSDU

Sri Sri (Deemed to be University) (SSDU) envisions strategic partnerships as a cornerstone of its institutional development agenda, enabling the university to amplify academic excellence, catalyze innovation, foster inclusive development, and expand its national and global impact. These partnerships will be the primary mechanism through which SSDU will operationalize its core commitments under NEP 2020 and India@2047: building bridges across institutions, sectors, and geographies to enable shared learning, co-creation, and societal transformation. While internationalization is a key outcome, SSDU's broader aim is to build enduring, value-aligned partnerships across academia, government, industry, and civil society, locally and globally.

The university's partnership model aligns with NEP 2020, SDG 17, the Academic Bank of Credits (ABC), the National Credit Framework (NCrF), and Digital India. SSDU will pursue a multi-tiered, multi-sectoral approach encompassing joint academic programs, vocational certification, applied research, public policy engagement, skill development, and lifelong learning. Partnerships will be embedded across SSDU's academic, digital, research, and vocational systems. The upcoming Office of International Engagement and Partnerships (OIEP) will coordinate all initiatives, ensuring alignment, quality, and seamless integration.

SSDU's strategy will focus on six priority areas:

- (i) internationalization of curriculum and pedagogy
- (ii) student and faculty mobility across national and international institutions;
- (iii) collaborative research and co-publication with academic, industry, and policy institutions;
- (iv) global immersion experiences and interdisciplinary service learning modules;
- (v) partnerships for entrepreneurship, skill development, and co-certified job-oriented programs; and
- (vi) continuous adoption of global best practices in governance, pedagogy, and digital education.

Through this model, SSDU aims to become a platform institution: a national node for research, skilling, and innovation, and a globally connected university grounded in educational excellence, ethical leadership, and conscious transformation.

19.2 Strategic Foundations: Building on the Art of Living Ecosystem

Sri Sri (Deemed to be University)'s strategic partnership model is uniquely enabled by its deep connection to the global and national networks of the Art of Living (AOL) Foundation. With a presence in over 180 countries and a footprint across every Indian state, AOL offers SSDU a ready-made ecosystem of institutional goodwill, civil society relationships, and cross-sectoral linkages. Unlike most emerging institutions that start from scratch, SSDU will build on a globally recognized, trust-based platform rooted in education, ethics, wellness, and social transformation.

At the center of this ecosystem is the *Art of Living International Centre in Bengaluru*, a year-round venue for global convergence. Hosting international conferences, spiritual and scientific retreats, intercultural training and public policy dialogues, the Centre welcomes scholars, scientists, artists, innovators, and youth from over 100 countries. It will serve as a key base for SSDU's global immersion programs, faculty residencies, leadership summits, and retreats in Indian Knowledge Systems (IKS), sustainability, and consciousness studies. The proximity and institutional alignment between SSDU and the Centre will enable a seamless interface between formal higher education and global experiential learning.

AOL's vast network of national and international partnerships with research institutions, NGOs, universities, and cultural bodies will be systematically activated to support SSDU's strategic goals. These include collaborative academic programs, joint research projects, and policy forums in areas such as mental health, ecology, Ayurveda, peacebuilding, and digital ethics. SSDU will build on existing AOL relationships with agencies like the Ministry of AYUSH, MoEFCC, MoE, IKS Division, UNESCO, WHO, and leading universities worldwide.

SSDU's Office of International Engagement and Partnerships (OIEP) will coordinate with AOL's leadership to identify aligned partners, fast-track MoUs, and connect institutions. AOL's global centers will serve as outreach hubs for SSDU's degrees, MOOCs, and educator programs, while its national presence will support field immersion, internships, and scalable research. This embedded infrastructure gives SSDU a unique head start in establishing impactful, mission-aligned partnerships nationally and globally.

19.3 Types of Partnerships and Their Strategic Functions

A. Academic Institutions (National and International)

SSDU will prioritize academic partnerships as a core strategy to enhance curriculum quality, strengthen research ecosystems, and expand cross-cultural academic mobility. These collaborations will support both national alignment and internationalization goals, as outlined in NEP 2020 and UGC's international collaboration guidelines. Partnerships will facilitate credit transfer, joint teaching, interdisciplinary research, and global best practice exchange across undergraduate, postgraduate, doctoral, and non-degree levels.

At the national level, SSDU will partner with universities, research institutes, and teacher education colleges to co-develop curriculum, enable faculty exchanges, and implement NEP-aligned academic projects. Collaborations with other HEIs will support co-taught minors, shared digital assets, and joint policy engagement through SSGCDL's delivery ecosystem.

Internationally, SSDU will establish MoUs with global universities to launch twinning programs, dual degrees, faculty mobility, and co-branded certifications. Twinning formats (1+1, 2+2, 3+1) will follow UGC equivalency norms. Select offerings will be co-listed on platforms such as FutureLearn and EdX through SSGCDL. *SSDU will also host visiting scholars and sabbatical faculty across its full academic portfolio.* SSDU will align curricula with global standards (AACSB, ABET, etc.), pursue memberships in networks like Erasmus+ and UMAP, and coordinate MoUs via OIEP, positioning itself as a hub for modular, globally benchmarked education rooted in Indian knowledge systems.

B. Government, Public Agencies, and NGOs

Sri Sri (Deemed to be University) recognizes government collaboration as critical to advancing its academic, research, and societal goals. Strategic partnerships with ministries, regulatory agencies, funding bodies, and public institutions will be a key pillar of SSDU's institutional development. These engagements will enable SSDU to co-design programs aligned with national priorities, access interdisciplinary research funding, scale community initiatives, and contribute to India's innovation, skilling, and education ecosystem.

SSDU's government partnership strategy aligns with NEP 2020, SDG 17, India@2047, and major national missions including Digital India, Startup India, Skill India, and Atal Innovation Mission. Through structured collaborations, SSDU will implement NEP-compliant curricula, build educator capacity, develop NSQF-aligned skilling pathways, and drive research in IKS, public health, climate ethics, and women's leadership. Several ministries, statutory bodies, and councils have been mapped for collaboration, including:

- MoE, IKS Division, ICSSR – curriculum and research development
- AYUSH, ICMR, BIRAC–DBT – Ayurveda, Yoga and wellness innovation
- MSDE, NSDC, SSCs – skill development and applied learning
- MeitY, NITI Aayog – AI ethics, digital innovation
- MoEFCC, MoA, ICAR, Jal Shakti – agriculture and sustainability
- MWCD, CSR-aligned NGOs – women's empowerment and social development

SSDU will also partner with NGOs and foundations to implement field-based service learning, rural outreach, and participatory research. All partnerships will be formalized through MoUs, tracked through a governance framework, and aligned with SSDU's institutional KPIs.

C. Industry and Innovation Partners (National & Global)

Sri Sri (Deemed to be University) recognizes industry partnerships as essential for employability, entrepreneurship, applied research, and real-world learning. SSDU's engagement strategy is rooted in the belief that higher education must remain connected to evolving markets, technologies, and the innovation economy. National and global industry partners will collaborate with SSDU to co-create skilling programs, job-oriented learning pathways, and innovation ecosystems.

Industry linkages will serve five core functions:

- (i) curriculum co-design for job-relevant programs (IVAL, Track B);
- (ii) co-development of NSQF-aligned micro-credentials, certificates, and diplomas;
- (iii) collaboration in applied research and product/process innovation;
- (iv) internships, apprenticeships, and industry-linked immersions; and
- (v) establishment of labs, incubators, and CSR-supported innovation centers.

SSDU will partner with Sector Skill Councils, MSMEs, CSR foundations, and global tech firms across domains such as digital technology, clean energy, integrative health, sustainable agriculture, and AI ethics. IVAL and Track B will host industry-integrated modules and co-branded digital credentials for workforce readiness. Innovation partnerships with Startup India, AIM, BIRAC–DBT, and state incubators

will power SSDU's Center for Innovation and Entrepreneurship. Hackathons, industry roundtables, and venture pitch events will be embedded into academic programs to foster entrepreneurial thinking. This approach will position SSDU as a hub for innovation, ethical enterprise, and job creation aligned with national development goals.

19.4 Global Programs, Academic Mobility, and Immersive Learning Pathways

SSDU's global engagement strategy will come alive through a diverse range of academic programs and immersive experiences designed for students, faculty, and global collaborators. These offerings will provide structured, credit-bearing exposure to international pedagogies, real-world problem solving, and Indian ancient knowledge enabling SSDU learners to thrive in global academic and professional contexts.

SSDU will facilitate inbound and outbound student mobility through semester exchanges, internships, research residencies, and capstone projects with international universities, think tanks, and research institutes. Reciprocal models will enable SSDU students to study abroad, while hosting international students and scholars on campus. Key programs will include international summer and winter schools hosted at the Art of Living International Centre in Bengaluru, focused on yoga, Ayurveda, Indic psychology, peacebuilding, and sustainability. These will be open to global learners and SSDU students alike, offering curated exposure to Indian Knowledge Systems (IKS) in a cross-cultural setting. Global teaching residencies, visiting scholar appointments, and faculty sabbaticals will be available across all disciplines. On the industry side, SSDU will offer internationally co-mentored hackathons, entrepreneurship bootcamps, and internships with global firms and CSR foundations. These will embed industry collaboration and job-readiness into the university's academic experience.

Together, these global academic and industry programs will position SSDU as a destination for values-based, globally relevant, and practically immersive higher education rooted in Indian ethos and aligned with international standards.

19.5 Implementation Plan and Key Performance Indicators (KPIs)

19.5.1 15-Year Strategic Roadmap and Phased Implementation Plan (2026–2041)

SSDU's strategic partnerships and global engagement roadmap will be implemented in three progressive phases over 15 years. Each phase focuses on deepening institutional capacity, expanding global academic and industry collaborations, and aligning partnerships with national and global policy priorities. The roadmap ensures scalability, quality assurance, and integration across SSDU's core academic and digital platforms.

Phase I: Foundation and Early Integration (2026–2031)

- Establish the Office of International Engagement and Partnerships (OIEP)
- Sign 50+ MoUs with national and international academic institutions, industry bodies, and government agencies
- Launch 1 pilot twinning programs and formalize faculty exchange frameworks
- Initiate global immersion programs (summer/winter schools, IKS retreats)
- Begin outbound and inbound student exchanges; host international students
- Develop 10+ co-branded certificates, digital electives, and professional modules with global industry and academic partners
- Co-host 5 national and 3 international academic or policy forums at AOL Centre

Phase II: Expansion and Ecosystem Maturity (2031–2036)

- Operationalize 3+ twinning/dual degree programs with international universities
- Host 100+ international students and visiting scholars
- Launch 25+ collaborative research projects across SSDU's Centers and partner institutions
- Expand internship pipelines with global industry partners
- Begin participation in Erasmus+, UMAP, ASEM, and SDG University Network initiatives
- Host global forums on peacebuilding, IKS, and sustainability

Phase III: Global Leadership and Strategic Consolidation (2036–2041)

- Maintain 500+ active partnerships across sectors and geographies
- Offer 10 dual degree programs and 20 internationally co-certified minors or certificates
- Scale student exchange and internship programs
- Formalize international faculty fellowships, joint labs, and innovation clusters
- Become a regional lead partner in global SDG and digital learning consortia
- Co-host annual Global Educator Summits and IKS Leadership Dialogues

19.5.2 5-Year Rolling Implementation Plan (2026–2031)

The first five years (2026–2031) of SSDU's strategic partnerships and global engagement plan will focus on laying a robust operational foundation, launching pilot programs, and integrating global pathways across academic and applied learning domains. This phase will be governed by institutional capacity, regulatory alignment, and relationship-building with high-impact academic, government, and industry partners.

Year 1 (2026–27)

- Operationalize the Office of International Engagement and Partnerships (OIEP)
- Sign the first 5 MoUs across academic, government, and industry sectors
- Identify 2–3 priority regions for global partnership development
- Launch the first Global IKS Retreat at the Art of Living International Centre

Year 2 (2027–28)

- Initiate inbound/outbound student exchange and research mobility programs
- Develop and offer 3 co-branded digital micro-credentials or certificates
- Onboard the first visiting international scholar
- Design pilot structure for the inaugural twinning program

Year 3 (2028–29)

- Launch the first pilot twinning program in partnership with an international university
- Expand to 20+ signed MoUs with national and global institutions
- Formalize faculty exchange frameworks across at least 5 programs
- Launch the first summer school for global learners focused on IKS, wellness, and sustainability
- Co-create interdisciplinary modules with 2–3 global partner universities

Year 4 (2029–30)

- Host inbound global students and visiting faculty
- Introduce the first international entrepreneurship bootcamp or industry hackathon in collaboration with SSCIE
- Offer 5+ internationally co-developed professional or elective modules under SSGCDL

Year 5 (2030–31)

- Reach 50+ MoUs across sectors and geographies
- Host international students and scholars through immersive programs
- Co-host 5 national and 3 international forums at AOL Centre
- Complete review and publish Year 5 impact report on strategic partnerships and global engagement

19.5.3 Key Performance Indicators (KPIs)

The success of SSDU's strategic partnerships and global engagement plan will be measured through a multi-dimensional KPI framework spanning academic collaboration, research, mobility, curriculum integration, and ecosystem-wide impact. These indicators will guide monitoring, mid-course corrections, and strategic prioritization over a 15-year horizon.

A. Academic and Research Collaboration

Metric	2026–31	2031–36	2036–41
Total Active MoUs (Academic, Industry, Government)	50+	200+	500+
Twinning/Dual Degree Programs Operational	1	3+	10

Collaborative Research Projects Launched	10+	25+	50+
Co-developed Certificates, Minors, or Electives	10	25	50

B. Global Mobility and Immersive Engagement

Metric	2026–31	2031–36	2036–41
Inbound International Students Hosted	10+	100+	200+
Outbound SSDU Students Sent Abroad	10+	50+	100+
Visiting Scholars and Faculty Hosted	10+	25+	50+
Summer/Winter Schools and IKS Immersion Programs Conducted	5+	10+	15+

C. Innovation and Industry Collaboration

Metric	2026–31	2031–36	2036–41
Co-hosted Hackathons/Bootcamps with Industry	3	10+	20+
International Industry Internships and Co-mentored Projects	10+	30+	50+
SSCIE-linked Global Startups or Innovation Projects	5+	15+	30+

Section 20: Community Engagement, Social Responsibility, and SDG Impact

20.1 Vision and Institutional Ethos of Community Engagement

At Sri Sri (Deemed to be University) (SSDU), community engagement is a fundamental expression of the university's identity and mission. Rooted in the philosophy of *seva* (selfless service) as envisioned by Gurudev Sri Sri Ravi Shankar and institutionalized through the work of the Sri Sri Ravishankar Vidya Mandir (SSRVM) Trust, SSDU sees higher education as a force for inner transformation and outer societal renewal. Community engagement at SSDU is thus a conscious, structured, and values-aligned endeavour that seeks to cultivate not only knowledge but also dignity, equity, compassion, and social harmony.

SSDU is being envisioned as a new kind of university: one that integrates campus and the community, learning and service, academic knowledge and lived wisdom. Every student, faculty member, and staff member is seen as a *changemaker-in-residence*, engaging with the real-world challenges of rural resilience, youth development, cultural preservation, and environmental stewardship. This will be operationalized through immersive service learning, interdisciplinary projects, and field-based action embedded into the academic fabric.

The university's model of engagement is rooted in the Indian ideal of *Vasudhaiva Kutumbakam*: *one world family*. This aligned with contemporary imperatives such as the Sustainable Development Goals (SDGs) and India@2047 creates an ecosystem where education extends beyond degrees into service, compassion, and tangible contributions to human and planetary well-being.

20.2 Strategic Domains of Community Transformation

Sri Sri (Deemed to be University)'s community engagement strategy will be structured around four actionable domains that align its institutional capabilities with regional priorities, national development missions, and the global Sustainable Development Goals (SDGs). Situated within the Art of Living International Center, SSDU will benefit from direct access to long-standing *seva* ecosystems, rural transformation projects, and international humanitarian networks. Each domain shall translate this ethos into field-based practice through university-wide initiatives, faculty-student partnerships, and formalized engagement mechanisms, including the newly established Center for Service Learning (CSL).

Inclusive Human Development and Youth Flourishing

SSDU will address key gaps in educational access, emotional well-being, and value-based development among youth. Service-learning modules will be integrated into undergraduate programs through CSL, enabling every student to participate in community-based initiatives as part of their credit-bearing coursework. Track C of SSGCDL will deliver life skills modules, foundational wellness programs, and school-to-college digital bridge courses, focusing on emotional literacy and identity formation.

Regenerative Livelihoods and Rural Resilience

Through IVAL and CSL, SSDU will drive rural innovation via RPL modules, permaculture labs, herbal

cultivation, and women-led enterprises. Starting 2027–28, community-based training with AoL clusters will scale sustainable livelihoods. Faculty-led rural design hubs and CSL-anchored entrepreneurship projects will link students to live casework, SHGs, and panchayats for locally embedded, impact-driven innovation.

Cultural Vitality and Knowledge Preservation

SSDU will offer minors and VACs in areas that revitalise India's rich civilizational and indigenous knowledge systems. The CSL and IKS faculty will support student-led documentation projects with artisans, Vedic scholars, and temple communities, many already engaged with AoL. By 2036, SSDU aims to archive, celebrate, and reinvigorate over 100 community traditions through performances, trainings, exhibitions, digital platforms, and intergenerational learning forums.

Ecological Consciousness and Environmental Action

Building on AoL's river rejuvenation and tree plantation models, SSDU will catalyze youth-led ecological engagement through its Living Labs, vocational courses, and CSL-coordinated community projects. CSL will coordinate community partnerships and impact documentation. Localized sustainability metrics will be used to track and report ecological outcomes as part of SSDU's annual community impact audits.

20.3 SDG Integration and Curricular Embedding

Sri Sri (Deemed to be University)'s commitment to social responsibility and community transformation will be deeply aligned with the United Nations Sustainable Development Goals (SDGs), particularly those focused on education (SDG 4), health and well-being (SDG 3), gender equality (SDG 5), clean water and sanitation (SDG 6), climate action (SDG 13), peace and justice (SDG 16), and global partnerships (SDG 17). At SSDU, these goals will be structurally embedded into the academic curriculum, learning pathways, community platforms, and institutional governance systems.

A distinctive feature of SSDU's SDG alignment will be its curricular integration model. Through the Center for Service Learning (CSL), thematic SDG-aligned projects will be mapped to credit-bearing courses, minors, and VACs. Students will be encouraged to engage in real-world problems across domains, each project contributing simultaneously to their academic progress and to tangible community outcomes. CSL will also ensure that these efforts are supported with appropriate training, documentation protocols, and impact evaluation mechanisms.

SSDU's Living Labs will be hands-on learning environments where students prototype, implement, and measure social and environmental interventions. Each Living Lab will be mapped to specific SDGs, with accompanying research documentation and open-access outputs. Additionally, SSDU's School-to-College Bridge Programs, designed under Track C of SSGCDL, shall offer foundational education and life skills to students from underserved communities: thus directly addressing equity in access and success (SDG 4 and SDG 10). These programs will be available in multiple languages.

To ensure accountability, SSDU will implement a university-wide SDG tagging and reporting framework, wherein all courses, projects, internships, and community engagements are mapped to specific SDGs. Annual audits and public dashboards will track SDG-linked academic engagement, providing both internal insight and external transparency.

20.4 Implementation Plan and Key Performance Indicators (KPIs)

20.4.1 15-Year Strategic Roadmap and Phased Implementation Plan (2026–2041)

Sri Sri (Deemed to be University)'s community engagement and SDG impact roadmap will be implemented in three progressive phases over 15 years. These phases align with SSDU's academic expansion, digital ecosystem growth, and institutional commitment to societal transformation.

Phase I: Foundation and Operational Integration (2026–2031)

- Establish the SSDU Center for Service Learning (CSL) and integrate service-learning into all undergraduate programs.
- Launch Track C of SSGCDL with life skills modules and school-to-college bridge programs.
- Pilot 3 Living Labs.
- Digitally tag 50% of VACs, SECs, and minors to SDGs and community impact metrics.
- Engage 500+ students in seva-linked fieldwork and service internships.

Phase II: Scaling and Ecosystem Maturity (2031–2036)

- Expand CSL initiatives to postgraduate programs.
- Operationalize 5+ Living Labs across faculties
- Document and showcase 50+ community knowledge systems
- Implement regional SDG partnerships with NGOs, panchayats, and AoL clusters.
- Integrate SDG audits into all program reviews and accreditation processes.

Phase III: Globalization and Thought Leadership (2036–2041)

- Scale CSL programs internationally through AoL's global network.
- Establish the SSDU Global Peace and SDG Innovation Fellowship.
- Position SSDU as a national model for value-based, SDG-aligned education.
- Embed community innovation outcomes into national and global SDG dashboards.

20.4.2 5-Year Rolling Community Implementation Plan (2026–2031)

Year 1 (2026–27)

- Establish CSL office and governance.
- Launch 3 service-learning courses and pilot 2 bridge programs.
- Train faculty on SDG-linked pedagogy.

Year 2 (2027–28)

- Introduce 5 new SDG-mapped VACs and SECs.
- Launch permaculture and herbal labs.
- Formalize AoL village cluster partnerships.

Year 3 (2028–29)

- Begin annual community audits.
- Deploy documentation units for IKS heritage.
- Operationalize CSL fellowships.

Year 4 (2029–30)

- Launch community-based entrepreneurship projects with SHGs and panchayats.
- Expand bridge programs to 5 areas.

Year 5 (2030–31)

- Integrate CSL and SDG reports into Academic Council and IQAC.
- Conduct first institution-wide SDG impact report.

20.4.3 Key Performance Indicators (KPIs)

To ensure impact, accountability, and strategic course correction, SSDU will adopt a multi-dimensional KPI framework for its community engagement and SDG alignment agenda.

Domain	Metric	2026–31	2031–36	2036–41
Participation & Field Engagement	Students engaged in service-learning and CSL projects	500+	1,500+	2,500+
	Faculty-led community projects initiated	25+	75+	150+
Curricular Integration & SDG Mapping	% of VACs, SECs, and Minors tagged to SDGs	50%	80%	100%
	UG programs with embedded CSL components	100%	100%	100%
	Bridge and life-skills programs launched under Track C	3	10	20+
Knowledge Sharing & Documentation	Community traditions documented and revitalized via CSL/IKS	25+	75+	100+
	Public SDG-aligned case studies published (cumulative)	5+	25+	100+
Community Impact & Ecosystem Reach	Active partnerships	10	30	60+
	Regional Living Labs operationalized	3	5	7+
Monitoring & Governance	Annual SDG and CSL reports submitted to Academic Council/IQAC	Initiated	Institutionalized	Publicly disclosed
	CSL featured in national or international case studies or benchmarks	1+	5+	10+

Section 21: Student Life, Well-being, and Alumni Ecosystem Development

21.1 Vision and Institutional Philosophy

At Sri Sri (Deemed to be University) (SSDU), student life and well-being are foundational to the institution's mission. SSDU envisions a values-rooted, academic ecosystem where intellectual growth is intrinsically connected with inner transformation, emotional resilience, and societal contribution. Rooted in the Indian philosophy of holistic learning (*vidya*), the University aims to cultivate individuals who are intellectually curious, emotionally balanced, physically vital, and spiritually aware.

Inspired by the teachings of Gurudev Sri Sri Ravi Shankar and institutionalized through the SSRVM Trust, SSDU will be designed as a living campus, an ecosystem where every interaction is an opportunity for conscious growth. Its culture will be anchored in the lived experience of *Ananda* (joy in learning), *Seva* (service), *Samruddhi* (inner abundance), and *Shraddha* (reverence for knowledge). SSDU shall affirm that student flourishing, academic, emotional, and ethical is a legitimate and measurable outcome of higher education.

SSDU's approach will be structured around three interdependent pillars: (1) a rich campus culture that will foster collaborative leadership, intercultural expression, and contemplative practice; (2) a resilient and inclusive well-being system that will integrate preventive and responsive care; and (3) a lifelong alumni ecosystem that will support mentorship, career progression, and global engagement. In adopting this integrated model of student development, SSDU shall transcend conventional frameworks of "student welfare" to create a blueprint for human-centered education, preparing students not only to succeed professionally, but to lead with clarity, compassion, and a deep sense of purpose.

21.2 Student Life: Engagement, Leadership, and Campus Culture

Student life at SSDU will be rooted in the profound ecosystem of the Art of Living International Center, Bengaluru: an environment infused with peace, purpose, and possibility. The campus itself is a sanctuary for learning and inner growth, where every day blends the rhythms of community, nature, and cultural celebration with academic inquiry. This setting will offer students an unparalleled opportunity to live and learn in a space that reflects the very values they are being educated to embody.

At SSDU, student life is not a parallel experience to academics, it is a continuation of it. The daily fabric will include Yoga, Pranayama, and guided meditation, supporting clarity, balance, and resilience. Service (*seva*) is a core expectation and joy: whether through campus duties, social outreach projects, or sustainability initiatives, students learn the dignity of contribution as a pathway to self-discovery.

The University shall foster a culture-rich, spiritually alive environment marked by celebrations of Indian and global festivals, cultural performances, artistic expression, and dialogue. The residential campus will be designed to promote shared experience and personal responsibility, through common dining spaces,

silent reflection zones, and student-led clubs that span performing arts, sustainability, innovation, and social justice.

Leadership at SSDU is lived, not taught. Students will co-govern their experience through clubs and councils, peer mentorship initiatives, and active representation in academic and policy forums. Co-curricular engagement shall include interdisciplinary hackathons, SDG innovation challenges, storytelling labs, and field immersion programs. Throughout the year, students will benefit from direct interaction with eminent scholars, visiting practitioners, IKS masters, global leaders, and industry mentors through curated guest lectures, immersive workshops, and dialogue series.

The University's affiliation with the global Art of Living movement enables meaningful global exposure through international retreats, youth leadership exchanges, and online collaborations with partner universities across Asia, Europe, and the Americas. In this ecosystem, SSDU students won't merely participate in campus life, they will shape it, bringing to life the university's vision of cultivating joyful, reflective, and socially responsible global citizens.

21.3 Student Well-being: Holistic Support and Resilience Systems

SSDU will approach student well-being not as a remedial service, but as a foundational pillar of its academic and residential ecosystem. Drawing on both global best practices and India's ancient wisdom traditions, SSDU's well-being architecture will empower students to cultivate physical vitality, emotional resilience, spiritual balance, and social connectedness.

Yoga, Pranayama, meditation, and Sudarshan Kriya will be seamlessly integrated into campus life. These practices serve as a first line of support for stress management and inner stability, and will be woven into the daily rhythm through morning yoga sessions, guided meditations, and evening satsangs.

This inner ecosystem will be complemented by the **Center for Student Well-being (CSWB)**, SSDU's institutional hub for student support. The CSWB will offer professional counseling services, peer mentorship programs, and curated workshops on topics such as emotional intelligence, time management, digital wellness, and relationship health. Licensed counselors and health professionals will be available both on campus and through confidential digital platforms. Faculty and staff will also be trained to recognize early signs of student distress and provide appropriate guidance or referral support.

To ensure that student life at SSDU is not only enriching but also anchored in care and accountability, the University will establish a comprehensive set of student-facing statutory committees. These will include the **Student Grievance Redressal Committee**, to manage academic and administrative concerns through a confidential, hybrid platform; the **Gender Safety and Anti-Harassment Cell**, to ensure redressal and campus-wide sensitivity aligned with UGC norms; the **Anti-Ragging Committee**, to uphold zero-tolerance norms and preventive education; the **Equal Opportunity Cell**, to advocate for inclusion and accessibility; and the **Disciplinary Committee**, to enforce the student code of conduct. Together with the CSWB, these mechanisms will ensure that SSDU's student ecosystem remains safe, inclusive, and ethically governed.

Career and academic guidance will be another vital dimension of student support. Students will receive personalized career counseling, entrepreneurship mentoring, and placement preparation. For those pursuing competitive exams such as GATE, GRE, CAT, UPSC, and State Public Service Commission, SSDU will provide structured coaching, access to curated resources, and expert-led preparatory workshops. To foster independence and lifelong learning, SSDU will offer access to MOOCs, digital repositories, webinars, and self-paced certificate courses through its online platforms. These will allow students to build competencies beyond their core disciplines and tailor their learning journeys.

All new students will participate in a multi-day Orientation and Induction Program, introducing them to SSDU's academic systems, wellness culture, values, and community practices. To maintain feedback-driven responsiveness, the University will conduct an Annual Student Satisfaction Survey, capturing insights on academic quality, social environment, well-being services, and institutional culture. These insights will directly inform governance, service delivery, and curriculum improvement. SSDU will also uphold a strong commitment to inclusion. Students from rural, tribal, and socioeconomically disadvantaged backgrounds will be supported through mentoring programs, financial counseling, and need-based fee waivers. The campus will be designed with universal accessibility in mind, and additional accommodations will be provided for neurodiverse and differently-abled learners.

Finally, SSDU will embed well-being into the academic fabric through credit-eligible courses and value-added modules focused on emotional literacy, stress management, mindful communication, and holistic living. These offerings, delivered by trained faculty, will reinforce the University's belief that student well-being is a core element of pedagogy and purpose.

Together, these provisions will form a deeply embedded, values-aligned well-being ecosystem that will nurture conscious, capable, and compassionate individuals.

21.4 Alumni Ecosystem and Lifelong Belonging

At Sri Sri (Deemed to be University) (SSDU), alumni are not viewed as integral members of a lifelong learning and transformation community. The University envisions a globally engaged alumni ecosystem that extends the SSDU ethos well beyond graduation, fostering multi-generational mentorship, institutional advancement, and collective social impact. SSDU's alumni engagement strategy is grounded in three core principles: belonging, contribution, and continuity. The goal is to foster a culture where alumni remain connected not only through nostalgia, but through shared purpose, meaningful roles, and ongoing participation in the life of the university.

The Office of Alumni Relations (OAR) at SSDU will serve as the central node for institutionalizing alumni programs. A dedicated Alumni Portal will offer tools for mentoring, networking, co-certification, and collaborative projects. Alumni will also be offered continued access to select online learning resources, updates on university events, and invitations to serve as resource persons, adjunct faculty, or field mentors.

To recognize and celebrate contributions, SSDU will introduce an Alumni Fellowship and Giving Program with tiered opportunities for financial support, ranging from scholarships and travel grants to named research and innovation funds. The university will also establish the SSDU Alumni Council, comprising

senior alumni who serve in advisory roles and contribute to strategic planning, institutional branding, and internationalization efforts. Leveraging its connection with the Art of Living global network, SSDU's alumni ecosystem will have natural pathways for international engagement, service initiatives, and collaborative ventures. In shaping this robust alumni culture, SSDU affirms that its relationship with students does not end with graduation. It evolves into a lifelong partnership rooted in shared values, mutual growth, and global impact.

21.5 Implementation Plan and Key Performance Indicators (KPIs)

21.5.1 15-Year Strategic Roadmap and Phased Implementation Plan (2026–2041)

Sri Sri (Deemed to be University)'s roadmap for student life, well-being, and alumni engagement will be implemented in three integrated phases aligned with academic expansion, residential growth, and digital ecosystem maturity. Each phase builds toward a lifelong model of student flourishing, campus belonging, and global alumni contribution.

Phase I: Foundation and Launch (2026–2031)

- Establish the Student Affairs Office and Center for Student Well-being
- Institutionalize Yoga, Pranayama, and seva practices across all undergraduate programs
- Launch SSDU Orientation Program, and 10+ student-led clubs
- Deploy campus-wide support systems for career counseling, competitive exam prep, and psychological health

Phase II: Expansion and Institutionalization (2031–2036)

- Scale alumni participation in teaching, mentoring, and curriculum co-design
- Launch university-wide electives on emotional resilience and leadership
- Operationalize the Alumni Fellowship and Giving Program
- Host annual alumni homecoming and expand chapters across India and Asia
- Integrate Student Well-being Index and feedback dashboards into IQAC

Phase III: Maturity and Global Integration (2036–2041)

- Launch 5+ Alumni Endowed Fellowships and Chairs
- Establish 25+ domestic and international alumni chapters across AoL's global network
- Embed lifelong alumni micro-learning offerings into SSDU digital stack
- Institutionalize the SSDU Well-being Index, Alumni Impact Dashboard, and global recognition of SSDU's student life model

21.5.2 5-Year Rolling Implementation Plan (2026–2031)

Year	Key Milestones
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2026–27	Launch Student Affairs Office and Orientation Program; create Student clubs framework; integrate daily Yoga, Pranayama, and seva routines
2027–28	Operationalize Center for Student Well-being; initiate peer support system; launch professional counseling access and wellness workshops; begin Annual Student Satisfaction Survey
2028–29	Establish 10+ active student clubs and societies; introduce credit-bearing electives on emotional intelligence, mindfulness, and conscious communication
2029–30	Roll out competitive exam cell and structured career readiness modules; introduce student-led conferences and SDG challenge projects; launch sports and cultural inter-house programs
2030–31	Conduct mid-cycle review of student life and well-being programs; publish first institutional Student Life and Well-being Report; integrate SSDU Student Well-being Index into IQAC processes

21.5.3 Key Performance Indicators (KPIs)

Domain	Metric	2026–31	2031–36	2036–41
Student Participation & Support	% of students engaged in yoga, seva, and student clubs	90%+	95%+	100%+
	Counseling and peer support interactions	500+	1,200+	2,000+
Career and Academic Support	% of students using career counseling, placement, or exam prep services	60%+	75%+	85%+
	Credit-bearing electives in well-being and emotional literacy	5 courses	10+ courses	15+ courses
Alumni Engagement & Reach	% of alumni actively registered and engaged via portal	–	40%+	60%+
	Active alumni-student mentorship pairings	–	500+	750+
	Operational domestic and international alumni chapters	–	10+	25+
	Named alumni fellowships, chairs, or innovation grants	–	2+	5+
Institutional Integration & Recognition	Annual SSDU Student Well-being Index via IQAC	Initiated	Institutionalized	Publicly benchmarked
	Alumni Impact Dashboard embedded in university planning	–	Activated	Strategic tool
	Recognition of SSDU student life model in national/global forums	1+ case	5+ cases	10+ citations

Section 22: Consolidated Institutional Growth Plan and Milestones (2026–2041)

22.1 Strategic Vision and Framing

The institutional development roadmap of Sri Sri (Deemed to be University) is structured into three progressive phases across fifteen years, reflecting a commitment to measured, inclusive, and mission-aligned growth. Rooted in Indic knowledge systems, value-based pedagogy, and NEP 2020 priorities, this plan integrates academic, digital, vocational, infrastructure, research, and global expansion strategies across 13 pillars of development.

The three phases are:

- **Phase I (2026–2031): Foundation and Launch** – Establishing core programs, faculty systems, digital and vocational ecosystems.
- **Phase II (2031–2036): Expansion and Interdisciplinary Integration** – Scaling reach, depth, and institutional systems.
- **Phase III (2036–2041): Global Leadership and Legacy** – Consolidating SSDU as a globally distinctive university.

Each phase is underpinned by a year-wise milestone strategy ensuring compliance, quality, scalability, and transformation.

22.2 Phase I – Foundation and Launch (2026–2031)

Year 1: 2026–27

Pillar	Milestones
Academic Strategy and Curriculum Vision	Launch of 7 UG and 1 PG programs; 6 departments operational; 15 minors, 12 AECs, 10 SECs, 12 VACs introduced.
Faculty Development, Recruitment, and Academic Leadership	20 full-time faculty recruited; PTR = 25:1; CTFL and OIEP initiated.
Student Outreach, Admissions, and Inclusion	Outreach hub launched in Karnataka; SEDG intake baseline mapped; AoL bridge program pilot begins.
Research, Innovation, and Entrepreneurship	RIEC established; institutional research policy approved.
Digital Learning and Online Education Framework	3 online degrees launched (BA Sanskrit, BSc Data Science, BCom); 17 components go live.
Vocational and Applied Learning Ecosystem	Planning phase begins for IVAL; no formal programs launched.

ICT Infrastructure and Smart Campus	LMS, ERP, CMS, MIS live; 2 SSDU labs + 2 shared labs operational.
Campus Infrastructure and Sustainability Vision	SSRVM Ayurveda and Nursing infrastructure shared; hostel retrofitting initiated.
Financial Sustainability and Resource Mobilization	seed funding campaign; fee-backed model initiated; finance office set up.
Governance, Administrative Systems, and Human Resource Development	All statutory bodies constituted; leadership positions appointed; ERP-based workflows initiated.
Global Engagement and Strategic Partnerships	OIEP operational; 5 MoUs signed; IKS global retreat conducted.
Community Engagement, Social Responsibility, and SDG Impact	Seva modules launched.
Student Life, Well-being, and Alumni Ecosystem	Yoga, wellness, and mentorship integrated into 90% of UG student schedules.

Year 2: 2027–28

Pillar	Milestones
Academic Strategy and Curriculum Vision	8 UG + 1 PG programs launched; 6 new departments; catalog expands to 39 minors, 13 multidisciplinary courses, 15 AECs, 11 SECs, 20 VACs.
Faculty Development, Recruitment, and Academic Leadership	44 more faculty recruited (total 64); PTR = 25.0; academic policies institutionalized.
Student Outreach, Admissions, and Inclusion	Art of Living bridge programs scaled; merit based SEDG intake targeted.
Research, Innovation, and Entrepreneurship	SSCIE framework and RAC model piloted for research governance.
Digital Learning and Online Education Framework	3 additional online degrees; 18 new components introduced; LMS upgraded.
Vocational and Applied Learning Ecosystem	IVAL team appointed; detailed blueprint and rollout plan finalized.
ICT Infrastructure and Smart Campus	2 additional labs established; analytics dashboards and proctoring tools integrated.
Campus Infrastructure and Sustainability Vision	Academic Block planning; shared spaces further optimized.

Financial Sustainability and Resource Mobilization	Cost-efficiency model implemented; partial tuition revenue meets OPEX.
Governance, Administrative Systems, and Human Resource Development	HRMS launched; digital faculty appraisal systems piloted.
Global Engagement and Strategic Partnerships	3 co-branded international digital certificates launched.
Community Engagement, Social Responsibility, and SDG Impact	Outreach scaled ; AoL school bridge modules institutionalized.
Student Life, Well-being, and Alumni Ecosystem	Clubs and student council launched; career cell and peer mentoring systems initiated.

Year 3: 2028–29

Pillar	Milestones
Academic Strategy and Curriculum Vision	6 UG, 3 PG, 1 PhD programs launched; 6 new departments; 23 minors, 13 AECs, 24 SECs, 23 VACs added.
Faculty Development, Recruitment, and Academic Leadership	67 more faculty recruited (total 131); PTR = 23.58; faculty dashboards and CTFL mentoring scaled.
Student Outreach, Admissions, and Inclusion	Rural MOOC outreach begins; AoL transition pipelines formalized under Track C.
Research, Innovation, and Entrepreneurship	RDO, IKS Pedagogy Lab, and Visual Design Lab launched.
Digital Learning and Online Education Framework	1 new online degree; 18 more components; Track C (lifelong learners) launched.
Vocational and Applied Learning Ecosystem	10 certificates + 10 RPL modules launched under IVAL.
ICT Infrastructure and Smart Campus	10–15 smart classrooms operational; AI-based chatbot introduced.
Campus Infrastructure and Sustainability Vision	Academic Block I construction begins; hostel retrofits expand.
Financial Sustainability and Resource Mobilization	Monetization of digital offerings begins; alumni fundraising for IKS center launched.
Governance, Administrative Systems, and Human Resource Development	Internal academic audits launched; portfolio-based promotion pilots begin.

Global Engagement and Strategic Partnerships	Twinning program pilot launched; 20+ new MoUs signed.
Community Engagement, Social Responsibility, and SDG Impact	SDG-linked curricula piloted in 3 departments; community immersion protocols developed.
Student Life, Well-being, and Alumni Ecosystem	Peer mentoring and student-led events scaled; Emotional Intelligence electives launched.

Year 4: 2029–30

Pillar	Milestones
Academic Strategy and Curriculum Vision	3 UG + 2 PG programs launched; 2 new departments; 11 minors, 7 multidisciplinary courses, 11 new VACs added.
Faculty Development, Recruitment, and Academic Leadership	84 more faculty recruited (total 215); PTR = 21.43; CTFL delivers mid-tier academic leadership programs.
Student Outreach, Admissions, and Inclusion	National outreach campaign begins; lateral entry systems designed.
Research, Innovation, and Entrepreneurship	SSCIE, Ethics Review Board, and Center for Emerging Tech become operational.
Digital Learning and Online Education Framework	SSGCDL MOOC platform soft-launched; AI-based recommendation engine deployed.
Vocational and Applied Learning Ecosystem	Launch of 3 diplomas and 5 co-certification programs; digital modules scaled.
ICT Infrastructure and Smart Campus	IoT systems for energy and attendance piloted.
Campus Infrastructure and Sustainability Vision	Academic Block II construction planned; sustainability audit framework designed.
Financial Sustainability and Resource Mobilization	Digital revenue scaled; RIE labs and IVAL partially funded via CSR.
Governance, Administrative Systems, and Human Resource Development	Academic benchmarking and role-based planning dashboards deployed.
Global Engagement and Strategic Partnerships	5 inbound students; 5 global co-developed modules offered.
Community Engagement, Social Responsibility, and SDG Impact	Seva-for-credit launched; rural digital literacy programs begin.

Student Life, Well-being, and Alumni Ecosystem	Career pathways platform launched;
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Year 5: 2030–31

Pillar	Milestones
Academic Strategy and Curriculum Vision	3 UG, 4 PG, and 7 PhD programs launched; 9 new departments activated; 4 new minors, 2 AECs, 1 SEC, and 17 new VACs added to the catalog.
Faculty Development, Recruitment, and Academic Leadership	114 faculty recruited (total: 329); PTR = 20.09; 100% faculty engaged in at least one CPD or FDP; academic leadership modules scaled through CTFL.
Student Outreach, Admissions, and Inclusion	National and international outreach consolidated; centralized student dashboard and lateral pathways activated; merit based SEDG admissions sustained
Research, Innovation, and Entrepreneurship	Consciousness Research Lab and Ayurvedic Simulation Lab launched; faculty-led publications and interdisciplinary research clusters expanded.
Digital Learning and Online Education Framework	7 online degrees live; Digital Elective Marketplace operational; AI-driven modular stack integration begins.
Vocational and Applied Learning Ecosystem	Launch of 3 advanced diplomas and 2 B.Voc programs under IVAL; Track B scaled across 6 faculties.
ICT Infrastructure and Smart Campus	All 6 labs fully operational; 25+ smart classrooms in use; blockchain-based digital credentialing deployed across degrees.
Campus Infrastructure and Sustainability Vision	Expansion into new green zones begins; planning for additional hostels and IKS center initiated; Phase I infrastructure review completed.
Financial Sustainability and Resource Mobilization	Fundraising via CSR, endowments, and digital offerings ; research and IVAL co-funded through DST, MoE, and philanthropic partners.
Governance, Administrative Systems, and Human Resource Development	Annual academic audit system fully functional; ERP-integrated dashboards in use; performance-based promotions and faculty progression norms implemented.
Global Engagement and Strategic Partnerships	Over 50 MoUs signed; 3 international events hosted at AOL Global Campus; inbound and outbound exchanges scaled across faculties.

Community Engagement, Social Responsibility, and SDG Impact	Community innovation labs launched in 10 new villages; SDG 4.7-aligned curriculum mapped across UG programs; outreach scaled to 20+ villages.
Student Life, Well-being, and Alumni Ecosystem	SSDU Changemaker Circle officially launched; alumni mentoring platform live; Student Well-being Index adopted by IQAC for all academic programs.

22.3 Phase II – Expansion and Interdisciplinary Integration (2031–2036)

Pillar	Milestones (2031–2036)
Academic Strategy and Curriculum Vision	Launch of 7 new degrees (UG, PG, Online); 15 new interdisciplinary online minors; 30 new online components introduced under SSGCDL Track A; Digital Elective Marketplace launched and scaled.
Faculty Development, Recruitment, and Academic Leadership	100+ faculty recruited; PTR maintained $\leq 20:1$; 25 FDPs, 10 NEP/IKS awareness offerings, and 10 Academic Leadership and Curriculum Innovation Programs conducted under SSGCDL Track D.
Student Outreach, Admissions, and Inclusion	Outreach hubs expanded; inclusive admissions strengthened; centralized tracking and robust diversity reporting institutionalized; annual national outreach reviews launched.
Research, Innovation, and Entrepreneurship	8+ new RIE labs and centers launched, including the Digital Research Commons, Center for Human Flourishing, Ayurvedic Simulation Lab, and multiple Living Labs; RIEC governance matured.
Digital Learning and Online Education Framework	7 new online degrees launched (total 14); 30 additional online components; Digital Elective Marketplace integrated; ABC/NCrF compliance achieved; AI-based learner support systems fully operational.
Vocational and Applied Learning Ecosystem	50 online micro-credentials, 25 short-duration certificates, and 25 co-certified professional programs launched under SSGCDL Track B; multilingual and apprenticeship-linked models introduced.
ICT Infrastructure and Smart Campus	25–30 smart classrooms established; AR/VR immersive platforms across faculties; blockchain-enabled academic records; Digital Research Commons fully launched.
Campus Infrastructure and Sustainability Vision	Dedicated academic blocks, student hostels, and research labs constructed across faculties; green design principles integrated into new campus infrastructure.
Financial Sustainability and Resource Mobilization	Mid-cycle resource planning implemented; expansion of DST, DBT, CSR, and philanthropic partnerships to sustain IVAL, RIE, and digital ecosystems.

Governance, Administrative Systems, and HR Development	ERP-integrated promotion and portfolio systems institutionalized; annual academic audits; CTFL expands its leadership pipeline role; rotation-based governance norms adopted.
Global Engagement and Strategic Partnerships	50+ international MoUs signed; co-developed global MOOCs and credit courses launched; SSDU hosts international educator summits and co-innovation partnerships.
Community Engagement, Social Responsibility, and SDG Impact	30 school-to-university bridge programs, 15 programs for rural women, and 25 MOOCs launched under Track C; rural innovation hubs activated; SDG-linked service models embedded in curriculum.
Student Life, Well-being, and Alumni Ecosystem	SSDU Changemaker Circles scaled; 360° student wellness ecosystem institutionalized; well-being index integrated into student support and IQAC systems; alumni mentoring networks activated.

22.3 Phase III – Global Leadership and Legacy (2036–2041)

Pillar	Milestones (2036–2041)
Academic Strategy and Curriculum Vision	Maintenance and refresh of 30 online degree components and 15 interdisciplinary minors; new global co-certified electives introduced with university and ed-tech partners.
Faculty Development, Recruitment, and Academic Leadership	Continuation of 25 FDPs; NEP/IKS micro-certificates scaled; launch of global policy fellowships, curriculum innovation labs, and international educator networks.
Student Outreach, Admissions, and Inclusion	Maintain merit based access from SEDG backgrounds; deepen global outreach and credit mobility across all SSGCDL tracks.
Research, Innovation, and Entrepreneurship	Establish global research chairs and partnerships; deploy AI-enabled KPI dashboards; launch Ayur GPT Lab; expand Living Labs to 50+ communities; SSDU Changemaker Circle activated.
Digital Learning and Online Education Framework	SSGCDL becomes globally embedded on SWAYAM+, Coursera, and other platforms; launch of Center for Conscious Digital Innovation; emotion-aware archives, Sanskrit NLP, and digital twins deployed.
Vocational and Applied Learning Ecosystem	Vocational Learning Hub Campus launched; SSGCDL Track B becomes global skilling brand; expansion to 10 B.Voc programs and 250+ partners; global co-badging with UNESCO/SDG Labs.
ICT Infrastructure and Smart Campus	All classrooms become smart-enabled; immersive studios, AI mentoring tools, and blended extensions across all programs; full deployment of ethical AI audit protocols and digital twins.

Campus Infrastructure and Sustainability Vision	green buildings and net-zero infrastructure maintained; real-time campus monitoring and planning via digital infrastructure.
Financial Sustainability and Resource Mobilization	Research grants, CSR investments, and alumni giving institutionalized; global funding networks and social entrepreneurship outputs sustain research and vocational ecosystems.
Governance, Administrative Systems, and HR Development	Integration of global advisory board models; predictive HR analytics; rotation-based academic leadership systems scaled; full digital governance via ERP-HRMS.
Global Engagement and Strategic Partnerships	Global academic and policy partnerships mature; 25+ global co-developed offerings and fellowships launched; international researcher exchanges and MOUs scaled.
Community Engagement, Social Responsibility, and SDG Impact	Community-based labs and rural innovation models scaled internationally; global dissemination of IKS-aligned service learning through SDG platforms.
Student Life, Well-being, and Alumni Ecosystem	SSDU Changemaker Circle fully activated; alumni-led innovation, mentorship, and community service scaled; well-being systems integrated into all academic programs.

22.4 Summary and Strategic Outlook

Sri Sri (Deemed to be University)'s phased institutional growth plan reflects a deliberate, mission-aligned progression from foundational setup to global distinctiveness. The first five years (2026–2031) establish the academic, administrative, digital, vocational, and research ecosystems with strategic depth, ensuring that all foundational pillars are in place. The second phase (2031–2036) focuses on scaling interdisciplinary integration, digital reach, global engagement, and community immersion—anchored in measurable outcomes. The third and final phase (2036–2041) positions SSDU as a nationally and globally recognized center of excellence in value-based, future-ready, and spiritually grounded higher education. With each milestone grounded in the institutional ethos, national priorities, and NEP 2020, this roadmap ensures that Sri Sri (Deemed to be University) not only grows in capacity but deepens in relevance and impact, fulfilling its vision of producing compassionate leaders, ethical innovators, and conscious global citizens.

Section 23: Annexures

23.1 List of Annexures

Sno	Detail	Annexure/ Appendix No.
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Annexure 1 : List of Faculty , Sri Sri (Deemed to be University), Bangalore

Table 1: Details of Proposed Faculty

S.no	Details of Faculty	Year of Commencement
1	Faculty of Indian Knowledge Systems	26-27
2	Faculty of Integrated Health and Allied Sciences	28-29
3	Faculty of Sciences	27-28
4	Faculty of Digital Futures and Emerging Tech	26-27
5	Faculty of Liberal Arts, Humanities & Global Citizenship	27-28
6	Faculty of Management , Commerce and Economics	26-27
7	Faculty of Performing, Visual, Applied Arts	26-27
8	Faculty of Education & Teacher Development	27-28
9	Faculty of Design	31-36
10	Faculty of Agriculture and Allied Sciences	27-28
11	Faculty of Sustainability and Environmental Sciences	28-29
12	Faculty of Sports and Physical Education	31-36
13	Faculty of Integrative Medical Sciences	31-36

Annexure 2: Year wise commencement of Proposed Degrees (with Faculty & Department)

Table 1: All Proposed Degrees Year-wise Commencement

Sno	Faculty	Department	Degree Name	Year of commencement	UG/PG
1	Faculty of Indian Knowledge Systems	Vishalakshi Department of Indian Knowledge Systems	B.A. (Hons.) in Sanskrit, Vedic Knowledge and Indian Heritage	26-27	UG
2	Faculty of Indian Knowledge Systems	Department of Yogic Sciences	B.Sc. (Hons.) Yoga Therapy	26-27	UG
3	Faculty of Digital Futures and Emerging Tech	Department of Artificial Intelligence, Data Science & Emerging Technologies	B.Sc. (Hons.) in Artificial Intelligence and Machine Learning	26-27	UG
4	Faculty of Digital Futures and Emerging Tech	Department of Artificial Intelligence, Data Science & Emerging Technologies	B.Sc. (Hons.) in Data Science and Analytics	26-27	UG
5	Faculty of Management , Commerce and Economics	Department of Management	B.B.A. (Hons.) with specializations in Hospitality ,Entrepreneurship and Start-Up Management)	26-27	UG
6	Faculty of Management , Commerce and Economics	Department of Management	M.B.A. with specialization in entrepreneurship	26-27	PG
7	Faculty of Management , Commerce and Economics	Department of Commerce	B. Com. (Hons.)	26-27	UG
8	Faculty of Performing, Visual, Applied Arts	Department of Performing Arts	B.P.A. in Indian Classical Music	26-27	UG

9	Faculty of Sciences	Department of Health and Wellbeing	B.Sc. (Hons.) in Clinical Psychology	27-28	UG
10	Faculty of Sciences	Department of Cognitive & Consciousness Studies	M.Sc. in Computational Biology and Consciousness Modeling	27-28	PG
11	Faculty of Digital Futures and Emerging Tech	Department of Artificial Intelligence, Data Science & Emerging Technologies	B.Sc. (Hons.) in Computational biology and Bioinformatics	27-28	UG
12	Faculty of Digital Futures and Emerging Tech	Department of Artificial Intelligence, Data Science & Emerging Technologies	BCA	27-28	UG
13	Faculty of Digital Futures and Emerging Tech	Department of Artificial Intelligence, Data Science & Emerging Technologies	B.Sc. (Hons.) in Emerging Technologies and Applied Research	27-28	UG
14	Faculty of Liberal Arts, Humanities & Global Citizenship	Department of Digital Humanities	B.A. (Hons.) in Digital Humanities	27-28	UG
15	Faculty of Performing, Visual, Applied Arts	Department of Visual Arts	B.V.A. Graphic Design/ Animation and VFX/ UI/UX Design/Film and Video Production	27-28	UG
16	Faculty of Education & Teacher Development	Department of Teacher Education	ITEP	27-28	UG
17	Faculty of Agriculture and Allied Sciences	Department of Sustainable & Regenerative Agriculture	B.Sc. (Hons.) Food , Nutrition and Dietetics	27-28	UG
18	Faculty of Integrated Health and Allied Sciences	Department of Indian Medicine Systems	BAMS	28-29	UG
19	Faculty of Integrated Health and Allied Sciences	Department of Indian Medicine Systems	Ph.D. Ayurveda	28-29	Ph.D.
20	Faculty of Integrated Health and Allied Sciences	Department of Nursing	B.Sc. (Hons.) Nursing	28-29	UG

21	Faculty of Integrated Health and Allied Sciences	Department of Allied Health Sciences	Bachelors of Physiotherapy	28-29	UG
22	Faculty of Integrated Health and Allied Sciences	Department of Allied Health Sciences	M.Sc. in Medical Biotechnology	28-29	PG
23	Faculty of Liberal Arts, Humanities & Global Citizenship	Department of Global Studies	B.A. (Hons.) in International Relations and Global Affairs	28-29	UG
24	Faculty of Performing, Visual, Applied Arts	Department of Fashion Studies	B.Sc. (Hons.) in Fashion and textile design	28-29	UG
25	Faculty of Sustainability and Environmental Sciences	Department of Environmental Studies	B.Sc. (Hons.) in Environment Science	28-29	UG
26	Faculty of Sustainability and Environmental Sciences	Department of Environmental Studies	M.Sc. Environment Science specialization in water sciences , disaster studies	28-29	PG
27	Faculty of Sustainability and Environmental Sciences	Department of Environmental Studies	M.Sc. Environmental biology	28-29	PG
28	Faculty of Integrated Health and Allied Sciences	Department of Pharmacy	B.Pharm	29-30	UG
29	Faculty of Agriculture and Allied Sciences	Department of Sustainable & Regenerative Agriculture	B.Sc. (Hons.) in Agriculture Biotechnology	29-30	UG
30	Faculty of Agriculture and Allied Sciences	Department of Sustainable & Regenerative Agriculture	B.Sc.(Hons.) in Agriculture	29-30	UG
31	Faculty of Agriculture and Allied Sciences	Department of Sustainable & Regenerative Agriculture	M.Sc. Horticulture	29-30	PG
32	Faculty of Sustainability and Environmental Sciences	Department of Water and Earth Systems	M.Sc. in Water Science and Sustainable Water Management	29-30	PG
33	Faculty of Indian Knowledge Systems	Vishalakshi Department of Indian Knowledge Systems	Ph.D. (IKS)	30-31	Ph.D.

34	Faculty of Indian Knowledge Systems	Department of Yogic Sciences	M.Sc. Yoga Therapy	30-31	PG
35	Faculty of Indian Knowledge Systems	Department of Yogic Sciences	Ph.D. (Yogic Science)	30-31	Ph.D.
36	Faculty of Sciences	Department of Cognitive & Consciousness Studies	Ph.D. in Consciousness Studies	30-31	Ph.D.
37	Faculty of Digital Futures and Emerging Tech	Department of Artificial Intelligence, Data Science & Emerging Technologies	M.Sc.in Emerging Technologies and Applied Research	30-31	PG
38	Faculty of Digital Futures and Emerging Tech	Department of Artificial Intelligence, Data Science & Emerging Technologies	Ph.D. (Emerging Technologies)	30-31	Ph.D.
39	Faculty of Management , Commerce and Economics	Department of Management	B.B.A. (Hons.) specialization in Logistics and Supply Chain Management	30-31	UG
40	Faculty of Management , Commerce and Economics	Department of Management	B.B.A. (Hons.) specialization in Tourism and Travel	30-31	UG
41	Faculty of Management , Commerce and Economics	Department of Management	Ph.D. (Management)	30-31	Ph.D.
42	Faculty of Performing, Visual, Applied Arts	Department of Performing Arts	B.P.A Indian Classical Dance	30-31	UG
43	Faculty of Performing, Visual, Applied Arts	Department of Performing Arts	M.P.A. Indian Classical Dance	30-31	PG
44	Faculty of Performing, Visual, Applied Arts	Department of Performing Arts	M.P.A. Indian Classical Music	30-31	PG
45	Faculty of Performing, Visual, Applied Arts	Department of Performing Arts	Ph.D. (Indian Performing Arts)	30-31	Ph.D.
46	Faculty of Agriculture and Allied Sciences	Department of Sustainable & Regenerative Agriculture	Ph.D. (Agriculture)	30-31	Ph.D.
47	Faculty of Indian Knowledge Systems	Vishalakshi Department of Indian Knowledge Systems	M.A. Sanskrit, Vedic Knowledge and Indian Heritage	31-36	PG

48	Faculty of Indian Knowledge Systems	Department of Indic Psychology	M.A. in Indic Psychology	31-36	PG
49	Faculty of Integrated Health and Allied Sciences	Department of Indian Medicine Systems	M.Sc.Ayurveda	31-36	PG
50	Faculty of Integrated Health and Allied Sciences	Department of Indian Medicine Systems	M.D. Ayurveda	31-36	PG
51	Faculty of Integrated Health and Allied Sciences	Department of Indian Medicine Systems	Integrative M.Sc. in Ayurveda Biology	31-36	PG
52	Faculty of Integrated Health and Allied Sciences	Department of Nursing	M.Sc. Nursing	31-36	PG
53	Faculty of Integrated Health and Allied Sciences	Department of Pharmacy	Integrated M. Pharm Pharmaceutics , Pharmacology, Pharmacognosy and Drug Reg Affairs	31-36	UG
54	Faculty of Integrated Health and Allied Sciences	Department of Allied Health Sciences	Masters of Physiotherapy	31-36	PG
55	Faculty of Integrated Health and Allied Sciences	Department of Allied Health Sciences	BYNS	31-36	UG
56	Faculty of Sciences	Department of Applied Sciences	B.Sc.(Hons.) Interdisciplinary Sciences	31-36	UG
57	Faculty of Sciences	Department of Applied Sciences	M.Sc. Interdisciplinary Sciences	31-36	PG
58	Faculty of Sciences	Department of Applied Sciences	B.Stat Bachelor of Statistics	31-36	UG
59	Faculty of Sciences	Department of Health and Wellbeing	BSc. (Hons.) Psychology	31-36	UG
60	Faculty of Sciences	Department of Health and Wellbeing	Ph.D. (Integrative Health)	31-36	Ph.D.
61	Faculty of Liberal Arts, Humanities & Global Citizenship	Department of Digital Humanities	M.A. in Digital Humanities	31-36	PG

62	Faculty of Liberal Arts, Humanities & Global Citizenship	Department of Global Studies	B.A. (Hons.) in Public Policy and Governance	31-36	UG
63	Faculty of Liberal Arts, Humanities & Global Citizenship	Department of Global Studies	M.A. in Development Studies	31-36	PG
64	Faculty of Management , Commerce and Economics	Department of Management	BBA (Hons.) in Hospital Management	31-36	UG
65	Faculty of Management , Commerce and Economics	Department of Management	M.B.A. specialization in Hospital Administration	31-36	PG
66	Faculty of Management , Commerce and Economics	Department of Management	M.B.A. specialization in Pharmaceutical Management	31-36	PG
67	Faculty of Management , Commerce and Economics	Department of Commerce	M.Com. (Hons.)	31-36	PG
68	Faculty of Management , Commerce and Economics	Department of Commerce	Ph.D. (Commerce)	31-36	Ph.D.
69	Faculty of Management , Commerce and Economics	Department of Business Innovation & Sustainable Enterprise	B.B.A. in Sustainable Enterprise and Conscious Leadership	31-36	UG
70	Faculty of Management , Commerce and Economics	Department of Business Innovation & Sustainable Enterprise	M.B.A. with Specialization in Entrepreneurship	31-36	PG
71	Faculty of Management , Commerce and Economics	Department of Business Innovation & Sustainable Enterprise	M.B.A. in Agri-Business and Rural Innovation	31-36	PG
72	Faculty of Performing, Visual, Applied Arts	Department of Visual Arts	M.V.A.	31-36	PG
73	Faculty of Performing, Visual, Applied Arts	Department of Fine Arts	B.F.A. Indian Arts	31-36	UG
74	Faculty of Performing, Visual, Applied Arts	Department of Fine Arts	M.F.A. Indian Arts	31-36	PG
75	Faculty of Performing, Visual, Applied Arts	Department of Fine Arts	Ph.D. (Fine Arts)	31-36	Ph.D.

76	Faculty of Education & Teacher Development	Department of Teacher Education	B.Ed	31-36	UG
77	Faculty of Education & Teacher Development	Department of Teacher Education	M.Ed	31-36	PG
78	Faculty of Education & Teacher Development	Department of Educational Leadership, Innovation & Policy	Ph.D. in Indic Pedagogy & Curriculum Ethics	31-36	Ph.D.
79	Faculty of Design	Department of Design	B.Des Bachelor of Design Design thinking and innovation	31-36	UG
80	Faculty of Design	Department of Design	B.Des. ceramic /furniture design	31-36	UG
81	Faculty of Design	Department of Design	B. Plan Bachelor of Planning	31-36	UG
82	Faculty of Design	Department of Design	M.Plan Masters of Planning	31-36	PG
83	Faculty of Design	Department of Design	B.I.D Bach of Interior Design	31-36	UG
84	Faculty of Design	Department of Design	M.I.D	31-36	PG
85	Faculty of Design	Department of Design	M.Des	31-36	PG
86	Faculty of Sports and Physical Education	Department of Physical Education & Sports	B.P.E.S	31-36	UG
87	Faculty of Sports and Physical Education	Department of Physical Education & Sports	M.P.E.S	31-36	PG
88	Faculty of Sports and Physical Education	Department of Integrative Sports Science (Proposed)	B.Sc. Hons in Kinesiology and Applied Movement Sciences	31-36	UG
89	Faculty of Integrative Medical Sciences	Department of Medicine	MBBS	31-36	UG
90	Faculty of Integrated Health and Allied Sciences	Department of Allied Health Sciences	B.Sc. Hons Naturopathy	36-41	UG
91	Faculty of Integrated Health and Allied Sciences	Department of Allied Health Sciences	Integrated M.Sc Laboratory Technology	36-41	UG
92	Faculty of Integrated Health and Allied Sciences	Department of Allied Health Sciences	M.Sc. Medical Physics	36-41	PG

93	Faculty of Education & Teacher Development	Department of Teacher Education	Ph.D. (Education)	36-41	Ph.D.
94	Faculty of Design	Department of Sustainable & Ecological Design	B.Des. in Sustainable Systems and Ecological Design	36-41	UG
95	Faculty of Design	Department of Sustainable & Ecological Design	M.Des. in Sustainable Systems and Ecological Design	36-41	PG
96	Faculty of Design	Department of Sustainable & Ecological Design	Ph.D. in Conscious Design Theory & Practice	36-41	Ph.D.
97	Faculty of Agriculture and Allied Sciences	Department of Sustainable & Regenerative Agriculture	B.Sc. (Hons.) in Regenerative Agriculture	36-41	UG
98	Faculty of Agriculture and Allied Sciences	Department of Sustainable & Regenerative Agriculture	B.Sc. (Hons.) in Agricultural Economics	36-41	UG
99	Faculty of Agriculture and Allied Sciences	Department of Sustainable & Regenerative Agriculture	Ph.D. in Seed Sovereignty & Indigenous Farming	36-41	Ph.D.
100	Faculty of Sustainability and Environmental Sciences	Department of Climate Ethics & Planetary Health	Ph.D. in Environmental Sustainability Ethics	36-41	Ph.D.
101	Faculty of Sports and Physical Education	Department of Integrative Sports Science (Proposed)	Ph.D. in Sports Science & Conscious Performance	36-41	Ph.D.
102	Faculty of Integrative Medical Sciences	Department of Medicine	M.D	36-41	PG
103	Faculty of Integrative Medical Sciences	Department of Neuroscience & Consciousness Studies	Ph.D. in Consciousness Studies & Neuroscience	36-41	Ph.D.

Table 2: Proposed UG Degrees

Sno	Faculty	Department	Degree Name	Year of commencement	UG/PG
1	Faculty of Indian Knowledge Systems	Vishalakshi Department of Indian Knowledge Systems	B.A. (Hons.) in Sanskrit, Vedic Knowledge and Indian Heritage	26-27	UG
2	Faculty of Indian Knowledge Systems	Department of Yogic Sciences	B.Sc. (Hons.) Yoga Therapy	26-27	UG
3	Faculty of Digital Futures and Emerging Tech	Department of Artificial Intelligence, Data Science & Emerging Technologies	B.Sc. (Hons.) in Artificial Intelligence and Machine Learning	26-27	UG
4	Faculty of Digital Futures and Emerging Tech	Department of Artificial Intelligence, Data Science & Emerging Technologies	B.Sc. (Hons.) in Data Science and Analytics	26-27	UG
5	Faculty of Management , Commerce and Economics	Department of Management	B.B.A. (Hons.) with specializations in Hospitality ,Entrepreneurship and Start-Up Management)	26-27	UG
6	Faculty of Management , Commerce and Economics	Department of Commerce	B. Com. (Hons.)	26-27	UG
7	Faculty of Performing, Visual, Applied Arts	Department of Performing Arts	B.P.A. in Indian Classical Music	26-27	UG
8	Faculty of Sciences	Department of Health and Wellbeing	B.Sc. (Hons.) in Clinical Psychology	27-28	UG
9	Faculty of Digital Futures and Emerging Tech	Department of Artificial Intelligence, Data Science & Emerging Technologies	B.Sc. (Hons.) in Computational biology and Bioinformatics	27-28	UG
10	Faculty of Digital Futures and Emerging Tech	Department of Artificial Intelligence, Data Science & Emerging Technologies	BCA	27-28	UG

11	Faculty of Digital Futures and Emerging Tech	Department of Artificial Intelligence, Data Science & Emerging Technologies	B.Sc. (Hons.) in Emerging Technologies and Applied Research	27-28	UG
12	Faculty of Liberal Arts, Humanities & Global Citizenship	Department of Digital Humanities	B.A. (Hons.) in Digital Humanities	27-28	UG
13	Faculty of Performing, Visual, Applied Arts	Department of Visual Arts	B.V.A. Graphic Design/ Animation and VFX/ UI/UX Design/Film and Video Production	27-28	UG
14	Faculty of Education & Teacher Development	Department of Teacher Education	ITEP	27-28	UG
15	Faculty of Agriculture and Allied Sciences	Department of Sustainable & Regenerative Agriculture	B.Sc. (Hons.) Food , Nutrition and Dietics	27-28	UG
16	Faculty of Integrated Health and Allied Sciences	Department of Indian Medicine Systems	BAMS	28-29	UG
17	Faculty of Integrated Health and Allied Sciences	Department of Nursing	B.Sc. (Hons.) Nursing	28-29	UG
18	Faculty of Integrated Health and Allied Sciences	Department of Allied Health Sciences	Bachelors of Physiotherapy	28-29	UG
19	Faculty of Liberal Arts, Humanities & Global Citizenship	Department of Global Studies	B.A. (Hons.) in International Relations and Global Affairs	28-29	UG
20	Faculty of Performing, Visual, Applied Arts	Department of Fashion Studies	B.Sc. (Hons.) in Fashion and textile design	28-29	UG
21	Faculty of Sustainability and Environmental Sciences	Department of Environmental Studies	B.Sc. (Hons.) in Environment Science	28-29	UG
22	Faculty of Integrated Health and Allied Sciences	Department of Pharmacy	B.Pharm	29-30	UG
23	Faculty of Agriculture and Allied Sciences	Department of Sustainable & Regenerative Agriculture	B.Sc. (Hons.) in Agriculture Biotechnology	29-30	UG

24	Faculty of Agriculture and Allied Sciences	Department of Sustainable & Regenerative Agriculture	B.Sc.(Hons.) in Agriculture	29-30	UG
25	Faculty of Management , Commerce and Economics	Department of Management	B.B.A. (Hons.) specialization in Logistics and Supply Chain Management	30-31	UG
26	Faculty of Management , Commerce and Economics	Department of Management	B.B.A. (Hons.) specialization in Tourism and Travel	30-31	UG
27	Faculty of Performing, Visual, Applied Arts	Department of Performing Arts	B.P.A Indian Classical Dance	30-31	UG
28	Faculty of Integrated Health and Allied Sciences	Department of Pharmacy	Integrated M. Pharm Pharmaceutics , Pharmacology, Pharmacognosy and Drug Reg Affairs	31-36	UG
29	Faculty of Integrated Health and Allied Sciences	Department of Allied Health Sciences	BYNS	31-36	UG
30	Faculty of Sciences	Department of Applied Sciences	B.Sc.(Hons.) Interdisciplinary Sciences	31-36	UG
31	Faculty of Sciences	Department of Applied Sciences	B.Stat Bachelor of Statistics	31-36	UG
32	Faculty of Sciences	Department of Health and Wellbeing	BSc. (Hons.) Psychology	31-36	UG
33	Faculty of Liberal Arts, Humanities & Global Citizenship	Department of Global Studies	B.A. (Hons.) in Public Policy and Governance	31-36	UG
34	Faculty of Management , Commerce and Economics	Department of Management	BBA (Hons.) in Hospital Management	31-36	UG
35	Faculty of Management , Commerce and Economics	Department of Business Innovation & Sustainable Enterprise	B.B.A. in Sustainable Enterprise and Conscious Leadership	31-36	UG
36	Faculty of Performing, Visual, Applied Arts	Department of Fine Arts	B.F.A. Indian Arts	31-36	UG

37	Faculty of Education & Teacher Development	Department of Teacher Education	B.Ed	31-36	UG
38	Faculty of Design	Department of Design	B.Des Bachelor of Design Design thinking and innovation	31-36	UG
39	Faculty of Design	Department of Design	B.Des. ceramic /furniture design	31-36	UG
40	Faculty of Design	Department of Design	B. Plan Bachelor of Planning	31-36	UG
41	Faculty of Design	Department of Design	B.I.D Bach of Interior Design	31-36	UG
42	Faculty of Sports and Physical Education	Department of Physical Education & Sports	B.P.E.S	31-36	UG
43	Faculty of Sports and Physical Education	Department of Integrative Sports Science (Proposed)	B.Sc. Hons in Kinesiology and Applied Movement Sciences	31-36	UG
44	Faculty of Integrative Medical Sciences	Department of Medicine	MBBS	31-36	UG
45	Faculty of Integrated Health and Allied Sciences	Department of Allied Health Sciences	B.Sc. Hons Naturopathy	36-41	UG
46	Faculty of Integrated Health and Allied Sciences	Department of Allied Health Sciences	Integrated M.Sc Laboratory Technology	36-41	UG
47	Faculty of Design	Department of Sustainable & Ecological Design	B.Des. in Sustainable Systems and Ecological Design	36-41	UG
48	Faculty of Agriculture and Allied Sciences	Department of Sustainable & Regenerative Agriculture	B.Sc. (Hons.) in Regenerative Agriculture	36-41	UG
49	Faculty of Agriculture and Allied Sciences	Department of Sustainable & Regenerative Agriculture	B.Sc. (Hons.) in Agricultural Economics	36-41	UG

Table 3: Proposed PG Degrees

Sno	Faculty	Department	Degree Name	Year of commencement	UG/PG
1	Faculty of Management , Commerce and Economics	Department of Management	MBA with specialization in entrepreneurship	26-27	PG
2	Faculty of Sciences	Department of Cognitive & Consciousness Studies	M.Sc. in Computational Biology and Consciousness Modeling	27-28	PG
3	Faculty of Integrated Health and Allied Sciences	Department of Allied Health Sciences	M.Sc. in Medical Biotechnology	28-29	PG
4	Faculty of Sustainability and Environmental Sciences	Department of Environmental Studies	M.Sc. Environment Science specialization in water sciences , disaster studies	28-29	PG
5	Faculty of Sustainability and Environmental Sciences	Department of Environmental Studies	M.Sc. Environmental biology	28-29	PG
6	Faculty of Agriculture and Allied Sciences	Department of Sustainable & Regenerative Agriculture	M.Sc. Horticulture	29-30	PG
7	Faculty of Sustainability and Environmental Sciences	Department of Water and Earth Systems	M.Sc. in Water Science and Sustainable Water Management	29-30	PG
8	Faculty of Indian Knowledge Systems	Department of Yogic Sciences	M.Sc. Yoga Therapy	30-31	PG
9	Faculty of Digital Futures and Emerging Tech	Department of Artificial Intelligence, Data Science & Emerging Technologies	M.Sc.in Emerging Technologies and Applied Research	30-31	PG
10	Faculty of Performing, Visual, Applied Arts	Department of Performing Arts	M.P.A. Indian Classical Dance	30-31	PG
11	Faculty of Performing, Visual, Applied Arts	Department of Performing Arts	M.P.A. Indian Classical Music	30-31	PG
12	Faculty of Indian Knowledge Systems	Vishalakshi Department of Indian Knowledge	M.A. Sanskrit, Vedic Knowledge and Indian	31-36	PG

		Systems	Heritage		
13	Faculty of Indian Knowledge Systems	Department of Indic Psychology	M.A. in Indic Psychology	31-36	PG
14	Faculty of Integrated Health and Allied Sciences	Department of Indian Medicine Systems	M.Sc.Ayurveda	31-36	PG
15	Faculty of Integrated Health and Allied Sciences	Department of Indian Medicine Systems	M.D. Ayurveda	31-36	PG
16	Faculty of Integrated Health and Allied Sciences	Department of Indian Medicine Systems	Integrative M.Sc. in Ayurveda Biology	31-36	PG
17	Faculty of Integrated Health and Allied Sciences	Department of Nursing	M.Sc. Nursing	31-36	PG
18	Faculty of Integrated Health and Allied Sciences	Department of Allied Health Sciences	Masters of Physiotherapy	31-36	PG
19	Faculty of Sciences	Department of Applied Sciences	M.Sc. Interdisciplinary Sciences	31-36	PG
20	Faculty of Liberal Arts, Humanities & Global Citizenship	Department of Digital Humanities	M.A. in Digital Humanities	31-36	PG
21	Faculty of Liberal Arts, Humanities & Global Citizenship	Department of Global Studies	M.A. in Development Studies	31-36	PG
22	Faculty of Management , Commerce and Economics	Department of Management	MBA specialization in Hospital Administration	31-36	PG
23	Faculty of Management , Commerce and Economics	Department of Management	MBA specialization in Pharmaceutical Management	31-36	PG
24	Faculty of Management , Commerce and Economics	Department of Commerce	M.Com. (Hons.)	31-36	PG
25	Faculty of Management , Commerce and Economics	Department of Business Innovation & Sustainable Enterprise	M.B.A. with Specialization in Entrepreneurship	31-36	PG

26	Faculty of Management , Commerce and Economics	Department of Business Innovation & Sustainable Enterprise	M.B.A. in Agri-Business and Rural Innovation	31-36	PG
27	Faculty of Performing, Visual, Applied Arts	Department of Visual Arts	M.V.A.	31-36	PG
28	Faculty of Performing, Visual, Applied Arts	Department of Fine Arts	M.F.A. Indian Arts	31-36	PG
29	Faculty of Education & Teacher Development	Department of Teacher Education	M.Ed	31-36	PG
30	Faculty of Design	Department of Design	M.Plan Masters of Planning	31-36	PG
31	Faculty of Design	Department of Design	M.I.D	31-36	PG
32	Faculty of Design	Department of Design	M.Des	31-36	PG
33	Faculty of Sports and Physical Education	Department of Physical Education & Sports	M.P.E.S	31-36	PG
34	Faculty of Integrated Health and Allied Sciences	Department of Allied Health Sciences	M.Sc. Medical Physics	36-41	PG
35	Faculty of Design	Department of Sustainable & Ecological Design	M.Des. in Sustainable Systems and Ecological Design	36-41	PG
36	Faculty of Integrative Medical Sciences	Department of Medicine	M.D	36-41	PG

Table 4: Proposed Ph.D. Degrees

Sno	Faculty	Department	Degree Name	Year of Commencement	UG/PG
1	Faculty of Integrated Health and Allied Sciences	Department of Indian Medicine Systems	Ph.D. Ayurveda	28-29	Ph.D.
2	Faculty of Indian Knowledge Systems	Vishalakshi Department of Indian Knowledge Systems	Ph.D. (IKS)	30-31	Ph.D.
3	Faculty of Indian Knowledge Systems	Department of Yogic Sciences	Ph.D. (Yogic Science)	30-31	Ph.D.
4	Faculty of Sciences	Department of Cognitive & Consciousness Studies	Ph.D. in Consciousness Studies	30-31	Ph.D.
5	Faculty of Digital Futures and Emerging Tech	Department of Artificial Intelligence, Data Science & Emerging Technologies	Ph.D. (Emerging Technologies)	30-31	Ph.D.
6	Faculty of Management , Commerce and Economics	Department of Management	Ph.D. (Management)	30-31	Ph.D.
7	Faculty of Performing, Visual, Applied Arts	Department of Performing Arts	Ph.D. (Indian Performing Arts)	30-31	Ph.D.
8	Faculty of Agriculture and Allied Sciences	Department of Sustainable & Regenerative Agriculture	Ph.D. (Agriculture)	30-31	Ph.D.
9	Faculty of Sciences	Department of Health and Wellbeing	Ph.D. (Integrative Health)	31-36	Ph.D.
10	Faculty of Management , Commerce and Economics	Department of Commerce	Ph.D. (Commerce)	31-36	Ph.D.
11	Faculty of Performing, Visual, Applied Arts	Department of Fine Arts	Ph.D. (Fine Arts)	31-36	Ph.D.
12	Faculty of Education & Teacher Development	Department of Educational Leadership, Innovation & Policy	Ph.D. in Indic Pedagogy & Curriculum Ethics	31-36	Ph.D.

13	Faculty of Education & Teacher Development	Department of Teacher Education	Ph.D. (Education)	36-41	Ph.D.
14	Faculty of Design	Department of Sustainable & Ecological Design	Ph.D. in Conscious Design Theory & Practice	36-41	Ph.D.
15	Faculty of Agriculture and Allied Sciences	Department of Sustainable & Regenerative Agriculture	Ph.D. in Seed Sovereignty & Indigenous Farming	36-41	Ph.D.
16	Faculty of Sustainability and Environmental Sciences	Department of Climate Ethics & Planetary Health	Ph.D. in Environmental Sustainability Ethics	36-41	Ph.D.
17	Faculty of Sports and Physical Education	Department of Integrative Sports Science (Proposed)	Ph.D. in Sports Science & Conscious Performance	36-41	Ph.D.
18	Faculty of Integrative Medical Sciences	Department of Neuroscience & Consciousness Studies	Ph.D. in Consciousness Studies & Neuroscience	36-41	Ph.D.



Annexure 3: Year-wise Commencement of Proposed Ability Enhancement Courses (AEC)

Table 1: Proposed Ability Enhancement Courses

Sno	Course Title	Credits	Year of Commencement
1	Fundamentals of Sanskrit	3	2026–27
2	Logic & Pramana	2	2026–27
3	Jeevan Kaushal through IKS	2	2026–27
4	Scientific Temper & Indian Science Traditions	3	2026–27
5	Critical Thinking	3	2026–27
6	Financial Literacy	2	2026–27
7	Indian Business Thought	2	2026–27
8	Business Communication & Conscious Branding	3	2026–27
9	Creativity & Consciousness	2	2026–27
10	Cultural Literacy	2	2026–27
11	English Communication for Academic Success	3	2026–27
12	Spoken Kannada	2	2026–27
13	Vedic Ethics	2	2027–28
14	Data Literacy for Social Good	2	2027–28
15	Health Informatics	3	2027–28
16	Global Challenges & SDGs	2	2027–28
17	Emotional Intelligence for Educators	2	2027–28
18	Experiential Pedagogy Tools	2	2027–28
19	Conscious Use of Digital in Classrooms	2	2027–28
20	Climate Literacy	2	2027–28
21	Environmental Ethics	2	2027–28

22	Nature-based Solutions	2	2027–28
23	Public Speaking and the Art of Influence	2	2027–28
24	Writing for Real-World Impact	2	2027–28
25	Culture and the Mind	2	2027–28
26	Narratives of India through Art and Literature	3	2027–28
27	Visual Storytelling and Social Impact	2	2027–28
28	Climate Consciousness	2	2028–29
29	Indian Health Traditions	2	2028–29
30	Wellness Tech	2	2028–29
31	Introduction to Indian Education Philosophy	3	2028–29
32	Value-Based Teaching Practices	2	2028–29
33	Rural Communication	2	2028–29
34	Human Values in Medicine	2	2028–29
35	Doctor-Patient Communication	2	2028–29
36	Stress Management for Physicians	2	2028–29
37	Communication for Harmony and Empathy	2	2028–29
38	Ethics in Healthcare	2	2028–29
39	Research Literacy	3	2028–29
40	Multilingual Writing Studio (MIL + English)	2	2028–29
41	Agriculture Policy and SDGs	2	2029-30
42	Soil and Water Conservation Ethics	2	2029-30
43	Intro to Indian Games	2	2029-30
44	Indian Aesthetic Traditions	2	2031–36
45	Ethics in Sports	2	2031–36

Annexure 4: Year-wise Commencement of Proposed Skill Enhancement Courses (SEC)

Table 1: Proposed Skill Enhancement Courses

Sno	Course Title	Credits	Year of Commencement
1	Yoga Nidra	2	2026–27
2	Vedic Maths	2	2026–27
3	Basics of Meditation	2	2026–27
4	Ayurvedic Nutrition	2	2026–27
5	SAP & ERP Tools	2	2026–27
6	Personal Fitness Training	2	2026–27
7	Panchakarma Protocols	2	2026–27
8	Basics of Indian Astronomy	2	2026–27
9	Permaculture	2	2026–27
10	Ethical Hacking and Cyber Awareness	2	2026–27
11	Lab Safety & Ethics	2	2027-28
12	Behavioral Statistics	2	2027-28
13	Social Media for Purpose-driven Startups	2	2027-28
14	Digital Illustration	2	2027-28
15	Inclusive Classroom Practice	2	2027-28
16	Research Literacy	2	2027-28
17	Seed Science and Technology	2	2027-28
18	Emotional Literacy and Peer Support	2	2027-28
19	Climate Justice and Youth Action	2	2027-28
20	Digital Ethics and Conscious Tech	2	2027-28
21	Communication through Storytelling	2	2027-28
22	Mental Health Tools for Educators	2	2028–29
23	Clinical Data Analytics	2	2028–29
24	Digital Journalism	2	2028–29
25	Podcasting for Change	2	2028–29
26	Ethical HRM Practices	2	2028–29
27	Video Editing for Arts	2	2028–29

28	Stagecraft & Lighting	2	2028–29
29	Digital Pedagogy	2	2028–29
30	EdTech Tools	2	2028–29
31	Drip Irrigation Systems	2	2028–29
32	Organic Certification	2	2028–29
33	Precision Farming	2	2028–29
34	Digital Medical Tools	2	2028–29
35	Herbal Pharmacology Overview	2	2028–29
36	AYUSH Lifestyle in Prevention	2	2028–29
37	Smart Farming: Hydroponics & Aeroponics	2	2028–29
38	Sustainable Natural Farming	2	2028–29
39	Basic Pharmacovigilance	2	2028–29
40	Digital Medical Records	2	2028–29
41	Home Health Assistance	2	2028–29
42	Certificate in Healthcare Technology	2	2028–29
43	Edible Landscapes	2	2028–29
44	Introduction in Radiation Therapy and Imaging	2	2028–29
45	Design Thinking for Sustainability	2	2028–29
46	Costume Design	2	2029–30
47	Audio Production	2	2029–30
48	Theatre in Education	2	2029–30
49	Agri Marketing Tools	2	2029–30
50	Artisanal Craft and Conscious Branding	2	2029–30
51	Logistics Analytics	2	2030–31
52	Robotics in Medicine	2	2031–36
53	GIS + Urban Mapping	2	2031–36
54	Packaging Design	2	2031–36
55	Sensory Design Studio	2	2031–36
56	GIS for Ecologists	2	2031–36
57	Green Enterprise Design	2	2031–36
58	Disaster Risk Modeling	2	2031–36
59	Nutrition for Performers	2	2031–36

Annexure 5: Year-wise Commencement of Proposed Value based Courses (VAC)

Table 1: Proposed Value Added Courses

Sno	Course Title	Credits	Year of Commencement
1	The Art of Being Happy	1	2026–27
2	Women Who Shaped Science and Society	1	2026–27
3	Yoga: Philosophy and Practice	1	2026–27
4	Vedic Mathematics	1	2026–27
5	Ayurveda and Nutrition	1	2026–27
6	The Wisdom of Indian Stories	1	2026–27
7	Peacebuilding and Interpersonal Wisdom	1	2026–27
8	Digital Declutter and Wellness	1	2026–27
9	Everyday Meditative Practices	1	2026–27
10	Intergenerational Conversations	1	2026–27
11	Gratitude in Action	1	2026–27
12	Discovering Purpose through Service	1	2026–27
13	Emotional Intelligence	1	2027-28
14	Social and Emotional Learning	1	2027-28
15	Exploring the Legacy of Saints in Indian Culture and Spirituality	1	2027-28
16	Time Management and Self-Mastery	1	2027-28
17	Public Speaking and Poise	1	2027-28
18	The Science of Breath	1	2027-28
19	The Power of Listening	1	2027-28
20	Joy of Mathematics in Culture	1	2027-28
21	Silence as Skill	1	2027-28
22	The Meaning of Work	1	2027-28
23	Emotional First Aid	1	2027-28
24	Wonder in Everyday Science	1	2027-28

25	Scientific Temper and Inquiry	1	2027-28
26	Community Documentation Project	1	2027-28
27	Seeds of Social Responsibility	1	2027-28
28	Compassionate Entrepreneurship	1	2027-28
29	Wisdom in Traditional Architecture	1	2027-28
30	Nature Journaling for Insight	1	2027-28
31	Leading with Integrity	1	2027-28
32	Beyond Conflict: Restorative Practices	1	2027-28
33	Swachh Bharat: Ethics of Cleanliness	1	2028-29
34	Timeless Wisdom from Ancient cultures	1	2028-29
35	Living Values: From Thought to Action	1	2028-29
36	Culture and Cuisine	1	2028-29
37	Learning How to Learn	1	2028-29
38	Meaning, Purpose and Identity	1	2028-29
39	Creativity and Contemplation	1	2028-29
40	Sleep, Rhythm and Well-Being	1	2028-29
41	Conscious Technology Use	1	2028-29
42	Music and Mood	1	2028-29
43	Exploring Self through Indian Poetry	1	2028-29
44	Gratitude as a Practice	1	2028-29
45	Field Immersion in Local Knowledge	1	2028-29
46	Technology with Empathy	1	2028-29
47	Slow Skills: Craft, Patience, and Beauty	1	2028-29
48	The Ethics of Innovation	1	2028-29
49	Urban Ecology and Biodiversity	1	2028-29
50	Plant Wisdom and Healing Cultures	1	2028-29
51	Reclaiming Time: Slowness, Silence, Stillness	1	2028-29
52	The Science of Giving	1	2028-29
53	Eco-Aesthetics in Daily Life	1	2028-29
54	The Ethics of Food and Choice	1	2028-29
55	The Physics of Wonder	1	2028-29
56	Roots of Indian Art and Symbolism	1	2029-30

57	Introduction to Sanskrit for Thought	1	2029-30
58	Multilingual Wisdom: Proverbs, Songs & Sayings	1	2029-30
59	Conscious Consumption	1	2029-30
60	Personal Finance with Ethics	1	2029-30
61	Ethics of Attention and Focus	1	2029-30
62	Performing Wisdom: Story, Gesture, Presence	1	2029-30
63	Values Through Folklore and Proverbs	1	2029-30
64	Basics of Traditional Food Processing	1	2029-30
65	Conscious Tools for Learning	1	2029-30
66	Self-Expression through Mandala Making	1	2029-30
67	Water Wisdom: Conservation and Culture	1	2030-31
68	Design Your Life	1	2030-31
69	Decoding Indian Symbols and Sacred Geometry	1	2030-31
70	Green Citizenship	1	2030-31
71	Aesthetics of Everyday Life	1	2030-31
72	Beauty and Balance in Classical Indian Arts	1	2030-31
73	Walking in Nature: Observation as Practice	1	2030-31
74	Dialogues Across Difference	1	2030-31
75	Writing from the Inner Voice	1	2030-31
76	Gardening and Inner Growth	1	2030-31
77	Voluntary Simplicity	1	2030-31
78	Living with Compassion	1	2030-31
79	The Science of Everyday Materials	1	2030-31
80	Citizen Science in Daily Life	1	2030-31
81	The Science of Smell and Memory	1	2030-31
82	Reflective Photography for Awareness	1	2030-31
83	Gratitude Lab	1	2030-31
84	Humor, Satire and Wisdom	1	2031-36
85	Rituals and Human Psychology	1	2031-36
86	Art of Hosting and Facilitation	1	2031-36
87	Sacred Geometry and Pattern Thinking	1	2031-36
88	Self, Society, and Possibility	1	2031-36

Annexure 6: Year-wise commencement of Proposed Minors

Table 1: Proposed Minors

Sno	Minor Title	Credits	Year of Commencement
1	Entrepreneurship and Startup Development	32	2026-27
2	Sanskrit for Scientific Thought and Innovation	32	2026-27
3	Peacebuilding, Conflict Resolution and Nonviolence	32	2026-27
4	Science and Spirituality	32	2026-27
5	Yoga for Mental Health and Emotional Regulation	32	2026-27
6	Ethics and Conscious Decision-Making	32	2026-27
7	Yogic Physiology and Scientific Validation	32	2026-27
8	Conscious Finance and Ethical Investing	32	2026-27
9	Yoga for Youth, Schools & Community Settings	32	2026-27
10	Indic Time, Astronomy and Calendrical Science	32	2026-27
11	Applied Pranayama, Meditation and Mental Resilience	32	2026-27
12	Applied Vedic Mathematics and Indian Logic	32	2026-27
13	Ancient Value-Centered Management and Leadership	32	2026-27
14	Entrepreneurship for Rural and Tribal India	32	2026-27
15	Arts-Based Research and Creative Inquiry	32	2026-27
16	Digital Humanities and Cultural Analytics	32	2027-28
17	Digital Creativity and Media for Change	32	2027-28
18	Bioinformatics and Computational Healing Sciences	32	2027-28
19	Neurodiversity, Inclusion and Education	32	2027-28
20	Digital Expression and Story Craft	32	2027-28
21	Bioentrepreneurship and Health Innovation	32	2027-28
22	Food as Medicine – Therapeutic Nutrition	32	2027-28
23	Global Logistics and Supply Chain Systems	32	2027-28
24	Ethical Hacking and Cyber Defense	32	2027-28
25	Storytelling for Peace and Justice	32	2027-28

26	Sacred Ecology and Indigenous Knowledge	32	2027-28
27	Eco-Entrepreneurship and Circular Economy	32	2027-28
28	Science of Mantra, Memory and Neuroplasticity	32	2027-28
29	Conflict Transformation and Peace Journalism	32	2027-28
30	Indigenous Food Systems and Culinary Heritage	32	2027-28
31	Ethical Tech and Human-Centered Futures	32	2027-28
32	Wellness Product Innovation and Ayurveda-Based Startups	32	2027-28
33	Sanskrit for AI and Computational Thinking	32	2027-28
34	Integrative Neuroscience and Consciousness	32	2027-28
35	Ethical AI and the Future of Conscious Tech	32	2027-28
36	Public Engagement Through Arts and Media	32	2027-28
37	Transformational Pedagogy and Educator Self-Mastery	32	2027-28
38	Ayurveda and Women's Wellness	32	2027-28
39	Permaculture and Ecological Design	32	2027-28
40	Sonic Archives and Indigenous Voice	32	2027-28
41	AI and the Future of Human Flourishing	32	2027-28
42	Ayurvedic Culinary Arts and Healing Foods	32	2027-28
43	Digital Spirituality and Conscious Tech Practices	32	2027-28
44	Science, Spirituality and the Cosmos	32	2027-28
45	Ayurveda and Mental Health Interventions	32	2027-28
46	Yogic Approaches to Grief, Loss and Transition	32	2027-28
47	Technology and the Indian Philosophical Imagination	32	2027-28
48	Trauma-Informed Education and Classroom Healing	32	2027-28
49	Indian Knowledge Systems and the Future of Learning	32	2027-28
50	Emotional Literacy and Inner Dialogue	32	2027-28
51	Sacred Geometry, Fractals and Indian Mathematics	32	2027-28
52	Mantra, Raga and Sound Healing: Music, Mind and Consciousness	32	2027-28
53	Data Visualization and Civic Insight	32	2027-28
54	Climate Futures and Adaptation Strategies	32	2028-29
55	Indian Psychology and Inner Growth	32	2028-29
56	Water Science and Community Resilience	32	2028-29

57	Public Policy and Civic Leadership	32	2028-29
58	Career Identity, Branding and Communication	32	2028-29
59	Genomics and Precision Health	32	2028-29
60	Eco-Toxicology and Environmental Health	32	2028-29
61	Water for Peace, Security and Resilience	32	2028-29
62	Ayurvedic Psychology and Somatic Healing	32	2028-29
63	Sustainability and Climate Justice	32	2028-29
64	Resilient Futures: Disaster and Community Readiness	32	2028-29
65	Global Health and Planetary Well-being	32	2028-29
66	Value-Based Leadership for 21st Century India	32	2028-29
67	Diplomacy, Dialogue, and Global Institutions	32	2028-29
68	Biomaterials and Eco-Innovation	32	2028-29
69	Circular Economies and Biomimetic Innovation	32	2028-29
70	Environmental Conflict and Planetary Justice	32	2028-29
71	Global Languages and Intercultural Empathy	32	2028-29
72	Sustainable Fashion and Heritage Textiles	32	2028-29
73	Community-Based Climate Adaptation	32	2028-29
74	Public Technology, Civic Platforms, and Digital Citizenship	32	2028-29
75	Emotional Intelligence, Peacebuilding and Leadership	32	2028-29
76	Purpose, Meaning and the Inner Journey	32	2028-29
77	Ayurgenomics and Personalized Wellness	32	2029-30
78	Sustainable Agriculture and Eco-Farming	32	2029-30
79	Vastu, Space and Indian Aesthetics	32	2029-30
80	Agricultural Biotechnology and Genomic Resilience	32	2029-30
81	AR/VR Worlds and Immersive Learning	32	2029-30
82	Story Mapping and Sacred Landscapes	32	2029-30
83	Wellness Retreat Design and Operation	32	2029-30
84	Youth Leadership for Local Governance	32	2029-30
85	Water Diplomacy and Hydro-Spirituality	32	2029-30
86	Plant Intelligence and Botanical Consciousness	32	2029-30
87	Yoga in Schools : Curriculum and Practice	32	2029-30
88	Designing Value-Driven Organizations	32	2030-31

89	Systems Thinking and Complex Problem Solving	32	2030-31
90	Consciousness, Ethics and Indian Knowledge Systems	32	2030-31
91	Aesthetics, Space and Indian Design Thinking	32	2030-31
92	Indian Storytelling and Theatre for Social Change	32	2031-36
93	Contemplative Practice and Applied Spirituality	32	2031-36
94	Ayurveda for Sport, Recovery and Peak Performance	32	2031-36
95	Indian Aesthetics and Political Imagination	32	2031-36
96	Digital Trust, AI Ethics and Future Tech	32	2031-36
97	Sacred Spaces, Global Ethics and Civilizational Wisdom	32	2031-36
98	Digital Ethics, Conscious UX and Cyber Defense	32	2031-36
99	Expressive Narratives for Change	32	2031-36
100	Ayurvedic Ecology and Daily Living	32	2031-36
101	Community Health and Rural Wellness	32	2027-28



Annexure 7 : Year-wise Commencement of Proposed Multidisciplinary Courses

Table 1: Proposed Multidisciplinary Courses

Sno	Course Title	Credits	Year of Commencement
1	Art, Science, and Technology	3	2027-28
2	Mathematics in Art and Architecture	3	2027-28
3	Food, Culture, and Globalization	3	2027-28
4	Ecopsychology and Nature Connectedness	3	2028-29
5	Ethnomusicology: Music, Identity, and Culture	3	2026-27
6	Global Challenges: An Interdisciplinary Toolkit	3	2029-30
7	Food, Agriculture and the Future of Eating	2	2027-28
8	Water, Culture and Crisis	2	2029-30
9	Public Speaking and the Art of Influence	2	2026-27
10	Introduction to Indian Knowledge Systems	2	2026-27
11	Vedic Mathematics and Mental Agility	2	2026-27
12	Youth, Activism and the SDGs	2	2027-28
13	Theatre and Self-Discovery	2	2028-29
14	Introduction to Film and Visual Culture	2	2027-28
15	Folk Traditions and Local Knowledge	2	2026-27
16	How Learning Happens	2	2027-28
17	Critical Thinking for Complex Times	2	2028-29
18	Interdisciplinary Inquiry: The Art of Asking Questions	2	2027-28
19	Introduction to Earth and Environmental Systems	3	2029-30
20	Basics of Biophysics and Molecular Life	3	2029-30
21	Fundamentals of Astronomy and Space Science	3	2030-31
22	Basic Chemistry in Everyday Life	3	2029-30
23	Life Sciences: From Cells to Systems	3	2029-30
24	Introduction to Statistical Thinking	3	2026-27

25	Computational Thinking and Python Programming	3	2026-27
26	Mathematics for the Real World	3	2026-27
27	Data Visualization and Infographics	3	2026-27
28	Logic and Algorithms for All	3	2027-28
29	Introduction to Media and Communication	3	2027-28
30	Digital Literacy and Information Ethics	3	2028-29
31	News, Fake News, and the Media	3	2028-29
32	Essentials of Financial Literacy	3	2026-27
33	Introduction to Entrepreneurship and Startups	3	2027-28
34	Understanding Markets and Consumers	3	2029-30
35	Global Challenges and Sustainable Development	3	2028-29
36	Introduction to International Relations	3	2028-29
37	Creative Writing and Storytelling	3	2027-28
38	Cognitive Science: Mind and Brain	3	2027-28
39	Global Health and Human Development	3	2028-29

Annexure 8 : Consolidated Catalog of Proposed Digital Offerings under Sri Sri Center for Digital and Lifelong Learning : Proposed Digital Degrees and Modular Academic Programs

Table 1: Summary of Offering Types

Offering Type	Description	Strategic Logic
Online Degrees	UGC-compliant full online UG and PG programs	Expand flexible, modular digital access
Online Degree Components	Online modules (AECs, SECs, VACs)	Allow interdisciplinary and blended learning
Online Minors	Interdisciplinary minor streams	Create flexible multi-domain specialization

Table 2: Proposed Digital Degrees

Sno	Degree Name	Year of Commencement
1	B.A. (Hons.) Sanskrit, Vedic Knowledge and Indian Heritage	2026–27
2	B.Sc. (Hons.) Data Science & Analytics	2026–27
3	B.Com (Hons.)	2026–27
4	MBA (Online)	2027–28
5	M.Sc. in Computational Biology and Consciousness	2027–28
6	B.A. (Hons.) Digital Humanities	2027–28
7	B.A. (Hons.) International Relations and Global Affairs	2028–29
8	M.A. Sanskrit, Vedic Knowledge and Indian Heritage	2031–36
9	M.A. Indic Psychology	2031–36
10	B.Stat (Bachelor of Statistics)	2031–36
11	M.A. Digital Humanities	2031–36
12	B.A. (Hons.) Public Policy and Governance	2031–36
13	M.A. Development Studies	2031–36
14	M.Com (Hons.)	2031–36

Table 3: Proposed Digital Degree Components

Sno	Course Title	Credits	Type	Year of Commencement
1	Fundamentals of Sanskrit	3	AEC	2026-27
2	Logic & Pramana	2	AEC	2026-27
3	Financial Literacy	2	AEC	2026-27
4	English Communication for Academic Success	3	AEC	2026-27
5	Spoken Kannada	2	AEC	2026-27
6	Scientific Temper & Indian Science Traditions	3	AEC	2027-28
7	Critical Thinking	3	AEC	2027-28
8	Indian Business Thought	2	AEC	2027-28
9	Business Communication & Conscious Branding	3	AEC	2027-28
10	Creativity & Consciousness	2	AEC	2027-28
11	Jeevan Kaushal through IKS	2	AEC	2028-29
12	Vedic Ethics	2	AEC	2028-29
13	Data Literacy for Social Good	2	AEC	2028-29
14	Climate Consciousness	2	AEC	2028-29
15	Cultural Literacy	2	AEC	2028-29
1	Mental Health Tools for Educators	2	SEC	2028-29
2	Clinical Data Analytics	2	SEC	2028-29
3	Entrepreneurial Communication	2	SEC	2028-29
4	Ethical AI and Algorithmic Bias	2	SEC	2028-29
5	Yoga Nidra	2	SEC	2026-27
6	Vedic Maths	2	SEC	2026-27
7	Basics of Meditation	2	SEC	2026-27
8	Ethical Hacking and Cyber Awareness	2	SEC	2026-27
9	Ayurvedic Nutrition	2	SEC	2026-27
10	SAP & ERP Tools	2	SEC	2026-27
11	Basics of Indian Astronomy	2	SEC	2027-28
12	Behavioral Statistics	2	SEC	2027-28
13	Communication through Storytelling	2	SEC	2027-28
14	Digital Ethics and Conscious Tech	2	SEC	2027-28

15	Digital Illustration	2	SEC	2027-28
16	Research Literacy	2	SEC	2027-28
17	Social Media for Purpose-driven Startups	2	SEC	2028-29
18	Clinical Data Analytics	2	SEC	2030-31
19	Digital Journalism	2	SEC	2030-31
20	Digital Medical Records	2	SEC	2030-31
21	Digital Medical Tools	2	SEC	2030-31
22	Digital Pedagogy	2	SEC	2030-31
23	EdTech Tools	2	SEC	2030-31
24	Ethical HRM Practices	2	SEC	2030-31
25	Podcasting for Change	2	SEC	2030-31
26	Video Editing for Arts	2	SEC	2030-31
1	Yoga: Philosophy and Practice	1	VAC	2026-27
2	Vedic Mathematics	1	VAC	2026-27
3	Peacebuilding and Interpersonal Wisdom	1	VAC	2026-27
4	Everyday Meditative Practices	1	VAC	2026-27
5	Ayurveda and Nutrition	1	VAC	2026-27
6	The Art of Being Happy	1	VAC	2026-27
7	Women Who Shaped Science and Society	1	VAC	2027-28
8	The Wisdom of Indian Stories	1	VAC	2027-28
9	Digital Declutter and Wellness	1	VAC	2027-28
10	Emotional Intelligence	1	VAC	2027-28
11	Social and Emotional Learning	1	VAC	2027-28
12	Beyond Conflict: Restorative Practices	1	VAC	2027-28
13	Scientific Temper and Inquiry	1	VAC	2027-28
14	Time Management and Self-Mastery	1	VAC	2028-29
15	The Science of Breath	1	VAC	2028-29
16	Leading with Integrity	1	VAC	2028-29
17	Timeless Wisdom from Ancient cultures	1	VAC	2028-29
18	Learning How to Learn	1	VAC	2028-29
19	Sleep, Rhythm and Well-Being	1	VAC	2028-29
20	Technology with Empathy	1	VAC	2028-29

21	The Ethics of Innovation	1	VAC	2028-29
22	Roots of Indian Art and Symbolism	1	VAC	2030-31
23	Introduction to Sanskrit for Thought	1	VAC	2030-31
24	Multilingual Wisdom: Proverbs, Songs & Sayings	1	VAC	2030-31
25	Conscious Consumption	1	VAC	2030-31
26	Personal Finance with Ethics	1	VAC	2030-31
27	Ethics of Attention and Focus	1	VAC	2030-31
28	Values Through Folklore and Proverbs	1	VAC	2030-31
29	Conscious Tools for Learning	1	VAC	2030-31
30	Decoding Indian Symbols and Sacred Geometry	1	VAC	2030-31

Table 4: Proposed Digital Minors

Sno	Minor Title	Year of Commencement
1	Entrepreneurship and Startup Development	2026-27
2	Conscious Finance and Ethical Investing	2026-27
3	Indic Time, Astronomy and Calendrical Science	2026-27
4	Sanskrit for Scientific Thought and Innovation	2026-27
5	Applied Vedic Mathematics and Indian Logic	2026-27
6	Applied Pranayama, Meditation and Mental Resilience	2026-27
7	Digital Creativity and Media for Change	2027-28
8	AI for Sustainable Development	2027-28
9	Wellness Product Innovation and Ayurveda-Based Design	2027-28
10	Sanskrit for AI and Computational Thinking	2027-28
11	Digital Humanities and Cultural Analytics	2027-28
12	Bioentrepreneurship and Health Innovation	2027-28
13	Ancient Value-Centered Management and Leadership	2028-29
14	Peacebuilding, Conflict Resolution and Nonviolence	2028-29
15	Bioinformatics and Computational Healing Sciences	2028-29
16	Ethics and Conscious Decision-Making	2028-29

Annexure 9 : Consolidated Catalog of Proposed Digital Offerings under Sri Sri Center for Digital and Lifelong Learning : Proposed Digital Vocational Learning and Courses

Table 1: Summary of Proposed Offering Types

Offering Type	Description	Strategic Logic
Micro-Credentials (MCs)	Short online learning units stackable into diplomas or degrees	Support modular, credit-based upskilling across careers and life stages
Short-Term Certificates (SDCs)	Sector-aligned, 3–6 month certificates	Provide rapid job-readiness training for regional and national needs
Apprenticeship-Linked Certificates	Industry-integrated programs combining OJT and theory	Enhance employability through experiential, work-based learning
Professional Co-Certified Programs	Hybrid certificates with M.NCs or SSCs	Align skilling with industry demands and improve placement outcomes
Recognition of Prior Learning (RPL)	Formal recognition of informal/traditional skills across 8–10 sectors	Promote inclusive education for informal sector workers and adult learners

Table 2: Proposed Digital MCs

Sno	Title	Focus & Outcomes	NSQF Level	Mode	In-Person Engagement	Year of Commencement
1	Basics of Ayurveda Wellness	Ayurveda practices for self-care, wellness support skills	3	Online	None	2028–29
2	Digital Productivity Tools	Workplace digital skills, office efficiency tools	4	Online	None	2028–29

3	Communication Skills for Workplace	Employability communication skills	4	Hybrid	Optional presentation/lab	2028–29
4	Functional Hindi for Business	Language fluency for service jobs and entrepreneurship	3	Online	None	2028–29
5	Ayurvedic Dietetics Basics	Basic nutrition advisory for preventive health	4	Online	None	2028–29
6	Community Finance Foundations	Financial literacy for rural households, SHGs	3	Online	None	2028–29
7	Digital Marketing Essentials	Online marketing skills for small businesses	4	Online	None	2028–29
8	Wellness and Mental Health Awareness	Mental health literacy for frontline workers	4	Online	Optional well-being workshop	2028–29
9	Green Skills: Water Conservation Basics	Practical sustainability practices	3	Online	None	2028–29
10	Entrepreneurship for Rural Youth	Entrepreneurship skills for rural economy	4	Online	Optional business pitch simulation	2028–29
11	Eco-Entrepreneurship for Rural India	Skills for sustainable and profitable eco-enterprises	4	Online	None	2029–30
12	Retail Customer Service Fundamentals	Skills for front-end retail sales and service excellence	4	Online	Optional role-play sessions	2029–30
13	Cybersecurity Essentials for Beginners	Entry-level skills for digital security in small businesses	4	Online	None	2029–30
14	Applied Financial Literacy	Financial empowerment for individuals and SHGs	4	Online	None	2029–30
15	Fundamentals of Warehouse Operations	Skills for logistics, supply chain and retail storage	4	Online	Optional inventory simulation	2029–30
16	Introduction to Digital Storytelling	Communication skills for rural storytelling and media	4	Online	None	2029–30
17	Clinical Data Handling	Skills for handling health data safely and ethically	4	Online	Optional data entry simulation	2029–30

18	Functional English for Employability	Communication for job readiness	3	Online	Optional group discussions	2029–30
19	Basic GIS for Rural Development	Intro to GIS, satellite mapping for local development	4	Online	Optional map reading exercise	2029–30
20	Yoga for Holistic Wellbeing	Yoga practices for wellness and mental balance	3	Hybrid	Optional yoga practice session	2029–30
21	Introduction to E-commerce	Entrepreneurship through digital commerce	4	Online	None	2029–30
22	Leadership Skills for Rural Youth	Rural youth leadership empowerment	4	Online	Optional leadership roleplay	2029–30
23	Rural Water Resource Management	Sustainable rural water practices	3	Online	None	2029–30
24	Nutrition and Child Health Basics	Health literacy for children and maternal care	3	Online	None	2029–30
25	Smart Retail Technology (POS Systems)	Technology integration in small retail businesses	4	Online	None	2029–30
26	Financial Counseling for SHGs	Skills to help SHGs manage credit and savings	4	Online	None	2030–31
27	Applied Behavioral Economics for Retail	Skills for improving rural retail businesses	4	Online	None	2030–31
28	Conscious Consumption and Sustainability	Sustainability skills for daily living and advocacy	3	Online	None	2030–31
29	Introduction to Cooperative Management	Co-op business management basics	4	Online	None	2030–31
30	Data Literacy for Small Enterprises	Practical data skills for rural MSMEs	4	Online	None	2030–31
31	Introduction to Agro-Tourism	Basics of rural tourism entrepreneurship	4	Online	None	2030–31
32	Artisanal Craft Documentation	Digital archiving and preservation skills	3	Online	Optional documentation project	2030–31

33	Basics of Remote Work and Freelancing	Digital readiness for global work platforms	4	Online	Optional portfolio creation workshop	2030–31
34	Conscious Entrepreneurship for Rural India	Value-driven business skills for rural sectors	4	Online	None	2030–31
35	Basics of Public Health Communication	Community health advocacy and communication	4	Online	None	2030–31
36	Applied Design Thinking for Community Impact	Problem-solving and innovation for rural issues	4	Online	Optional field-based innovation lab	2030–31
37	Indigenous Food Systems and Culinary Heritage	Preservation of indigenous food knowledge	3	Online	None	2030–31
38	Science of Mantra, Memory and Neuroplasticity	Integrative wellness and mind training practices	4	Online	None	2030–31
39	Conflict Transformation and Peace Journalism	Peace communication and journalism skills	4	Online	Optional case study project	2030–31

Table 3: Proposed Digital SDCs

Sno	Title	Focus & Outcomes	NSQF Level	Mode	In-Person Engagement Details	Year of Commencement
1	Digital Business Operations	Skills for digital business creation and scaling	4	Online	Optional digital marketing simulation project	2029–30
2	Wellness and Preventive Health Assistant	Support preventive healthcare delivery and wellness services	4	Online / Hybrid	Optional yoga and preventive health workshop	2029–30

3	Sustainability and Green Skills for Rural Enterprises	Promote sustainable enterprise creation and green livelihoods	4	Online	Optional field-based sustainability project	2029–30
4	Health Communication and Community Wellness Facilitator	Strengthen health education and preventive care systems	4	Online	Optional field-based health campaign project	2030–31
5	Digital Retail and Logistics Management	Boost rural retail ecosystem and e-commerce adoption	4	Online	Optional digital store setup simulation	2030–31
6	Environmental Leadership and Sustainability Management	Build rural green economy and environmental leadership	4	Online	Optional field-based sustainability project	2030–31
7	Business Communication, Leadership, and Soft Skills	Develop workplace-readiness among learners	4	Online / Hybrid	Optional group presentation or mock interview labs	2030–31
8	Rural Digital Entrepreneurship and Gig Economy Skills	Enable rural workforce to access global gig platforms	4	Online	Optional e-portfolio or online store creation lab	2030–31

Table 4: Proposed Online Professional Certificates

Sno	Title	Focus Area	Credits	NSQF Level	Mode	In-Person Engagement Details	Year of Commencement
1	Foundations of Data Analytics	Data cleaning, visualization, basic SQL	4	4	Online	Optional capstone project using Google Data tools	2030–31
2	Cybersecurity Fundamentals	Cyber hygiene, network safety, basic threat detection	4	4	Online	Optional cybersecurity lab simulations	2030–31

3	Retail Digital Operations Management	Retail tech, POS, inventory, online retail ops	3	4	Online	Optional POS/retail tech simulation	2030–31
4	Digital Health and Clinical Data Management	Handling medical records, digital health basics	4	4	Online	Optional medical data handling simulation workshop	2030–31
5	Sustainability and Green Business Essentials	Green entrepreneurship, climate business basics	4	4	Online	Optional sustainability pitch or project showcase	2030–31

ANNEXURE 10

Annexure 10: Consolidated Catalog of Proposed Digital Offerings under Sri Sri Center for Digital and Lifelong Learning : Proposed Lifelong and Community Learning Programs

Table 1: Summary of Proposed Offerings : Lifelong and Community Learning

Offering Type	Description	Strategic Logic
Lifelong Learning Programs	Curated Programs in health, ethics, sustainability, entrepreneurship, and digital literacy for intergenerational learners.	Supports lifelong access to education, skill renewal, and intergenerational learning in rural contexts.
Community MOOCs	Short, modular, mobile-first non-credit MOOCs on foundational and applied topics delivered to rural and underserved learners.	Provides equitable digital access and flexible learning options for underserved learners across geographies.
Women and Rural Courses	Localized skilling, financial literacy, wellness, and digital access initiatives tailored to women and rural populations.	Bridges gender and geographic divides by empowering women and rural communities through contextual education.
School-College Bridge Courses	Academic readiness courses (communication, study skills) for rural and SSRVM school learners transitioning to higher education.	Improves transition from school to university, especially for first-generation and rural learners.
Multilingual Courses	Content in regional languages (Kannada, Hindi, others) with culturally contextualized examples for rural access and inclusion.	Ensures inclusion, relevance, and reach of digital learning by expanding the regional language content ecosystem.

Table 2: Proposed Lifelong Learning Programs

Sno	Title	Duration (in Hours)	Mode	In-Person Engagement	Year of Commencement
1	Introduction to Indian Knowledge Systems	30	Online	None	2029–30
2	Storytelling for Personal Growth and Leadership	30	Online/Hybrid	None	2029–30
3	Happiness and Mindfulness Science	15	Online	None	2029–30
4	Basics of Ethical Leadership for a Conscious World	30	Online	None	2029–30
5	Foundations of Yoga Science for Everyday Life	30	Hybrid	Optional Yoga practice sessions	2029–30
6	Indian Heritage Management and Cultural Leadership	45	Online/Hybrid	None	2030–31
7	Applied Vedic Mathematics and Logical Reasoning	30	Online	None	2030–31
8	Foundations of Water Wisdom: Conservation Ethics and Traditional Systems	30	Online	None	2030–31
9	Applied Ethics for Social Impact and Governance	45	Online	None	2030–31
10	Basics of Sanskrit for Beginners	30	Online	None	2030–31

Table 3: Proposed Community MOOCs

Sno	Title	Duration (in Hours)	Mode	In-Person Engagement	Year of Commencement
1	Yoga Wisdom for Daily Life	4–6 hours	Online	None	2030–31
2	Indian Culture 101: Festivals, Food and Philosophy	6–8 hours	Online	None	2030–31
3	Mental Well-being and the Bhagavad Gita	5–6 hours	Online	None	2030–31
4	Foundations of Indian Ethical Living	4–5 hours	Online	None	2030–31
5	Digital Literacy for Daily Life	4–6 hours	Online	None	2030–31

Table 4: Proposed Women and Rural Focussed Offerings

Sno	Title	Duration (in Hours)	Mode	In-Person Engagement	Year of Commencement
1	Women's Financial Literacy	30	Online	Optional local trainer support	2029–30
2	Ayurveda Home Health	30	Online	Optional Ayurveda-based demonstrations	2029–30
3	Spoken English for Rural Women	30	Online	Optional live group sessions or WhatsApp practice groups	2029–30

Table 5: Sample School-College Bridge Courses

Sno	Title	Duration (in Hours)	Mode	In-Person Engagement	Year of Commencement
1	Academic English	45	Online-first (mobile-compatible)	Optional onboarding sessions	2029–30
2	Study Skills 101	30	Online-first (mobile-compatible)	Optional campus workshops	2029–30

Table 6: Sample Multilingual Learning Courses

Sno	Title	Duration (in Hours)	Mode	In-Person Engagement	Year of Commencement
1	Functional Hindi for Beginners	30	Mobile-first, low-data online course	None	2029–30
2	Digital Skills in Kannada	30	Mobile-first, low-data online course	None	2029–30

Annexure 11: Consolidated Catalog of Proposed Digital offerings under Sri Sri Center for Digital and Lifelong Learning : Proposed Digital Faculty Development Programs

Table 1: Proposed Offering Type Descriptions with Strategic Logic

Offering Type	Description	Strategic Logic
Digital Faculty Development Programs (FDPs)	Structured programs designed to train SSDU faculty and external higher education faculty in NEP compliance, digital pedagogy, outcome-based education, and IKS-integrated teaching methodologies.	Aligns SSDU faculty with NEP, outcome-based frameworks, and future-ready teaching practices.
Continuous Professional Development (CPD) Modules	Modular online and offline training programs for SSRVM and non-SSRVM school teachers, focusing on NEP-aligned pedagogy, value-based education, technology integration, and foundational IKS knowledge.	Empowers school educators through modular, scalable capacity-building aligned with SSRVM and NEP 2020.
Policy and Pedagogical Leadership Programs	Advanced certificate and diploma courses to build academic leaders proficient in education governance, curriculum innovation, digital strategy, and institutional excellence models.	Develops the next generation of academic leaders skilled in innovation, governance, and policy delivery.

Table 2: Proposed Digital Faculty Development Programs (FDPs)

Sn o	Title	Duration (in Hours)	Mode	In-Person Engagement	Year of Commencement
1	Outcome-Based Education: Principles and Practice	30	Hybrid	Optional assessment design workshop	2027–28
2	Digital Pedagogy Essentials	30	Online	None	2027–28
3	Academic Bank of Credits (ABC) and NCrf Orientation	15	Online	None	2027–28
4	Infusing Indian Knowledge Systems (IKS) into Curriculum	30	Hybrid	Optional IKS curriculum integration lab	2027–28
5	Reflective Teaching and Professional	30	Online	None	2027–28

	E-Portfolios				
6	AI Tools for Teaching and Learning	30	Online	Optional AI tool demo sessions	2028–29
7	Curriculum Innovation: Designing Micro-Credentials and MOOCs	45	Hybrid	In-person curriculum innovation labs	2028–29
8	Leadership for Conscious and Ethical Education	45	Hybrid	Leadership retreats or group coaching	2028–29
9	Values-Based Assessment and Outcome Mapping	30	Online	Optional outcome-mapping lab	2028–29
10	Design Thinking for Educators	30	Hybrid	Workshop-based group simulations	2028–29

Table 3 Proposed Policy & Pedagogical Leadership Programs

Sno	Title	Duration (in Hours)	Mode	In-Person Engagement	Year of Commencement
1	Certificate in Educational Leadership	60	Hybrid (Online modules + Live workshops)	Capstone project + peer group presentations	2029–30
2	Certificate in Curriculum Innovation and Excellence	90	Hybrid (Online modules + Live workshops)	Curriculum innovation project + leadership review	2029–30

Annexure 12: Consolidated Catalog of Proposed offerings under Institute of Vocational and Applied Learning (IVAL)

Table 1: Proposed IVAL Offerings: Certificate

Sno	Title	Mapped NSQF Level	Year of Commencement
1	Organic Farm Practices & Inputs	3	2028–29
2	Indigenous Crafts & Rural Design	3	2028–29
3	Water Literacy & Conservation Tools	3	2028–29
4	Childcare & Early Learning Aide	3	2028–29
5	Community Health & Nutrition Volunteer	3	2028–29
6	Artisanal Pottery & Clay Techniques	3	2028–29
7	Ayurvedic Panchakarma Assistant	4	2028–29
8	Sattvic Culinary Practices	4	2028–29
9	Yoga for Community Wellness	4	2028–29
10	Herbal Skincare & Ayurveda Cosmetics	4	2028–29
11	Agro-Tool Repair & Maintenance	3	2029-30
12	Remedial Education Aide	3	2029-30
13	Instrument Maintenance for Performing Arts	3	2029-30
14	Visual Communication for Heritage Sites	3	2029-30
15	Disaster Response & Seva Volunteerism	3	2029-30
16	Community-Based Geriatric Care	4	2029-30
17	Natural Dyes & Textile Arts	4	2029-30
18	Ethical Ayurveda Retail & MSME Sales	4	2029-30
19	Sustainable Construction with Vernacular Materials	4	2029-30
20	Ayurveda Pharmacy Assistant	4	2029-30
21	Digital Archiving of Cultural Heritage	3	2030-31
22	Assistant for Inclusive Education Support	3	2030-31
23	Natural Resource Mapping Assistant	3	2030-31
24	Eco-Friendly Housekeeping & Facility Care	3	2030-31
25	Indian Music Workshop Assistant	3	2030-31

26	Ayurvedic First Aid & Trauma Care Basics	3	2030-31
27	Food Entrepreneurship & Home-Scale Processing	4	2030-31
28	Livelihood Communication for Grassroots NGOs	4	2030-31
29	Hospitality Logistics & Guest Relations	4	2030-31
30	Plant-Based Ayurvedic Nutrition Aide	4	2030-31
31	Assistive Tech Tools for Education	3	2031-36
32	Terracotta Jewelry and Natural Ornamentation	3	2031-36
33	Indian Instruments – Repair & Maintenance	3	2031-36
34	Eco-Entrepreneurship for Youth	4	2031-36
35	Yoga for Mental Health and Schools	4	2031-36
36	Smart Irrigation & Drip System Assistant	4	2031-36
37	Conscious Event Logistics & Retreat Setup	4	2031-36
38	Wellness Content Facilitator (Voice, Video, Text)	4	2031-36
39	Rural Tech for Climate Resilience (Low-cost)	4	2031-36
40	Kitchen & Canteen Operations for Schools & Ashrams	4	2031-36
41	Ayurvedic Kitchen Garden Setup & Maintenance	3	2031-36
42	Folk Music and Community Arts Outreach	3	2031-36
43	Repair & Upcycling in Rural Design	3	2031-36
44	Cultural Tourism & Local Guiding Skills	3	2031-36
45	Multilingual Storytelling & Community Theater	3	2031-36
46	Skilling for Seva in Spiritual Events & Yatras	3	2031-36
47	Safe Birth Assistant (Traditional & Modern Practices)	4	2031-36
48	Conscious Parenting & Life Skills Facilitation	4	2031-36
49	Wellness-Based Retail & Product Display	4	2031-36
50	Applied Eco-Audit & Campus Greening Tools	4	2031-36
51	Wild Foods & Forest Produce Skills	3	2031-36
52	Indian Games and Traditional Play Leader	3	2031-36
53	Rural Event Documentation & Visual Archiving	3	2031-36
54	Temple Cuisine and Ritual Foods	3	2031-36
55	Soil Regeneration & Biodiversity Field Aide	3	2031-36
56	Peacebuilding through Indic Ethics & Stories	3	2031-36
57	Natural Birth Doula and Prenatal Wellness	4	2031-36

58	Spiritual Hospitality & Guest Experience	4	2031-36
59	Contemplative Practice & Facilitation	4	2031-36
60	Sacred Geometry, Mandalas & Vastu Tools	4	2031-36
61	Ethical Field Research & Data Collection	4	2031-36
62	Script Repair and Palm Leaf Preservation	4	2031-36
63	Music Therapy for Special Needs & Elders	4	2031-36
64	Women's Wellness Product Design (Natural)	4	2031-36
65	Village Tech & Tools Innovation Facilitator	4	2031-36

Table 2: Proposed IVAL Offerings: RPL

Sno	Title	Mapped NSQF Level	Year of Commencement
1	Organic Input Maker	3	2028–29
2	Herbal First Aid Provider	3	2028–29
3	Tailoring & Stitching Certification	3	2028–29
4	Indigenous Handloom Assistant	3	2028–29
5	Agri-Tool Repair Assistant	3	2028–29
6	Community Storyteller	3	2028–29
7	School Support Volunteer	3	2028–29
8	Yoga Volunteer for Community Health	4	2028–29
9	Ayurvedic Cooking & Nutrition	4	2028–29
10	Panchakarma Therapy Aide	4	2028–29
11	Community Nutrition Worker	3	2029-30
12	Terracotta Artisan Skills	3	2029-30
13	Crèche & ECCE Volunteer	3	2029-30
14	Temple Cook Assistant	3	2029-30
15	Folk Dancer & Street Performer	3	2029-30
16	Jal Rakshak Youth	3	2029-30
17	Herbal Product Packaging & Sales	3	2029-30
18	Natural Dye Application	3	2029-30
19	Volunteer First Responder	3	2029-30

20	Herbal Cosmetics Formulator	4	2029-30
21	Sustainable Housekeeping	3	2030-31
22	Field Video Documenter	3	2030-31
23	Kitchen Garden Trainer	3	2030-31
24	Rural Event Volunteer	3	2030-31
25	Sewing Machine Repair Aide	3	2030-31
26	Folk Instrument Repairer	3	2030-31
27	Community Archivist	3	2030-31
28	Ayurveda Retail Outlet Manager	4	2030-31
29	Ayurvedic Nursing Assistant	4	2030-31
30	Visual Educator Assistant	4	2030-31
31	Basic Eco-Construction Techniques	3	2031-36
32	Ayurvedic Childcare & Home Remedies	3	2031-36
33	Local Herbalist & Plant Identifier	3	2031-36
34	Craft Retail Assistant	3	2031-36
35	Event Setup & Guest Logistics Volunteer	3	2031-36
36	Community Facilitator for Peace & Values	3	2031-36
37	Village IT & Documentation Assistant	3	2031-36
38	Sattvic Food Demonstrator	3	2031-36
39	Visual Storyboard Assistant	3	2031-36
40	Geriatric Seva Volunteer	3	2031-36
41	Temple Ritual Assistant	3	2031-36
42	Natural Dye Block Printer	3	2031-36
43	Ayurvedic Baby Massage & Postnatal Care	3	2031-36
44	Audio Technician – Community Performance	3	2031-36
45	Spiritual Tour Assistant	3	2031-36
46	Earth-Based Plastering & Surface Finishing	3	2031-36
47	Basic Community Conflict Mediator	3	2031-36
48	Basic Mandala Artist / Yantra Sketcher	3	2031-36
49	Herbal Product Labeling & Compliance Aide	4	2031-36
50	Homecare Wellness Assistant (Traditional Systems)	4	2031-36
51	Temple Mural Assistant	3	2031-36

51	Yoga Seva & Retreat Setup Volunteer	3	2031-36
53	Kitchen Lab Support Aide	3	2031-36
54	Sacred Geometry Sketcher	3	2031-36
55	Basic Livelihood Record-Keeping	3	2031-36
56	Music Class Assistant	3	2031-36
57	Rural Tech Demo Aide	3	2031-36
58	Spiritual Curation & Festival Display Aide	3	2031-36
59	Contemplative Practice Supporter	3	2031-36
60	Rural Biodiversity Monitor	3	2031-36
61	Basic Drone Documentation Aide	3	2031-36
62	Natural Toy Making & Education Aide	3	2031-36
63	Yoga Mat & Textile Prepping Aide	3	2031-36
64	Community Seva Organizer	3	2031-36
65	Ayurvedic Spa & Massage Support	4	2031-36

Table 3: Proposed IVAL Offerings: Diploma (2026-2036)

Sno	Title	Mapped NSQF Level	Year of Commencement
1	Diploma in Natural Farming & Agri Entrepreneurship	5	2029-30
2	Diploma in Hospitality and Retreat Operations	5	2029-30
3	Diploma in Ayurvedic Therapy & Panchakarma Practice	5–6	2029-30
4	Diploma in Rural Livelihood Communication & Heritage Interpretation	4–5	2030-31
5	Diploma in Inclusive Education Support & Remedial Teaching	4–5	2030-31
6	Diploma in Applied Ayurveda Beauty & Wellness	5	2030-31
7	Diploma in Organic Food Processing & Farm-to-Market Systems	5	2030-31
8	Diploma in Eco-Construction and Vernacular Architecture	5	2030-31
9	Diploma in Smart Water Management & Watershed Planning	5	2031-36
10	Diploma in Early Childhood Education & Foundation Literacy	5	2031-36
11	Diploma in Clinical Ayurveda & Nursing Support	6	2031-36
12	Diploma in Folk Arts & Healing Performance	4–5	2031-36

13	Diploma in Sustainable Water & Disaster Response Practice	5	2031-36
14	Diploma in Conscious Event Management for Spiritual Ecosystems	5	2031-36
15	Diploma in Ayurvedic Clinical Assistantship	5–6	2031-36
16	Diploma in Artisan-Led Fashion & Natural Textiles	5	2031-36
17	Diploma in Conscious Retail, Wellness & Ethical Sales	5	2031-36
18	Diploma in Cultural Tourism & Temple Interpretation	5	2031-36
19	Diploma in Remedial Arts & Therapeutic Storytelling	5	2031-36
20	Diploma in Ayurveda Nutrition & Menstrual Wellness	5	2031-36
21	Diploma in Peacebuilding & Indic Dialogue	5	2031-36
22	Diploma in Indian Music Pedagogy	5	2031-36
23	Diploma in Visual Design for Education	5	2031-36
24	Diploma in Ayurvedic Veterinary Practices	5	2031-36
25	Diploma in Seva & Spiritual Event Logistics	5	2031-36
26	Diploma in Documentation & Public Memory	5	2031-36
27	Diploma in Rural Entrepreneurship & Livelihood Systems	6	2031-36
28	Diploma in Sustainable Construction & Campus Planning	6	2031-36
29	Diploma in Herbal Product Entrepreneurship	6	2031-36
30	Diploma in Ayurveda Spa & Panchakarma Hospitality	6	2031-36
31	Diploma in Conscious Tech for Ethical Business	6	2031-36
32	Diploma in Ayurveda for Geriatric & Palliative Care	6	2031-36
33	Diploma in Climate-Resilient Food & Agri Systems	6	2031-36
34	Diploma in Yoga-Based Mental Health & Counseling	6	2031-36
35	Diploma in Applied Sanskrit for Teaching & Translating	6	2031-36

Table 4: Proposed IVAL Offerings: Advanced Diploma

Sno	Title	Mapped NSQF Level	Year of Commencement
1	Advanced Diploma in Organic Food Systems & Sustainable Nutrition	6	2030-31
2	Advanced Diploma in Yoga Therapy & Wellness Facilitation	6-7	2030-31
3	Advanced Diploma in Ayurvedic Panchakarma & Integrative Therapies	6-7	2030-31
4	Advanced Diploma in Rural Innovation & Micro-Entrepreneurship	6	2031-36
5	Advanced Diploma in Folk Arts & Applied Community Theatre	6	2031-36
6	Advanced Diploma in Inclusive Education & Assistive Tech	6-7	2031-36
7	Advanced Diploma in Visual Design for Education & Learning	6	2031-36
8	Advanced Diploma in Ethical Herbal Entrepreneurship	6-7	2031-36
9	Advanced Diploma in Indic Heritage Management & Cultural Curation (Flagship)	6-7	2031-36
10	Advanced Diploma in Spiritual Hospitality & Retreat Management	6	2031-36
11	Advanced Diploma in Sacred Arts, Ritual Craft & Intangible Heritage	6	2031-36
12	Advanced Diploma in Community Education & Experiential Pedagogy	6	2031-36
13	Advanced Diploma in Climate Resilience Leadership & Policy (Flagship)	7	2031-36
14	Advanced Diploma in Rural Tech Innovation & Appropriate Tools (Flagship)	7	2031-36
15	Advanced Diploma in Seva, Ethical Volunteering & Community Service ★ (Flagship)	7	2031-36
16	Advanced Diploma in Community Mental Health & Yogic Counseling	6-7	2031-36
17	Advanced Diploma in Ayurvedic Nutrition for Preventive Healthcare	6-7	2031-36
18	Advanced Diploma in Yoga-Based Leadership & Human Potential	6-7	2031-36

Table 5: Proposed IVAL Offerings: BVOC

Sno	Title	Mapped NSQF Level	Year of Commencement
1	B.Voc in Sustainable Agriculture & Agri-Entrepreneurship	7	2030-31
2	B.Voc in Panchakarma Wellness & Rural Health Practice	7	2030-31
3	B.Voc in Sattvic Culinary & Ayurvedic Nutrition	7	2030-31
4	B.Voc in Visual Arts & Rural Design Innovation	7	2031-36
5	B.Voc in Eco-Hospitality & Conscious Tourism	7	2031-36
6	B.Voc in Community Education & Experiential Learning	7	2031-36
7	B.Voc in Folk Arts & Applied Performance	7	2031-36
8	B.Voc in Ethical Retail & Sustainable Value Chains	7	2031-36
9	B.Voc in Climate Action & Eco-Leadership	7	2031-36
10	B.Voc in Conscious Leadership & Peacebuilding	7	2031-36

Table 6: Proposed IVAL Offerings: Apprenticeship

Sno	Title	Mapped NSQF Level	Year of Commencement
1	Panchakarma Assistantship	5	2030-31
2	Organic Farm and Market Apprentice	5	2030-31
3	Temple Hospitality and Event Operations	4	2031-36
4	Ayurvedic Retail and MSME Sales	4	2031-36
5	Educational Outreach Facilitator	4	2031-36
6	Rural Tech Support Apprentice	5	2031-36
7	Ayurvedic Nutrition Kitchen Assistant	4	2031-36
8	Eco-Building Apprentice	5	2031-36
9	Sacred Arts and Exhibition Assistant	4	2031-36
10	Spiritual Events & Seva Logistics Apprentice	4	2031-36