



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**SRINIVAS UNIVERSITY**

**SRINIVAS UNIVERSITY SRINIVAS CAMPUS MUKKA, SURATHKAL,  
MANGALORE**

**574146**

**[www.srinivasuniversity.edu.in](http://www.srinivasuniversity.edu.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**March 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Srinivas University, Mangalore, India is a private research and skill-focused University established in 2013 by Karnataka State Act. Srinivas University is the flagship of 18 Srinivas Group of Institutions started by A. Shama Rao Foundation, Mangalore, a Charitable Trust founded in 1988 by an Eminent Chartered Accountant Dr. CA A. Raghavendra Rao. A. Shama Rao Foundation has started many professional colleges in Mangalore which include Srinivas Institute of Medical Sciences and Research Center, Srinivas Institute of Dental Sciences, Srinivas Institute of Technology, Srinivas College of Pharmacy, Srinivas Institute of Nursing Sciences, A Shama Rao Nursing School, Srinivas Integrated Campus, Srinivas College of Hotel Management, Srinivas First Grade College, Srinivas School of Engineering, Srinivas Institute of Management Studies, Srinivas College of Physiotherapy, Srinivas College of Education, and Srinivas Institute of Social Work. In first cycle, few institutions got A grade from NAAC.

Presently, Srinivas University offers totally 43 undergraduate, postgraduate, and research programmes under the nine Institutions. The University made innovations in designing and starting new super specialty programmes both in UG, and PG level as per present and future industry relevance, innovations in the examination system through focus on continuous evaluation. 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 institutions under Srinivas University include

- (1) Institute of Management and Commerce,
- (2) Institute of Engineering and Technology,
- (3) Institute of Computer science and Information sciences,
- (4) Institute of Hotel management & Tourism,
- (5) Institute of Physiotherapy
- (6) Institute of Education,
- (7) Institute of Social Science & Humanities,
- (8) Institute of Allied Health Sciences, and
- (9) Institute of Nursing Science

### **Vision**

The vision of Srinivas University is 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.

### **Objectives of Srinivas University:**

With an aim to be among one of the top Universities in the world, SRINIVAS UNIVERSITY has set itself the following objectives:

1. To promote high levels of intellectual abilities.
2. To establish state-of-the-art facilities for education and training.
3. To create centers of excellence for research and development
4. To provide consultancy to industries & public organizations.
5. To impart value and ethics-based education through national and international collaboration.
6. To focus on new models of education like virtual classrooms along with the traditional education system.
7. To emphasize the importance of multi-disciplinary and trans-disciplinary education and research in various areas of science, engineering, technology, philosophy, and culture.
8. To develop the scientific, technological, cultural, and traditional heritage of the people in the society through continuous education.
9. To create effective leaders to manage the human resources of the world.

“Education is our Passion, Not Profession” and based on this our guiding principle is that “Continuous improvement is only the way to Success”. Srinivas University believes that students are the cream of society and as its valuable customers. They deserve the best. The curricular, co-curricular, and infrastructural support it provides to the students is a just expression of this belief.

### **Srinivas University Logo:**

The logo/emblem of Srinivas University is an inspiration for all its stakeholders and it represents three things:

***Samagra Gnana*** – Comprehensive knowledge to be imparted to every Stakeholder through multi- disciplinary, inter-disciplinary, and holistic education.

***Srinivas Group*** – The group of institutions blessed by Lord Srinivas with the confidence and power to reach excellence in Education & Research.

***Gallop ing Horse*** - Symbolizes the disguise of God both in Greek and Hindu mythology representing the incredible energy of the system to Innovate in the Education and Research Industry.

### **Mission**

The mission of Srinivas University is to provide an exceptional learning environment where students can develop and enhance their leadership and teamwork skills, creative and intellectual powers, and passion for learning by providing an uncompromising standard of excellence in teaching; embodying the spirit of excellence to educate the citizen-leaders of society with distinction.

## Core Values of Srinivas University to be inculcated among its Stakeholders:

Core Values of Srinivas University to be embedded in all stakeholders are:

1. **Team Work:** Integrate all stakeholders into a team and foster a culture of unity for common good.
2. **Respect:** Self & mutual respect uphold the dignity of human beings as means and end of change and create harmony with growth
3. **Responsibility:** Increased understanding of one's own place and contributing to enhance performance
4. **Ethics:** Tacit is concerned for rights vis-à-vis obligations in discharging duties diligently.
5. **Etiquette:** Adopt acceptable ways of putting oneself before others in actions and ideas irrespective of differences.
6. **Social Service:** Concern for fellowmen in need and distress, conveyed through the spirit of selfless sacrifice.
7. **Character, Competency & Confidence:** Demonstrating integrity, while at the same time maintaining utmost capability and strength.
8. **Techno-savvy & Scientific Thinking:** Exploring new, developing curiosity to know and logical reasoning that fits in with the spirit of questioning.
9. **Quest for Excellence:** Excellence is nothing less than the state of perfection and deserves unrelenting pursuit.
10. **Continuous Improvement:** The assumption that change can be brought about through improvement and improvement is a continuous process of modifying one's own performance.
11. **Promotion of Open Systems:** The University promotes the usage of open-source software on its campus & open-access scholarly Research Publications.
12. **Life-long Learning:** Essential to update and upgrade and to avoid obsolesce.

## Central Goal & Quality Policy:

1. To become one of the world-class Universities within a short duration through super innovations in Education & Research
2. Continuous Improvement in Quality education and research towards creating and imparting new Knowledge, new Skills, new Experience, and dignified Ethical values to achieve human excellence.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

#### Institutional Strength:

1. **Leadership:** Strategic 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 (1) Physical infrastructure, (2) Digital infrastructure, (3) Teaching-Learning infrastructure, (4) Intellectual Property infrastructure, (5) Emotional infrastructure, and (6) Network infrastructure.

4. **Collaborations:** For Admissions, Skills & Entrepreneurship development, Projects & Internships, Student Placements, Research & Commercialization, Micro incubation Centres for supporting start-ups, etc.
5. **Innovations:** Twelve Super Innovations in University processes based on Autonomy. Include Student-centered, 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 Centers, Institutional level research using Core Research centers, Multi-disciplinary Research using Inter-Institutional Research Centers, and Multi- Institutional Research using Collaborative Research Centres.
8. **Micro Incubation Centers:** To identify, promote, and nurture new business ideas, and to start independent businesses by our students and alumni with the help of our faculty members.
9. **Super-specialty Programmes:** Industry-specific, super-speciality 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 is moulded with university vision from the beginning.
11. **Social Service Involvement** through SIRA an NGO under Srinivas University, Compulsory NSS exposure to all the students, Inculcating core-values within university students, the university is offering holistic, traditional higher education.
12. **Research Publications:** Ideal Model of Publication through University Press and free publication for university researchers through University Research funds & Consultancy.
13. **ICT-enabled Classroom:** 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 Research level education*
15. **Effective Communication** with Stakeholders by use of Communication technology.
16. **Student-centered Progress** by Design and adoption of competency/outcome-based education to provide student-satisfaction, student-delight, and student-enlightenment.
17. **Continuous Faculty Development** to remove obsolesce through API-based scores & grades and performance-based faculty incentives.
18. **Elimination of skill-gap through Joint Training** with Edu-tech companies for guaranteed Placement.

## Institutional Weakness

1. **New University:** Being a budding private 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 requirements for increasing admissions, retaining faculty members due to enhanced pressure on API based annual performance, sustaining quality etc. This could 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 the university in the 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.

## **Institutional Opportunity**

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. Redefining higher education and research by removing obsolete practices and implementing radical and disruptive innovations which are student-centric.
3. To have a 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 a low price and high quality.
15. To become better among the bests in higher education and research space by adopting the Ideal Education Model.
16. Use of Brand Value of existing Srinivas Group of Colleges.
17. Merit Cum Means scholarship to attract meritorious students at UG, PG, and Research levels.
18. Gender & Religion Equality with zero tolerance for sexual harassment.

## **Institutional Challenge**

1. Foreseeing & Adopting technology-based and customer perception-based fast changes in the 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 campus, and to start new campuses both nationally and internationally.
7. Control on University Research output by keeping the copyright and patent right (IPR) without bending to international lobbies and the publication mafia.
8. Handling Government interference in quality improvement processes and use of autonomy while making innovations in higher education spaces to compete at the international level.
9. Time requirement to enhance the 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, etc.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

#### CRITERIA 1: CURRICULAR ASPECTS

- Curricula developed based on SU Integrated student Development model is presented. It is stressed that how the STEAM based curricula developed and implemented have relevance to local, national, and global development needs in terms of technology, economics, business, and social development. These efforts of industry-oriented, research, skills & innovation supported Programmes are reflected from programme outcomes (PO), programme-specific outcomes (PSO), and course outcomes (CO) are reflected in their graduate attributes.
- Syllabus revision is carried out is during inception of the university 2017, with the contemporary courses using the autonomy of the University & accordingly the 41 Programmes syllabi were revised during 2021 to implement NEP 2020. Hence it is periodically upgraded during the last five years.
- All the Courses of university have focus on employability/Entrepreneurship/skill development.
- 86.66 new courses introduced across all Programmes during last five years and are industry-oriented, skill & research focused and experiential rich.
- All the Programmes in which CBCS & CBES have been implemented.
- Srinivas University integrates various Cross-cutting Issues into its Curriculum which is relevant to Professional ethics, Gender, Environmental Education, Organizational Sustainability, and SDGs in its Core- values, UG and PG curriculum, and other co-curricular & extra-curricular activities.
- The Value-added courses for imparting transferable and life skills offered during the last five years is implemented and it is integrated with the curriculum as well as courses given outside the curriculum as General skill, technical skill, Research skill, social skill & Life skill-oriented subjects.
- All the students are enrolled in the value-added courses is counted as 100%
- Percentage of students undergoing field projects/ research projects/ internships in various Programmes during last year is counted as **97.56%**
- Structured feedback for the design and review of the syllabus is collected from all stakeholders

including

- Students, (2) Teachers, (3) Employers, (4) Alumni. All four types of feedback reports are available.
- The feedback processes include (i) feedback collection, (ii) feedback analysis, (iii) action taken on feedback, and (iv) Action taken report as stated in the minutes of the Board of Management is hosted on the institutional website.

## **Teaching-learning and Evaluation**

### **CRITERIA 2: TEACHING-LEARNING AND EVALUATION**

- All reserved category seats are filled during the last five years.
- Srinivas University assesses the learning levels of its students and organizes special programs for advanced learners and slow learners.
- During the last academic year, the student: Faculty Ratio is calculated as 17: 01.
- Srinivas University adopted Student-Centric Methods including student integrated development, student integrated service, and Choice based curriculum, and a student-centric exam and evaluation system.
- All Teachers use ICT – enabled tools including online resources for effective teaching–learning processes.
- The university provides mentorship and Student: Mentor Ratio is 20: 01
- Average percentage of full-time teachers appointed against the number of sanctioned posts during last 5 years is 100%.
- 50 % of full-time teachers have research degrees during the last five years and further 50% of teachers are registered for Ph.D.
- Average Teaching experience of Full Time Teachers in the same institution is 15 years.
- The average number of days for declaration of results during the last 5 years is 8.4 days.
- The Average percentage of student complaints/grievances about evaluation is 0.02
- IT integration and reforms in Examination and Evaluation is completely achieved using an Exam Management System.
- 100% Automation of the Examination and Evaluation division is achieved and EMS is implemented with an approved Examination Manual.
- The University has stated learning outcomes (generic and programme-specific) graduate attributes which are integrated into the assessment process and widely publicized through the website and curriculum/syllabus.
- University has a method to evaluate the Attainment of Programme Outcomes, Programme Specific Outcomes, and Course Outcomes of its students.
- The pass percentage of students in the latest completed academic year is 97.93%.

## **Research, Innovations and Extension**

### **CRITERIA 3: RESEARCH, INNOVATIONS AND EXTENSION**

- Research facilities are frequently updated as per a well-defined policy.



- The university provides research seed money to all its teachers
- 170 Research fellows are enrolled during last 5 years.
- Grants for research projects by government agencies are counted as Rs 185.0025 lakhs.
- Totally 194 awards/recognitions were received for Research/Innovations for 5 years.
- The University has a stated Code of Ethics for research and its implementation is ensured.
- The total number of IPRs received year-wise is 11
- The number of Ph. D.s awarded per teacher-guide for 5 years is 5.615
- The number of Journal papers published per teacher for 5 years is 4.116
- The number of Books/Chapters/Conference papers published per teacher for 5 years is 7.003
- The University has developed two kinds of e-contents.
- Total Citations per publication of university is 8.8
- Total H-Index of the University in Google scholar is 30.
- To encourage faculty members to undertake consultancy, University has an approved policy.
- The Revenue from internal consultancy and corporate training for 5 years is Rs 247.386 Lakhs
- The impact of various extension activities in sensitizing students to social issues is described.
- 117 extension activities are conducted for 5 years.
- 329 functional MoUs for 5 years are presented.

## **Infrastructure and Learning Resources**

### **CRITERIA 4: INFRASTRUCTURE AND LEARNING RESOURCES**

- Optimum facilities available for Teaching – Learning process as per the requirement by statutory bodies.
- Adequate facilities for (Indoor & Outdoor) cultural, games & sports activities including Yoga center.
- All general campus facilities are available and used to the maximum extent.
- Average percentage of Expenditure excluding salary for Infrastructure augmentation during the last 5 years is 30.68%
- The library is completely automated using Integrated Library Management System (LMS).
- University has subscriptions for E-Journals, E-Books, E-Shod Sindhu, Sodha ganga, and Databases.
- Average Annual expenditure for Books & Journals year-wise during last 5 years is 10.36%.
- Percentage per day of library usage by its Stakeholders is above 70% for the last academic year.
- 100% of Classrooms and Seminar halls are ICT enabled with LCD projectors, Wi-Fi, & Audio – Video recording facilities.
- Srinivas University has an approved IT Policy & appropriate budgetary provision.
- Student – Computer Ratio on the campus is 5 :1 other than compulsory laptop with every student.
- Available Bandwidth of Internet Connection on the campus is 1 GBPS.
- All essential facilities available for E-content development in the University. This includes: (a) Media Centre, (b) Audio-Visual Centre, (c) Lecture Capturing System, and (d) Mixing Equipment & Software for Editing.
- Average percentage of expenditure for maintenance of physical and academic support facilities excluding salary for last 5 years is 32.53% of its total Budget.
- Approved policies and procedures for maintaining and utilizing physical, academic, and support facilities are available.

## **Student Support and Progression**

### **CRITERIA 5: STUDENT SUPPORT AND PROGRESSION**

- Average percentage of students who benefited by scholarships and free ships provided by various agencies including University itself for 5 years is 62.83 %.
- 100% of students benefited by career counseling and guidance for competitive examinations as offered by the Institution, during the last five years.
- All four types of capacity development and skills enhancement initiatives are undertaken which include:  
(a) Soft skills, (b) Language and communication skills, (c) Life skills (Yoga, physical fitness, health, and hygiene),  
(d) Awareness of trends in technology.
- The standard procedures adopted by the University for redressal of student grievances including sexual harassment and ragging cases.
- Average percentage of placement of outgoing students during the last five years is 85.9%.
- Percentage of graduated students who have progressed to higher education is 43.48 % in the last five years
- 1.79 percentage of students have cleared national level examinations in the last 5 years
- Students won 100 awards/medals for outstanding performance in sports/cultural activities at inter-university/state/national/international events for 5 years.
- 172 activities are organized through various Student Council Forums during the last 5 years.
- 63.8 is the average number of sports and cultural events /competitions organized by the institution per year.
- Alumni association has non-monetary contributions and Rs. 108.02 lakhs monetary contribution in its account.

## **Governance, Leadership and Management**

### **CRITERIA 6: GOVERNANCE, LEADERSHIP AND MANAGEMENT**

- Srinivas University has a clearly stated vision and mission which are reflected in its academic and administrative governance.
- Srinivas University has an effective leadership team which is reflected in various institutional practices.
- Srinivas University has a well-developed Strategic plan that is effectively deployed systematically.
- The policies, administrative setup, appointment, procedures, etc, are creating an efficient and effective system which is proved by academic results and placement.
- Srinivas University is implemented e-governance in its Administration, Finance and Accounts, Student Admission, and Examination.
- The University has performance appraisal system, promotional avenues, and effective welfare measures for teaching and non-teaching staff.
- 70.25 % average no. of teachers are provided with financial support to attend conferences/workshops and towards membership fees of professional bodies.

- The professional development/administrative training programs organized by the institution for teaching and non-teaching staff every year.
- 68.83% of faculty members participated in either one or more programs on Professional Development, Orientation, or Short-Term Course for 5 years.
- Being a private university, fund collection is mainly through Student fees, Parent organization, Interest from deposits, and consultancy & corporate training.
- Further the funds or grants used for the development and maintenance of infrastructure are through (a) Alumni contribution, (b) Interests of deposits, (c) Student course fees, and (d) Consultancy & corporate training.
- University regularly conducts internal and external financial audits supervised by internal and external Auditors.
- IQAC has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals.
- Quality assurance features like AAA, Conferences and Workshops on quality, Collaboration with other institutions, Orientation programs on quality issues, NIRF participation, and ISO Certification have been adopted.
- Incremental improvements are implemented for the preceding five years about quality in the academic and administrative domains.

## **Institutional Values and Best Practices**

### **CRITERIA 7: INSTITUTIONAL VALUES AND BEST PRACTICES**

- Measures initiated by the Institution for the promotion of gender equity during the last five years.
- The Institution has facilities for alternate sources of energy and energy conservation measures.
- Various facilities for the management of degradable and non-degradable waste.
- Water conservation facilities are available in the Institution.
- All facilities as per the requirement related to the green campus initiatives are available.
- Quality audits on the environment and energy are regularly undertaken by the institution.
- The University has a friendly, barrier-free environment for its students.
- Institutional efforts/initiatives on tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic, and such other diversities are available.in providing an inclusive environment.
- Various activities for inculcating values are organized with special emphasis on the values, rights, duties and responsibilities of citizens.
- The University has a prescribed code of conduct for students, teachers, administrators, and other staff and conducts periodic programs in this regard.
- All Institutions of the University celebrates/organizes national and international commemorative days, events and festivals.

- Two Best practices successfully implemented by the University as per the NAAC format are: (i) Holistic Integrated Student Development & Service Delivery Model and (ii) Collaborative Social Engagement (CSE) Model.
- The distinctiveness of Srinivas University, its 09 institutional distinctiveness, and some of the individual faculty distinctiveness are elaborated in this report and displayed on University Website.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the University	
Name	SRINIVAS UNIVERSITY
Address	SRINIVAS UNIVERSITY SRINIVAS CAMPUS MUKKA, SURATHKAL, MANGALORE
City	Mangalore
State	Karnataka
Pin	574146
Website	<a href="http://www.srinivasuniversity.edu.in">www.srinivasuniversity.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor (in-charge)	Anil Kumar	0824-2477866	8618489475	-	vicechancellor@sri nivasuniversity.edu .in
IQAC / CIQA coordinator	Jayashree Bolar	824-2477866	9845668083	-	directoriqac@sriniv asuniversity.edu.in

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	23-02-2017
Status Prior to Establishment, If applicable	Affiliated College
Establishment Date	30-06-2009

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	21-03-2022	<a href="#">View Document</a>
12B of UGC		

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

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	SRINIVAS UNIVERSITY SRINIVAS CAMPUS MUKKA, SURATHKAL, MANGALORE	Urban	47.72	890042.2	UG/PG Ph.D		

## 2.2 ACADEMIC INFORMATION

**Furnish the Details of Colleges of University**

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

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)		: Yes
SRA program	Document	
AICTE	<a href="#">111415_14030_1_1703919039.PDF</a>	
NCTE	<a href="#">111415_14030_4_1704092985.PDF</a>	
INC	<a href="#">111415_14030_7_1706118529.pdf</a>	

### Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	113				29				158			
Recruited	75	38	0	113	18	11	0	29	55	103	0	158
Yet to Recruit	0				0				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				196
Recruited	112	84	0	196
Yet to Recruit				0
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				300
Recruited	143	157	0	300
Yet to Recruit				0
On Contract	0	0	0	0

#### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	8	1	0	0	0	0	0	0	0	9
Ph.D.	93	33	0	15	11	0	0	0	0	152
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	3	3	0	0	0	0	55	87	0	148
UG	0	0	0	0	0	0	0	0	0	0



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

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

#### Distinguished Academicians Appointed As

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

#### Chairs Instituted by the University

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

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	312	280	0	0	592
	Female	202	94	0	0	296
	Others	0	0	0	0	0
PG	Male	86	46	0	0	132
	Female	64	35	0	0	99
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	17	13	0	0	30
	Female	13	11	0	0	24
	Others	0	0	0	0	0
Post Doctoral (D.Sc , D.Litt , LLD)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

<b>Does the University offer any Integrated Programmes?</b>	No
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**Details of UGC Human Resource Development Centre, If applicable**

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

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Institute Of Allied Health Sciences	<a href="#">View Document</a>
Institute Of Computer Sciences And Information Sciences	<a href="#">View Document</a>
Institute Of Education	<a href="#">View Document</a>
Institute Of Engineering And Technology	<a href="#">View Document</a>
Institute Of Hotel Management And Tourism	<a href="#">View Document</a>
Institute Of Management And Commerce	<a href="#">View Document</a>
Institute Of Nursing Sciences	<a href="#">View Document</a>
Institute Of Physiotherapy	<a href="#">View Document</a>
Institute Of Social Sciences And Humanities	<a href="#">View Document</a>
Research And Innovation	<a href="#">View Document</a>

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>1. Holistic Education: Srinivas University has realigned its curriculum and pedagogical approaches to incorporate interdisciplinary learning, experiential learning opportunities, and skill development programs by implementing NEP curriculum from 2021</p> <p>2. Flexibility and Multidisciplinary: encouraging students to explore a broad spectrum of subjects beyond their core disciplines. This initiative enables students to tailor their education according to their interests, fostering a spirit of exploration and innovation.</p> <p>3. Research and Innovation: Srinivas University has significantly emphasized promoting a culture of research and innovation, in line with the</p>
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NEP's vision. The university has established research centers, collaborations with industry partners and incentives for faculty and students engaged in innovative projects. 4. Professional Development: Srinivas University has invested in faculty development programs to align with the NEP's focus on teacher training. 5. Technological Integration: Srinivas University has embraced this aspect by integrating advanced technology in teaching methodologies, implementing e-learning platforms, and creating a digital infrastructure conducive to modern educational practices. 6. Quality Assurance and Accreditation: Prioritized accreditation processes and quality assurance mechanisms. Aligning with the NEP's emphasis on quality, the university regularly undergoes accreditation assessments and strives for continuous improvement in all aspects of education delivery. 7. Impact on the Institution: The initiatives in alignment with the NEP have yielded tangible results. The institutions has witnessed a positive shift in the learning culture, with students actively engaging in interdisciplinary studies and research projects. The emphasis on holistic development has translated into a more comprehensive skill set among graduates, making them competitive in various professional domains. In conclusion, Srinivas University has implemented proactive measures to align with the National Education Policy 2020 exemplify a commitment to transformative education. By embracing the NEP's principles and implementing initiatives that foster holistic development, multidisciplinary learning, research, and technological integration resonates in the success and preparedness of its graduates for the dynamic challenges of the modern world.

## 2. Academic bank of credits (ABC):

Srinivas University has implemented the Academic Bank of Credit in alignment with the National Education Policy: Curricular Reforms: • The university has revised its curriculum to align with the principles of the NEP, emphasising flexibility, multidisciplinary learning, and a holistic approach to education. • Courses have been designed to promote critical thinking, problem-solving skills, and practical application of knowledge. • The Srinivas University curriculum is based on credit system from its inception. A credit system where students earn credits for completing courses. • Implementation may

involve mechanisms for recognising and awarding credits for prior learning experiences, such as internships, workshops, or certifications. Credit Accumulation and Transfer: • Srinivas University has registered under Central Govt. Portal of Academic Bank of Credits (ABC). It's already under the process to creating a student id to enter the credits in ABC • These credits could be accumulated over time and transferred within the university or potentially to other institutions. Student Support Services: • The university may provide support services to help students navigate the credit system, make informed decisions about their academic paths, and understand the opportunities for credit transfer. Continuous Assessment: • Srinivas University has adopted continuous assessment methods, reducing the reliance on traditional exams. Various assessment techniques could be incorporated, including projects, presentations, and practical demonstrations. Technology Integration: • The use of technology in managing the Academic Bank of Credit system could streamline processes. Online platforms might be utilized for credit tracking, transfer requests, and course selection. Hence, by introducing an Academic Bank of Credit at Srinivas University in synchronizing with the National Academic Depository, is more than a mere administrative reform; it is a strategic move towards creating a dynamic, responsive, and technologically-driven educational ecosystem. It positions higher education as a torchbearer of progress, embodying a vision where learners are empowered, administrators are efficient, and future professionals are aptly equipped to meet the challenges of an ever-evolving professional landscape.

### 3. Skill development:

- Srinivas Institute of Rural Reconstruction Agency (SIRRA): It started with the intention to engage it in rural welfare activities and to support human kind.
- Srinivas University Unnat Bharath Abhiyan: It is a flagship program of India's Ministry of Human Resource Development, with the goal of generating change in the rural development process by utilizing knowledge institutions to create architecture for an inclusive India.
- Blood Donation Camp: In collaboration with SIRRA, Unnat Bharath Abhiyan, Srinivas Hospital, and many other NGO's, the University has conducted many blood donation

programs. • Safety Programs: University has conducted road safety, traffic awareness, self-defense, and woman and child safety programs. • Awareness Rallies: COVID awareness, Rallies on the child helpline, AIDS awareness, Cancer Awareness, Malaria awareness, and many more. • Wellness Programs: The students and faculty members participated in overall wellness through yoga camp, routine health check-ups, and Spiritual Wellness. • Voluntary Service: The staff and students of the University have been engaged in many voluntary services. Such as Beach Clean-up, being closely located to the beachside this program was undertaken by university students. • Voters Awareness: The university in association with the district administration participated in creating voting awareness amongst students. • Swatch Bharath-Cleanliness Drive program Students continuously are a part of this program. • Malaria Awareness program: The university students and faculty engage in creating awareness about Malaria and Dengue in the local community. • Computer Literacy: Computer Literacy programs to government school students. • Caring and Sharing: Voluntary donation to the needy and deprived. • Community Outreach Programme: The faculty extensively carry out Community Outreach Programmes with objectives like keeping the Campus Clean, working in teams, and promoting of brotherhood.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

• Srinivas University acknowledges the importance of integrating Indian Knowledge System into its academic curriculum. It incorporates traditional Indian sciences, philosophies, and practices into various disciplines, fostering a more inclusive and diverse educational experience. The aim is to preserve cultural heritage and give students a broader perspective that harmonizes ancient wisdom with modern knowledge. • Srinivas University is known for professional & skill-oriented programs, the Indian language is part of the curriculum of all the UG courses in the university. Only B.Ed (Bachelor of Education) provide classroom delivery in bilingual mode. But the university has Centre for Sanskrit language & arts, culture. The university promotes all the Indian languages, culture & traditions through various co-curricular activities & celebrations • In a world where globalization and technological

advancements dominate, preserving and incorporating indigenous knowledge becomes imperative for a holistic and culturally rooted education. Indian Knowledge Systems is a repository of ancient wisdom, encompassing diverse fields such as Ayurveda, Yoga, Vedas, and traditional arts and sciences.

- Integrating Yoga into physical education initiatives enhances physical well-being, promotes mental health, and manages stress. Recognising Yoga as a holistic system that improves physical fitness and builds mental resilience.
- Incorporating Vedic sciences, such as astronomy, mathematics, and linguistics, into pertinent academic disciplines. Comprehending the contributions of ancient Indian scholars and their profound impact on these academic fields.
- Leveraging traditional ecological knowledge embedded in Indian scriptures to address contemporary environmental challenges. Emphasising sustainable living practices and ecological balance from the perspectives laid out in ancient Indian wisdom.
- Including traditional arts, literature, and performing arts in cultural studies programs and exploring the intricate tapestry of Indian classical arts and their intricate connections to cultural heritage.

5. Focus on Outcome based education (OBE):

- To incorporate Objective Based Education (OBE) which is the base for student-centric approach that places the student at the centre of the learning experience. At Srinivas University the faculty members are given training to implement Objective Based Education with the introduction of revised Blooms Taxonomy of objectives.
- This provides individualized learning, offering personalized learning paths and resources for active engagement, encouraging students to actively participate in their learning process, like incorporation of interactive and hands-on activities to enhance learning engagement, providing flexible learning environments.
- The University also assesses the learning using various assessment methods to gauge student understanding and progress, providing timely and constructive feedback to support continuous improvement.
- The University fosters a collaborative and interactive learning environment by encouraging group projects, discussions, and peer-to-peer learning. Inclusive practices like problem-based learning create an environment where all students feel valued and

included. • Professional Development for faculty provides ongoing training and support for educators to enhance their teaching methods and encourages faculty to stay informed about best practices in student-centred pedagogy. • The university believes in establishing channels for students to provide feedback on courses, programs, and overall university experience. It provides platforms to continuously improve the learning environment through continuously integrating life skills and incorporating real-world skills and practical applications into the curriculum. Preparing students for success beyond academia, including their careers and personal lives. • The university, through its OBE, supports the idea that all students can learn and achieve success, ensuring that the education system in the university is inclusive and accessible to students with varying abilities and backgrounds and provides lifelong learning and skill development for the country's benefit. In this context, Srinivas University trains the faculty members with the Revised Blooms Taxonomy to understand & implement Outcome-Based Education (OBE) in the teaching learning practices. In this context the university curriculum clearly defines Programme Objectives (PO), Programme Specific Objectives (SPO) & Course objectives (CO) in the view of NEP 2020.

#### 6. Distance education/online education:

• Srinivas University encourages faculty members to get upgraded through online FDP programmes through swayam & MOOC platforms. The students are also having to get into ESEP (Employability & Skill Enhancement Programme) through online mode. During the pandemic and environmental crisis, the students are involved in the blended mode of learning to complete the academic work as per schedule. • Since 2018, the dhi software has been used to manage curricular and co-curricular activities seamlessly. planning and mentoring are conducted through this software. • Google Classroom Learning Management System (LMS) is widely used for online case banks, case presentations, and video lectures. The university also follows various initiatives by the Ministry of Education such as National Digital Library, The National Programme on Technology Enhanced Learning (NPTEL), SWAYAM, and MOOCs (Massive Open Online Courses).



## Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Faculty members along with the student coordinators actively took part during 2019 Indian General Election through many voting awareness programs in collaboration with District administration. A group of student volunteers were deployed to support voter turnout in neighbouring villages during the 2019 Indian general election and the 2023 Karnataka Legislative Assembly Election.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The university in association with the district administration participated in creating voting awareness amongst students and public by participating in the SVEEP (Education & Electoral Participation Program) which is a Flagship program of Election Commission of India for voter education in 2019. They organized the innovative programmes like street skits, Road Ralleys and a long human chain was done along the beach side of Mangalore. Our university was first among the region to give full support to District Administration.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	A group of student volunteers were deployed to support voter turnout in neighbouring villages during the 2019 Indian general election and the 2023 Karnataka Legislative Assembly Election.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Students are be enrolled as voters are identified by the university through its ELC Mass workshops are conducted for filling form 6 for new registration as voters.

## Extended Profile

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### 1 Students

#### 1.1

**Number of students on rolls year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
5110	4424	3483	2409	1427
File Description		Document		
Institutional Data in prescribed format		<a href="#">View Document</a>		

#### 1.2

**Number of final year outgoing students year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1109	891	743	357	139
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

**Number of full time teachers in the institution year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
248	212	124	124	85
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

**Total number of full time teachers worked/working in the institution (without repeat count) during last five years:**

**Response: 340**

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 3 Institution

#### 3.1

**Total expenditure excluding salary year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
2440.01	1931.89	948.62	968.43	287.65

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 1.1 Curriculum Design and Development

##### 1.1.1

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

**Response:**

As per NEP-2020, the current Indian Education System gives knowledge without skills, concepts without experience, and a degree without confidence. But, Srinivas University has identified this weakness and used its autonomy to nullify these weaknesses through its innovative Srinivas Student Integrated Model for all-round development. This model has features of providing an opportunity for enhancing creativity by adopting STEAM model, opportunity for experiential learning, opportunity to innovate, employability skills, new knowledge or new product/process development and hence gives more confidence to make optimum decisions. The curriculum of Srinivas University focuses on Lower and Higher order skills for Enhancing Employability & Entrepreneurship.

The 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 through its 09 institutes.

**Few of the important points covered in the curriculum are :**

**Relevance to Global Needs :** Global standards are adopted to prepare the Syllabus. The curriculum design takes into consideration the Sustainable Development Goals (SDG) formulated by the United Nations. as one of the key parameters.

**Relevance to National Needs :** As per the Indian Government Policy, Srinivas University has developed the syllabus for Atma Nirbar Bharath and Make in India philosophy.

**Relevance to Regional Needs :** One of the courses named Social Responsibility has been introduced in the curriculum to inculcate citizenship responsibilities among the students.

**Knowledge, Skill, and Experience Focus :** The curriculum contains Employment skill enhancement programs and Employability ability enhancement programs as an integrated part of all the semesters of UG and PG programmes.

**Character, Ethics, and Values :** Subjects like Constitution of India, Professional ethics, Environmental studies, etc. are mandatory for all the programmes.

**Tradition, Culture, and Scientific focus :** Curriculum has been designed by giving importance to Tradition, Culture, and Scientific manners.

**Research & Innovation Focus:** Patent analysis, Patent filing, and Company & CEO analysis are introduced at UG and PG levels with mandatory projects.

**Integrated with NEP 2020 :** From 2021 – 22 academic year, NEP -2020 concepts are introduced successfully at all levels.

**Focus on Continuous Improvement:** University is adding new courses, programmes regularly based on the feedback from Industry, Parents, Public, Alumni, and Entrepreneurs.

The progressive curriculum adopted with a focus on knowledge, skills, & Experience, shall position the continuum of novice problem solvers (at entry level of the programme) to expert problem solvers (by the time of graduation):

At the end of first year – Ability to solve well-defined problems.

At the end of second year – Ability to solve broadly defined problems.

At the end of third year – Ability to solve complex problems that are ill-structured requiring multi-disciplinary skills to solve them.

During the fourth year- Experience of workplace problem-solving in the form of Internship or Research Experience preparing for Higher Education, Employability, or Entrepreneurship

### 1.1.2

**The Programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements**

**Response:**

- At Srinivas University, we are committed to providing our students with a holistic education that goes beyond technical expertise.
- To achieve this goal, we combine courses in critical thinking and problem-solving with leadership and management courses and soft skills development courses.
- Our critical thinking and problem-solving courses are designed to help students develop analytical and logical thinking skills, which will aid them in identifying and solving complex problems in their professional lives.

- Our leadership and management courses help students develop effective communication, team-building, and decision-making skills, which are essential for leading and managing teams in today's fast-paced and ever-changing business environment.
- Our soft skills development courses focus on helping students develop emotional intelligence, adaptability, and resilience, which are critical for navigating complex professional environments.
- By combining these courses, we aim to produce graduates who not only possess excellent technical skills but also possess the ability to think critically, lead effectively, and navigate complex professional environments.
- We believe that this comprehensive approach will help cultivate a generation of entrepreneurs who can drive innovation, create positive change, and make a lasting impact in their respective industries.

## 1.2 Academic Flexibility

### 1.2.1

**Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years**

**Response:** 86.66

#### 1.2.1.1 Number of new courses introduced during the last five years:

**Response:** 2689

#### 1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :

**Response:** 3103

#### File Description

#### Document

Subsequent Academic Council meeting extracts endorsing the decision of BOS

[View Document](#)

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

## 1.3 Curriculum Enrichment

### 1.3.1

**Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum**

**Response:**

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. 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 theoretical and pragmatic contexts.

- **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 all the Programmes.
- **Environment:** Environmental issues are incorporated in all the programmes. For example, Environmental Studies with practical training is a compulsory subject in all the UG programmes with 2 credits.
- **Sustainability:** UN 17 sustainable development goals are introduced along with Environmental studies for all the UG programmes along with the strategies to realize them.
- **Gender Equity:** 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 familiarized with ethical standards regulating their respective disciplines in every programme. Allied Health Sciences and Psychology departments address issues of gender, environment, human values, and ethics and help students to gain perspective on plurality and diversity in society, cultural sensitivity in the context of human development, behavior, and societal development.
- **Human Values:** Human values are also part of the curriculum. for example, in undergraduate students studies social responsibility as a part of a course. Practical sessions and workshops are conducted on human values and their responsibility towards society.

**Figure 1.4: Integrating the cross-cutting issues as added programs**

All institutes offer programs related to environmental sustainability, human values, and professional ethics. In addition, 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 institutions.

**Figure 1.5: Curriculum Enrichment Process**

Value-added courses are offered to all students. Patent laws and commercialization are part of the curriculum in almost all programmes. Research methodology is mandatory in research and PG programmes. In the curriculum enrichment process, students are exposed to practical training like Vanamahatsava and they are planting and maintaining the plants during their course. They are involved in world water day and create awareness in the public through self-motivation. Blood donation camp is regularly organized on campus by the students. Kannada Rajyotsava, Earth Day, Deepavali, Onam

(celebrated by all the community students), etc. were organized by the students with the help of faculties. These activities reflect the outcome of the curriculum framed by the university. These activities were done by the students with commitment.

### 1.3.2

**Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years**

**Response:** 122

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc.	<a href="#">View Document</a>

### 1.3.3

**Percentage of programmes that have components of field projects / research projects / internships during the last five years.**

**Response:** 97.56

**1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

**Response:** 40

**1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years**

**Response:** 41



File Description	Document
Sample Internship completion letter provided by host institutions	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Program and course contents having element of field projects / research projects / internships as approved by BOS	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

**Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:**

**Response:** A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Feedback analysis report submitted to appropriate committee/bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis and its report to appropriate committee/bodies	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 90.63

##### 2.1.1.1 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2036	1973	1580	1276	1014

##### 2.1.1.2 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
1859	1855	1505	1079	843

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Document relating to sanction of intake as approved by competent authority	<a href="#">View Document</a>
Admission extract signed by the competent authority (only fresh admissions to be considered)	<a href="#">View Document</a>

#### 2.1.2

##### Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

**Response:** 87.13

##### 2.1.2.1 Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
859	824	697	586	466

**2.1.2.2 Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1018	986	790	638	507

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

### 2.2.1

**The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student**

**Response:**

**2.2.1 The University assesses the learning levels of the students and organizes special and spatial Programmes for above average learners as well as for the slow learners.**

The University adopts a combination of methods, including feedback from students and mentors, performance during the orientation phase and internal & continuous assessment components (open book assessments, surprise tests, quizzes, assignments, and case studies) to identify the pace of learning and

level of knowledge/skills. Slow learners are identified based on their performance in the Internal Assessment Tests and during classroom interaction. Students hailing from rural areas and those who studied in non-English medium are given Special English language classes to enhance their command over the language. Slow learners are given additional teaching in Tutorial Classes. Students are facilitated to undertake online certification courses as shown in figure 2.1.

**Figure 2.1:** Various Certificate Programs for Students

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

- Remedial classes on need basis
- Bridge courses on need basis
- Tutorials to enhance the knowledge and learning skills of the students
- Special lectures as part of remedial classes
- Peer learning & teaching
- Mentor-Mentee system
- Parent-Teacher meeting
- Extra coaching classes
- Personal and academic counseling
- Separate tests
- Problem-solving classes
- Soft and Technical Skill development programmes
- Communication Skill Training
- Unique programmes like ISAP to enrich Technical Presentation Skills
- Lecture sessions with adequate and appropriate teaching pedagogy

Slow learners and others who have not studied cognate subjects are advised to take up remedial classes.

**Figure 2.2:** Various supports for slow learners

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

- 1.Special lectures
  - 2.Peer learning & teaching
  - 3.Mentor-Mentee system
  - 4.Parent-Teacher meeting
  - 5.Extra Training Sessions
  - 6.Personal and academic counseling
  - 7.Problem-solving classes
  - 8.Soft and Technical Skill development programmes
  - 9.Skill Development Training
- 
- 1.Programmes to enrich Technical Presentation Skills
  - 2.Seminars and Presentations on selected topics
  - 3.Group Discussions on technical topics
  - 4.Case study analysis

**Figure 2.3:** Various supports for Fast Learners

The University places emphasis on participatory learning for all the students.

- 1.Faculty members encourage students to ensure that classroom interaction makes learning interactive and participatory.
  - 2.Co-curricular activities are organized by the students through which they learn organizational and leadership skills.
  - 3.Learning resulting in achievement defined outcomes in terms of quality placements.
- 
- 1.Students are given equal opportunity in Community involvement activities.
  - 2.Good opportunities are provided to excel in Sports.
  - 3.Entrepreneurship Development has been institutionalized.

Since its inception, the University has established the good practice of inviting domain experts to deliver lectures to the students in their chosen field of expertise 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.

### 2.2.2

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

**Response:** 20.6

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	<a href="#">View Document</a>
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

### 2.3.1

**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**

The University has created well-established model in education, training, facilitation, coaching and

organizational development. It has adopted an active approach for 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 at Srinivas University is a part of the regular teaching-learning process which supports the students to gain from past knowledge & experience and in applying their knowledge to understand complex realities by incorporating:

1. Technical talks
2. Projects involving users
3. Reflective reports on internships
4. Field visits
5. Interaction with society / Outreach activity
6. Team activities inculcating leadership and organizational skills
7. Learning is reinforced with Training on Practical Skills

Participation in Co-Curricular activities

1. Visual Presentations
2. Field Investigations
3. Visits to facilities, corporate houses, industries, government and private organizations

Collaborative Laboratories: The university has established “Centre of Excellence” and collaborated with CISCO, Amazon, Microsoft, Festo and Red Hat and many more industry leaders to train the students and faculty members in modern technologies and practices

**Figure 2.4:** Experiential learning model of Srinivas University

**Participative Learning:** Students are given 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. Students take an active part in students associations and forums and arrange following outreach activities:

1. National Level Technical, Cultural and Sports Fests
2. National Level Technical Seminars
3. Celebration of National and International Days
4. State / National Festivals / Social Gatherings
5. Guest Talks / Seminars by Academicians and Industrial Professionals
6. Student Society interactive programmes initiated by the Central Government
7. Sports and Tournaments
8. Alumni activities
9. Technical Skill development programmes
10. Soft skill training programmes
11. Major and Mini Projects
12. Company-specific training programmes
13. Computer language training programmes
14. Entrepreneurial skills through Employability Skill Development Programme (ESEP)

## Entrepreneurship Ability Enhancement Program (EAEP)

1. LEAD programme (Leadership through Analytics and Decision Sciences)
2. Environmental awareness programmes to enhance the creative skills of students.

**Figure 2.5:** Participative Learning Model of Srinivas University

**Problem Solving:** 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. Following initiatives are taken at Srinivas University to enhance Problem Solving ability of students:

1. Peer learning and cooperative learning to work in teams and arrive at definite solutions
2. The University has established Incubation Centres and has introduced collaborative learning
3. Students are encouraged to give their innovative ideas in Mini Projects and Final Year Projects
4. On the Job Training in Srinivas University Centre of Excellence
5. Case Study Analysis / Problem Solving for theory and lab subjects
6. Hackathons
7. Field Visits / Industrial Visits
8. Employability Skill Development Programme (ESEP)
9. Entrepreneurship Ability Enhancement Program (EAEP)
10. Research based learning
11. Assignments

**Figure 2.6:** Problem-solving Model of Srinivas University

### 2.3.2

**The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues**

**Response:**

***2.3.2 The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues***

Srinivas University has adopted an effective Mentor-Mentee Scheme to address academics and student-psychological issues. This will further enrich the Knowledge and Skills of the Students, also uplift the Research Attitude and Practice among the Students.

**Objectives of mentorship in the university is to:**

- Assist the mentee in setting and achieving professional development and personal growth objectives in line with societal needs.
- Assistance with acquiring the knowledge, skills, and capabilities needed to tackle real-world situations.

- Encourage increased levels of involvement and career aspirations.
- Give mentors the resources they need to improve their performance in their existing positions.
- Expand cultural borders or create opportunities for stakeholders to connect and collaborate.
- Establish a culture where mentoring is seen as a productive strategy for producing competent people.

#### **Procedure of Mentorship in Srinivas University:**

- Mentor meetings are conducted every month.
- Mentor discusses Objectives of Mentorship and Mentor Form with newly admitted mentees to provide clarity on the concept.
- Mentor circulates the form and collect the proper filled-in forms from his/her mentee having all the details.
- Mentor discusses on points (but not limited to) problem faced, skill, activities, mannerism, career, library visit, regularities, assignments, quizzes, project, book issue, reading outside syllabus, personal looks, seminar, paper presentation etc.
- After every meeting, the mentor records the discussion in mentor form for future reference viz. attendance, update on his last meeting discussion, achievements, participation in extra-curricular and co-curricular activities, suggestions etc.
- Mentors maintain semester-wise mentees record of Credit earned, CGPA, SGPA and Total Credits earned, collect the internship/training certificate of previous semester.
- Mentors inform mentee about various initiatives taken by the university towards the all-round development of the students.
- The mentors of final year (Pass out Batch) collect the information related with the future endeavours of their allotted mentees.
- If the mentee fails to attend the meeting continuously, the mentor inform the same to the class coordinator and to the parent of the mentee.

The implementation of the effective mentor-mentee system results in inculcating and nurturing right attributes, virtues and qualities in the students. Students consider university as their second home due to this congenial environment. They feel free to discuss their issues and get effective timely solutions. This satisfaction helps in their overall development.

## **2.4 Teacher Profile and Quality**

### **2.4.1**

**Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years**

**Response: 89**

#### **2.4.1.1 Total Number of Sanctioned year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
300	238	164	124	85



File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	<a href="#">View Document</a>

## 2.4.2

**Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years**

**Response:** 35.88

**2.4.2.1 Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years**

Response: 122

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List of faculty having Ph.D./D.M/M.Ch./D.N. Superspeciality/ along with particulars of the degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copies of Ph.D./D.M/M.Ch./D.N.B Superspeciality awarded by UGC recognized universities	<a href="#">View Document</a>

## 2.4.3

**Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)**

**Response:** 15.65

#### 2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year

Response: 3880

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

Response: 8.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	9	8	7	8

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

### 2.5.2

**Percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years**

Response: 0.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	0	1

**2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
4732	4067	3241	2258	1425

File Description	Document
List the number of students who have applied for re- valuation/re-totalling program wise and the total certified by the Controller of Examinations year-wise for the assessment period.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

**2.5.3**

**Status of automation of Examination division along with approved Examination Manual/ordinance**

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

File Description	Document
The screenshot should reflect the HEI name and the name of the module.	<a href="#">View Document</a>
The report on the present status of automation of examination division including screenshots of various modules of the software.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
If the EMS is outsourced, copy of the relevant contract and copies of bills of payment to be provided.	<a href="#">View Document</a>
Copies of the purchase order and bills/AMC of the software.	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

**The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution**

**Response:**

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

**Response:**

Srinivas University has well-defined Outcome Based Education (OBE) system for all its programmes which are stated in terms of Programme Educational Objectives (PEO), Programme Outcomes (PO), Programme Specific Outcomes (PSOs) and Course Outcomes (CO).

Programme Outcomes are defined at each department level in alignment with the institutional Vision, Mission and Quality Policy. The expected outcomes in terms of career & professional prospects and entrepreneurial development are reflected in the programme objectives.

- 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, i.e. 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 aims to bring out critical thinking, knowledge, problem-solving ability, digital literacy, innovativeness, emotional intelligence, social responsibility, ethical behavior, 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 assessments are used.
- 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 one hand and to provide accurate estimates of current competency.

TLEP (Teaching, Learning and Evaluation Plan) 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.

In addition to the above, following good practices are being followed in Srinivas University to promote, students' performance:

- Additional reading material,
- Links to MOOCs,
- Course wise prepared Question Banks,
- Value added courses (International Online Certifications),
- Fieldwork, and
- Projects which are integrated into the TLEP,
- The University's framework of constructive alignment for adjusting teaching-learning and assessment to address the attainment of outcomes and 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,

Thus, at the level of course coordinators and faculty, outcome-oriented focus in the curricular delivery and the level of student engagement is influenced.

## 2.6.2

**Pass percentage of students (excluding backlog students) (Data to be provided only for the latest completed academic year)**

**Response:** 97.93

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

**Response:** 1086

File Description	Document
percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Certified report from the Controller of Examinations indicating the pass	<a href="#">View Document</a>
Annual report of COE highlighting the pass percentage of students	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response: 3.83**

File Description	Document
Upload any additional information	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

#### 3.1.1

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

**Response:**

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

**Response:**

**Yes.**

The research facilities at Srinivas University play a pivotal role in fostering academic excellence and promoting cutting-edge research across various disciplines. Research facilities are frequently updated. There is a well-defined research policy to encourage students and faculty researchers. Research policy is implemented and uploaded on the University website. Srinivas University a State Private Research and skill-focused University, established under Karnataka State Government Act 2013 started its operation in 2017, is at the forefront of finding the best solutions to some of the real-world practical problems based on its 33 years of academic journey and state-of-the-art facilities.

**Figure 3.1: Research Environment and Policy of Srinivas University**

#### **Implementation of Research Policy:**

The University provides financial support through research seed grants, and fellowships, to incentivize faculty members to engage in meaningful research projects. The policy encourages interdisciplinary collaboration and partnerships with industry, government agencies, and international institutions to foster innovation and address societal challenges. Srinivas University adheres to strict ethical guidelines for research conduct and ensures compliance with regulatory requirements governing research involving human subjects, animals, and biohazardous materials. The university offers guidance and support for the protection and commercialization of intellectual property arising from research activities, thereby incentivizing innovation and entrepreneurship. The University recognizes outstanding contributions to research through awards, honors, and publications in reputed journals, thereby promoting a culture of excellence and academic achievement.

**Research Facility Updation:** International trends and national standards are evaluated to keep the University's research facilities up to date. The laboratory facilities are upgraded regularly to keep up with industry requirements. The campus is equipped with internet connectivity, computer laboratories, and specialized software applications tailored for research and data analysis. Furthermore, the institution promotes the integration of digital tools and platforms into research methodologies, thereby enhancing efficiency and collaboration among researchers

**Communication of Research Policy:** The University communicates from time to time its research policies to its stakeholders like research scholars, students, faculties, and parents through the website, social media, and Annual Research Conclave.

The University's proactive approach towards research infrastructure development and policy implementation underscores its dedication to fostering a culture of inquiry, discovery, and innovation among its academic community. Moving forward, Srinivas University remains steadfast in its commitment to advancing knowledge, addressing societal challenges, and making meaningful contributions to the scientific community.

### 3.1.2

**The institution provides seed money to its teachers for research (average per year)**

**Response:** 62.06

**3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
78.20	137.10	48.00	47.00	0

File Description	Document
Sanction letters of seed money to the teachers is mandatory	<a href="#">View Document</a>
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	<a href="#">View Document</a>

### 3.1.3

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

**Response:** 16.76



**3.1.3.1 Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years**

Response: 57

File Description	Document
List of teachers who have received the awards along with the nature of award, the awarding agency etc.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copies of the award letters of the teachers.	<a href="#">View Document</a>

**3.1.4**

**Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years**

Response: 64.12

**3.1.4.1 The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years**

Response: 109

**3.1.4.2 Number of PhD Scholars enrolled during last five years**

Response: 170

File Description	Document
List of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows along with the details of the funding agency is to be provided.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E copies of fellowship award letters (mandatory)	<a href="#">View Document</a>

**3.2 Resource Mobilization for Research**

**3.2.1**

**Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research**

**project, endowment research chairs during the last five years (INR in Lakhs)**

**Response:** 1002.7625

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	<a href="#">View Document</a>

### 3.2.2

**Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years**

**Response:** 0.97

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

**Response:** 330

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 3.2.1)	<a href="#">View Document</a>
E-copies of the grant award letters for research projects sponsored by government agencies.	<a href="#">View Document</a>

## 3.3 Innovation Ecosystem

### 3.3.1

**Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**

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

The institution's ecosystem supports to improve and enhance research quality, which benefits researchers and society as a whole. Innovation thrives within the educational framework of the university through academic and research endeavors.

Srinivas University has established a vibrant innovation ecosystem aimed at fostering creativity, entrepreneurship, and the transfer of knowledge

**Figure 3.2: Innovation Ecosystem****Research Innovation:**

The Research and Innovation Council of the University is committed to developing new knowledge and new interpretations of existing knowledge. The Research Council conducts regular awareness programs on research and publication ethics, IPR topics mainly on copyright and patents, for its faculties, students, and Research Scholars. The IPR cell of the university supports copyright and patent drafting and filing.

Srinivas University believes in Open Access and Free Publications, which can be accessed by all scholars, academicians, and other interested people without any restrictions. Srinivas University established a publication unit named Srinivas Publications, which hosts five journals covering a wide array of multidisciplinary fields, all to foster innovation and scholarly exchange within its academic community. The five Journals are

1. International Journal of Management, Technology and Social Sciences (IJMTS)
2. International Journal of Health Sciences and Pharmacy (IJHSP)
3. International Journal of Applied Engineering and Management Letters (IAEML)
4. International Journal of Case Studies in Business, IT, and Education (IJCSBE)
5. International Journal of Philosophy and Languages (IJPL)

**Initiatives for the Creation of New Knowledge:**

All the faculty members, research Scholars, and Students can publish quality research articles in double-blinded peer-reviewed University International Journals for free of cost. This provides an environment to create new knowledge in different domains. They are also encouraged to publish in UGC Care-listed and reputed journals.

**Initiatives for Transfer of Knowledge:**

All papers authored by faculty members, research scholars, and students are submitted for copyright registration in the authors' names through the Copyright Office in New Delhi. This measure is aimed at retaining copyright ownership and facilitating the transfer of knowledge within the academic community.

### **Innovative Online Workshops:**

Srinivas University conducts regular activities to instill research culture in its faculty members, research scholars, and students through various online workshops.

The Annual Research conclave is a platform where researchers, scholars, academics, and experts from various disciplines come together to discuss and exchange ideas, findings, and insights related to their research work. It serves as a platform for networking, collaboration, and the dissemination of knowledge across different fields of study.

### **Srinivas University Incubators and Start-ups:**

Besides institutional and faculty projects, the University Incubation Center shall play a pivotal role in fostering a culture of innovation, entrepreneurship, and collaboration, thereby contributing to the development of a vibrant startup ecosystem and the economic prosperity of the region.

#### **3.3.2**

**Total number of awards received for *research/innovations* by institution/teachers/research scholars/students during the last five years**

**Response:** 101

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
e- Copies of award letters issued by the awarding agency	<a href="#">View Document</a>

### **3.4 Research Publications and Awards**

#### **3.4.1**

**The institution ensures implementation of its stated Code of Ethics for research**

**The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:**

- 1.Inclusion of research ethics in the research methodology course work**
- 2.Presence of institutional Ethics committees (Animal, chemical,bio-ethics etc.,)**
- 3.Plagiarism check through software**
- 4.Research Advisory Committee**

**Response:** A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	<a href="#">View Document</a>
Constitution of the ethics committee and its proceedings as approved by the appropriate body.	<a href="#">View Document</a>
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	<a href="#">View Document</a>
Bills of purchase of licensed plagiarism check software in the name of the HEI.	<a href="#">View Document</a>

### 3.4.2

#### Total number of Patents awarded during the last five years

**Response:** 11

File Description	Document
Patents granted / published in the name of the faculty with the institutional affiliation to the university working during the assessment period only to be given.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
e-copies of letter of patent grant	<a href="#">View Document</a>

### 3.4.3

#### Number of Ph.Ds awarded per recognized guide during the last five years

**Response:** 4.31

##### 3.4.3.1 How many Ph.D s were awarded during last 5 years

Response: 56

##### 3.4.3.2 Number of teachers recognized as guides during the last five years

Response: 13

File Description	Document
PhD Award letters to PhD students.	<a href="#">View Document</a>
Letter from the university indicating name of the PhD student with title of the doctoral study and the name of the guide.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

#### 3.4.4

**Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years**

**Response:** 3.3

**3.4.4.1 Number of research papers published in the Journals as notified on UGC CARE list during the last five years**

Response: 1123

File Description	Document
List and links of the papers published in journals listed in UGC CARE list and	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

#### 3.4.5

**Number of books and chapters in edited volumes published per teacher during the last five years**

**Response:** 5.24

**3.4.5.1 Total Number of books and chapters in edited volumes published during the last five years**

Response: 1780

File Description	Document
List of chapter/book with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>

### 3.4.6

*E-content is developed by teachers :*

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

**Response:** D. Any 2 of the above

File Description	Document
Supporting documents from the sponsoring agency for the e- content developed by the teachers need to be provided.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Give links to upload document of e-content developed showing the authorship/contribution	<a href="#">View Document</a>
For institution LMS a summary of the e-content developed and the links to the e-content should be provided	<a href="#">View Document</a>

### 3.4.7

**Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science**

**Response:** 9.07

### 3.4.8

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

**Response:** 27.5

### 3.5 Consultancy

#### 3.5.1

**Revenue generated from consultancy and corporate training during the last five years**

**Response:** 247.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
65.02	54.916	40.10	48.35	39.00

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid	<a href="#">View Document</a>
Letter from the beneficiary of the consultancy along with details of the consultancy fee.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
CA certified copy of statement of accounts as attested by head of the institution.	<a href="#">View Document</a>
Audited statements of accounts indicating the revenue generated through and corporate training/consultancy.	<a href="#">View Document</a>

### 3.6 Extension Activities

#### 3.6.1

**Outcomes of extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)**

**Response:**



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

#### Response:

Srinivas University, or Srinivas Institute, is known for its social service and commitment

#### Figure 3.4: Extension Activities

- **Srinivas Institute of Rural Reconstruction Agency (SIRRA):** It started with the intention to engage in rural welfare activities.
- **Srinivas University Unnat Bharath Abhiyan:** It is a flagship program of India's Ministry of Human Resource Development, with the ultimate goal of generating change in the rural development process by utilizing knowledge institutions to create architecture for an inclusive India.
- **Blood Donation Camp:** In collaboration with SIRRA, Unnat Bharath Abhiyan, Srinivas Hospital, and many other NGO's, the University has conducted many blood donation programs.
- **Safety Programs:** The University has conducted road safety, traffic awareness, self-defense, and woman and child safety programs.
- **Supporting Humankind:** Many programs have been arranged over the past 5 years through SIRRA and Unnat Bharath Abhiyan to support humankind.
- **Awareness Rallies:** COVID awareness, Rallies on the child helpline, AIDS awareness, Cancer Awareness, Malaria awareness, and many more.
- **Adoption of nearby Villages:** Srinivas University has adopted Five Villages of Mangalore, Dakshina Kannada District through Unnat Bharath Abhiyan to conduct Social outreach activities.
- **Wellness Programs:** The students and faculty members participated in overall wellness through yoga camp, routine health check-ups, and Spiritual Wellness.
- **Health package at Reduced/Discounted Price:** Srinivas Institute of Medical and Research centre University provides all health-related packages at a discount and at reduced prices.
- **Voluntary Service:** The staff and students of the University have been engaged in many voluntary services
- **Beach Clean-up:** Being closely located to the beachside this program was undertaken by university students.
- **Voters Awareness:** The university in association with the district administration participated in creating voting awareness amongst students.
- **Swatch Bharath-** Cleanliness Drive program Students continuously are a part of this program.

- **Free Dental Camps:** The university in association with the Dental college organizes Free dental camps in the neighboring locality.
- **Malaria Awareness program:** The university students and faculty engage in creating awareness about Malaria and Dengue in the local community.
- **Free Skill Training and Skill development** through Bosch.
- **Computer Literacy:** Computer Literacy programs to government school students.
- **Caring and Sharing:** Voluntary donation to the needy and deprived.
- **Free eye Camp:** The university in association with the Srinivas Hospital organizes free eye screening camps.
- **Community Outreach Programme:** The Faculty extensively carry out Community Outreach Programmes with objectives like keeping the Campus Clean, working in teams, and promoting of brotherhood.
- **Vanamahotsava Programme:** These activities are conducted with the objective of engaging Volunteers in Plantation Activities.
- **Child & Parent Health Awareness Programme:** Problems and solutions to Women Health Issues.
- **Keep the Surroundings Clean Drive:** All Institutes are required to see that the surroundings of their Campus and nearby are kept clean.

### 3.6.2

**Number of extension and outreach programs conducted by the institution through organized forums like NSS/NCC with involvement of community year wise during the last five years**

**Response:** 91

**3.6.2.1 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
08	24	12	15	32

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Geo-tagged Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Detailed list and report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>

### 3.7 Collaboration

#### 3.7.1

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

**Response:** 242

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functiona MoUs/linkage/collaboration activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

*The institution has adequate infrastructure facilities for*

*a. teaching - learning. viz., classrooms, laboratories,*

*b. ICT enabled facilities such as smart classes, LMS etc.*

*c. Facilities for cultural and sports activities , yoga centre, games (indoor and outdoor) gymnasium, auditorium etc.*

**Describe the adequacy of facilities within a maximum of 500 words**

**Response:**

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

Srinivas University, Mangalore founded in 2013 by Karnataka State Act is a private research- and skill-focused University in Mangalore, Karnataka, India. Spread over 47.7 acres of land, the campus is well equipped with unique and dedicated buildings/blocks that meet the administrative and supporting needs of its 9 Institutions as required by statutory bodies.

These infrastructures are:

- Physical infrastructure,
- Digital infrastructure,
- Innovative teaching-learning infrastructure,
- Intellectual Property infrastructure, and
- Networking infrastructure.

Fig 4.1.1(a): Nine Institutes under Srinivas University

**Class Rooms, Tutorials & Seminar Halls:** Both traditional teaching materials and audio-visual equipment's are provided in the sophisticatedly furnished 104 classrooms (some of them are classrooms cum counselling rooms), 19 tutorial rooms and 13 seminar halls. LCD projectors, Wi-Fi, laboratories, audio- video recording facility, computers, sufficient chairs and tables, etc. are all provided in all classrooms and other academically related rooms. According to the requirements of the statutory bodies, some of the classrooms are air-conditioned. Few classrooms have Smart boards enhancing learning experience.

**Laboratories:** All 38 laboratories have contemporary, modular workplaces that incorporate the students' demands for practical knowledge. The laboratories are built with safety elements infrastructure and offer a great working environment.

**Meeting Rooms:** 4 Meeting rooms with separate space is provided to discuss on matters, collaborate and take productive decisions.

**Drawing Rooms:** 3 well-lit drawing rooms are made available to students requiring as a part of the curriculum.

**Video centre/Studio:** Video centre Room is well equipped with 4 cameras, LED & soft lights, 2 tripods, Music console mixer, 1 Handycams and other aids like microphones for teaching and learning. The facility can be used to record lectures and create e-content giving students a live multimedia experience.

**Computer Lab:** Computer being instrumental in helping students work and acquire knowledge in software programs, Srinivas University computer Laboratories are well equipped with 886 computers and free Wi- Fi in all the 10 computer laboratories enabling them to acquire digital skills.

**Communication Lab:** Communication Lab is a speech and presentation development facility with an emphasis on cutting-edge strategies and instructional practices that help students develop themselves as powerful and skilled presenters and public speakers.

**Learning Management System:** LMS from Online platforms like Teachmint, Zoom, Google meet and Lark supports virtual classes and lecture capturing system. This was a government initiative during covid-19 pandemic and has helped the students gain knowledge during lockdown while regular classes were not possible.

**Digital Library (Ubiquitous):** Srinivas University- Ubiquitous Digital Library is developed and maintained indigenously by the Institute of Computer and Information science of Srinivas University providing 24/7 open access to a reservoir of books and study materials to all students and faculties.

**Evaluation Centre:** Srinivas University has a separate dedicated Evaluation centre facilitating the quick announcement of results enabling students to plan their future career path without delay.

Fig 4.1.1(b) Academic Physical Infrastructure

University is equipped with a suitable infrastructure that complies with UGC/relevant statutory council requirements.

#### 4.1.2

**Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years**

**Response:** 30.68

**4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
896.14	688.51	209.76	137.96	85.42

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

**Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students**

**Response:**

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

The academic library (both physical and digital-ubiquitous parts) of Srinivas university serves the information needs of faculty, staff, researchers, and other community members and is a crucial component of a university. By emphasizing that an academic library serves as a learning centre for students by acting as a source of materials required for studying all the subjects in their selected course, relevant books, and both print and online resources of information materials are offered. The library has taken several initiatives over the past few years to address the rising demand for electronic resources in line with the current trend and to uphold the highest standards of academic integrity in university publications. This involves the digitization of books, the construction of institutional repositories, and the integration of multiple print and electronic resources.

**Figure 4.5:** Academic Library

Srinivas University is using Easylib as Integrated Library Management system (ILMS).

Srinivas University digital library provides 24/7 open to all students and faculties provides access to a reservoir of study materials and books. Through multi-user access via the Central Computer Unit, the Library's online resources are made available on desktops in several departments.

The physical library section is open from Monday to Saturday from 9.00 a.m. to 8.30 p.m. There are many study areas in the reading room, from an active open group study at one end to a quiet study area at the other.

Access to a large number of computer stations and study rooms is guaranteed in all libraries. Faculty, research scholars, and students can access online and internet services using computer workstations/laptops.

Departmental libraries and every reading space offer Wi-Fi access as well. Students using laptops are permitted to browse in the library's common areas. Other amenities consist of:

- Reprographic resources.
- Book search tools and barcoding.
- Book store.
- Checking for plagiarism with the Turnitin & DrillBit software.
- Photocopy and Scanner facility.
- Any Journal paper supply within 3 days through Infilibnet, NITK Database, Mangalore University database, Helinet (Rajiv Gandhi Univeristy), and Delnet facilities.
- 5 books per subject are shared with each student through Teachmint and Whatsapp resulting to 30 books per semester.

The university offers a huge central computerized library that meets the demands of staff, students, and researchers. It has a seating capacity of 200 persons at a time & is housed in a large building of 953.12 square meters. The physical library contains a large collection of books, with 79,393 volumes and 20,306 titles. The Digital Library offers online access to e-resources for study and research in management, physiotherapy, the humanities, hotel management, paramedicine, science, and technology. In addition to 91 National and International Printed Journals, the library has access to more than 1,23,659 e-Journals, 3,10,140 e-books, and 35 databases in various fields of engineering, science, technology, management, and architecture. A sizable collection of general books covering a wide range of subjects is still kept in the library's Reference department.

#### 4.2.2

**Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years**

**Response:** 10.37

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

2022-23	2021-22	2020-21	2019-20	2018-19
234.89	174.97	86.32	156.06	29.63

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1

**Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection**

**Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words**

**Response:**

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

The University offers a variety of IT resources backed by the DHI app to aid teachers and students in their academic pursuits. Included in this are several computers, wired and wireless Internet connections, user- friendly software, access for students with disabilities, and a committed team providing all the support required. The University has a sizable budget allocated for the installation and upkeep of IT infrastructure, keeping up with the rapid speed of technological change. The Campus Wide Networking (CWN) facility of the university is monitored by the Data Center to ensure constant network connectivity across the campus. A 1000 MBPS @ 1:1 internet connection (OFC) is available in the University campus provided by Infynix Seans Media Pvt ltd. Both the campuses are given static IP addresses by the Internet Service Provider, enabling the organization to have a worldwide presence online.

There are 1061 machines connected to the network in total. Each machine has an i3 quad-core processor and 8GB of RAM.

All the machines are protected with anti-virus software which is renewed annually. <http://windowsupdate.microsoft.com> is used for free updates. Updates are done once a week.

There are high speed six printers. Three of the six printers are robust network printers, and the other three are laser printers.

Every day of the week, the campus's central library is open for business. The desktop computers in the library are excellent for browsing the internet. It is possible to use the digital library that students created.



Wi-fi internet connectivity and LCD projectors are available in every classroom. E-learning tools are available in every classroom.

**Virtual Learning Environment:** One of the university's green goals is effective digital communication that leads to paperless administration and is further supported by tools like information kiosks. The portal also meets a range of requirements for university stakeholders. Through a unique user login that can be used at any time on any computer device, the infrastructure enables students to have ubiquitous and seamless access to educational resources. As part of the implementation of ICT, it is anticipated that the infrastructure will be updated to offer a variety of possibilities surrounding the delivery of educational resources.

**High-performance computing servers, services through DHI app and Teachmint online teaching app:**

Course management - All information about the course, including readings, videos, and other resources, is provided.

Teaching Plan - A teaching plan is provided, as well as the material that will be addressed in class.  
Teacher's Diary: Any changes from the lesson plan are noted here.

Digital content -Students can access the course materials in the following file types:.docx,.pptx,.pdf,.mp4, and.mp3.

Student Attendance - Each class's attendance is recorded.

Sessional Marks - Students have access to the results of each internal evaluation that was completed.

This area contains E-Notice Board information, notices, and circulars.

Feedback is gathered on teaching and learning, facilities, cutting-edge methodology, etc.

**4.3.2**

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

**Response:** 4.82

**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

**Response:** 1061

File Description	Document
Stock register/extracts highlighting the computers issued to respective departments for student's usage	<a href="#">View Document</a>
Purchased Bills/Copies	<a href="#">View Document</a>

#### 4.3.3

**Institution has the following Facilities for e-content development and other resource development**

- 1.Audio visual center, mixing equipment, editing facilities and Media Studio**
- 2.Lecture Capturing System(LCS)**
- 3.Central Instrumentation Centre**
- 4.Animal House**
- 5.Museum**
- 6.Business Lab**
- 7.Research/statistical database**
- 8.Moot court**
- 9.Theatre**
- 10.Art Gallery**
- 11.Any other facility to support research**

**Response:** A. Any 7 or more of the above

File Description	Document
Videos and geo-tagged photographs of each of the facilities available in the HEI. Details of the structures of each of the facilities available in the HEI.	<a href="#">View Document</a>
Purchase Bill / stock register, entry for lecture capturing system, mixing equipment, software for editing	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the subscription letter for database is essential for Option Research/Statistical Databases	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

#### 4.4.1

**Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years**

**Response:** 32.53

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

2022-23	2021-22	2020-21	2019-20	2018-19
703.28	632.65	387.05	351.52	64.87

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>

**4.4.2**

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

**Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words**

**Response:**

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

Using buildings built with building technologies like those that are energy efficient, water-conserving, renewable energy homes, and sustainable building materials, the university's campuses emanate a wonderful academic environment. The House keeping Department is in charge of managing and maintaining the facilities. The department is in charge of managing all maintenance tasks for the campus and its buildings, including those required to run, maintain, and offer services for the university's structures, machinery, and utilities to keep them in excellent working order. All university's colleges and departments have access to all of these services. Proper functioning of Academic, Physical and support facilities are essential to provide the benefits to its stakeholders. This helps to reduce the breakdown situations and repairs expenditure. As policy the physical facilities such as Laboratories, Classrooms, Library and Sports Complex are maintained by House Keeping under the supervision of Non-teaching Staff / Floor Supervisors.

Civil Infrastructure Maintenance

Equipment & Computing facilities Maintenance

Library Maintenance

Sports Ground Maintenance

Sports Equipment Maintenance

Canteen & Cafeteria Maintenance

Hostel Maintenance

Storage and Maintenance

Parking area

Cupboards & Storage facilities Maintenance Website, E-Mails, and digital safety Maintenance Solar Panels Maintenance

Garden Maintenance

Name boards, hoarding, and outside advertisement banner maintenance Generator maintenance:

Public address and stage (Indoor and Outdoor) maintenance First aid, feedback box as well as napkin disposal

Air conditioning Electrical

Reprographic Photocopy & Stationery services

#### **Fig 4.4.2(a) Maintenance of Physical Facilities**

##### **Procedures for Maintaining and Utilizing:**

The University allots separate of its budget for management-related, maintenance tasks and for ongoing facility upgrades.

All stakeholders are informed of the procedures to be followed when requesting maintenance or management of their facility, equipment, or other needs through the university's maintenance and management policy, which is widely disseminated.

All expensive equipment, including computers, elevators, energy systems, etc., are kept up to date by entering into Annual Maintenance Contracts (AMCs) with the companies that provided or installed it.

For the pest control, garden maintenance, housekeeping, and security services, which are under this division's supervision and is done periodically.

Laboratory rules and regulations are prepared and displayed for students. Solar Panel is installed which gives Uninterrupted power supply.

Green audits are carried on to learn best practices and get best output from existing Infrastructure. A well-maintained fleet of buses are maintained which includes eco-friendly electric vehicles.

Srinivas University's Physiotherapy, Medical and Dental clinic is well maintained by the concerned departments as per laid down guidelines.

UPS power is also given

Housekeeping services are available on campus 24/7

IT support is provided and operations like maintenance of LCD's, Desktops, laptops, printers, wi-fi and smart classrooms is up to date.

#### **Fig 4.4.2(b) Maintenance of Academic Support Facilities**

Periodically the Campus Maintenance Committee analyses the finished and ongoing projects and makes recommendations to the university's administration.

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

**Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years**

**Response:** 62.83

**5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and (NGOs)non-government bodies, industries, individuals, philanthropists year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
3319	3144	2112	1268	746

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority

[View Document](#)

Upload Sanction letter of scholarship and free ships (in English).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

#### 5.1.2

**Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years**

**Response:**

Srinivas University has well-defined Guidance & counselling system in providing student support and fostering holistic development. Here are the effective guidance and counselling programs to support students:

- **Comprehensive Counselling Services:** Established a counselling centre or designate counsellors within the institution to provide various counselling services. These services include academic,

career, personal, and emotional counselling.

- **Needs Assessment:** Conduct regular assessments to identify the specific needs and challenges faced by students. This is done through surveys, interviews, or focus group discussions to gather insights into the issues students are encountering.
- **Individual Counselling:** Offer one-on-one counselling sessions where students can discuss their academic, personal, or career-related concerns in a confidential setting. Trained counsellors can provide personalized guidance and support to address these concerns.
- **Group Counselling and Workshops:** Organize group counselling sessions and workshops on topics such as stress management, time management, study skills, career planning, and interpersonal skills. These sessions can help students develop important life skills and build a supportive peer network.
- **Career Guidance and Placement Services:** Provide career counselling services to help students explore career options, develop career goals, and make informed decisions about their future. Help with resume writing, interview preparation, and job search strategies.
- **Peer Counselling Programs:** Train student volunteers to serve as peer counsellors who can offer support and guidance to their fellow students. Peer counselling programs can create a sense of community and provide students with someone they can relate to and confide in.
- **Outreach and Awareness Campaigns:** Raise awareness about the importance of mental health and well-being through campus-wide campaigns, events, and workshops. Encourage students to seek help when needed and reduce the stigma associated with seeking counselling services.
- **Collaboration with Faculty and Staff:** Foster collaboration between counsellors, faculty members, and other staff members to provide integrated support to students. Educate faculty and staff about the signs of distress and how they can refer students to counselling services when necessary.
- **Continuous Evaluation and Improvement:** Regularly evaluate the effectiveness of counselling services through feedback surveys, outcome assessments, and follow-up sessions with students. Use this feedback to make improvements and tailor services to better meet the needs of students.
- **Accessibility and Inclusivity:** Ensure that counselling services are accessible to all students, including those with disabilities or special needs. Provide accommodations and resources to support students from diverse backgrounds and identities.

By implementing these strategies, institutions can create a supportive environment that promotes the well-being and academic success of students, which can contribute positively to the alumni.

### 5.1.3

**Following capacity development and skills enhancement activities are organised for improving students' capability**

1. Soft skills
2. Language and communication skills
3. Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)
4. Awareness of trends in technology

**Response:** B. Any 3 of the above

File Description	Document
Report with photographs on soft skills enhancement programs	<a href="#">View Document</a>
Report with photographs on Life skills (Yoga, physical fitness, health and hygiene) enhancement programs	<a href="#">View Document</a>
Report with photographs on Language & communication skills enhancement programs	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

#### 5.1.4

**The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases**

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

**Response:** A. All of the above

File Description	Document
Report of Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee monitoring the activities and number of grievances	<a href="#">View Document</a>



## 5.2 Student Progression

### 5.2.1

**Percentage of placement of outgoing students during the last five years**

**Response:** 85.9

#### 5.2.1.1 *Number of outgoing students placed year wise during the last five years*

2022-23	2021-22	2020-21	2019-20	2018-19
826	762	566	224	132

#### **File Description**

#### **Document**

Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order (the above list should be available in institutional website)

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

### 5.2.2

**Percentage of graduated students who have progressed to higher education year-wise during last five years**

**Response:** 35.94

#### 5.2.2.1 **Number of outgoing students progressing to higher education**

2022-23	2021-22	2020-21	2019-20	2018-19
78	89	86	09	0

File Description	Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education. (the above list should be available in institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

### 5.2.3

**Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years**

(eg: NET/SLET/ Civil Services/State government examinations etc.)

**Response:** 1.76

**5.2.3.1 Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)**

Response: 57

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

### 5.3.1

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

**Response:** 75

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

2022-23	2021-22	2020-21	2019-20	2018-19
28	14	0	27	6

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

### 5.3.2

#### **Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.**

**Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words**

#### **Response:**

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

Student Council play an active role in the academic and administrative bodies of the institution. In order to fulfil the requirement of all related stakeholders of the university it entertains students' involvement in administrative governance which is encouraged in the following ways:

1. Students are given the opportunity to share their valuable opinion and feedback on teacher's execution, infrastructure, syllabus, programs, and placement supports
2. Students also conduct various inter-collegiate and intercollegiate competitions and actively participate in all the organized programs.
3. The involvement of students in research activities as well as Grievance redressal, acts as an important aspect to protect every student from injustice.
4. The roles and responsibilities of the student council are endowed upon them during the investiture and oath taking ceremony.
5. Student Council in the university has a remarkable footprint in enhancing critical thinking, communication skills, teamwork and leadership, marketing potentials, entrepreneurial competencies, problem-solving, stress management, and technical skills.
6. Council encourages student-faculty collaboration in research publications and presentations in standard conferences and journals. University also focuses on developing human values, mutual respect, ethical networking, and cooperation among fresh and existing students.

#### **STUDENT COUNCIL FLOW CHART AT SRINIVAS UNIVERSITY:**

**Figure 5.1: Student Council Flowchart**

**Functions of Student Council:**

1. The purpose of the student council is to coordinate, plan, and implement curricular and academic programs.
2. This council acts as a representative of students in the matter of academic activities as well as managerial bodies of the institution.
3. The council takes up various steps to encourage and promote community development programs by involving them.
4. The student council serves the good reputation of the institution by acting as its envoy.

**Student Representation in Academic and Executive Committees/Bodies:**

The university provides an active platform for students to be productive and helps them to contribute towards institutional growth. The active students show their representation in various academic and administrative committees/ bodies:

1. The secretaries of student council are the actual member of Internal Quality Assurance Cell.
2. In all the departmental Quality Circles, students act as statutory members.
3. Students are recommended and nominated to the Committee of Advisory Curriculum.
4. Students take up leading roles in managing Departmental associations and clubs.
5. The student leaders of the concerned cell are in charge of the Women Empowerment Cell's various programs and initiatives on gender equality and women's empowerment.
6. Equal opportunity and indiscrimination are encouraged and promoted by the students of separate cell known as Equal Opportunity Cell.
7. As an effective measure against sexual harassment, two students are appointed as nominees to the sexual harassment committee.
8. The student representative of Entrepreneurship centre conducts various entrepreneurship development programs and activities for the students.
9. The student coordinator takes in charge of sports club, LCA, Environment Club, Entrepreneurship club, and all other departmental associations.
10. The student coordinator also coordinates various awareness and outreach programs in campus as well as outside the campus like villages, neighbourhoods, and other backward areas.

**5.3.3**

**The institution conducts / organizes following activities:**

**1. Sports competitions/events**

- 2. Cultural competitions/events**
- 3. Technical fest/Academic fest**
- 4. Any other events through Active clubs and forums**

**Response:** A. All four of the above

<b>File Description</b>	<b>Document</b>
Report of the Technical fest/academic fests along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
Report of the Sports competitions/events along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
Report of the Cultural competitions/events along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
Report of the Any other events through active clubs and forums along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
List of students participated in different events year wise signed by the head of the Institution.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of circular/brochure indicating such kind of activities	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

**Alumni contribution during the last five years to the University through registered Alumni Association**

**Response:** 108

**5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2022-23	2021-22	2020-21	2019-20	2018-19
108	0	0	0	0

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	<a href="#">View Document</a>
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer.	<a href="#">View Document</a>

## 5.4.2

### **Alumni contributes and engages significantly to the development of institution through academic and other support system**

**Describe the alumni contributions and engagements within a maximum of 500 words**

**Response:**

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

The first batch of postgraduate students of Srinivas University passed out with flying colours in the year 2019, giving birth to alumni association. Srinivas University Alumni Association (SUAA) officially registered under Registration of Societies Act, 1960 in 2021. This Association attempts to build up strong connection with the alumni and enhance their lives. University shares a positive synergy of ideas by holding up its high reputation. University has set its high vision of Samagra Gnana where it strives ‘**To work in harmony to create an ecosystem of light and prosperity**’. Alumni association has its own portal to obtain any information related to different initiatives taken by university and helps to build networking among alumni and concerned members. Alumni association in university has a significant presence in building up institutional image. The association delivers various motivational talks on placements, career guidance, community development and awareness programs, outreach program, and celebration of national festivals. The contribution of alumni association in research is also immense where some of the students having research interest have taken up research as their career. Effective measures were taken by our alumni’s during pandemic crisis where they distributed essential grocery items to non- teaching staffs. Their strong networking has opened many opportunities for the students of the university. Alumni play a vital role in students’ selection relating to research, higher studies, scope, and opportunities available. SU has committed functional Alumni Relations to ensure effective and pleasant synchronization with the alumnus of the University.

#### **STRUCTURE OF ALUMNI ASSOCIATION:**

**Figure 5.2:** Alumni Association Structure

#### **Srinivas University Alumni Association Involvement:**

- By taking active part in the Curriculum Advisory Committee, Board of Study, IQAC, and Srinivas University Incubation Centre as a member, the association extends full support in the academic activities.

- The University welcomes recognized alumni members for the various conferences, workshops, and outreach programs as Chief Guests, Keynote speakers, and resource persons.
- The alumni association also conducts personality development, soft skills, and training programs for the placement of students.
- The alumni having a wide network recommend capable students to reputed organizations, employability centres, and encourage student placement.
- The (SUIC) SU Micro-Incubation Centres and Entrepreneurship and Innovation Centres welcome adequate mentoring and guidance from Alumni Entrepreneurs.
- They also extend their support as judges for intercollegiate fest, cultural programs, Sports, and academic competitions.
- They build a strong industrial connection with the university via internship and other apprenticeship training programs.
- They have also donated books to the college library and sponsorship to college fests.
- They have undertaken various extension programs like blood donation camps, free medical camps, and other rural development programs.
- Alumni also provide training on cultural development such as dance, music, cinematography for the cultural development of students.
- They help in admission-related campaigns to promote the university at a national and international level.
- They play an active role in acting as an ambassador in maintaining the high brand image of the university.

#### **Financial and Non-Financial contribution by Alumni:**

Financial Contribution of more than Rs. 100 lakhs, more than 114 Non-financial Contributions.

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

**Response:**

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

To be progressive and successful, any institution's **leadership** must align its operational skills and strategies with its vision and mission. Srinivas University has a transparent and robust governance system, which provides quality higher education, undertakes meaningful research, and creates overall progress among its stakeholders.

Srinivas University came into existence in 2017 as a private university, the **Board of Management** has been providing key **policy leadership** in various issues and instrumental in the lateral and vertical growth of the university. The leadership has emphasized on excellence in education and research which is supported by academic and industry partnerships with reputed academic institutions and industrial setups. The skill development programs are integrated with the curriculum for students' overall development.

**Vision, Mission, & Objectives:** Srinivas University has a growth-oriented and focused vision and mission. The objectives are aligned with the vision and mission in order to provide high-quality education and research environment to its stakeholders.

- **Role Models as Leaders:** University has identified and deployed Role Models as Leaders at all levels who are authoritative teachers, innovative researchers, efficient administrators, and effective decision-makers.
- **Srinivas University Core Values:** The university has identified 12 core values that are to be inculcated in every stakeholder to make them perfect human beings with the ability to make changes in society as per individual and social needs.
- **Industry-Specific Programmes:** Super-specialty, industry-specific, and Emerging technology-based programmes offered to the students at UG and PG levels to fulfil the ambitions of both the students and their parents.
- **Flexible Curriculum Structure:** The University introduced Choice-Based Credit System to offer student-centric higher education for effective involvement of every student and to bring out the hidden potential within them.
- **Integrated Student Development Model:** The University designed and offering the programmes with more subjects, more credits, STEAM subjects, Project-based experiential learning, ESEP & EAEP, IPR focus, compulsory internship, etc. for the overall development of its students.
- **Integrated Student Service Model:** With an intention to achieve quality service excellency,



Srinivas University offers education service with 10 components to satisfy, delight, and enlighten every student.

- **Student-Centric Competency-based Assessment and Evaluation System:** With a focus on inculcating learning skills and research skills, outcome-based education and research system is prioritized.

**NEP 2020 Implementation:** University has implemented multi-disciplinary, holistic, liberal education system to make higher education student-centric with skill-oriented and research focussed at its Undergraduate level from 2021-22 .

## 6.2 Strategy Development and Deployment

### 6.2.1

**The institutional perspective plan is effectively deployed and functioning of the institutional bodies are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc**

#### **Response:**

At Srinivas University (SU), all the institutional bodies are set up and functioning as per the guidelines mandated by UGC. **Effective** functioning of these bodies is also ensured through setting the prior agenda, provision of necessary background documentation, maintaining records of attendance, the process of preparation, review, and approval of minutes, and finally follow up as well as the reporting on the implementation of the decisions and recommendations of the respective bodies.

The **effective** role had also been responsible for the University to articulate and implement a comprehensive set of policies to realize the vision and mission with a strategic outlook. These policies include Academic collaborations, Research Policies, Consultancy policies, IPR policies, Scholarship policies, and so on.

The **effectiveness** of the functioning of the bodies in the University is reflected by a high degree of participation in all meetings by both internal and external members. Their composition includes eminent external members and also with a proven record of pre-eminence in the leadership of national institutions, industry stewardship, international experience, and academic accomplishments, research focused on priority areas is depicted in fig 6.7. Details of the institutional bodies and the functioning of the bodies are attached in the Annexure.

#### **SU Policies, Appointment, and Service Rules:**

1. SU Service Statutes shall be applicable to all staff of the University.
2. The Board of Governors on the advice of the Chancellor may relax any of the provisions of these

statutes in exceptional cases in favour of an individual or a group of individuals.

3. A service register shall be maintained for every employee with credentials.
4. Every employee shall be given an identity card/badge, appropriate to his/her classification and he/she shall wear it while on duty.
5. Every employee shall ordinarily be at work in his/her designated place/area during the time fixed and notified. The attendance register may be substituted by Punch Card or any other device.
6. Recruitment to the various posts shall be made by direct recruitment, by transfer promotion, or by inviting from an external organization.
7. The Chancellor shall be the sole appointing authority in respect of the recruitment of any employee to the University based on recommendations of the Recruitment Committee.

#### **Administrative setup and organizational structure:**

1. The Board of Management is the highest policy-making body and Chancellor is appointed by the Managing Trust/Board of Governance.
2. The Vice-Chancellor monitors general supervision and control over the affairs and is mainly responsible for the implementation of the decisions of all the authorities.
3. The Vice-Chancellor is responsible for the overall academic and administrative development. He is supported by the Registrar Academic, Registrar Development, Registrar Evaluation, and Finance Officer, etc.
4. Deans of the institutions are responsible for the overall functioning of the respective constituent institution.
5. The Board of Management is assisted by the statutory and non-statutory bodies with various committees.
6. The Vice-Chancellor is responsible for the overall implementation & effectiveness of the decision taken at appropriate levels.
7. On crucial matters, the Statutory Bodies have the liberty to constitute committees for final decisions.

**Figure 6.7:** University Institutional bodies

#### **6.2.2**

**Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:**

- 1. Administration including complaint management**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examinations**

**Response:** A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

**The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**

**Response:**

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

The strength of any institution is its Human Resource and Srinivas University follows an elaborate procedure to recruit the best talents. The University appoints staff by providing the advertisement and follows the detailed process for the shortlisted candidates before the recruitment. Faculty performance evaluation will be executed annually to know the quantitative parameters. Based on the appraisal, appreciation for performance in the form of promotion/increments/incentives, support for career advancement, and suggestions for improvement are provided. The University has taken many effective staff welfare measures for the well-being of its employees.

**Figure 6.8: Staff Benefit procedure of SU**

**(1) API-based Faculty Ranking System:**

The University has implemented a system for faculty members that are based on self-review, API Faculty Ranking Model, peer performance-based appraisal review, and student feedback as follows:

1. Contribution to the teaching-learning process
2. Students Feedback
3. Contribution to the Institutional development
4. Participation in Extracurricular & Outreach activities
5. Awards & Recognition

6. Self-improvements through National/International Certification
7. Research output/ Projects/Guidance/Funding
8. Organizing/Attending Conferences, FDP, and Workshops in Dept/Institute
9. Involvement in individual research & innovation by setting up Atomic Research Centres and Micro- Incubation Centre

**Figure 6.9:** 360 Degree Performance Appraisal System

**Performance-based Appraisal Form:** It is executed by performing the following activities: Teaching-Learning and Evaluation related activities.

Cocurricular, Extension, and Professional Development. Research, Innovation, and Academic Contributions.

**Peer Review:** One faculty member of the same department and the coordinator of the programme along with the Dean of the institute observe another faculty member in the classroom to provide feedback on the teaching that is taking place.

**Student's feedback:** Teaching, Learning, Mentoring, and Evaluation related feedback will be collected.

**Appraisal-Based Incentives:** Srinivas University provides a grade-pay allowance for the faculty members and it is advised to utilize the same amount to upgrade their knowledge, skills, and research-related

activities.

**Higher Education & Research facilities:** University supply way of Seed Grants/subsidies to encourage faculty researchers to register for Ph.D. programme or to set up the basic infrastructure through the development of research centers/institutes. Provides monetary incentives for Ph.D. registered faculty members Rs. 2000/- per month, and Rs.5000/- for Faculty members who have successfully completed their Ph.D. and are recognized as University Guides.

**Promotional Avenues:** Well-performed faculties are eligible for higher grades internally within the University if the candidate for promotion demonstrates the following:

1. Quality Teaching
2. Innovation
3. Professional Development
4. Effective welfare measures for faculties and non-teaching staff:

#### **Staff Facilities at Srinivas University:**

1. All teaching and non-teaching staff are entitled to welfare benefits through the contributory provident fund, insurance, and gratuity, as permitted by law.
2. Health benefits are also extended to the staff at no or reduced cost through the "Srinivas Arogya Card."
3. Concessions are extended to the children of staff for their education at the Srinivas group of colleges.

4. Four-month maternity paid leave for female employees.
5. The ESI, EPF Scheme, and Periodic health check-ups.
6. Sanction of SCL, OD for Conferences, Workshops, FDPs, STTPs, etc.
7. Fee concession for Ph.D. registration.
8. Financial support for attending conferences, workshops, etc.
9. Staff quarters, and transportation facility is provided

### 6.3.2

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

**Response:** 73.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
180	142	107	90	61

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.	<a href="#">View Document</a>

### 6.3.3

**Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years**

**Response:** 79.07

**6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
222	160	104	81	60

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

**Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources**

**Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words**

**Response:**

**6.4.1 Institutional strategies for mobilization of funds and the optimal utilization of resources.**

Srinivas University is a self-financing University. It manages **funds** internally from the tuition fee generated from various programmes. The management plans its finances in such a way that the growth and development of the university are not constrained due to a lack of funds. At the initial stage, the University is funded by A. Shama Rao Foundation to strengthen the infrastructure and meet basic needs like the construction of buildings, equipment purchase, campus development, staff salary, teaching aids, and sports facilities. All planned and unplanned expenditures for operations and maintenance are taken care of with the initial funding along with the tuition fee and the revenue generated by MDP programmes at the university, as shown below in 6.10.

Internal and external financial audits are conducted systematically at the University. The financial resources of the University are sufficient. Departmental coordinators prepare the budget proposal and hand over the same to the Deans of the concerned institute. The Dean will submit the same to the Vice-Chancellor every year. These proposals are reviewed and approved by the Governing Council. The acquisition will be carried out strictly in accordance with the budget proposal submitted. If any expenditure not included in the budget is required, the concerned Head of the department must address the matter and justify the expenditure in order for it to be approved later. As a result, superfluous buying can be avoided to effectively utilize the **funds**.

The University has **adequate budgetary** provisions for academic and administrative activities. **Annual budget** planning is made based on anticipated expenses related to different heads of expenditure such as staff salary, repairs and miscellaneous, electricity charges, internet charges, placement and training, postage and telephone, seminar expenses, sports expense, journals, subscription, vehicle maintenance, council registration, printing and stationary, landscaping and Garden maintenance, scientific and research expenses, capital expenditure in terms of furniture, computers, etc. All the expenses are subject to audit and ensure transparency in financial management. To ensure the optimum utilization of funds, a comparative statement is prepared.

#### **Optimal Utilization of Resources:**

Internal and external audits have been established within the institution. Internal audits are conducted on a first-level basis by the concerned department to ensure that **resources** are being used **optimally**. Following that, management appoints certified Chartered Accountants. Internal Audit is carried out on a regular basis as it is a continuous process. It is done by an internal experienced accountant. Each fiscal year, an external audit is carried out and completed.

Based on the projection of requirements through a Requirements survey of various departments and research centres and their review by the Finance Committee, the Budget allocations for infrastructure augmentation, maintenance, and other capital and revenue expenditures are made on an annual basis.

Human Resource optimization is also addressed through the constant updating of faculty members' knowledge and skills through Faculty Development Programmes at various levels and their empowerment for technology-enhanced learning.

**Figure 6.10:** Institutional Strategies for mobilization of Funds

#### **6.4.2**

**Funds / Grants received from government bodies/non government and philanthropists during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V )**

**Response:** 103

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	30	10	14	27

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the sanction letters received from government/ nongovernment bodies and philanthropists for development and maintenance of infrastructure	<a href="#">View Document</a>
Annual audited statements of accounts highlighting the grants received.	<a href="#">View Document</a>

**6.4.3**

**Institution regularly conducts internal and external financial audits regularly**

**Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words**

**Response:**

**6.4.4 Institution conducts internal and external financial audits regularly**

Internal and external financial audits are conducted on a regular basis at the University. The external audit is conducted annually, while the internal audit is a continuous process. Following the external audit, the final accounts are sent to the Board of Management, along with the auditor's report, for necessary closures and approvals, via the Finance Committee. These audits take care of the financial transactions and procedures used to achieve efficiency as depicted in figure 6.11.

**Figure 6.11:** Internal and External Audits

**Procedure and areas of Audit:**

1. **Internal Audit:** Internal audits are a continuous process. The transactional audit ensures that all financial transactions are verified completely. The exercise includes thorough checking of all financial documents. Additionally, the audit covers the capital equipment, materials, and service



procurement processes. It is ensured that expenditures are authorized in accordance with the duly approved budget by the Board of Management. Receipt of fees is a critical component of the auditing process. Additionally, bank reconciliation statements are examined. The audit determines the adequacy of internal control procedures. The internal audit report is reviewed by the committee and the Board of Management and decisions are taken to set right the deviations if any.

2. **External Audit (Statutory Audit):** The audit is initiated immediately following the completion of the financial statements. The audit begins with a review of the internal auditor's report, observations, and corrective actions. Financial transactions, compliance with accounting standards, stock verification, internal controls, and the adequacy of provisions made by statutory auditors are also considered.

Compliance with and remittance of tax liabilities and other statutory obligations, as well as the filing of returns, are also monitored. The University's Finance Committee and Board of Management receive the audited financial statements and the auditor's report.

## 6.5 Internal Quality Assurance System

### 6.5.1

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

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –**

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

**Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words**

**Response:**

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

Internal Quality Assurance System in the first five years of Srinivas University is depicted in figure 6.12.

**Figure 6.12:** Internal Quality Assurance System at SU

The following are the significant initiatives of the IQAC, for the last five years.

**Strategies in Teaching-learning process:** Srinivas University Student Development Model with future industry-oriented Choice-based Courses & Curriculum. Some of them are:

- More Subjects and Credits per Semester to cover the latest developments in the subject areas.
- Compulsory Employability Skills Enhancement Programs every semester.
- Compulsory Entrepreneur Ability Enhancement Programs every semester.
- STEAM (Science Technology, Engineering, Arts & Design, and Mathematics) Model for Choosing Subjects.
- An Equal number of Theory & Practical Subjects in each semester.
- Team-based projects every semester.
- Product Analysis & Patent Analysis subjects to create awareness about IPR.
- Six months compulsory internship.

**Structure:** Srinivas University Integrated Student-Centred Service Model with all-around student support. This includes

- Future industry requirement-based Syllabus with equal importance to practicals.
- Sessions of practicals are conducted according to the field chosen by the students.
- Session-wise systematic teaching plan with pedagogy details.
- Unit-wise study material sharing through WhatsApp., Teachmint, & Online classroom platforms.
- Clarity in internal assessment and marks distribution system.
- Sharing of PowerPoint presentation to students in pdf format.
- Model answers for Question bank questions.
- Sharing of sample question papers of University semester-end exams of each subject.
- Sharing a minimum of five Textbooks related to the teaching subjects.
- Student Counselling to identify and support fast and slow learners.

#### **Methodologies:**

- Automated Student-Centred Examination and Competency-based Evaluation system with continuous evaluation focus.
- Earliest results, Make-up exams, equally marked internal and external exams, Transparency in the internal marks.
- Development & Implementation of Faculty API-based Compensation & Accountability.
- Promotion of Ideal Publication Model: to prevent the researchers from undergoing International Publication Mafia, stated four international journals with ISSN. The IPR cell of the university supports to file copyright and patent drafting and filing. Srinivas University is providing Open Access and Free Publications for the needy.
- Atomic Research Centres (ARCs): Concept of Introducing Atomic Research Centres as Micro Research Units & Micro-Incubation Centres with every individual faculty Co-ordinators. There are more than 300 such research centers.
- Micro Incubation Centres (MICs): Every faculty member is a consultant/ co-ordinator for a Technology/Business Incubation Centre to identify, use, and promote new technology/ new business incubators.
- Online Ubiquitous Placement Support: Constant support for the students for placement, Higher education, and entrepreneurship.

- Earn-While-Learn through part-time Jobs, Internship & Apprenticeship, Research & Graduates Placements.
- Ubiquitous Digital Library (SU UDL): 24 x7 and 365 days information is shared by the Digital library. Full support for publication-related work including free Plagiarism checking for the needy.
- Open Access Research Output Model (OAROM): Scholarly Publications in open-access Conference Proceedings and Journals.
- Innovation in Coursework for Ph.D. with compulsory scholarly publications with ISSN/ISBN.

### 6.5.2

**Institution has adopted the following for Quality assurance:**

- 1.Academic and Administrative Audit (AAA) and follow up action taken**
- 2.Conferences, Seminars, Workshops on quality conducted**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Orientation programme on quality issues for teachers and students**
- 5.Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
- 6.Any other quality audit recognized by state, national or international agencies**

**Response:** C. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Supporting documents pertaining to NIRF (along with link to the HEI's ranking in the NIRF portal) / NBA / ISO as applicable and valid for the assessment period.	<a href="#">View Document</a>
List of Orientation programmes conducted on quality issues for teachers and students along with geotagged photos and supporting documents	<a href="#">View Document</a>
List of Conferences / Seminars / Workshops on quality conducted along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

### 6.5.3

**Incremental improvements made for the preceding five years with regard to quality (in case of**

**first cycle NAAC A/A)**

**Post accreditation quality initiatives (second and subsequent cycles of NAAC A/A)**

**Response:**

### **6.5.3 Incremental improvements made for the preceding five years about quality**

The incremental improvements were reciprocated after the suggestions by the Internal Quality Assessment Cell (IQAC). The initiatives in the academic and administrative domains successfully implemented during the last five years are described in figure 6.13.

**Figure: 6.13:** Incremental improvements made during the last five years.

#### **Initiatives in the Academic Domains:**

- The BOS reviews the entire teaching-learning process, step by step at regular intervals.
- Feedback from different stakeholders is taken into consideration to improve the quality.
- Suggestions have been taken and implemented by the Experts.
- IQAC also takes care of the industry requirements in the curriculum.
- The pedagogy includes all sorts of theoretical and practical sessions.
- UGC/AICTE norms and policyies, and MHRD guidelines are followed.
- The course objectives and Learning outcomes are stressed.
- The curriculum of the university is regularly revised every year.
- One certificate course every year is made mandatory apart from ESEP/EAEP subjects.
- Students undergo at least one course in online mode.
- Both online and offline classes are given as blended mode.
- Two SWAYAM courses per year are mandatory for faculty APA.
- All UG & PG courses are internships based.
- Advanced training in the hospitality and food industry for hotel management students.
- Right atmosphere is provided to create world-class level leaders and managers.
- Super Specialty courses and emerging technology courses like Network Design, Robotics, Artificial Intelligence, Machine Learning, etc. are introduced.
- Students are trained in Social skills to reach out to the disadvantaged sections.
- Practical sessions with help of free OPDs in the Hospital.
- Modern, sophisticated teaching techniques are shared with budding teachers.
- The quality service rendered to the patients in the hospital.

#### **Initiatives in the Administrative Domains:**

- A well-equipped atmosphere for teaching-learning with digital, innovative, intellectual infrastructure.
- All Classrooms have ICT facilities.
- A well-built wi-fi campus.
- Departments with libraries and Wi-Fi access as well.
- Fully equipped digitalized library with digitized books, the construction of institutional repositories, and the integration of multiple print and electronic resources through collaboration.
- Emotional Infrastructure by Mentor and Mentee process.

- Slow and fast learners are identified and geared with strategies.
- Periodic review of the performance of teaching staff.
- Review of the teaching-learning process.
- Academic Partnership with educational service-I Nurture, ICT Academy, Venture Soft Global, California USA, etc.
- Various scholarships for bright and needy students.
- Publication in four International Journals with ISSN and Proceedings of the conference with an ISBN.
- Industry-Academia Collaboration for Social Contribution.
- Earn while Learn Programme for students.
- Health awareness and community development programs through the Srinivas Institute of Rural Reconstruction Agency (SIRRA).
- Micro Start-up incubator centers at the Institution level.
- The university fulfills the need for a computer lab, hotel management lab, and library for the Surrounding vicinity and the Adopted schools.
- Various Social Contributions under Unnath Bharath Abhiyan, Village Adoption, NSS programs.

The University has taken several quality enhancement initiatives in the academic and administrative domains and as mentioned in the Annexure.

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.**

**Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words**

**Response:**

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

In conformity with GOAL-5 (Gender Equity) of UN Sustainable Development Goals Srinivas University has taken steps to educate, empower, and employ girls. Due representation for Women in University Governing bodies of the Board of Governors, Board of Management, Academic Council, Finance Committee, and in the Research and Innovation Council, respectively. About 4 Institutes are led by lady deans. Among the working and student population, over 54 % of employees and nearly 40 % of students are women. A comprehensive Gender Equity Policy is adopted by the University. 'Gender Sensitization Cell' has constituted to frame the annual gender sensitization action plan and put it into action. University is Certified with 'Perfect Workplace for Women' from AIR & CL:

**Embedded Curriculum:** The Board of Studies approved subjects on Gender Equity, School and Society, Health and Physical Education, Nutrition & Wellness as few among 195 value-added subjects for UG.

**Safety and Security:** Self-defense training is offered to girls. Security Personnel is deployed with 24 hours CC Camera Surveillance on campuses. Emergency numbers are displayed at the entrance. An annual fire mock drill is organized. Campus clinic with lady assistant, play area for kids and first aid facility is available. Subsidized health care, ESI facility, and lady staff are deployed to accompany girls during the night on medical emergencies. A complaint box is installed on each floor. A full-time Counsellor is deployed. Workshops on Cyber Safety are conducted. Safe commutation of girls in college buses.

**Counselling and Mentoring:** To nurture slow learners, institutional mentoring and counselling facility is provided.

**Women Centric Facilities:** Separate hostel, pure drinking water, canteen, girls' common rooms, wellness centre, lady physical instructor, ladies parking, locker facility, college buses, Srinivas University Entrance Test (SUET), lady wardens, counsellors, mentors, student welfare officer, regulatory bodies on Anti Ragging, Grievance Redressal and Harassment, digital library, uniform with University logo and identity card, WhatsApp Parents group for each class, girl student scholarship for BHM programme.

**Atomic Research Centers on Gender Equity:** Atomic Research Centre on Minority Studies is constituted to conduct research in the areas of inclusive growth, empowerment, transgender rights, gender equity, work-life balance, etc. Institute of Social Sciences has published 7 student research projects, 23 international journal articles, and 8 conference papers on gender issues. A book titled ‘Women Empowerment for Inclusive Growth’ by Pradeep M.D. was published by Stadium Press, New Delhi Publisher.

**Gender Sensitization Programmes:** International Women’s Day is celebrated. National Youth Day is celebrated to manifest young minds to the ideologies of Swami Vivekananda. “Daanutsav” by donating clothes, and groceries to the distressed. Old age home visits to sensitize on the problems of women. 7 unemployed girls are employed as Personal Support Work (PSW) at the Health Heal project, Bengaluru under the Industry-Academia Collaboration Centre. Several women sensitization programmes are conducted.

**Figure 7.1:** Gender Equity Promotion by Srinivas University

### 7.1.2

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

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

**Response:** A. Any 4 or more of the above

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Geo-tagged photographs of the facilities.	<a href="#">View Document</a>
Bills for the purchase of equipment’s for the facilities created under this metric	<a href="#">View Document</a>

### 7.1.3

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

- Solid waste management
- Liquid waste management

- **Biomedical waste management**
- **e-Waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

**Response:**

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

**Solid waste management**

**Liquid waste management**

**Biomedical waste management**

**E-waste management**

**Waste management**

**Hazardous chemicals and radioactive waste management**

Srinivas University carried out several Waste Management measures in compliance with the Swachh Bharat Abhiyan the national cleanliness campaign of the Government of India. The University by considering 'Clean & Green' as its Core Values has taken care to keep its campuses clean and maintain green landscapes.

**(1) Solid Waste Management:** Multi bin system is adopted in the campuses in conformity with the Rules/Guidelines of the local authority. University maintains '*Green Bins*' to dispose of wet/domestic waste from the canteen, coffee shop, and individual consumption. '*Blue Bin/ Yellow Bins*' is used to collect dry waste and '*Black Bins/ Red Bins*' are used for bio-medical waste. Municipality Corporation collects the dry waste once a week i.e., every Friday. The disposed of books, papers, etc will be handed over to the scrap dealers directly once a year. The wet waste generated on the campuses is used for compost pits and biogas plants respectively.

**(2) Liquid Waste Management:** Water recycling plant having a capacity of 4.5. KLD (STP) is installed on the main campus which recycles 400 litres of water per day. The recycled water is used for toilet and gardening purposes. Separate pipelines carrying 'Rain Water' and 'Gray Water' is fitted to a recycling plant. The remains after recycling will be emitted to the Public Waste Disposal Pathway.

**(3) Biomedical Waste Management:** Sufficient napkin disposal bins are provided in the Girl's hostel. MoU is entered with M/s. Ramky Energy & Environment Ltd, Mulky, Mangalore to dispose of the Bio-Medical waste generated on the Campus. '*Red Bins*' are used to segregate biomedical waste for easy disposal.

**(4) E-Waste Management:** Electronic and electrical waste including bulbs, equipment, computer monitors, keyboard, printers, UPS, cables, etc. are disposed to authorized scrap dealers who shall segregate poisonous components and then dispose of them as per the government guidelines. The



University has entered into an MoU with Green Impact Foundation Nandila, Puttur, Dakshina Kannada in this regard.

(5) **Waste Recycling System:** Wet waste generated in the canteen, coffee shop, and hostel mess is dumped into decomposition pits of 5x5x5 feet in dimension specially made for this purpose. The decomposed manure is used for maintaining a green landscape.

(6) **Hazardous Chemicals from Laboratories:** The hazardous waste from the chemistry lab is disposed of based on the institutional SOP without causing harm to the atmosphere, animals, human beings, and other creatures.

#### Management of Degradable and Non-Degradable Waste:

**Figure 7.2:** Management of Degradable and Non-Degradable Waste

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Geo-tagged photographs of the facilities	<a href="#">View Document</a>

#### 7.1.4

##### Water conservation facilities available in the Institution:

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

**Response:** A. Any 4 or more of the above

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Green audit reports on water conservation by recognised bodies	<a href="#">View Document</a>
Geo-tagged photographs of the facilities.	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric.	<a href="#">View Document</a>

### 7.1.5

#### **Green campus initiatives include**

**Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words**

#### **Response:**

#### **GREEN CAMPUS INITIATIVES FACILITIES AVAILABLE AT SRINIVAS UNIVERSITY**

#### **•PEDESTRIAN FRIENDLY PATHWAYS**

Vehicle parking space is provided at the main entrance of the college campus as well as in each college. As the campus is vehicle free with some exceptions, students, and staff experience comfort walking through the pedestrian friendly pathways. The internal roads are lined with trees and lights and they are properly maintained by the campus maintenance committee. The university has covered pathways for the benefit of students and faculty. The pathways are tiled and pedestrian friendly.

#### **•BAN ON USE OF PLASTIC**

Srinivas University celebrates World Environment Day on 5th June. Single-use plastic items such as plastic bottles, bags, spoons, straws, and cups are banned completely and awareness is created among staff and students through orientation and display boards in the premises. To restrict the use of plastic, measures have been taken to replace plastic tea cups and glasses with plastic free glasses in the canteen. The staff and students are informed to use steel or copper water bottles instead of plastic bottles. Students and faculty take oath not to use paper covers or bags. Under Swachh Bharat Abhiyan, students with NSS volunteers pledge to keep the campus free from polythene.

#### **•LANDSCAPING WITH TREES AND PLANTS**

Srinivas University organizes tree plantation program every year at the College Campus. Faculty and students take part in the Plantation programme. Students and staff enthusiastically initiate and participate in the tree plantation drives on the campus and also outside the campus. Environmental Activities related to arrest the pollution are conducted in collaboration with forest department and other eminent collaborators.. Plantation drive: Van Mahotsav is part of every year celebration, while on several other occasions saplings of many different varieties are planted. Students together with NSS volunteers actively participate.

#### **•RESTRICTED ENTRY OF AUTOMOBILES**

The institute encourages the staff and students to use the vehicles with pollution check stickers to reduce environmental pollution. Vendors are restricted to enter inside the college. campus using automobiles and are asked to park their vehicles in the entrance. The approach road from the main road and the roads within the campus are laid with tar road 20 feet width and separate markings are made for walking of

pedestrians. The path from the main gate to the academic buildings has Pedestrian friendly foot paths.

- **USE OF BICYCLES**

The students in the campus as well as in the hostels are using bicycles to use as a mode of transport within the campus to make campus pollution free.

File Description	Document
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>

#### **7.1.6**

**Quality audits on environment and energy are regularly undertaken by the institution**

**The institutional environment and energy initiatives are confirmed through the following**

- 1.Green audit / Environmental audit**
- 2.Energy audit**
- 3.Clean and green campus recognitions/awards**
- 4.Beyond the campus environmental promotion and sustainability activities**

**Response:** B. Any 3 of the above

File Description	Document
Report on environmental promotional activities conducted beyond the campus with geo-tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Green audit report of all the years from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>

### 7.1.7

*The Institution has Differently-abled (Divyangjan) friendly, barrier free environment*

*Write description covering the various components of barrier free environment in your institution in maximum of 500 words*

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

**Response:**

#### **Inclusive Environment at Srinivas University**

Srinivas University provides barrier-free environment where people with disabilities can move about safely and freely and use the facilities within the built environment. The environment supports the independent functioning of individuals so that they can participate without assistance in everyday activities within the campus. Buildings / places / transportation systems are made barrier free.

#### **•RAMP**

Ramp-Rails, an inclined plane, are built in addition to staircases in the A Block and F Block. The ramps are carefully designed as per specifications to be used by the differently abled people.

## •LIFT

College buildings have provision of lift for barrier free access for students, staff, visitors and differently abled people. There are two lifts, one in D Block and the other in F Block.

## •DIFFERENTLY ABLED FRIENDLY RESTROOM

There are two differently abled friendly restrooms in A Block and in D Block. These accessible restrooms carry the fixtures and fittings that are comfortable and convenient to the differently abled people. Non-slip floor, sliding door and grab bars provide easy access to the differently abled people.

## •SIGN BOARDS

Sign boards ensure visually impaired persons are able to familiarize with the road and path. Tactile sign on handrails at the ends of a staircase, guide the visually impaired

## •RECEPTION COUNTER & PERSONAL ASSISTANCE

The Reception Counter provides all the needed information to the differently-abled and human assistance.

### 7.1.8

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

**Response:**

#### **Inclusive Environment at Srinivas University**

Srinivas University provides barrier-free environment where people with disabilities can move about safely and freely and use the facilities within the built environment. The environment supports the independent functioning of individuals so that they can participate without assistance in everyday activities within the campus. Buildings / places / transportation systems are made barrier free.

## •RAMP

**Ramp-Rails, an inclined plane, are built in addition to staircases in the A Block and F Block. The ramps are carefully designed as per specifications**

**to be used by the differently abled people.**

### **•LIFT**

College buildings have provision of lift for barrier free access for students, staff, visitors and differently abled people. There are two lifts, one in D Block and the other in F Block.

### **•DIFFERENTLY ABLED FRIENDLY RESTROOM**

There are two differently abled friendly restrooms in A Block and in D Block. These accessible restrooms carry the fixtures and fittings that are comfortable and convenient to the differently abled people. Nonslip floor, sliding door and grab bars provide easy access to the differently abled people.

### **•SIGN BOARDS**

Sign boards ensure visually impaired persons are able to familiarize with the road and path. Tactile sign on handrails at the ends of a staircase, guide the visually impaired

### **•RECEPTION COUNTER & PERSONAL ASSISTANCE**

The Reception Counter provides all the needed information to the differently-abled and human assistance.

#### **7.1.9**

*Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens*

**Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.**

**Response:**

**7.1.9 Sensitization of students and employees of the Institution to the constitutional obligation's values, rights, duties and responsibilities of citizens**

Srinivas University has adopted the Core Value of upholding the dignity of human beings, creating harmony with growth, and tacit for rights and duties in discharging their duties to contribute in nation building. It showcases equality through transparent policies in admission and recruitment processes. Gender Equity policy determines service equity to all genders. Absolute freedom is given to students to choose courses of their choice, electives and specializations. Sensitization efforts of the University aim to develop qualities of brotherhood, tolerance, dedication, equality, commitment, empathy and service mindset among students. Green Policy ensures a pollution-free environment for all. Sustainable practices

of the University orient the student community to develop sustainable lifestyles and habits thereby safeguarding mother earth. All are educated to showcase respect towards their respective profession, concern for the pain of others, contributing their share towards nation building, helping mankind and sustainability of the mother earth. All graduates will take an Oath during the Graduation Ceremony to uphold the dignity of the Profession and serve mankind.

***Courses with the Constitution of India as a subject:*** As per the New Education Policy, 2020 Indian Constitution is offered as a Core subject for UG courses such as B.Sc. Allied Health Courses, BSc Nursing, BBA (All Disciplines), BCA, BHMCT, B.Sc.HM, B.Com, etc.

***Sensitization Programmes:*** University observes Indian Constitution Day. The voter Awareness Programme is carried out in collaboration with District Administration during the 2019 Lok Sabha election to sensitize people on right to vote. Entrepreneurship Training for students is organized to facilitate them to the occupation of their choice by Startups. Festivals are celebrated with school children in the adopted schools. Service activities such as plantation, cleaning drives, cancer screening camps, blood donation, etc. are carried out. Unemployed youths are employed through Bosch Care Giver programme.

***Rural Immersion Programmes:*** Rural Immersion programmes are organized for Post Graduate students. Rural camps are organized for social work students. Social Service is oriented through the National Service Scheme (NSS) and Unnat Bharat Abhiyan forum activities of the University. Social engagement initiatives carried through the Unnat Bharat Abhiyan forum sensitize students to work at the gross root level in a better manner.

***Preparing Youth to Fight against Hazards and Contingencies:*** Prepare students to fight hazards with training on first aid, firefighting, self-defense, etc. Guest lectures on life skills, road safety, personality development, nation-building, yoga, health, hygiene, etc are carried out. The paramedical students and staff worked as frontline warriors during Covid 19 pandemic. University has organized 6 COVID Vaccine drives on the campus and 1 Booster dose drive at Srinivas Hospital to provide Covid shield to its students.

***Propagating Unity and Integrity through Celebration:*** Annual Sports meet is organized to nurture sportsmen spirit among students. Celebration of Independence Day, Republic Day, National Service Day, Teachers Day, and National Youth Day is carried to impart the spirit of sacrifice, dedication, patriotism etc. Celebration of festivals such as Holy, Navarathri, Sri Krishna Janmashtami, Christmas, and Onam is carried to spread love, tolerance, and Universal Brotherhood. Further details can be seen from :

<https://srinivasuniversity.edu.in/SrinivasUniversity/web79bvvv>

#### **7.1.10**

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

- 1. The institutional Code of Conduct principles are displayed on the website**
- 2. There is a committee to monitor adherence to the institutional Code of Conduct principles**

3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

**Response:** A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	<a href="#">View Document</a>
Policy document on code of ethics.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Handbooks, manuals and brochures on human values and professional ethics	<a href="#">View Document</a>
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	<a href="#">View Document</a>
Constitution and proceedings of the monitoring committee.	<a href="#">View Document</a>
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff.	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

**7.2.1 Describe 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:**

- To enrich intellectual abilities, value, and leadership among students.
- To establish state-of-the-art infrastructure.



- To create centers of excellence for research and development.
- To encourage multi-disciplinary education & research.
- To develop scientific, technological, and cultural heritage through continuous education.
- To propagate “Education as a Passion and not as a Profession” with continuous improvement.
- To incept Skill enrichment and distinctiveness in Service delivery.
- To deliver teaching and learning aids on time.
- To adopt NEP 2020 and use relevant pedagogies and best practices.
- To focus Holistic development of Students.

**The Context:** National Education Policy 2020 demands Universities introduce Super specialty 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. 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 **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 Mode

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

**1. 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.

**2, 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.

**3, 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.

**4. 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.

**5. 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.

**6. 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.

**7.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.

**8.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.

**9.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.

**10. 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.

**11,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.

**12, 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.

**13,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.

**14, 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.

## 7.3 Institutional Distinctiveness

### 7.3.1

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

**Response:**

**7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust.**

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

**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.

**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.

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

**Facilitating faculties to Register for PhD:** University provides a subsidised fees structure for full- time faculties along with a monthly instalment of Rs. 3000 debited directly from the salary towards the programme fees.

**Appointment of Research Professors:** About 50 retired Professors are appointed as full-time research professors for guiding Ph.D. scholars.

**Centre for Popularisation of Science and Technology:** Visited about 200 Pre University colleges of Karnataka and Kerala to sensitize students on emerging technologies. The quiz was conducted and winners were awarded Cash Prizes.

**Adopted 5 Villages under Unnat Bharat Abhiyan:** Participates in the National level Flagship programme of MHRD, Government of India by adopting Adyapady, Chelairu, Maladi, Moodushedde and Pavoor villages in D.K. District to carry out Social Outreach Programmes.

**Adoption of 5 Government Schools:** Adopted 5 Dakshina Kannada Zilla Panchayat Higher Primary Schools under the Government of Karnataka project situated at Cheliaru, Sasiythlu, Parapade, Bolara, and Valachil villages of D.K. District. Teaching assistants, skill development programmes and extracurricular activities are carried out.

**BOSCH Industry-Academia Collaboration:** Constituted Industry-Academia Collaboration centre of BOSCH at city campus to carryout Social Engagement in Skill Development, ToT, Capacity building of NGO and MSME, Preparing Social Service Professionals, Paramedics Training, etc. The centre facilitated 3 candidates to establish BRIDGE centres and provide employment to 25 caregivers.

**Atomic Research Centres:** University constituted about 200 ARCs where each faculty coordinates at least 2 centres to leverage research productivity by collaborative research and publication.

**Aircrafts:** University procured 1 Helicopter and 2 Mini Aeroplanes and constructed spacious hangers for practical exposure of students.

**NGO Exposure:** An NGO by the name, of Srinivas Institute for Rural Reconstruction Agency (SIRRA) is found in 2004 under the aegis of A. Shama Rao Foundation, the parent body of Srinivas University engages in rural reconstruction and community welfare in the areas of health, education, empowerment, sensitisation, etc.

**Chancellors Scholarship:** The facility provides financial support to meritorious students from the economically weaker section. One student of each course with above 95% marks gets a tuition fee waiver and five students above 90% Get a 50% tuition fee waiver for all the years.

**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.

**Consultancy Services:** About 150 minor consultancy works are carried out by the faculties in the areas of research, publication, soft skill, student development, social service, entrepreneurship, etc.

**Srinivas Publication House:** To facilitate the publication of research articles, the University has constituted Srinivas Publication with bi-annual journals namely International Journal of Management, Technology and Social Sciences (IJMTS), International Journal of Health Sciences and Pharmacy (IJHSP), International Journal of Applied Engineering and Management Letters (IJAEML) and International Journal of Case Studies in Business, IT, and Education (IJCSBE), and International Journal of Philosophy and Languages (IJPL), and also publishes books online with ISBN.

**Health Coverage:** Annual medical check-up is provided to students, faculties and staff from Srinivas Hospital and Research Centre with free generic medicines. Free Covid 19 vaccine drives are organised on campus to provide free vaccines to all.

**Centre for Technology Prediction and Forecasting:** The centre forecast and conduct technology predictions on digital payment, life-compatible portability with nanotechnology, 3D printing, and 6G wireless technology. Open access publication has reached wide researchers with pretty good citations.

**Free Out Patient Physiotherapy Centre:** Constituted at the city campus to address musculoskeletal,

neurological, paediatric, sports injuries and cardiac problems. The centre is inbuilt with a posture analyser, 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 including stroke, Parkinson, bells palsy, brachial plexus injury, etc. In paediatrics 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.

**Intensified Research Focus:** University has embedded research to UG, PG and Ph.D Curricula. Student research project in the final semester. All institutes organise a minimum of 2 conferences per year along with publishing their proceedings. Ph.D coursework is embedded with 2 compulsory Case studies. Annual Performance Indicator-based incentive schemes include scores for publication. Case Study reporting is there in the final year of PG. At least 2 Atomic Research Centres shall be constituted by each faculty.

**Academic Partnership:** 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, etc. to enrich practical exposure to the students.

## 5. CONCLUSION

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### Additional Information :

Srinivas University is committed to creating innovators who can identify and encash opportunities. This we achieve by means of the following twelve super-innovations:

1. **Integrated Student Development Model (ISDM):** Srinivas University Student Development Model with ten components for future industry-oriented Choice based courses & Curriculum.
2. **Integrated Student Service Model (ISSM):** Srinivas University Integrated Student Centred Service Model with ten components of all round student support.
3. **Student-Centred Examination & Evaluation Model (SCEEM):** Automated Student-Centred Examination and Competency based continuous Evaluation system with continuous evaluation focus.
4. **Faculty API: Development & Implementation of Faculty API Based Compensation & Accountability.**
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.**
6. **Atomic Research Centres (ARCs):** Concept of Introducing Atomic Research Centres as Micro Research Units & Micro-Incubation Centres with every individual faculty Co-ordinatorship.
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.
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.
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.
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.
11. **Collaborations & Consultations Model (CCM) :** Internal and External Collaborations for admissions, Education & Training, Earn-While-Learn Jobs, Internship & Apprenticeship, Research & Graduates Placement.
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.

### Concluding Remarks :

Srinivas University has optimized both Higher education service design and service delivery to the satisfaction, delight, and enlight of its internal customers through its innovative ISDM and ISSM models.

### **Ten Components of SU Integrated Student Development Model (ISDM):**

1. More Subjects and more Credits per Semester to cover the latest developments in the subject areas.
2. Compulsory Employability Skills Enhancement Programs (ESEP) in every semester.
3. Compulsory Entrepreneur Ability Enhancement Programs (EAEP) in every semester.
4. STEAM (Science Technology, Engineering, Arts & Design, and Mathematics) Model for Choosing Subjects in every semester.
5. Equal amount of Theory & Practical Subjects in each semester to provide experiential learning opportunities to the students.
6. Team based projects in every semesters.
7. Product Analysis & Patent Analysis subject or Organization analysis & CEO analysis subject and their presentation & publication in Conference proceedings/ journals to create awareness about IPR.
8. Six months compulsory internship/apprenticeship/incubationship (technology/business).
9. At least one applied patent and one copyright in the student's name before graduation.
10. Future industry syllabus based on foreseeing the future developments in the technology & people's perception in society.

### **Ten Components of SU Integrated Student Service Model (ISSM):**

1. Future industry requirement-based Syllabus for each subject and sharing it with every student on first day of the class.
2. Session-wise systematic teaching plan with pedagogy details.
3. Unit-wise study material sharing through class WhatsApp group & Online classroom platforms.
4. Clarity in internal assessment and marks distribution system
5. Sharing of PowerPoint presentation slides of every session with every student before or after the class in pdf format.
6. Sharing Blooms Taxonomy based question bank with the required number of questions after every chapter.
7. Model answers for Question bank questions.
8. Sharing of sample question papers of University semester-end exams of each subject in every semester.
9. Sharing at least five Textbooks in pdf format related to the teaching subject through WhatsApp and Online teaching-learning platforms (say Teachmint platform).
10. Student Counselling to identify and support fast and slow learners.

### **Concluding with Our Motto: Vidya Manovikasaya Na Thu Vruthihi**

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.3.2	<p><b>Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :122</p> <p>Remark : DVV has made the changes as per shared data template document excluding the duplicates by HEI .</p>																																								
2.1.2	<p><b>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</b></p> <p><b>2.1.2.1. Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>891</td><td>836</td><td>735</td><td>615</td><td>475</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>859</td><td>824</td><td>697</td><td>586</td><td>466</td></tr></table> <p><b>2.1.2.2. Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1018</td><td>986</td><td>790</td><td>638</td><td>507</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1018</td><td>986</td><td>790</td><td>638</td><td>507</td></tr></table> <p>Remark : DVV has made the changes as per shared data template document by HEI .</p>	2022-23	2021-22	2020-21	2019-20	2018-19	891	836	735	615	475	2022-23	2021-22	2020-21	2019-20	2018-19	859	824	697	586	466	2022-23	2021-22	2020-21	2019-20	2018-19	1018	986	790	638	507	2022-23	2021-22	2020-21	2019-20	2018-19	1018	986	790	638	507
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2.4.2	<p><b>Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years</b></p> <p><b>2.4.2.1. Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/</b></p>																																								



	<p><b>Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years</b></p> <p>Answer before DVV Verification : 161</p> <p>Answer after DVV Verification: 122</p> <p>Remark : DVV has made the changes as per shared data template document by HEI .</p>
2.4.3	<p><b>Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)</b></p> <p>2.4.3.1. <b>Total teaching experience of full-time teachers as of latest completed academic year</b></p> <p>Answer before DVV Verification : 4507</p> <p>Answer after DVV Verification: 3880</p> <p>Remark : DVV has made the changes as per shared data template document by HEI.</p>
3.1.3	<p><b>Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.</b></p> <p>3.1.3.1. <b>Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years</b></p> <p>Answer before DVV Verification : 66</p> <p>Answer after DVV Verification: 57</p> <p>Remark : DVV has made the changes as per shared data template document by HEI .</p>
3.2.1	<p><b>Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :1002.7625</p> <p>Remark : DVV has made the changes as per shared supporting document by HEI .</p>
3.2.2	<p><b>Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years</b></p> <p>3.2.2.1. <b>Number of research projects funded by government and non-government agencies during the last five years</b></p> <p>Answer before DVV Verification : 672</p> <p>Answer after DVV Verification: 330</p> <p>Remark : DVV has made the changes as per shared data template document by HEI .</p>
3.3.2	<p><b>Total number of awards received for <i>research/innovations</i> by institution/teachers/research scholars/students during the last five years</b></p> <p>Answer before DVV Verification :</p>

	Answer After DVV Verification :101 Remark : DVV has made the changes as per shared data template document by HEI.															
3.4.3	<b>Number of Ph.Ds awarded per recognized guide during the last five years</b>  3.4.3.1. <b>How many Ph.D s were awarded during last 5 years</b> Answer before DVV Verification : 73 Answer after DVV Verification: 56 3.4.3.2. <b><i>Number of teachers recognized as guides during the last five years</i></b> Answer before DVV Verification : 13 Answer after DVV Verification: 13  Remark : DVV has made the changes as per shared data template document by HEI .															
3.4.4	<b>Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years</b>  3.4.4.1. <b>Number of research papers published in the Journals as notified on UGC CARE list during the last five years</b> Answer before DVV Verification : 1305 Answer after DVV Verification: 1123  Remark : DVV has made the changes as per shared data template document excluding the duplicates .															
3.4.5	<b>Number of books and chapters in edited volumes published per teacher during the last five years</b>  3.4.5.1. <b>Total Number of books and chapters in edited volumes published during the last five years</b> Answer before DVV Verification : 2220 Answer after DVV Verification: 1780  Remark : DVV has made the changes as per shared data template document by HEI.															
3.6.2	<b>Number of extension and outreach programs conducted by the institution through organized forums like NSS/NCC with involvement of community year wise during the last five years</b>  3.6.2.1. <b>Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.</b> Answer before DVV Verification: <table border="1"><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>15</td><td>31</td><td>13</td><td>21</td><td>37</td></tr></table> Answer After DVV Verification : <table border="1"><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	15	31	13	21	37					
2022-23	2021-22	2020-21	2019-20	2018-19												
15	31	13	21	37												

	<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>08</td><td>24</td><td>12</td><td>15</td><td>32</td></tr></table> <p>Remark : DVV has made the changes as per shared supporting document by HEI .</p>	2022-23	2021-22	2020-21	2019-20	2018-19	08	24	12	15	32										
2022-23	2021-22	2020-21	2019-20	2018-19																	
08	24	12	15	32																	
3.7.1	<p><b>Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years</b></p> <p>Answer before DVV Verification : Answer After DVV Verification :242 Remark : DVV has made the changes as per shared data template document by HEI .</p>																				
5.1.3	<p><b>Following capacity development and skills enhancement activities are organised for improving students' capability</b></p> <p>1. <b>Soft skills</b> 2. <b>Language and communication skills</b> 3. <b>Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)</b> 4. <b>Awareness of trends in technology</b></p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has selected the B. Any 3 of the above as per shared supporting dcoument by HEI.</p>																				
5.2.2	<p><b>Percentage of graduated students who have progressed to higher education year-wise during last five years</b></p> <p>5.2.2.1. <b>Number of outgoing students progressing to higher education</b> Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>99</td><td>114</td><td>95</td><td>09</td><td>0</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>78</td><td>89</td><td>86</td><td>09</td><td>0</td></tr></table> <p>Remark : DVV has made the changes as per shared supporting document by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	99	114	95	09	0	2022-23	2021-22	2020-21	2019-20	2018-19	78	89	86	09	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
99	114	95	09	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
78	89	86	09	0																	
5.2.3	<p><b>Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years</b></p> <p>(eg: NET/SLET/ Civil Services/State government examinations etc.)</p>																				

**5.2.3.1. Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)**

Answer before DVV Verification : 58

Answer after DVV Verification: 57

Remark : DVV has made the changes as per shaed data template document by HEI .

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
35	19	0	37	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
28	14	0	27	6

Remark : DVV has made the changes as per shared supporting document by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
214	168	107	90	61

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
180	142	107	90	61

Remark : DVV has made the changes as per shared supporting dcoument by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
244	182	135	125	125

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
22	30	10	14	27

Remark : DVV has made the changes as per shared supporting document by HEI.

6.5.2

**Institution has adopted the following for Quality assurance:**

1. Academic and Administrative Audit (AAA) and follow up action taken
2. Conferences, Seminars, Workshops on quality conducted
3. Collaborative quality initiatives with other institution(s)
4. Orientation programme on quality issues for teachers and students
5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc
6. Any other quality audit recognized by state, national or international agencies

Answer before DVV Verification : A. Any 5 or more of the above

Answer After DVV Verification: C. Any 3 of the above

Remark : DVV has made the changes as per shared data template document by HEI .

7.1.6

**Quality audits on environment and energy are regularly undertaken by the institution**

**The institutional environment and energy initiatives are confirmed through the following**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : DVV has made the changes as per shared data template document by HEI .

## 2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of full time teachers in the institution year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
300	238	164	124	85

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
248	212	124	124	85

- 1.2 **Total number of full time teachers worked/working in the institution (without repeat count) during last five years:**  
Answer before DVV Verification : 317  
Answer after DVV Verification : 340