SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SRI SRI UNIVERSITY

SRI SRI VIHAR, BIDYADHARPUR ARILO, WARD NO. 3, P.S. - GODISAHI, CUTTACK, ORISSA

754006

srisriuniversity.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Envisioned by **Gurudev Sri Sri Ravi Shankar Ji**, Sri Sri University (SSU) was established in **2009** as a centre for **world-class education** in India.

The university offers a unique education that brings together the best of **Western innovation** with the **ancient values** and **wisdom of the East**. SSU today offers value-based education in specialized areas of study including Management, Science, Commerce, Yoga, Sanskrit, Philosophy, Engineering, Psychology & Contemplation, Architecture, Osteopathy, Ayurveda, and Liberal and Performing Arts.

At SSU, learning is not limited to textbooks or classrooms. A holistic approach to learning is a focal point of education. And we ensure that education opens up young minds to a world of possibilities. We shape people into confident, strong leaders, who are passionate about their vocation, be it arts or science. And we equip them with both!

SSU takes pride in offering a curriculum that enriches both domain expertise and life skills. The university provides a unique social culture which nurtures a rich learning environment and aids excellence in students through its virtually **smoke-free, alcohol-free, drug-free and completely vegetarian** campus. The Art of Living Program (**Happiness Program**) is an integral part of the curriculum at SSU. The program provides participants with practical tools and techniques, including yoga, meditation and pranayama, to effectively handle stress.

SSU is a multi-disciplinary educational hub, poised to host over 10,000 students in next five years.

The university is spread over **188-acres campus** situated between Bhubaneswar and Cuttack on the banks of Kathjodi river which is a tributary of Mahanadi. The campus with a built-up area of million sq.ft. includes **05 academic buildings with smart classrooms**, **06 hostels**, **100 bedded ayurvedic hospital, 23 well equipped laboratories, three cafeterias, ISO certified kitchen, seminar hall & auditorium.**

The campus also includes **sports** and **recreational** facilities that include- basketball courts, badminton courts, lawn tennis court, football ground, volleyball ground, and cricket field. Gurukul, where young students learn *Vedas and Gaushala, is* also part of the lush green campus.

 "*Education is this civilization's greatest leveler. It has the power to empower the weakest of the weak, bring peace to the world and alleviate poverty. It is often seen as the only lit path in the pursuit of happiness*" - **Gurudev**

Vision

To impart holistic and value-integrated education in order to develop visionary thinkers with social-consciousness to lead and precipitate inevitable changes, with a summative call for ***Learn – Lead – Serve***

Mission

To create *centres of excellence in knowledge* and *research* across the fields of study in order to equip students to achieve the *highest levels of professional ability* in a learning atmosphere that *fosters human values* to serve the needs of *local, national and global economies.*

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The Parent Organization **"The Art of Living"** has global presence in **180** countries.
- Visionary Guidance by **Gurudev Sri Sri Ravi Shankar Ji**
- Highly **experienced** and **internationally** acclaimed leadership.
- Highly experienced faculty with **international exposure.**
- **145 MOUs** with international and national academic institutions and industries like **Amazon, IBM, NSE Academy, UNDP, DSCI** etc.
- Pioneers in pathbreaking & trend setting educational programs.
- **7** Research Centers of Excellence.
- Diverse students and faculties from **28** states of India.
- Outcome Based Education and **NEP** aligned Pedagogy.
- Focused on practical case study education.
- Excellent, modern and well equipped academic and residential infrastructure.
- State-of-the-art sports infrastructure.
- **ERP** and automation of the examination division to bring objectivity and transparency to the governance system.
- Focus on **mental well-being, holistic health** and **resilience**.
- Academia Industry collaboration program with **IBM, TCS** and **35** more Fortune 100 companies.
- **Award Winning Incubation Center** with **89** successful startups servicing 3 million customers with over **50** crore revenue.
- Deep impact on the community by active participation in socio-economic upliftment.

Institutional Weakness

- Challenge in enrolling **100% of students** during the pandemic years.
- Research needs to be augmented as we are a10-year-old startup university.
- Being a startup university, ongoing work towards the development of advanced research facilities.
- Being a state private university, there is a limitation on acquiring grants from government.
- **E-content** development and MOOC development at the nascent stage.
- A young university that still needs to create mass awareness.
- A budding alumni network.

Institutional Opportunity

- Attract students from **180 countries** where **The Art of Living** already has an institutional presence.
- Leverage The Art of Living Global Network for Partnerships.

- Deepen SSU interaction and engagement with government ministries given the collaboration with The Art of Living.
- Explore **Online Distance Learning Centers** and Programs.
- To start a new **Executive** and **Certificate Programs**.
- Introducing more industry integrated programs.
- Tap new disruptive policies from UGC and other SRAs to expand the scope and depth of the program offerings.
- Attracting new talent.
- Deepening the understanding of **holistic education.**
- Thought leadership in areas like **mental well-being, environment, peace education and integrated medicine.**

Institutional Challenge

- Cyclone Prone Area.
- The GDP of the state is on the lower side.
- Global Geopolitical Situation.
- Attracting International Students.
- As a new, growing university, striking a balance between the pace of new developments and strengthening the existing programs is a key challenge
- Being a private university, reduced opportunities to secure government grants.
- Reduced attention span of students coming out of the trauma of pandemic.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

SSU introduced the Choice Based Credit System (**CBCS**) in *2014* and further updated it in 2019 as per NEP. The university promotes a multidisciplinary approach by offering interdisciplinary, honors programs, minor specialization, doctoral research programs and industry collaboration programs. Each program has professional core and elective courses as well as open electives.

SSU has a four-stage approach to *design, develop, revise, and amend* curriculum.

At the first stage, the faculties collect the feedback on curriculum from its stakeholders.The Director IQAC and Academic Co-Ordinators reviews the feedback collected and the curriculum is recommended to the Pre-BoS for modifications.

In the second stage, it is checked whether the Vision, Mission, Program Outcomes, and PSOs are defined for the Programs and are in line with the Vision and Mission of the University.

At third stage, it is checked that the Curriculum has right blend with courses on Core Subject Knowledge, Humanities and Sciences, Professional Ethics, as well as Core Courses like **Environmental Sciences, Artificial Intelligence & Cyber Security, Waste- Disaster Management, Basic Digitization Skills, Communication and Soft Skills, Professional ethics and Human Values, Performing & Visual Arts, Osteopathy**, Happiness Program.

At the final stage, the Pre-BOS is chaired by the Dean of the Faculty.

Clarification and subject expertise is sought. If required industry experts are consulted, benchmarking is done and then final recommendations are presented in BOS. The recommendations will be presented to the Academic Council for approval.

It's being ensured that all courses, approximately *20-25 %* contents based on current developments of technology, humanities and health sciences are revised every year.

At SSU, we are instrumental in implementing curricular reforms, which has created national model such as mandatory Industry Internship embedded in syllabus, CBCS & Electives, Credit Transfer System, Multidisciplinary approach, Interdisciplinary programs, relative grading and University core courses like *Performing and Visual Arts, Ayurveda, Managment, Agricultural, Health and Wellness, Professional Ethics, Human Values, Yoga, Meditation, Environment Studies and Gender*.

- *"Times HE Impact Ranking" on SGD's in the band of 801-1000 in 2020*
- *Ranked 1st Best Private university in State & Zone and 8th In India by IIRF in 2021*

Teaching-learning and Evaluation

The student profile reflects a high diversity – geographical, gender, educational background and work experience. The University provides an equal opportunity to all students. It offers admission strictly based on merit. The university conducts *SSU-CET,* its own entrance examinations for admitting all students.The admission process includes aptitude test, group discussion and personal interviews. In all programs, the admissions are based on marks obtained in 10+2 (or equivalent) i.e. minimun of *55%* in examinations followed by personal interviews.

13:1 student teacher ratio as per UGC Standards.

It encourages research and development through various measures such as incentivizing publication, financial support towards participation in International and National conferences, monthly faculty development programs and administrative development programs etc. Encourage a maximum number of Faculty Members to participate in national and international conferences. As a result, faculty members have presented a higher number of papers at International and National conferences during the period under review.

SSU has hosted more than *400+* International conferences and National seminars & webinars. The University has a well laid annual appraisal system. It is performance based and follows the Academic Performance Indicators (API) of UGC. The performance of each faculty is evaluated on the basis of quality of teaching, innovations in presentation, contribution to research, participation in institution building activities.

- *Ranked 27th in Top 50 Universities of Eminence by IIRF in 2021.*
- *Best University - Trendsetting synthesizer of the traditional and global outlook Award - Dr. Prakash Javdekar, Hon. Minister of HRD, Govt. of India at 10th ASSOCHAM Summit 2017.*

Research, Innovations and Extension

Research is a key area of focus at SSU. To improve the quality of research work and publications, we have committed time and invested financial resources over books, journals and other informational resources that are secured through the *Research Development Cell (RDC).*

This can be reflected in other accreditation and ranking results from the recent past. Over the years, our research focus has certainly helped us get the right talent onto campus. Faculty members have benefited immensely through the University's focus on research. They gained exposure to the latest thinking in a particular discipline. They are able to admirably mix theory with practice while elaborating theoretical concepts and contemporary topics to students.

Students are the biggest beneficiaries of this whole exercise, as they are able to toss around questions, analyze situations and obtain answers through interactive lectures, presentations and question-answer sessions held by faculty, alumni, recruiters and industry experts from time to time. Our recruiters are happy to come back and tell us that the quality of students at SSU is significantly better than other universities in this part of the country.

Extension Activities are the core of the university. Right from adopting nearby villages to mass awareness rallies, social campaigns and inculcation of national values and sense of social responsibility, we have organised and participated in *178* activities. SSU has checked all boxed rights by ensuring *100%* particpation of students and faculties across activities.

At SSU, we strive for excellence at par. We are proactively engaged with *145 MOU's* with industry and academic institutions. To provide better learning opportunities, foster research and exchange resources through collaboration.

- *"Emerging University of the Year - East" at the 14th National Educational Summit 2021 by ASSOCHAM*
- *"Best Boot Camp Startup Award" by the Government of Odisha in 2018.*
- *"Best Innovation University Campus" in Odisha Award by her Excellency Governor of Goa in 2017*

Infrastructure and Learning Resources

The university campus based at Cuttack is a lush green campus spread over *188 acres* on the banks of Kathajodi river, Bidyadhpur, Godisahi. It has over *76,586 Sq. Mts.* of built-up area with *05* academic buildings, *93* ICT classrooms, *29* laboratories, workshops & polyhouse, *02* well equipped automated library, faculty rooms, *01* auditorium, *01* seminar halls, *417* computers in labs with the latest tech hardware, *100 beds* ayurvedic hospital, *06 (4 girls, 2 boys)* hostels, *ISO 22000 certified kitchen*, Bank, ATM and *03* Cafeteria facilities are available.

The university focuses on special provision for sports and recreational facilities such as *Gymnassium, Yoga Center, Volley Ball Court, Basket Ball Court, Lawn Tennis Court, Football Ground, Badminton Court, Kabbadi Ground, Cricket Ground* as well as indoor sports activities like *Table Tennis, Carrom* and *Chess*.

The campus is predominantly residential, has a wi-fi enabled campus and a comfortable hostel facility is provided for students and faculties.

Implementation and Integration of *Solar Energy, Rain Water Harvesting, Barrier Free- Disabled Friendly, Power back up silent generators, pedestrian friendly pathways* and more facilities are available. Environmentally friendly methods of construction are practiced at SSU.

- *'Indian Green Building Council' - Green Champion National Award 2018 by IGBC.*
- *Ranked 1st in Odisha, 6th in India, and 248th in the World in UI Green Metric World University Ranking 2021 in which 1000 universities participated from 90 countries.*

Student Support and Progression

All students get exposure to different cultures, languages, and ways of living. The campus has a designated Director Student Affair (**DSA**) and faculty members as mentors who actively work with students in organizing a variety of programs and activities throughout the year.

15:1 is the mentor mentee ratio for academics and stress related issues.

SSU is a student driven campus promoting leadership and team building in everyday practice. Currently, there are *48 student clubs*, organizing various student activities.

The clubs organise and participate in sports, social and cultural events. Through these activities, students are given avenues to hone and exhibit their creative skills in respective fields. Students are sensitive towards social initiatives and their participation in events relating to social issues is overwhelming.

Each year "*Orion*"- Annual Cultural Festival and "*Collympics*" "*Orion Sports*" "*SSPL* - Sri Sri Sri University Premier League"- Annual Sports Events are organised. All Indian festivals like *Janmastami, Ganesh Festival, Navratri Celebration, Eid, Diwali Celebration, Lohri, Pongal, Christmas* and more.

Students are inspired to participate in national and international inter-business school competitions, student exchange programs and startup competitions. The University provides financial aid in the form of institutional scholarships and fee waivers to the students.

- *Institutional Fee Waiver*
- *Institutional Scholarship*
- *Art of Living Foundation Scholarship*
- *Yog Krishna Scholarship Schmes*
- *IAHV (International Association for Human Values) Scholarship Scheme*
- *Central and State Govt. Scholarship Schemes.*

SSU has excellent placement records. **94%** students from MBA programs got placed from campus.

SSU provides hand-holding support to students progressing to higher education. University provide special incentives to students progressing to higher education programs.

Governance, Leadership and Management

The University has visionary leadership under *Gurudev Sri Sri Ravi Shankar ji* as *Lifetime President* of SSU.

The University follows the organisational structure as per the *Sri Sri University Act, 2009.*

The university has the following statutory posts for governance: Board of Governors, President, Vice Chancellor, Finance Committee, Director Operations, Executive Registrar, Director Student Affairs, Dean of Faculties and Heads of Departments. The University also has the following statutory committees for governance:

- **Board of Governors:** The university's principal executive body to supervise and control affairs and exercise full autonomy over administrative and academic affairs.
- In addition to the Board of Governors, the university has an **Academic Council** which meets twice a year.
- **Board of Studies** and an additional 20 committees for smooth operations across the university.

Dynamic and proactive Academic and Administrative Headship under the Vice-Chancellor assisted by the Executive Registrar steers the university's functioning. Decentralized functioning is ensured with executive leadership vested in the Executive Registrar and assisted by the Deputy Registrar.

Director Operations is head of all the operational functioning of the university. Efficient Examination and Finance wings function under Controller of Examinations and Chief Finance Officer respectively.

Planning, Development, and Research and Extension are strengthened under the separate Directorate of RDC. Director Students Affairs co-ordinates sports & cultural development activities at the university.

Highest levels of participative management, particularly of all stakeholders, is ensured in BoG, with wide representation of all stakeholders/fields including academics, people's representatives, Government Secretaries/Officials, and luminaries from diverse fields.

The university gives the highest priority to quality in all processes. The Director of IQAC is involved and oversee & involve in every decision and initiative of the University.

- *"Global Powerhouse of Peace Award" - By Non Violence and Peace Foundation in 2018.*
- *"2nd Best Institution" in Agribusiness Management Award and Game Changer Award under the Excellence in Agri Education in 2017*

Institutional Values and Best Practices

SSU's emphasis on *value-based holistic education* is its foundational core and every student is exposed to the fundamental principle of values as a defining part of success in all spheres of activity in this world.

SSU's Institutional Values and Best Practices can be summarized as follows:

- SSU emphasizes education for life. About *128* value added courses emphasize transferable and life skills.
- SSU has a code of conduct that promotes freedom with responsibility for all members of the university, community tolerance, cultural awareness and community service is encouraged with a spirit of inclusiveness.
- SSU's leadership in women's empowerment and gender equality through sensitisation training

programs & special programs for women empowerment.

- Environmental sustainability initiatives include *8Kv* solar panels & *75* solar street lamp, sewage treatment plant, LED lighting, solid waste conversion in agricultural practices, proper biomedical, e-waste and hazardous material handling from ayurveda hospital, waste management, rain water harvesting tanks, recharging ground water facilities through water pits, and maintenance of water bodies.
- The university banned plastic use in *2015*. Campus have restrictions on automobile use and promote pedestrian pathways. With *600* species of plants & more than *one lakh trees* planted, *2 acres of herbal garden*; SSU is a role model for sustainable environmental practices.
- The University fully subscribes to and implements disabled friendly facilities. *59* events sensitize students and staff as responsible citizens. *178* commemorative or celebrate events.
- University's best practices include Healthy, Happy and Holistic Minds: Happiness Programs impacting over *15,000* students and sustainable development of green campus and environmental conservation.

Prakruti Mitra Award - Presented by Minister Forest and Environment by the Department of Forest in 2016.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	SRI SRI UNIVERSITY
Address	Sri Sri Vihar, Bidyadharpur Arilo, Ward no. 3, P.S. - GodiSahi, Cuttack, Orissa
City	Cuttack
State	Orissa
Pin	754006
Website	srisriuniversity.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Vice Chancellor	Baburam R. Sharma	0671-7132770	9078800135	-	vc@srisriuniversity.edu.in
IQAC / CIQA coordinator	Debi Prasad Sahoo	0671-7142770	9343544439	-	iqac.naac@srisriuniversity.edu.in

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	22-02-2012
Status Prior to Establishment,If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	**Date**	**View Document**
2f of UGC	19-08-2012	View Document
12B of UGC	05-07-2017	View Document

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**	**Programmes Offered**	**Date of Establishment**	**Date of Recognition by UGC/MHRD**
Main campus	Sri Sri Vihar, Bidyadharpur Arilo, Ward no. 3, P.S. - GodiSahi, Cuttack, Orissa	Semi-urban	188	76586	Thirty Five		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	9
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes

SRA program	Document
AICTE	111083_9450_1_1661774124.pdf
ICAR	111083_9450_3_1664781511.pdf
CCIM	111083_9450_10_1661576060.pdf
COA	111083_9450_18_1661576085.pdf

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned				20				12				113
Recruited	15	5	0	20	8	4	0	12	65	48	0	113
Yet to Recruit				0				0				0
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				121
Recruited	91	30	0	121
Yet to Recruit				0
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				0
Recruited	0	0	0	0
Yet to Recruit				0
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	1	0	0	0	0	0	0	0	0	1
Ph.D.	14	4	0	6	4	0	31	25	0	84
M.Phil.	2	1	0	1	1	0	12	5	0	22
PG	15	5	0	7	5	0	65	48	0	145
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

	Male	**Female**	**Others**	**Total**
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	NIL	NIL	NIL

Provide the Following Details of Students Enrolled in the University During the Current Academic Year

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	612	320	0	1	933
	Female	588	310	0	7	905
	Others	0	0	0	0	0
PG	Male	101	52	0	1	154
	Female	74	62	0	5	141
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	84	35	0	0	119
	Female	48	69	0	0	117
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nill
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Faculty Of Agriculture	[View Document](#)
Faculty Of Architecture	[View Document](#)
Faculty Of Arts Communication And Indic Studies	[View Document](#)
Faculty Of Contemplative And Behavioural Science	[View Document](#)
Faculty Of Emerging Technologies	[View Document](#)
Faculty Of Health And Wellness	[View Document](#)
Faculty Of Management Studies	[View Document](#)
Faculty Of Science	[View Document](#)
Research Development Cell	[View Document](#)
Sri Sri College Of Ayurvedic Science And Research Hospital	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	National Education Policy (NEP 2020) envisions an education system rooted in Indian ethos that contributes directly to transforming India sustainably into an equitable and vibrant knowledge society. SSU has also already taken appropriate steps and constituted a core committee headed by the Vice Chancellor of the University for Effective Implementation of National Education Policy-2020. The committee has been given the task to formulate a detailed road map for phased implementation of NEP and to work with all the Faculties on the campus to put together new programs and corresponding structure wherever necessary. A few programs/webinars on road map of NEP implementation has also been organized by the university. SSU is a multidisciplinary University offering programmes in various disciplines – Management, Computer Sciences, Ayurveda, Emerging Technologies, Agriculture, Osteopathy etc. As a multidisciplinary university, SSU has a unique academic governance structure for programmes and course creation. The structure being organized around various disciplines makes it conducive for ensuring multidisciplinary/interdisciplinary. Hence, currently

	it is possible to offer courses drawn from various disciplines as a part of any Programme. The process of classifying courses of a programme as 'belonging to the discipline', 'from another discipline' or 'interdisciplinary' is in process and accordingly, the percentage of multidisciplinary and interdisciplinary in a programme will be calculated. The University has taken the initiative of ensuring a minimum desired level of multidisciplinary across all its programmes. The suggested range as per NEP would depend on the type and nature of the programme.
2. Academic bank of credits (ABC):	The Academic Bank of Credits (ABC) is one of the key highlight of NEP for the students. The ABC will digitally store the academic credits earned from various Higher Education Institutions, so that degrees can be awarded, considering the credits earned by the students at all stages. It will allow students to take courses as per their vocational, professional, or intellectual requirements. It will also allow them for suitable exit and re-entry points. This will enable students to select the best courses or subject combinations that suit their aptitude and quest for knowledge. The ABC can allow students to tailor their degree or make specific modifications and specifications rather than undergoing the rigid, regularly prescribed degree or courses from a single university or autonomous college. The Academic Bank of Credit concept is yet to be implemented by the university. For this purpose, the university has constituted a committee to prepare a path for effective integration of ABC in its academic programs.
3. Skill development:	SSU has created an eco-system to hone career relevant skills of the students. Skill enhancement in students is ensured through various interventions. 1. The faculties identify the requisite skills essential to achieve the graduate attributes and program specific outcomes. 2. The programmes have skill based experiential learning as a core component of every course. 3. SSU offers few programmes which are specifically aimed at imparting precise career relevant skills to the students. 4. The university is making sincere efforts for providing value-based education to the students. To make them responsible citizens and ensuring social justice, empowerment of the underprivileged and vulnerable sections of the society. 5. SSU has industry and academic

	collaborations with national and international organisations for skill based courses students to enhance their employability skills. 6. Skill based industry projects are regularly offered to the students. 7.Many courses spread across most programs cover Gender Issues, Environment and Sustainability, Human Values and Professional Ethics. The SSU has established SSU Innovations Pvt Ltd - Incubation Centre to strengthen the innovation and entrepreneurial initiatives at the University. Need-based FDPs are curated to train the in-service faculty members. Through these FDP's & MDP's, we empowers the faculty-members by up skilling them in areas of active learning, differentiated instruction, alternative assessment, instructional design, outcome based education, and hybrid mode of education as this is the need of the hour. Various workshops and seminars also focus on several areas of research, so as to enable them to produce good quality research
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	According to NEP Policy, art and culture are important linkages to heritage languages. Distinct languages have different ways of 'seeing' the world, and a language's structure influences how a native speaker perceives their environment. Our proprietary effort towards integrations is highlighted by offering programs in ancient languages like Sanskrit, Hindi and Odia. We strive to bind our culture and multi-linguistic dialogue in our everyday learning for the holistic development of students.
5. Focus on Outcome based education (OBE):	SSU has adopted Outcome Based Education (OBE) for all its programmes. Learning Outcomes have been appropriately defined at Programme level (POs/PSOs) and Course level (COs). Appropriate learning experiences are designed and delivered to facilitate attainment of the stated learning outcomes. Outcomes are assessed and attainment analytics are used to improve the academic quality. The process outlined above would be further strengthened and Attainment levels will continue to be monitored closely to modify the pedagogy and /or the evaluation, if necessary.
6. Distance education/online education:	The National Education Policy envisions a complete overhauling of the higher education system to overcome constraints that prevent equity, inclusion and diversity. The policy propagates that our university, that fulfils stipulated criteria should offer

	ODL and online programmes, so as to reach out to geographically and socio-economically disadvantaged groups. SSU aims to start ODL in upcoming years.

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2021-22	2020-21	2019-20	2018-19	2017-18
35	30	25	23	17

File Description	Document
Institutional data in prescribed format	[View Document](#)

1.2

Number of departments offering academic programmes

Response: 9

2 Students

2.1

Number of students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2165	2167	1755	1453	1137

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.2

Number of outgoing / final year students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
544	507	402	372	332

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.3

Number of students appeared in the University examination year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
544	507	402	372	332

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.4

Number of revaluation applications year-wise during the last 5 years

2021-22	2020-21	2019-20	2018-19	2017-18
1	3	4	2	6

3 Teachers

3.1

Number of courses in all programs year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1600	1523	1030	741	554

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.2

Number of full time teachers year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
171	108	91	79	53

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.3

Number of sanctioned posts year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
171	108	91	79	53

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Number of eligible applications received for admissions to all the programs year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2911	2706	1829	1814	1364

File Description	Document
Institutional data in prescribed format	View Document

4.2

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
411	349	329	300	269

File Description	Document
Institutional data in prescribed format	View Document

4.3

Total number of classrooms and seminar halls

Response: 95

4.4

Total number of computers in the campus for academic purpose

Response: 417

4.5

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
1202.00	1688.00	1115.00	3513.00	2320.00

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

The curriculum of each program has been developed in accordance with the *program educational objectives* (PEOs) and *program outcomes* (POs), which in turn are in tune with the vision and mission statements of the university. The process of developing the curriculum and the course content is guided by national policies and guidelines of statutory and regulatory authorities like **AICTE, COA, ICAR, NCISM, UGC** etc. The feedback from different stakeholders, including academic and industry experts, students, parents, and teachers, is taken into account. The curricula and course content have been reviewed and recommended by the members of the Board of Studies and subsequently approved by the Academic Council of the University. An overview of the contribution to the developmental needs at various levels is given below.

Local and regional developmental needs

There are several courses in different programs that enable students to analyze local and regional needs and provide varied solutions based on their academic background, orientation, and interests. The students use their interdisciplinary knowledge to identify and examine local issues. This opportunity, at the same time, gives the students real-life experience. The experiential components embedded in courses give students leverage to get involved in the developmental activities of Odisha. Community-based teaching and learning methods have been employed in most of the programs to ensure adequate opportunities for students to understand local and regional needs. The university also offers regular courses in yoga and meditation and strives to inculcate in its students a deep cultural sense, that is, an appreciation for India's rich heritage.

National and Global Developmental needs

In tune with the national and global developmental needs, the university has introduced several new programs in the areas of Data Science, Data Analytics, Cyber Security & Defence, Artificial Intelligence and Machine Learning, Agriculture, Ayurveda, Yogic Science, and Osteopathy.

Additionally, several courses in management and emerging technologies are aimed at enhancing the students' technical and entrepreneurial skills with our state-of-the-art incubation center that functions in sync with Start-up India policy. Courses that are in tune with the national mission of "Make in India" pave the way for the economic growth of the nation.

In addition, a range of *co-curricular and extra-curricular activities* (as part of the curriculum) are designed to promote the overall development of the student, which has an impact on national and global developmental needs.

The university emphasizes learning outcomes-based education with clearly stated graduate attributes and program outcomes. Students' learning must stir them into life-long learning, which is infused with a passion for excellence in one's profession, a willingness to lead, and a readiness to serve society.

The *program outcomes* (POs) and *course outcomes* (COs) reflect their relevance to the holistic needs of society as well as the professional needs of the student. Course outcomes are derived from the competencies and are aligned with the prescribed program outcomes (POs). The content is delivered and mapping attainment is done as per ***Bloom's taxonomy***.

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 90.7

1.1.2.1 **How many Programmes were revised out of total number of Programmes offered during the last five years**

Response: 39

1.1.2.2 **Number of all Programmes offered by the institution during the last five years.**

Response: 43

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of Programme syllabus revision in last 5 years	[View Document](#)

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 100

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1600	1523	1030	741	554

File Description	Document
Institutional data in prescribed format	[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Response: 65.38

1.2.1.1 **How many new courses were introduced within the last five years.**

Response: 1046

1.2.1.2 **Number of courses offered by the institution across all programmes during the last five years.**

Response: 1600

File Description	Document
Institutional data in prescribed format	[View Document](#)

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response: 100

1.2.2.1 **Number of Programmes in which CBCS / Elective course system implemented.**

Response: 35

File Description	Document
Institutional data in prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

Response:

The institution ensures integration of relevant **cross-cutting** issues in the curriculum of all the programs offered. Some of these courses are mandatory for graduation programs. Peer and group learning, extracurricular and cultural activities act as melting pots, cutting across **age, gender, region, and nationality**, not only to accept but also to respect other cultures.

The following are some of the specific information pertinent to the above requirement.

Gender
As part of the Ethics and Values course, students are required to address issues related to women's empowerment, female foeticide prevention, child abuse, responsible living, and others. Rallies and street

plays involving students address gender-related issues. Courses on *"Right to Education," "Women's Empowerment and Equality," "Environmental Justice," "Gender Equity,"* and others are offered. SSU hosts a gender sensitization workshop for staff and students each year.

Environment and sustainability

SSU is a model campus for environmental conservation. Environmental Science is a mandatory course in all UG programs. Apart from this, courses on *"Environment Impact Assessment," "Environment Quality Monitoring," "Environmental & Green Audit,"* and several others address the issues related to the environment and sustainability.

Annual environmental audits, green audits, and energy audits are conducted on campus. Students participate in the annual **UI Green Matric World University Rankings** and **Times HE Impact Rankings for SDG.** As part of the course, events such as *"Water Conservation Week"* and *"Energy Conservation Week"* are organized every year so as to sensitize the campus on sustainable development strategies. The students of architecture have courses on using natural and sustainable resources in their curriculum. The organic cultivation for students of agriculture showcases the importance of water conservation in agriculture. The campus also has *"Sri Sri Tattva Store"* which not only promotes the idea of organic products but also provides access to students and local people to purchase organic food, ayurvedic products, and other provisions at a nominal price.

Human values and professional ethics

A course on ethics and values is mandatory for all undergraduate and postgraduate students. In addition to this, other courses such as professional ethics, corporate ethics, business ethics, and media ethics are incorporated into the curricula of different programs. Lessons on social and professional etiquette are imparted in courses related to communication and soft skills. Through the ***Happiness Program*** *of* ***The Art of Living Foundation***, all students are taught the importance of human values.

Currently, over **48 student clubs** are active and seeking student participation. In many instances, students extend their support to the social cause, create awareness related to gender, caste, social inequality, poverty, etc., and address issues related to sustainable living and environmental protection.

As part of their extracurricular activities, students are made aware of their social and moral responsibilities. As part of the course, a section of students contribute to the **NCC** and **NSS schemes**. In general, participation in these extra-curricular activities promotes *gender equity, facilitates team building, enhances leadership skills, builds confidence and social responsibility,* and enables the students to face the challenges of the future workplace.

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

Response: 128

1.3.2.1 **How many new value-added courses are added within the last five years.**

Response: 128

File Description	Document
Institutional data in prescribed format	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 80.36

1.3.3.1 **Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
1964	1946	1738	813	754

1.3.4 Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).

Response: 54.64

1.3.4.1 **Number of students undertaking field projects or research projects or internships.**

Response: 1183

File Description	Document
List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template)	View Document

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: A. All 4 of the above

File Description	Document
Institutional data in prescribed format	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Institutional data in prescribed format	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Demand Ratio (Average of last five years)

Response: 2.44

2.1.1.1 **Number of seats available year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1060	900	850	775	690

File Description	Document
Demand Ratio (Average of Last five years) based on Data Template upload the document	View Document

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years (Excluding Supernumerary Seats)

Response: 41.15

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
285	257	142	31	25

File Description	Document
Average percentage of seats filled against seats reserved (Data Template)	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

The Happiness Program: Induction Program is conducted in the first week after enrollment of students,

with a focus on *holistic capability* and *specific capability enhancement measures*, to ensure that freshers from different academic and socio-economic backgrounds get opportunities for *holistic upliftment* through *Happiness Connect*, a special program designed by *The Art of Living*.

Every week, students are engaged in programs, projects and initiatives that ensure their *holistic personality development*. The regular practice of *meditation, yoga, pranayama, Sudarshan Kriya and service activities* ensures *healthy, happy minds* which increases the happiness quotient on the campus. There is a lot of research which also points to how this enhances the *intellectual, cognitive, interpersonal* and *communication skills* of the students.

Assessing the learning levels of students

SSU has a robust and dynamic mechanism for assessing the learning levels of its students. To get admission into various programs, the students undertake the SSU-CET, which assesses their *English language proficiency, basic domain knowledge and general aptitude*. This enables the institution to identify and address the difficulties of students from the start.

Since students from diverse backgrounds take the qualifying examination and are selected to get admission in various programs, the university devises methods to identify different groups of students with different strengths and interests.

IQAC has designed a policy document to identify slow and advanced learners through various exams and levels of learning. A clear mechanism to identify them at the departmental level is available.

Special initiatives for slow learners

Students scoring less than *50%* in the *SSU-CET* are classified as *slow learners*. A provision is available in the institutional LMS for faculty members to upload the required material for slow learners. Prompt follow-up action is also taken in the form of *additional classes, remedial classes, tutorials, and assignments*.

The choice-based credit system (CBCS) implemented at the university facilitates the students' ability to augment their learning. In this regard, the mentors play a very crucial role in guiding the students.

Special initiatives for advanced learners

Opportunities abound for students to complement and enhance their learning experience by opting for additional courses in diverse areas. Students who scored more than *75%* in the *SSU-CET* are identified as *advanced learners*. With a view to boosting the already acquired talent of advanced learners, the faculty take up a number of initiatives, like offering leadership roles in a number of programs. Apart from this, *seminars, guest lectures, aptitude and communication skills development, value-added programs, group discussions, and capacity enhancement programs* are conducted from time to time at the university. This vibrant set of student clubs and chapters provides advanced learners with hands-on experience in various domains of their choice.

2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 13:1

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

SSU recognises the need to prepare students to be potential problem solvers. Their problem-solving skills enable them to address diverse socio-economic challenges. To this end, SSU's teaching learning process has been architected skilfully. The courses are designed to be both *experiential and participative.*

Almost every program has been developed with problem-based, hands-on student-centric methodologies. Curriculums are structured in such a way that each concept starts with a problem description, so as to enable students to put theories into practice by applying critical and collaborative problem-solving abilities to generate innovative solutions.

Learning pathways are provided wherein students of one discipline are given learning opportunities in another discipline, for expanding their intellectual horizons and creativity. The academic structure, with its *flexible curriculum, interdisciplinary approach, innovative and international practices* provide students with opportunities to explore multiple possibilities in academics and industry.

Project-Based & Problem-Based Learning : This includes *experience-based projects, undergraduate research and implementation of technical scientific methods* to get solutions to societal problems. Students are advised to develop conceptual/functional models and create simulations and visual analytics. Courses such as critical thinking & problem solving are offered to all first-year students to develop critical thought processes required for problem-solving.

Experiential Learning: Each academic programme has specially been designed to help students to go beyond the limit of traditional classroom to study, observe, and interact with communities, to gain experiential insight into the challenges and to develop low-cost sustainable solutions in the five thematic areas: *Health & Livelihood, Education & Technology, Environment & Farming, Energy & Innovation, Infrastructure & Basic Facilities.*

Participatory Learning: Active Learning Methods like *group discussions, workshops, assignments, technical clubs, hackathons* etc. conducted by the university that helps the students in learning and enhancing various skills through active participation. Students are also encouraged to carry out the projects in groups. The group projects provide opportunities for the students to learn with their peers, and to work in a team. Every course at SSU has been designed in such a way that students get ample opportunities to interact with faculty members.

Furthermore, curriculum for all programs have been made flexible to allow the students and faculty to utilise time in communities in order to understand the true nature of the problems and develop a deep desire to solve them through research, innovation and practice.

Game-based learning has been widely adopted as an effective participatory learning method in invoking students' interests in areas that require orderliness in thinking. Participation in global events is often

encouraged to develop competitive spirit. Performance metrics at each of these well recognized events indicate the effectiveness of teaching that is translated into tangible and product oriented learning experiences. Programs include *case studies, project work, seminars, and workshops* that significantly contribute to our student's enhanced-learning experience. Students have abundant opportunities for internships that are either at *industry, research groups or international partner organizations*.

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

The learning abilities of the present generation of students are progressively inclined towards digital, web and mobile based technologies.

In view of recent advancements in **ICT**, the teaching-learning process at SSU has been refurbished and realigned as per the global trends, so as to facilitate the implementation of all types of educational learning theories and deliver models that support and encourage innovative teaching and learning methods for both theory and lab courses.

SSU utilises the necessary ICT infrastructure for effective teaching-learning processes across all faculties for undergraduate and post graduate students. SSU takes care of the integration of ICT in education and promotes autonomous learning and student-centric/ content based learning. All seminar halls and classrooms are equipped with *LCD projector, audio system and have high speed internet access either through LAN or Wi-Fi.*

SSU has developed its own *Learning Management System (LMS)* and most of the teaching learning tools have been integrated into it. SSU has developed a number of tools and systems which are available for efficient content management at any time of access.

In addition to institutional LMS, faculty members also use the open-source educational software MOODLE.

SSU has a *dedicated green room* with *a high-end Lecture Capturing System (LCS)*. SSU has a vast collection of online resources-faculty and students use the digital library at the central library, which comprises full text databases, e-journals and e-books etc.

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 13:1

2.3.3.1 **Number of mentors** ?????????????? ???????

Response: 171

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
Year wise full time teachers and sanctioned posts for 5 years	View Document

2.4.2 Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. year-wise during the last five years

Response: 46.12

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
83	51	40	39	22

File Description	Document
List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 2.85

2.4.3.1 **Total experience of full-time teachers**

Response: 487

File Description	Document
List of Teachers including their PAN, designation, dept and experience details	View Document

2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State,

National, International level from Government/Govt. recognised bodies during the last five years

Response: 98.61

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
23	21	26	21	08

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 14

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
13	18	10	12	17

File Description	Document
List of Programmes and date of last semester and date of declaration of results	[View Document](#)

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 1.01

2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
5	1	3	4	7

2.5.3 IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

Response:

University has a well-structured continuous evaluation system. The Examination has *60% internal component* evaluated through continuous assessment and *40% End Term Examination*. *The 60% internal component is assessed through 2 internal class tests and 4 internal components (Like attendance, presentations, quizzes, assignments etc.).* Most of the internal components are assessed through LMS which are linked to *Bloom's Taxonomy Levels.*

The SOP has been developed and implemented to link the curriculum and internal components to different levels of assessment. Internal Assessment: The following are taken as modalities for conducting internal assessments. *Activity based Learning Assignment, Attendance, Case Presentation, Case Study, Class Test, Co-curricular Activities, Field based Activities, Physical Examination, Practical Record and Viva Presentation, Procedure Project Submission Presentation, Research Paper, Research Project etc*.

Reforms: At SSU we have been continuously carrying out reforms in its examination procedure through integration of IT in all the procedures and processes of the examination system. The following reforms have also been carried out within the rules as prescribed by regulatory bodies. Publishing Examination Calendar before commencement of the Session: Timely intimation of date of exam and declaration of result to the students.

Integration of IT in Examination System: *100% processes of the Examination Department* are *fully automated through the University TCS iON ERP*, which can be accessed by every student. Online filling of examination / re-evaluation forms, student attendance is being updated on the ERP portal. The Roll List for regular students, background papers, attendance sheets, and seating plans are generated through the ERP portal. Students can download Hall Tickets from their ERP portal for examination. Continuous Assessment Marks have been updated on ERP. Calculation of CGPA and Division is processed online. Outcome-based question papers are generated through Software. Online evaluation and online mark transfer are practiced for quick result processing and its online declaration. Online filling of student details, examination forms and hall ticket generation, revaluation application form filling, digital evaluation, online internal marks filling etc are promoted to make the process of examination smooth. An *examination grievance committee* is established to look into examination grievances.

2.5.4 Status of automation of Examination division along with approved Examination Manual

Response: 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1 The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

Response:

Intended Learning Outcomes are drafted for all programs by SSU with *Program Outcomes* and *Specific Learning Outcomes.*

Program Outcomes (POs) statements are derived from the following guiding principles:

- Graduates should attain *globally relevant employability competencies* in *attitude, skill and knowledge domains* for the discipline/area of the program.
- Graduates should be able to contribute to current and future *national, local / regional* needs *governmental policies and emerging issues*. They should be compliant with regulatory body guidelines wherever applicable.
- Programs should be aligned with *SSU's* stated *Vision*, *Mission* and *Graduate attributes* which emphasise societal change through education with a focus on attributes like *competence, credibility, ethical standards and social concerns*.
- The Course Outcomes are aligned with the Program Outcomes and the Specific Learning Outcomes are in turn mapped to the *Course Outcomes.*
- Graduate attributes and intended learning outcome statements are available on the SSU website.

Learning outcomes are also included in the curriculum books.

The University has articulated the Graduate attributes through all its academic offerings which have facilitated the University to monitor their implementation and desired outcomes. The University's *content development* and *delivery* along with student performance evaluation strategies are well planned to facilitate the intended learning outcomes.

The University is running professional programs related to *Ayurveda, Yoga, Osteopathy, Agriculture, Architecture, Business Management, Arts, Communication & Indic Studies, Science and Emerging Technologies* etc. The graduate attributes, such as *ability to apply knowledge acquired, ability to communicate with in-depth professional competence, ability to undertake problems, ability to identify, understandthe social, cultural, global and environmental responsibilities of their profession and the need to undertake lifelong learning* constitute the quintessence of curriculum design and development of all the academic offerings of the university. The *teaching-learning process and evaluation* are also designed to meet these attributes.

At the end of every academic year, *feedback on the teaching methods*, *curriculum development and*

learning resources is obtained from students through feedback forms. These feedbacks are analysed and outcomes are communicated to the *Internal Quality Assurance Cell (IQAC)*. The IQAC, by involving the teaching community, improves the learning outcomes.

The Controller of Examinations (COE), after declarations of all the results of examinations, carries out the analysis of the results and then, communicates to the IQAC.
IQAC based on these analysis, makes the suggestions to the respective *Deans* to improve the teaching - learning process which ultimately improves the learning outcome.

2.6.2 Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution

Response:

SSU follows a *systematic standard process* for measuring *PO, PSO and CO* and for analysing them to overcome the barriers to learning. The *teaching pedagogies* are designed in a way to ensure the proper assessment of the learning levels of the students.

Prerequisites for CO – PO attainment :

POs are defined at the **Programme Level and Course Outcomes** (COs) are specified for each course. Degree of mapping specified for *CO-PO, CO-PO* Articulation Matrix, Weightage assigned to degrees of mapping and a Target defined for each *PO*. Each *CO* is mapped to the assessments and the degree of mapping between assessment and *CO* is specified. Student Performance in terms of marks of the assessments to be recorded for every course, *CO-PO* Attainment computed using Specified Formula and CIE parameters are used to map and evaluate.

The attainment of various outcomes like *COs, POs, PSOs and PEOs* is carried out in four stages namely; *Planning, Implementation, Evaluation and Action Taken*.

1. Planning:

Various outcomes are defined and a correlation is established between COs and POs, COs and PSOs in the scale of *1 to 3*, 1 being the slight (*low*), 2 being moderate (*medium*) and 3 being substantial (*high*). A mapping matrix is prepared in this regard for every Course, CO, PO and PSO in the program including the elective subjects.

2. Implementation:

Individual faculty members use different direct tools like *Internal Class Tests, Theory Exams, Assignments, Seminars, Projects* etc., for the evaluation of Course Outcomes (COs). Deans evaluate POs and PSOs by using evaluation of COs and Indirect Tools like Surveys/ feedback from Alumni, Employer, Parents, Teachers and Students etc. PEOs are also evaluated using Indirect Tools only.

3. Evaluation:

All outcomes are calculated and compared with the expected level of attainment decided by the subject teacher for COs and Deans for POs, PSOs and PEOs.

4. Action Taken:

If attainment is up to expectations then appreciation is extended to the concerned faculty member and in case of deviation from the expected attainment of outcome, necessary corrective actions are initiated to improve the outcome as per expectations.

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 97.61

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 531

2.6.3.2 **Total number of final year students who appeared for the examination conducted by the Institution.**

Response: 544

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 4

File Description	Document
Upload database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

SSU has established *a Research Development Cell (RDC)* that encourages *research scholars, teachers* and *students* to promote research through policy. RDC frames policies for organising *indexed conferences, sponsoring conference grants, giving incentives for publishing papers, filing patents and safeguarding intellectual property*, *organising workshops and seminars at department*, faculty and university level on *Research Methodology*, *book writing, and research paper writing*.

Creating funding opportunities, national and international collaborations, organising lectures of eminent personalities, contributing to *revenue generation* through *consultancy*, sponsoring and supporting undergraduate and postgraduate projects, *providing seed money for research* etc. are part of the cell's functionality. The University promotes faculty members to attend Workshops/Conferences and Interactive sessions to create liaison with prospective consultancy clients. The University is providing *financial incentives* to Faculty members who publish their Papers in *UGC CARE* list Journals, *Web of Science*, *Scopus*, *Edited Books and Book Chapters*, *granted patents*, and for every received grant from any funding agency.

The *University's Research Policy and Ethics Committee* monitors the principles of appropriate and ethical research practices. The rules for ethical assessment in every research activity at SSU are stated out in detail in the handbook of ethical research policy. The university has also defined the Plagiarism check policy and uses open source software to check plagiarism. Research ethics are followed strictly by every undergraduate, postgraduate and PhD scholar and research proposals are passed through the software check.

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 10.62

3.1.2.1 **The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**

2021-22	2020-21	2019-20	2018-19	2017-18
11.45	11.06	10.95	10.19	9.45

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.1.3 Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.

Response: 0

3.1.3.1 **The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the last five years.

Response: 1

3.1.4.1 **The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.1.5 Institution has the following facilities to support research

    1.**Central Instrumentation Centre**
    2.**Animal House/Green House**
    3. **Museum**
    4.**Media laboratory/Studios**
    5.**Business Lab**

    6.Research/Statistical Databases
    7.Mootcourt
    8.Theatre
    9.Art Gallery
    10.Any other facility to support research

Response: A. 4 or more of the above

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)

Response: 0

3.1.6.1 **The Number of departments with UGC-SAP, CAS, DST-FIST , DBT, ICSSR and other similar recognitions by national and international agencies.**

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.2 Resource Mobilization for Research

3.2.1 Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs).

Response: 0

3.2.1.1 **Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years (INR in Lakhs).**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.2.2 Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).

Response: 107.82

3.2.2.1 **Total Grants for research projects sponsored by the government agencies year-wise during the last five years (INR in Lakhs).**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0.7	101.5	5.62	0

File Description	Document
Institutional data in prescribed format	View Document

3.2.3 Number of research projects per teacher funded by government and non-government agencies during the last five years

Response: 0

3.2.3.1 **Number of research projects funded by government and non-government agencies during the last five years.**

3.2.3.2 **Number of full time teachers worked in the institution year-wise during the last five years..**

Response: 502

File Description	Document
Institutional data in prescribed format	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge.

Response:

In line with the *National Education Policy (NEP)2020*, SSU actively promotes the concept of *self-employment* among the graduates which is to promote *the entrepreneurship* spirit among students and to change them from being job seekers to job providers. The faculties of SSU have established clubs and committes to promote and impart the entrepreneurship skills. *Alumni talks, seminars and workshops* by *technical* and *financial* experts are organized by these cells regularly. A considerable number of *Ayurveda, Osteopathy, Architecture and Agriculture* graduates take up *self-employment.*

The program curricula provides opportunities for *innovation*. To promote innovative ideas, grants are provided by SSU to materialize the concepts and ideas that the students and faculty conceive.

Intellectual Property Rights and Patent Workshops are regularly conducted. SSU has established *an Incubation Center* under *SSU Innovation Foundation* on campus. The innovative ideas of the students and teachers are discussed in the '*StartUp and Innovation Boot Camps'* . The Incubation Center selects as many of the best ideas possible which are incubated on campus in the form of new start-ups. The university

provides space, water, electricity and staff facilities to promote the start-ups. The start-ups are supported for five years. University also promotes the commercialization of products by the help of the students and faculties.

Research Development Cell (RDC): The University promotes dynamic and energetic youthful staff alongside recognized experienced specialists at senior level to guide, channelize and augment potential ideas and engage undergraduates and research scholars. Undergraduates are inspired through meetings, workshops and lectures on incubations and start-ups.

Seed Funding: Seed Funding is given for research projects & research related activities.

SSU Incubation Centre: Sri Sri University has set up a *state of the art Incubation Center* under *"SSU Innovation Foundation."*. SSU Innovation is *recognised* as *nodal agency* by *Govt of Odisha*. It has also been awarded the *Best Bootcamp StartUp Award by Chief Minister of Govt of Odisha*. SSU innovation under its Start Up Policy supports student start-ups by incubating their ideas and research interests.

SSU Incubation also provides services such as *Mentoring Support, Product Development & IPR, Market Linkage, Pitch Deck Development, Investor Linkage* etc. Our Incubation centre is also organizing various programs such as *Start-up Bootcamp, Start-up Fellowship, Pitch Competition, Start-up School and Start-up Expo*. Various services are as follows: Pre-Incubation support, business idea preparation and validation, signing the MoU with investors and state govt agencies, technology exhibitions, awareness camps and entrepreneurial development plans. It also assists in the company registration process by giving support after graduating from the incubator.

*SSU Innovation has successfully incubated **89 start-ups** and provided support to amplify the growth in **Odisha**.*

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development during the last five years.

Response: 59

3.3.2.1 **Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
8	17	18	6	10

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.3.3 Number of awards / recognitions received for research/innovations by the institution / teachers

/ research scholars / students during the last five years.

Response: 34

3.3.3.1 **Total number of awards / recognitions received for** *research* **/ innovations won by institution / teachers / research scholars / students year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
12	11	5	2	4

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

3.4.2 The institution provides incentives to teachers who receive state, national and international recognitions/awards 1.Commendation and monetary incentive at a University function 2.Commendation and medal at a University function 3. Certificate of honor 4.Announcement in the Newsletter / website

Response: A.. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.4.3 Number of Patents published / awarded during the last five years.

Response: 117

3.4.3.1 **Total number of Patents published / awarded year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
19	80	14	4	0

File Description	Document
Institutional data in prescribed format	View Document

3.4.4 Number of Ph.D's awarded per teacher during the last five years.

Response: 1

3.4.4.1 **How many Ph.D's are awarded within last five years.**

Response: 24

3.4.4.2 **Number of teachers recognized as guides during the last five years**

Response: 24

File Description	Document
Institutional data in prescribed format	View Document

3.4.5 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 3.32

3.4.5.1 **Number of research papers in the Journals notified on UGC website during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
202	75	34	14	8

File Description	Document
Institutional data in prescribed format	View Document

3.4.6 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 1.04

3.4.6.1 **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
29	43	20	8	4

File Description	Document
Institutional data in prescribed format	View Document

3.4.7 E-content is developed by teachers :

1. **For e-PG-Pathshala**
2. **For CEC (Under Graduate)**
3. **For SWAYAM**
4. **For other MOOCs platform**
5. **Any other Government Initiatives**
6. **For Institutional LMS**

Response: A. Any 5 of the above

File Description	Document
Institutional data in prescribed format	View Document

3.4.8 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response: 4.77

3.4.9 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 10

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.

Response:

SSU aims to be a leading organization in fostering innovative ideas by *encouraging futuristic researchers*. One important part of the research policy is to extend collaborative product oriented research with industries in the areas of expertise of its faculties, students and research scholars.

Research Development Cell (RDC) strives hard to facilitate the research, innovation and development of consultancy. The university has a Research Policy to streamline and augment the research process. The

Policy document will be reviewed every three years and regulates all research and consultancy policies for rigorous review. SSU has signed more than *145 MoUs* with Academic and Industrial organizations.

Apart from that, the University is in communication with more than *220 recruiters* including many *Fortune 500 Companies* and *Unicorns of India* who work closely with the university from the early days of the students in the universities to acquaint them with the current trends in profession and research. With industry collaboration, the university has proven its potential amongst various organizations in providing training for *professional development*, providing impetus for *collaborative developmental research* and *handing out consultancy assignments*. The university is also extending its resources, infrastructure, and services to students and faculty to translate research ideas into solutions and products for industries and corporations. It also ensures methods and solutions to identify and address industrial problems in a number of ways, like corporate training, internships, visits to industries and taking up case study, extending expertise of faculty and *R&D facilities* to the outside agencies for bringing forth solutions. The revenue generated out of consultancy is shared with the concerned faculty as per the policy.

A few initiatives to encourage consultancy and corporate training are:

- *Giving faculty members duty leave.*
- *To give the faculties incentives*
- *Sharing the revenue*
- *To recognise and award at university level*

The university is approaching nearby industries, communities and non-profit organizations through the Professor in charge for identifying realtime problems. Consultancy services are available in areas of expertise to cater to public sector, industries, government sector, and other national and international organizations. The consultancy services are offered as per the guidelines and ethical policies.

Consultancy is broadly classified in four major areas:

1.Expert guidance: University faculty members act as experts in rendering guidance for the development of projects for external agencies.
2.Development & validation of projects: It involves the use of available university infrastructure for solving the problems related to development, testing and validation.
3.Resource Consultancy: This includes the utilization of university resources for conducting training, seminars, exams, etc.
4.Corporate Training: This includes MDPs specifically for industry personnel.

3.5.2 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 32.84

3.5.2.1 **Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2021-22	2020-21	2019-20	2018-19	2017-18
0	5.13	15.91	8.8	3

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.6 Extension Activities

3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years.

Response:

SSU, with its motto to *learn, lead and serve,* promotes holistic development of students and accordingly the institution is putting consistent efforts in directing the students' energy towards addressing the real life issues of the common man, and the society at large.

SSU has *48 student clubs* which are active student bodies, providing students with a platform to indulge in various *co-curricular, extra-curricular and outreach activities*. Of these, 20 clubs provide avenues for direct interaction of the students with the society.

SSU has *NSS and NCC* schemes to encourage and inspire students to contribute to *national unity and nation building* under the *Director of Student Affairs (DSA)*. DSA through NSS and NCC wings regularly engages volunteers in organizing and participating in social services in order to promote their holistic development as well as that of the society. *The Art of Living (AOL)* being the parent body of SSU facilitates multiple activities to engage students in various *community and social activities* in *nearby villages* which have been adopted by **AOL**.

The leading activities of the University such as *awareness campaigns* and *drives* on *socio economic challenges, blood donations, tree plantations, cleanliness, health and hygiene, mass vaccination, child education, energy conservation and many more*. The University has conducted multiple activities on health and related issues prevailing in the neighbourhood community. Programs like *Anti-Tobacco Day, AIDS Day, Cancer Day, Menstural & Mental Health Education* to prevent the diseases, awareness on maintaining a healthy life style are some of the activities taken up by our *Faculty of Health & Wellness and Ayurvedic College*. Under the campaign of *Swatch Bharat Abhiyan* of the government of India the students and faculties have carried out cleanliness drives in the local villages and small towns and have explained and enlightened the villagers on the importance of clean environment and surroundings.

Multiple awareness sessions and field works have been carried out by the *university* to contribute towards the *Government's initiatives* for saving Girl child under the campaign of *"Beti Bachao Beti Padhao"*. Through Extension Activities, SSU has *supported, developed and rehabilitated many villages* to mark its *extraordinary services to humankind*. The university organises *free yoga camps for rural youth, women, farmers* and many more on the occasion of International Yoga Day to secure their mental wellbeing. The university offers *free health check-ups and osteopathy sessions* for the needy. The university opens its

community hall to the *local people* for a safe stay during *natural calamities.*

3.6.2 Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years

Response: 37

3.6.2.1 **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
8	5	8	11	5

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 90

3.6.3.1 **Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
33	27	10	10	10

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 88.05

3.6.4.1 **Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
1968	2052	1562	1152	982

File Description	Document
Institutional data in prescribed format	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 43.4

3.7.1.1 **Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
44	112	39	18	4

File Description	Document
Institutional data in prescribed format	View Document

3.7.2 Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 89

3.7.2.1 **Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
6	54	21	7	1

File Description	Document
Institutional data in prescribed format	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

SSU has left no stone unturned in providing the best facilities for *teaching, learning, and skill acquisition*. The clean and green campus sprawls across over 188 acres with rich biodiversity in the campus. The state-of-the-art infrastructure in the midst of nature's bounty adds value to its education which is a unique blend of conventional and ultra-modernity in SSU. *Departments like Yoga, Ayurveda and Agriculture find this natural place suitable for their programmes.* SSU provides need-based accommodation to its students and faculty members on campus.

SSU is constantly developing the infrastructure to walk hand-in-hand with the development of technologies and to fulfill the needs of its stakeholders. *SSU has excellent modern physical infrastructural facilities like adequate faculty rooms, classrooms, high performance computing lab, central library, well equipped laboratories, seminar halls, ramps and elevators for the differently abled, which are sufficient to satisfy all kinds of academic needs.*

CLASS ROOMS & SEMINAR HALLS: University has *93 smart class rooms, 5 Architecture Studios, 2 interior design studios, material lab, model making rooms, automated library, exhibition room, 02 Seminar halls and 2000 capacity auditorium.*

 E-LEARNING FACILITIES: *LCD, LED TV,* video conferencing, E-content development green room, well-furnished audio-video studio equipped with audio recording systems and Adobe Premier pro with MAC editing system are available to optimize learning outcomes.

CENTRAL COMPUTING FACILITIES & EQUIPMENTS: University has *4* Computing labs with *417* computers for students and staff utility. The university has a server room and dedicated ICT staff to cater to the need for all IT upgrades and support from time to time. Enhancing the effective communication skills of student's facility of Language Lab is also in place.
1.5 Gbps internet leased line as primary through Airtel and SIFY link having more than *360* controlled Wi-Fi access points and optical fiber connected networks are available. DGs with capacity of *1000KVA* and *130 KVA* from UPS supply is available as power backup. The University Server Room, CCTV control room, **TCS iON (ERP)**- for campus automation services and University Library is fully automated with **e-Granthalay Software.**

LABORATORIES: Laboratories with advanced equipment are the highlight of SSU infrastructure. Students and Faculties can use this facility for experimentation and research on campus. This also includes state-of-the-art *29* labs which includes tissue culture lab, mushroom culture lab, physics lab, anatomy lab, labs for agriculture, dedicated *2* acres of herbal garden for research, *40* acres of land for experimentation and learning for agriculture students. In addition to this, there are *7* **OPDs** at ayurveda hospital, *19* osteopathy clinics and many more. Other facilities include an *acre of poly house and net house*. The Operations Department and Deans are responsible for the maintenance and upgradation of these facilities.

The library has a collection of **14,886** books, with **7843** titles on various subjects, **101** printed journals, **25,000** e-books, **4509** e-journals. In addition, libarary also has atlas, biographies, dictionaries, directories, encyclopaedias, handbooks, manuals, and yearbooks. In addition, projects/dissertations/thesis. Remotely accessible e-resources are available on the university website.

The university has an *Online Public Access Catalog (OPAC)* in the digital library for students to access.

4.1.2 The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)

Response:

SSU has an excellent infrastructure for sports, culture, yoga, and for all other activities ensuring physical, emotional and mental wellness. The University has standard Indoor and Outdoor sports facilities such as Synthetic Basketball Court, Badminton, Synthetic Lawn Tennis Court, Volleyball, Football, Cricket ground, Table-Tennis, Gym, Carom-board and Chess, Indoor badminton and Open-Air theatre etc.

Sports Activities:

There are two major sports events organised annually *"Collympics"* and *"Orion Sports"*. In addition to this, annual "*Sri Sri University Premier League" (SSPL)*, inter university events are organised by the sports club of the university.

The students clubs organizes the following sports activities like *Badminton, Basketball, Kho-Kho, Lawn Tennis, Football, Cricket, Volleyball, Kabaddi, Chess, Carrom and Table Tennis* during annual "*Collympics*" and "*Orion Sports*"

University organises *half marathons/ marathons 2-3 times* a year to promote fitness.

Every year, the university through these events provides opportunities and platforms to the students to showcase their talent and attain the eternal heights of glory.

Cultural Activities:

The three-day annual cultural festival "**Orion**" receive footfall of over **5000** students every day from various universities. The three-day cultural extravaganza, which showcases the best of the east and west, has participation from various colleges and universities within the state and out of state too.

The University has its own *Band* and has a Music Room equipped with all instruments.

All Indian festivals of all religions are celebrated with equal vigour and zeal with participation from all students and staff. To name a few festivals, *Ganesh Utsav, Navratri, Diwali, Eid, Christmas, Lohri, Janmashtami, Pongal* and many more. Also, all important events and days of national importance are celebrated to inculcate the values of nation building.

Yoga and Fitness :

At university we believe in *holistic health* i.e. *physical, mental and emotional fitness*. **Happiness Connect** a 2-credit program for all students across all disciplines is aimed at mental and emotional fitness. Students learn *Sudarshan Kriya Yoga (SKY)* and meditation of *The Art of Living Foundation* during an induction program. There are halls where students practice yoga and meditation regularly. Every Sunday, in three shifts of two hours each, all students do a follow up on Sudarshan Kriya. Rudra Pooja is performed on every Monday morning on campus.

At university, we have *multiple gyms for girls and boys at the hostels.*

International Art of Living faculties facilitates, specially designed youth programs like *Dynamism for Self and Nation (DSN), Silence Programs, Happiness Programs for Youth, Sri Sri Yoga and many more.*

4.1.3 Availability of general campus facilities and overall ambience

Response:

Availability of all ultramodern amenities on the university campus is the foundation for quality living and that makes the university the 'home away from home'. The main campus sprawls over an area of 188 acres dotted with architecturally well-planned buildings and necessary facilities. **06** *Hostels* are available separately, *2 for the boys and 4 for the girls.*

In hostels and campus, the following facilities are available:

- Independent spacious, well-ventilated rooms.
- Attached Toilets and Hot Water Facility
- Wi-Fi connectivity
- CCTV Cameras on each floor
- Housekeeping services twice a week.
- Recreational area with TV
- Indoor sports facilities like table tennis, carrom, chess.
- Elevator
- IOT based laundromat
- Shuttle Services
- Parking facility
- Multi Utility Store
- Emergency Medical First Aid Box
- Ambulance Services
- ATM
- Courier Collection Facility
- Security
- Unisex Salon

"**Kaivalya**" is an **ISO 22000** certified pure vegetarian central kitchen serving hygienic and sattvic meals to the students and staff. We have a PNG plant generating *200kgs* of gas as a replacement for LPG. There is also a steam boiler and a cold room in the kitchen.

The university has *concrete and bitumen roads connecting all buildings with required dividers, fluorescent markers, speed bumps, and barriers . Day / Night signages, campus topography, and way finders ensure easy movement*. Designated parking spaces are evenly dispersed on campus to avoid clutter. *Battery operated vehicles* are made available for intra-campus commuting. *Pedestrian-friendly pathways* shaded with trees connect all buildings. As part of the green campus initiative, the main campus has **2,94,175 Sq.mt** forest areas with more than one lakh trees with **600** different types of plants and rich biodiversity on campus.

Other Campus Facilities :

- Alternate sources of energy are addressed through solar power with *08 kW* capacity in the main campus, which generates *13,000 units per year*. There are **75** solar street lights spanning across the campus. In addition to this, there are solar rooftop water heaters and air source water heaters.

- There are *05* Silent Diesel Generators with capacity ranging from *125KVA to 320 KVA* that provide emergency backup power supply for the campus.

- There are two *Sewage Treatment Plants (STP) of 250000 litres per day* treating capacity each.

- *ETP of 5000 litres per day* capacity takes care of discharges from the *100 bedded ayurveda hospital.*

- There are three water treatment plants on campus and *42 RO plants* installed for safe drinking water.

- Rain water harvesting facilities are available with huge water pits to ensure proper recharge of the ground water.

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 73.5

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
763.00	1348.00	592.00	3057.00	1950.00

File Description	Document
Institutional data in prescribed format	[View Document](#)

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

Response:

SSU's philosophy is that knowledge should be shared to all without any boundaries. In that spirit, the Online Library system at our central library provides all its faculty and students maximum access to a large print and digital knowledge base.

Complete automation using **e-Granthalay** Library Software was accomplished in **2012**. The OPAC (Online Public Access Catalogue), which is available on the internet, provides easy access to the online database of books, journals and e-resources.

e-Granthalay is a software system featuring end-to-end manageability of the library operations through its comprehensive modules. As a web-based solution, it provides platform independence.

Interactive features include:

- Membership Registration
- OPAC facility
- Cataloguing system
- Circulation system
- Acquisition system (book/journals procurement)
- Electronic Resource Management
- Federated search tools to search articles in multiple databases

SSU has made several strides to provide automation in the library processes:

- E-Resources and Library databases are well secured through efficient password protection and modern e-security methods.

- The ID-Card issued by the university is also used as the ID-Card for accessing the Library, including borrowing of books.
- All physical access to the library facility is digitally captured and hence provides the utilization of the library.

In addition, the library provides digitization facilities to convert printed hard copy books, articles, in-house lecture materials and notes, into online digital format with indexing and formatting that can be carried out on computer systems. All these digitized documents are hosted on a web-based university server.

Furthermore, the university actively uses the Shodhganga service from INFLIBNET Centre, a platform for research students to deposit their Ph.D. theses and make it available to the entire scholarly community in open access. The Ph.D. theses of the SSU students have been added to this open national online library.

The University also provides access to e-ShodhSindhu services to all faculty, researchers and students. eShodhSindhu from INFLIBNET provides current as well as archival access to more than 15,000+ core and peer-reviewed journals and number of bibliographic, citation and factual databases.

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Institutional data in prescribed format	View Document

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 51.68

4.2.3.1 Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
52.79	16.03	56.37	82.58	50.64

File Description	Document
Institutional data in prescribed format	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 21.83

4.2.4.1 **Number of teachers and students using library per day over last one year**

Response: 510

4.3 IT Infrastructure

4.3.1 Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)

Response: 42.11

4.3.1.1 **Number of classrooms and seminar halls with ICT facilities**

Response: 40

File Description	Document
Institutional data in prescribed format	[View Document](#)

4.3.2 Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

Response:

As a State Private University, SSU has enunciated different policies pertaining to IT tailormade to meet its specific requirements. The policy directs university's widespread approaches and tasks for the protection of confidential information and maintenance of the integrity of information assets which are either to be accessed, created or managed and/or controlled by the University.

The ICT Department strictly follows the *TCS ION ERP manual*. Also, an independent SOP to troubleshoot emergency issues are managed efficiently by the IT team.

Types of IT Policies:

- Bring your own device (BYOD) policy.
- ICT and Security Policy
- Social Media Policy
- Data Backup Policy

SSU strives to use ICT as a vehicle for transformative knowledge creation. The policy emphasizes on IT

service management, information and network security, risk management, software asset management, open-source, green computing, etc.

More than *1.5 GBPS* Internet with *Firewall Security System, OFC Backbone Network (10 GPBS), High Performance 20 Computers with GPUs are available*. Computers are upgraded periodically with new configurations. The University Campus Network has extensive coverage with more than 3700 users.

In addition to Department computer facilities, common computer facilities are available in Campus and Central Library. Additional computing facilities are added based on requirements. SSU provides separate web portals for students and staff. All Classrooms are equipped with LCD Projector which are connected to an individual laptop or a System to facilitate the ICT enabled teaching-learning process. The classrooms also have access to either the LAN facility or Wi-Fi facility so as to provide access to internet.

About *90%* of communication flow happens on digital platforms. The *National Academic Depository (NAD)* is currently in its nascent stage of implementation. Regular auditing and certification of software by authorised certifying agencies is also in place for quality and effective performance. This could potentially open up solutions for future optimisation.

4.3.3 Student - Computer ratio (Data for the latest completed academic year)

Response: 5:1

4.3.4 Available bandwidth of internet connection in the Institution   (Leased line)

Response: A. ?1 GBPS

4.3.5 Institution has the following Facilities for e-content development

1. **Media centre**
2. **Audio visual centre**
3. **Lecture Capturing System(LCS)**
4. **Mixing equipments and softwares for editing**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 23.47

4.4.1.1 **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
386.00	323.00	466.00	373.00	318.00

File Description	Document
Institutional data in prescribed format	[View Document](#)

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

SSU has a robust policy for maintaining, upgrading and utilizing its modern infrastructure to the optimum level. There are meticulous procedures, protocols and guidelines to share resources with its stakeholders and society at large.

We have a dedicated operations department that manages the maintenance and day to day running of the entire university infrastructure.

Some of the key departments under Operations are:

1.Security
2. Housekeeping
3. Stores & purchase
4. Building & Infrastructure Maintenance (civil/plumbing/carpentry/electrical)

5. Horticulture
6. Transport
7. IT
8. Housing which includes guest houses and hostels.

The Operations Department shoulders the responsibility of campus maintenance and optimal utilization of all campus resources. SSU has developed standard operating procedures (SOP) to devise effective

mechanisms to monitor the utilization of the university infrastructure.

The following manuals are implemented below:

- *Maintenance Manual*
- *Procurement Manual*
- *Security Manual*
- *Housekeeping Manual*
- *Kitchen Manual*
- *IT Manual*
- *Horticulture Manual*
- *Transport Manual*

SOP helps to keep an eye on various types of maintenance such as preventive maintenance, annual physical verification of assets, and routine maintenance.

Procedures for Maintenance and Utilization:

- A separate budget is allocated for the repair and maintenance of the facilities every year.
- The operations department takes a periodical review of repairs and maintenance requirements of their respective departments and also helps and ensures that physical asset verification of the infrastructure is done on an annual basis.
- Laboratory assistants are appointed, laboratory manuals are drafted, security manuals are designed and issued to the students for safety. Laboratory rules and regulations are prepared and displayed to students.
- Pest control is also carried out at regular intervals.
- The maintenance of water pumping plants, RO plants, hot water plants, WTP's, STP's, water conservation etc. have been taken up by the operations department as per their preventive maintenance schedules.
- Energy, green and environmental audits are carried out to monitor carbon footprints and environmental sustainability on campus. The university has three transformers which draw power from the national grid.
- A fleet of buses, vans and cars are maintained.
- Housekeeping services are available on campus.
- The Data Centre provides all the IT support.
- Security guards maintain the physical security of the campus round the clock.
- 313 CCTVs are in place with a control room to monitor.
- Monitoring daily checklists for the health of IT equipment.
- Fire Fighting equipment in various blocks, classrooms, labs, hostels, offices, etc. are maintained by security team under the supervision of fire officers.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).

Response: 28.07

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2021-22	2020-21	2019-20	2018-19	2017-18
674	581	566	417	244

File Description	Document
Institutional data in prescribed format	[View Document](#)

5.1.2 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 78.55

5.1.2.1 **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1466	2053	2230	696	629

File Description	Document
Institutional data in prescribed format	[View Document](#)

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)

5.1.4 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees

Response: B. 3 of the above

5.2 Student Progression

5.2.1 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 20

5.2.1.1 **Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations*, etc.*)) year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	0

5.2.1.2 **Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)

5.2.2 Average percentage of placement of outgoing students during the last five years

Response: 21.35

5.2.2.1 Number of outgoing students placed year - wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
110	137	99	58	64

File Description	Document
Institutional data in prescribed format	View Document
Institutional data in prescribed format	View Document

5.2.3 Percentage of student progression to higher education (previous graduating batch).

Response: 13.24

5.2.3.1 **Number of outgoing student progressing to higher education.**

Response: 72

File Description	Document
Institutional data in prescribed format	View Document
Institutional data in prescribed format	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards / medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) during the last five years.

Response: 99

5.3.1.1 **Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
15	20	16	42	6

File Description	Document
Institutional data in prescribed format	View Document

5.3.2 Presence of Student Council and its activities for institutional development and student welfare.

Response:

SSU believes in the spirit of *democracy and participative governance*. In compliance with the ideals of systemic empowerment, there are functional Student Councils in all Faculties, to ensure participation of students in day-to-day governance, and to encourage leadership and ownership, besides promoting transparency.

The Student Council is formed through a proper selection process, in which the consents of students are taken into account . In the presence of the academic coordinators, the students of each class select their representatives. The Students' Council acts as a bridge between the institutional representatives and the student's community.

The Council holds a term of office for one year and learns experientially on leadership and teamwork. The Council works in close collaboration with various statutory committees of the university. A representative of the student council is also a member of various committees namely, *Anti-Ragging Cell, SC-ST Cell, IQAC, Grievance Cell etc.*

It largely contributes to the system of *zero-tolerance towards ragging.* It is the cherished and sustained endeavour of the respective councils to patronise a happy, healthy, blissful, and productive campus life.

The Student Council conducts Induction/ Orientation Programmes and Fresher's Day activities for the newly joined students to create a receptive and cooperative ambiance.

The regular conduct of general body meetings ensures that the views of the Student Council are taken seriously into consideration by the Executive Registrar's Office for Students' Welfare. The Council associates itself with various student clubs of the university to encourage activities directed towards national priorities, social commitments, and environmental development. The Student Council conducts *extracurricular events, annual sports and cultural festivals* at various levels throughout the year.

This kind of vertical integration ensures better bonding between peers and other stakeholders. The Council spares no efforts in promulgating developmental activities, outreach & extension services, besides utilizing print and social media to the optimum. Yet another prominent activity of the Student Council is the release of student magazines and newsletters; they help the students in bringing out their creative potentials like

creative writing, technical and editorial skills etc. The highly motivated students of SSU participate in many a platform at various levels to bestow laurels on themselves and to bring glory to the Alma mater.

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 43.2

5.3.3.1 **Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
57	28	43	48	40

File Description	Document
Institutional data in prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

Alumni is one of the most important stakeholders and a strong support to our university. The Alumni connection is harnessed in building the brand reputation of the university that chiefly rests on how alumni are performing in the real world. SSU has a budding Alumni Association. The alumni association serves as a reservoir of professional contacts in the corporate world which provides better opportunity for new students in getting proper training and placement.

The principal contribution of this association is to extend considerable moral and intellectual support to the students, hence giving a significant contribution towards the growth of the University. The University nurtures the alumni association/chapters to facilitate them to contribute significantly to the development of the institution through financial and intellectual support.

Alumni Committee: The Alumni Association of SSU was formed and registered as an association in the year 2016-17. Separate the Alumni tab on the SSU official website where alumni can register and get associated with the university in various ways. The Alumni Meet opens a platform for alumnus to reunite with batchmates, interact with other alumni, and share their experiences and views with others in a very amicable ambience. The feedback they offer plays a vital role in shaping the policies of the University in

terms of curriculum development, training and placement.

The Alumni of the University transfers the wealth of knowledge from the skills, training and experience he/she may have gained through his professional and personal odyssey.

Major activities: Alumni are invited to deliver guest lectures at various meets. Alumni are invited as key Speakers during workshops and conferences. The Alumni Talk Series is also held 4/5 times a semester at all faculty levels.

Alumni are engaged as active members of the Board of Studies, IQAC and various student driven activities.

SSU Alumni Association also makes *financial contributions* towards the *development and strengthening of the alumni network*.

5.4.2 Alumni contribution during the last five years (INR in Lakhs)

Response: A. ? 100 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance.

Response:

Our Vision: To impart holistic and value-integrated education in order to develop visionary thinkers with social-consciousness to lead and precipitate inevitable changes, with a summative call for **Learn – Lead – Serve**

Our Mission: To create centres of excellence in knowledge and research across the fields of study in order to equip students to achieve the highest levels of professional ability in a learning atmosphere that fosters human values to serve the needs of local, national and global economies.

Our Philosophy: SSU came into operation in the year 2012, and is emerging as a centre for premier education in India, aimed at blending the 'Best of East & West' of the world. This university is uniquely placed in offering education that combines Western innovation with the ancient values and wisdom from the East.

It offers a range of pivotal as well as unique courses that seek to preserve the ancient wisdom of the East through programs in Yogic Science, Sanskrit, Hindustani Music, Visual and Performing Arts on one hand and on the other hand offers the best of western innovation through cutting-edge programs in Osteopathy, Emerging Technology, Science, Architecture and Management. Over the years, it has rapidly evolved into a multi-disciplinary education hub, with its foundation strongly rooted in spiritual, cultural, and academic excellence.

Statutes and Ordinances are formulated integrating the Vision and Mission. University's administration is in complete sync with its Acts and Statutes with all academic and administrative bodies constituted in tune with the same. Good governance is enabled through efficient, transparent, democratic, and participative management, with strategic planning and decentralized decision making.

University Vision, Mission and core values are displayed in all faculty corridors, university websites, prospectus, central library, classrooms and seminar halls and at various prominent places.

University has 09 faculties with 24 UG ,11 PG and Doctoral (Ph.D) programs. The university is on a fast-track to becoming a recognized university that excels in multidisciplinary and interdisciplinary education, research and innovation. University is educating globally competitive graduates with the potential to become leaders in their fields of endeavour. The university has a good placements track with a focus on high academic standards right from selecting top faculty to introducing world-class pedagogical practices.

6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

Gurudev Sri Sri Ravishankar ji is the *lifetime President of SSU*. ***Prof. Ms. Rajita Kulkarni ji*** designated as ***Hon'ble President of SSU***. ***Dr. B R Sharma as Hon'ble Vice-Chancellor***. An *illustrous, experienced, International Board of Governors* guides the university. The Academic Council and the Finance Committee ensure appropriate academic and financial governance as per the ***Sri Sri University Act, 2009***

Dynamic and proactive Academic and Administrative Headship under the ***Vice-Chancellor*** assisted by the ***Executive Registrar*** steers the University's functioning. Decentralized functioning is ensured with Executive leadership vested in the Executive Registrar and assisted by the Deputy Registrar. Director Operations is head of all the operational departments of the university. Efficient Examination and Finance wings function under ***Controller of Examinations*** and ***Chief Finance Officer*** respectively. Planning, Development, Research and Extension are strengthened under the separate Directorate of RDC. Director, Student Affairs co-ordinates sports & student development activities on campus.

The major decision-making body on all academic matters, the ***Academic Council*** makes regulations and advises the Board of Governors regarding academic matters. Academic Council, with its vast spectrum of inclusive representation, consists of all ***Deans and HoDs***, elected Teachers, Students, Government representatives, etc. Academic autonomy is ensured in all Teaching Departments functioning under 09 faculties through a decentralized two-tier system- Department Council and Academic Council.

Board of Studies (BoS) of each faculty has Dean as the Chairperson and nominated experts. BoS for each discipline incorporates external experts to enhance participative academic curriculum preparation. This also ensures that the curriculum stays industry integrated and prepares students with skills relevant for employment and enterprise.

Internal quality assurance system functions under the ***Director, IQAC*** in a totally participative decentralized model where statutory officers, students, teachers, alumni, and employers collectively engage in setting up quality assurance processes.

Grievance redressal mechanism ensures adoption of a transparent, student-friendly approach in all systemic

functions of the University. Student participation, social justice, and equity are ensured through *Students' Grievance Cell, ICC, SC/ST Cell, Anti Ragging Committee, Student Clubs, Cafeteria Committee and more*.

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

- A *15*-point comprehensive document *VISION 2030* of SSU of the way forward has been co-created by the entire leadership of the academic and administrative team of SSU and is north star guiding document of the entire SSU.
- The University follows the practice of *Annual Strategy Meets.*
- VC, Deans, team leads and team members clearly articulate one year, *6* months and *3* months goals which translates into tasks and becomes a road map for activities for the academic year.
- To track the adherence to the above, there is monthly academic and administrative review, followed by a *four monthly review* with the *Board of Governors*.
- In an incredibly disruptive approach to beginning of the year, SSU could probably be the only university which starts its Academic year with a three day meditation camp for students and staff which enables them to let go of stress and start the academic year with zeal.
- Annual budgeting process is a both top down and bottom up approach. All the heads prepare the budgets and submit to the *CFO* who in turn presents to the *Finance Committee* and *Vice Chancellor* for approval.
- Daily and weekly reports of finance are shared with the leadership team .There is an *approval matrix* for approvals on expenses based on amount.
- IQAC director carries out the Annual Academic and Administrative audit and submits the report to the VC and the President
- There is an Academic council which looks after all academic matters and approves the curriculum which BOS for each faculty recommends.
- SSU has taken the initiative of designing a vibrant, student centric and rigorous curriculum based on LOCF that is engaging, relevant, and clearly articulates a vision for the desired outcomes and how to attain them.
- SSU has implemented *e-governance* through *ERP (TCS iOn)* which is made available in a convenient, efficient and transparent manner .
- The university has *48 student driven clubs* that ensures that learning continues even outside the classrooms.The daily, weekly workshops on yoga and meditation keeps them healthy, positive and inspired .
- The Discipline in the campus is well monitored by *Director of student affairs* office, proctoral board and chief warden. Every hostel has a warden, hostel supervisor and security guards.
- *ICC* (Internal Complaints Committee) takes care of grievance of a faculty and student.
- A women leadership forum "*Charchika*" at SSU aims at empowering the girls and women in the campus through different events .
- *The Research Development Cell* aims at fostering constant growth and development and acts as a liaison between researchers and relevant research funding agencies.
- SSU has a budding young alumni association which regularly meets and supports their alma mater financially and through admissions.

- The current million sq. feet of physical infrastructure would be augmented to *5 million sq. feet* including hostels for *7000* students by *2030* with state of the art facilities.

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

University is governed by Statutes: ***Statutes of Sri Sri University, Odisha*** are in place and forced with effect from the date as prescribed in the notification after approval of the ***Board of Governors as per the Sub Section (1) Section (4) of the Sri Sri University Act, 2009 (Orrisa Act, 18 of 2009)*** dated ***22nd February 2012***, for the administration and functioning of the University

The University follows the organisational structure as per the Sri Sri University Act, 2009. The university has the following statutory posts for governance: ***Board of Governors, President, Vice Chancellor, Academic Council, Finance Committee, Director Operations, Executive Registrar, Director Student Affairs, Dean of Faculties, Controller of Examination, Board of Studies, Head of Departments***. The University also has the following statutory committees for governance:

- **Board of Governors:** The university's principal executive body supervises and controls affairs and exercises full autonomy over administrative and academic affairs.

- In addition to the ***Board of Governors***, the university has an ***Academic Council*** which meets twice a year.
- ***Board of Studies*** and an additional 20 committees for smooth operations across the university.

Statutes set out the entities and authority of the University, and define the Officers of the University, Appointment, Powers and Duties of the Officers and their emoluments etc.

The rules and regulations for the conduct of the university's functioning.

- *HR Rules and Regulations (service rules, promotion policy, recruitment policy)*
- *Exam Rules and Regulations*
- *Academic Rules and Regulations*
- *Student Handbook*
- *PhD Rules and Regulations*
- *Anti-Ragging Policy*
- *ICC Regulations*

The University has evolved its own standard operating procedures (SOP's) for governing various Academic, Administrative and Research Processes.

The University has framed many policies for smooth conduction and bringing transparency in operations such as *Admission Policy, Reservation Policy, Scholarship, Research Policy, Seed Money Policy, Startup policy, Consultancy, Resource Sharing Policy, Gender, Zero Waste, Ban on Single use Plastic, Ethical Policy, Placement Policy, Green Pledge etc.*

Implementation:

1. *The University prepares an Academic and Examination Calendar by Executive Registrar Office and Controller of the Examinations for each academic. year. This ensures that draft copies are circulated amongst all and based on feedback, school and council specific features are incorporated.*
2. *Class Representatives for each class are appointed and WhatsApp groups are created.*
3. *Student Teachers interactive meetings are organized for grievances.*
4. *Regular quality assurance meetings are organized at departmental levels.*
5. *The annual report on committee operations is compiled and presented before statutory bodies.*
6. *IQAC recommendations are presented in front of Vice Chancellor and processes are redefined based on feedback.*

6.2.3 Institution Implements e-governance covering following areas of operation

1. **Administration**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examination**

Response: A. All of the above

File Description	Document
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .

Response:

SSU is committed to the welfare of its teaching, non-teaching staff, students and patients.

The policies and procedures for these welfare measures are highly evolved with an emphasis on *value, well-*

being and ethical standards, creating a *positive work culture* where an employee takes *pride, ownership and responsibility.*

The following are a range of welfare measures and awards of appreciation:

1. *Faculty and staff are well informed about the institutional welfare measures at the time of induction.*
2. *Leave benefits are granted to employees based on their status of employment including annual academic leave, casual leave, duty leave, earned and sick leave.*
3. *For non-teaching staff, such benefits are extended except for academic leave.*
4. *Female employees are granted maternity leave as per the government norms.*
5. *Extended child care leave with an in-campus Crèche facility is provided to needy employees.*
6. *Group Health Care Insurance for staff and students are offered by the institution.*
7. *Staff are entitled to statutory benefits like provident fund, employees' state insurance (ESI) and gratuity.*
8. *Regular yoga and meditation programs are conducted to improve the physical, mental and emotional health.*
9. *All employees are given annual increments.*
10. *A special allowance is paid for any additional responsibility.*
11. *Seed money for research and incentives for research are provided to faculties.*
12. *Medical aid is provided in the form of outpatient and inpatient services to the teaching hospital for the employees at concessional rates.*
13. *Residential quarters are available for teaching and non-teaching staff.*
14. *Financial assistance is offered to employees for their ward education, marriage, construction of house and distress relief (during natural calamities).*
15. *All employees are given free hot tea with refreshments in morning and evening and also staff on night duty.*
16. *Committees are in place for the welfare of SC/ST, OBC, Minorities and Transgender to provide the necessary assistance.*
17. *Periodic mental health, psychological assessment and professional counselling is provided to needy employees.*
18. *All employees are nurtured through professional development programs ensuring continuous upgradation of skills, knowledge and research capabilities.*
19. *SSU provides an equal opportunity to members of all genders.*
20. *Accident preventive measures are set at the workplace. Employees are trained on safety measures periodically.*
21. *Annually SSU celebrates a day of recognition and appreciation of employees' contributions to the progress of the university.*
22. *Annual sports and cultural festivals are administered to promote morale and unity amongst employees.*
23. *SSU respects and celebrates all types of diversity.*

Teaching Appraisal System: The self-appraisal format is filled by faculty members and reviewed by immediate Head of Departments/Dean's, which is checked by IQAC team for the final evaluation. Based on the evaluation, research incentives, awards and best teachers are finalized and felicitated annually. The

Performance appraisal format is updated regularly by *IQAC*.

Non-Teaching Appraisal System: The appraisal is done with standard criteria such as relevant qualification, relevant experience, performance, punctuality at workplace, behaviour & attitude and number of days present are evaluated by HOD's, HR Head and approved by Director Operations. Performance appraisal format is updated regularly by the *HR Department.*

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.

Response: 36.79

6.3.2.1 **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
40	58	45	20	17

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)	View Document

6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 34.2

6.3.3.1 **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
52	59	25	19	16

File Description	Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 17.96

6.3.4.1 **Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
41	23	21	11	4

File Description	Document
Details of teachers attending professional development Programmes during the last five years (Data Template)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The Finance Committee is constituted as per **Sri Sri University Act, 2009**. The finance committee approves the annual budget and monitors expenses through MIS reports received from the chief finance officer. The finance committee meets every **four months** to track revenue generation and expenses met as per the approved budget.

CFO and his team of finance officers and accountants monitor the use of resources received from various sources like *tuition fees, CSR funds, parent organisation, consultancy, individual philanthropic donations and non-government funds*. The allocated funds are utilized to build new infrastructure, maintain facilities, purchase new equipment, organize seminars, workshops and conferences, library, webinars and guest lectures.

The *CFO* reports to the *Director Operations* who in turn reports to the *Vice Chancellor.*

Funds in the form of grants, donations and bank loans are utilised for major infrastructure development. All revenue expenses of the university are met through the revenue income of the university.

The parent organisation **SSRVM Trust** is a major contributor to the university's infrastructure development.

Support for grants for operations and infrastructure development has also been secured from government, non-government bodies and voluntary contributions from alumni and eminent individual philanthropy donors.

University conducts national level management development programs and faculty development programs which are supplementary sources of revenue.

Optimal Utilization of Resources

SSU has pioneered the development of in-house technology solutions to reduce costs and increase operational efficiency

- *Better planning and resource sharing through ERP.*
- *Proactive management and its commitment towards being a self-sustainable campus.*
- *The annual Commitment of 20% cost reduction.*
- *Growing in-house vegetables.*
- *Use PNG instead of LPG in kitchens.*
- *Daily dairy needs of the campus are met through the in-house Gaushala.*
- *Having energy efficient fixtures in both academic and hostel buildings.*
- *Save water by using water aerators in taps and spouts.*
- *Using highly efficient water pumps.*
- *Treated water from the Biological Sewage Treatment Plant used for gardening and agriculture thus saving gallons of fresh water and energy through pumping.*
- *Efficient procurement policies.*

6.4.2 Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs).

Response: 50.25

6.4.2.1 *Total Funds / Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in Lakhs).*

2021-22	2020-21	2019-20	2018-19	2017-18
50.00	0	0	0	0.25

File Description	Document
Details of Funds / Grants received from government bodies during the last five years (Data Template)	View Document

6.4.3 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)

Response: 2432.81

6.4.3.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
2057.44	77.07	148.99	125.57	23.74

File Description	Document
Institutional data in prescribed format	View Document

6.4.4 Institution conducts internal and external financial audits regularly

Response:

The audit process of SSU is conducted around all the funds received through *tuition fees, grants, donations, bank loans or any other fees or means of revenue*.

At SSU, we believe in complete transparency and a robust financial management system. The **CFO** and his office strictly follow the guidelines towards expenditures, procurement, work orders and approvals as per the authorisation matrix.

SSU has institutional mechanisms to monitor the efficient use of financial resources for the period of the financial year. The annual report of expenditure and profit & loss statements are presented annually by the *Chief Finance Office to Director Operations, Vice Chancellor and then to the President.*

Internal Audit :

Internal Audits are conducted every six months by a team of qualified internal auditors (**AK Sabat & Sons)** appointed by the university.

Financial Statements, purchases, rates, inventory or any other financial receipt are studied and analysed. On-roll accountants monitor all day-to-day transactions. Financial power is given to various posts as per the authorisation matrix. ERP has been implemented to monitor the Financial Expenses and Utilization.

The Purchase Department and store have their own SOP's in place; their physical verification is carried out every quarter.

Likewise, external audits are carried out in an elaborate way, taking in the reports of regular internal audits. In case there are any major findings/ objections/ minor errors, the same will be pointed out by the Audit team for immediate correction/ rectification.

Precautionary steps are taken to avoid recurrence of any errors in the future. Director Operations receives internal audit reports from the CFO and internal auditor. The compliance report is then sent to the Vice Chancellor and the President.

The internal audit will assess the internal controls and accounting systems in place within the University and will focus on key financial/ strategic issues across SSU.

Any SSU department scheduled for audit will be contacted in advance and informed of the audit visit.

External Audit :

SSU appoints an External Auditor as per norms to provide an independent opinion on its annual financial statements. The financial statements will provide a summary of the financial performance during the year by showing its income and expenditure and its assets and liabilities. External Auditors may be permitted access to all accounting records and information and university staff must support the audit. The report of the External Auditors is first submitted to the *CFO, Director of Operations, Vice Chancellor, President and then to the Board of Governors.*

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals.

Response:

Sri Sri University established the *IQAC* in *2016*. This reflects SSU's firm belief that *"quality is not an act, but a habit"* and therefore, it constantly endeavours through the SSU *Policy on Quality Assurance* to internalise and institutionalise quality in all its activities. IQAC-SSU, aligns with the ideologies of NAAC and functions synchronously and synergistically with the vision/ mission of the SSU.

Goals & Objective of IQAC :

- *To develop a mechanism to promote conscious, consistent and catalytic action plans to improve the academic and administrative performance of the institution.*
- *To promote institutional quality enhancement and sustenance through the internalization of quality culture and institutionalization of the best practices.*

Training and Development Initiatives: IQAC constantly assesses and reviews outcomes from teaching-learning processes and implements strategies and reforms. It conducts periodic review meetings, curriculum review, initiates student capacity building activities and supports policy initiatives, infrastructure support, faculty development, disaster management and business incubation

Adopted a *SWOC-based strategy,* where the university's strengths and weaknesses were assessed through internal audits and reviews, while examining opportunities and challenges in terms of emerging policy changes. Departmental Academic Audit is a key review process. Periodic University Level Audit of resources and support mechanisms initiate corrective steps through training, development, and policy reforms.

ICT Initiatives: *Enhancement of the Learning Management System & Setting up of green room for development of e-content*. Introduction to structured, online feedback systems for all stakeholders' feedback on Curriculum and Syllabus. All faculty are encouraged to register and make periodic updates to the institutional LMS.

Implementation of online classes through Zoom, and Google Meet during the COVID-19 curfew for the students. Implementation of Online Faculty Development programs, webinars and video podcasts to combat COVID-19 restriction, and to effectively use ICT tools in knowledge sharing. Dedicated high speed 1.5 GBPS internet leased lines from Airtel and SIFY network providers.

Other Quality Initiatives:

- *Quality initiatives like Sensitisation workshops on the Quality concepts of RAF NAAC, NIRF ranking process, ISO Certification Process, IPR, Goal Setting, and Strategic Meetings.*
- *Regular FDP's, MDP's and ADP's are organised for the overall development of the staff.*
- *Industry Academia Collaboration to facilitate new learning avenues for students.*
- *ISO auditor training and certification for the IQAC members.*
- *Consortium with State Govt Start-up and Skill Development Initiatives India.*
- *IQAC monitoring committees to ensure quality in the respective institutional cells such as:*
- *Scholarship department*
- *Alumni Association.*
- *Placement Committee.*
- *Restructuring Feedback Mechanism,*
- *Mentor Mentee Scheme for Academic and Stress Related Issues.*
- *Introduction to new programs and courses.*
- *Interdisciplinary certificate courses.*
- *Fellowship & Research programs.*
- *Value-Added programs.*
- *Standard template for meeting agenda and recording of the minutes of the meetings SOP for IQAC.*

6.5.2 Institution has adopted the following for Quality assurance 1. Academic Administrative Audit (AAA) and follow up action taken 2.Confernces, Seminars, Workshops on quality conducted 3. Collaborative quality initiatives with other institution(s) 4.Orientation programme on quality issues for teachers and students 5. Participation in NIRF 6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).

Response: B. 4 of the above

File Description	Document
Upload details of Quality assurance initiatives of the institution (Data Template)	View Document

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6.5.3 Incremental improvements made for the preceding five years with regard to quality (in case of first cycle), Post accreditation quality initiatives (second and subsequent cycles).

Response:

The University has undertaken various initiatives over the last five years for incremental improvements broadly classified under the following Categories:

1. *Internal Quality Assurance Cell (IQAC) Establishment of IQAC in 2016*

2. *Regular conduction of IQAC meetings is organised. Minutes of the meeting and action taken report are made.*
3. *Academic & Administrative Audit (AAA) in practice since 2017-18.*
4. *Formulation of Policies towards NIRF participation and other accreditation and ranking.*
5. *A robust Outcome Based Education system*
6. *Flexible CBCS for all programs.*
7. *145 MOUs*
8. *Internal & External Financial Audit.*
9. *Mentor Mentee Scheme*
10. *Extension Activities for Community Development.*
11. *Major Initiatives for fostering Research amongst teachers & students.*

Formulation of the following policies:

- *Research Policy*
- *Consultancy Policy*
- *Seed Money Policy*
- *IPR Policy*
- *Financial Support to faculty members for membership of Professional bodies and to attend the Faculty Development Program.*
- *PhD Research*
- *Targets and Incentives for Research Fellowships*
- *Reimbursement of registration fees and travel expenses for paper presentations in conferences in India and abroad.*
- *Research funds generated through Govt. & Non-Govt agencies.*
- *Internal workshop for UG students on How to write Research Paper, Book Chapter & Books with Projects.*
- *Publishing of Examination Calendar before commencement of the academic session.*
- *Examination Department is 100% automated. The Outcome-Based Question paper incorporating Blooms Taxonomy.*

IT:

- *CCTV*
- *High Speed Internet Bandwidth*
- *5:1 Student Computer Ratio*
- *OFC connectivity to all buildings.*
- *Institutional LMS and Green Room Facility for E-Content Development*
- *RF ID Student Campus Card*
- *Zoom and Microsoft Teams*

Academics:

- *Regular meeting with the Board of Studies (BoS) for syllabus Revision and Updatation.*

- *E-Content Development, LMS and remote access to library, industry driven courses in Curriculum.*
- *Activity Based Assessment, Project Based Learning, and Experiential Learning Methods.*
- *Smart Classroom.*
- *Value-Added Programs and Capacity Building Programs.*
- *Quality based workshops & seminars were organised.*

Excellence in Entrepreneurship:

- *SSU Innovations Foundation was selected as Nodal Centre by the State Government of Odisha as one of the top incubators in the state,*
- *Received Best Bootcamp Start-up Award in 2018 from Hon. Govt. of Odisha.*
- *Patents have increased from 13 granted/published to over 117 granted/published by 2022.*
- *Over 89 start-ups have been nurtured, serving over 3 million customers and over 50cr turnover .*

Student Driven Campus:

- *Formation of Student Clubs, Students Council, Conduction of Co-curricular & Extra-curricular activities.*
- *Setting up of Incubation Centre under SSU Innovation Foundation*
- *Establishment of NCC, NSS and Rangers & Rovers.*
- *Alumni Association*
- *Internal Complaint Committee (ICC)*
- *Anti-Ragging Committee*
- *Curriculum Feedback and General Feedback*

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Promotion of gender equity is enshrined in the mission values of SSU. Various measures are taken to provide gender equity, security and sensitivity, including zero tolerance towards discrimination:

Safety and security:

The university has a separate hostel facility for girls with women wardens and caretakers. Adequate security personnel along with female guards and CCTV cameras are installed in the university premises and hostels.

The university organizes programs regularly organised to keep girls updated about gender issues and awareness. The University has an Internal Complaint Committee (ICC) to handle cases of sexual harassment and related grievances. The self-defence course is organized by the Students Clubs for girls' students.

The university has an independent "*Charchika*" women's' council which works for womens empowerment. A gynaecologist has been appointed at the Ayurvedic Hospital. It's been ensured that every class has two representatives, one girl and one boy, to understand their challenges or issues to students' council.

Academics and Research: Equal opportunities provided in admissions to all programs; girls students constitute around 62.3% of the student community including research programs across different disciplines.

Provision of Maternity Leave/Child Care leave is offered as per *UGC guildelines.*

Employment: Ensuring up to 50% women faculties at all levels. Currently, *30% o*f the non-teaching staff are females.

Counselling: The University follows a mentor-mentee system to counsel the students; each mentor is assigned *15 students*. It is preferred that female faculties are assigned to female students.

Students are given equal opportunities to participate in various activities such as cultural programs, and

seminars to treat the opposite gender equally and respectfully. International Women's Day is celebrated by all to ensure and celebrate the gender equality and value of women.

In NCC, NSS and Student Council, an equal ratio of male to female candidates are maintained. The university has a dedicated **Psychological Counselling Department** headed by *Prof. Rekha Singal*, who organizes various programs and is also available round the clock for students with difficulties. *The Director Student Affairs (DSA)* office ensures that every request/ complaint is attended on time.

Common room: The university has a separate common room for girl students. Female staff and faculty are provided separate cabins. Each floor of each block has separate toilets for female faculties equipped with sanitary disposal machines and vending machines.

Any other point: University has given equal opportunities to women candidates in the University Governance. The decision makers and administrators at the university are women in several positions. The top leadership of the university is represented by women. The university has a separate women empowerment cell which organizes various women empowerment programs. University HR policy includes maternity and child care leave for women faculty and staff members. It's being ensured that every committee of students/ teachers has female representation.

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

    1. **Solar energy**
    2. **Biogas plant**
    3. **Wheeling to the Grid**
    4. **Sensor-based energy conservation**
    5. **Use of LED bulbs/ power efficient equipment**

Response: A. 4 or All of the above

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

SSU strives to preserve and make efficient use of natural resources such as energy, water and air. Apart from providing a ***pollution-free environment*** that adds to a better learning. SSU Green Campus serves as a platform to educate, train and maintain the needs and standards of sustainability. Salient features of the Green Campus policy are as follows:

- *Growing and Maintaining landscapes and gardens.*
- *100% Vegetarian Campus with 30% of the organic vegetables grown within the campus.*
- *To make the facilities for the right disposal of waste material.*
- *Adopt refuse, reduce, reuse, re-purpose and recycle policies on campus.*
- *Adopt e-books over printed text books and thereby increase in utilization of digital libraries over conventional printed book libraries.*
- *Provide dustbins for all floors, blocks and cafeterias so that solid wastage is disposed of regularly.*
- *Encourage the usage of smart transportation like battery operated vehicles within the campus for movement from one block to another.*
- *Use of energy efficient appliances so that energy consumption is minimized.*
- *Most official communications are done through email.*
- *Publications of results, marks entry, and attendance entry are carried through the ERP system through which less use of paper is encouraged.*
- *Encourage students to organize and participate in tree plantation campaigns and green campus campaigns.*
- *The buildings are designed in such a manner that allows natural light to cover all the rooms of the building.*
- *Use double sided paper for photocopying and for documentation*
- *Use pathways in the lush green lawns, so that the greenery is protected.*
- *Promotion and use of renewable energy.*

Solid Waste Management: The University has a well-established system for Solid Waste Management. The University has an agreement with vendors to collect the generated solid waste from the campus for proper disposal.

Liquid waste Management: The University has ***Sewage Treatment Plant*** for the treatment of its liquid waste into clear recycled water that is used for gardening and flushing etc.

E-waste Management: The University has allocated a separate room for the collection of all outdated e-waste and an agreement is in place with "***SGR Pvt Ltd***", a waste management company.

Waste Recycling System: The Master plan of the university has designed a waste recycling system ensuring zero waste. All waste is channelized and disposed of in a way that can be reutilized and recycled. Paper is first shredded and then handed over to the vendor who further recycles it. The university has sewage water treatment plants and uses recycled water for gardening and agricultural purposes. This saves gallons of fresh water. Vegetable waste is converted to manure.

Biomedical Waste Management: The bio-medical waste generated at our 100 bed ayurveda hospital is disposed off responsibly. The university has a contract with a waste management company '**Saniclean**' for

the disposal of biomedical waste generated.

7.1.4 Water conservation facilities available in the Institution:

      1.Rain water harvesting
      2.Borewell /Open well recharge
      3.Construction of tanks and bunds
      4.Waste water recycling
      5.Maintenance of water bodies and distribution system in the campus

Response: A. Any 4 or all of the above

7.1.5 Green campus initiatives include:

      1.Restricted entry of automobiles
      2.Use of Bicycles/ Battery powered vehicles
      3.Pedestrian Friendly pathways
      4.Ban on use of Plastic
      5.landscaping with trees and plants

Response: A. Any 4 or All of the above

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

      1.Green audit
      2.Energy audit
      3.Environment audit
      4.Clean and green campus recognitions / awards
      5.Beyond the campus environmental promotion activities

Response: A. Any 4 or all of the above

7.1.7 The Institution has disabled-friendly, barrier free environment

      1.Built environment with ramps/lifts for easy access to classrooms.
      2.Divyangjan friendly washrooms
      3.Signage including tactile path, lights, display boards and signposts
      4.Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
      5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: A. Any 4 or all of the above

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

Multiple voices, perspectives, and personalities have been engaged in actions and plans across administrative and academic versatility at SSU. The University has been organizing programs to restore balance in our global outreach, providing integration to the underprivileged and addressing challenges through *democratic participation.*

There are leadership and training programs that promote students and staff to live and work harmoniously in diverse environments. A significant focus on diversity at the socio-economic levels charter our university's compassion driven scholarships and special programs.

The university also focuses on allowing all religious practices and promotes Indian and international cultures within the *ethos of respect and cultural sensitivity.*

Through programs of cultural awareness and cross-cultural communication skills, our training programs and events allow conscious collaborations connecting students and staff to communities and heritage across all support groups, activity clubs and faculties.

SSU is a melting pot of all cultures. Harmonious ecosystems celebrate festivities of varied demographics, including linguistic and ethnic minorities, underlined by a culture of tolerance and empathy. All festivals are celebrated with the same joy and enthusiasm such as *Christmas, Ramzan, Eid, Pongal, Diwali, Holi, Dussehra etc.*

SSU has been focusing on community-oriented clean-up activities in line with *Swacch Bharat Abhiyan*. Service oriented events like blood donation camps, gender equity and empowerment, disaster rescue and relief and other activities that have involved several thousand of the fraternity with their unique skills and cultures working together for a common cause.

Special focus on empowerment of women and men on campus and activities for scaling this towards community outreach in India's villages are part of the University's mission.

Courses are offered to teach the awareness and skills necessary to interact effectively and respectfully without any *discrimination of race, ethnicity, religious commitments or political perspectives*. We are working to increase equity and to eliminate any harassment or discrimination.

More than *178* activities took place for extension and in association with *The Art of Living Organisation*, *NSS, NCC* and each faculty organizes social activities specially in the rural location and all these practices inculcate the human values and inclusiveness.

Our Centers for Excellence has been inviting and hosting international faculties, guests and students to our campus in an effort to give our students the opportunity to learn and appreciate different languages, values, and life experiences.

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

SSU undertakes different initiatives by organizing various activities to sensitize students to the Constitutional obligation: **Values, Rights, Duties and Responsibilities of the citizens**. Constitution Day is being celebrated on campus by inviting Eminent Professors who deliver on *Fundamental Rights, Duties, Values and Responsibilities* of citizens as stated in the **Constitution of India.**

The University has introduced a series of discussions on the Constitution of India at the faculty level to create awareness and sensitize students and employees to Constitutional obligations. As part of strengthening democratic values, Mr. Aruni Agrawal was nominated as Coordinator under whose guidance the **Electoral Literacy Club** and **Voters Awareness Forum** were created to educate students and the general public about democracy. A Voter's Pledge Program was organized for students and faculties. On the occasion of **National Voters Day**, a university level essay competition is organised each year. An awareness procession is also organized in villages within reach usually in the month of January every year

Every year Republic Day is celebrated by organizing activities to highlight the importance of the Indian Constitution. Independence Day is also celebrated every year to highlight the struggle for freedom, sacrifice of our ancestors and importance of the Indian Constitution.

In order to promote the fundamental values of as **Equality, Liberty and Fraternity** which are enshrined in our Constitution, we have conducted Sessions on *Universal Human Values and Professional Ethics for students*. *Faculty Development Programs (FDP)/ Management Development Programs (MDP)* are organised for faculty members to educate them about self-exploration, living with harmony and happiness. Self-exploration has been found to be extremely effective both for faculties and students.

The University has *an NSS Unit of 200 Students* and *an NCC Unit with 100 students* enrolled. A large number of students opting for NCC and NSS indicate their willingness to contribute to Nation Building and to live a disciplined life. The University has incorporated many topics in the curriculum on Human values/ ethics/ morals. Rural camps are organized to give exposure and a close look at village life, our students help the people of the village community by providing services and work towards their social upliftment.

The University is known for **Value-Based Holistic Education**, and it reflects in every aspect of the process across the university.

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. The Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

Response: A. All of the above

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

The university fosters the sentiment of nationalism among faculty and students. To inculcate among students the *sense of patriotism*, many national & international days are celebrated by the students in the university, *National Anthem* is played at all events. Cultural programs highlighting issues like gender awareness, societal awareness, patriotic song competition and events related to societal sensitization are part of regular activities in the university. Lectures by defence personnel and police officers are conducted to instil a sense of nationalism among the students. *Independence Day and Republic Day* are celebrated with enthusiasm. Moreover, army officials are invited to be a part of the event. The entire event is coordinated by the Student Council. National flag & batches are distributed to faculty, staff and students to inculcate a sense of pride amongst them. Cultural Clubs organise many cultural programs to address prevailing social issues.

The university commemorates the birth/death anniversaries of great leaders and patriots including *Dr. Sarvapalli Radhakrishnan (Teachers Day), Chattrapati Shivaji Maharaj Jayanti, Mahatma Gandhi Jayanti, Lal Bahadur Shastri Jayanti, National Days like Independence Day, Republic Day, Sardar Vallabh Bhai Patel (Unity Day) and Bhagat Singh (Shahid Diwas) to name a few. To pay homage to martyrs, Kargil Vijay Diwas* is celebrated every year. *Swachhata Pakhwada* is organised to create awareness on health, sanitation, and educational cleanliness drives among students.

To ensure health awareness among students and faculty members, Faculty of Ayurveda and Faculty of Health and Wellness organise many events like *National Nutrition Week, Dhanwantri Day, World Hepatitis Day, World TB Day, World Health Day, World Environment Day, World Cancer Day and International Youth Day*. National Nutrition week is observed to help students understand the importance of nutritional and adaptive eating habits so that they can maintain a healthy lifestyle. Health check-up camps are conducted by faculties and students in nearby villages.

Yoga, an ancient Indian heritage, contains a set of physical, mental and spiritual practices. Regular yoga camps and meditation courses are organized by Art of Living Teachers. To raise awareness about the benefits of Yoga, the International Day of Yoga is celebrated every year by faculty and students on campus. Our faculties and students also facilitate Yoga programs in various universities/colleges/corporates on the occasion of *International Day of Yoga*.

International Women's Day is celebrated every year to show respect and gratitude towards women's achievements and enhance women's equality.

World Cancer Day aims to save millions of preventable deaths each year by raising awareness and education about malignant diseases which is facilitated by Sri Sri College of Ayurvedic Science & Research Hospital.

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Response:

BEST PRACTICE ONE

1.TITLE OF THE PRACTICE-:

Sustainable Campus: "Waste to Gold".

Facilities and ambience play an important role in creating a conducive atmosphere for learning. As it is said in the ancient texts: *" Yad Brahmande, Tad Pindande"* i.e. as is *the macrocosm, and so is the microcosm* .

A *holistic education* imparts knowledge of the world and also knowledge of the self and it is then that we realize that the whole world is ours *"Vasudhaiva Kutumbakam"*. Environment, trees, plants and animals everything belongs to the one world family. At SSU we follow the *3R principle.*

Reduce, Recycle and Reuse.

2. OBJECTIVES:

- *Provide a green, clean and happy campus environment.*
- *Enrich students about the importance of different plantation practices through various plantation drives that happen in the university campus.*
- *To make students more sensitive about conserving natural resources.*
- *To educate students to adopt environment friendly practices by having environmental science subjects in all UG courses.*
- *To teach the students about the ongoing practices of water & Waste management, use of energy efficient electrical appliances etc.*
- *To integrate traditional farming techniques with modern technology for better yield and sustainability.*
- *To bring awareness about natural farming and organic cultivation to neighboring villages around the campus*
- *To reduce the carbon emissions and keep a track of our carbon footprint by conducting audits and participating in World rankings on Green campuses.*
- *To promote green architecture.*

3. CONTEXT

Sri Sri University spread over *188* acres of land was an arid, rocky, barren and mined land with no bushes and *just two trees* in *2009*. We started our first program in the year *2012*.

In a span of *10 years, more than 1 lakh trees* have been planted by students & staff. We have *20 types of fruit bearing trees* on campus, *trees of native species, a herbal garden, nakshatra vanam and a medicinal garden.*

70 % of the area is a quarried area, with some quarries as deep as *10 meters and as wide as 300 meters.* All these spaces have been very well utilized and our buildings are an architectural marvel as they are built within the quarries. Some of the quarries have been converted into rain water harvesting pits and ponds as water scarcity was a challenge.

The water requirement of the campus is met through wells and treated water through the biological sewage treatment plant is used for horticulture.

As this part of the country receives lot of sunlight, we have taken initiative of cutting down on our electricity consumptions and thus carbon emissions by generating our own solar power and aim to take care of the total energy requirement of SSU by *2030* through *2MW Solar PV plant.*

4. THE PRACTICE:

Nourish, Nurture, Preserve & Protect the environment.

We do this through the following practices:

- **Tree Plantation, landscaping and agriculture** -We do certain practices like floriculture, pomology and agroforestry combined with modern irrigation techniques and integrated farming. Almost 20 drives happen annually for tree plantations and every guest is honored with a sapling which is planted on the campus on their behalf.

- Almost *30 %* of the Vegetable requirement of our community kitchen is met through the agriculture produce from the SSU.

- **Solid waste and waste water management** - Permaculture, Waste segregation and management by third parties and waste minimization practices adopted by the campus like minimizing food waste and converting vegetable waste into manure.

- The soil and sullage from hostels are treated through the *2,50,000 liters biological sewage treatment plant* and treated water is used for horticulture.

- **Renewable energy**- SSU has *75 solar street lights* covering *2 km of road*, a *8 KW solar plant* to impart skill training to rural youth and solar hot water systems. SSU has taken an energy pledge to conserve energy and use *100 % renewable energy* in a phased manner. *300 KW of roof top solar PV* would be installed by 2023 taking care of *30% of energy requirements*. *70%* of the buildings are smart buildings with natural lighting and ventilation, energy efficient electrical appliances and water savers.
- **Ground water recharge** – There are *4 units of rain water harvesting systems of 1.7 million liters ground water recharge capacity* (annually).
- **Bio diversity conservation** – University has *80 species of birds*, *35 types of butterflies, 600 types of plants and many ornamental flowers*.
- **Air Pollution reduction** – We promote Bicycles and EVs in the campus. Transport shuttles for staff also contribute to significant air pollution reduction. This is part of our greenhouse gas emission reduction program.

- **Events and Seminars on Environment and Climate Change**-: SSU has a center on Climate Change & Sustainability Education & Practices and a Sri Sri center for Advanced Research in Water Resources & Environment management. Many programs by eminent personalities on capacity developments through training and courses on climate change, smart agriculture and water management are conducted every year.

5. EVIDENCE OF SUCCESS:

- We have received *a Green Campus Award* from Institutions and Govt.bodies.
- We received *"Prakruti Mitra Award"* from the ***Govt. of Odisha*** which was given by ***Hon'ble Chief Minister of Odisha Shri Naveen Patnaik ji*** on *5th June 2016.* This was a recognition of efforts towards making the campus green and thus contributing to the environment in a positive manner.

- We Participated in ***UI Green metric world university rankings in which 1000 universities from 90 countries participate.*** For the year *2021* our ranking was ***1st in Odisha, 6th in India and 248th in the world*** and we jumped almost ***100 places from our previous ranking in 2020***. For a second consecutive year we have been ranked ***1st in Odisha by UI Green metric*** which is a testimony to our journey from a waste barren land to a Globally acclaimed green campus.

- In The ***THE Impact Rankings*** we were in ***top 5 in three SDGs in India are*** *1- SDG 2: Zero Hunger, 2- SDG 12 -Responsible consumption and Production,3-SDG 14: Life below Water, and top 10 in five SDGs in India are 1- SDG 7: Affordable & Clean Energy, 2- SDG 8: Decent work and Economic Growth, 3-SDG 11: Sustainable Cities & Communities, 4- SDG 15: Life on Land, 5- SDG 16: Peace, Justice and Strong Institution*.

Year	2017-18	2018-19	2019-20	2020-21	2021-22	
Number of Trees Planted	6210	7330	7988	4335	5842	
Student Participation	711	855	1093	789	1407	

- The ***IGBC Green Champion National Award*** to SSU in *2018* by ***the Indian Green Building Council.***
- **"Green UAward 2019"** for bringing Nature into Higher Education.
- We have received *6 awards in a short span for green campus initiatives in Higher education.*

6. PROBLEMS ENCOUNTERED:

- Being a rocky area, plantation in the terrain has been a challenge
- As there was literally no soil, landscaping and growing vegetables in spite of all odds.
- Electrical connections and water supply in the area.

- High temperature and humidity
- Cyclone prone area. Every year high speed winds due to cyclone cause disruption to operations, causing damage to infrastructure and uprooting some of the trees.

7. **RESOURCES REQUIRED TO OVERCOME THE PROBLEM:**

- Patience and resilience
- Inspired manpower
- Seeds and saplings
- Experienced guides
- Manure, loose soil and water
- Tools and JCB.

BEST PRACTICE TWO

1.TITLE OF THE PRACTICE :

Holistic Education: LEARN-LEAD-SERVE

To impart holistic and value integrated education in order to develop visionary thinkers with social consciousness to lead and precipitate inevitable changes, with summative call for **LEARN-LEAD-SERVE**

2. OBJECTIVES:

- *Students and staff to learn tools and techniques to manage physical, mental and emotional wellbeing.*
- *To create ecosystem to build resilience in students.*
- *Greater mental strength and dynamism.*
- *To create the spirit of enterprise.*
- *To develop communication skills, creativity, and confidence in students.*
- *To foster innovation & leadership skills.*
- *Inspiring students to serve society and contribute towards Atmanirbhar Bharat.*
- *To create a sense of belongingness towards society as a whole.*

3. CONTEXT:

With the menace of *substance abuse & alcohol* which has penetrated the higher education institutions destroying the very fabric of the country, it is important to create an ecosystem which helps students to *develop mental strength, focus, to excel, to innovate, to be happy and to spread happiness.*

*Gurudev Sri Sri Ravishankar ji'*s vision of creating a *stress-free, violence-free society, economically self-sufficient* and strong India has been reflected in our youth leadership program, skill development program and rural development program which has trained lakhs of youth throughout the length and breadth of the country. Keeping that vision in line, SSU is an alcohol-free, drug-free and smoke-free campus. The spirit of enterprise is ingrained in SSU since day one. This we have achieved by *taking care of the emotional, mental and physical well-being of the student.*

4. PRACTICE:

With The Vision of bringing the best of the east and best of the west under one umbrella, we have created the best confluence of both the worlds for the benefit of our students. Therefore, we have launched programs that are unique, unprecedented, reviving our ancient traditions and are the need of the hour.

LEARN:

- As part of the *induction program*, all students and staff undergo the *Happiness Program* offered by the parent organization *The Art of Living*.
- *Happiness Program is a 2-credit program* offered to all students by SSU.
- The Happiness Program is *14 hrs.* workshop spread over four days facilitated by international faculties of *The Art of Living*. The students learn very easy and effective tools to *manage day to day stress, to remain positive, enthusiastic and happy.*
- *Sudarshan Kriya* and meditation is the main part of the program.
- *Sudarshan Kriya* works by regulating the breath. Breathing is linked with our emotions. *When we are angry, we take short breaths. When we are sad, we take long breaths. Just the way our emotions change our breathing cycle, we can change the state of your mind with our breath.* Sudarshan Kriya uses different breathing cycles to release negative emotions like stress, anger, anxiety, and sorrow. The technique helps one to reach a happy, relaxed, innovative and energized state of mind naturally.
- There is a daily practice of yoga and meditation which is called *sadhana* in the common halls in which both students and staff participate. Weekly follow up of *Sudarshan Kriya* is organized every Sunday in three shifts.

At the beginning of the Academic year, existing students & staff do a four-day Advanced meditation program which fills them with positive energy and propels them to achieve and contribute more.

The following activities and programs are conducted throughout the year:

- *Youth Satsangs*
- *Advanced Meditation Programs*
- *Rudra Pooja*
- *Happiness Programs*
- *DSN: Dynamism for Self and Nation*
- *Sri Sri Yoga*

LEAD:

SSU is a *multidisciplinary university* with students from *almost all states of India and few countries*.

SSU is a pioneer in creating some of the innovative programs as mentioned below:

- *Sri Sri University Resource Center for Climate Change & Sustainability Education.*
- *Sri Sri Advanced Global Center for Conflict Resolution and Peace Studies.*
- *Sri Sri Global Center for Indigenous Studies.*
- *Sri Sri Centre for Advanced Research in Kathak. (World's First Dedicated Kathak Research Centre)*
- *Sri Sri Centre for Advanced Research in Bharatnatyam.*
- *Sri Sri Centre for Advanced Research in Water Resources and Environment Management.*

- *Sri Sri Centre for Translation and Interpreting Studies.*
- *Faculty of Contemplative and Behavioral Sciences (which is one of its kind in the world)*

SSU Innovations Foundation is a *recognized incubator and nodal agency* of *Startup Odisha*. The SSU Innovations Foundation is an *award-winning business incubator of MSME, Govt. of India.*

- It has nurtured *89* successful startups in seven sectors including *agriculture, food processing, social enterprise, renewable energy and education technology*.
- In the last five years serving *18,000 farmers* & *almost three million customers*. Created around *3,000 jobs* with cumulative *turnover of Rs. 50 crores.*
- *Srinovation Club* at SSU provides incubation support to aspiring entrepreneurs and **SSU Innovation Foundation** provides support to budding entrepreneurs.

SERVE:

Expression of joy is SEVA (service) - *Gurudev Sri Sri Ravi Shankar Ji.*

Service to society is *an indispensable factor* at *SSU*. As part of educational social responsibility many initiatives have been taken by the university. Through different extension and community activities students & staff were engaged towards the upliftment of the society. Following are some of the initiatives taken at SSU

- *Creating job opportunities for local youth.*
- *By imparting skills training in the field of solar and electricity.*
- *Surveys were conducted by students using* *the Participatory Rural Appraisal (PRA) tool.*
- *Training Self Help Group for Women's livelihood.*
- *Capacity building through youth leadership programs in the villages.*
- *Organizing more than* *100+* *medical health checkup camps for surrounding* *70* *villages.*
- *We have conducted happiness program for frontline medical workers and doctors of National Health Mission.*
- *Immunity Enhancement Program -Breath, Meditation & Yoga, during covid time for people with mild to moderate symptoms.*
- *5000 +* *RT PCR tests were conducted by Sri Sri Ayurveda Hospital (SSAH).*
- *SSAH was a covid care centre and successfully treated* *300+* *patients.*
- *Free education on Vedic Wisdom through Sri Sri Gurukul.*
- *"Pavitra"* *is SSUs flagship initiative and has trained more than* *300* *adolescent girls and women from the community on personal hygiene.*
- *"Charchika"* *a women leadership forum of SSU is involved in women empowerment by creating awareness for many social causes.*
- *By making community halls, temples in the surrounding villages.*
- *We have developed* *09 Open Defecation Free Villages* *in Odisha through sanitation and hygiene related interventions.*

5. EVIDENCE OF SUCCESS:

- We have been awarded the *Best University in Holistic education in 2015.*
- *Best Innovative University* award in *2017.*

- *Best Boot Camp Award in 2018 – State Govt of Odisha.*
- *The Best University – Trendsetting synthesizer of Traditional and Global outlook Award in 2017.*
- *The Art of Living* Happiness Program is offered across *108 universities in USA.*
- Lakhs of students have benefitted from the Happiness workshop of the Art of Living in India. *1.25 lakh students* and *426 faculty* members of *Savitribai Phule University of Pune in 2021* have benefitted from the program.

Year	*2017-18*	*2018-19*	*2019-20*	*2020-21*	*2021-22*	
Number of Students Participated	1137	1453	1755	2167	2165	
Number of Activities	23	29	28	42	56	

- SSU collaborated with *NALCO Foundation*, the CSR wing of NALCO, to provide trainings in leadership, women empowerment, agriculture, self-help group, hygiene and environment protection and almost *3000* people were impacted.
- SSU has distributed *10,000 grocery kits* to underprivilege during pandemic.

6. PROBLEMS ENCOUNTERED:

- *Onboarding best faculties for the Happiness program.*
- *Room space for regular follow ups of yoga & meditation for so many students.*
- *Space constraints for managing so many startups.*
- *Raising investments for the incubated startups.*
- *Limited Grants from Govt.*
- *Pandemic had put a stop to few extension activities.*

7. RESOURCES REQUIRED TO OVERCOME THE PROBLEM:

- *Funds and Infrastructure.*
- *Dedicated team and structure for StartUps.*
- *Earmarking dates in the Academic calendar and taking dates from the faculties accordingly.*
- *Team of Volunteers.*

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Our commitment to create benchmarks in **transformative** and **quality education** is reflected through the

path-breaking initiatives and programmes started at Sri Sri University.

- We hold the unique honour of having launched **Asia's** first **Faculty of Osteopathy** and **Faculty of Contemplative and Behavioural Sciences** which is one of its kind in the world.

- **Start Ups & Innovative Programs:** Recently, we have launched the Faculty of Emerging Technologies which is the first of its kind Faculty in India offering industry integrated Programmes in line with National Education Policy 2020. Aligned with the vision of Atmanirbhar Bharat initiative of Government of India, Sri Sri University has established SSU Innovation Foundation for Entrepreneurship and Innovation to inculcate the entrepreneurial spirit among the youth. In the last 5 years, Sri Sri University have incubated and supported 89 start-ups with a cumulative total of Rs. 50 crores of turnover. The Start ups have served almost 18000 farmers with almost 3 million customers.

  A cutting– edge discipline, having real world implications, **"Faculty of Contemplative & Behavioural Studies"** is an emerging articulation of a comprehensive approach to understand, explore and transform human psyche and behaviour with a focus on a reflective involvement with inner life and external engagements.

- **Integrative Systems of Medicine :** Sri Sri University has the vision to be a leader in promoting "Health in Every Home" by establishing first of its kind state-of-art integrative system of medicine as a one stop medical solution. We believe that the future of medicine across the world lies in synthesizing the ancient knowledge system of Ayurveda, Yoga, Naturopathy, Osteopathy, etc. with the modern science of medicine.

  A) Ayurveda: The science of life - The Sri Sri College of Ayurvedic Science & Research Hospital (SSCASRH) estd. in 2019 is the only university ayurvedic college of Odisha. Inspired by the Vision of Gurudev Sri Sri Ravishankar ji – Health for All and dedicated for research and development in integrative medicine, the college and hospital are steadfastly progressing towards creating expert human health care professionals and best in class treatment facilities. In this direction, the university has established a 100 bed Ayurveda Hospital in 2019 serving close to 1,00,000 patients in the last three years.

  In this short span of 3 years, many milestones have been achieved by SSCASRH which includes Conducting workshops , health camps in surrounding 70 villages , conducting webinars and seminars.
  To name a few:

  - SSCASRH, Sri Sri University observed National Webinar on International Day against Drug Abuse and Illicit Drug Trafficking to make people aware of drug abuse with a rally in the campus.
  - Sri Sri Ayurveda Hospital, Sri Sri University Cutack had organised a FREE Bone Mineral Density Checkup Camp, where SSU Staff, Faculties, Students, CISF Commandant & Jawans from NDRF, Commanders and the people from different places of Odisha got their BMD check up done.
  - CME on Preventive, Curative, and Rehabilitative Management of Critically ill Patients through Ayurveda
  - Integrated Heath summit 2019

- CME on development disabilities and their Ayurvedic mgmt.
- CME on Physiotherapeutic home management of knee osteoarthritis.
- CME on diet and routine as per Prakruti

As part of its ***Institutional Social Responsibility (ISR)***, Sri Sri University had extended support to the Government of Odisha to fight the pandemic by providing its ***100 bed Ayurveda Hospital*** to function as an exclusive. Covid Care Centre for a period of three months in 2020. Sri Sri University is one of the few Universities in India which have taken such a bold step to contribute to the emergent needs of the state.

B) OSTEOPATHY: **A drug-free, non-invasive and holistic form of treatment -** University started M.Sc. Osteopathy in the year 2014. Osteopathy (also called Osteopathic Medicine) is a System of Manual Medicine that relies on manual contact for diagnosis and treatment. It is a drug-free, non-invasive form of primary health care system. It respects the relationship of body, mind and spirit in health and disease; it lays emphasis on the structural and functional integrity of the body and the body intrinsic tendency for self-healing. Osteopathic practitioners use a wide variety of therapeutic manual techniques to improve physiological function and/or support homeostasis that has been altered by somatic (body framework) dysfunction.

Osteopathy was developed by Dr. Andrew Taylor Still, a physician and surgeon in the United States of America in the mid-1800s. We are the first institution to introduce M.Sc.osteopathy. The Govt. of Odisha has selected 10 PHCs and CHCs to organize osteopathy treatments on a pilot basis through Sri Sri University.

Osteopathy and yogic sciences are both alternative and complementary medicines which encourage self healing mechanisms for health and well being.

- **The Global Resource Centres:** Sri Sri University has been established to emerge as a center of excellence in the innovative fields of studies and relevant societal and environmental issues. This has been mandated that the Global Resource Centre as enumerated below would be responsible for providing out-of-the-box solutions for real-time issues, affecting the multilayered structure of our country.

  *- **Sri Sri University Resource Centre for Climate Change & Sustainability Education & Practices…***
  *- **Sri Sri-Advanced Global Centre for Conflict Resolution and Peace Studies (SSAGC-CRPS)***
  *- **Sri Sri Advanced Global Centre for Indigenous Studies (SSAG-CIS)***
  *- **Sri Sri Centre for Advanced Research in Kathak (SSCARK)***
  *- **Sri Sri Centre for Advanced Research in Bharatnatyam***
  *- **Sri Sri Centre for Advanced Research in Water Resources and Environment Management (SSCARWREM)***
  *- **Sri Sri Center for Translation and Interpreting Studies***

SSU provides grounds for holistic development of the students.A rigorous academic environment is combined with an experiential understanding of the mind through the principles of yoga, equipping the students with the domain knowledge, soft skills and life skills to ***learn, lead and serve.***

5. CONCLUSION

Additional Information :

The university has a dream of creating a benchmark in imparting holistic education in a state. The university aims to produce responsible citizens through extensive training and continuous all-around developmental activities. We are committed to imbibe the true national spirit and ethical values and generate/reflect the same in the young generation to become responsible citizens of India. The university involves all stakeholders by organizing parents, alumni, and employer meetings. Stakeholders are invited on various committees either to contribute to Academic or Non-Academic issues to keep students upgraded with the latest happenings in respective fields. Faculty and staff also have representation on various committees where they contribute to decision-making. In the nutshell, the institute is working for the betterment of society by involving all of the stakeholders.

Concluding Remarks :

The Top Management is passionate about bringing qualitative and pedagogical changes within the university to make the university at par with world-class academic institutions, capable of producing high quality manpower for the industry and academia alike.

We believed in the philosophy of 'students-first' in the very fabric of the institution. This not only inspires but also invigorates the teaching faculty with visionary zeal. We cordially invite NAAC peer team to visit our Institute and evaluate, access for accreditation process.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
2.3.3	**Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)** 2.3.3.1. **Number of mentors** ?????????????? ??????? Answer before DVV Verification : 145 Answer after DVV Verification: 171 Remark : DVV has made the changes as per shared mentor list.
2.4.4	**Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years** 2.4.4.1. **Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years** Answer before DVV Verification:

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
36	39	30	23	11

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
23	21	26	21	08

Remark : DVV has not consider shared certificate of appreciation by HEI.

3.2.1	**Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs).** 3.2.1.1. **Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years (INR in Lakhs).** Answer before DVV Verification:

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0.7	101.5	5.62	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

	Remark : DVV has made the changes as HEI has provided details of Govt grants rather than Non-Govt in the data template.
3.3.3	**Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.** 3.3.3.1. **Total number of awards / recognitions received for *research* / innovations won by institution / teachers / research scholars / students year-wise during the last five years.** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
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13	21	8	8	6 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
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12	11	5	2	4	 Remark : DVV has not consider shared certificate of appreciation.
3.6.2	**Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years** 3.6.2.1. **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
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10	9	10	12	8 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
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8	5	8	11	5	 Remark : DVV has excluded shared certificate of appreciation.
3.6.3	**Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years** 3.6.3.1. **Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18	

| 56 | 42 | 28 | 29 | 23 |

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
33	27	10	10	10

3.6.4	**Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years** 3.6.4.1. **Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.** Answer before DVV Verification: {{TABLE1}} Answer After DVV Verification : {{TABLE2}} Remark : DVV has made the changes as per 3.6.3
4.1.4	**Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)** 4.1.4.1. **Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)** Answer before DVV Verification: {{TABLE3}} Answer After DVV Verification : {{TABLE4}} Remark : DVV has converted the value into lakhs.
4.2.4	**Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year** 4.2.4.1. **Number of teachers and students using library per day over last one year** Answer before DVV Verification : 1305

Table for 3.6.4.1 (before DVV Verification):

2021-22	2020-21	2019-20	2018-19	2017-18
2165	2167	1755	1453	1137

Table for 3.6.4.1 (After DVV Verification):

2021-22	2020-21	2019-20	2018-19	2017-18
1968	2052	1562	1152	982

Table for 4.1.4.1 (before DVV Verification):

2021-22	2020-21	2019-20	2018-19	2017-18
763	1348	592	3057	1950

Table for 4.1.4.1 (After DVV Verification):

2021-22	2020-21	2019-20	2018-19	2017-18
763.00	1348.00	592.00	3057.00	1950.00

	Answer after DVV Verification: 510 Remark : DVV has made the changes as per the Foot falls.
4.3.1	**Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)** 4.3.1.1. **Number of classrooms and seminar halls with ICT facilities** Answer before DVV Verification : 95 Answer after DVV Verification: 40 Remark : DVV has made the changes as per shared LCD's.
4.4.1	**Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years** 4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>386</td><td>323</td><td>466</td><td>373</td><td>318</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>386.00</td><td>323.00</td><td>466.00</td><td>373.00</td><td>318.00</td></tr></table> Remark : DVV has converted the value into lakhs.
5.1.4	**The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases** **1. Implementation of guidelines of statutory/regulatory bodies** **2. Organisation wide awareness and undertakings on policies with zero tolerance** **3. Mechanisms for submission of online/offline students' grievances** **4. Timely redressal of the grievances through appropriate committees** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has select B. 3 of the above as per shared report by HEI.
6.3.4	**Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**

6.3.4.1. Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
56	62	44	16	9

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
41	23	21	11	4

Remark : DVV has made the changes as Multiple participation of the faculty in the same academic year to be considered as one only. Consider 5 days and above FDP from the data template.

6.4.2	**Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs).**

6.4.2.1. *Total Funds / Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in Lakhs).*

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
50	0	0	0	0.25

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
50.00	0	0	0	0.25

Remark : DVV has converted the value into lakhs.

| 6.5.2 | **Institution has adopted the following for Quality assurance**

1. Academic Administrative Audit (AAA) and follow up action taken

2.Confernces, Seminars, Workshops on quality conducted

3. Collaborative quality initiatives with other institution(s)

4.Orientation programme on quality issues for teachers and students

5. Participation in NIRF

6.Any other quality audit recognized by state, national or international agencies (ISO |

Certification, NBA).

Answer before DVV Verification : A. Any 5 or more of the above
Answer After DVV Verification: B. 4 of the above
Remark : DVV has select B. 4 of the above as per shared report by HEI.

2.Extended Profile Deviations

ID	Extended Questions
1.2	**Number of outgoing / final year students year-wise during last five years** Answer before DVV Verification: _table below_ Answer After DVV Verification: _table below_

1.2 — Number of outgoing / final year students year-wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
531	502	402	343	308

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
544	507	402	372	332

2.5 — Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1202	1688	1115	3513	2320

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1202.00	1688.00	1115.00	3513.00	2320.00

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