

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

**Title of the Best Practice:** Holistic Integrated Student Development & Service Delivery Model

**Objectives of the Practice:**

- (1) To enrich intellectual abilities, value, and leadership among students.
- (2) To establish state-of-the-art infrastructure.
- (3) To create centres of excellence for research and development.
- (4) To encourage multi-disciplinary research.
- (5) To develop scientific, technological, and cultural heritage through continuous education.
- (6) To propagate “Education as Passion and not as a Profession” with continuous improvement.
- (7) To incept Skill enrichment and distinctiveness in Service delivery.
- (8) To deliver teaching and learning aids on time.
- (10) To adopt NEP 2020 and use relevant pedagogies and best practices.
- (11) To focus Holistic development of Students.

**The Context:**

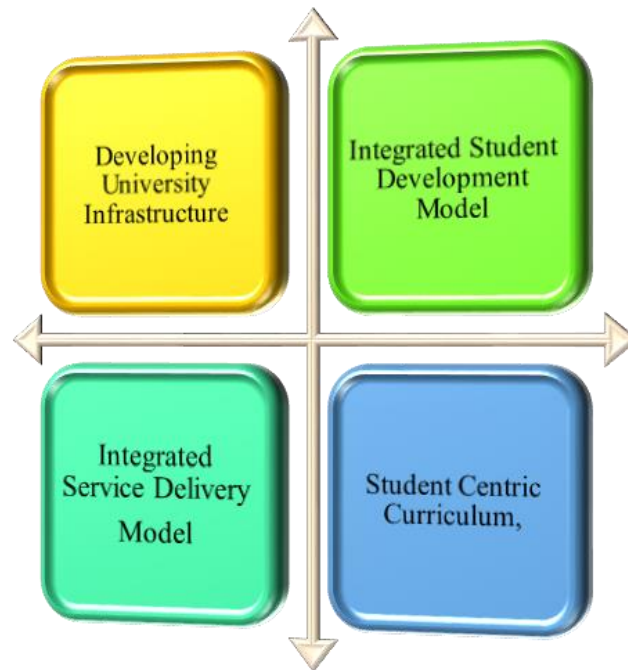
National Education Policy 2020 demands Universities introduce Super Speciality Programmes, Experiential Learning, Novel Examination System, Continuous Assessment, Transparency, Blended Mode of Teaching, ICT Technologies, Apprenticeships, Earn while Learn, Exposure visits, Credit Transfer, Competency Building, Placement Assistance, etc. The existing gap between industry and academia needs to be addressed. The networking with educational institutions, research centres, regulatory bodies, industries, and service providers needs to be enriched. Service delivery shall be adjusted to the emerging changes in the environment, technology, customer preference, regulations, etc. Holistic development with knowledge, competency, employable skills and expertise is the focus. There is a need to upgrade student competencies up to the level of industry expectations. The research shall be integrated into the curriculum of higher education. In this regard, Universities shall introduce Student Centric Futuristic Curriculum and carry out Integrated Student Development with a Systemic 360 Degree Service Model.

## The Practice:

Competitive edge with the firm belief that ‘*Students deserve the best*’, Srinivas University has initiated the following:

### 1. Building Core Resources:

Infrastructure in the form of physical, digital, teaching-learning and Research, intellectual property, emotional, and industry & alumni networks is developed (Figure 7.5).



**Figure 7.5:** Srinivas University Holistic Integrated Student Development and Service Delivery Model

### 2. Components in Service:

**The university has adopted the following innovative components in its teaching and learning processes to achieve quality:**

- (a) ***Institutional Core Values:*** Incepted embedded Core Values of teamwork, respect, responsibility, ethics, etiquette, social service, character, competency and confidence, techno-savvy and scientific thinking, the quest for excellence and continuous improvement in its service utility with all the stakeholders.
- (b) ***Innovative Pedagogy in Teaching and Learning:*** With a rich legacy of 33 years of service and its autonomy the University has developed several Super Speciality courses with research focused curriculum. Electives offered on need and scope. The Board of Studies has approved customized assignments, lab- based learning, field exposure, project work, and case studies to the curriculum. Annual leadership programme, co-curricular and extra-curricular activities are provided. Action skills to foster field exposure, mini projects, and internships are included. Individual

mentoring support, counseling, and career guidance from the placement office is provided timely. Continuous evaluation system with equal internal and external examination is implemented. Hassle-free transparent examination along with a make-up examination to failed students within a month of the result to save a year.

- (c) ***First come first admit model:*** University adopted a policy of “First Come First Admit” to provide equal opportunity of education for all. The faculty team aspires to transform slow and average performers into fast learners.
- (d) ***Chancellors free-ship Model:*** Meritorious students from economically weaker sections are provided with free ship facilities. Students enrolling with above 95% marks will get a waiver of all the year’s fees per one student in every course and for five students scoring above 90% marks will get 50% course fee waiver for the entire course.
- (e) ***Separate Hostel facility for boys and Girls:*** Students are provided with a sophisticated separate hostel facility for boys and girls with security personnel, nutritious food, and buses for easy commutation.
- (f) ***Library Services:*** A spacious hi-tech library with both physical and digital versions with sufficient reference books, journals, guides, manuals, research projects, newspapers, etc. MoUs for free access to the library resources of Mangalore University, Central University, and National Institute of Technology, Karnataka are sought. Subscriptions are sought for National Digital Library, E-Journals, E-Magazines, and Newspapers.
- (g) ***Earn while Learn Model:*** The placement cell assistance is provided for both UG and PG students to avail part-time jobs to make use of their free time in a more productive way. Students are working with pizza hut, Swiggy, Zomato, commercial shops, hotels, pubs, retail shops, supermarkets, customer cares, BPOs, etc.
- (h) ***Productive Course Work Model:*** The Course Work for 16 credits with 4 papers. Paper 1 is on research methods, Paper 2 on Core Subject, Paper 3 on Case Studies, and Paper 4 on Literature review and two compulsory publications.
- (i) ***Ideal Publication and Copyright with Author Model:*** STAR (Students, Teachers, Academics Governance and Research) focus of the University has created Srinivas Publications to help researchers to publish papers in its 4 open access journals.
- (j) ***Competency-based continuous Student Evaluation Model:*** Student progress is evaluated for 100 marks of which 50 marks for internal and 50 marks for semester examination.
- (k) ***Ubiquitous Online Training Model for Research Scholars:*** Research Methodology is taught to scholars through online mode using Teachmint, Zoom, Webex, Google meet platforms. Online mock and doctoral committee meetings are carried.

**(l) Use of Research Experts for Ph.D. Guidance as Research Professor Model:** Experienced retired Professors having Ph.D. qualifications are hired as full-time research professors providing access to the expertise of academic experts.

**(m) Optimizing the usage of Infrastructure through Blended Modes :** Online and Offline classes on alternative days along with complete access to the computer lab.

**(n) Annual Faculty Accountability through API Score Model:** The annual faculty performance is evaluated through API Score allocated for academic, research, publication, extracurricular activities, events, admissions, examination, consultancies, personal development, achievements, gaining copyrights and patents, etc. API is linked to monetary benefits also.

**(o) 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.

**(p) Automation of Academic and Evaluation:** University has carried out automation of the 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.

**(q) Student Research Project:** All the 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.

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

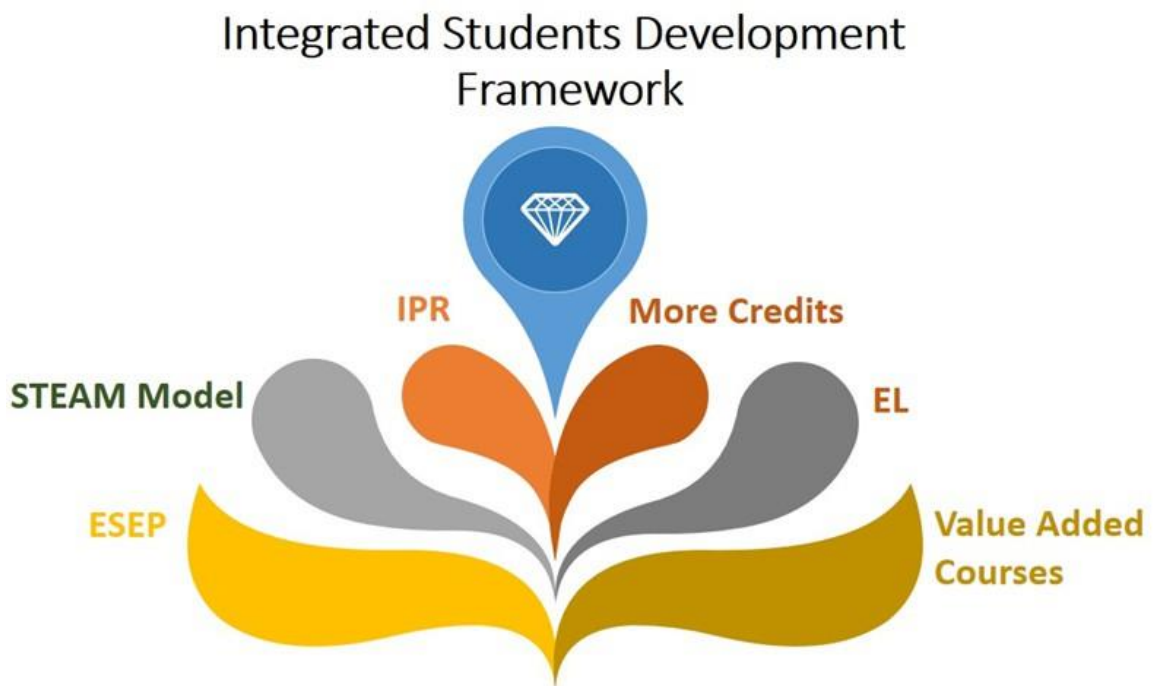
**(s) Extra-Curricular Engagements:** Students are engaged in the forum, clubs and committees to organise programmes. Festival including Onam, Diwali, Sri Krishna Janmashtami, Christmas, Ramzan, Eid, etc. Students are trained in Sports such as volley ball, football, cricket, etc and even in the Indore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

**(t) Exclusive Faculty Training:** University has established Centre for Faculty Training under the Chairmanship of Dr. Jayashree Bolar. The centre conducts periodic Faculty

Development Programs for 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.

**(I) 3. Integrated Student Development Model:**

University adopted an improved STEAM- (Science, Technology, Engineering, Arts & Design, and Mathematics) Employability Model (Figure 2). Model is implemented through faculties, Student Counselling Centres, Internal Quality Assurance Cell (IQAC), Board of Studies (BOS), Board of Examination (BOE), Research & Innovation Council, Placement & Training Centre, Srinivas publication, etc. In every semester 4 extra credits are introduced leading to 24 to 28 credits, 2 Employability and Entrepreneurship Skill Enhancement Programme (ESEP) with 50% Knowledge & 50% skills and research, compulsory patent analysis with ABCDEF framework for specialised courses, open access scholarly publication facility, experiential learning through industry-oriented internships and connected the award of degree with compulsory IPR contribution in the form of Copyright or Patent.



**Figure 7.6:** Integrated Student Development Framework

**4. Integrated Student Service Delivery Model:** In the *Admission stage*, Prospective students are oriented to courses along with admission assistance. In *Learning stage* admitted students are inducted to the course with a one-week orientation along with Syllabus, Teaching Plan, Study Materials with Question Bank, and Answer with equal weightage to

internal and external examination is conducted. Semester results are declared within one month of the examination. Earn while Learn support is given. In the *placement stage*, support for internship, apprenticeship, career, and alumni association engagement is sought.

**Problems Encountered and Resources Required:**

1. Starting Super Specialty Courses and framing industry-relevant curricula in consultation with the industry is challenging.
2. Educating scholars and students on research etiquette and publication inhibit lots of human and technical resources.
3. Covid-19 setback, effects of lockdown, and pressure demanded training of faculties in online platforms such as zoom, Webex, teaching, and google classroom.
4. Developing a holistic Annual Performance Index (API) for the University and motivating employees to earn their promotions and salary was a challenging task.
5. Srinivas University being only 5 years old and self-financed investing hugely in infrastructure development are difficult.
6. Introducing every novelty is challenging.
7. Enormous workload is imposed on the faculties and supporting staff.
8. Retaining highly professional academicians and researchers is a very costly affair.
9. The source of Funding/Financial Aid is the need to invest more in excellent faculty, infrastructure, expansion, technology, etc.

**Best Practice 2**

**Title of the Best Practice:** Collaborative Social Engagement (CSE) Model

**Objectives of the Practice:**

1. To articulate the needs of people and empower them to face the challenges of life.
2. To assist adopted schools in leveraging the quality of education.
3. To achieve holistic development at the local level with local resources.
4. To utilize the services of faculties, staff, doctors, paramedics, social work trainees, NSS volunteers, volunteers, and University partners in the execution of Social Engagements.
5. To articulate better life by suggesting measures for local problems.
6. To enter into dialogue and networking with government and non-government agencies.
7. To integrate the efforts of NGOs, Government programs, industry-academia collaboration, etc. in social engagement.

**The Context:**

Social Engagement at Universities is easy with the collaborative efforts of students,

faculties, staff, social service professionals, volunteers, NGOs, the Government, and the public. Higher Education Institutions have to address societal needs through community immersion programs and extension activities. The issues connected to health, environment, skill gaps, awareness, ignorance, the act of god, manmade disasters, impacts of pandemics, etc. need to be addressed at the local level. Academia is having huge human resources and networking. Universities can contribute best to fill the existing vacuum by engaging students, faculties, and staff in social engagement initiatives. The financial constraints of self-financed institutions will impact the execution of social engagement initiatives. The financial constraints can better be addressed through a collaborative approach. In this regard, Srinivas University has introduced the Collaborative Social Engagement (CSE) Model to serve society thereby creating its social footprints. (figure 7.7).



**Figure 7.7:** Collaborative Social Engagement (CSE) Model of Srinivas University

**The Practice:**

Srinivas University serves in the areas of health, ecology, education, skill development, and research. The following projects are integrated.

- (1) **Unnat Bharat Abhiyan:** Under the flagship program of MHRD, Government of India, Srinivas University has adopted 5 (Adyapadi, Chelairu, Maladi, Mudushedde and Pavoor) villages of D.K. District to leverage its efforts in developing rural architecture. The project organises training, workshop, environmental drives, health care, plantation, physical labour, yoga, meditation, home visit, survey, rallies, counselling, referral services, rural immersion activities, entrepreneurship, etc.

- (2) **Government School Adoption Programme:** Adopted 5 Dakshina Kannada Zilla Panchayat Higher Primary Schools situated at Bolara, Chelairu, Parapade, Sasihithlu, and Valachil villages under the Government of Karnataka. The project provides holistic support to school children and a resource-sharing facility.
- (3) **Industry-Academia Collaboration:** Srinivas University signed an MoU with BOSCH India Foundation on 10th March 2020 to constitute an Industry-Academia Collaboration Center at the city campus of the University. The areas of collaboration are skill development of youth, paramedics training, developing industry-ready social service professionals, capacity building of the trainer, NGO, and MSME.
- (4) **Centre for Popularisation of Science and Technology:** The University has deputed 40 faculties and visited 200 Pre-University colleges of Karnataka and Kerala to sensitize students on emerging technologies. Spot quizzes were conducted and winners were awarded merit certificates and cash prizes.
- (5) **Institutional NGO:** Srinivas Institute of Rural Reconstruction Agency (SIRRA) an NGO constituted to carry out social outreach activities in the areas of health, education, sustainability, entrepreneurship, empowerment and skill development.
- (6) **COVID- 19 Frontline Warriors:** Announced online classes during the lockdown period. Deputed nurses, paramedical staff, and lab technicians as COVID Warriors. Blood donation camps, six *free COVID-19 vaccination drives*, and One booster drive is organized.
- (7) **Atomic Research Centers:** Constituted 100 Atomic Research Centers (ARC) to facilitate collaborative research and publication.
- (8) **Free Out Patient Physiotherapy Centre:** It addresses musculoskeletal, neurological, pediatric, sports injuries, and cardiac problems. The centre is inbuilt with a posture analyzer, force plate, laser, digital hand- held dynamometer, pressure biofeedback, and electrotherapy modality units like ultrasound, IFT, TENS, HOT & COLD fermentation, best manual therapy facilities. Under the Neurology section, treatment is provided to 12 to 15 patients per day for neurological conditions. In pediatrics CP, delay milestone, brachial plexus injury, GBS, down syndrome, etc are well handled. The Cardiorespiratory conditions are handled with advanced portable capnography and PFT techniques.

#### **Evidence of Success:**

1. Dr. Pradeep M.D., IACL is Certified as the Trainer (MEP/Q2601)- V1.0 confirming to National Skill Qualification Framework Level 5.
2. Conducted 14 programs under UBA, 42 in SIRRA, 9 in School Adoption and 184 in science popularization respectively.



3. 'Skill Entrepreneurship Programme' was conducted in August 2021 facilitating to 3 Bosch BRIDGE Centers.
4. Placed 23 unemployed youths under the Bosch Paramedics training held from 16th August to 29th October, 2021.
5. Deputed 8 Teaching Assistants to adopted schools for 80 days.
6. Holi celebration, plantation, and Yoga Training at school was organized.
7. Conducted Curiosity Experiments on Acids and Bases at 4 Schools.
8. Conducted science sensitization programs at 184 Pre-University Colleges.
9. Organized 6 free Covid-19 vaccine drives.
10. Presented 127 papers at International Conferences, 369 papers at the National level, 980 conference proceedings, and 1638 journal publications.

**Problems Encountered and Resources Required:**

- Financial constraints.
- Lack of Public Participation.
- Resource Mobilization post-Covid is difficult.
- Lack of a separate Social Engagement department cause technical issues.
- Investments in the adopted schools are difficult for self-financed institutions.
- Mobilizing Participants for industry-academia programs is difficult.
- Cash Prize offered for Science Quiz incurred Cost.
- Encouraging Skilling Centers with Sustainable Model is difficult.
- Consumes teaching time of Teaching Fraternity.
- Lack of Publicity keeps the Good Work unnoticed.
- ARCARC's impose Publication target on the faculties.
- Maintenance of Records is a challenge.
- Heading different Projects at a time is difficult.
- Centralizing the Social Engagement project is a challenge.
- Achieving consistency in all Projects is difficult.
- Resources required like Funding, Recruitment of experts, departmentation, exclusive budget, publicity, official mandate, infrastructure, and technical support

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