

Innovations, Best Practices, and Distinctiveness in Academics – A Case of Srinivas University

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ABSTRACT

Purpose: *Improving Quality in higher education institutions including universities is important as both supporting infrastructure, technology, and the perception of stakeholders are changing. This paper aims to examine and showcase the unique approaches, exemplary practices, and distinctive features within the academic framework of Srinivas University. Through rigorous research and analysis, the article seeks to elucidate how innovative strategies and best practices contribute to the university's academic success, serving as a valuable case study for educators, administrators, and stakeholders in higher education.*

Methodology: *Exploratory research method is used to collect and analyse relevant information using appropriate analysis frameworks.*

Results/Analysis: *The case study presents a comprehensive analysis of various aspects of academic innovation and best practices within Srinivas University. Firstly, it scrutinizes innovations in curricular aspects, highlighting the university's endeavours to enhance curriculum relevance and responsiveness to industry needs. Secondly, it explores innovations in teaching-learning and evaluation methods, showcasing the university's commitment to pedagogical advancement and student-centric approaches. Thirdly, it examines best practices in academics, emphasizing the institution's effective strategies in student support, faculty development, and research promotion. Furthermore, the article evaluates the institutional distinctiveness in academics, emphasizing Srinivas University's unique attributes and competitive advantages. Utilizing the SWOC analysis framework, the ability of the university to plan and implement innovations and best practices is critically assessed, revealing strengths, weaknesses, opportunities, and challenges.*

Outcome/Value: *The article offers postulates of recommendation, providing actionable suggestions to further enhance the university's academic excellence and institutional distinctiveness.*

Type of Paper: *Exploratory research analysis.*

Keywords: Higher Education Institutes, Innovations in academics, Best Practices in academics, Distinctiveness in academics, Srinivas University.

1. INTRODUCTION TO INNOVATIONS IN ACADEMICS :

Innovations within higher education institutions have transformed the landscape of academia, ushering in dynamic changes across curricular design, teaching methodologies, assessment frameworks, and student engagement [1-5]. This paper delves into a comprehensive exploration of the multifaceted innovations revolutionizing the academic sphere within higher education institutions. The curricular aspect involves the design, development, and implementation of the curriculum of HEIs.

(1) Innovations in Curricular Aspect: In today's dynamic world, curricular innovation is paramount. Innovations in the curricular aspects examine the evolution of curricula, emphasizing the integration of contemporary knowledge, interdisciplinary studies, and skill-oriented approaches to meet the demands of a rapidly evolving professional landscape.

(2) Curriculum Design and Development: This elucidates the strategic design and development strategies employed in curricula, focusing on flexibility, relevance, and adaptability. It explores the iterative processes fostering curricular evolution aligned with industry needs and technological advancements.

(3) Academic Flexibility, Curriculum Enrichment, and Value Addition: Highlighting the significance of academic flexibility, this section explores methods of enriching the curriculum through value-added programs, experiential learning, and industry collaborations, enhancing students' holistic development.

(4) Innovations in Teaching-Learning and Evaluation: Revolutionary teaching-learning methodologies and evaluation paradigms take center stage, addressing diverse learning styles and ensuring comprehensive assessment aligned with desired learning outcomes.

(5) Catering to Student Diversity: Acknowledging the diverse student populace, this section discusses inclusive approaches, personalized learning, and support systems tailored to meet the varied needs of students from different backgrounds and abilities.

(6) Teaching-Learning Process: Exploring the nuances of effective pedagogical practices, this segment examines innovative teaching methodologies, active learning strategies, and engaging classroom experiences fostering deeper comprehension and critical thinking.

(7) Effective Teaching and Learning Process using ICT: Harnessing the potential of Information and Communication Technology (ICT), this section explores the integration of digital tools, e-learning platforms, and adaptive technologies to optimize the teaching-learning experience.

(8) Teacher Profile and Quality: Emphasizing the pivotal role of educators, this part scrutinizes the evolving profile of teachers, focusing on continuous professional development, expertise diversification, and nurturing a culture of excellence in teaching.

(9) Innovations in Examinations & Evaluation Process: This section scrutinizes transformative assessment practices, embracing innovative evaluation methods, formative assessments, and authentic evaluations contributing to a comprehensive understanding of student performance.

(10) Innovations in Student Performance and Learning Outcomes: Finally, this chapter evaluates the impact of innovations on student performance and learning outcomes, emphasizing the correlation between pedagogical advancements and enhanced academic achievements.

Thus, the evolving landscape of higher education witnesses an array of innovations reshaping the academic paradigm. The exploration of these innovations encapsulates the ongoing efforts toward fostering an enriched, adaptive, and inclusive learning environment conducive to nurturing competent, future-ready graduates. This paper discusses the innovations, best practices, and institutional distinctiveness practiced by Srinivas University, India as a case study.

2. OBJECTIVES OF THE PAPER :

To identify and analyse the academic innovations of Srinivas University as a case study to prove the Quality in HEIs based on a quality model on Innovations, Best practices, and Distinctiveness in Academics developed by Aithal, P. S. & Maiya A. K. (2023) [6]. This includes:

- (1) To examine innovations in Curricular Aspects.
- (2) To examine Innovations in Teaching-Learning and Evaluation.
- (3) To examine Best Practices in Academics.
- (4) To evaluate Institutional Distinctiveness in Academics.
- (5) To evaluate the ability of the university to plan and implement innovations, best practices, and distinctiveness are analysed using the SWOC analysis framework.
- (6) To provide suggestions in the form of Postulates of recommendation.

3. REVIEW OF LITERATURE :

The literature review is divided into two parts. The first part reviews some of the published scholarly papers related to innovations, best practices, and distinctiveness implemented by higher education institutions including universities (Table 1). The second part reviews some of the case studies published about Srinivas University and its constituent colleges (Table 2).

Table 1: Review of some of the scholarly papers related to innovations, best practices, and distinctiveness in HEIs

S. No.	Area	Focus and Outcome	Reference
1	Quality services in HEIs	A New Conceptual Model for Improvement of the Quality Services of Higher Education Institutions in Academic, Administrative, and Research Areas is developed and analysed.	Aithal, P. S., & Maiya, A. K. (2023). [6]
2	Best Practices in HEIs	Best Practices of a few NAAC accredited Higher Education Institutes in India are Analysed.	Bhojak, D. J. N. (2019). [7]
3	Best Practices in HEIs	Re-imagining employability: an ontology of employability best practice in higher education institutions.	Rees, S. (2021). [8]
4	Quality in HEIs	Exploring Quality in Higher Education: An Introduction and Theoretical Framework	Aithal, P. S., & Maiya, A. K. (2023). [9]
5	Innovations in HEIs	Quality assurance systems: enemies or allies of innovation in higher education institutions?.	Mello Silva, M. F. D., & Vargas, E. R. D. (2022). [10]
6	Innovations and Good Practices in HEIs	Quality and Innovation for International Pathway Programs: Good Practice and Recommendations for the Future in the UK Context and Beyond.	Manning, A. (2018). [11]
7	Distinctiveness in HEIs	Generic distinctiveness and the entrepreneurial self: a case study of English Higher Education.	Holdsworth, C. (2018). [12]
8	Distinctiveness in HEIs	Leveraging leadership competencies to produce leadership brand: Creating distinctiveness by focusing on strategy and results.	Intagliata, J., et al. (2000). [13]
9	Innovations in HEIs	Entrepreneurship education in the higher education institutions (HEIs) of post-communist European countries.	Varblane, U., & Mets, T. (2010). [14]
10	Quality Improvement in HEIs	Impact of NAAC accreditation on quality improvement of higher education institutions in India: a case study in the State of Karnataka.	Ravikumar, K., et al. (2021). [15]
11	Quality Services in HEIs	A Review-based Research Topic Identification on How to Improve the Quality Services of Higher Education Institutions in Academic, Administrative, and Research Areas.	Maiya, A. K. & Aithal, P. S. (2023). [16]

Table 2: Review of some of the scholarly papers/case studies published about Srinivas University and its constituent colleges

S. No.	Area	Focus and Outcome	Reference
1	Innovations in Academic Programme	Comparative Study on MBA Programmes in Private & Public Universities–A case study of MBA programme plan of Srinivas University.	Aithal, P. S. (2015). [17]
2	Innovations in Institution	Innovations in private universities: A case of Srinivas University.	Aithal, P. S., & Kumar, P. M. (2016). [18]
3	Innovations in Academic Programme	Hitting Two Birds with One Stone: Srinivas University B. COM Model in Corporate Auditing.	Aithal, P. S., & Noronha, S. (2016). [19]
4	Innovations in Academic Programme	Innovations in Higher Education-A new model implemented in MCA degree programme of Srinivas University.	Aithal, P. S., & Pinto, J. (2016). [20]

5	Innovations in Academic training	Student Engagement: A Case Study of Srinivas Institute of Management Studies. <i>A Case Study of Srinivas Institute of Management Studies</i> ,	Shailashree, V. (2016). [21]
6	Best Practices	Exploring Institutional Values and Best Practices across Select SRINIVAS UNIVERSITY constituent Colleges.	Shenoy, V., Nayak, M., & Kumari, P. (2018). [22]
7	Innovations in Academic Programme	M. Phil. Programs in IT & Computing Into New Heights: A Case Study of Srinivas University, Karnataka.	Paul, P., Aithal, P. S., & Shivraj, K. S. (2018). [23]
8	Innovations in Research	New Directions in Research & Innovation—A Case of a Private University.	Aithal, P. S. (2018). [24]
9	Innovations in Academic training	Creating Innovators through Skill & Research Focussed Education—Strategies of Srinivas University.	Aithal, P. S., & Aithal, S. (2018). [25]
10	Creating Innovators in HEIs	Transforming Society by Creating Innovators through Skill & Research Focussed Education—A Case Study of Srinivas University.	Aithal, P. S., & Aithal, S. (2019). [26]
11	Innovations in Academics	Innovation in Teaching-Learning Process: An Experiment of Srinivas University.	Varambally, K. V. M., Aithal, P. S., & Mendon, S. (2020). [27]
12	Innovations in Research	Atomic Research Centres to Intensify Research—An Innovative Approach of Srinivas University, India.	Aithal, P. S., et al. (2022). [28]
13	Best Practice in HEIs	Holistic Integrated Student Development Model & Service Delivery Model—A Best Practice of Srinivas University, India.	Aithal, P. S., Maiya, A. K., & Pradeep, M. D. (2022). [29]
14	Best Practice in HEIs	Institutional values and social responsibilities towards sustainability—a case study of Srinivas University, India.	Pradeep, M. D. & Aithal, P. S. (2022). [30]
15	Experiential learning in HEIs	Management Students’ Perception of Industrial Internship Programme at Srinivas University, Mangaluru, Karnataka.	Frederick, D. P., & Shailashree, V. T. (2022). [31]
16	Distinctiveness in HEIs	Strategy Development and Deployment in Private Universities—a Case of Srinivas University, India.	Nethravathi, P. S., et al. (2022). [32]
17	Distinctiveness in HEIs	How to align the Vision, Mission, and Objectives of HEI with the Leadership and Governance—A Case of Srinivas University, India.	Netravathi, P. S., et al. (2022). [33]
18	Best Practice in HEIs	Collaborative Social Engagement (CSE) Model—A Best Practice of Srinivas University, India.	Pradeep, M. D., & Aithal, P. S. (2022). [34]
19	Best Practice in HEIs	How Internal Quality Assurance System is Re-defined in Private Universities—A Case of Srinivas University, India.	Nethravathi P. S., & Aithal, P. S. (2023). [35]
20	Distinctiveness in HEIs	Indigenous Distinctive Innovations to Achieve its Vision, Priority and Thrust—A Case Study of Srinivas University.	Pradeep, M. D., Adithya, K. M., & Aithal, P. S. (2023). [36]
21	Best Practice in HEIs	Talent Management Practices in Managing Teacher’s Talent: A Case Study of Srinivas University.	Ail, Y. A., & Suresh Kumar, P. K. (2023). [37]

22	Best Practice in HEIs	Quality Enhancement in Higher Education Institutions through Best Practices in Library: A Case of SIMS.	Aithal, P. S. (2015). [38]
23	Innovations and best practices in HEIs	How innovations and best practices can transform higher education institutions: A case study of SIMS.	Aithal, P. S., & Kumar, P. M. (2015). [39]
24	Innovators in HEIs	Information Technology Innovations in Library Management: A Case of SIMS.	Aithal, P. S. (2016). [40]
25	Innovators in administration of HEIs	Strategic planning in higher education institutions: A case study of SIMS-VISION 2025.	Srinivasa Rao, A. et al. (2015). [41]
26	Innovators in Research of HEIs	How to increase research productivity in higher educational institutions–SIMS model.	Aithal, P. S. (2016). [42]
26	Innovations in Academic quality	Quality enhancement in higher education institutions: A case study of SIMS.	Aithal, P. S., et al. (2015). [43]
28	Innovators in administration of HEIs	Information technology innovations in library management: a case of SIMS.	Harischandra, P., et al. (2016). [44]
29	Innovations in Academic quality	Internal quality assurance cell and its contribution to quality improvement in higher education institutions: A case of SIMS.	Aithal, P. S. (2015). [45]
30	Innovations in Academic & Administrative System	Analysis of Academic Administrative System Implemented at SIMS.	Reshma, et al. (2015). [46]
31	Distinctiveness in HEIs	Environmental Consciousness in Higher Educational Institutions: A Case of SIMS.	Acharya, S., & Aithal, P. S. (2016). [47]
32	Distinctiveness in HEIs	Academic Support through Information System: Srinivas Integrated Model.	Aithal, P. S., & Kumar, P. M. (2016). [48]
33	Innovations in Academics	Student Engagement: A Case Study of Srinivas Institute of Management Studies. <i>A Case Study of Srinivas Institute of Management Studies,</i>	Shailashree, V. (2016). [49]
34	Innovators in administration of HEIs	Leader with Golden Heart... Sri CA. A. Raghavendra Rao (A Case Study).	Aithal, P. S., et al. (2015). [50]

4. INNOVATIONS IN ACADEMICS – A CASE STUDY OF SRINIVAS UNIVERSITY :

4.1 About Srinivas University:

Nestled amidst the vibrant city of Mangaluru, Karnataka, India, lies Srinivas University, Mangalore, India a burgeoning institution dedicated to nurturing future leaders and innovators. Established in 2013 by the A. Shama Rao Foundation, Srinivas University is a private research and skill-focused university, proudly standing as the flagship of the 18 Srinivas Group of Institutions [51].

With its roots firmly planted in the legacy of the A. Shama Rao Foundation, a charitable trust founded in 1988 by renowned Chartered Accountant Dr. CA A. Raghavendra Rao, Srinivas University carries forward the mission of providing quality education accessible to all. This commitment manifests in its diverse range of academic programs, catering to various disciplines and fostering intellectual growth across various domains.

Srinivas University stands tall as a premier educational institution in India, fostering a culture of excellence, innovation, and holistic development. Srinivas University is a vibrant hub of learning and offering a diverse array of programs across multiple disciplines. Established with a vision to impart quality education and nurture future leaders, Srinivas University epitomizes a dynamic academic

ecosystem that blends tradition with modernity. The institution prides itself on its commitment to providing a transformative educational experience that goes beyond the realms of traditional teaching.

Legacy and Pedagogy: Founded on the principles of integrity, excellence, and inclusivity, Srinivas University has carved a niche for itself in the educational landscape. With a legacy spanning several decades, the institution continues to evolve and adapt, incorporating innovative pedagogical approaches that align with industry needs and global trends.

Academic Offerings: Srinivas University boasts a comprehensive portfolio of programs catering to diverse educational aspirations. From undergraduate to doctoral levels and postdoctoral levels, the university offers courses in fields spanning engineering, management, health sciences, commerce, humanities, and more. Each program is meticulously designed, blending theoretical knowledge with practical applications, thus equipping students with skills relevant to their respective industries.

State-of-the-Art Infrastructure: The campus is a testament to modern infrastructure and technological advancements. Equipped with cutting-edge laboratories, well-stocked libraries, research centers, and industry-specific facilities, Srinivas University provides an enriching environment conducive to experiential learning and research endeavours.

Faculty Excellence: At the heart of Srinivas University's success lies its eminent faculty members. Comprising accomplished academicians, industry experts, and researchers, the faculty brings a wealth of experience to the table. Their mentorship, coupled with a student-centric approach, fosters an environment where intellectual curiosity and critical thinking flourish.

Research and Innovation: The university places significant emphasis on research and innovation. Through various centers of excellence and collaborations with industry and academia, students and faculty engage in groundbreaking research projects, contributing to advancements in various domains.

Global Collaborations and Exchange Programs: Recognizing the importance of global exposure, Srinivas University actively engages in collaborations and exchange programs with esteemed institutions worldwide. These initiatives provide students with opportunities for cross-cultural experiences, fostering a global perspective and enhancing their competitiveness in the international arena.

Student Support and Development: Beyond academics, Srinivas University is committed to the holistic development of its students. The institution offers a plethora of extracurricular activities, clubs, and societies that cater to diverse interests, encouraging students to explore their passions and talents beyond the classroom.

Industry Interface and Placements: The university maintains strong ties with industry partners, facilitating internships, industrial visits, and guest lectures by industry stalwarts. This collaboration ensures that students are well-prepared to meet the demands of the corporate world. The robust placement cell actively assists students in securing placements in esteemed organizations, fostering a seamless transition from academia to industry.

Commitment to Social Responsibility: Embedded within its ethos is a commitment to social responsibility. Srinivas University engages in various community outreach programs, promoting social welfare, sustainability initiatives, and fostering a sense of civic responsibility among its students.

Srinivas University stands as a beacon of academic excellence, nurturing the next generation of leaders, innovators, and global citizens. Its commitment to holistic education, coupled with a forward-thinking approach, cements its position as an institution of repute, shaping the future of education in India and beyond.

The following sections discuss Innovations in Curricular Aspect, Innovations in Teaching-Learning and Evaluation, Best Practices in Academics, and Institutional Distinctiveness in Academics of Srinivas University as a Case Study.

4.2 Innovations in Curricular Aspect [54]:

4.2.1 Curriculum Design and Development:

As per the views of the NEP 2020 executive team headed by Dr. Kasturi Rangan, the current Indian Education System gives knowledge without skills, concepts without experience, and a degree without confidence [52-53]. But Srinivas University has identified this weakness and used its autonomy to nullify these weaknesses through its innovative Srinivas University Integrated Student Development Model a new framework of curriculum design and development for the all-around development of students [54]. This model has features of providing an opportunity for enhancing the creativity of

students by adopting more subjects and credits per semester, the STEAM model in subject choice, equal importance for classroom and experiential learning, Focus on Employability Skill Enhancement programs (ESEP), Entrepreneur Ability Enhancement programs (EAEP), New knowledge creation by research or New product/process development by industry internship and hence gives more confidence to make challenging decisions in future industries (Fig.1, with the six attributes represent six corners of the emblem of Indian Tradition - Sreechakra) (Figure 1). Srinivas University also focuses on providing Lower order academic skills (remembering, understanding, and applying) and Higher-order research skills (analysing, evaluating, and creating) for Enhancing Employability & Entrepreneurship.

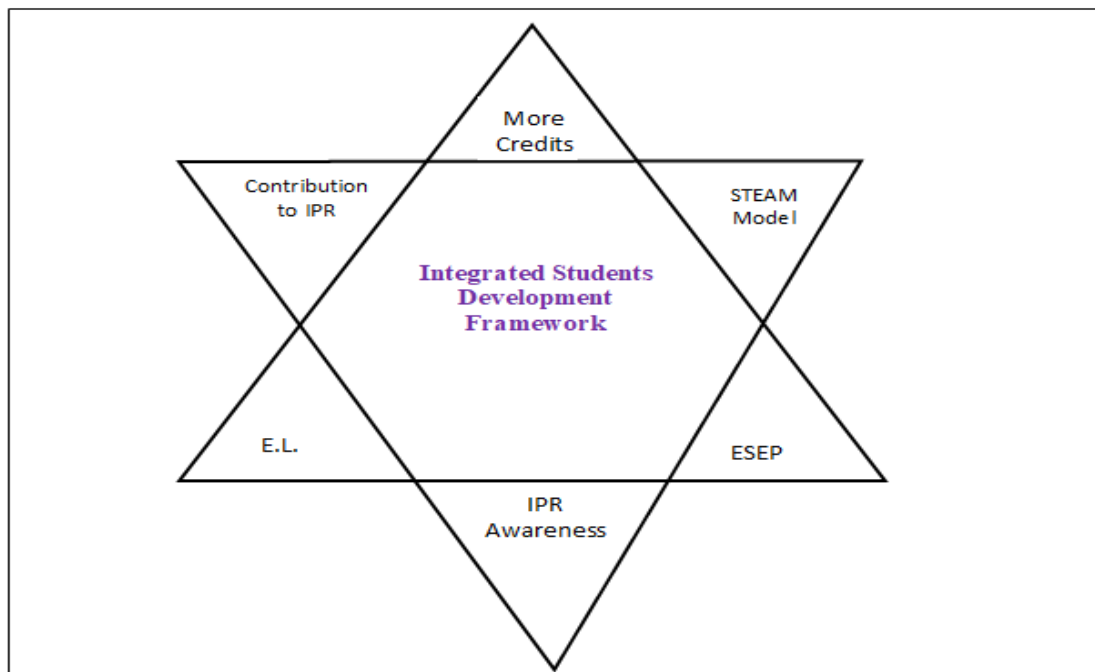


Fig. 1: Srinivas University Integrated Student Development Model -Sreechakra [54]

The University curriculum is framed to reflect the vision and mission of the University. The University offers 69 academic programmes which are at the Undergraduate, Post Graduate, Doctoral, Post Doctoral levels in addition to the various spheres of knowledge through its 09 Institutes.

The University curricula is framed to reflect the vision and mission of the University which in concurrent with the stated objective of building the confidence of individual students through imparting knowledge, skills, experience, and values (ethics & discipline). The University offers 45 academic programmes which are at the Undergraduate, Post Graduate, Doctoral, Post-Doctoral levels in addition to the Certificate and Diploma programmes in various spheres of knowledge through its 10 institutes. Few of the important points covered in our curriculum are:

(1) Relevance to Global Needs: Global standards are adopted to prepare the Syllabus. The curriculum design at SRINIVAS takes into consideration the Sustainable Development Goals (SDG) formulated by the United Nations as one of the key parameters. SDG is one of the compulsory subjects in all the programmes.

(2) Relevance to National Needs: As per the Indian Government Policy, Srinivas has developed the syllabus on Atma Nirbar Bharath and Make in India, etc.

(3) Relevance to Regional Needs: One of the courses named as Social Responsibility has been introduced in the curriculum and all the students should be involved in these activities and learn the responsibility of the citizen by working practically in nearby areas.

(4) Knowledge, Skill, Experience, and Value Focus: Our Curriculum is designed by introducing Employment skill enhancement programs and Entrepreneur ability enhancement programs in all the semesters of undergraduate students.

(5) Character, Ethics, and Values: These are the core values of the university and a few subjects like the Constitution of India, Professional Ethics, and Environmental education are mandatory for all the

programs **(6) Tradition, Culture, and Scientific focus:** Curriculum has designed by giving the importance on tradition, culture, and scientific manner. All programs like human values, environmental studies, product/patent analysis, research methodology, and other related subjects are introduced in the curriculum.

(7) Research & Innovation Focus: Patent analysis and patent filing topics are covered in Engineering & Science streams. Industry & Company analysis is covered in social science & management streams. Innovative projects are made mandatory in all the programs as a part of experiential & experimental learning.

(8) Integrated with NEP 2020: In the 2021 – 22 academic year, NEP -2020 syllabus was introduced successfully in the university. Around fifty percent of the topics are practical oriented and focus is given on Program outcome & competency-based education.

(9) Focus on Continuous Improvement: The university is implementing new courses, and programs regularly. Based on future Industry requirements, the syllabus is revised continuously as per the recommendation of the experts from 360 Degrees.

(10) Technology Adoption for Effective Curricular Implementation: Technology adopted teaching-learning process, Blended classes through physical classrooms and online platforms by academic and industry experts, Comfortable reference books & articles through a ubiquitous digital library, Authentic management of learning process & evaluation through educational LMS/ERP, etc. are provided to the students to satisfy, to delight, and to enlighten them during their study period in the University.

The progressive curriculum adopted shall position the students with the knowledge, skills, experience, and values required on the continuum of novice problem solvers (at the entry-level of the programme) to expert problem solvers (by the time of graduation). As per NEP 2020, the four-year curriculum is developed based on the following objectives of:

- (1) At the end of the first year – The ability to solve well-defined problems
- (2) At the end of the second year – The ability to solve broadly defined problems
- (3) At the end of the third year – The ability to solve complex problems that are unstructured requiring multi-disciplinary skills to solve them.
- (4) During the fourth year- Experience of workplace problem-solving in the form of Internship or Research Experience preparing for Higher education, or Entrepreneurship, or Employment.

These academic programs are diverse, dynamic, relevant, and well-structured with the latest updates in the existing knowledge. There is an emphasis on interdisciplinary learning and delivery through online mode using MOOC courses. Moreover, some courses also prepare learners to find solutions to their real-life problems. The University adheres to the norms set up in the University Act and all the curricula design follows a well-defined path. All the regulations are evaluated and cleared at the levels of the Board of Studies, Academic Council, Board of Management, and Board of Governors. The curricula focus on learning needs, and they are reflected in the program outcomes, program-specific outcomes, and course outcomes. The curricula equip the learners with thorough domain knowledge, experiential learning, and capacity for creativity and competence for research and innovation. To enhance the employability of the learners, the curriculum has focused on employability skills, personality development, human values, and professional ethics. The university strongly believes in the inculcation of human values, gender equality, professional ethics, promotion of environmental conservation, and sustainable development. The University curriculum aims to address some of the critical concerns of humanity and sensitize them to issues relevant to these domains, both in theory and practice. Flexibility is provided to students to pursue papers of their choice through the Choice-Based Credit System. In postgraduate programs, they are offered a broad range of electives, which prepare them for specialization to pursue further studies. The University focuses on developing a research-focused attitude and encourages innovation in application of the knowledge. Curricula also address the prospective needs of industry, technological advancements, national/international contexts, and local and regional needs. University endeavours to meet the new and emerging challenges of the ever-changing society, economy, and policy. This is achieved by nurturing mature citizens, scholars, and professionals who would participate in developing and offering sustainable solutions to the range of today's issues. It has developed diverse and highly relevant academic programs in all the significant knowledge spheres building to materialize this vision. The dynamic and well-designed curricula

incorporate the latest knowledge, interdisciplinary learning, and life skills. Dynamic revision of the syllabus and introduction of new courses from time to time enables the university to remain abreast of global and national trends and local and regional needs. Many departments offer courses with project-oriented and internship-driven curricula to encourage students to work on real-life solutions/applications with commercial viability. The university departments offer programs on cutting-edge technology, research, updated curricula, state-of-the-art facilities, strong interdisciplinary teaching-learning and research exposure/training in the industry, and research laboratories. Diverse courses in almost all the departments are designed to cater to local, regional, national, and global needs. Further, academic programs in Humanities and Social Sciences have a strong focus on development, environment and sustainability, citizenship, democracy, social exclusion/inclusion, gender equity, human rights, and ethics. The university claims that all Programmes have a focus on employability/entrepreneurship/skill development and syllabus revision takes place every year as per industry progression.

4.2.2 Academic Flexibility, Curriculum Enrichment, and Value Addition:

All Programmes of the university are adopted a Choice Based Credit System (CBCS) / elective course system. The university offers a wide range of courses in all the academic programmes that have integrated cross-cutting issues relevant to gender, environment and sustainability, human values, and professional ethics [54]. The university strongly believes in the inculcation of human values, gender equality, professional ethics, promotion of environmental conservation, and sustainable development among its students and research scholars. The curricula of many courses of the university address these concerns and instill an appreciation for issues relevant to these domains, both in the theoretical and pragmatic contexts.

(1) Professional Ethics: Issues related to gender, cleanliness, empathy, human values, and professional ethics have been integrated into courses like 'General Ethics,' 'Professional Ethics,' 'Research Methodology,' 'Social Psychology,' 'Rehabilitation Psychology,' 'Stress Management,' and 'Human Resource Management' in Management programmes, Engineering Programmes

(2) Environment: Environmental issues are incorporated in almost all subjects in different ways. For example, Environmental studies is a compulsory subject in all the UG courses with 2 credit subjects. It gives a lot of practical training on Environmental aspects.

(3) Sustainability: All 18 sustainable goals are introduced along with Environmental studies for all the UG courses. Students will be familiar in all the 18 goals given by the United Nations.

(4) Gender: Gender awareness and education are included across disciplines, and hence all departments have gender-related papers. In the same way, since ethics is a part of almost every discipline, students are familiar with ethical standards regulating their respective disciplines in every program. Allied Health Sciences and Psychology departments address issues of gender, environment, values, and ethics and help students gain perspective on plurality and diversity in society, and cultural sensitivity in the context of human development, behaviour, and societal development.

(5) Human Values: Human values are also part of the syllabus, for example, in the engineering stream students have one course named as Social Responsibility. It will give practical sessions and workshops on human values and their responsibility to society. All departments are related to environmental sustainability, human values, and professional ethics. In addition to the above, students are sensitized on all these issues through a series of extra-curricular activities, including lectures by eminent personalities, and cultural events regularly organized by the university and also by various departments.



Fig. 2: Integrating the cross-cutting issues as added programs

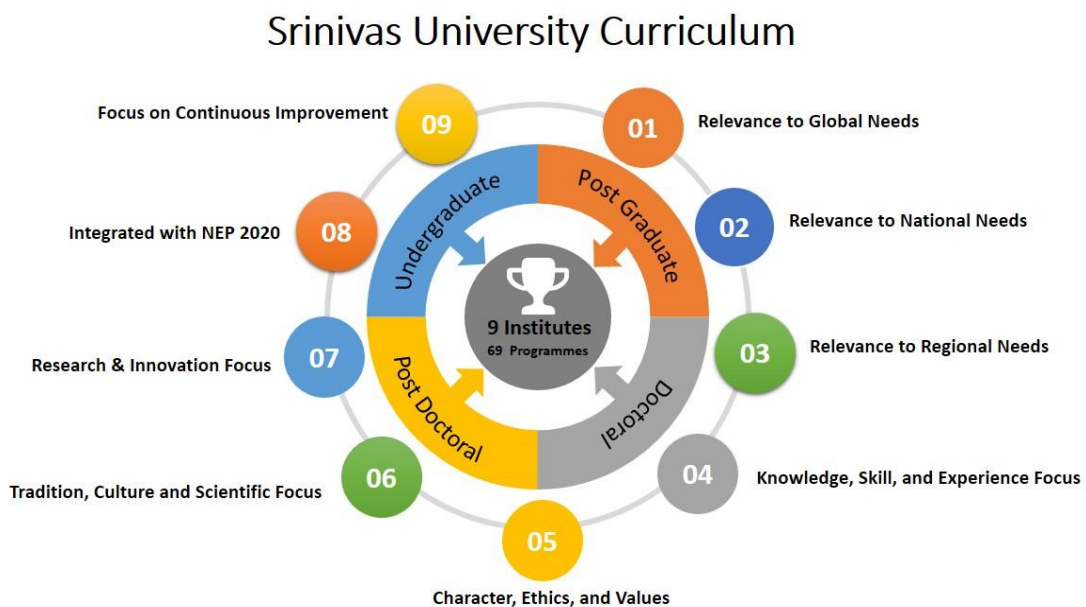


Fig. 3: Innovations in Curriculum

All institutions offer programs related to environmental sustainability, human values, and professional ethics. In addition to the above, students are sensitized on all these issues through a series of extra-curricular activities, including lectures by eminent personalities, and cultural events regularly organized by the university and also by various departments.



Fig. 4: Curriculum Enrichment Process

All students of the university undertake field projects/research projects/internships/incubationship in their programmes as a part of the experiential learning method adopted. Further, the university collected Structured feedback for the design and review of the syllabus – semester-wise from its Students, Teachers, Employers, and Alumni.

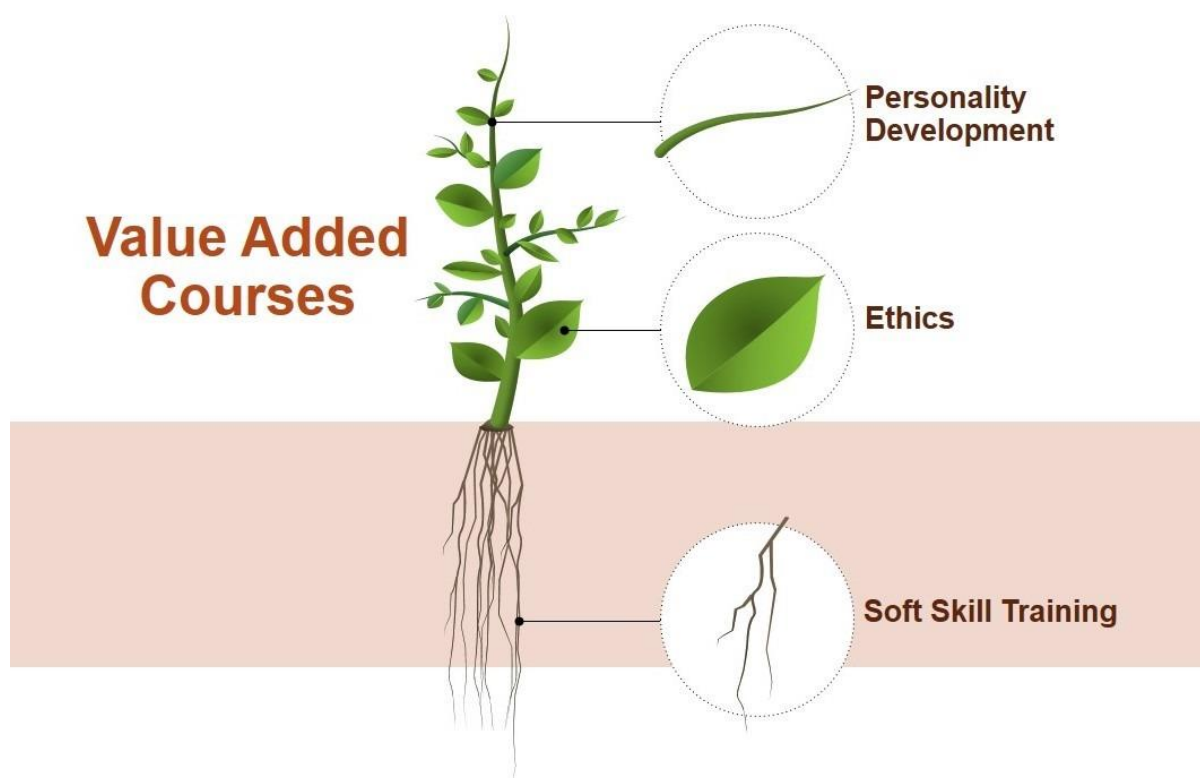


Fig. 5: Integrated and non-integrated Value -added Programs

4.3 Innovations in Teaching-Learning and Evaluation [54]:

Srinivas University, established in 2013 is the right destination for learning for a consistently increasing number of national and international students since its inception, is widely known for its emphasis on ideapreneurship, entrepreneurship, research, sports, and extra-curricular activities along with character-building education blended with knowledge and skills. The University came into existence in February

2015 and commenced its academic programmes from August 2017. Significant initiatives and futuristic views are taken since then by the university in the growth of its academic offerings, research accomplishments and contributions to the entrepreneurial promotion and motivation of students' community. The university has achieved several benchmark recognitions and has established several milestones including MoU with foreign universities and Government Agencies. The university has also set a record in International Publication and research. To briefly mention the history of the university, its origins are traced to Srinivas Group of Colleges sponsored by A. Shama Rao Foundation in the year 1988 with the aim of providing "Samagra Jnana", offering traditional courses combined with value-added components that reflected quality, innovations, excellence, knowledge, and skills. As a response to the growing demands, three campuses, namely Mukka, Pandeshwar and Valachil focusing on undergraduate, postgraduate, and research programmes emerged. University Campus at Mukka was developed to provide professional higher education and dedicated research centres in specialized areas were set up, providing strong support for the growth of the university. Vision The University adopted a Vision "to be a trendsetter among universities and build students who emerge as leaders with competence, conscience, and compassion by empowering them with sound education and high standards of ethical and professional behaviour enabling them to build and promote a more humane, just and sustainable world for future generations". Skilled Human development as a fundamental driver of this vision provides both deeper and broader scope in the institutional pursuits, deriving their roots from our national ethos and the borderless dimensions of educational values. The vision stated is sufficiently broad enough to endure the long-term needs and perspectives, as it can also embrace the emerging needs of the changing environment including the key tenets of the National Education Policy (NEP) 2020 [52-53]. The value of excellence enshrined in the vision statement implies the efforts for a continuous reinventing process in order to remain relevant and be able to create the skilled graduates that the 21st-century demands. By virtue of being a young university a proactive architect of higher education that is relevant for the present and future, and a promoter of the spirit of enterprise, Srinivas University envisions to rapidly transforming itself into a nationally prominent and globally recognized university with many advantages it possesses - a credible and distinct vision and mission, a healthy academic environment to provide Samagra Jnana blended with Knowledge and Skills, an outcome-based focus and service orientation, established areas for academic and research excellence, supportive and engaged faculty and technical staff with an appetite for positive change to cater the needs of industry at par with changing global technologies and history being self-reliant and pragmatic.

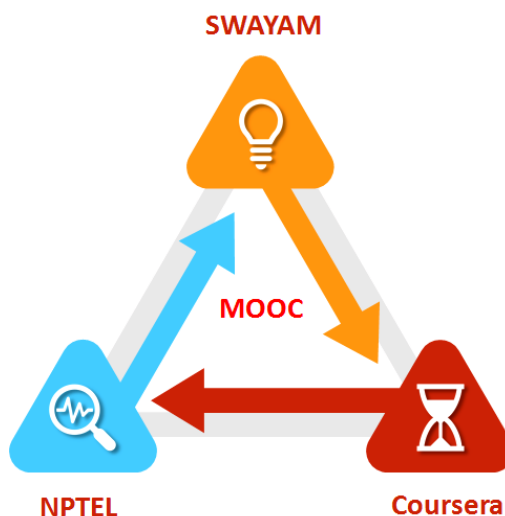
4.3.1 Catering to Student Diversity:

The University adopts a combination of methods, including feedback from students, and mentors, performance during the orientation phase, and internal & continuous assessment components (which include open book assessments, surprise tests, quizzes, assignments, and case studies) to identify the pace of learning and level of knowledge/skills of students. In addition, the academic background of the student population is analyzed. Slow learners are identified based on their performance in the Internal Assessment Tests and during the classroom interaction sessions. Students hailing from rural areas and those who have studied in non-English mediums are given Special English language classes to enhance their command of the language. Slow learners are given additional teaching by the concerned faculty members in Tutorial Classes. To further enhance their Knowledge and Skills, slow learners are facilitated to undertake course online certification courses, like SWAYAM, NPTEL, MOOC as depicted in Figure 6. Slow learners and others who have not studied cognate subjects are advised to take up remedial classes.

The University has taken the following initiatives to support, empower, and facilitate slow learners:

- (1) Remedial classes and bridge courses are conducted regularly and exclusively on a need basis,
- (2) Tutorials are conducted to enhance the knowledge and learning skills of the students,
- (3) Special lectures are organized as a part of remedial classes,
- (4) Peer learning & teaching to blend advanced learners & slow learners,
- (5) Mentor-Mentee system,
- (6) Parent-Teacher meeting,
- (7) Extra coaching classes,
- (8) Personal as well as academic counselling,
- (9) Conduct separate tests and examinations,

(10) Problem-solving classes and concept clarifications,



Online Certification Programmes for Students

Fig. 6: Various Certificate Programs for Students

- (11) Soft Skill and Technical Skill development programmes,
- (12) Programmes to develop Communication skills.
- (13) Unique programmes like ISAP (Information Search, Analysis, & Presentation) to enrich Technical Presentation Skills,
- (14) Content Development in a simplified manner,
- (15) Lecture sessions with adequate and appropriate teaching pedagogy,
- (16) Slow learners and others who have not studied cognate subjects are advised to take up remedial classes.



Fig. 7: Various supports for Slow learners

The University is facilitating the following measures to support and empower fast learners:

- (1) Special lectures are organized as a part of remedial classes,
- (2) Peer learning & teaching to blend advanced learners & slow learners,

- (3) Mentor-Mentee system,
- (4) Parent-Teacher meeting,
- (5) Extra Training Classes,
- (6) Personal as well as academic counselling,
- (7) Problem-solving classes and concept clarifications,
- (8) Soft Skill and Technical Skill development programmes,
- (9) Skill Development Training Programmes,
- (10) Unique programmes like ISAP (Information Search, Analysis, & Presentation) to enrich Technical Presentation Skills,
- (11) Content Development in a simplified manner,
- (12) Seminars and Presentations on the selected topics,
- (13) Group Discussions on technical topics,
- (14) Case study analysis.

All the students are encouraged to improve their performance and competence in the University examinations. Students are encouraged to access library resources, refer to volumes and books, and online journals, and take part in student seminars & group discussions. They are trained and groomed to represent the University in various extra-curricular, co-curricular, cultural, and sports events at State, National, and International levels.

- (1) Students are given an equal opportunity to interface with industry experts.
- (2) Students are given ample opportunities for peer learning and peer teaching.
- (3) Special presentations and group discussions are organized to enable them to improve their knowledge & communication skills.
- (4) They form the core team of the organizers of seminars, workshops, invited talks, resource lectures, industrial visits, educational tours, National Level Tech Fests, and Social and Cultural Activities.
- (5) They are given special coaching to improve their performance in competitive exams.
- (6) Internship opportunities are made more impressive to boost their exposure to the industry.
- (7) Guidance is given for higher education & career development.



Fig. 8: Various supports for Fast Learners

The University also focuses on promoting Leadership Qualities among Students. Hence, Students Associations are formed on an annual basis through elections which will boost their leadership abilities, leadership qualities, team working and team building. Students are given good opportunities in the smooth conduction of departmental, college and university activities and events.

The University places emphasis on participatory learning which helps both advanced and slow learners. Faculty members encourage students to ensure that classroom interaction make learning interactive and participatory. Apart from academic activities which facilitate student centric learning, the co-curricular activities are organized by the students through which they learn organizational and leadership skills. Learning resulting in defined outcomes such as quality placements, community involvement of students, sports excellence and entrepreneurship has been institutionalized. The University has also established good practice of inviting domain experts to deliver lectures to the students in their chosen field of expertise. These lectures are beyond classroom teaching which gives a broader and analytical perspective of the subject with critical thinking and critical evaluation. Experts from reputed organizations/industries/government organizations are invited frequently by the respective departments for organizing special lectures, seminars, technical talks and workshops both in online and offline mode due to pandemic situation. The academic departments allocate funds every year for conducting guest lectures, workshops and conferences. Since inception of the university, relevant guest lectures and invited talks have been conducted by the various departments. Periodical review meetings are held by the Deans/Principals with Heads of Departments during which feedback is shared.

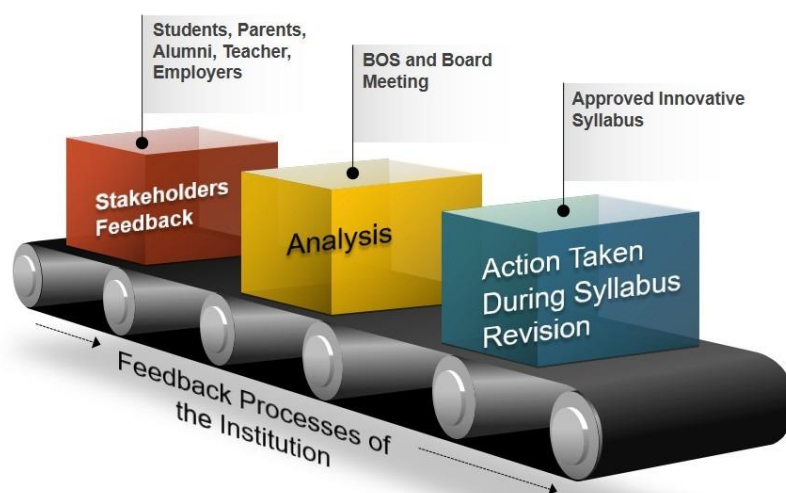


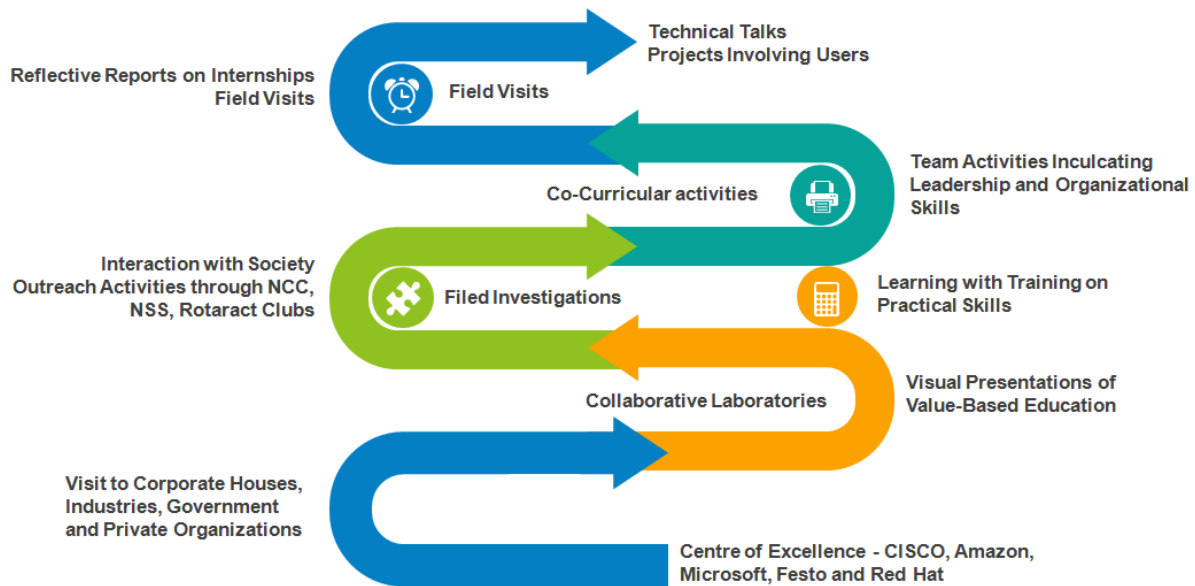
Fig. 9: Feedback process of the University under different Institutions

4.3.2 Teaching-Learning Process:

The University has created a well-established model in education, training, facilitation, coaching, and organizational development. It has adopted an active approach to learning coupled with practical application of knowledge which gives scope for the challenge, experience, reflection, and application both within and beyond the classroom teaching.

Experiential Learning: Experiential learning is a part of the regular teaching-learning process, which supports the students in applying their knowledge to understand complex realities. The direct experience and focused reflection enable the student community to gain from past knowledge and experience. Experiential learning at Srinivas University is mainly carried out through activities in varied spheres like:

- (1) Student-organized technical talks,
- (2) Projects involving users,
- (3) Reflective reports on industry visits and internships,
- (4) Field visits,
- (5) Interaction with society,
- (6) Team activities inculcating leadership and organizational skills.



Experiential Learning at Srinivas University

Fig. 10: Experiential learning model of Srinivas University

The learning is reinforced with training on practical skills, students as participants in curricular and cocurricular activities conducted in English and regional languages, ethics and moral values, visual presentations of value-based education, field investigations, etc. The students are also given an opportunity to visit facilities, corporate houses, government organizations, industries and various private organizations to enhance their knowledge and skills in carrying out activities in real case scenario, organization structure, managerial issues, and in production and services sectors.

Participative Learning: Best practices in teaching-learning are embedded in the mainstream curriculum. Students are given a platform to enrich their information search, analysis, and presentation skills. This kind of applied learning enables students to be industry-ready and more competent for the changing technology. The collaborative exchange of ideas and perspectives is focused on classroom experience, community focus, and industry focus. At Srinivas University, Students are given additional training and knowledge by displaying video clippings which will bridge the gap between industry requirements and academics. Students take an active part in student associations and forums and arrange invited talks by experts. They are the major contributors to outreach activities:

- (1) Celebration of National and International Days (World Water Day, Engineers Day, Teachers Day, National Youth Day, Indian Constitution Day, Karnataka Rajyotsava Celebration, National Voters Day, Yoga day, World Sanskrit Day, World Heritage Day),
- (2) State / National Festivals / Social Gatherings (Cultural festivals, Deepavali, Onam, Navaratri, Christmas),
- (3) Student Society interactive programmes initiated by the Central Government (Ek Bharat Shreshtha Bharat activities, Swacch Bharat Abhiyan, Unnath Bharat Abhiyan),
- (4) Sports and Tournaments,
- (5) Alumni activities,
- (6) Open day or fresher's day activities,
- (7) Technical Skill development programmes,
- (8) Soft skill training programmes,
- (9) Major and mini projects,
- (10) Company-specific training programmes,
- (11) Computer language training programmes,
- (12) Moral value-based education,
- (13) E-newspaper reading and role plays enable the student's holistic development of personality,
- (14) Training for entrepreneurial skills through the Employability Skill Development Programme (ESEP),

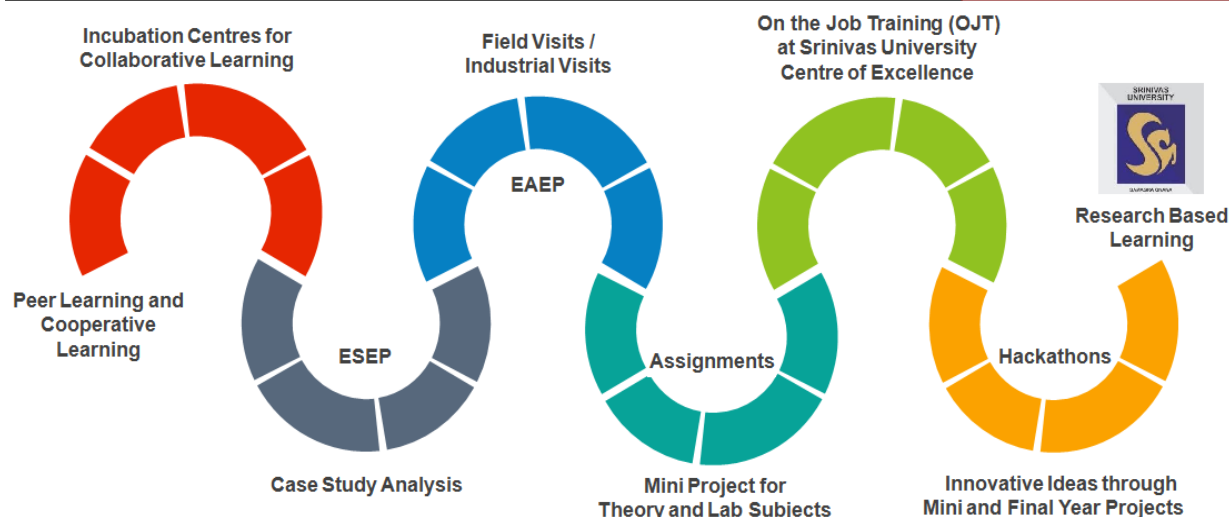
- (15) Entrepreneurship Ability Enhancement Program (EAEP),
- (16) LEAD programme (Leadership through Analytics and Decision Sciences).
- (17) Environmental awareness programmes to enhance the creative skills of the students.



Fig. 11: Participative Learning at Srinivas University

Problem Solving: Specific domains introduce the students to practical approaches and problem-solving abilities. Student enrichment and capacity-building programmes have given practical orientation and enhanced the learning ability of the students. Students are given guidance by the faculty members to enable them in order to get updated knowledge of recent developments and also enhance their ability to define, determine, identify, analyse, prioritize, evaluate, and select the optimum solution through the regular processes. The following initiatives are taken at Srinivas University to enhance Problem-Solving ability of students:

- (1) Peer learning and cooperative learning have enabled students to work in teams and arrive at definite solutions.
- (2) The University has also established Incubation Centres and has introduced the students to collaborative learning which enhances their team spirit.
- (3) Students are given Case Studies to analyse the problem and suggest the optimum solutions.
- (4) Students are encouraged to give their innovative ideas in mini-projects and Final Year Projects.
- (5) Students are provided On the on-the-job training (OJT) in Srinivas University Centre of Excellence.
- (6) In the continuous assessment procedure, Students are made to present Case Study Analysis / Problem Solving for each theory and lab subject.



Problem Solving Methodology at Srinivas University

Fig. 12: Problem-solving Methodology of Srinivas University

4.3.3 Effective teaching and learning process using ICT:

The University has a sound practice of expanding the teaching-learning process beyond the confines of a classroom. Information & Communications Technology (ICT) enabled advanced teaching methods are being followed. The Wi-Fi-enabled campuses encourage blended learning by providing access to websites containing e-learning resources. Physical and Digital study materials, notes, and e-journals are provided to the students. Self-paced learning sessions are made available for the students. Access to both classroom teaching as well as digital lectures enhances the mobility and flexibility of the learning process, supporting new-generation learners. High-Speed Internet connections are available in all the libraries which enhances the scope of e-learning and the orientation given by the library staff helps in the optimum utilisation of library facilities and resources. Students are enabled and encouraged to use MOOCs platforms like SWAYAM. Faculty members integrate multimedia content in pedagogy, and professional skills enhancements of students are facilitated through access to internet-based learning. Department Specific Online Course on International Certification is included in the curriculum to enhance the knowledge and skills. Centre of Excellence in Emerging Technologies was established at Engineering College which aims to equip students with the latest technologies and international certifications in emerging technologies from Amazon, Microsoft, Cisco, Festo, and so on. The University has subscribed to an e-library database which provides additional research and academic databases, e-journals, magazine subscriptions, and E-Books for libraries. The libraries of the constituent units have a host of e-journals that cater to the demands of graduate and postgraduate students, research scholars, and faculty members. University Digital Library (or College Digital Library) was also made accessible for all students during the pandemic to access digital resources remotely. The digital library facility is also continued when offline classes were resumed. All the units /departments of the University have an adequate number of LCD projectors to facilitate a better learning environment. Sufficient arrangements are made for audiovisual learning and video presentations. Multimedia projectors, laptops, high-speed Internet, and documentaries are other learning resources to introduce innovative teaching methods. Video conferencing facilities are available in all the units of Srinivas University. Infrastructure is also available for the online webinar in all the units of the University.

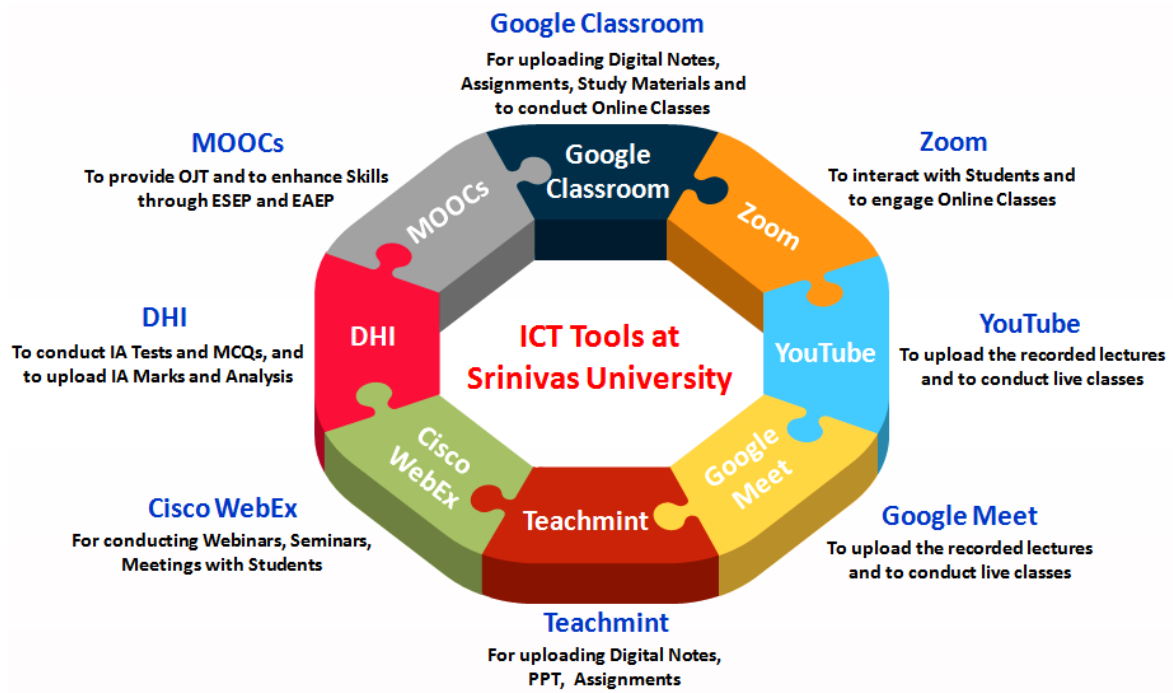


Fig. 13: ICT Tools at Srinivas University

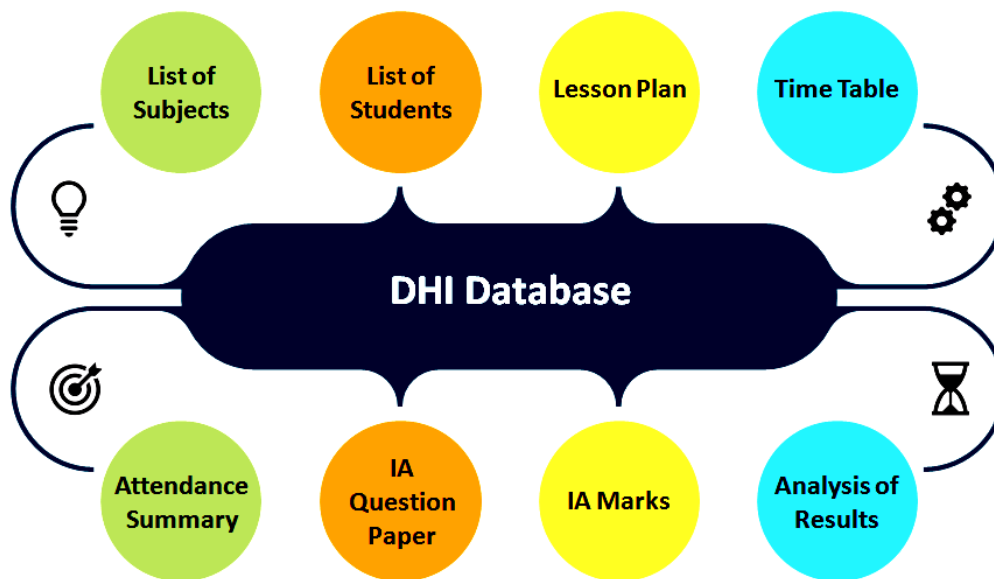


Fig. 14: Various Educational ERP Facilities

Public platforms like Google Groups, Google Meet, Zoom, and Teachmint help two-way communication between faculty and students. Learning and Study materials, assignments, and the like are shared through these platforms. WhatsApp groups are created for each class in each department which enables fast communication and exchange of information between faculty members and students. During the Pandemic the University migrated to: (1) Google Classroom, (2) Online Classes through Zoom, (3) Teachmint, (4) Google Meet for the conduct of classes, seminars, webinars, and (5) MOOCs with the outbreak of COVID-19, the university instantly migrated to virtual classes for students across all the Semesters through Zoom, Google classroom, and Teachmint platforms so that the academic activities are not affected, and quality is also not compromised. Students were motivated to familiarize themselves and participate in a synchronous assignments and projects that yielded in-depth subject knowledge. The software “DHI” Database Management System exclusively developed for the University covers the entire spectrum of activities; right from the time the student joins to the course

till the issue of the degree certificate. DHI includes a list of subjects, a list of students, a lesson plan, a time timetable, an attendance summary, internal assessment question papers, IA marks, analysis of results, etc. (figure 14).

4.3.4 Teacher Profile and Quality:

Average percentage of full-time teachers against sanctioned posts during the last five years is found to be 100%.

4.3.5 Innovations in Examinations & Evaluation Process:



IT Integration and Reforms in the Examination Procedures and Processes

Fig. 15: Various Stages of Examination Procedures

IT integration in the examination system has brought about considerable improvement in the evaluation system of the University. The Office of the Registrar (Evaluation) has made efforts to streamline its operations for the conduct of examinations in a smooth and fair manner. An exhaustive question bank has been prepared by all the departments to facilitate the smooth preparation of the question papers. This avoids typographic, and clerical errors and ensures confidentiality. The process of examination commences with the filling up of forms, preparation of a list of paper setters, digitization of certificates, and online application system. The University follows a semester system for all PG and UG programmes. Since the beginning, a grading system based on SGPA and CGPA scores on a 10-point scale has been introduced for the course evaluation. Make-up examinations are conducted for those students who have failed, so as to bring them on par with the successful students. The distribution of internal assessment marks and semester-end examinations has 50:50 ratio. The internal assessment marks are uploaded on the DHI system which ensures transparency and speed in the tabulation. The University has brought about a reform in the conduct of practical examinations. The University adopted Continuous Assessment in all Lab courses. Marks of the final lab test are also taken into consideration. The Examination Section handles all the activities involved in the conduct of examinations. Hall allocation, supervisor/invigilator workload allocation and make the activities involved in the procedure simple and easy. The packaging and coding of the script take care of the integrity, secrecy, and authenticity of the double valuation system. Results are declared within the shortest possible time upon completion of the valuation. Students can apply for the examination through DHI. Hall Tickets are generated through DHI. All the documents like marks cards, transcripts, and degree certificates including the issue of transfer certificates are handled by the examination section. The University

publishes all the results through WhatsApp groups. During the pandemic, the online conduct of exams and subsequent declaration of results within a few days reflects testimony to the ability of the University to adapt to the technology-enabled learning and various processes related to the examinations. In an online environment, a customized MCQ question paper was devised for each student.

The following Table 1 provides the details of a number of students who have applied for revaluation in various programmes offered by the University:

Table 3: Year wise number of applications, students and revaluation cases

Academic Year	Programme	No. of Students
2017-18	---	---
2018-19	B.Tech (Electronics & Communication Engg)	01
2019-20	---	---
2020-21	---	---
2021-22	---	---

4.3.6 Innovations in Student Performance and Learning Outcomes:

Srinivas University has a well-defined Learning Outcome Based Education (LOBE) system for all its programmes which are stated in terms of Programme Educational Objectives, the Programme Outcomes (PO) as well as the Programme Specific Outcomes (PSOs), and the Course Outcomes (CO). The Programme Outcomes are defined at each department level in alignment with the institutional Vision, Mission, and Quality Policy, which are made known, and the expected outcomes in terms of career & professional prospects and entrepreneurial development are reflected in the programme objectives. The relationship between Programme Outcomes/PSOs and the Course Outcomes is also mapped as part of the preparation of teaching, learning, and evaluation plans (TLEP) by the faculty members in the departments.

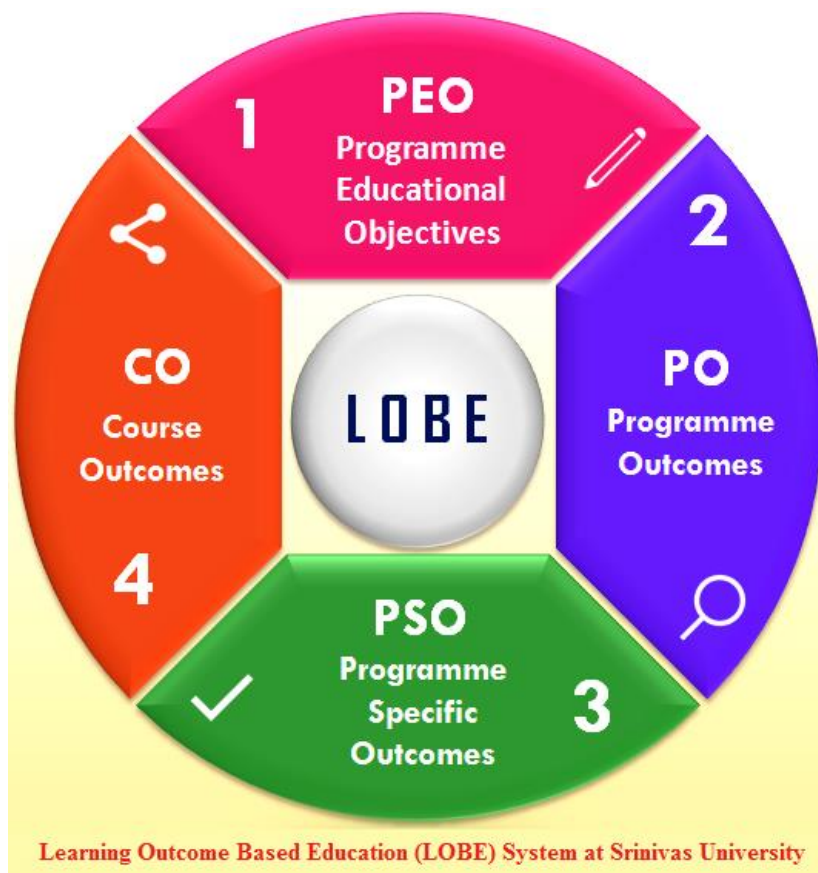


Fig. 16: Learning Outcome-Based Education (LOBE) system

The University encourages learning by performing in authentic and industry-oriented settings and promotes extensive use of high-technology tools and applications, focused learning, and resource centers with expanded access to facilities, materials, and learning resources. Graduate attributes, which are academic abilities, personal qualities, and transferable skills, provide all students with the opportunity to develop as part of their university experience. The Graduate Attributes in Srinivas University are chosen to reflect national, global, professional, and success dimensions of graduates aim to bring out critical thinking, knowledge, problem-solving ability, digital literacy, innovativeness, emotional intelligence, social responsibility, ethical behaviour, communication skill, soft skills, technical skills, collaborativeness, enterprise, and leadership potential.

The attainment of Course Outcomes is assessed through a well-designed assessment process. The choice of assessment elements enables the testing of learning levels as per Bloom's Taxonomy which is then suited to test the corresponding learning level that the outcome demands. Assessments are thus aligned with learning outcomes and instructional strategies so that both student motivation and learning are ensured which is done through DHI. Both formative and summative types of assessment are used. A variety of assessment methods under the above two broad categories are designed and used to improve the quality of students' learning experiences by focusing on significant knowledge and skills on the one hand and to provide accurate estimates of current competency or the potential in relation to desired outcomes, on the other hand, to enable the teachers to make appropriate decisions.

A TLEP (Teaching, Learning, and Evaluation Plans) is an instrument through which the integration of specified outcomes into assessment schemes is ensured at a course level. This includes detailed course information, course objectives, course outcomes, course contents (module-wise), and session-wise plan including pedagogy and learning resource details, and the assessment scheme. Additional reading material, links to MOOCs, Course-wise prepared Question Banks, value-added courses (International Online Certifications), fieldwork, and projects are integrated into the TLEP. Thus, at the level of course coordinators and faculty, outcome-oriented focus in the curricular delivery and the level of student engagement is influenced.

The University's framework of constructive alignment for adjusting teaching-learning and assessment to address the attainment of those outcomes and the standards at which they have been achieved have been well defined. The design moves from POs to COs and Outcomes for individual learning experiences. Outcomes at each successive level get aligned with and contribute to, the attainment of program outcomes. The POs, COs are informed to the students as described.

The attainment of Course Outcomes is assessed through a well-designed assessment process. The choice of assessment elements enables the testing of learning levels as per Bloom's Taxonomy which is then suited to test the corresponding learning level that the outcome demands.

There are four levels of outcome:

- Program Educational Objective (PEO)
- Program Outcome (PO)
- Program Specific Outcome (PSO) and
- Course Outcome (CO).

While the attainment of PEOs is done through alumni and employer surveys, the attainment of Program Outcomes and Program Specific Outcomes (POs and PSOs) are measured through the attainment of Course Outcomes (COs). The direct method involves student grades and attainment of course outcomes which in turn lead to the attainment of Programme Outcomes as per the relationship defined in CO-PO/PSO mapping. Indirect attainment measurement is through feedback from students based on questionnaires.

All the courses and their COs together must cover all the POs and PSOs. For a course, mapping of COs to POs/ PSOs is done through the CO-PO/ PSO matrix.

Course Outcomes are evaluated based on the performance of students in Continuous Assessments and semester-end examinations of a course. Continuous assessment contributes 50% and Semester End Examinations contribute 50% to the attainment of COs. Continuous Assessments include MCQs, Open Book Assessments, Mini Projects, Case Study Analysis, and Presentations. Course Outcomes are assessed and evaluated based on six levels of Bloom's Taxonomy (Creating, Evaluating, Analyzing, Applying, Understanding, and Remembering).

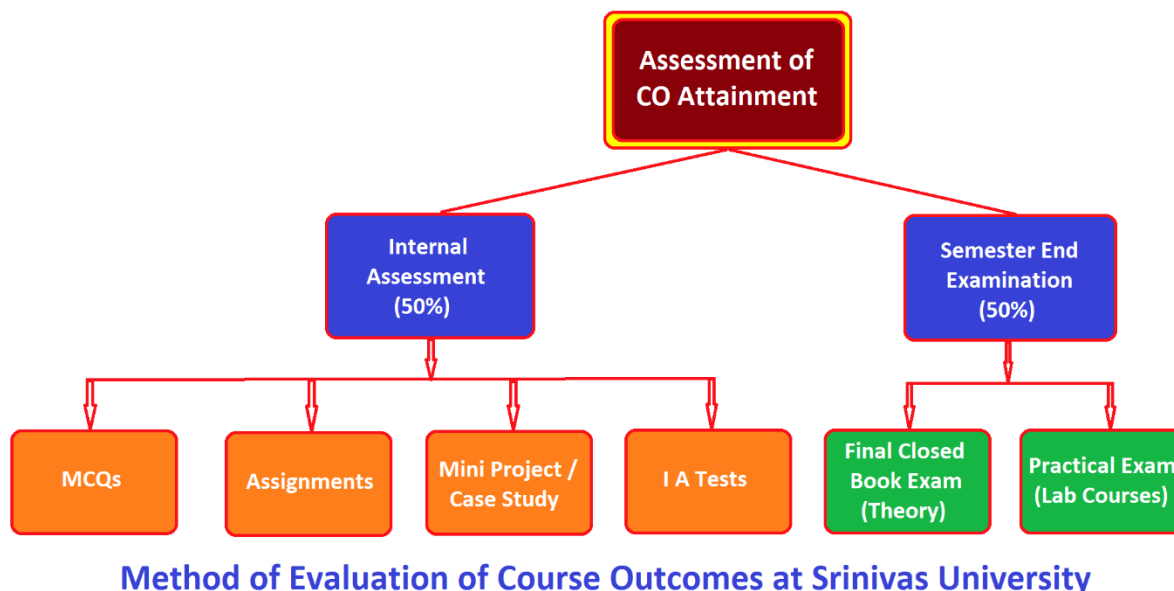


Fig. 17: Diagrammatic Representation of Assessment of CO Attainment

Practical Lab Courses:

- (1) The list of topics to be covered is defined by the Board of Studies members.
- (2) The faculty coordinator lists the experiments to be covered, in line with the syllabus.
- (3) Students are evaluated based on the continuous evaluation of each of the lab experiments.

Project Evaluation:

- (1) Project groups are formed as per guidelines decided by the Departmental Project Coordinator and HOD.
- (2) Project topics are finalized jointly by the students, Faculty guides, Project Coordinator, and HOD.
- (3) The Guide Approval Form along with Synopsis is submitted to the Project Coordinator for approval.
- (4) Each Guide monitors the progress of work carried out by the students through weekly progress reports.
- (5) The Project Guide along with the Project Coordinator conducts 3 reviews each semester in the final year of the programme as per the Rubrics and the marks awarded are submitted to the Head of the Department.
- (6) Project exhibitions are organized to showcase student's projects at the end of the academic year.
- (7) Project Viva-voce is conducted by a panel of examiners and the marks awarded are submitted to the university through HODs.

Indirect Assessment:

- (1) For indirect assessment of a course and program, exit surveys are conducted through structured questionnaires that students fill out and submit.
- (2) The exit survey questionnaires are a combination of outcome statements, faculty/ department's execution model, etc.

Assessment Process for POs / PSOs Attainment:

The Program Outcomes (POs)/ Program Specific Outcomes (PSOs) list the knowledge/skills and other attributes that must be inculcated in graduates by the time the program is completed. At the end of each program, the PO/PSO attainment is assessed from the CO attainment of all the courses taught during the program. The results and academic awards are uploaded in National Academic Depository (NAD) website for the verifiability of results by prospective employers, HEIs, and other agencies.

Table 4: Pass percentage of Students (Data only for the latest completed academic year)

Year	2021-22	2020-21
Number of final-year students who appeared for the exam	--	986
Number of final year students passed in the exam	--	951
Pass Percentage	--	96.45%

5. BEST PRACTICES IN ACADEMICS :

5.1 Students Level Best Practices in Academics:

Innovation is the lifeblood of every University to survive, sustain, differentiate, monopolise the service. Innovations in physical, digital, teaching-learning, intellectual property, emotional and network infrastructures are the need of the day [55 -56]. Competency and Skill oriented education model is based on the adoption of consistent innovative pedagogies in teaching, learning and research thereby contributing to the holistic integrated development of its stakeholders. Srinivas University has been very keen to implement its aggressive strategies to become a skilled and research-focused system and contribute to the transformation of society by contributing innovators. In this regard, University made innovations in designing and starting new super speciality programmes both in UG, and PG level as per present and future industry relevance, innovations in examination with continuous evaluation making it fool proof. The University has established networking with many industries, universities, and Education service providers to substantially improve the quality and weightage of the courses and degrees respectively. The service delivery demands changes in accordance with the emerging modalities in environment, technology, customer preference, time, law, etc. In order to be competitive in the present time University has provided ample attention to develop its core resources (Figure 19) and has a firm belief that its students deserve the best.

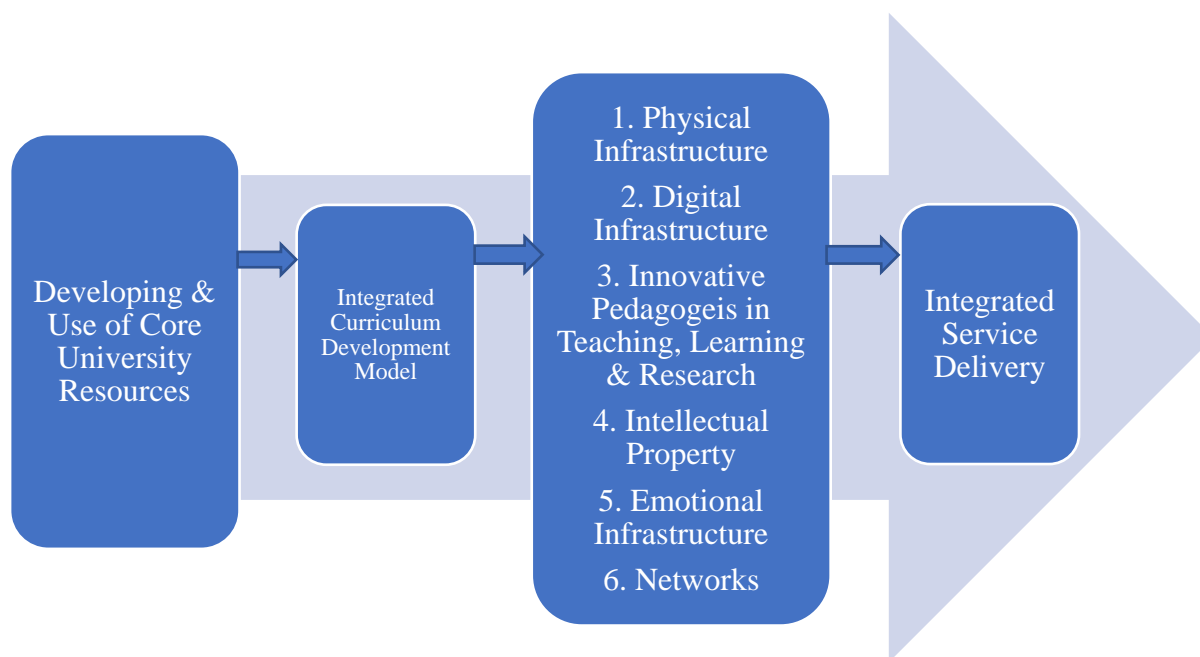


Fig. 18: Srinivas University Holistic Integrated Student Development and Service Delivery Model.

The Constructs of the Practice :

The university uses a holistic approach to service development and service delivery using its six infrastructures (physical infrastructure, digital infrastructure, innovative teaching-learning infrastructure, intellectual property infrastructure, emotional infrastructure, and industry & alumni network infrastructure) with the objective of providing world-class quality in order to satisfy and delight the students as internal customers. The university uses the following innovative components in its quality service:

(1) Institutional core values: University has embedded core values of teamwork, respect, responsibility, ethics, etiquette, social service, character, competency and confidence, techno-savvy and scientific thinking, quest for excellence, and continuous improvement in its service utility with all the stakeholders. University follows a first come first admitted model to drive its desire to excel with honest effort in reaching to the maximum beneficiary.

(2) Innovative pedagogy in Teaching and Learning: With the rich legacy of 33 years of service in quality education has utilized its autonomy to the best and designed several super specialty courses having industry relevant research focused curriculum. Electives were allowed based on student interest and future prospects. Efforts are taken by the Board of Studies to incorporate customised assignments, lab-based learning, field exposures, project works, and case studies into the curriculum. Annual leadership programme, co-curricular and extra-curricular activities aim to enrich the self-confidence of the students. Dissemination of action skills was fostered through field exposures, mini projects, and internships. Individual mentoring support from faculties, counselling from psychologists, and career advice services are provided by the departmental placement officers on a timely basis. Continuous evaluation system with equal importance to internal and semester end examination has been made as the means to earn good grades. University examination section conducts hassle-free transparent examinations along with the option of providing make-up examinations to the failed students within one month of declaring results thereby saving a year of such students.

(3) First come first admit model: In order to provide the opportunity of education to all, a policy to admit any student with eligibility on a first come first admit basis. As per the direction of Honourable Chancellor Dr. CA A. Raghavendra Rao, the faculty team aspires to mould the slow and average performers into fast learners instead of admitting talented students with threshold limits of 85 percent and securing university ranks. First come first admit model has opened up doors for all to get enrolled to super specialty course in spite of marks, gender, race, caste, class, etc.

(4) Chancellors free-ship Model: In order to support the meritorious students belonging to economically weaker sections are provided with free ship facilities. Students enrolling to any courses with more than 95% marks in their 12th standard will get a waiver of all the year fees for one Student per course and up to five students who score above 90% marks in the 12th Qualifying exam will get 50% course fee waiver for all the years for the entire course duration. 23 students have received full tuition fee reimbursement from the institutional fund.

(5) Separate Hostel facility for boys and Girls: University provides spacious well well-equipped hostel facility to both boys and girls separately with security deployed for the safety and security of the inmates. Nutritious and clean vegetarian and non-vegetarian food is served to the inmates. Separate buses are functioning to pick up and drop students from college to the hostel on a daily basis. Pure drinking water is served in the hostels. The discipline, study hours, and play time will also be monitored by the hostel warden appointed for exclusive purposes.

(6) Library Services: College has a spacious hi-tech library with sufficient reference books, journals, guides, manuals, research projects, newspapers, etc. in order to facilitate easy access to library resources, the library has digital accession, issue, and return processes through the mobile phone itself. Sought membership rights with free access to the library resources of Mangalore University, Central University, and National Institute of Technology, Karnataka. Subscriptions is sought for the usage of National Digital Library, E-Journals, E-Magazines, and Newspapers which help students access enormous materials in online itself.

(7) Earn while Learn Model: The placement cell of the University will help the undergraduate and post graduate students to get into part-time jobs where the student can spend their unutilized time after the regular classes in a more productive ways and can earn a salary by which he can minimize dependency

over their parents. Students are employed in Pizza Hut, Swiggy, Zomato, commercial shops, hotels, pubs, retail shops, supermarkets, customer care, BPOs, etc.

(8) Productive Course Work Model: The scholars enrolling to doctoral programmes has to complete coursework compulsorily to be eligible to present the synopsis to the doctoral committee. The course work is designed for 16 credits comprising of 4 papers having 4 credits each. Paper 1 is on Research Methods, Paper 2 on the Core Subject, Paper 3 on Case Studies, and Paper 4 on Literature review. All papers have 50 marks internal and 50 marks external, respectively. On completion, scholars will be well aware of the research methodology and publication which will help to prepare a good synopsis on their area of research.

(9) Ideal Publication and Copyright with Author Model: STAR-focused Research and Innovation pedagogy is followed by focusing on the Students, Teachers, Academics Governance and Research. Srinivas Publications encourage the publication of journal articles in its four international indexed journals with open access and for free of cost. The publication provides better liberty to share the published paper in the research consortiums including SSRN, Research Gate, Academia, etc since the publishers will not seek copyright over the publications.

(10) Competency-based continuous Student Evaluation Model: Student progress in all core papers is evaluated for 100 marks of which 50 marks are allocated for internal examination and 50 marks for semester-end examination. For measuring the competency of the student's continuous evaluation is conducted in each subject by allocating separate marks for internal examination, assignment, class participation, and attendance. The Academic software is also built with evaluation criteria to be marked at the end of every class while executing the class with software based on the pedagogies used by the respective faculty daily basis.

(11) Ubiquitous Online Training Model for Research Scholars: Orientation on research methodology is provided to Ph.D. scholars enrolled from varied places is carried through online mode by using Teachmint, Zoom, Webex, Google Meet platforms. This facilitates reaching a huge number of audiences at a time and giving interdisciplinary exposure to the researchers. Online mock presentations, and Doctoral Committee meetings are also carried out during the Covid Period in order to maintain social distancing at the interest of the health and welfare of all.

(12) Use of Research Experts for Ph.D. Guidance as Research Professor Model: A remarkable step is taken to employ experienced retired Professors with Ph.D. as research professors having served in government, aided, deemed, autonomous institutes to utilise their expertise and free time for the benefit of research scholars who are ambitious to do doctoral studies. It facilitates scholars to work along with eminent academic experts across disciplines and derive the best publication to their credit.

(13) Optimized usage of Infrastructure with Blended Training Model: University conducts offline, online, self-learning through MOOC courses, field-based learning, project-based study, case analysis, experiential learning through active participation, guest lectures and talks from industry experts, industry and agency visits, social service etc. The available infrastructure is utilised to the best of by conducting offline classes on alternative days along with online classes. Computer lab is provided to all at convenient days so as to derive the best utilities from the IT experts.

(14) Annual Faculty Accountability through API Score Model: All the faculties are motivated to perform best by allocating API scores to academic, research, publication, extracurricular activities, event organisation, engaging in admissions, examination-related works, consultancies, personal development, achievements, gaining copyrights and patents, etc. Each good work will earn an allocated score thereby the performance will be measured as per the API format of the University and supported with substantial monetary incentives. The promotion and career enrichment of the faculty is decided upon the annual API Score.

(15) Mentoring and Counselling Service: One to One student mentoring facility is carried in all colleges by the respective faculties of the department once in every semester to motivate and channelise student progress. Any student with serious abnormalities in the behaviour and conduct will be referred to the University Counsellor who shall counsel and treat the abnormality with the help of psychotherapy.

(16) Automation of Academic and Evaluation: University has carried out automation of learning management system in collaboration with Heroizen Technologies, Bengaluru by automation of admission, attendance, teaching, evaluation, marks card and announcement of the University result, etc.

(17) Student Research Project: All final year undergraduate students are supposed to prepare a research project in the area of their specialisation by collecting data from the field. Concerned faculty will see that the research outcome will be published as journal article at the end of the work.

(18) Experiential Learning: Students are exposed to concurrent field work, an internship of specific duration, block placement, summer placement, course work, apprenticeship with the industry of relevance to get hand on training in the specialised areas to learn on-the-job roles in more clarity. Students will be taken to industry visits and study trips to experience the work in reality.

(19) Extra-Curricular Engagements: Students are engaged in the forum, clubs and committees to organise programmes. Festival including Onum, Diwali, Sri Krishna Janmastami, Christmas, Ramzan, Eid, etc. Students are trained in Sports such as volley ball, football, cricket etc and even in the Indore Games including table tennis, chess, caroms, etc. Students will organise fresher's parties, cultural day celebrations, and send-off functions. Exhibitions and fests are conducted by using students to train them with organising and leadership skills.

(20) Exclusive Faculty Training: University has established Center for faculty training under the chairmanship of Dr. Jayashree bolar which shall conduct periodic faculty development programmes to the teaching and non-teaching fraternities of the University both online and offline modes. The centre shall train the participants in the areas of teaching, research, value additions, university policies, duties, responsibilities, pedagogies, automated academic management systems, online teaching software and service delivery and quality aspects and issue completion certification. It is mandatory for all the faculties to undergo and complete at least 2 training certifications in an academic year which also yield scoring in the Annual Performance Indicator respectively. It is also required by the University that all faculties shall pursue at least 2 MOOC Courses from UGC Swayam courses, Coursera, edx, NPTEL, Alison, etc.

(1) Integrated Student Development Model (ISDM):

Srinivas University Student Development Model with ten components for future industry-oriented Choice based courses & Curriculum.

While offering any UG, or PG program in universities, the curriculum and pedagogy plays an important role. Programs with futuristic curriculum and attractive pedagogy can realize the objective of higher education by providing suitable knowledge, employable skills, and experience so that both confidence and competency of the students should be upgraded to the industry expectations [57-58]. Recently we have developed a conceptual model on student-centric curriculum to increase their employability based on innovativeness. This integrated student development framework is based on STEAM-Employability Model (STEAM stands for Science, Technology, Engineering, Arts & Design, and Mathematics) with a focus on experimental learning and IPR generation. The model is also represented in the form of a block diagram as shown in Figure 19 [59-60].

Integrated Student development framework:

The integrated Student development framework is focused to generate new knowledge, new skills, new experience through a hard and dedicated learning model. The curriculum design of various programmes is based on: (1) More subjects and more credits to cover learning on continuously increasing information with time, (2) STEAM (Science, Technology, Engineering, Art & design, and Maths) focus in curriculum planning, (3) Employability/Entrepreneurship skills enhancement program (ESEP) features, (4) Creating intellectual property awareness through compulsory patent analysis in specialized fields, (5) Experienced learning (EL) by means of industry oriented internship, and (6) Compulsory contribution to IPR either through copyright or through patent filing to qualify for the award of degree. Universities which formulate strategy to implement such integrated student development framework by having collaboration with industries are capable of reaching excellence. In the student-centred model of academic learning, the curriculum should be futuristic and it should be based on the questions - what, how, and where. Srinivas University has used its autonomy to design an innovative, well-planned curriculum called integrated student development model to make its students as “**all-rounders**” and at the same time “**super-specialized**” in a futuristic area with following components:

(1) More subjects and more credits to cover learning on continuously increasing information with time:

Due to increased research contributions in society, information is growing in all subjects leading to information explosion. Knowing the gist of such advanced new information is very essential to the students to become innovators in research and skill-focused higher education system. Learning more subjects and more credits in each semester allows them to utilize their most precious time effectively and allows them to become all-rounders and super specialists. With this background, Srinivas university designed its curriculum in every semester of all programmes with more subjects and more credits so that students at UG and PG courses are required to take 24 to 28 credits compared to the general structure of other universities as 20 to 24 credits per semester (i.e., at least 4 more credits).

(2) STEAM (Science, Technology, Engineering, Art, culture & design, and Maths) focus in curriculum planning:

In order to make Indianized Higher education system, Srinivas University recognized the importance of art, culture, and design and added them to the curriculum along with science, technology, engineering and maths in undergraduate four years programmes. Art, culture, and design education components add enhanced confidence and make learning enjoyable. This also makes the higher education model as holistic and multi-disciplinary [61]. Hence STEAM model of higher education is an improved version and more innovative compared to STEM model while planning a higher education curriculum.

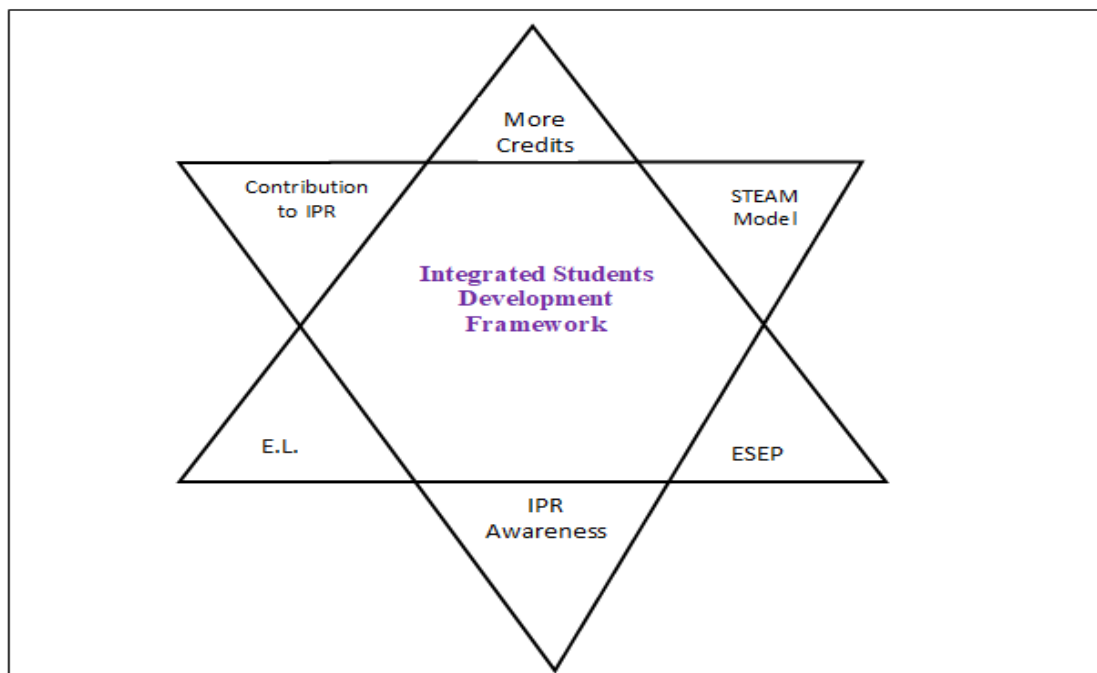


Fig. 19: Integrated Student development Framework for effective education [59, 60]

(3) Employability/Entrepreneurship skills enhancement program (ESEP) features:

Amidst Corona pandemic, to counter the recent hue and cry of Indian Education systems utter failure of creating employable & independent thinking students, Srinivas University is now equipped with Employability/Entrepreneurship skills enhancement program (ESEP) features with new structure of curriculum consisting overall 50% Knowledge focus, 25% skills focus, and 25% research focus to unfold the hidden potentials of the students and to create them as Innovators. Students of both UG and PG programmes will study two ESEP subjects in each semester specially designed to acquire 21st-century employability & entrepreneurial skills. These skills are provided by internal and external experts invited through special collaborative efforts [62-63].

(4) Creating intellectual property awareness through compulsory patent analysis in specialized fields:

To create awareness about patents and copyrights and acquiring them during the study through team-based scholarly articles or patents of products or processes is an integral part of this student-centered model. The university created facilities like open access scholarly publication by holding copyright with authors, patent analysis, and publication in indexed journals by keeping copyrights with authors are taught to the students to differentiate themselves from other university students. Analysing other patents in a chosen field systematically by evaluating their structure, features, and listing advantages, benefits, constraints, disadvantages, effectiveness, and future economic benefits (ABCDEF) in the responsibility of patent analysis [64-66] in one or two semesters motivates and empowers students to create their own patents during internship or apprenticeship time under compulsory patent filing requirement for Degree completion.

(5) Experiential Learning (EL) by means of industry-oriented internship:

Experiential learning deals with getting hands-on experience by doing or closely watching skilled work by means of attending practical/laboratory-based experiments, industry-based internships, company-based apprenticeships, short team projects, fieldwork, etc. Srinivas University has included all these experiential learning methods in its various UG and PG programmes. This gives an opportunity for students to gain hands-on training along with the confidence to face challenges in industries and society.

(6) Compulsory contribution to IPR either through copyright or through patent filing to qualify for the award of degree:

Setting targets, creating opportunities, continuous monitoring, follow-up, confidence through role models, and accountability of performance are essential to increase productivity in the working/learning place [67-68]. Setting targets of compulsory copyright for scholarly publication or patent filing at the end of semester projects or internships make students alert and to work hard with such goals. This also differentiates in terms of their quality on innovativeness. When the award of the degree is connected with compulsory publications based on creating new knowledge or patent filing by creating new product or process leads to guaranteed success [69-70].

Administrative and Faculty Responsibilities in Implementation of Integrated Student development Model :

Faculty members of various divisions of the university like: Student counselling Centre, Internal Quality Assurance Cell (IQAC), Board of Studies (BOS), Board of Examinations (BOE), Research & Innovation Council, Placement & Training centre, Centre for foreign education, Srinivas publication, Alumni Association, etc. have involved in the successful implementation of Srinivas Integrated Student Development model.

The trained and dedicated faculty members along with industry-experienced people are involved in developing an integrated student development model. The implementation of Srinivas integrated student development model is done carefully as honours degree model with more subjects for study, more credits, multi-disciplinary and inter disciplinary focus, experimental and experiential learning methods with industry immersion and IPR creation from student teams.

(2) Integrated Student Service Model (ISSM):

Srinivas University Integrated Student Centred Service Model with ten components of all round student support.

Holistic education not only focuses on providing Integrated Student development framework for effective education, but also should effectively implement it through a systematic and well-planned student-centric service model [71-73]. The integrated service model in higher education should contain required services offered to the students by the university to achieve the goal. Further, such an integrated student service model should contain components for satisfactory completion of students' requirements from admission to graduation. Such an integrated student service model provides effective services to the students in order to fulfil their objectives of better performing by availing announced and promised services from the university by time to time. Since all the students are aware of the components of such integrated service model, there will not be any injustice to certain sections of the students. Further, these services are well defined, well communicated, and offered through intimated electronic media in order to reach every student of a class or programme.

Srinivas integrated student-centric service model focuses on providing 360-degree service to undergraduate and postgraduate students and is developed from a student point of view and is to be offered by the teachers of the University. The model contains suitable components to provide student satisfaction and delight at all stages of their studies in a programme, from admission stage, learning stage, and placement stage as shown in the figure.

(i) Admission stage: This stage involves providing information and awareness about different programmes offered by the university along with their curriculum, course pattern, pedagogy, career opportunities, etc. to the prospective students and their parents. This also involves counselling for programme/course selection, advising financial solutions through education loan, staying at campus or near campus during study, information on student responsibilities during the course period, parent responsibility during course period, earn while learn opportunities, etc. Admission stage involves various processes starting from student approach to the university for programme/course enquiry to the orientation program of the programme/course.

(ii) Learning stage: Learning stage is the centre of the higher education system where students have to enhance their knowledge, skills, experience, and character (ethics & values) through systematic teaching-learning methodology. In student centric education & training model, students should get supporting services for their satisfaction and delight.

(1) Futuristic Curriculum: As per the request of IQAC and based on the instructions of Board of management, Board of studies (BOS) of individual programmes identifies and develops futuristic curriculum and updates it every year. As per the curriculum, detailed syllabuses for every subject of each semester are developed.

(2) Session-wise Teaching Plan: The respective subject faculty member who is teaching individual subject is required to develop detailed session-wise teaching plan for entire syllabus and share it with every student who opt that course/subject.

(3) Chapter-wise Study Material: The subject faculty member also has to prepare chapter-wise study material as per the syllabus and distribute it to all registered students.

(4) Blooms Taxonomy based Question Bank with Model Answers: The subject faculty member

(5) Student Assignment on QB: Students are required to prepare best answers to the question bank questions individually with the help of study material, Textbook and reference books shared with them. This will help them to perform better and score good marks in semester end university examinations.

(6) Sharing PPT slides of Class Interactions in PDF: To provide equal support to all the students, whether they present or absent to the classes (due to any genuine reason), the faculty members who handled the classes will also share the power point slides in pdf format to every registered student.

(7) Minimum five Textbooks sharing per subject in PDF for Reference: In the era of digital books, faculty members of individual subjects are required to identify best and suitable five books related to that teaching subject and share them with every student through their class WhatsApp group and an online teaching platform.

(8) Continuous Evaluation: Srinivas university student service model gives equal importance to continuous evaluation along with semester end examination with the ratio for university semester end exam and continuous evaluation is 50:50. Fifty percent marks are allotted for continuous evaluation unlike most of other universities where the ratio for university semester end exam and continuous evaluation is 70:30.

(9) Immediate Semester end Results: Through examination system automation, Srinivas University has developed its capability to evaluate semester end examination papers in such a way that it declares the examination results along with printed mark cards within 10 days after the examinations.

(10) Earn while Learn support (optional): The University, through its placement and counselling centre, helps and guides students to engage earn while learn program. The information regarding part-time jobs in the city or online are communicated to registered students through specifically created WhatsApp groups.

(iii) Placement stage: Placement stage is usually internship or output stage for students in higher education system (HES). The following services are offered as essential services in integrated student service delivery model:

- (1) Counselling & Support for internship or Apprenticeship,
- (2) Counselling & Support for Higher Education/ Employment / Self-Business.

(3) Member of alumni association & lifelong support.

In this student-centred and faculty-focused model, every faculty member is trained to provide designated services and is responsible for the effective implementation of the model. The success of Srinivas integrated student service model depends on the committed efforts of faculty members who act as counsellors, teachers, and placement advisors.

Administrative and Faculty Responsibilities in the Implementation of the Integrated Student Service Delivery Model :

The faculty members of the University under the direction of Deans, Programme/Course coordinators, and class coordinators are mainly involved in creating, offering, and sharing these components of integrated student service delivery. Through WhatsApp group of individual classes and Teachmint online training platform, the components of Srinivas integrated service model are delivered to the students. Faculty responsibilities include:

- (1) Unit-wise detailed Syllabus (with Subject code, Objectives, Pedagogy, Expected outcome & List of Reference books).
- (2) Session-wise Teaching Plan (Minimum 40 sessions for 100 marks paper & 20 sessions for 50 marks paper).
- (3) Chapter-wise/Unit-wise Study material as per approved Syllabus (Min 25 pages/Chapter).
- (4) PPT presentation in PDF format Chapter-wise/Unit-wise.
- (5) Chapter-wise Question Bank in Bloom’s Taxonomy format.
- (6) Model Answers to Question bank questions.
- (7) Minimum Five Scanned PDF Textbooks directly related to the syllabus to be shared with WhatsApp group/ Teachmint Group of the Class.
- (8) For Lab-based Practical papers, Lab Manual is compulsorily shared with the students.
- (9) Open announced policy for Internal/Continuous evaluation marks distribution in individual subjects.
- (10) Each Faculty member should create a virtual Class Room for their Subject using Teachmint online platform for sharing Study material & Assignments. They should also the member of the WhatsApp Group of the Class along with the students.
- (11) Faculty members should know student feedback components & continuously improve their feedback by improving their Teaching performance.
- (12) Faculty members should have a copy of Annual Performance Indicator (API) score format and plan to improve their Ranking grade every year.

Table 5: Srinivas Integrated Student Service Delivery Model

Srinivas Integrated Student Service Delivery Model		
Admission Stage	Learning Stage	Placement Stage
(1) Counselling for Course selection, Education Loan, Stay, etc.	(1) Futuristic Curriculum (2) Session-wise Teaching Plan (3) Chapter-wise Study Material (4) Blooms Taxonomy based Question Bank with Model Answers (5) Student Assignment on QB (6) Sharing PPT slides of Class Interactions in PDF (7) Minimum five Textbooks sharing per subject in PDF for Reference (8) Continuous Evaluation (9) Immediate Semester end Results (10) Earn while Learn support (optional)	Counselling & Support for (i) Internship or Apprenticeship (ii) Higher education/ Employment / Self-Business. (iii) Member of alumni association & lifelong support.
Every student get justice through an equal amount of information and support as service delivery		

The universities must take some of the measures to promote research and innovation using their autonomy. This includes compulsory research components in the curriculum, performance-based faculty compensation, annual faculty ranking based on individual annual faculty research index, promotions are based on research performance, etc. Theory of accountability (Theory A) [67-70] is best

suitable for inspiring and motivating the faculty members and other researchers to get their maximum contribution both individually and team-wise for research productivity. The essential elements of Accountability Theory (Theory A) include (1) Systematic planning, (2) Target setting for individuals and groups, (3) Motivation through continuous follow-up, (4) Developing working strategies, (5) Fixing responsibility, (6) Showing role model, (7) Monitoring & Guiding to reach the goal, and (8) Accountability either positive or negative depending on the outcome. Theory A can be effectively implemented in universities by following a framework consisting of collective identification of the need, collective goal setting, collective responsibility, collective monitoring, and collective accountability. The choice of work strategy, motivation, and developing internal role models are tools for accomplishing the research objective [67-70]. Vice-chancellor and Deans of the university should be role models for young researchers through their continuous research contribution. Promoting collaborative research with other higher education institutions and industries through an organizational research policy to increase the research and innovation of the university and will help the university to march towards excellence through reimagining its position by fully utilizing its autonomy [71-73].

5.2 Evidence of Success :

From University Point of View:

- (1) Admitted 3788 students between 2017-2021.
- (2) Out of total 23 Chancellors Free Ship scheme girls have been the majority beneficiaries.
- (3) 1800 Students are admitted to college hostel.
- (4) 560 students are availing earn while learn facility by taking up part time jobs.
- (5) Substantially high as 500 scholars have enrolled for Ph.D. in Srinivas University.
- (6) Published 1,188 Articles and 40 books under Srinivas Publications.
- (7) As a part of effective service delivery during COVID 19 lockdown period Srinivas University is the first University to announce Online Classes to its students in the region and even online Ph.D. mock presentations, I DCM, II DCM's through online flatforms during the Covid period.
- (8) 60 Research Professors are recruited for guiding students of Ph.D.
- (9) API linked incentive scheme is brought to operation for the staffs of Srinivas University since 2019.
- (10) Examination and Evaluation is also conducted through Academic Software ERP System during the 2020.
- (11) 700 Extra-curricular activities were organised by the University to provide holistic exposure to students.
- (12) Constituent institutions have secured 100 percent result along with University ranks over the last five years.
- (13) Srinivas University is conferred with First Rank in Research among World Business Schools by Elsevier's Global SSRN Research Ranking
- (14) Established 10 institutions in the disciplines of Hotel Management & tourism, Engineering & technology, Social Sciences, Business Management and Commerce, Education, Physiotherapy, Allied health Sciences, Nursing Sciences, Computer and Information Sciences and Aviation studies.
- (15) About 112 Courses are offered with UG, PG, and Research Degrees.
- (16) Ranked #1 in Research Publications as per the Elsevier during 2019 & 2020.
- (17) 3,788 Students are studying in the Srinivas University.
- (18) Maintains 20: 1 Student - Faculty Ratio.
- (19) About 55% of our stakeholders are first generation college students.
- (20) Pride to have 12 faculty members within 100 Ranks in the Elsevier's SSRN among the top 12,000 researchers.
- (21) About 30 % of students are working/earning during evening/weekend.
- (22) Strong alumni base.
- (23) About 84% students belong to Minority Communities especially from economically backward and socially challenged sections (423+2764) respectively.

- (24) About 45.43 % i.e., out of total 3788 students 1721 are girls.
- (25) About 49.78 % i.e., out of total 3788 students 1886 are from other States.
- (26) Spread across 2 Campuses in Mangaluru, D.K District.
- (27) 65 Super Specialty Programmes at UG level.
- (28) 1230 Publications during last 5 years.
- (29) 209 Highly qualified & accomplished regular faculty team.
- (30) About 200+ student research papers during last 05 years
- (31) About 300+ recruiting partners for Placement/Internship.
- (32) 600 research scholars pursuing research leading to Ph.D. & 85 Post-doctoral scholars pursuing D.Sc./D.Litt.
- (33) 20 National Conferences held annually since 2019 with publication of proceedings with ISBN.
- (34) Established Srinivas Publication House with four indexed and refereed Online International Journals with ISSN having high impact factor.
- (35) More than 300 study books are prepared for UG & PG Courses by the faculties and available in the library for access.
- (36) The full tuition fee reimbursement of 23 students is done under Institutional Scholarship and 103 students from the State and Central government respectively.
- (37) More than 1,500 study material books are written and shared with the students for 50 Programmes at UG and PG levels.
- (38) More than 1,500 Bloom's Taxonomy based Questions banks are developed for 50 programmes and shared with the students. This effort contributed to enhance both learning skills (lower order skills) and research skills (higher order skills) of the students.

From Student Point of View:

- (1) Opportunity to super-specialize in a given area based on futuristic industry demand subject.
- (2) Holistic curriculum to choose and learn multi-discipline subjects
- (3) All-round learning opportunity through implemented STEAM model
- (4) Integrated student curriculum model provides all-round development of a student to make his/her employable or an entrepreneur.
- (5) Integrated student service model provides high-quality, assured service to make them happy, satisfied, and delighted.
- (6) The blended mode of delivery in some UG programmes which are non-practical oriented are welcomed by students as it avoids wastage of their precious time in non-productive activities like traveling, waiting for services, etc.
- (7) The inclusion of MOOC subjects from national and international online training agencies like SWAYAM as an option to earn the required credits in each semester is also well accepted.

(3) Student-Centred Examination & Evaluation Model (SCEEM):

Automated Student-Centred Examination and Competency-based continuous Evaluation system is adopted at Srinivas University. The question papers are prepared as per Bloom's taxonomy based on higher-level thinking skills. The total marks for the evaluation are divided into two equal parts for continuous evaluation (Internal marks) and Semester end University exam. 50% weightage is given to both internal exams and semester-end exams respectively. The policy of awarding continuous evaluation marks is announced at the beginning of the academic year along with session-wise teaching plan distribution. The internal marks for continuous evaluation are divided into various components like 10% marks for attendance, 5% marks for presentation, 10% marks for the first internal exam, 10% marks for the second internal exam, and 15% marks for Assignments. Chapter-wise question banks were distributed to the students of all subjects and model answers were given for some questions. Students are expected to answer all question bank question bank questions as assignments. Around 80% of questions of the semester-end exam question paper are from question bank and the remaining 20% of questions are of higher thinking order application type to test the comprehensive ability of the students to solve real-world problems.

The entire examination system including question paper setting both for internal exams and University semester-end exams is supported by LMS. The answer papers are scanned and converted into digital copies for an automated evaluation system where the evaluator can access the papers for evaluation ubiquitously. As a result, the university is able to announce the semester-end exam results within a week after the completion of the last exam of the semester in each subject though it follows dual blind evaluation system. The major components of this student-centred exam & evaluation system include:

- (1) Fast announcement of results.
- (2) Students get the opportunity for personal seeing of evaluated papers as well as revaluation of disputed papers.
- (3) Makeup exams were also conducted for the failed students and those who could not appear for the semester-end exams for any unavoidable circumstances within 15 days after the announcement of results. This facility allows students to clear any pending subjects before going to the next semester or year's loss.

5.3 Faculty-Level Best Practices in Academics:

Faculty API: The university has developed and implemented a Faculty API Based Compensation and accountability system. Though it is exhaustive, faculty members can calculate their annual scores and grades as shown in Table 6, and improve them further during the next year through proper strategic planning and implementation.

Table 6: Faculty API Score and ranking format

No	Type of Documents	Description	API Score	
			Self	PAC
Category A : Teaching Learning & Evaluation Related Activities (135 Points)				
1	Contact Classes (40 Points/year)	(1) No. of contact classes taken during one year including Lectures, Tutorials, Practicals, etc. (1P for 5 classes, Max. 40 Points):	(1)	(1)
2	Project Supervision (20 Points/year)	(1) No. of students Guided at UG, PG, & Ph.D. (1P for one student, Max. 20 Points);	(1)	(1)
3	Innovative Teaching Learning Methodologies (40 Points/year)	(1) No. of Subjects Handled with SU Study Book (5P for one Subject, Max. 15P):	(1)	(1)
		(2) No. of Certificate Programs given (5P per Certificate, Max-10 P) :	(2)	(2)
		(3) No. of Experimental learning sessions conducted outside college (2P/event, Max. 2P):	(3)	(3)
		(4) No. of Subjects Curriculum updated (4P per subject, Max. 8P):	(4)	(4)
		(5) Annual average Student Feedback (Max. 5):	(5)	(5)
4	Examination Related Works (25 Points/year)	(1) Invigilation/Supervision related (1P/Invigilation, Max. 10 P):	(1)	(1)
		(2) Evaluation/Assessment (2P per subject, Max. 10 P):	(2)	(2)
		(3) University Question Paper Setting work (2P per QP, Max. 5 P):	(3)	(3)
5	University Results (10 Points/year)	(1) Average result in subjects per year in percentage = x Points = [(x - 50)/5]:	(1)	(1)
Total Points Scored in Category A out of 135 Points:				
Category B : Co-curricular, Extension & Professional Development (65 Points)				
1	Student related Co & Extra-curricular Activities (10 Points/year)	Name of Activity (2P/activity, Max. 10P)	(1)	(1)
		(1) Guest Lectures Arranged:	(2)	(2)
		(2) Industry visits Arranged:	(3)	(3)
		(3) NSS/Unnath Bharath Program:	(4)	(4)

		(3) Atomic Research Centre (ARC) (1P/Centre, Max. 5P): (4) Project /ARC Output based on copyright/Patents (5P/Paper or Patent, Max 10P):	(4)	(4)
3	Research Guidance (10 Points/year)	(1) Guided M.Phil./M.Tech. (by Research)/MS. (by Research), 3P/Candidate award: (2) Guided Ph.D. (10P/award): (3) Guided UG/PG Student Project resulted in Journal Copyright/Patent Submission (2P/Publication):	(1) (2) (3)	(1) (2) (3)
4	Training courses Attended/ Conference Papers Presented & Invited Lectures (25 Points/year)	(1) Training courses / FDP attended (min. 5 days, 5P/Certificate, Max. 10P): (2) Conference Papers Presented (5P/3P/2P for Int. Nat./Nat./Regional; Max. 10P): (3) Invited Lectures/ Chairing the session/ Inauguration/other invited responsibilities like Ph.D. external examiner etc. (5P/Event, Max. 10P):	(1) (2) (3)	(1) (2) (3)
Total Points Scored in Category C out of 115 Points:				
Category D: Related Contributions				
1	Outreach Activities		Yes/No	
2	Admission Activities		Yes/No	
GRAND TOTAL POINTS out of 315 Points				
Faculty Grade Rank				

Table 6(b) : Faculty Ranking Grades based on API Scores

S. No.	API Score	Rank	Grade	Percentage Score
1	301 – 315	A ++ Grade	Excellent	95 %
2	276 - 300	A + Grade	Extremely Good	88 %
3	251 – 275	A Grade	Very Good	80 %
4	226 – 250	B ++ Grade	Good	72 %
5	201 – 225	B + Grade	Adequate	64 %
6	161 – 200	B Grade	Average	51 %
7	140 – 160	C Grade	Below Average	44 %
8	120 - 140	D Grade (No Increment)	Poor	38 %
9	Bellow 120	F Grade (Relieving)	Very Poor	Below 38 %

Table 6(c) : Minimum scores required under different categories for different faculty levels

Category/ Criteria	Asst. Professor	Associate Professor	Professor
-	Minimum Score Requirement	Minimum Score Requirement	Minimum Score Requirement
Category A (Teaching Learning etc.) (135)	80	80	80
Category B (Co-curricular activities, etc.) (65)	20	20	20
Total (A+B) (200)	115	115	115
Category C (Research activities etc.) (115)	10	20	40
Total API score (A+B+C) (315)	140 (45%)	160 (51%)	170 (54%)

6. INSTITUTIONAL DISTINCTIVENESS IN ACADEMICS:

Srinivas University aims to achieve Global Standards with academic excellence and Research Identity through its 'Indigenous Distinctive Innovation' framework with the following unique initiations [34].

6.1 Indigenous Distinctive Innovations of Srinivas University:

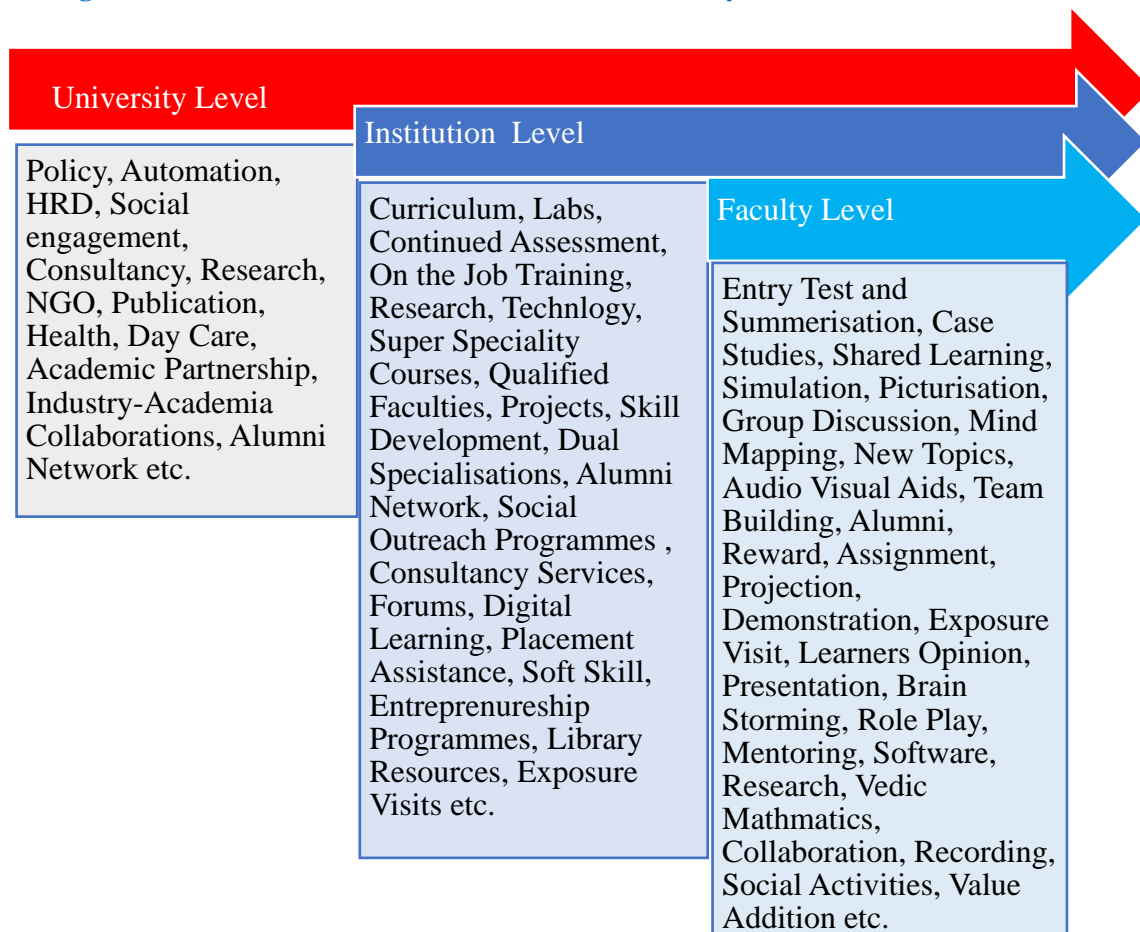


Fig. 20: Indigenous Distinctive Innovations of Srinivas University

(1) Unique Courses on Emerging Technology: To provide current curricula with 21st Century technical skills, University has collaborated with iNurture, ISDC, ICT Academy, Xlenz, ImagineXP, Kakunje Software Pvt Ltd, Airvantix to provide courses on Nano Technology, Robotics, Artificial Intelligence & Machine Learning, IoT, Cyber Security & Cyber Forensics, Data Science, Cloud Technology, Block Chain Technology, Structural Engineering, Industrial Nano- Biotechnology, etc.

(2) Mandate on SWAYAM courses: To upgrade faculties with current content in their respective disciplines all faculties are sought to undergo 2 compulsory Swayam MOOC Courses per year including refresher courses.

(3) Embedded ESEP & EASP Subjects: As per NEP 2020, subjects on the Employability Skills Enhancement Programme & Entrepreneurial Ability Enhancement Programme were embedded to UG courses.

(4) Earn while Learn Programme: The placement cell of the University is helping students to get into part-time jobs to reduce their dependency on parents. Students are placed at restaurants, online marketing companies, shops, supermarkets, etc.

(5) Academic Collaboration: University has collaborated with educational service providers including iNurture, Bangalore, ICT Academy, Venture Soft Global, California USA, IMT Lille Douai, France, Imagine-XP of Pune, Airvantix Education Pvt. Limited, Bangalore, Dell-EMC, Nano Technology and Catalysis Research Center, University of Malaya, Malaysia, DynaMed Clinical Research Tomball, Texas, United States of America, CannyIdeas, Brand Marketing, Iselin, New Jersey, USA, WSB

Universities, Poland, City of Glasgow College, Scotland, Raigunj University, West Bengal, Kakunje Software Private Ltd, Mangalore, ACE Manufacturing System Bangalore, IBM Education Services, etc. to enrich practical exposure to the students.

7. SWOC ANALYSIS OF SU IN TERMS OF ACADEMICS :

SWOC analysis identifies the strengths, weaknesses, opportunities, and challenges of an organization in an identified area [74-86]. Here, the SWOC analysis in terms of listing of strengths, weaknesses, opportunities, and challenges at Srinivas University is presented:

7.1 Institutional Academic Strengths:

(1) **Leadership:** Strategic Plan and Visionary & Committed Leadership to elevate the University as one of World Class Universities.

(2) **Accountability:** Leaders & Administrators as Role models and Accountable in every task & all levels of responsibility.

(3) **Adequate Infrastructure:** Being 35 years in higher education field, Srinivas University has developed an adequate amount of all 6 essential infrastructures, to offer student-centered, quality higher education to its students, which involves (1) Physical infrastructure, (2) Digital infrastructure, (3) Teaching-Learning infrastructure, (4) Intellectual Property infrastructure, (5) Emotional infrastructure, and (6) Network infrastructure.

(4) **Collaborations:** Industry collaborations for Admissions, Industry Orientation, Skills & Entrepreneurship development, Projects and internships, Student Placements, Research & Commercialization, Regional incubation Centres for supporting start-ups, etc.

(5) **Innovations:** Twelve Super Innovations in University processes based on Autonomy. Include Student-Centred, Faculty-focused, Industry orientation, and Research surrounded Innovative system.

(6) **Cost-leader:** With the strategy of utilizing resources optimally through collaborations, without compromising quality and effectiveness, Srinivas University is trying to become low-cost player and hence offers higher education at affordable fees.

(7) **Research Focus:** Faculty level Research using Atomic Research Centres, Institutional level research using Core Research centres, Multi-disciplinary Research using Inter-Institutional Research Centres, and Multi-Institutional Research using Collaborative Research Centres.

(8) **Micro Incubation Centres:** Micro Incubation Centres (Technology based / Business based) in each institution to identify, promote, and nurture new business ideas to start an independent business by our students and alumni with the help of our faculty members.

(9) **Super-specialty Programmes:** Industry-specific, super-specialty programmes are offered in emerging technology areas and demanding industries, using autonomy in higher education system.

(10) **Alumni Association:** Young and Active Alumni Association which can be moulded with university vision from the beginning.

(11) **Social Service Involvement:** Through Srinivas Institute of Rural Reconstruction Agency (SIRA) an NGO under Srinivas University, Compulsory NSS exposure to all the students, Inculcating core-values within university students, the university has potential opportunity to cultivate holistic, traditional higher education system.

(12) **Research Publications:** Ideal Model of Publication through University Press and free publication for university researchers through University Research funds & Consultancy.

(13) **ICT enabled Classrooms:** ICT enabled Classrooms with facility for Online & Offline classes.

(14) **Preparedness for NEP-2020:** NEP 2020 implementation and thinking beyond it to increase GER for UG, PG and also Research level education.

(15) **Effective Communication with Stakeholders:** Use of Communication technology (like WhatsApp, Online Groupware platforms for an effective communication with the Students, Teachers, Parents, and Administrators.

(16) **Student centered Progress:** Design and adoption of Srinivas University Integrated Student Development model with ten components, Srinivas Integrated Student Service Model with ten components, and Student-centred examination system with continuous evaluation focus and competency/outcome-based education to provide student-satisfaction, student-delight, and student-enlightenment.

(17) **Sustainability Management:** Implementation of solid waste management system, solar electricity

panels, use of solar electric vehicles, vermi-composting, rainwater harvesting, and wastewater recycling, etc

(18) Gender & Religion Equality: A preferred destination for female students and employees of all religions for safety and security, with zero tolerance for sexual harassment.

(19) Research Recognition: DSIR Approval for all departments to strengthen the funded experimental research.

(20) Scholarships: Merit Cum Means scholarship for Rs. 35 lakhs for meritorious students at UG, PG, and Research levels during last 5 years.

(20) Customized & Individual focus: 1: 15 Faculty-student ratio and Mentor-student ratio with low fees structure among private universities.

(21) Continuous Faculty Development: Faculty Development to remove absolvency through training and monitoring by developing API based scores & grades through University Faculty Training & Development centre and performance-based faculty incentives.

(22) Elimination of skill-gap through Joint Training: Collaborative Courses with ISDC, i-Nurture, ICT Academy, NIIT, Venture-Soft Global, Pentagon Space for remove skill gap and for guaranteed Placement, etc.

(23) Boosting Innovative skills & Research Skills of Students & Faculty: Boosting Innovative skills & Research Skills of Students & Faculty through unique model of Technology/Business Micro Incubation Centres and Faculty co-ordinated Atomic Research Centers, respectively.

(24) Brand Value: Institutional NGO (SIRRA), Srinivas General Hospital, and brand value of existing Srinivas Group of Colleges.

7.2 Institutional Academic Weakness:

(1) New University: Being a young University, there are plenty of teething problems including the number of faculty members with Ph.D., changing attitudes of existing faculty members to research orientation, Brand building requirement for increasing admissions, retaining faculty members due to enhanced pressure on API based annual performance, number of Ph.D. awarded per teacher, etc. This has to be overcome gradually through experience and effort.

(2) Lack of Govt. Research Funds: Lack of UGC and state government grants for research & Innovations due to non-approval of 12(B) based on Govt. policy.

(3) International Admission: Structured focus is required to promote university in International market due to statutory regulations.

(4) Lack of E-content development Opportunities: Due to constraints of 12(B) recognition, Contribution to e-PG patashala, MOOC content of SWAYAM, NPTEL, and open learning platforms due to Govt. policy.

(5) Alumni Association: Too young Alumni Association for significant Alumni and Philanthropic contribution.

7.3 Institutional Academic Opportunities :

(1) To be a first mover in the implementation of NEP 2020 by effective use of autonomy with all its holistic features, and has the potential to be a trendsetter in implementing super-innovations in all its horizontal and vertical functions.

(2) Re-defining higher education and research by removing obsolete practices and implementing radical and destructive innovations which are student-centric.

(3) To have tie-up with Foreign Universities for Admission, Academic, & Research Collaborations,

(4) To offer Dual –Degree Programmes in Local languages, Local Culture & Traditions and Various philosophies,

(5) To offer dual degree Programmes as well as Online Programmes in different emerging technologies & Management area as BCA, BBA, B. Com, & B.Sc. Undergraduate & respective Postgraduate Programmes.

(6) Securing higher scores in NIRF, Global rankings such as THE, QS rankings, and others if open access and keeping copyrights of scholarly articles are retained with researchers/university.

(7) Working towards achieving the status of Institute of Eminence which in turn eliminates all restrictions for innovations in the HE industry.

(8) Use of DSIR recognition to attract Research and Development Grants from National and

International agencies for augmenting research facilities.

(9) Initiation of student & faculty exchange programs by starting and using its Bangalore Campus.

(10) Attract eminent Professors & Researchers from International institutes through improved HR policies.

(11) Offer sector skills training along with Govt. of India and Industry Associations to eliminate technology based any future skill gap.

(12) Collaborate with global universities of repute in niche areas of research.

(13) Further focus on Dual-Degree Programmes and online programmes in Arts & Design area for existing students and other University students.

(14) Offering online education and research programmes ubiquitously at low price and high quality.

(15) To become better among bests in higher education and research space adopting Ideal Education Model.

7.4 Institutional Academic Challenges:

(1) Foreseeing & Adopting technology based and customer perception based fast changes in Higher education industry.

(2) Mobilizing finance & effective and efficient Human Resources for Research, Skill imparting, Innovations, and Development

(3) Developing & Maintaining World Class Infrastructure which involves Physical, Digital, Innovative Teaching-Learning, Intellectual property, Emotional commitment, and Networking with industry and alumni.

(4) Maintaining high quality and overtaking unhealthy competition from Mushrooming affiliated Colleges.

(5) To become a low-cost leader, low fees charging but highly effective university to create innovators for future industries by attracting and retaining high-quality research-intensive faculty members.

(6) Constraints of following local, national, and international regulations to improve local campuses, and to start new campuses both at nationally and internationally.

(7) Control on University Research output by keeping copyright and patent rights (IPR) without bending to international lobbies and publication mafia.

(8) Handling Government interference in quality improvement processes and use of autonomy while making innovations in HE spaces to compete at the international level.

(9) Time requirement to enhance a number of faculty members with Ph.D. degree qualifications.

(10) Constraints of yet to receive NAAC Grading to start Online Distance Programmes (ODL), Foreign Collaboration,

8. SUGGESTIONS BASED ON ANALYSIS :

(1) Srinivas University should focus on improving its physical infrastructure to offer varieties of industry-oriented and super-specialty programmes.

(2) Appointing qualified faculty members and retaining them for a longer period is also a crucial requirement in the university using the best H. R. policies.

(3) Brand-building activities are intensified to attract more applications to the newly offered programmes.

(4) Maintaining high quality in academics by strictly implementing quality initiatives in teaching-learning practices and overtaking unhealthy competition from Mushrooming affiliated Colleges.

(5) In order to provide high-quality teaching-learning environment, faculty development programs should be frequently organized.

(6) The automation of examination and evaluation should be intensified further to reduce the announcement of academic results within a week after the last examination.

(7) Students of both UG and PG programmes should be encouraged to take online MOOC courses in related and interested topics to provide comprehensive knowledge, and skills.

9. CONCLUSION :

The landscape of higher education continues to undergo a profound transformation, underscored by a myriad of innovations that redefine academia's essence. This scholarly endeavour has meticulously scrutinized the multifaceted innovations within Srinivas University, delving into the intricacies of

curricular evolution, pedagogical advancements, and evaluative paradigms. The dynamic nature of innovation in curricular design stands as a testament to academia's responsiveness to the evolving professional sphere. It has embraced interdisciplinary studies, contemporary knowledge integration, and skill-centric approaches, aligning educational trajectories with the demands of a rapidly evolving world. Strategic endeavours in curriculum design and development have unfurled an ethos of flexibility, relevance, and adaptability within academic frameworks. Srinivas University's initiatives exemplify an iterative process, perpetually redefining curricula to mirror industry requisites and technological progress. Moreover, the institution's emphasis on academic flexibility, curriculum enrichment, and collaborative value additions has significantly augmented students' holistic development, fostering well-rounded professionals equipped to navigate the complexities of modern workplaces.

The innovative fabric of teaching-learning methodologies and evaluation paradigms at Srinivas University has woven an enriched tapestry of comprehensive learning experiences. By catering to diverse learning styles and acknowledging student diversity, the institution has championed inclusivity, personalized learning, and tailored support systems. These strides in pedagogical innovation, complemented by ICT integration, resonate with a commitment to fostering engaging classroom experiences and leveraging digital tools for optimized learning outcomes.

Furthermore, the emphasis on teacher profile enrichment, continuous professional development, and nurturing a culture of teaching excellence underscores the institution's commitment to academic prowess. Srinivas University's scrutiny of examination and evaluation practices, alongside transformative assessment methods, has steered academia toward holistic and authentic evaluations, contributing to a nuanced understanding of student performance.

Thus, the collective endeavour at Srinivas University echoes a commitment to an adaptive, inclusive, and enriched learning milieu. The spectrum of innovations discussed embodies academia's relentless pursuit of excellence, geared toward nurturing competent, future-ready graduates poised to thrive in an ever-evolving global landscape. These innovations stand as a testament to the institution's dedication to academic advancement and student-centric learning paradigms.

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