

How Internal Quality Assurance System is Re-defined in Private Universities – A Case of Srinivas University, India

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ABSTRACT

Purpose: To study and assess about how the Internal Quality Assurance System can be redefined and restructured in Private universities and their effect on the overall quality of teaching and learning environment.

Methodology: A case study is taken from Srinivas university. All the required information is taken from the mentioned University. Also, a few research papers are taken from Google scholar based on which a literature review is done

Results and Outcome: The study leads to an observation and conclusion about redefining Internal Quality Assurance System in Private Universities and also its effects on various domains in the existing system. It is also seen that the redefined quality leads to satisfaction, delight, and Excellence. It also becomes a foundation for NAAC Quality Initiatives

Originality: A research based case study on analysis of the Internal Quality Assurance system of Srinivas University.

Type of Paper: Research based Case study.

Keywords: Internal quality assurance system, IQAS, Private university, Srinivas university, Academic quality improvement, Administrative quality improvement, ABCD analysis.

1. INTRODUCTION :

Quality is a major issue in business management for both products and services in all industries. The quality of a product or a service decides satisfaction. In the higher education industry, service quality decides student satisfaction. Higher education institutions invest their resources including time to provide better quality in education services.

It is known that the Internal quality assurance cell (IQAC) and its contribution to quality improvement in higher education institutions are responsible for identifying and maintaining quality in higher education services [1-2].

National Assessment and Accreditation (NAAC) system in India stresses on planning organizing, supporting, maintaining, and controlling the internal quality of an HEI through IQAC and the advantages, benefits, constraints, and disadvantages are analysed by various researchers [3-6]. IQAC-based Internal Quality Assurance System is essential to provide quality in education and research services of all six infrastructures [7-8] as depicted in Table 1.

Table 1: Quality initiatives in Higher education system based on Various infrastructures

| S. No. | Infrastructure | Quality Components | IQAC Responsibility to maintain quality facilities |
|--------|-------------------------|---|---|
| 1 | Physical Infrastructure | Basic facilities, Comfortable facilities, Dreamy desirable facilities | Classrooms, Laboratories, Sports & games facilities, |
| 2 | Digital Infrastructure | Basic, Comfortable, and dreamy desirable digital facilities on the campus and for the online programmes | ICT enabled classrooms, Digital Library, Wi-Fi campus, Online admission, fee payment, e-communication between stakeholders, digital examination & |

| | | | |
|---|---|--|---|
| | | | evaluation, online placement & alumni support, |
| 3 | Curriculum & Teaching-Learning Infrastructure | Suitable and attractive teaching-learning pedagogies, Examination and evaluation models & systems | Effectiveness of teaching-learning pedagogy, Opportunities for student-teacher interaction, student mentoring, Environment for development of knowledge, skills, experience, character, and hence students' confidence. |
| 4 | Intellectual Property Infrastructure | Effective and innovative teachers as role models, and contribution of the institute for creating IPRs useful to the society. | Intellectuals to create new knowledge, new interpretation of existing knowledge, innovative products and services, Focus and supports to IPR creation, etc. |
| 5 | Emotional Infrastructure | Stakeholders' emotions and belongingness with the institution | By providing, security, safety, counselling, co-curricular and extra-curricular activities, identifying & encouraging individual talents through services that provide student satisfaction, student delight, and student enlightenment |
| 6 | Networking Infrastructure | Cordial relationship with surrounding industries and alumni of the institution | By creating an eco-system with related industries for projects, internships, apprenticeships, and placement. Support from alumni both for financial and non-financial contribution. |

India, being a developing country is now focussing on enhancing its gross enrolment ratio (GER) towards 50% during the next 10 years, and is encouraged private universities to grow in the country to more than 50%. But private universities, being self-financing universities, can sustain only if they provide quality higher education [9-12]. In this regard, it is essential to identify and analyse the quality of services offered by universities in the higher education space. In this paper, we have analysed “How Internal Quality Assurance System is Re-defined in Private Universities” by considering the case study of Srinivas University, Mangalore, India.

2. OBJECTIVES OF THE PAPER :

The objectives of the paper are as follows:

- (1) To discuss and analyse the various Quality Assurance strategies and processes that are prevalent in Private Universities.
- (2) To study the various ways of evaluating the Teaching-Learning Process in Private Universities.
- (3) To know about the assessment of Learning outcomes at periodic intervals of time for better sustainability
- (4) To discuss and analyse Integrated Performance Metrics of Private Universities and their importance with special reference to Srinivas University
- (5) To assess the best Quality Assurance Practices of Srinivas University.
- (6) To brief about the various Quality enhancement initiatives to be planned by Private Universities and their implications thereafter.
- (7) To understand the Best Practices & Super-innovations in Internal Quality Assurance of Srinivas University.
- (8) To present an ABCD analysis of IQAC from various Stakeholders' perspectives.

3. REVIEW OF LITERATURE :

In order to understand the various aspects of Internal Quality Assurance System prevailing in Educational institutions and their way of operating and subsequent consequences of defining and

redefining them in Autonomous Colleges and Private Universities, a systematic literature study is done as mentioned in the following table 2.

Table 2: Literature review on Internal Quality Assurance Systems related scholarly publications of HEIs

| S. No. | Field of Research | Focus | Reference |
|--------|--|---|--|
| 1. | State of Internal quality assurance of Higher education in Indonesia | A case study of the Internal Quality Assurance at the State University of Gorontalo | Haris, I. (2013). [13] |
| 2. | Importance of having assessment framework | National assessment framework and its necessity for quality assessment | Dill, D. (2007). [14] |
| 3. | Formation of body of Internal Quality Assurance with various domains and factors | A framework with nine domains is discussed | Jingura, R. M., & Kamusoko, R. (2019). [15] |
| 4. | Focus on pragmatism and how it helps to understand external and internal quality assurance | A case study to prove that education quality is guided by pragmatism | Ansah, F. (2015). [16] |
| 5. | Study on how the different roles of stakeholders are related to the governance models of different countries | Notion of Stakeholder theory | Leisyte, L., & Westerheijden, D. F. (2014). [17] |
| 6. | Assessing students' experiences of internal quality assurance practices of private Higher Education Institutions | Responses from students of Garden City University College and Christian Service University College in Ghana | Essel, H. B., Boakye-Yiadom, M., & Kyeremeh, F. A. (2018). [18] |
| 7. | Identification of important variables that helps to implement an effective Quality Assurance | Analysing the quality assurance within Italian universities | Agasisti, T., Barbato, G., Dal Molin, M., & Turri, M. (2019). [19] |
| 8. | Transformation that has to be undergone by higher education institutions toward sustainable development | To define a new role for higher education in the 21st century | Fadeeva, Z., Galkute, L., Mader, C., & Scott, G. (2014). [20] |
| 9. | Identification and discussion of some of the key environmental factors through which public management and private sector philosophies are brought into universities | Factors that alter a university's missions, core values, strategies, structures and academic identity | Parker, L. (2011). [21] |
| 10. | Importance of learners' objectives, students' needs, and skills and how it is sought by employers in the fourth industrial revolution | A review of higher education institutions and their move towards the fourth industrial revolution | Atiku, S. O., & Boateng, F. (2020). [22] |

4. QUALITY ASSURANCE STRATEGIES AND PROCESSES :

Educational quality is a multifaceted concept that consists of all functions and activities such as teaching and academic programs, research and scholarship, staff, students, buildings, facilities, equipment, community services and academic environment. The quality of the education system (primary,

secondary and tertiary institutions) means the extent to which the education system has achieved its set goals. This means that the educational system's deliverables can solve the country's environmental and social needs. Quality therefore means the standard of one thing compared to another [23]. This is an area which needs contribution from all the stakeholders. Higher education institutions are allowed to hold regular assessments of their existing system. This can be carried out by system audit. Audits can be done by Internal agencies or External agencies. An educational institution that maintains, develops, and improves its own quality through such audits will have sustained growth [24].

Hence, it is evident that Quality assurance audit is an important aspect through which education institutions can enhance their quality. This can be done with the help of self-assessment and also through assessments by external agencies and bodies. The Quality Assurance Strategies and processes are brought into effective practice by the Internal Quality Assurance Cell (IQAC) of an academic institution. In a Private University like Srinivas University, the IQAC has contributed significantly in the following area thus setting a benchmark for Quality Assurance Strategies and Processes.

- (1) Formation of Regulation, Curriculum and syllabus
- (2) Accreditation and Ranking.
- (3) Development and application of quality benchmarks/ parameters for various academic and administrative activities of the institution.
- (4) Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles.
- (5) Preparation of Annual Quality Assurance Report (AQAR) as per guidelines and parameters for submission to NAAC.
- (6) The IQAC reports are periodically circulated amongst the stake holders for suggestions and feedback. The reports are also uploaded in the official website of the Institute.
- (7) Facilitated the students to pursue special internship at reputed academic institution abroad / industry.
- (8) Setting and monitoring of Institution Transformation Key Performance Indicators (KPI's) of department /school at regular intervals.
- (9) Successful implementation of evening Re-do / Pre-do courses and supplementary examinations for the benefit of students.
- (10) Implemented conduct of two BOS meeting by departments / schools to offer significant change in respective curriculum and syllabus and to bring model AICTE curriculum for implementation from the academic year 2017-18.

4.1 Reviewing the teaching-learning process :

One of the important qualities of a good teacher is the sense of responsibility in the process of teaching - learning. This not only includes the subject knowledge but also requires qualities such as curriculum improvement, technology integration to refine, redefine and support classroom interaction [25]. There are five teaching strategies. These are direct instruction, adjunct instruction, facilitating the skills of learning, facilitating social skills and widening learners' horizons [26]. Role of a teacher or facilitator is the key point in teaching learning process. Hence, this calls for a long term association and integral commitment from them to foresee a good teaching learning process. Apart from this, there is also a necessity to improve and introduce various other processes and techniques of teaching from the teachers perspective.

A private university can review its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC. At Srinivas University, the reviewing of teaching-learning process is done in the following ways:

- (1) In order to enhance the effectiveness of teaching & learning and to bring out more and more skill based employable graduates, various learning processes such as project-based learning, self-learning, industrial internship, Industry Assisted Project Work and peer assisted learning are introduced at various levels.
- (2) Project based learning is introduced for both theory and lab courses. This will end up in better understanding of the concept and also enables the students to apply their knowledge in realtime environment.

(3) Qualified and Proficient faculty from other universities including foreign Universities and industry professionals are inducted in all Departments either to teach one credit course or part of the courses to expose the students about Industry perspective and also provide a global perspective.

4.2 Structures & methodologies of operations :

Quality Education can be achieved by developing quality assurance methods through which periodic review, monitoring and assessment of programs and activities can be done. These not only assess Curricular aspects such as syllabus, Program outcomes, etc. but should also assess quality of teachers, infrastructure available, resources available to learners, transparency and mode of operation of an educational institute. It should also assess if the operations are as per the review of legislature [27].

Accreditation and Recognition are the two major methodologies and structures in Indian Educational scenario which monitors the quality of Education. Accreditation is of two types– institution-level and programme-level. Institution-level accreditation reviews the overall processes and quality of an institution, whereas programme-level accreditation reviews specific programmes within institutions. The results of accreditation status have significant impact on many aspects of Educational Institutions [28].

In India, review and monitoring of Educational Institutions and Courses are done by Accrediting bodies and Ranking bodies. The first level of accreditation is Institution level; Second one being Programme level. These are done by Accrediting bodies such as UGC, AICTE and NAAC. Programme level accreditation is done by boards such as NABCB, NABET NABL, NABH, NBQP, NBA to name a few. The notable Ranking bodies include NIRF and IIRF [28].

The operating strategies and methods of assuring quality standards is a challenging task. At Srinivas University, the following methodologies is being adapted to enhance the quality standards and also keep up the existing standards.

(1) A decision has been taken to go for programme-wise accreditation for all eligible programmes. This will enhance the quality of the educational practices by benchmarking with some of the renowned educational institutions.

(2) NBA accreditation for various programmes is a way of assuring quality standards. As a result, at present 17 UG programmes and 4 PG programmes are accredited by NBA at Srinivas University.

(3) An Institute can participate in International Rankings and national Ranking for various courses offered. The rules and regulations and also various parameters involved in each of the Ranking frameworks has to be shared with the faculty members so as to ensure scoring of high ranks.

4.3 Learning outcomes at periodic intervals :

With the continuous growth and expansion of Educational Institutions, accreditation bodies and Ranking framework alone are not sufficient to assess the progress. Critical evaluation has to start from a much lower level. Shifting the focus onto student learning outcomes and evaluating it goes beyond many traditional structures and methods. There is an absolute necessity to discover suitable methods to do this [29].

The learning outcomes has to be continuously monitored at periodic intervals of time. This becomes the beginning of implementing various quality assurance strategies and also provides a platform and vision to improve them. At University level, monitoring quality assurance strategies is very vital. Srinivas University has a very unique model of doing this activity with the help of conducting Class committee meetings.

IQAC at Srinivas University Conducts Class committee meeting for effective monitoring of teaching-learning process, structures & methodologies of operations and learning outcomes at periodic Intervals of time. Generally, this meeting is conducted at least three times during the semester. The class committee has the following responsibilities:

- To decide the weightage for each component of the assessment.
- To review the student's performance in each of the components and also take a follow up action.
- To take suggestions from all student members about improvising teaching learning process.
- To decide the grades of the student based on all components of the assessment.

5. INTEGRATED PERFORMANCE METRICS:

‘Knowledge transfer’ is one of the major objectives of Education in India. One of the ways to do this by Performance Management. Performance management is defined as a step by step process which sees to that Institutions can meet their goals in an effective and efficient manner through organizing their resources and process according to their objectives [30].

The IQAC in Srinivas University works efficiently towards the overall growth of the University through continuous surveys and analysis for excellent performance metrics. The areas in which the IQAC focuses are as given in Table 3:

Table 3: Integrated Performance Metrics

| S. No. | Details | Description |
|--------|--|---|
| 1 | Atomic Research Centre (ARC) | Monitoring the formation of the ARC members. Submission of proposals |
| 2 | Teaching-Learning Process (Advanced) | Project Centric Learning (PCL) related work/Preparation (numbers and hours) |
| | | Asynchronous class engagements |
| | | Student Mentoring Work (number of students with records maintained) |
| 3 | Digital Learning enablement | MOOCs, Online Contents Development (number of courses)/ Coding quiz, virtual labs |
| 4 | Assessments | Assessment’s frequency |
| | | Competence assessments for Placements |
| | | Remedial and Bridge courses |
| 5 | Evaluation | Preparation hours for classes, Evaluation and Examination |
| 6 | Research and Scholarship | Research (in all forms like publication, patents, funded projects value etc.) |
| 7 | Institution Building | Consultancy & Training value and organizing seminar/conferences (numbers) |
| | | Institution Building/ Academic Admin/ Coordination between colleges |
| 8 | Value differentiation | Industry engagement |
| | | Innovative Pedagogies |
| 9 | Self-development | Continuing Professional Development (CPD)/ FDPs in hours |
| | | Upskilling |
| 10 | Srinivas University Core-value based confidence building | Teaching skills, Unit design psychological needs, etc. |

6. QUALITY ASSURANCE PRACTICES :

Quality assurance is the collection and implementation of actions, policies, and procedures that are required to ensure that Quality is maintained [31]. In order to set up quality standards, a benchmark is required which acts as a standard of performance. The benchmarks act as quality indicators for all the activities and assessment that takes place.

While setting up Quality Assurance strategies is a diligent process, assessing them is an equally challenging and interesting task. Srinivas University has a strong IQAC Cell which performs all its tasks diligently. A few of them are as follows:

6.1 Academic Administrative Audit (AAA) and follow up action taken:

IQAC monitors the teaching and learning process thoroughly. Various Audit Committees are set up to do the evaluation task. First, an orientation program is conducted by the Cell for all staff to explain the various needs and requirements while teaching. Then the Cell conducts regular reviews of this process.

Feedback is given to the staff who do not live up to the mark of the IQAC requirements. Finally, a report is generated to display the success of the yearly academic audit. The various Academic Audit Committee set up by the IQAC of Srinivas University and their roles are as follows:

(i) Department Academic Audit Committee (DAAC):

This committee constitutes members from the senior faculty of the department. The roles of this committee is

- To ensure the quality of the question paper, subject wise experts are allotted from the committee members.
- The faculty checks the correlation of the question paper with Course outcome.
- Confirm that the question paper can be answered within the allotted time.
- Enough problems and applications related to the courses are given.
- Verify the text and layout of the question paper, marking instructions.

(ii) External Academic Audit Committee (EAAC):

This committee is made up of experts from reputed institutions and their core task includes

- Ensuring the fair evaluation of Answer Scripts
- Confirming all questions of all parts answered are evaluated and then give the feedback.

HOD then conducts a faculty meeting to communicate the feedback / suggestions.

6.2 Conferences, Seminars, Workshops on quality conducted:

At the start of each academic year, IQAC hosts an orientation for newly hired and existing staff to explain how IQAC operates. Various colleges also conducts conferences, seminars, and workshops to share the information needed to know more about “Quality” and NAAC requirements. In Srinivas University, the number of such Conferences, Seminars, and Workshops held has shown a considerable rise over the years. This is shown in the following table 4.

Table 4: Conferences & workshops on quality conducted [32]

| Year | 2017 -18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|--------|----------|---------|---------|---------|---------|
| Number | 27 | 30 | 38 | 46 | 47 |

The table and graph here give an encouraging conclusion that every year more and more number of such events are conducted on “Quality” and NAAC requirements. It is also seen that number of such events conducted has increased in the past two years. Hence this undoubtedly is a feature of Srinivas University which is making it grow and reach heights of success.

6.3 Collaborative quality initiatives with other institution (s):

Regular interactions and sharing of best practices needs to be done if an institution has to define a framework for quality attributes and factors. In this regard, Srinivas University conducts regular benchmarking with other colleges to discuss the quality work done by each and to share the best practices between each college. MOUs are signed between many Industries and Educational institutions in and around Mangalore. The number of MoUs with various industries and institutions and training centers are mentioned in the following table 5.

Table 5: MoU with industries, institutions & training centers [32]

| Year | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|--------|---------|---------|---------|---------|---------|
| Number | 19 | 24 | 35 | 52 | 80 |

Again here we see a steep rise in the number of MOUs signed over the years at Srinivas University. This is a very good sign for a flourishing University thus giving us an insight into how Industries, Institutions and training centres are ready to collaborate with a University because of the Quality.

6.4 Orientation programme on quality issues for teachers and students:

Defining strategies for Quality assurance for an Educational Institute especially for a University is a big task as it is. However, making the stakeholders realise its importance is even more a bigger task. This issue is very well handled and realised by Srinivas University. The IQAC at Srinivas University has

several initiatives proposed and implemented in this regard. The Cell monitors the teaching and learning process thoroughly. The Cell begins by conducting an orientation programme for all staff, in which it clarifies the various needs and requirements associated with teaching. All quality issues are discussed and explained. Procedures to maintain documents, files, and softcopies of all necessary documents related to teaching, assessment, exams, etc., procedures are maintained. The following data (table 6) tells us about the number of such Orientation programmes conducted for teachers and students.

Table 6: Orientation programmes [32]

| 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|---------|---------|---------|---------|---------|
| 30 | 36 | 40 | 44 | 46 |

It is observed that the number of orientation programs on quality issues for different stakeholders held at Srinivas University has increased over the years. This is considered as a factor for improvement as an orientation program at right time and right level will be effective.

7. PARTICIPATION IN QUALITY AUDIT SUCH AS NIRF AND ISO :

The National Institute Ranking Framework (NIRF) is a MHRD initiative proposed on 29th September 2015. The main purpose of NIRF ranking framework is to:

Quality enhancement initiatives to be planned:

For an Educational Institution to progress and become established, proper planning of Quality enhancement initiatives is required. This can be taken as a key factor for the success and failure of all Educational Institutions. Whenever proper quality enhancement initiatives are planned, the Institution is said to be having an efficient framework of quality evaluation. At Srinivas University, Quality enhancement initiatives are planned under two separate domains namely,

- Academic domain
- Administrative domain

7.1 Academic Domain:

At Srinivas University, the management strives to deliver comprehensive, continually enhanced, global quality professional education through an established quality management system complemented by the synergistic interaction of the stakeholders concerned. The management also strives to communicate this policy to all the persons at all levels so that this policy becomes a working reality within the organization. The quality policy has contributed to institutionalizing the quality assurance processes in the following three areas:

- (1) Teacher's Quality
- (2) Delivery of the Curriculum
- (3) Strengthening of Research Activities by making all faculty to go for compulsory registrations in various Programmes
- (4) Skill Development Programmes
- (5) Compulsorily every faculty should have at least one Swayam program certificate every year
- (6) Value added course along with curriculum

The outcome-based Education Framework has been initiated with extensive training sessions for the faculty. Definition of the programme as well as programme-specific outcomes and the course outcomes has been accomplished along with the necessary mapping of their relationships. Faculty development and training programmes are being intensified.

Through project-based courses and the promotion of inter-disciplinary research, multidisciplinary academic programmes are bolstered.

The regular meeting has been scheduled at the institution level to discuss the various quality services to the student community to understand to -

1. Discuss the various aspects of the quality services to the students
2. Discuss the various quality services to the student community
3. Take appropriate action

Meeting outcomes are visible in the following documents.

- ✓ Agenda of the meeting

- ✓ Meeting Resolution
- ✓ Action taken

7.2 Administrative domains:

Many reforms have been introduced in the administrative domain in State-of-the-art information systems, remote teaching-learning, online resources, flip classrooms, blended learning facilities had all been introduced. Remarkable improvements were made to sports facilities.

The existing online feedback system was strengthened and the E-Governance in admission, administration, and Finance stands testimony to the ICT-enabled initiatives of the University. Online gateways for all student-related domains like fee payment and many more have been strengthened to a great extent.

Examination reforms are undertaken as per the guidelines and linking assessments to outcomes. Full continuous assessment was implemented for practical and laboratory courses. During the pandemic, the University migrated to the online mode with ICT-enabled learning and assessment, with due emphasis on quality.

- (1) Short term Strategic Plan
- (2) Automation of Administrative Processes
- (3) Introduce Technology in the classroom ICT tech online platform
- (4) Innovation in evaluation system – fast results, make up examination once in a semester
- (5) Effort for green campus initiatives, solar, etc.

8. BEST PRACTICES IN INTERNAL QUALITY ASSURANCE OF UNIVERSITIES :

Internal Quality Assurance Cell should be established in all universities and a general framework needs to be prepared by taking the opinion of all stakeholders. Every institution/college in the university needs to be given an opportunity to develop and implement their own system too but within the vision and mission of the university. Furthermore, such mechanisms would make the faculty members to share and learn from each other, publicize good practices and to appreciate the achievements and contributions of one another. Also, this will create a sense of responsibility and pave way for a more structured way of implementing things and events. In a nutshell, In the case of Srinivas University, the activities and best practices of IQAC at University level is to :

- Manage and coordinate activities within the University/Institution;
- Maintain good contact with UGC/NAAC and other external assessing agencies;
- Helping the Institutions to take part in various QA Reviews/Audits and further to take follow-up action;
- Helping the concerned departments to prepare an Institutional Self-evaluation report
- Conduct and organise sessions and awareness programmes on QA to all Faculties and Departments
- Make sure the Academic Regulations and all By-Laws are in place, if not make recommendations for remedial action.

9. TWLEVE SUPER-INNOVATIONS OF SRINIVAS UNIVERSITY :

Srinivas University has The twelve super-innovations and adopted in the University are :

- (1) Integrated Student Development Model (ISDM): Srinivas University Student Development Model with ten components for future industry-oriented Choice based courses & Curriculum [33].
- (2) Integrated Student Service Model (ISSM): Srinivas University Integrated Student-Centred Service Model with ten components of all-round student support [34].
- (3) Student-Centred Examination & Evaluation Model (SCEEM): Automated Student-Centred Examination and Competency-based continuous Evaluation system with continuous evaluation focus [35].
- (4) Faculty API: Development & Implementation of Faculty API Based Compensation & Accountability [36].
- (5) Promotion of Ideal Publication Model: Design & Implementation of Ideal Publication Model for Ranking, 21st Century to the Researchers and to help them to come out from the clutches of International Publication Mafia [37].

- (6) Atomic Research Centres (ARCs): Concept of Introducing Atomic Research Centres as Micro Research Units & Micro-Incubation Centres with every individual faculty Co-ordinatorship [38].
- (7) Research Professors: Use of retired Professors as Ph.D. Guides to create Opportunities for Research Scholars & to improve Universities Research GER of the Countries [39].
- (8) Micro Incubation Centres (MICs): Every faculty member is a consultancy co-ordinator for a Technology/Business Incubation Centre to identify, use, and promote new technology/ new business incubators for a group of student members. Training and development of constructive ideas are done through a virtual space using Teachmint classroom/Training space platform [40].
- (9) Online Ubiquitous Placement Support: All students in their final year and six months after graduation gets continuous support for job placement, progressing to higher education, and Starting own business through Online and Offline [41].
- (10) SU Ubiquitous Digital Library (SU UDL): Anywhere, Anytime, and Any amount of time providing library information through Digital library and providing copies of Research articles, Book Chapters, and Plagiarism checking support from any corner of the world within three days through our “one country-one library” network [42].
- (11) Collaborations & Consultations Model (CCM): Internal and External Collaborations for admissions, Education & Training, Earn-While-Learn Jobs, Internship & Apprenticeship, Research & Graduates Placement [43].
- (12) Open Access Research Output Model (OAROM): Conferences with compulsory open access Proceedings, Ph.D. Coursework with compulsory scholarly publications, University Open Access Free Journal & Books Publications, University supported Patents & Copyrights for Faculties & Students [44].

10. ABCD ANALYSIS OF IQAC IN UNIVERSITIES AS STAKEHOLDER ANALYSIS :

The qualitative ABCD analysis comprises of listing the advantages, benefits, constraints, and disadvantages of the considered issue from different stakeholders’ points of view [45-50]. The various stakeholders identified in Internal Quality Assurance Cell and all its tasks are Students, Alumni, Faculty, Parents, and Employers. ABCD listing is used as qualitative analysis in many scholarly research articles for the interpretation of concepts, issues, strategies, products, services, materials, etc [51-60]. The ABCD listing from various stakeholders’ points of view is listed in table 7.

Table 7: ABCD listing from various stakeholders points of view

| Stakeholder | Parameter | Advantages | Benefits | Constraints | Disadvantages |
|---------------------|--------------|---|---------------------------------------|---|---|
| Students and Alumni | Objective | Exposure to various avenues | Variety of interactions and scenarios | Confused paths for selection | Very less |
| | Productivity | More emphasis given to self | More of learning will take place | Continuation in one expertise continues | Market wants diversified experts |
| Faculty | Objective | Research policies | More number of publications | Less specialization | Very less collaborations |
| | Productivity | Research work increases | More publications | Limited research areas | Very less chances of elaborative research |
| Parents | Objective | Future safety and security of their wards | Job security and Bright future | Training and Information | Very less |
| | Productivity | More Emphasis to Institutions | More of learning | Stream based expertise | Job market imbalance |

| | | | | | |
|-----------|--------------|--|--|-----------------------------------|---|
| Employers | Objective | Helps in continuation of hiring process and tie ups with the institution | Highly skilled and industry ready students | Competition from fellow employers | Emoluments have to be revised from time to time |
| | Productivity | Continued agreement will increase productivity | Less investment needed | Limited resources | No new exposure |

11. CONCLUSION :

The case study of Srinivas university includes the analysis of various Quality Assurance strategies and processes that are prevalent in Private Universities, the effective way of implementing learner-centered teaching-learning, and evaluation methods, assessment of Learning outcomes at periodic intervals of time for better sustainability, Integrated Performance Metrics of Private Universities, and their importance. The best Quality Assurance Practices of Srinivas University and various Quality enhancement initiatives by the universities and their implications are also discussed. The Best Practices & Super-innovations in Internal Quality Assurance of Universities are listed. Finally, the advantages, benefits, constraints, and disadvantages (ABCD) of IQAC of Srinivas university from the various Stakeholders perspectives are analysed.

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