

The ICFAI Foundation for Higher Education

The 33rd Meeting of the Internal Quality Assurance Cell

Date & Time:

February 5 and 6, 2019 at 10.00 hours

Venue:

**The Conference Hall
IFHE, Hyderabad**

AGENDA ITEMS

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Part – A
Statutory Items

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Item 33.01
Grant of Leave of Absence

Item 33.02

Minutes and Follow up Action of the 32nd IQAC Meeting

Minutes and Follow up Action of the 32nd IQAC Meeting of the ICFAI Foundation for Higher Education (Declared as a Deemed-to-be-University u/s. 3 of the UGC Act, 1956) held on August 28, 2018 at the IFHE Campus, Hyderabad.

The following members were present:

1. Prof. J Mahender Reddy – Chairman
2. Prof. V V Bhanoji Rao
3. Prof. R P Mohanty
4. Prof. S Vijayalakshmi
5. Prof. S Venkata Sessaiah
6. Prof. M Srinivasa Reddy
7. Prof. A V Narsimha Rao
8. Prof. C S Shylajan
9. Prof. K S Venugopal Rao
10. Prof. Tamma Koti Reddy
11. Prof. M Sitamma
12. Prof. B Brahmaiah
13. Prof. Samyadip Chakraborty
14. Prof. P N Sindhuja
15. Prof. Cheedi Srinivas
16. Prof. C Radha Mohan
17. Prof. C Padmavathi
18. Prof. G Madhavi
19. Prof. A K Rao
20. Prof. V Nagi Reddy
21. Prof. Y R Haragopal Reddy
22. Prof. Shakeel Hashmi
23. Prof. I V Sarma
24. Prof. Ch Rajesh
25. Prof. S Srinivas Rau

26. Prof. Elizabeth Zacharias
27. Prof. K Varaprasad Rao
28. Prof. S S S P Rao
29. Prof. Y G Sivaram
30. Mr. Samad Noorus
31. Dr. K Pushpa
32. Prof. T S R K Rao

The following Special Invitees were present:

1. Prof. M Bhaskara Rao
2. Prof. H Sudheer
3. Prof. Perepu Indu

Dr. J Mahender Reddy, Vice Chancellor, presided over the meeting and the following items of business were transacted:

32.01 Grant of leave of absence, if any

Prof. Mahesh Kumar Soma, Prof. Debapratim Purkayastha, Mr. T P Das and Mr. Indranil, could not attend the meeting. Leave of absence is granted.

32.02 Confirmation of the Minutes of the 31st meeting of the Internal Quality Assurance Cell

The minutes of the 31st meeting of the Internal Quality Assurance Cell were confirmed.

32.03 Follow up action on the Minutes of the 31st meeting of the Internal Quality Assurance Cell

The follow up action on the Minutes of the 31st meeting was reviewed.

32.10 IBS-Hyderabad (Faculty of Management) - NAAC Department Presentations

to Include Adjunct Faculty while projecting the Faculty Members in the Department

32.15 Profiles and NAAC Report.

The faculty member's strength in the department profile and NAAC Report should match with the details given in the website. This should be ensured.

In the table giving the faculty details, the designation of the faculty i.e. Professor, Associate Professor etc. should be invariably mentioned.

32.20 Faculty of Science and Technology - NAAC Department Presentations

The mathematical basis in the subjects offered in the B.Tech Program should not be diluted.

32.30 Faculty of Law - NAAC Department Presentation

Faculty of Law was advised to publish in Scopus listed journals and Journals in the UGC list.

32.31 Any other Item with the permission of the Chair

Nil.

32.32 Date for the next meeting

It was agreed that the date for the next meeting of the Internal Quality Assurance Cell would be February 5 and 6, 2019.

The meeting concluded with a vote of thanks to the Chair.

J Mahender Reddy
Vice Chancellor

Follow up Action on the Minutes of 32nd Internal Quality Assurance Cell Meeting, held on August 28, 2018.

S #	Description	Suggestions	Action Taken
1.	IBS Hyderabad (Faculty of Management)	<ul style="list-style-type: none"> ◆ Include Adjunct Faculty while projecting the Faculty Members in the Department Profiles and NAAC Report. ◆ The faculty member's strength in the department profile and NAAC Report should match with the details given in the website. This should be ensured. ◆ While presenting the faculty details, the designation of the faculty i.e. Professor, Associate Professor etc. should be invariably mentioned. 	<p><i>Noted for action</i></p> <p><i>Noted for action</i></p> <p><i>Noted for action</i></p>
2.	Faculty of Science and Technology	<ul style="list-style-type: none"> ◆ The mathematical basis in the subjects offered in the B.Tech Program should not be diluted. 	<i>Noted for action</i>
3.	Faculty of Law	<ul style="list-style-type: none"> ◆ Faculty of Law was advised to publish in Scopus listed journals and Journals in the UGC list. 	<i>Noted for action</i>

Part - B
NAAC Criteria-wise Presentation

33.10 Criterion - I : Curricular Aspects

Criterion – 1 : Curricular Aspects
 (Dr. C. S. Shylajan, Dr. S Srinivas Rau, Prof. D Sridevi)

Criterion I – Curricular Aspects (150)

Key Indicator – 1.1 Curriculum Design and Development (50)

<p>1.1.1 QM</p>	<p>Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including Programme outcomes, Programme specific outcomes and course outcomes of all the Programme offered by the University (20)</p> <p>Response:</p> <p><i>1.1 Curriculum Design and Development</i></p> <p>The curricula of the programs at IFHE are designed to achieve academic excellence and professional competency to face the real world. The purpose of curriculum development is to ensure that students receive integrated, coherent learning experiences that contribute towards their personal, academic and professional learning and development. They are revised at regular intervals.</p> <p>There is a process in place for introducing a new program or course and revising the syllabus. The members of Board of Studies (BOS) and the Academic Council ensure that the curriculum of every program has relevance to local/national/regional/global developmental needs. New courses have been introduced in accordance with the industry requirements. There has been a phenomenal increase in the range and depth of new courses being introduced, old courses being restructured, and syllabi being revamped. The programs and courses are designed to train the students to critically analyze, design, and to provide solutions to real world problems, to produce well trained, confident, research oriented and industry ready professionals who are intellectual, ethical and socially committed and to instill within the students the technical, communication skills and character that will prepare them for technical and leadership roles.</p> <p>Apart from conventional teaching-learning process, IFHE follows case-based learning approach at faculty of management. The students are encouraged to take up the autonomous learning through the projects and internships. Mandatory Internship Programs ensure that students are exposed to practical training in the industry. Industry-academia linkage through unique internship program which enables the students to become industry ready. The participation of industries in curriculum design and delivery prepares the students for employment and bridges the gap between the industry and institution. Curriculum developmental</p>
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workshops and conclaves are conducted by involving faculty members, reputed academicians, industry experts and senior alumni in designing and revising the curriculum to meet the industry needs. Interaction with eminent entrepreneurs from Industry and alumni and their involvement in curriculum development enhances the employability and entrepreneurship. The students are encouraged to be the part of faculty consultancy projects, seed project, and research work. Faculty and Students jointly publish papers in the reputed journals and present papers in renowned conferences.

1.2 Academic Flexibility

IFHE follows CBCS/elective system by offering a wide array of electives in various programs. It gives high degree of flexibility to the student in choice of courses. The student has the freedom to choose courses from a wide array of courses on offer during the program duration. The University encourages various activity based learning to attain the course outcomes beyond the curriculum through Industrial visits, Student competitions and workshops, Guest lectures from the industries, engaging the students to take up online resources (NPTEL, Swayam etc.) and cloud based platforms. The students are also encouraged to take up online certifications in emerging areas.

1.3 Curriculum Enrichment

Holistic development of students is the main purpose of our curriculum. The university addresses the cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and professional ethics into the curriculum by introducing courses in Environmental Studies, Business Ethics and Corporate Governance, Positive Psychology, Human Rights, Environment and Gender Aspects. The university also organizes various activities which are not directly linked with their discipline of study but contribute to cross cutting issues relevant to the national and international concerns.

1.4 Feedback System

The university has the feedback system in place to collect feedback from all stakeholders, analyze and identify pertinent pointers to enhance the learning effectiveness. Teaching group meetings and Academic Review meetings are being conducted on regular basis to take feedback from the faculty members. IQAC conducts performance review of departments at regular intervals. Necessary and corrective measures are taken based upon the students' feedback on teaching pedagogy, faculty members' feedback on cases to be included and dropped etc.

<p>1.1.2 Q_nM</p>	<p>Percentage of Programmes where syllabus revision was carried out during the last five years (20)</p> <p>Response: 100% [(16/16) * 100]</p> <p>IBS: 100% FST: 100% FOL: 100%</p> <p>1.1.2.1: How many Programmes were revised out of total number of Programmes offered during the last five years</p> <p>Response: 16</p> <p>1.1.2.2 : Number of all Programmes offered by the institution during the last five years</p> <p>Response: 16</p>																									
	<p>File Description (Upload)</p> <ul style="list-style-type: none"> Minutes of relevant Academic Council/BOS meeting Institutional data in prescribed format <p>Syllabus prior and post revision of the courses</p>	<p>Documents</p> <p>Available View Available</p>																								
<p>1.1.3 Q_nM</p>	<p>Average percentage of courses having focus on employability/ entrepreneurship/ skill development during the last five years (10)</p> <p>Response: 100% IBS: 100% FST: 100% FOL: 100%</p> <p>1.1.3.1: Number of courses having focus on employability/ entrepreneurship/ skill development year wise during the last five years</p> <table border="1" data-bbox="347 1487 1374 1771"> <thead> <tr> <th>Institution</th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>IBS (MBA+ Ex. MBA+PhD+ BBA)</td> <td>210 (69+68+23+50)</td> <td>220 (72+68+23+51)</td> <td>226 (78+68+28+52)</td> <td>225 (77+68+28+52)</td> <td>229 (78+68+28+55)</td> </tr> <tr> <td>FST</td> <td>150</td> <td>162</td> <td>172</td> <td>174</td> <td>126</td> </tr> <tr> <td>FOL</td> <td>70</td> <td>70</td> <td>70</td> <td>70</td> <td>70</td> </tr> </tbody> </table>		Institution	2014-15	2015-16	2016-17	2017-18	2018-19	IBS (MBA+ Ex. MBA+PhD+ BBA)	210 (69+68+23+50)	220 (72+68+23+51)	226 (78+68+28+52)	225 (77+68+28+52)	229 (78+68+28+55)	FST	150	162	172	174	126	FOL	70	70	70	70	70
Institution	2014-15	2015-16	2016-17	2017-18	2018-19																					
IBS (MBA+ Ex. MBA+PhD+ BBA)	210 (69+68+23+50)	220 (72+68+23+51)	226 (78+68+28+52)	225 (77+68+28+52)	229 (78+68+28+55)																					
FST	150	162	172	174	126																					
FOL	70	70	70	70	70																					
	<p>File Description (Upload)</p> <p>Programme/ Curriculum/ Syllabus of the courses Minutes of relevant Academic Council/BOS meeting Institutional data in prescribed format</p>	<p>Documents</p> <p>Available Available View</p>																								

Key Indicator – 1.2 Academic Flexibility (50)

Metric No.		
1.2.1 Q_nM	<p>Percentage of new courses introduced of the total number of courses across all Programmes offered during the last five years (30)</p> <p>Response: 24.35% [(131/538)*100]</p> <p>1.2.1.1: How many new courses were introduced within the last five years</p> <p>Response: 131 IBS (MBA+BBA+PhD): 37 (25+6+6) FST: 27 FOL:67</p> <p>1.2.1.2 : Number of courses offered by the institution across all Programmes during the last five years</p> <p>Response:538</p> <p>IBS (MBA+BBA+PhD): 179 (90+61+28) FST (BTech+PhD) : 148(128+20) FOL(BBA-LLB, BA-LLB, LLM, PhD, Certificate Courses): 211 (70+70+17+14+40)</p>	
	<p>File Description (Upload) Minutes of relevant Academic Council/BOS meeting Institutional data in prescribed format (Data Template)</p>	<p>Documents Available View</p>
1.2.2 Q_nM	<p>Percentage of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented (current year data) (20)</p> <p>Response: 100% 1.2.2.1: Number of Programmes in which CBCS/ Elective course system implemented.</p> <p>Response: 16</p>	
	<p>File Description (Upload) Minutes of relevant Academic Council/BOS meetings Institutional data in prescribed format (Data Template)</p>	<p>Documents Available View</p>

Key Indicator – 1.3 Curriculum Enrichment (30)

Metric No.		
1.3.1 Q_LM	<p>Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum (10)</p> <p>Response:</p> <p>The university addresses the cross cutting issues relevant to Gender, Environment & Sustainability, Human Values and professional ethics into the curriculum by introducing courses in Environmental Studies, Business Ethics and Corporate Governance, Positive Psychology, Human Rights, Environment and Gender Aspects, gender justice, Environmental Law, Human Rights & Humanitarian law , Introduction to Philosophy, Indian Heritage and culture, Administration of natural Justice, Law Justice and Society, professional ethics. The objective of the above courses is to integrate the principles, values and practices of sustainability in all aspects of the education. The courses help the students to grasp certain underlined principles together with the ability to apply the rules in life. It can also help in inculcating moral, character building and social development. These courses also educate the need for quality education and effective professional and personality development. University also organizes International Yoga Day, International Youth Day, Swatch Bharath activities, Green Campus campaign, Blood donation camp and other community services. For instance, theme for our annual management and cultural fest, ‘Trishna 2019’ was ‘GO GREEN’.</p>	
	<p>File Description (Upload)</p> <ul style="list-style-type: none"> • Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum 	<p>Documents</p> <p>List and description of the courses are available</p>
1.3.2 Q_nM	<p>Number of value-added courses imparting transferable and life skills offered during the last five years (10)</p> <p>Response: 1 (Titled “Syndicated Learning Programme”)</p> <p>1.3.2.1: How many new value-added courses are added within the last 5 years</p> <p>Response: NIL</p> <p>Note: Seeking Clarification</p> <p>As per SOP, courses of varying durations (of at least 30 contact hours), that are optional, and offered outside the curriculum that add value and helping students in getting placed.</p>	

	File Description (Upload) <ul style="list-style-type: none"> List of value added courses (Data Template) Course Content 	Document Available Available
1.3.3 Q_nM	Average Percentage of students enrolled in the courses under 1.3.2 above 1.3.3.1: Number of students enrolled in value-added courses imparting transferable and life skills offered year wise during the last five years (05) Data Requirement for last five years: (As per Data Template in Section B) <ul style="list-style-type: none"> Names of the value added courses with 30 or more contact hours No. of times offered during the same year Total no. of students completing the course in the year Formula: (Number of students enrolled in the courses during the last five years)/(Number of students) X 100 Average percentage = $(\sum \text{Percentage per year})/5$	
	File Description (Upload) <ul style="list-style-type: none"> Any additional information List of students enrolled (Data Template) 	Documents
1.3.4 Q_nM	Percentage of students undertaking field projects / internships (current year data) (05) Response:100% 1.3.4.1: Number of students undertaking field project or internships Response:2270 IBS:1212 FST: 356 FOL: 702	
	File Description (Upload) List of Programmes and number of students undertaking field projects / internships (Data Template) Completion Certificates/NOC from the company	Documents Available Available

Key Indicator – 1.4 Feedback System (20)

Metric No.		
1.4.1 Q_nM	<p>Structured feedback received from (10)</p> <p>1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents, for design and review of syllabus - Semester wise /year wise</p> <p>Options:</p> <p>A. Any 4 of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above</p> <p style="text-align: right;">Opt one</p> <p>Response: A</p>	
	<p>File Description</p> <ul style="list-style-type: none"> • URL for stakeholder feedback report • Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) • IQAC Reports, BOS Minutes, Feedback on syllabus from Alumni during GD-PI process at IBS, Minutes of the teaching group meetings, Minutes of Academic Operation review Meetings. 	<p>Documents Available</p>
1.4.2 Q_nM	<p>Feedback processes of the institution may be classified as follows: (10)</p> <p>A. Feedback collected, analysed and action taken and feedback available on website B. Feedback collected, analysed and action has been taken C. Feedback collected and analysed D. Feedback collected E. Feedback not collected</p> <p>Response: B</p>	
	<p>File Description</p> <ul style="list-style-type: none"> • IQAC Reports, BOS Minutes, Feedback on syllabus from Alumni during GD-PI process at IBS, Minutes of the teaching group meetings, Minutes of Academic Operation review Meetings. 	<p>Documents Available</p>

33.11 Criterion - II : Teaching, Learning and Evaluation

Criterion – 2 : Teaching, Learning and Evaluation

(Dr. T Koti Reddy, Prof. K Kishore, Prof. M Annapurna)

Criterion II – Teaching Learning and Evaluation

Teaching-Learning and Evaluation (200)

2.1 Student Enrollment and Profile (10)

2.1.1 Average Percentage of students from other States and Countries During the Last Five Years (3)

Response: (Data collection is in progress. It will be presented in the next meeting)

2.1.1.1 Number of students from other states and countries year-wise during the last five years

Year	2014-15	2015-16	2016-17	2017-18	2018-19
Total(IFHE)					
Total No. of Students (IFHE)	3196	3819	4225	4899	5704
Percentage per year					

File Description	Document Available
List of students(other states and countries)	No
Institution data in prescribed format	No

2.1.2 Demand Ratio (Average of last five years) (4)

Response: Data collection is in progress. It will be presented in the next meeting)

2.1.2.1 Number of seats available year-wise during the last five years

	2014-15	2015-16	2016-17	2017-18	2018-19
IBS	2545	2912	3229	3602	4094
FST	549	684	676	820	940
FoL	102	223	320	477	670
Total	3196	3819	4225	4899	5704

Total No of eligible applications received

	2014-15	2015-16	2016-17	2017-18	2018-19
IBS					
1.MBA					
2.BBA					
3.PhD					
4.Exe.MBA					
FST	2890	4893	3944	2898	12000
FoL					
Total					

File Description	Document
Demand Ratio(Average of last five years)	No

Data Requirement for last five years

*Number of seats available in all programmes

*Total number of eligible applications received

Average Demand Ratio:

Formula:

$$\frac{\text{Number of eligible applications received}}{\text{Number of seats available}} = \text{Ratio Per Year}$$

$$\text{Average Ratio} = \frac{\sum \text{Ratio per Year}}{5}$$

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years (3)

Response: Seeking Exemption

2.2 Catering to student diversity (20)

2.2.1 The Institution assesses the learning levels of the students, after admission and organizes special programs for advanced learners and slow learners (5)

IFHE conducts admission test separately for MBA;BBA; Executive MBA; and Ph.D in Management and Economics programs and admits students from all over India. The admission process commences with the release of advertisements in leading newspapers all over India. The bench marks for admissions are relatively high.

- Orientation programs conducted by IFHE at the beginning of the academic year facilitates to improve the social skills of the students as well interaction with the faculty members and staff provides better learning experience for them. Various activity based learning are encouraged to attain the course outcomes beyond the curriculum through Summer Internship, student competitions, seminars, workshops and Guest Lectures from the industry, engaging the students to take up online resources (Swayam, MOOCs,) etc.
- SLP course prepares the students ready for campus placements. IFHE offers Practice oriented courses in all programs with emphasis placed on application of principles,

tools and concepts. University rank holders are encouraged with certificates and cash prizes by the management.

- Mentor-Mentee concept introduced by IFHE brings out the student grievances which are redressed immediately.
- The advanced learners are identified through marks scored in previous university examinations, observation of the faculty, marks scored in class tests and their participation in the class-room discussion, field work, and research work and co-curricular activities. It has been observed that on an average, less than twenty percent of the students fall into this category. The institution also adopts appropriate strategies for advanced learners as follows: Advance learners are given additional classroom responsibilities. They are encouraged to conduct class-room workshops and seminars. Class presentations (using-LCD projector) are widely used for giving Opportunities to the advanced learners to use their skills and knowledge.
- MOUs with reputed universities across the world enables the advanced learners to study a semester abroad
- Slow learners are given special coaching to overcome the difficulties so that they join the mainstream students with in a short span of time. Faculty is available in the departments for consultation by slow learners. Students having less than CGPA of 6 are given skill development program like Communicative English, Aptitude and placement.

2.2.2 Student-Full time teacher Ratio (10)

Student - Full time teacher ratio (current year data)

Data Requirement:

- Total number of students enrolled in the institution
- Total number of full time teachers in the institution

Formula: Students : Teachers

Response:

IBS(MBA 1:15) BBA(1:20)

FST(1:14)

FOL(1:27)

File Description

Institutional data in prescribed format No

Any additional information

2.2.3 Percentage of differently abled students(Divyangjan) on rolls (05)

2.2.3.1 Number of differently abled students on rolls

Response: IBS:NIL FST: NIL FOL:NIL

File Description Document

List of students(Differently abled)s Nil

Institutional data in prescribed format

2.3. Teaching Learning Process (20)

2.3.1 Student centric methods, such as experiential Learning, Participative learning and problem solving methodologies are used for enhancing learning experiences (05)

The curriculum of all the course has been designed keeping in mind student centric approach. The curricula designed for various programs in IFHE ensure that students are conceptually sound, able to apply the concepts in practical situations, analyse the outcomes of such practical application and are in a position to ask questions based on the analysis and evolve new techniques and processes while seeking solutions to the problems. Teaching and Learning methodologies adopted by IBS also supplement and complement the curriculum.

- To make the student competent, the institute develops systems in which the student gets exposure of professional skills for effective intervention in the fields and acquiring the knowledge of society. Class room activities are based on the interactive method like group discussion, seminar presentation, roll plays for acquiring principle and values of social work. Sharing Experiences by alumni, participation in cultural activity, modern aids like use of internet are promoted which provides access to huge variety of information
- In addition to Class room instructions, Assignments teaching at faculty of law is an integrated learning and consists of the learning components such as Moot courts, Clinical courses, internet and computer lab support, Immersion workshops and court visits.
- Around 30 per cent of the credits earned from are from class participation
- Summer Internships in reputed organizations
- Every department organizes at least one expert lecture in a semester exposing the students to industrial practices
- Every course with 20 per cent weight for Multiple Choice Questions which test the depth of understanding of concepts

- Students are sponsored to participate in national and international competitions/seminars/workshops.
- Socially relevant project work with students not exceeding five in every group
- Choose your faculty option of preferred faculty for the courses
- Active learning lab classes to understand the theoretical concepts through simulations
- Club activities at IBS mould the students in corresponding field.

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc (Current year data) (05)

Response: 94.52 %

2.3.2.1 Number of teachers using ICT

Data Requirements: (As per Data Template in Section B)

- Number of teachers using ICT (LMS, e-resources)
- Number of teachers on roll
- ICT tools and resources available

Formula:

$$\frac{\text{Number of teachers using ICT}}{\text{Total number of teachers}} \times 100$$

IBS(165)

FST(66)

FOL(28)

File Description

List of teachers(Using ICT for teaching)

Any additional Information

Provide link for webpage describing the “LMS/Academic management system”

2.3.3 Ratio of students to mentor for academic and stress related issues (Current year data) (10)

Response: 1:10 (IFHE)

2.3.3.1 Number of mentors

Data Requirement:

- Number of students assigned to each Mentor

Formula: Mentor : Mentee

IBS(1:10), FST(1:10), FOL(1:10)

File Description

Year wise list of No of students ,full time teachers and mentor/mentee ratio

2.4 Teacher Profile and Quality (50)

2.4.1 Average percentage of full time teachers against sanctioned posts during the last 5 years (10)

Response: 100%

Data Requirement for last five years: (As per Data Template in Section B)

- Number of full time teachers
- Number of sanctioned posts

Formula:

$$\text{Percentage per year} = \frac{\text{Number of full time teachers}}{\text{Number of sanctioned posts}} \times 100$$

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

File Description (Upload)

*Year wise full time teachers and sanctioned posts for 5 years(Data template)

*Any additional information

*List of the faculty members authenticated by the Head of HEI

Full Time Teachers	2014-15	2015-16	2016-17	2017-18	2018-19
FST	42	42	56	56	66
FoL	15	13	18	26	28
IBS	173	153	163	186	180
Total	230	208	237	268	274

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	
List of the faculty members authenticated by the Head of HEI	

2.4.2. Average Percentage of full time teachers with Ph.D during the last five years (10)

Response: Data collection is in progress. It will be presented in the next meeting)

2.4.2.1: Number of full time teachers with Ph.D. year wise during the last five years

Year					
Number					

Data Requirement for last five years: (As per Data Template in Section B)

- Number of full time teachers with PhD
- Total number of full time teachers
- Formula:

$$\text{Percentage per year} = \frac{\text{Number of full time teachers with Ph.D.}}{\text{Number of full time teachers}} \times 100$$

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

File description	Document
List of No of full time teachers with PhD and No of full time teachers for 5 years	

2.4.3 Teaching experience of full time teachers in number of years (10)
Data collection is in progress. It will be presented in the next meeting)

Documents:

- *Positions sanction letters by competent authority
- *Upload appointment letters of faculty during the last five years
- *Institutional data in prescribed format (May be verified from DCF of AISHE)

File Description	Document
List of Teachers including their PAN, Designation, Dept and experience details	

2.4.4. Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years (10)

Response: 21.36 %

Formula: No of full time teachers receiving awards during the last five years / Average no of full time teachers during the last five years x 100 = 52 / 243.4 x 100 = 21.36

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

Faculty	2014-15	2015-16	2016-17	2017-18	2018-19
IBS	11+5(Case)=16	8+6(case)=14	4=10(case)=14	2+4(case)=06	02
FST	NIL	NIL	NIL	NIL	
FOL	NIL	NIL	NIL	NIL	
Total(IFHE)	16	14	14	06	02
File Description	Document				
Institutional data in prescribed format					
e-copies of award letters(scanned or soft copy)	Yes				

2.4.5 Average per centage of full time teachers from other states against sanctioned posts during the last five years (10)

Data collection is in progress. It will be presented in the next meeting)

Data Requirement for last five years: (As per Data Template in Section B)

- Number of full time teachers from other states
- Total number of sanctioned posts

Formula:

$$\text{Percentage per year} = \frac{\text{Number of full time teachers from other states}}{\text{Number of sanctioned posts}} \times 100$$

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

2.4.5.1 Number of full time teachers from other states against sanctioned posts during the last five years

Faculty	2014-15	2015-16	2016-17	2017-18	2018-19
IBS	Full time(173) Adjunct&Visiting(27) Other states(Full time(153) Adjunct&Visiting(12) Other states(Full time(163) Adjunct&Visiting(09) Other states(Full time(186) Adjunct&Visiting(05) Other states(Full time(180) Adjunct&visiting(11) Other states(
FST	21	21	16	16	25
FOL	10	08	11	15	21
Total(IFHE)					
File Description					
List of full time teachers from other state and state from which qualifying degree was obtained					

Key Indicator - 2.5 Evaluation Process and Reforms (40)

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years (15)

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

Year					
Number of days					

Data Requirements for last five years: (As per Data Template in Section B)

- Semester wise/ year wise
- Last date of the last semester-end/ year- end examination
- Date of declaration of results of semester-end/ year- end examination
- Number of days taken for declaration of the results
- Average number of days for declaration of results during the last five years

S.No.	Program	Average No. of days
1	MBA	49
2	BBA	58
3	B.Tech	30
4	BBA.LLB(H)	74
5	BA.LLB(H)	66
6	EMBA	10
7	LL.M	106

File Description	Document
List of programs and date of last semester and date of declaration of results	

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years (05)

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

Year	2014-15	2015-16	16-17	17-18	18-19
Number	NIL	NIL	NIL	NIL	NIL

No complaints as students check answer scripts after evaluation

Data Requirement for last five years:

- Number of complaints/grievances about evaluation
- Total number of students appeared in the examinations

2.5.3 Average per centage of applications for revaluation leading to change in marks during the last five years (05)

Response: NIL

File Description	Document
Year wise No of applications, students and revaluation cases	Yes

2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system (10)

Describe the examination reforms with reference to the following within a minimum of 500 words and maximum 1000 words

- Examination procedures
- Processes integrating IT
- Continuous internal assessment system

Response:

Examinations Procedures:

The examination system at IFHE is a rigorous one with reforms carried out periodically. Marks distribution for evaluations of each subject in as follows:

- Class Participation: 10%
- Objective Tests : 20%
- Written Test(s) : 20%

- d) Project Work : 10%
- e) Comprehensive End Semester Final Examination : 40%

Total: 100%

The Examination Department is responsible for conduct of the comprehensive End Semester Final Examinations. This includes the following:

1. Question papers setting for the End Semester Final Examinations
2. Various Scheduling
3. Conduct of Examinations
4. Organizing Evaluation of the Examinations Answers-scripts
5. Declaration of results

The above points are elaborated below:

1. Question Paper Setting

This process begins at least 2 months before the End Semester Examinations. The subjects are taught in multiple sections, academically managed by the subject Teaching Groups, with one of the faculty members acting as Coordinator of the teaching group. The Teaching Group Coordinators are requested to prepare 3 sets of question papers for each subject through the

Dean (Academics) of the respective Department. In turn the subject Coordinators arrange this through the subject Teaching Group, each member taking responsibilities for one or two questions. Completed papers are discussed in detail in the teaching group for its coverage of the entire syllabus, duration assessment and indicative answers to the questions. This process ensures a balanced question paper in terms of syllabus coverage and time spread of the examination. Such papers are sent to the Examination Department about 5 weeks before the End Semester Final Examinations.

From this point, the Examination Department takes over the printing process through its own copying machines and takes custody of the printed question papers. Both printing and subsequent preservation of the question papers until the day of the examination are done in the strong room of the Examination Department.

2. Various Scheduling

The examination schedule is made at least 3 months in advance and informed to students to enable them to plan their bookings etc for their post examination vacations/ internships. Similarly, the invigilation schedule for faculty members are planned one month in advance to enable them to ensure their availability for invigilation, which is an important activity for the university. These are some reforms introduced a few years ago to facilitate advance planning on the part of both students and the faculty members. The seating arrangement for the students for the examination is planned a week in advance

and the room allocation and seat numbers are informed through the online Student Information System (SIS). Fresh seating arrangements are planned for each examination.

3. Conduct of Examinations

This is a meticulous process. A week before each examination, the question papers are organized in bundles in accordance with the seating arrangement plan made for the examination of the day. For an examination, the relevant bundles for the day are moved under tight security to a central control room in the examination zone one hour before the start of the examination for distributing to invigilators. For a particular examination, the assigned invigilators are asked to assemble in the control room at least 30 minutes in advance of the scheduled examination time. With the allocation of invigilators for each examination room planned in advance, the bundles are handed over to respective invigilators. Large rooms are allotted with at least two invigilators. Invigilation is a serious business at IFHE and invigilators are asked to be vigilant, particularly with regard to any malpractices/unethical practices. Invigilators are in their allotted rooms at least 15 minutes before the start of the examination. At the end of the examinations, invigilators submit the answer papers to the examination department at the Control Room, which are received by the department after duly counting them. Student attendance (in writing) is taken at the examination hall by the invigilators.

4. Organizing the Evaluation

The collected answer scripts are distributed to the subject coordinators for evaluation within 24 hours of completion of examinations. In turn the subject coordinator works out evaluation plan with his teaching group faculty members, and allots questions to each member for evaluation. With each faculty member evaluating a question across all sections (i.e. for the entire students of a program), a balance is ensured in the evaluation process. Finally members are asked to complete evaluation within 5 days. With End Semester examination evaluated, the score obtained by each student out of 100 is available component-wise. Grading of students is carried out by the subject coordinator for respective subjects by taking stock of students from all sections (i.e. evaluating students of a program) for the subject.

5. Declaration of Results

After the evaluation of End-Semester answer scripts, , students are given an opportunity to view their answer papers for any doubts, queries, wrong evaluation, etc., In case, after this process, a student's marks and/or grade gets revised, it is executed in the record. Students are given a window of 10 days for this process after their return from vacations/internship. The results are declared soon after that online at the Students Information System (SIS) with the approval of the Deans, Directors of the respective departments, and the Controller of Examinations, Registrar and the Vice Chancellor of the University.

Processes Integrating IT:

The IT procedures are integrated in the form of Student Management Information System (SIMS) for Academic Office (including Faculty Members) & Examinations Department which is also integrated in the form of Student Information System (SIS) for access to Students & their parents. The class room attendance, class participation and online test are fully integrated into SIMS /SIS. A list of IT enabled activities of the examination department are provided below:

- Students' exam attendance rosters
- Venue / room-wise seating plan for examinations for eligible students
- After End Term marks uploading by Faculty Members at SIMS, generating report showing total marks per student per course for the semester
- At this stage, report generated on End Term absentees, those reported for unfair practice and withdrawn/transfer students
- Course-wise generation of histogram to decide cut-offs for grading
- Once grading is decided, computation of GPA and CGPA
- Generation of provisional certificate, migration certificate and transcripts at the end of the program
- Results uploaded in Student Information System where a student can login and check his / her course-wise marks and grades along with GPA and CGPA
- Login facility to a student or a verification agency to the website <https://ifheindia.org/olcv/> to check the authenticity of the degree awarded along with personal details like the enrollment no., date of birth & address.

Continuous Internal Assessment System

As mentioned earlier, the examination marks are divided into two parts namely continuous evaluation (60%) and end term final examination evaluation (40%). The continuous evaluation process is divided into four parts namely class participation (10%), objective test (20%), written test (20%) and project/seminar (10%). Class participation involves assessment of students' participation in the class discussions during the course of the semester. The objective tests are focused on testing the fundamental concepts of the subjects being taught in the semester. The written tests are of elaborative nature focusing on detailed answers, problem solving and analytical applications.

The project work enables students to work in a group of 5-6 students. The group is to identify a business application oriented problem related to the subject, plan the entire research process – study objectives, literature survey, data collection process, the methodology for analysis following which the solution to the problem can be addressed. On the basis of this research plan, the group is expected to collect the necessary data, analyze the data and draw conclusions based on which a report is to be produced for evaluation. Alternatively, some

faculty members ask individual students to read contemporary research papers on the subject with business applications and ask them to make a presentation on the same in lieu of the project work.

2.5.5 Status of automation of Examination division along with approved Examination Manual: (05)

100% automation of entire division & implementation of Examination Management System (EMS) (Yes/No)	Student registration, Hall ticket issue & Result Processing are automated (Yes / No)	Student registration and result processing are automated (Yes / No)	Result processing is only automated (Yes / No)	Follow manual methods (Yes / No)
	Yes			

2.6 Student Performance and Learning Outcomes (30)

2.6.1: Program outcomes, Program Specific outcomes and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students (10)

Describe Course Outcomes (COs) for all courses and mechanism of communication within a maximum of **500 words**

In consonance with its mission and vision, the Faculty of Management seeks to develop leaders in management with a perfect blend of attitudes, skills and knowledge through an industry focused curriculum and case-based pedagogy. It offers BBA, MBA, Ex MBA, and PhD (Fulltime & Part-time). Program outcomes and course outcomes for all programs are stated and displayed on website and communicated to teachers and students. The students are provided with Student Handbook and well structured Course Handouts by the respected teachers before attending the sessions. Students are required to go through the course outcomes mentioned in the course handout. It is also available in the Student Information System (SIS). The program objectives are the following:

BBA: Conceptual Knowledge, Critical Thinking, Communication Skills and Ethical Awareness

MBA: Conceptual Knowledge, Critical Thinking, Communication Skills and Leadership Skills

PhD: Conceptual Knowledge, Research Competencies and Critical Thinking

Summary/Examples of program outcomes and course outcomes are:

1. Ability to think through a problem & generate a set of alternatives
2. Ability to evaluate & select a feasible alternative leading to improved organizational performance
3. Ability to relate theory with practice

4. Ability for effective oral and written communication, prepare effective business documents
5. Ability to get along with people in multicultural contexts
6. Ability to resolve ethical dilemmas appropriately
7. Ability to understand advanced theoretical concepts and models and their relevance in a changing business environment
8. Ability to use relevant methodologies and tools
9. Ability to identify a research problem and generate a set of alternatives creatively
10. Ability to conduct and execute a comprehensive research project independently

Note: Course Handouts of all courses will be uploaded.

2.6.2 Attainment of the program outcomes, program specific outcomes and course outcomes are evaluated by the Institution (10)

Questionnaires are prepared to get information from the alumni and employers directly and indirectly. Student outcomes and Instructional objectives are measured both directly (student grades) and indirectly (student feedback). Students feedback is taken periodically pertaining to the courses offered in each semester. Based upon the student feedback necessary and corrective measures are taken. IQAC conducts performance review of all the Departments. IBS is confident to further raise admission figure during 2019-20 from existing programs. IBS has given highest priority to students' academic performance and their life skill development so as to help them get good placement, become successful entrepreneur and preparing themselves to be confident and successful professional in the knowledge economy of the world.

2.6.3 Average pass percentage of students (Current year data) (10)

for AY - 2018					
S. No	PROGR AM CODE	PROGRAM NAME	NO.OF STUDENTS APPEARED	NO.OF STUDENT S PASSED	PASSE D %
1	MBA	Master of Business Administration	1137	1137	100
2	BBA	Bachelor of Business Administration	246	241	98
3	B.Tech	Bachelor of Technology	169	153	91
4	BBA.LL B(H)	Bachelor of Business Administration and Bachelor of Law	31	31	100
5	Ex-MBA	Executive Master of Business Administration	5	5	100
6	Ph.D.	Doctor of Philosophy in Management	13	13	100
7	LLM	Master of Law	7	6	86

33.12 Criterion - III : Research, Innovation and Extension

Criterion – 3 : Research, Innovation and Extension

(Dr. PN Sindhuja, Dr. Elizabeth Zacharias, Dr. Pratap Reddy)

Criterion III – Research, Innovations and Extensions (250)

3.1. Promotion of Research and Facilities (20)

3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website (Yes /No) (1)

Response: Yes

File Description	Document Available
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	Yes
URL of Policy document on promotion of research uploaded on website	Yes

3.1.2 The Institution provides seed money to its teachers for research (average per year) (INR in Lakhs) (4)

Response: 18.11 Lakhs

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

Year	2014-15	2015-16	2016-17	2017-18	2018-19
INR (in Lakhs)	18,20,000	17,25,000	18,90,000	18,11,380	to be updated

File Description	Document Available
Minutes of the relevant bodies of the University	Yes
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	No To be provided by the Finance officer
List of teachers receiving grant and details of grant received (Data Template)	Yes

3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years (3)

Response: 01

3.1.3.1: The number of teachers awarded international fellowship for advanced studies/ research during the last five years

Year	2014-15	2015-16	2016-17	2017-18	2018-19
Number of teachers	0	0	0	1	To be updated

File Description	Document Available
E-copies of the award letters of the teachers	Yes
List of teachers and their international fellowship details (Data Template)	Yes

3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows in the university enrolled during the last five years (4)

Response: 119

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

Year	2014-15	2015-16	2016-17	2017-18	2018-19
Number	24	12	29	31	23

School wise breakup

School/Year	2014-15	2015-16	2016-17	2017-18	2018-19
FOM	24	12	15	19	14
FST	NA	NA	3	3	0
FOL	NA	NA	11	9	9

File Description	Document Available
List of research fellows and their fellowship details (Data Template)	Yes

3.1.5 University has the following facilities (3)

1. Central Instrumentation Centre
2. Animal House/Green House / Museum
3. Central Fabrication facility
4. Media laboratory/Business Lab/Studios
5. Research/Statistical Databases

Options: (Opt one)

- A. Any four facilities exist
- B. Three of the facilities exist**
- C. Two of the facilities exist
- D. One of the facilities exist
- E. None of the facilities exist

Response: Three of the facilities exist

<i>File Description</i>	<i>Document Available</i>
Link of videos and geotagged photographs	Yes
Upload the list of facilities provided by the university and their year of establishment (Data Template)	Yes

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognitions by government agency (Current Year) (5)

Response: NIL (Seeking exemption)

3.1.6.1 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognitions by government agency

<i>File Description</i>	<i>Document Available</i>
E-version of department recognition award letters	No
List of departments and awards details (Data Template)	No

3.2 Resource Mobilization for Research (20)

3.2.1 Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution during the last five years (INR in Lakhs) (3)

Response: 87.986 lakhs

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

Year	2014-15	2015-16	2016-17	2017-18	2018-19
INR (in Lakhs)	-	-	6,10,000	1,05,000	80,83,600

File Description	Document Available
E-copies of the grant award letters for research projects sponsored by government	Yes
List of projects and grant details (Data Template)	Yes

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

Response: 44.739 Lakhs

3.2.2.1: Total grants for research projects sponsored by the government sources year wise during the last five years (INR in Lakhs)

Year	2014-15	2015-16	2016-17	2017-18	2018-19
<i>INR (in Lakhs)</i>	4,50,000	-	27,23,927	-	13,00,000

<i>File Description</i>	<i>Document Available</i>
E-copies of the grant award letters for research projects sponsored by government	Yes
List of projects and grant details (Data Template)	Yes

3.2.3 Average Number of research projects per teacher funded, by government and non-government agencies, during the last five years (5)

Response: Total no. of research projects/Avg. no. of teachers = 12/243.4 = **4.9%**

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

Response: 12

Year	2014-15	2015-16	2016-17	2017-18	2018-19
Number	01	00	04	02	05

3.2.3.2: Number of full time teachers worked in the institution during the last 5 years

Response: 1217

Full Time Teachers	2014-15	2015-16	2016-17	2017-18	2018-19
FST	42	42	56	56	66
FoL	15	13	18	26	28
IBS	173	153	163	186	180
Total	230	208	237	268	274

<i>File Description</i>	<i>Document Available</i>
List of research projects and funding details (Data Template)	Yes
Supporting document from Funding agency	Yes
Link for the funding agency website	Yes

3.3 Innovation Ecosystem (30)

3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge (6)

Response:

The Center for Innovation Entrepreneurship and Incubation (CIEI) has been set up to encourage, promote and facilitate innovation and entrepreneurship development in the University as well as is in its immediate neighborhood. The CIEI at IFHE will identify, support and mentor the students who come out with new business plans or start-up ideas. We also strive forward to inspire the students to become future Entrepreneurs feeling through E-week, Guest lectures, seminars, workshops etc. IFHE promote innovative idea to startup culture among the students. At IFHE Faculty of Science and Technology provide necessary technical expertise, Faculty of Management provides business management, business model, marketing and financial guidance and Faculty of Law provide legal support and IPR policy to students and staff for incubation of the innovative Ideas. The CIEI consist of four Member Core Team - One member from IBS, ITS and ILS. Two Student clubs operated the Entrepreneurship activates Maçon - The Entrepreneurship Cell of IBS Hyderabad and Innozant - The Entrepreneurship Club of FST-IFHE.

IFHE Innovation Council To promote innovation and Entrepreneurship, on November 15 2018, IFHE Hyderabad constituted an IFHE Institute Innovation Council (IIC) as a part of MHRD Innovation Cell. The IIC is approved by MHRD innovation cell and carry out series of activities as per schedule of MHRD innovation cell. IFHE Innovation council consists of Technical Experts from Microsoft, Wipro Technologies, Banker from Axis Bank, MD of nearby incubator, Successful Alumni Entrepreneur, faculty members and students.

Networking and Collaboration: CIEI provide platform for Students/ young entrepreneurs through mentorship and networking. IFHE is an institutional member of The Indus Entrepreneurs (TiE) Grad Program 2018, TiE Hyderabad Chapter. As an Institutional member student are accessible to largest Entrepreneurship networks of world and can communicate to around 150 Charter members on board in TiE Hyderabad. FST-IFHE is an Institutional member of Telangana Academy for Skill & Knowledge (TASK), Department of ITE&C, and Government of Telangana which enable the students to be part Technology Entrepreneurship program offered by ISB and Makerspace.

Incubation Center: *INCUBE*, is the most important program, which aims at encouraging, mentoring and handholding students with basic business ideas in order to help them develop

business plans which can attract funding and market support. It provides a platform to the whole student community in IFHE to work on their ideas and bring innovation to their business plans. The incubation center is allocated space in the IFHE Campus, with 6 computers, internet with Wi-Fi facilities. Around 5 startups are operating IFHE. The IFHE is providing the infrastructure facilities and operational costs are self-financed by the students.

<i>File Description</i>	<i>Document Available</i>
Link for additional information	Can be provided

3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years (7)

Response: 22

3.3.2.1: Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year wise during the last five years

Year	2014-15	2015-16	2016-17	2017-18	2018-19
Number	07	05	07	02	02

School-wise breakup

Year	2014-15	2015-16	2016-17	2017-18	2018-19
FoM	0	1	2	1	0
FST	4	2	3	1	0
FoL	3	2	2	0	1

<i>File Description</i>	<i>Document Available</i>
Report of the event	
List of workshops/seminars during last 5 years (Data Template)	

3.3.3 Number of awards for innovation won by institution/teachers/research scholars/students during the last five years (7)

Response: 1

3.3.3.1: Total number of awards for innovation won by institution/teachers/research scholars/students year wise during the last five years

Year	2014-15	2015-16	2016-17	2017-18	2018-19
Number	00	00	00	00	01

File Description	Document Available
E-copies of award letters	Yes
List of Innovation and award details	Yes

3.3.4 *Number of start-ups incubated on campus during the last five years* (10)

Response: Nil (Seeking exemption)

3.3.4.1: Total number of start-ups incubated on campus year wise during the last five years

Year	2014-15	2015-16	2016-17	2017-18	2018-19
Number	00	00	00	00	00

<i>File Description</i>	<i>Document Available</i>
E-sanction order of the University for the startups on campus	No
Contact details of the promoters for information	No
List of startups details like name of the startup, nature, year of commencement etc., (Data Template)	No

3.4 Research Publications and Awards (100)

3.4.1 *The Institution has a stated Code of Ethics to check malpractices and plagiarism in Research (Yes/No)* (1)

Response: Yes (Link to be provided in the website)

<i>File Description</i>	<i>Document Available</i>
Institutional data in prescribed format	Yes

3.4.2 *The institution provides incentives to teachers who receive state, national and international recognition/awards (Yes/No)* (1)

Response: Yes

<i>File Description</i>	<i>Document Available</i>
E-Copies of the letters of awards	Yes
List of awardees and award details (data template)	Yes

3.4.3 *Number of Patents published/awarded during the last five years (19)*

Response: NIL (Seeking exemption)

3.4.3.1: Total number of Patents published/awarded year wise during the last five years

Year	2014-15	2015-16	2016-17	2017-18	2018-19
Number	0	0	0	0	0

<i>File Description</i>	<i>Document Available</i>
List of patents and year it was awarded (Data Template)	No

3.4.4 *Number of PhD's awarded per teacher during the last five years (19)*

Response: 2.03 (69/34)

3.4.4.1: How many PhD's are awarded within last five years?

Response: 69

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

Response: 34

File Description	Document Available
URL of the research page on HEI web site	Yes
List of PhD scholars and their details like name of the guide, title of thesis, year of award etc., (Data Template)	Yes

3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years (20)

Response: $878/243.4 = 3.60$

3.4.5.1: Number of research papers per teacher in the Journals notified on UGC website during the last five years

Year	2014-15	2015-16	2016-17	2017-18	2018-19
Number	121	192	222	212	113

School-wise breakup

School/Year	2014-15	2015-16	2016-17	2017-18	2018-19
FOM	119	154	169	158	68
FST	18	28	42	44	45
FOL	2	10	11	10	0

<i>File Description</i>	<i>Document Available</i>
List of research papers by title, author, department, name and year of the publication (Data Template)	Yes

3.4.6 Number of books and chapters in edited volumes / books published, and papers in national/international conference proceedings per teacher during the last five years (15)

Response: $787/243.4 = 3.23$

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

Year	2014-15	2015-16	2016-17	2017-18	2018-19
Number	62	161	200	280	84

School-wise breakup

School\Year	2014-15	2015-16	2016-17	2017-18	2018-19
FOM	41	89	129	220	55
FST	14	41	44	40	28
FOL	7	31	27	20	1

<i>File Description</i>	<i>Document Available</i>
List of books and chapters in edited volumes / books published (Data Template)	Yes

3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index (13)

Response: 2177/545 = 3.99

3.4.7.1: Total number of citations received by publications in the last five years, which are included in online databases such as Scopus, Web of Science or PubMed/Indian Citation Index

Response: 2177

Formula:
$$\frac{0.45 \times \text{Total number of Citation in SCOPUS in five years} + 0.45 \times \text{Total number of Citation in Web of Science in five years} + 0.1 \times \text{Total number of Citation in Indian Citation Index in five years}}{0.45 \times \text{Total number of Publication in SCOPUS in five years} + 0.45 \times \text{Total number of Publication in Web of Science in five years} + 0.1 \times \text{Total number of Publication in Indian Citation Index in five year}}$$

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

Response: 11 (as per Scopus)

Formula:

$$\frac{h - \text{Index of Scopus} + h - \text{index of Web of Science in last five years}}{2}$$

<i>File Description</i>	<i>Document Available</i>
Bibliometric of the publications during the last five years	Yes (only scopus)

3.5 Consultancy (20)

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual (Yes/No) (1)

Response: Yes

<i>File Description</i>	<i>Document Available</i>
Minutes of the Governing Council/Syndicate/Board of Management related to consultancy policy	Approval from BoM awaited
Soft copy of the consultancy policy	Would be provided
URL of the consultancy policy document	Would be provided

3.5.2 Revenue generated from consultancy during the last five years (INR in Lakhs) (12)

Response: 6.10 Lakhs

3.5.2.1: Total amount generated from consultancy year wise during the last five years (INR in lakhs)

Year	2014-15	2015-16	2016-17	2017-18	2018-19
Number	0	0	6,10,000	0	0

<i>File Description</i>	<i>Document Available</i>
List of consultants and revenue generated by them (Data Template)	Yes
Audited statements of accounts indicating the revenue generated through consultancy	Data awaited from the Finance officer

3.5.3 Revenue generated from corporate training by the institution during the last five years (INR in Lakhs) (7)

Response: 111.54396 Lakhs

3.5.3.1: Total amount generated from corporate training by the institution year wise during the last five years (INR in lakhs)

Year	2014-15	2015-16	2016-17	2017-18	2018-19
Number	50,98,468	21,76,894	19,63,975	11,15,059	9,00,000

File Description	Document Available
Audited statements of account indicating the revenue generated through training	Data awaited from the Finance officer
List of teacher consultancy and revenue generated by them (Data Template)	Yes

3.6 Extension Activities (40)

3.6.1 *Extension activities in the neighborhood community in terms of impact and sensitizing students to social issues and holistic development during the last five years* (10)

Describe the impact of extension activities in sensitizing students to social issues and holistic development within a maximum of 500 words

Response:

The University actively promotes student engagement in neighborhood community activities through the activities of Sankalp, YES Club, Legal Aid Cell, the Center for Entrepreneurship Development and the Center for Women Development. This creates social awareness among the students and transforms them as better citizens of the country. As majority of the students reside on the campus, they are encouraged to look for opportunities which can result in sustainable solutions. Students are encouraged to work on social problems, investigate the reasons and find out innovative solutions. The extension activities are carried out through the following centers and clubs:

- 1) Center for Women Development
- 2) Center for Entrepreneurship Development
- 3) GAIA, Legal Aid Cell
- 4) Maçon - the Student Entrepreneurship Cell,
- 5) Sankalp – the Leadership Club,
- 6) Prakriti Club – the Nature, Environment and Adventure club,
- 7) YES Club – the Social Action initiative of the University.
- 8) Aaina

Activities:

- Sankalp works with Indian Development Foundation, ADmire has worked with the ADclub of Hyderabad, YES Club has worked with SOS Children’s Villages and Infinity Studios has worked with PAWMENCAP, an association working with mentally-challenged students. While Sankalp, the Leadership Club, works almost on the lines of a National Service Scheme unit.

- YES Club, one of the several student clubs in the University, organizes a blood donation camp twice a year, during which all members of the campus community are encouraged to donate blood. YES Club also organizes free dental camps and eye camps for non-teaching staff and their families, many of whom hail from the immediate neighbourhood of the University.
- The Center for Women Development conducted a health and nutrition awareness program on September 12, 2014, along with students from Team Sankalp. They visited one of the neighboring villages, Maharajapet, to create consciousness on these vital issues among women.
- The Center along with a few members of club Aaina and Sankalp visited Kasturba Gandhi National Memorial trust, an orphanage-cum-human trafficking-cum-asylum center for girls & women, on September 19, 2014. The Center has donated clothes, groceries and sanitary items to the Trust.
- One hundred and eighty seven students of Faculty of Science and Technology underwent internship of 5 weeks' duration at the NGOs such as LSN Foundation, Aashayein Foundation, LeptraIndia, SWEEKAAR, CRY, Aapsa, Afro (Action for food production), Sapid, MV Foundation, Sannihita India, Helpage India and Spurti. These NGOs work on a wide spectrum of areas: Care for elderly disabled, Programs for homeless, Empower weaker children, Education, Health care areas like leprosy, tuberculosis, malaria, HIV/AIDS, blindness and other health conditions, Street children and communities, Rehabilitation program for people in slums, Development work for poor and Residential support and environment for young women at risk and development of rural poor.
- The students of the University took part in 'Swachh Bharat Abhiyaan' on October 23, 2014. Organized by Team Sankalp, the leadership club of IBS Hyderabad, the students partnered with local population of Gopalaram village, Shankarapalli Mandal and cleaned large part of the village.
- The University has funded student initiatives which involved adult literacy campaigns, rural health awareness programmes and rural entrepreneurship. These were specifically targeted at the underprivileged and vulnerable sections of society in the University's neighbourhood. The students of the Business School also volunteer along with corporates like Deloitte for outreach efforts in the neighbourhood as part of their CSR. The University has also, through its students, supported Aashayein Foundation, an NGO which works for the upliftment of underprivileged children.

Photos of events available for uploading

3.6.2 Number of awards and recognition received for extension activities from Government /recognized bodies during the last five years (10)

Response: NIL(Seeking exemption)

3.6.2.1: Total number of awards and recognition received for extension activities from Government /recognized bodies year wise during the last five years

Year	2014-15	2015-16	2016-17	2017-18	2018-19
Number	0	0	0	0	0

<i>File Description</i>	<i>Document Available</i>
Number of awards for extension activities in the last five years (Data Template)	No
E-Copy of the award letters	No

3.6.3 Number of extension and outreach Programmes conducted in collaboration with industry, community and Non-Government Organizations through NSS/NCC/Red cross/YRC etc., during the last five years (10)

Response: 46

3.6.3.1: Number of extension and outreach Programmes conducted in collaboration with industry, community and Non-Government Organizations through NSS/NCC/Red cross/YRC etc., year wise during the last five years

Year	2014-15	2015-16	2016-17	2017-18	2018-19
Number	3	20	4	8	11

School wise break-up

Year	2014-15	2015-16	2016-17	2017-18	2018-19
FOM	3	19	3	3	2
FST	0	1	1	2	4
FOL	0	0	0	3	5

<i>File Description</i>	<i>Document Available</i>
Reports of the events organized	
Number of extension and outreach Programmes conducted with industry, community etc., for the last five years (Data Template)	

3.6.4 Average percentage of students participating in extension activities with Government Organizations, Non-Government Organizations and Programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years (10)

Response: 27.93 %

3.6.4.1: Total number of students participating in extension activities with Government Organizations, Non-Government Organizations and Programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years year wise during the last five years

Year	2014-15	2015-16	2016-17	2017-18	2018-19
Total students participated	950	892	1215	1399	1680
Total No. of students	3196	3819	4225	4899	5704
Percentage/year	29.7	23.35	28.7	28.5	29.4

3.7 Collaboration (20)

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year (5)

Response: 05

3.7.7.1: Total number of Collaborative activities for research, faculty exchange, student exchange year wise during the last five years

Year	2014-15	2015-16	2016-17	2017-18	2018-19
Number	1	0	2	1	0

<i>File Description</i>	<i>Document Available</i>
Copies of Collaboration	Yes
Number of Collaborative activities for research, faculty etc., (Data Template)	Yes

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years (5)

Response: 5674

3.7.2.1: Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research etc., year wise during the last five years

Year	2014-15	2015-16	2016-17	2017-18	2018-19
Number	1332	1340	1529	1409	64

School-wise break-up

Year	2014-15	2015-16	2016-17	2017-18	2018-19
FOM	1128	1078	1169	1099	To be added
FST	202	260	357	308	64
FOL	2	2	3	2	To be added
File Description			Document Available		
E-copies of linkage related documents			Yes		
Details of linkages with institutions/industries for internship (Data Template)			Yes		

3.7.3 *Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered) (10)*

Response: 11

3.7.3.1: Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the last five years

Year	2014-15	2015-16	2016-17	2017-18	2018-19
Number	2	6	2	0	1

File Description	Document Available
E-copies of the MoUs with institutions/corporate house	Yes
Details of functional MoUs with institutions of national, international importance, other universities etc., during the last five years (Data Template)	Yes

Criterion - IV : Infrastructure and Learning

Criterion – 4 : Infrastructure and Learning Resources

(Col. S. P. Vishwanath, Dr. Hemalatha Devi, Mr. SamadNoorus)

Criterion IV – Infrastructure and Learning Resources (100)

Key Indicator - 4.1 Physical Facilities (30)

4.1.1 *The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.* [Q₁M, 5]

Describe the adequacy of facilities for teaching –learning as per the minimum specified requirement by statutory bodies within a maximum of 500 words

Response

The institution has been providing adequate physical, infrastructural, material and technological facilities as specified by the relevant statutory bodies for teaching and learning facilities for teaching – learning. It is providing sufficient number of well-equipped class rooms with adequate furniture and ICT facility. Adequately furnished small classrooms are also provided for revision of curriculum, clearing of doubts and bringing up under performing students to improve. Adequate furniture is provided in the library to use as reading/discussion room for the students. Also it provides computer laboratories, computing equipment, uninterrupted internet through Wi-Fi to cater to the needs of the faculty, students and the training needs of information technology related courses incorporated in the curriculum. The students are guided by well qualified and well experienced faculty. Very conducive environment exists in the institution for carrying out research in emerging areas by faculty and project work by the students through the libraries - central as well as departmental, by providing facilities like, text and reference books, reputed international and national journals, online databases, online journals, etc.

Each faculty member of the institution is provided with computer and internet facility. Intranet facility is provided for regular teacher-student interactions. Online facility for conducting of examinations and evaluation is being provided. The student information system with online facility is provided in order to upload the attendance, performance, information regarding various student activities and Institutional curricular, co-curricular and extracurricular activities. The course handouts are also provided online to the students. The faculty used various methods of effective teaching with the help of E-learning platforms like SWAYAM, Coursera, etc and the same will be shared with the students. Further, some of the faculty has been involved in preparation of e-content and contributed for UGC repository. The faculty are readily incorporating the updates of the new innovations with the help of technology and encouraging the students for mobile apps usage and development. Exclusive tutorial and library sessions are made part of the sessional schedule to enable the students to focus on them.

Transport facility is provided by the institution to the students and the faculty for carrying out community outreach programs like legal aid, legal literacy and legal awareness, environmental awareness programs, consumer and entrepreneurship awareness programs, rural development programs etc which constitute part of learning.

Data Complete

4.1.2 The institution has adequate facilities for sports, games (indoor, outdoor), gymnasium, yoga centre etc., and cultural activities [Q₁M, 5]

Describe the of adequacy facilities for sports, games and cultural activities which include specification about area/size, year of establishment and user rate within maximum of 500 words

Response

The university has excellent facilities for sports and indoor games. ICFAI University has two Football grounds, two basketball grounds and two tennis courts. It also has an Olympic size swimming pool which is maintained and being utilized by maximum number of students.

Apart from the outdoor games facilities, indoor stadium with Badminton courts with wooden surface, two squash courts, table tennis, carrom, yoga room and snooker facilities are existing in the indoor stadium. All these facilities are very well maintained and students are being encouraged to participate in sports activities. Annual MRINAL ANAND cricket tournament is conducted, wherein students of IFHE compete with the Alumni of the University. It is held as festival over a period of three days every year. All the students and Alumni participate in the event enthusiastically. AAVEG Inter university/B School Annual Sports meet which are held in the campus every year, wherein students from IIM Lucknow, IIM Kozhikode, IMT, GITAM University, Christ University and ISB participated. TRISHNA the Annual B-School Management Fest is organized by IBS Hyderabad every year in the month of January and well participated by students across India. TRITI, the UG Cultural and Sports Fest is well participated by colleges across India and held in the month of March every year. Club Samavesh takes up major cultural fests including a tie-up with the Society for Promotion of Indian Classical Music and Culture among Youth (SPIC-MACAY).

Sports and Games Facilities in the Campus						
S.No.	Discription	Nos	Length Mtrs	Breadth Mtrs	Total area in Sq M	
1	Basket ball Courts	2	39.8	35.3	1404.94	
2.	Tennis	2	39.8	36.6	1456.68	
3.	Foot Ball/Cricket	1	64	93.5	5,984	
4.	Indoor Stadium	Badminton Courts	3	25.39	21	533.19
		Squash	2	13.34	12.28	163.82
		Table Tennis	2	9.92	3.5	69.44
5	Table Tennis QRS	2	9.92	3.5	69.44	
6.	Table Tennis G Block	1	9.92	3.5	34.72	
7.	Play Ground Opposite FOL	1	76	81	6156	
8	Gymnasium	1	27	10.09	272.43	
9	Gym –QRS	1	14.25	9.2	131.1	
10	Gym-G block	1	9.8	6.1	59.78	
11	Multipurpose Ground -A type qtrs	1	111.668	90	10050	

Club Prakriti arranges various nature-based events like trekking, bird watching, rock climbing and rappelling.

Club Sankalp promotes social and business leadership and works toward nation building. Outreach programs to the nearby villages are regularly conducted by Sankalp on the eve of Christmas. On Republic Day a program is usually conducted for HCC, a home for AIDS affected children in Hyderabad. Sankalp is also known for its flagship event, Megistanos, the Best Manager competition, which it organizes during the Institution's Annual inter B-school festival. It also organizes Annual Blood Donation camp.

Club Infinity Studios arranges various cultural activities including Films, Movie Making & Appreciation. It not only presents critically acclaimed movies on a weekly basis but also conducts film festivals and other programs which are based on movie themes.

Club Aaina takes up major cultural activities on Creative writing, Sketching, Cartooning etc. as tools for reflection.

Club VAPS arranges for major sports events like AAVEG, IPL, MrinalAnand Cricket Tournament, etc.

Various under graduate student clubs arrange TRITI, the UG Techno-cultural fest.

UG Clubs also take care of sports extravaganza like Khel on an annual basis where students from major universities participate.

Many students are active members of the Aashayein Foundation, which works among impoverished children. Several clubs support the work of Aashayein Foundation.

Apart from the above cultural clubs, there are 33 clubs run by MBA students, 14 clubs by Under-graduate students. These clubs organize various events on regular basis as curricular, co-curricular and extracurricular activities.

University has a fully equipped gymnasium with variety of latest gym equipment.

File Description	Document
Photographs of Out/In door games facilities	View Document

Data Complete

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (current year data) [Q_nM, 10]

Response: 96.9

4.1.3.1: Number of classrooms and seminar halls with ICT facilities

Response: 96.9

File Description	Document
Number of classrooms and seminar halls with ICT facilities	View Document

Data Complete

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years (INR in Lakhs) [Q_nM, 10]

Response: 100%

4.1.4.1: Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in lakhs)

2014-15	2015-16	2016-17	2017-18	2018-19f
112.14	414.57	617.52	1,286.54	

File Description	Document
Audited utilization statements	Audited Statements to be provided by Accts

Data Requirement for last five years: (As per Data Template in Section B)

- Budget allocated for infrastructure augmentation
- Total expenditure excluding salary

Key Indicator - 4.2 Library as a Learning Resource (20)

4.2.1 Library is automated using Integrated Library Management System (ILMS) [Q₁M, 4]

Response:

Library services are fully automated in the year 2005 with *Bar Code Technology using “Libsuite”* Integrated Library Management System.

Nature of Automation: Full (without RFID) Year of Automation: 2005

The University has a central library and two departmental libraries attached to the Faculty of Science & Technology and the Faculty of Law. The spacious central library, which is spread over three floors, is named as the Sri N J Yasaswy Memorial Library. It has a carpet area of

3,726sq.m and is centrally air conditioned. The library has a seating capacity of 700.

The library has a diverse collection of books, CD/DVDs, reports, and national/international periodicals related to all functional areas of management, economics, science & technology, and law. All the library activities are computerized with the help of Libsuite, the integrated library management software. The library documents are classified according to the Dewey decimal classification system. An online catalogue is maintained. This helps the students, faculty, and staff to trace books easily. All the documents are bar-coded and bar-coded identity cards are issued to the users (students, faculty & staff) for borrowing the documents.

The library also subscribes to several online databases such as Ebsco, Emerald, Science Direct, and Proquest etc., to enable the users to access these databases as well as the library catalogue (Webopac) through the campus intranet. Photocopying facilities are also available within the library premises.

Research related software like IBM SPSS & SAS are made available to the students, scholars and faculty. Research related books, monographs, and dissertations/theses are housed in the reference section. The latest books and revised editions in the related fields are procured every month keeping in view future requirements.

File Description	Document
Link for additional information	Data Complete

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment [QM, 3]

Response:

Library has 487 CMIE Reports published from 1997 to 2012.

File Description	Document
Any additional information	View Document
Details of Books, Manuscripts, special reports	Accession Register FST periodical Subscriptions NJYML Allied Periodical subscriptions NJYML Direct Subscriptions NJYML Globe Periodical Subscriptions

4.2.3 Does the institution have the following:

[Q_nM, 2]

1. e – journals
2. e-ShodhSindhu
3. Shodhganga membership
4. e-books
5. Databases

Options:

- A. Any 4 of the above
- B. Any 3 of the above
- C. Any 2 of the above
- D. Any 1 of the above
- E. None of the above

Response: Any 4 of the above

File Description	Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

[Q_nM, 5]

Response:Rs.273.35 lakhs

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

2014-15	2015-16	2016-17	2017-18	2018-19
223.76	249.45	275.44	344.74	

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	Audited Statements to be provided by Accts

Data Requirement for last five years: (As per Data Template in Section B)

- Expenditure on the purchase of books
- Expenditure on the purchase of journals in ith year
- Year of expenditure:

Formula:

$$\frac{1}{5} \times \sum_{i=1}^5 \text{Expd}_i$$

Where: **Exp_{d_i}**= Expenditure in rupees on purchase of books and journals in ith year

4.2.5 Availability of remote access to e-resources of the library

[Q_nM, 1]

Response: No

File Description	Document
Details of remote access to e-resources of the library	View Document

Data Requirements: (As per Data Template in Section B)

- E-resource
- Contact person details
- Connectivity Bandwidth available

4.2.6 Percentage per day usage of library by teachers and students (current year data)[Q_nM, 2]

Response: 4.47

4.2.6.1: Number of teachers and students using library per day over last one year

Response: 253

File Description	Document
Details of library usage by teachers and students	<u>IBS</u> <u>FOL</u> <u>FST</u>

4.2.7 E-content is developed by teachers :

[Q_iM, 3]

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

} **Opt one**

Options:

- A. Any 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above
- E. None of the above

Response: Any 5 of the above

File Description	Document
Details of e-content developed by teachers for e-PG-Pathashala, ECC (UG)	View Document
Any additional information	View Document
Give links or upload document of e-content developed	View Document

Data Requirements: (As per Data Template in Section B)

- Name of the teacher
- Name of the module
- Platform on which module is developed
- Date of launching e-content
- Number of platforms on which e-content has been developed by teachers

Data Provided

Key Indicator – 4.3 IT Infrastructure (30)

4.3.1 Institution frequently updates its IT facilities including Wi-Fi [QM, 10]

Describe IT facilities including Wi-Fi with date and nature of updation within a maximum of 500 words

Response:

The IT set up in the campus was established in 2006 with LAN network of 1 GBPS. Wi-Fi for the entire campus was established at five hundred points in 2008 with Extreme Network(switches). The campus had utilized the service providers TATA, AIRCEL.

Presently, Wi-Fi is being provided with 1GBPS speed by four service providers viz TATA,AIRTEL,VODAFONE and BSNL. The entire campus is connected with Wi-Fi facility and the number of Wi-Fi Zones have been increased to 1,024, thus each and every corner of the Campus is now connected with an un interrupted Wi-Fi 24X7.

Entire campus has a central server with three Core switches, thirteen distribution switches and 120 access level switches. There are 120 Extreme switches installed at various locations to enhance the range and availability of the Wi-Fi, thus providing excellent data speed and coverage for the entire campus.

The software being utilized in the campus is entirely licensed(WINDOWS 10 and MS Office 2013) and frequent online updates are being provided to all the users. Firewall ‘FORTIGATE (HA)’ has been successfully installed and being utilized effectively to protect all the systems. Students and the staff are denied access to all the unwanted and prohibited sites such as pornographic sites and online games.

All the systems in the campus are also protected by anti-Virus software ‘E-Scan’

Entire campus has more than 1,300 Desktop computers with I5processors, 8GBRAM, Intel motherboard, 1TB HDD, 19” Flat Monitors. These have been recently upgraded from i3 processors for better speed and execution of programs.

In the campus there about 60 LAN printers with 15PPM, LASER JET printers and also 20 monocolour LASER JET printers are installed for ease of printing. The entire LAN network is using the high speed Fiber Optic network with Ring Topology, which enhances availability of network and curtails down time.

Licensed software such as IBM SPSS(Statistical Package for the Social Sciences) with 60 User License and SAS(Statistical Analysis System) with unlimited users are available in the campus. SAP (Systems Applications and Products in Data Processing) with license to use by 400 users.

Data analysis software for students (free versions) such as **R** and **Python** are also available. Engineering specific software such as **AUTOCAD**(unlimited Users) and Rational Rose software with license to use by 40 users is also available.

File Description	Document
Any additional information	View Document

Data Provided

4.3.2 Student - Computer ratio (current year data)

[Q_nM, 11]

Response: 4:1

Number of students : Number of Computers

Data Requirements:

- Number of computers in working condition **1300**
- Total Number of students **5454**

Data Provided

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

[Q_nM, 8]

Options:

- A. ≥ 1 GBPS
- B. 500 MBPS - 1 GBPS
- C. 250 MBPS - 500 MBPS
- D. 50 MBPS - 250 MBPS
- E. < 50 MBPS



Response: ≥1 GBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	<u>Leased Line Purchase Orders</u>

Data Requirements:

- Available internet bandwidth

Data Provided

4.3.4 Facilities for e-content development such as Media centre, Recording facility, Lecture Capturing System(LCS) [QM, 1]

Response: Yes

File Description	Document
Web links are provided	http://www.digital-infomedia.com/IBS/ http://digital-infomedia.com/icfai/

Data Requirements:(As per Data Template in Section B)

- Upload the names of the e-content development facilities

Data Provided

Key Indicator - 4.4 Maintenance of Campus Infrastructure (20)

4.4.1 Average expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years (INR in lakhs) [QM, 10]

Response: 100%

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)

2014-15	2015-16	2016-17	2017-18	2018-19
5,304.48	4,621.42	5,253.57	6,140.74	

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	Data Separately required for physical and academic facilities to be provided by Accounts Branch
Audited statements of accounts.	Data to be provided by Accounts Branch

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. [Q1M, 10]

Response:

Infrastructure and Learning Resources: IFHE is located in a 91 acre eco-friendly campus in the city of Hyderabad. The campus is fully residential for MBA students with 2,000 single rooms for boys and girls. Another 1,500 UG students are accommodated on sharing basis within the campus. The campus is equipped with all supporting facilities like, dining halls, indoor (Badminton, TT, Squash) and outdoor sports (tennis, football, cricket, basketball, Olympic size swimming pool) facilities, recreation facilities (Gym, and cultural clubs). It is managed by a team of full time wardens, University Engineer and other staff. The clubs are managed by Student Services Department and faculty. IFHE has its own transport facility; clinic round the clock with two beds and 6 doctors, 7 Nurses (6 female and one male) with 2 ambulances, etc. The auditorium has features like telescopic sitting arrangements. The hall has a seating capacity of 300 people for Business School and 200 seating capacity for Engineering and Science School. The Open Air Quadrilateral has a stage and seating arrangements for conducting activities like Student events and Convocation.

Academic Infrastructure: The academic infrastructure at IFHE is equipped with the best of facilities to enhance the quality of teaching and learning process. Lecture theatres and classrooms are designed to facilitate the case pedagogy. All class rooms are networked and fitted with audio visual equipment to enhance the teaching - learning experience. The IT infrastructure and library provide the necessary support to the faculty and students to update their knowledge for learning, research and consultancy.



Simulation software is also available to help students relate to real-life dynamics while taking business decisions. The seminar halls and auditorium are centers where experts from industry and academia share their life experiences. The complete academic monitoring and control is done through the intranet - the Campus Net and the faculty zone. The Campus Net is the portal of communication for students on academic matters, library, placements, Accounts, hostel etc. The faculty zone is for the faculty research and academic activities and HR and accounts information.

Computing Facilities - The campus is equipped with latest state-of-art technology of computer network with high speed backbone and security. The campus has subscribed to licensed software for its computers.



Seamless internet facility (150 MBPS) is also provided. The complete campus area is covered under the umbrella of wireless (Wi-Fi) network, on which students get connected to network and internet on their laptop outside the class room and lab as well as in hostels.

The auditorium and classrooms are connected with the local high speed LAN and Wi-Fi for facilitating faculty for teaching and accessing databases. Video conferencing facility is available. The facility is extensively used by prospective employers for placements as well as students and staff.

Library Facilities: The central library has a collection of 75,582 documents. It is kept open 15 hours a day. The library is fully supported by IT infrastructure. The library has been equipped with the latest software packages, CDs, Videos, Indian and International journals; magazines and research reports relating to management, science & technology, law and allied subjects. IFHE subscribes to several academic online databases like EBSCOHOST, Econlit, Emerald ManagementXtra, ProQuest, JSTOR, ScienceDirect (Elsevier) and Cabell’s directory; industry databases like the World Development Indicators; CMIE databases (including Prowess, Alpha, CapEx, Business Beacon and Industry Analysis Survey) and Capitaline; and business and research oriented databases like Reuters, Business Insights and Market line. IFHE subscribes to 46 International Journals and 62 National Journals in hard copies. Access is also enabled to 5,000+ Journals



through the online databases. IFHE also subscribes to 75 Indian Business Magazines and 10 International Business Magazines. In addition there are separate libraries in Faculty of Science and Technology and Faculty of Law.

All infrastructural facilities are either being maintained by a dedicated team of professional under University Engineer or through AMCs such as maintenance of Swimming pool, Gym Equipment, ACs, Lifts(Academic/Hostels). Solid and Liquid waste are also being managed efficiently through AMC and recycled water is used for landscaping and forest cover.

File Description	Document
Any additional information	Data Provided

33.14 Criterion – V: Student Support and Progression

Criterion – 5 :Student Support and Progression

(Prof. G. Madhavi, Prof. L Shridharan, Dr. A Chandra Sekhar, Prof. Priti)

Criterion V - Student Support and Progression

5.1 Student Support(30)

5.1.1. Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years [Q_nM, 5]

Response: Recommended for opting out. [Part of essential metrics as per Appendix 3, p.156]

5.1.1.1 Number of students benefited by scholarships and freeships by the Government year-wise during the last five years

Year (IFHE)	2014-15	2015-16	2016-17	2017-18	2018-19
Number	NIL	NIL	NIL	NIL	NIL

IBS (Year)	2014-15	2015-16	2016-17	2017-18	2018-19
Number	NIL	NIL	NIL	NIL	NIL

FST (Year)	2014-15	2015-16	2016-17	2017-18	2018-19
Number	NIL	NIL	NIL	NIL	NIL

Year (FOL)	2014-15	2015-16	2016-17	2017-18	2018-19
Number	NIL	NIL	NIL	NIL	NIL

Year (SOA)	2014-15	2015-16	2016-17	2017-18	2018-19
Number	NA	NA	NA	NA	Commenced operations in 2018-19

File Description	Document
Upload self-attested letter with the list of students sanctioned scholarships	
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years [Q_nM, 5]

Response: 21.60

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

Year (IFHE)	2014-15	2015-16	2016-17	2017-18	2018-19
Number	656	953	632	1026	1518

Year (IBS)	2014-15	2015-16	2016-17	2017-18	2018-19
Number	325	521	412	586	567

Year (FST)	2014-15	2015-16	2016-17	2017-18	2018-19
Number	296	339	55	154	459

Year (FOL)	2014-15	2015-16	2016-17	2017-18	2018-19
Number	35	93	165	286	492

Year (SOA)	2014-15	2015-16	2016-17	2017-18	2018-19
Number	NA	NA	NA	NA	Commenced operations in 2018-19

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	Data gap – IBS & FOL
Any additional information	

5.1.3 Number of capability enhancement and development schemes – [Q_nM, 9]

1. Guidance for competitive examinations
2. Career Counseling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and Meditation
8. Personal Counseling

Options:

- A. 7 or more of the above
 B. Any 6 of the above
 C. Any 5 of the above
 D. Any 4 of the above
 E. ≤ 3 of the above
- } Opt one

Response: 7 or more of the above

Scheme	IBS	FST	FOL	SOA
Guidance for competitive examinations	-	✓	✓	Commenced operations in 2018-19
Career Counseling	✓	✓	✓	
Soft skill development	✓	✓	✓	
Remedial coaching	✓	-	✓	
Language lab	✓	✓	✓	
Bridge courses	✓	-	✓	
Yoga and Meditation	✓	✓	✓	
Personal Counselling	✓	✓	✓	

File Description	Document
Details of capability enhancement and development schemes	
Any additional information	

5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counseling offered by the institution during the last five years [Q_nM, 8]

Response: 100

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counseling offered by the institution year-wise during the last five years

Year (IFHE)	2014-15	2015-16	2016-17	2017-18	2018-19
Number	3196	3819	4225	4899	5704

Year (IBS)	2014-15	2015-16	2016-17	2017-18	2018-19
Number	2545	2912	3229	3602	4094

Year (FST)	2014-15	2015-16	2016-17	2017-18	2018-19
Number	549	684	676	820	940

Year (FOL)	2014-15	2015-16	2016-17	2017-18	2018-19
Number	102	223	320	477	670

Year(SOA)	2014-15	2015-16	2016-17	2017-18	2018-19
Number	NA	NA	NA	NA	Commenced operations in 2018-19

File Description	Document
Number of students benefited by guidance for competitive examinations and career counseling during the last five years	
Any additional information	

5.1.5 The institution has an active international students’ cell to cater to the requirements of foreign students [QM, 2]

Response: Yes

International student’s cell

- Functions in the University under the aegis of students services departments of the University.
- Mostly students from Indian Ocean countries, Gulf, and UAE form the international students studied/studying under IFHE. Students from US and UK and mostly NRIs have also studied in IFHE under the guardianship of local relatives /and/or grandparents.
- The foreign students are being coordinated by the university in complying with the norms of the local “Foreign students Registration Office “functioning under Ministry of Home Affairs, Government of India.
- Proper id’s, user interface etc., are guided to students for their stay in India (legally) and for visa renewal.
- Provide health and welfare provision
- Promoting cultural understanding through fun and interactive events
- Celebration of various food festivals

File Description	Document
Link for Additional Information	

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases. [Q_nM, 1]

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<u>Data Gap</u>
Details of student grievances including sexual harassment and ragging cases	

5.2 Student Progression(40)

5.2.1 Average percentage of placement of outgoing students during the last five years.

[Q_nM, 15]

Response: 25.71

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

Year (IFHE)	2014-15	2015-16	2016-17	2017-18	2018-19
Number	913	1074	1027	1071	Process is going on

Year (IBS)	2014-15	2015-16	2016-17	2017-18	2018-19
Number	792	1026	948	968	Process is going on

Year (FST)	2014-15	2015-16	2016-17	2017-18	2018-19
Number	104	36	76	84	Process is going on

Year (FOL)	2014-15	2015-16	2016-17	2017-18	2018-19
Number	17	12	3	19	Process is going on

Year(SOA)	2014-15	2015-16	2016-17	2017-18	2018-19
Number	NA	NA	NA	NA	

File Description	Document
Self-attested list of students placed	
Details of student placement during the last five years	

5.2.2 Percentage of student progression to higher education (previous graduating batch) (current year data)

[Q_nM, 15]

Response:

5.2.2.1 Number of outgoing students progressing to higher education

Response: Current year's data to be collected and compiled by May-2019 by all the three schools

File Description	Document
Upload supporting data for student/alumni	
Details of student progression to higher education	

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/Civil Services/ State government examinations) [Q_nM, 10]

Response: Proposing to opt out.

5.2.3.1 Number of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/Civil Services/ State government examinations) year-wise during the last five years

Year (IFHE)	2014-15	2015-16	2016-17	2017-18	2018-19
Number	3	1	2	2	2

Year (IBS)	2014-15	2015-16	2016-17	2017-18	2018-19
Number	0	0	1	1	1

Year (FST)	2014-15	2015-16	2016-17	2017-18	2018-19
Number	1	1	1	1	1

Year (FOL)	2014-15	2015-16	2016-17	2017-18	2018-19
Number	2	-	-	-	-

Year(SOA)	2014-15	2015-16	2016-17	2017-18	2018-19
Number	NA	NA	NA	NA	

5.2.3.2 Number of students appearing in State/ National/ International level examinations (eg: NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/Civil Services/ State government examinations) year-wise during the last five years –

Year (IFHE)	2014-15	2015-16	2016-17	2017-18	2018-19
Number	3	1	2	2	2

Year (IBS)	2014-15	2015-16	2016-17	2017-18	2018-19
Number	0	0	1	1	1

Year (FST)	2014-15	2015-16	2016-17	2017-18	2018-19
Number	1	1	1	1	1

Year (FST)	2014-15	2015-16	2016-17	2017-18	2018-19
Number	1	1	1	1	1

Year (FOL)	2014-15	2015-16	2016-17	2017-18	2018-19
Number	2	0	0	0	0

Year (SOA)	2014-15	2015-16	2016-17	2017-18	2018-19
Number	NA	NA	NA	NA	

File Description	Document
Upload supporting data for the same	
Number of students qualifying in the state/national/international level examinations during the last five years	

5.3 Student Participation and Activities(20)

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) during the last five years [QnM, 10]

Response: 69

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

Year	2014-15	2015-16	2016-17	2017-18	2018-19
IFHE	0	18	8	21	22

Year	2014-15	2015-16	2016-17	2017-18	2018-19
IBS	0	16	7	17	20

Year	2014-15	2015-16	2016-17	2017-18	2018-19
FST	0	0	0	1	2

Year	2014-15	2015-16	2016-17	2017-18	2018-19
FOL	0	2	1	3	0

Year	2014-15	2015-16	2016-17	2017-18	2018-19
SOA	0	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	Information Available
e-copies of award letters and certificates	Data Gap

5.3.2 Presence of an active Student Council & representation of students on Academic & Administrative bodies/committees of the institution [QM, 5]

Response: Yes

Student representation in Academic and Administrative bodies/committees of the institution is explained below –

Class Representative Committee

This is a Faculty level committee having student representatives from all the classes under a Faculty and under the guidance of the Dean (Academics) and Director. This committee regularly interacts with the Faculty and freely air their suggestions, opinions and grievances on several issues concerning the students. They also coordinate with faculty to plan additional sessions and on various assignments/ projects given to them

Placement Committee

Student volunteers play a big role during placement process in coordinating with Placements department and potential recruiters.

Student Club-Heads Committee

There are 48 student clubs/bodies in the university which play a very active role in organizing various events and competitions in the University. They are completely involved in all aspects of the management of these events, starting with planning, budgeting, designing, marketing, participating and managing the crowd to ensure smooth flow of events. These bodies are also involved in supporting the academic conferences of the university and actively write and present papers too in these conferences.

Trishna Committee

Trishna is a National level Management and Cultural fest which witnesses a footfall of more than 5000 students. The event has participation by students from all leading educational institutions across the country. The organizing team is completely made up of students with the Coordinator–Student Activities (Professor) providing general guidelines and coordinating with the management. The entire planning and organizing is by the students, where they also attract sponsors for the event. Students also get involved in the tasks of crowd management, discipline, safety and security of the participants

Entrepreneurship-Week, B-Plan Competition, Hackathon Competition, Model United Nations, Sankriya (Operations Fest), Moot Court, LEX-KNOT, Engineers Day – Committees

These are National Level fests/ Competitions organized at the university level where the organizing committee comprises of students only with continuous guidance and inputs from Coordinator–Student Activities (Professor). They are well planned and organized and students efficiently take charge of inviting guests, speakers, participants and others.

AAVEG, Khel, Esportivo, Enthusia, ILS Cricket League, Endurathon - Committees

These are National Level sports fests organized at the university level where the organizing committee comprises of students only with constant guidance and inputs from Coordinator–Student Activities (Professor). All these events see maximum footfall in various sports – Cricket, Basketball, Volleyball, Table Tennis, Lawn Tennis, Swimming, Chess, Caroms, Handball, Throw ball, LAN Gaming and Badminton

The ICFAI Law School has also established the Student Coordination Committee in 2017 consisting of the Presidents of the student activities club from the Moot Court Society, Alternative Dispute Resolution Society, Legal Aid Society and Environmental society.

These students are consulted before organizing any event in the college and their inputs are also taken into consideration at every stage of any event organized by the law school. The committee also brings out the issues faced by the students to the notice of the management which is then resolved in the prescribed format in accordance with the rules and regulations of the university. Further, the committee ensures student participation in various events and bridges the gap if any between the management and the students.

5.3.3 Average number of sports and cultural activities / competitions organized at the institution level per year. [Q_nM, 5]

Response: 47.8

5.3.3.1 Number of sports and cultural activities / competitions organized at the institution level year-wise during the last five years

Year	2014-15	2015-16	2016-17	2017-18	2018-19
IFHE	28	28	43	65	75

Year	2014-15	2015-16	2016-17	2017-18	2018-19
IBS	25	25	40	60	70

Year	2014-15	2015-16	2016-17	2017-18	2018-19
FST	2	2	2	2	1

Year	2014-15	2015-16	2016-17	2017-18	2018-19
FOL	1	1	1	3	4

Year	2014-15	2015-16	2016-17	2017-18	2018-19
SOA	NA	NA	NA	NA	

File Description	Document
Report of the event	Data gap (from FST & FOL)
Number of sports and cultural activities / competitions organized per year	Compilation of data

5.4 Alumni Engagement (10)

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non-financial means during the last five years. [Q₁M, 4]

Response:

Alumni association is registered.

Alumni Relations Cell Hyderabad (ARC Hyderabad) chapter works under the aegis of IBSAF (ICFAI Business School Alumni Federation) a registered body, having eight chapters.

ARC Hyderabad organizes programs in tune with the inspiring ‘Vision’ of its parent body, IBSAF—“To enrich the lives of alumni by helping them establish life time relationships with not only their fellow alumni but with their alma mater”.

The Vision and Mission statements of Alumni Relations Cell (Hyderabad) are:

Vision: To have an Alumni network that works as a big support to the students in terms of knowledge building, mentorship, SIP and job opportunities. To build a powerful network of the Alumni that supports itself.

Mission: To bring the Alumni closer to the institute by their active participation in The ARC Conclave, Alumni Meet – Nostalgia, Rendezvous, ARC Guest Lecture Series, ARC Mentorship Program & Connections – The Quarterly Magazine of the cell.

The alumni evince a lot of interest to associate with their alma mater in the following ways:

- a. Conducting MOCK GDPIs (Mock Group Discussion Personal Interviews)
- b. Presenting Guest Lectures
- c. Panel Discussions
- d. Evaluation of Best SIP (Summer Internship program) reports
- e. Awards to TEN best SIP projects
- f. Best Teacher Awards (2) – Overall, Institutional Development
- g. Mentorship
- h. Placements and Internships
- i. Selection briefings
- j. Guest Faculty
- k. Sports Meet
- l. Alumni Meets (3) - Rendezvous, Nostalgia and Summit
- m. Contributing articles to Newsletters- Connections & IBSAF World

ARC Hyderabad maintains an alumni website, publishes newsletter (Connections) and extends all courtesy to alumni on their visit to the campus.

The Alumni of Law School have interacted with the students on several occasions and offered their assistance for pursuing internships and placements to them. Further, two of the students who cleared the Junior Civil Judge Examination, came and interacted with the students and shared tips to crack the judicial services examination with everyone. Also, some of the alumni working in international organizations, have assigned some our students to work on the same, which is adding value and helping the students by getting better exposure.

File Description	Document
Link for Additional Information	

5.4.2 Alumni contribution during the last five years (Amount in Rupees) [Q_nM, 4]

Options:

- A. ≥ 100 Lakhs
 - B. 50Lakhs - 100 Lakhs
 - C. 20 Lakhs - 50 Lakhs
 - D. 5 Lakhs - 20 Lakhs
 - E. <5 Lakhs
- } **Opt one**

Response: A – More than 100 Rs.Lakhs

File Description	Document
Any additional Information	Data gap. Response needed from Prof.Mahesh Kumar Soma
Alumni association audited statements	Data gap

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years. [Q_nM, 2]

Response: 16

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

Year	2014-15	2015-16	2016-17	2017-18	2018-19
IFHE	2	4	6	3	1(In progress)

Year	2014-15	2015-16	2016-17	2017-18	2018-19
IBS	2	2	5	3	In progress

Year	2014-15	2015-16	2016-17	2017-18	2018-19
FST	0	1	1	0	In progress

Year	2014-15	2015-16	2016-17	2017-18	2018-19
FOL	0	1	0	0	1 (In progress)

Year	2014-15	2015-16	2016-17	2017-18	2018-19
SOA	NA	NA	NA	NA	

File Description	Document
Report of the event	Document needed
Number of Alumni Association / Chapters meetings conducted during the last five years.	Document needed

33.15 Criterion – VI: Governance, Leadership and Management

Criterion – 6 : Student Support and Progression

(Prof. Mahesh Kumar Soma, Dr. A Chandra Sekhar, Dr. Veena H)

CRITERION VI - Governance, Leadership and Management

Key Indicator- 6.1 Institutional Vision & Leadership (10)

Metric No.		Weightage
6.1.1 QM	<p><i>The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the University</i></p> <p><i>Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers in the decision making bodies of the university within a maximum of 500 words</i></p> <p>File Description</p> <ul style="list-style-type: none"> • <i>Paste link for additional information</i> • <i>Upload any additional information</i> <p>Response</p> <p>IFHE (ICFAI Foundation for Higher Education) is a professionally managed institution reputed for its dynamic governance, responsible leadership and responsive management.</p> <p>Vision</p> <p>To emerge as an Institution of Excellence known for research, teaching and practice.</p> <p>Mission</p> <p>Learning for Leadership. It aims at developing a cadre of professionals possessing specialized skills having a sense of social and moral responsibility and the ability to address problems from a broader perspective.</p> <p>The Governance of the university is manifested in the following ways:</p> <ol style="list-style-type: none"> a. Autonomy - The management does not involve in the day to day affairs of the university and each constituent of the university is managed by the Director/ Dean under the guidance of the Vice Chancellor. b. Transparency and Accountability- There is transparency and accountability at all levels. c. Advisory to the University- Strategic Management Committee, Planning and Monitoring Board are the advisory bodies to the University. d. Participative Management- Faculty and students are represented at different boards/committees. <p>Nature of Governance</p> <p>The governance system at IFHE is in full compliance with UGC Regulations with the following statutory bodies/committees ensuring smooth function of the University:</p>	5

S.No.	Name of Body/ Authority	No. of Meetings per year	Meetings in last 5 years
1	Board of Management	4	21
2	Academic Council	3	12
3	Planning and Monitoring Board	2	9
4	Finance Committee	2	8
5	Board of Studies	Regular	29
6	Internal Quality Assurance Cell	4	13
7	Strategic Management Committee	Regular	48

The *Perspective Plan* of the four faculties of the University is presented below:

1. Faculty of Management

ICFAI Business School has grown appreciably in the last 23 years and is consistently ranked as one of the top business schools of India. The school is proactive to changes in business dynamics of the VUCA (Volatile, Uncertain, Complex, Ambiguous) world with a focus on emerging domains of knowledge- Analytics, AI (Artificial Intelligence), Machine Learning, Block Chain Technology, etc. Strategies for IBS synchronize with the school's inspiring mission of imparting right knowledge, skills and attitude. The School is focused in ensuring quality outcomes for its stakeholders. The various committees operational are provided in the link.

2. Faculty of Science and Technology (FST)

The focus is on academic programs popular for quality, relevance and Industry orientation. The institution has a strategic development plan for research & innovation by entering into MoUs with premier Indian Technological Institutes and foreign universities and also for skill development programs to engineering graduates. The various committees operational are provided in the link.

3. Faculty of Law (FOL)

The Law School's vision is to create a 'Centre of excellence in the legal education with high quality of teaching and research and dream-destination for future generations of legal professionals.' The institution has a strategic plan to realize its vision by incorporating digital and clinical classes, facilitating exposure to international faculty and legal professionals and also to enter into MOUs with top Law schools of the world for improving students' learning outcomes. It is taking effective steps to strengthen research, publications and outreach activities, IPRs and ADRs by 2020-21.

4. School of Architecture

The University started the School of Architecture in 2018 with the first batch having an enrollment of 6 students. The perspective plan of the School is presented in the link.

6.1.2 QIM	<p><i>The institution practices decentralization and participative management.</i></p> <p><i>Describe a case study showing decentralization and participative management in the institution in practice within a maximum of 500 words</i></p>	5																								
<p>Response</p>																										
<p>The University accords highest importance to grooming leadership. There is all-round empowerment of the faculty members who are encouraged to shoulder responsibilities. Many posts are filled on rotation basis providing opportunities to faculty to demonstrate leadership. There is a good gender balance in all the leadership positions. Women empowerment is the unique aspect of IFHE University. The University gives high priority to succession planning. The University takes into account not only the competence of the faculty members in teaching, research but also in institutional building in filling up leadership positions.</p>																										
<p>The University ensures that the faculty members are empowered and a collegial and transparent atmosphere prevails in its affairs. This is ensured through a committee approach to majority of the decisions. The constitution of the committee is dynamic and the faculty members who constitute the committee are changed by rotation.</p>																										
<p>The details of some of the committees are provided below:</p>																										
<table border="1"> <thead> <tr> <th data-bbox="316 909 400 954">S. No.</th> <th data-bbox="408 909 632 954">Committee</th> <th data-bbox="639 909 1241 954">Objective</th> </tr> </thead> <tbody> <tr> <td data-bbox="316 958 400 1182">1.</td> <td data-bbox="408 958 632 1182">Strategic Management Committee</td> <td data-bbox="639 958 1241 1182">Strategic Management Committee consisting of Directors and Deans helps as a think tank for the Vice-Chancellor. It helps in implementation of Board decisions, UGC and MHRD communications. It also helps taking issues to the Board of Management after a brainstorm. UGC Circulars are also discussed for implementation in the meeting.</td> </tr> <tr> <td data-bbox="316 1187 400 1323">2.</td> <td data-bbox="408 1187 632 1323">Question Paper Review Committee</td> <td data-bbox="639 1187 1241 1323">Review the QPs of the End sem exam by the committee members (for the present only BBA QPs will be reviewed and going forward all the MBA QPS also will be reviewed)</td> </tr> <tr> <td data-bbox="316 1328 400 1682">3.</td> <td data-bbox="408 1328 632 1682">Syndicated Learning Committee</td> <td data-bbox="639 1328 1241 1682"> <p>The committee regularly interacts with the Faculty members from various disciplines and the students.</p> <p>They identify the gaps on an ongoing basis and initiates steps to bridge these gaps.</p> <p>This is done through the mechanism of providing them inputs in the areas identified running over about 33 sessions.</p> <p>The interventions are in the form of book reading, mock GDs, mock interviews, small projects, exercises, quizzes, etc.</p> </td> </tr> <tr> <td data-bbox="316 1686 400 1760">4.</td> <td data-bbox="408 1686 632 1760">Faculty counseling committee</td> <td data-bbox="639 1686 1241 1760">To help faculty with lower feedback to discuss the issues and help overcome them</td> </tr> <tr> <td data-bbox="316 1765 400 1872">5.</td> <td data-bbox="408 1765 632 1872">Facilities committees</td> <td data-bbox="639 1765 1241 1872">To address the issues relating to lack of any facilities in the Hostel for students and in the academic area for faculty members.</td> </tr> <tr> <td data-bbox="316 1877 400 1921">6.</td> <td data-bbox="408 1877 632 1921">Library committee</td> <td data-bbox="639 1877 1241 1921">To recommend purchase of good books</td> </tr> <tr> <td data-bbox="316 1926 400 2031">7.</td> <td data-bbox="408 1926 632 2031">New Initiative Group</td> <td data-bbox="639 1926 1241 2031">This committee has to vet the new programs / new courses suggested by faculty members, before submitting to the Board of Studies</td> </tr> </tbody> </table>			S. No.	Committee	Objective	1.	Strategic Management Committee	Strategic Management Committee consisting of Directors and Deans helps as a think tank for the Vice-Chancellor. It helps in implementation of Board decisions, UGC and MHRD communications. It also helps taking issues to the Board of Management after a brainstorm. UGC Circulars are also discussed for implementation in the meeting.	2.	Question Paper Review Committee	Review the QPs of the End sem exam by the committee members (for the present only BBA QPs will be reviewed and going forward all the MBA QPS also will be reviewed)	3.	Syndicated Learning Committee	<p>The committee regularly interacts with the Faculty members from various disciplines and the students.</p> <p>They identify the gaps on an ongoing basis and initiates steps to bridge these gaps.</p> <p>This is done through the mechanism of providing them inputs in the areas identified running over about 33 sessions.</p> <p>The interventions are in the form of book reading, mock GDs, mock interviews, small projects, exercises, quizzes, etc.</p>	4.	Faculty counseling committee	To help faculty with lower feedback to discuss the issues and help overcome them	5.	Facilities committees	To address the issues relating to lack of any facilities in the Hostel for students and in the academic area for faculty members.	6.	Library committee	To recommend purchase of good books	7.	New Initiative Group	This committee has to vet the new programs / new courses suggested by faculty members, before submitting to the Board of Studies
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8.	Academic counseling Committee	To examine the performance of students with less than 5.5 CGPA and find out the reasons thereof and counsel the students to perform better.
9.	Academic Grievance Redressal Committee	To address the issues relating to any injustice done to students in the evaluations and to establish equity
10.	Campus Ambience Committee	To suggest and implement ideas to beautify the campus.
11.	Brand-building committee	To pronounce the road map for brand building of IBS Hyderabad
12.	Student Disciplinary Committee	To enquire into the allegations against students relating to malpractice in exams and any other indiscipline in the academic area.
13.	Appellate Authority for student grievances	Students can appeal to this authority if students wish after going through the Disciplinary Committee.
14.	Examination Committee	To ensure that all the answer booklets are evaluated within the stipulated time and marks uploaded.
15.	Results Declaration Committee	To verify the process of declaration of results at the end of every semester
16.	Curriculum Review committee	To update the curriculum and the course ware to be provided
<p>File Description</p> <ul style="list-style-type: none"> • <i>Paste link for additional information</i> • <i>Upload any additional information</i> 		

Key Indicator- 6.2Strategy Development & Deployment (10)

Metric No.		Weightage
6.2.1 QIM	<p>Perspective/Strategic plan and deployment documents are available in the institution</p> <p>Describe one activity successfully implemented based on the strategic plan within a maximum of 500 words</p> <p>Response</p> <p>The University is focused to become an institution of excellence by 2025 with a strategic plan prepared as per the Vision and Mission.The constituents of the University have respective strategic plans prepared in tune with the Vision and Mission of University.</p> <p>The following accomplishments are reflective of the strategic plan of the University:</p> <ul style="list-style-type: none"> • PhD Program in Economics • BA (Economics) • AACSB (Association to Advance Collegiate Schools of Business) 	2

	<p>Accreditation process undertaken by IBS Hyderabad.</p> <ul style="list-style-type: none"> • First degree Programs and Graduate level programs in basic sciences. • Launching of Ph.D. Programme in Mathematics, Physics and Chemistry. • Introduction of B.Sc. program in Mathematics and Physics. • Launching PhD programs in various engineering disciplines and industry relevant M.Tech programs in the academic year 2019-20. <p>Case Study</p> <p>School of Architecture (SoA) is unique with a strong interface with industry in its approach to curriculum design. Eminent practicing Architects are part of the team of faculty members in guiding students with design projects. SoA practices choice based credit system.</p> <p>SoA has an excellent faculty team with international experience in the field of Architecture from industry and academics. SoA's education methodology is innovative and participative, setting new trends in architectural pedagogy.</p> <p>Every design project handled in the studio and workshop will have a strong research basis. The faculty will also work with the students to realize the depth of their interest. Publishing such research work is a continuous process at IFHE with an aim to contribute this work to the global knowledge sharing.</p> <p>File Description ---to receive strategic plan\</p> <ul style="list-style-type: none"> • Strategic Plan and deployment documents on the website • Paste link for additional information 	
<p>6.2.2 Q1M</p>	<p><i>Organizational structure of the university including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism</i></p> <p><i>Describe the Organogram of the Institution within a maximum of 500 words</i></p> <p>Response</p> <p>The organizational structure of University is designed for better coordination, supervision and creation of a conducive environment to meet the goals. It also ensures clear-cut decision making and flawless operations.</p> <p>The University follows a very functional and decentralized organizational structure with a high degree of independence. It is highly functional because the entire administrative setup of the university is totally separated from the academic delivery aspects.</p> <p>The administration of University is headed by Director Administration and supported by Additional and Joint Registrars. The administrative director looks after the up keep of infrastructure, security, hostel and facilities management and above all, offering total support for the academic functions of the university.</p> <p>The four constituents\schools of the university are headed by Directors\Deans and enjoy a high degree of freedom with respect to decision making. Within each school, the organizational structure is more flat with the department heads or area coordinators reporting to the Dean Academics.</p>	<p>2</p>

	<p>IBS Hyderabad is headed by the Director and Dean - Academics, Dean-Case Research and Dean -Accreditations report to the Director. At FST, the Area Heads\Coordinator report to the Director. The Law School is headed by the Dean. The School of Architecture is headed by a Principal.</p> <p>At the apex level all the Directors\Deans tin turn report to the Vice Chancellor.</p> <p>The organogram of the university clearly depicts the different levels of organization structure. The Board of Management, Planning & Monitoring Board and Academic Council oversee the operations of the University.</p> <p>Academic Council is the principal academic body of the university taking care of the research, training of faculty, teaching standards, syllabi approval and award of degrees. The planning and monitoring board is the principal planning body of the university and takes care of the entire development programs of the University. It also advises Board of Management to fulfill the objectives of the university.</p> <p>The strategic management committee of the university meets regularly to give a vision and direction and also ensure that all the activities of the University are properly planned and executed. The accuracy of the internal Quality Assurance Cell headed by the vice chancellor takes care of the overall functioning of the academic delivery and other statutory regulations as prescribed by the UGC.</p> <p>Board of Studies takes care of the revision of curriculum. Besides, the University has separate Centre for Women Development, Entrepreneurship Cell, Incubation and Innovation cell.</p> <p>At the Department level, the Area Coordinator takes care of the curriculum development, evaluation of internal and final examination, research by department faculty. Each course\subject with in the department is looked after by a Teaching Group (Faculty members teaching a particular subject) and a respective Course Coordinator to monitor uniform course delivery, conduct of exams, evaluation and grading of students. The hallmark of the University is the presentation of Faculty Seminars, every week, at the department level. Another unique aspect is that a paper which has to be presented at a conference by a faculty member has to be first presented before the department in the Faculty Seminar and appropriate feedback is obtained.</p> <p><i>File Description</i></p> <p><i>Details of Faculty seminars—IBS, FST and FOL</i></p> <ul style="list-style-type: none"> • <i>Paste link for additional information – Organogram to be prepared</i> • <i>Link to Organogram of the University webpage</i> • <i>Upload any additional information</i> 	
<p>6.2.3 QnM</p>	<p><i>Implementation of e-governance in areas of operation</i></p> <ol style="list-style-type: none"> 1. Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5. Examination <p>Options:</p>	<p>4</p>

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above **Opt one**
- D. Any 2 of the above

E. ≤ 1 of the above

- All 5 of the above
- Any 4 of the above
- Any 3 of the above
- Any 2 of the above

Response: All 5 of the above

Data Requirements: (As per Data Template in Section B)

Data received from IBS

To receive from Finance, planning & development Student Admission, and Administration....

• Areas of e-governance

Planning and Development, Administration, Finance and Accounts, Student Admission and Support Examination

• Name of the Vendor with contact details

• Year of implementation

----Sample screenshots of user interfaces-----

Received 62 screenshots from IBS Hyd

To be received from FST,FOL,Finance officer, administration

Registration Status

The screenshot shows the IBS Business School website interface. At the top, there is a navigation menu with various options like Registration, Academics, SSD, Fee, Hostel Fee, Hostel, Evaluation, Reports, SIP (Pre), and SIP. Below the menu, there are links for Print, Excel, and Word. The main content area is titled "Registration Status" and displays the following information:

Program : MBA
 Class of :
 Semester : Semester - IV

S#	Date	Female	Male	Nos
1	09/10/2018		490	539
2	10/10/2018		13	13
3	11/10/2018		3	8
4	12/10/2018		0	1
5	12/11/2018		1	0
6	13/10/2018		1	0
7	15/10/2018		6	5
8	16/10/2018		2	3
9	20/11/2018		0	1
10	22/10/2018		2	0
11	22/10/2018		1	0

Section Progress Details

← → ↻ Not secure | 172.16.1.15/sims/Index2.aspx



MBA | 2020

Registration	Academics	SSD	Fee	Hostel Fee	Hostel	Evaluation	Reports	SIP (Pre)	SIP
Complaints	Career Mgt.	Upload	Security	Admin	Accounts				

[Print](#) | [Excel](#) | [Word](#)

Session Progress Details

Program : MBA
Class of :
Semester : Semester - IV

S#	Code/Section	Faculty	Total Sessions	Sessions Completed	From Date
1	B2B - A	Santosh Kumar Altreddy	33	14	15
2	B2B - B	Mohandas Janardhan Menon	33	14	10
3	BA - A	Shrinivas Ayyagari	33	14	11
4	BDM - A	Ritesh Tiwari	33	14	10
5	BDM - B	RAMENDRA PRATAP SINGH	33	13	16
6	BDM - C	ANISH YOUSAF	33	15	10
7	BDM - D	Sunny Bose	33	15	11
8	BECG - A	Purna Prabhakar Nandamuri	33	14	15
9	BECG - B	DWARAKANATH SIRIGUPPI	33	15	15
10	BECG - C	Sriram Soundara Rajan	33	15	10
11	BECG - D	Mohandas Menon	33	14	10

Fee Receipt

← → ↻ Not secure | 172.16.1.15/sims/Index2.aspx



MBA | 2020

Registration	Academics	SSD	Fee	Hostel Fee	Hostel	Evaluation	Reports	SIP (Pre)	SIP	Exam
Complaints	Career Mgt.	Upload	Security	Admin	Accounts					

[Receipts](#) | [Details](#) | [Print Voucher](#)

Enrolno : 18BSPH01C / 0032

Name : ABHINAV KUSHAL

ID : Date : 04/12/2018

Mode : << Select >>

Bank : << Select >>

Branch :

Inst. No. : Enter DO Number Inst. Date :

Amount : Amount

<p>6.2.4 Q₁M</p>	<p><i>Effectiveness of various bodies\cells\committees is evident through minutes of meetings and implementation of their resolutions</i></p> <p><i>Describe one activity successfully implemented based on the minutes of meetings of various bodies\cells\committees within a maximum of 500 words</i></p> <p>Response</p> <p>The various bodies\cells\committees constituted as per the UGC guidelines are effectively functioning in the execution of various activities and programs of the University. The decisions are taken in the meetings of various bodies\cells\committees after proper deliberations and appropriate resolutions are passed and minuted.</p> <p>Some of the major decisions taken in the meetings and executed are enlisted below:</p> <ul style="list-style-type: none"> • Decision to opt for AACSB Accreditation for IBS Hyderabad • Decision to implement “Choice Based Credit System” at IBS Hyderabad • Resolution to confer honorary Doctrates to..... • Introduction of PhD program, BSc Maths by FST • Decision to participate in NIRF rankings • Introduction of PhD program by FOL • Approval of budget estimates by all the constituents of the University • Newsletter by CRC (Case Research Center) <p><i>One of the major decisions taken was the introduction of Newsletter by the Case research Center (CRC) of IBS Hyderabad in the year 2019</i></p> <p><i>----Details to be received from CRC----</i></p> <p>File description</p> <ul style="list-style-type: none"> • <i>Paste link for additional information</i> • <i>Upload any additional information</i> 	<p>2</p>
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Key Indicator- 6.3 Faculty empowerment Strategies (30)

Metric No.		Weightage
6.3.1 QIM	<p><i>The Institution has effective welfare measures for teaching and non-teaching staff</i></p> <p><i>Provide a list of existing welfare measures for and non-teaching staff in maximum 500 words</i></p> <p>Response</p> <p>The University is highly committed to the welfare of teaching and non-teaching staff and has a proactive approach to implement welfare measures to teaching and non-teaching staff.</p> <p>The welfare measures initiated are enlisted below:</p> <ul style="list-style-type: none"> • General Group Insurance cover • Free education for wards of staff of IFHE • Reduced workload for staff doing PhD/higher studies • Sponsorship to attend conferences in India and abroad – Rs 25000 per faculty • Faculty abroad program to enable faculty to visit foreign universities for study / research • Case incentives for publications • Medical & Maternity leave for eligible staff members • Faculty development programs for faculty members on regular basis • Skill development courses for non-teaching staff • Flexible attendance system / timing for staff with biometric system • Subsidized rates for faculty and staff at the campus hotels/canteen • Lien • Recognition and Rewards viz: SIP Best Teacher Award, Apollo NJY Best Teacher Award, Best Teacher (Overall), Best Teacher (Institutional Development) • SIP supervision Incentives • Gratuity • Faculty members are encouraged to take up consultancy, projects and research work • 5 Day Week to ensure better relaxation and rejuvenation <p>The leave benefits are given below:</p> <ul style="list-style-type: none"> ◆ Leaves (12-Casual Leaves, 15-Earned Leaves, 15-Not cashable Leaves & 10-Sick Leaves) ◆ Maternity leave for confirmed employees - 6 months ◆ The Consultancy fee earned is shared between the faculty 	6

Metric No.		Weightage															
	<p>members and the institution in 2:1 ratio</p> <ul style="list-style-type: none"> ◆ Fee Waiver to wards of teaching up to 100% (Confirmed employee >2 Yrs 50% and >5 Yrs 100%) ◆ Employment Provident Fund & Gratuity ◆ Encashment of Earned Leave ◆ Housing-Quarters Facility ◆ Best Teacher Award : Rupees One Lakh ◆ SIP Supervision Incentive: Faculty will be rewarded based on number of SIPs supervised ◆ Course load reduction for faculty members with quality research publications <p>Intellectual Capital Contribution Scheme: Monetary support up to Rs.50,000 is granted to faculty members for attending and presenting paper(s) at International Conferences and Rs.25,000 for attending and presenting paper(s) at National Conferences. This support is open to all confirmed employees.</p> <p>Incentive Scheme for Research Publications: The Deemed-to-be-University has a policy to incentivize quality publications. The details are provided below:</p> <table border="1" data-bbox="325 1155 1222 1429"> <thead> <tr> <th>SL. No.</th> <th>Journal Category in ABDC Classification / Scopus List</th> <th>Incentive Amount Per Article Published (Rs.)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>A*</td> <td>1,00,000</td> </tr> <tr> <td>2</td> <td>A</td> <td>75,000</td> </tr> <tr> <td>3</td> <td>B</td> <td>60,000</td> </tr> <tr> <td>4</td> <td>C/Scopus</td> <td>50,000</td> </tr> </tbody> </table> <p>For joint publications, the amount will be distributed as per the UGC norms. In the last three years we have disbursed an amount of Rs. 125 lakhs.</p> <p>File Description</p> <ul style="list-style-type: none"> ● Paste link for additional information ● Upload additional information 	SL. No.	Journal Category in ABDC Classification / Scopus List	Incentive Amount Per Article Published (Rs.)	1	A*	1,00,000	2	A	75,000	3	B	60,000	4	C/Scopus	50,000	
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2	A	75,000															
3	B	60,000															
4	C/Scopus	50,000															
6.3.2 QnM	<p><i>Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years (Please refer annual reports)</i></p> <p>6.3.2.1 Number of Teachers provided with financial assistance to attend conferences/workshops and towards membership fee of professional bodies during the last five years</p> <p><i>Response: 58.85 per cent</i></p>	6															

Metric No.		Weightage																														
6.3.3 QnM	<p><i>Average number of professional development/administrative training Programmes organized by the University for teaching and non-teaching staff during the last five years</i></p> <p>6.3.3.1 Total number of professional development/administrative training Programmes organized by the University for teaching and non-teaching staff during the last five years</p> <p><i>Response: 22/4 = 5.4</i></p> <table border="1"> <thead> <tr> <th></th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>IFHE</td> <td>3</td> <td>4</td> <td>9</td> <td>6</td> <td>4</td> </tr> <tr> <td>FST</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>IBS</td> <td>2</td> <td>2</td> <td>6</td> <td>2</td> <td>2</td> </tr> <tr> <td>FOL</td> <td>1</td> <td>1</td> <td>1</td> <td>2</td> <td></td> </tr> </tbody> </table>		2014-15	2015-16	2016-17	2017-18	2018-19	IFHE	3	4	9	6	4	FST	0	0	0	0	0	IBS	2	2	6	2	2	FOL	1	1	1	2		8
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6.3.4 QnM	<p><i>Average percentage of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during the last five years</i></p> <p>6.3.4.1: Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during the last five years.</p> <p><i>Response: 566/4 = 141.5</i></p> <table border="1"> <thead> <tr> <th></th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>IFHE</td> <td>45</td> <td>158</td> <td>242</td> <td>121</td> <td>44</td> </tr> <tr> <td>FST</td> <td>18</td> <td>32</td> <td>63</td> <td>48</td> <td>13</td> </tr> <tr> <td>FOL</td> <td>0</td> <td>1</td> <td>2</td> <td>1</td> <td>0</td> </tr> <tr> <td>IBS</td> <td>27</td> <td>125</td> <td>177</td> <td>72</td> <td>31</td> </tr> </tbody> </table> <p>File description</p> <ul style="list-style-type: none"> • IQAC Summary • Reports of HRD centers • Upload any additional information 		2014-15	2015-16	2016-17	2017-18	2018-19	IFHE	45	158	242	121	44	FST	18	32	63	48	13	FOL	0	1	2	1	0	IBS	27	125	177	72	31	8
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6.3.5 QIM	<p>Institution has Performance Appraisal System for teaching and non-teaching staff</p> <p>Describe in maximum of 500 words</p> <p>The University has an effective performance appraisal system for the teaching and non- teaching in tune with the UGC regulation.</p>	2																														

Metric No.		Weightage
	<p>The three important parameters for performance appraisal of faculty are 1. Teaching</p> <p>2. Research and 3. Institutional Development. The weightage accorded to the performance parameters is Teaching – 50%, Research - 30% and Institutional Development - 20%.</p> <p>The components or points of evaluation for teaching are Teaching Load, Timely submission of all components of evaluation (CP-Class Participation and NCP-Non-Class participation), feedback from the students, mentoring and guidance etc. The University has an online feedback system where in the faculty is rated by the students two times in a Semester- mid-semester feedback and end-semester feedback—and the average feedback score is considered. The student feedback is obtained on parameters like subject knowledge,class room management, syllabus coverage, impartiality\fairness in evaluation and the feedback is obtained on a scale of 10. The faculty is awarded points as follows--- 20 points for average feedback of 9 and above, 15 points for average feedback of 7 and above and 10 points for average feedback of 6 and above. Faculty members getting less than 6 feedback are appropriately counselled and given every opportunity to improve the performance.</p> <p>The points of evaluation for Research are journal publications (Scopus and ABDC), Writing cases, research projects, organising and attending conferences. The points considered for Institutional Development are taking up positions of responsibility, consultancy, Summer Internship Generation, getting MDPs (Management Development Programs) and involvement in accreditation activities.</p> <p>The performance appraisal is conducted every year at each of the constituents of University-faculties of Management, Law and Technology-- and appropriate recommendations about faculty promotions made.</p> <p>The non- teaching staff of the university is also given appropriate targets with respect to their overall functioning. The performance of the non-teaching staff is evaluated based on timely execution of work, motivation, punctuality, integrity, behaviour with colleagues faculty & students and overall discipline.</p>	

Key Indicator ---6.4 Financial Management& Resource Mobilization (20)

Metric No.		Weightage
6.4.1 QIM	<p><i>Institution conducts internal and external audits regularly</i></p> <p>Enumerate various internal and external financial audits carried out during last FIVE years with the mechanism for settling audit objections within a maximum 500 words</p> <p>Response</p> <p>The University has a foolproof mechanism of auditing the finances. During the last five years, the Institution (Deemed to be University) conducted Concurrent Audit, Internal Audit and Statutory Audit of accounts of the Institution by reputed external audit firms.</p> <p>The Institution has engaged a reputed Chartered Accountants firm for conducting concurrent audit of all the financial transactions of the Institution. The scope of concurrent audit is exhaustive and comprehensive. A team of auditors deputed by the firm verify all the Fee Receipts, Reconciliation with books of accounts and student database, Fee Refunds, Fee waivers, Merit Scholarships and Fee Dues with books of accounts. They conduct pre-audit of all payments along with supporting documents like Management Approvals, Purchase/Work Orders, Bills, vouchers and other relevant documents with emphasis on statutory compliances like Income Tax, GST and other applicable taxes and duties.</p> <p>All the statutory payments, like, TDS, Provident Fund, ESI, Professional Tax, GST are verified by the team and compliance report is submitted to the management.</p> <p>They also carry out periodical verification of Bank Reconciliation Statements of all the bank accounts of the Institution and Fixed Assets Register.</p> <p>The auditors appraise us on Amendments to the applicable Acts impacting our activity from time to time and also suggest changes to be incorporated in maintaining the books of accounts in view of amendments to the applicable Acts. They also review systems and procedures and make suggestions for improvement in the systems if any to the Management.</p> <p>The Concurrent Auditors submit audit reports at fortnightly intervals with their observations/ comments on the accounts during the period. Rectifications, if any, based on their observations are carried out immediately and an action taken report is submitted to that effect.</p> <p>Meetings are held periodically by the Finance Committee with the Concurrent Auditors to discuss on the vital issues relating to finance and accounts.</p>	2

Metric No.		Weightage												
	<p>The Statutory Audit of the books of accounts of the Institution is conducted by another Chartered Accountants Firm which has been appointed on annual basis. They depute a team of auditors for scrutiny / audit of the accounts at regular intervals. They also make suggestions in accounting treatment of critical issues and regulatory compliances. They help in finalization of the annual accounts and filing of income tax returns.</p> <p>The Finance Committee also interacts / discusses with the Statutory Auditors for smooth and efficient functioning of the accounts department at the same time for effective management of available resources.</p> <p>The auditors find the accounts and systems and procedures of the Institution to be satisfactory. During the last five years, there are no major audit objections by the Concurrent Auditors and Statutory Auditors.</p>													
6.4.2 QnM	<p>Funds/Grants received from non-government bodies, individuals, philanthropists during last FIVE years</p> <p>6.4.2.1 Total grants received from non-government bodies, individuals, philanthropists during last FIVE years (INR in Lakhs)</p> <table border="1" data-bbox="327 1055 1219 1227"> <thead> <tr> <th data-bbox="327 1055 475 1122">Year</th> <th data-bbox="475 1055 624 1122">2013-14</th> <th data-bbox="624 1055 772 1122">2014-15</th> <th data-bbox="772 1055 920 1122">2015-16</th> <th data-bbox="920 1055 1069 1122">2016-17</th> <th data-bbox="1069 1055 1219 1122">2017-18</th> </tr> </thead> <tbody> <tr> <td data-bbox="327 1122 475 1227">INR in Lakhs</td> <td data-bbox="475 1122 624 1227">Nil</td> <td data-bbox="624 1122 772 1227">Nil</td> <td data-bbox="772 1122 920 1227">Nil</td> <td data-bbox="920 1122 1069 1227">Nil</td> <td data-bbox="1069 1122 1219 1227">Nil</td> </tr> </tbody> </table>	Year	2013-14	2014-15	2015-16	2016-17	2017-18	INR in Lakhs	Nil	Nil	Nil	Nil	Nil	10
Year	2013-14	2014-15	2015-16	2016-17	2017-18									
INR in Lakhs	Nil	Nil	Nil	Nil	Nil									
6.4.3 QIM	<p>Institutional Strategies for mobilization of funds and optimal utilization of resources</p> <p><i>Describe the resource mobilization policy and procedure of institution</i></p> <p>In terms of the statutes and provisions of the UGC, a full-fledged mechanism is in place consisting of various committees controlled by the Board of Management.</p> <p>As regards finance, accounts and audit, a Finance Committee is in place with the Vice Chancellor as the Chairperson and the Finance Officer as the Secretary of the Committee. The other members who are in the committee are well versed in Finance and Accounts. The Committee formulates procedures and systems for internal controls and monitoring and management of funds. At the same time, the Committee makes suggestions for efficient use of the funds for meeting regular capex requirements and occasional capex involving huge amounts. Systematic procedures are in place in the form of Management approvals and audit checks for incurring regular and routine expenditure. The systems are comprehensive and fool-proof and don't leave any scope for any deviation in monitoring and utilization of funds.</p>	8												

Metric No.		Weightage
	<p>The Institution is a self-financing private institution and do not receive any grants/financial aid from the State Government or any Local Authority or UGC. The fee received from the students is the major source of finance to the Institution. The fee from the students is received semester-wise and is deposited in respective Fee Collection bank accounts. The surplus funds after meeting the revenue expenditure are placed in fixed deposits with scheduled banks. These funds are utilized for meeting infrastructure development expenditure.</p> <p>However, at times, there are gaps to meet the working capital or urgent capex requirements of the Institution. To meet such gaps, the Institution negotiates with its banker for short term/ medium term finance. IndusInd Bank is one of the bankers of the Institution who has extended financial support in the form of working capital demand loan and medium term loan against the fee receivables from the students.</p> <p>File description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information 	

Key Indicator- 6.5 Internal Quality Assurance System (30)

Metric No.		Weightage
6.5.1 QIM	<p>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes <i>Describe two practices in 500 words</i></p> <p>Response: Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes</p> <p>IQAC has contributed significantly in the following areas:</p> <ul style="list-style-type: none"> • Industry Conclaves and Guest Lectures • Summer Internship Programs (SIP) • Curriculum and Syllabus • Accreditation • Ranking • Internal promotion • Reports for UGC/AICTE expert committee visit and visit logistics • QS Rating • External publicity • Preparation of MoA • Preparation of report for MoA 	8

Metric No.		Weightage
	<ul style="list-style-type: none"> • Participation in media surveys • Freshers' induction • Participation in SWACHH Bharath survey <p>Example 1 Industry Conclaves & Guest Lectures</p> <p>The industry conclaves bestow an interface between industry and academia to promote healthy interaction & transfer of knowledge; experience & technology; awareness regarding industry related issues and challenges; development of effective solutions through research and practice; identification of mentors who promote entrepreneurship and innovation; and more importantly internships and employment to students.</p> <p>The following conclaves were organized which fostered a fruitful interaction.</p> <p>Example 2 Summer Internship programs (SIP)</p> <p>The Summer Internship Program (SIP) is an important training component of a student in IFHE. It provides the student a unique opportunity to get exposure to real life corporate environment and bridges the gap between classroom theoretical learning and practice. The internship makes students experience the rigor of professional environment both in form and substance. It exposes them to technical skills, and helps them to acquire corporate skills by drawing them into contact with real professionals.</p> <p>Students are encouraged to take up time bound multi-disciplinary and goal-oriented assignments involving team work. Solutions to various problems confronted in the assignment might be open-ended, involving an element of analytical thinking, processing and decision-making in the face of insufficient data parameters and uncertain situations.</p> <p>Every student will be assigned a Faculty Guide and an Industry Guide. The role of the Faculty Guide is to enable the student to undertake a meaningful project, provide necessary academic guidance, and to facilitate evaluation. The Faculty Guide would be involved at all stages of the Internship Program, beginning from 'definition of the work content' to Internship Program completion. The Company Guide supervises and evaluates the performance of the student at every stage of the Internship Program and gives feedback. It is the responsibility of the students to utilize the knowledge and experience of the Company Guide to complete the Internship Program.</p> <p>During the internship, students are assessed for their intellectual ability, personality, common-sense, professional judgment,</p>	

Metric No.		Weightage
	<p>responsibility and punctuality, team work, leadership qualities, ability to take initiative, problem-solving and decision-making skills, capability to meet deadlines, oral and written communication, etc. The faculty members of the University have vast experience in conducting internship programs for the past several years in all the disciplines viz., business management, science and technology, and law.</p> <p>File description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information 	
6.5.2 QIM	<p><i>The institution reviews its teaching, learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms</i></p> <p><i>Describe any two examples of institutional reviews and implementation of teaching, learning, reforms facilitated by the IQAC within a maximum of 500 words each</i></p> <p>IQAC has been playing a significant role in institutionalizing the process and strategies for internal quality assurance. IQAC has contributed significantly in the following areas:</p> <ol style="list-style-type: none"> 1. Curriculum and syllabus 2. Introduction of new programs, courses 3. Enhancing the quality of research and publications 4. Enhancing the quality of weekly faculty seminars 5. Formulating an incentive scheme for research publications 6. Ensuring the quality of teaching 7. Review of teaching, student attendance, Results , faculty feedback 8. Monitoring the progress of PhD 9. Monitoring the progress on conferences and workshops conducted by each department 10. Monitoring the progress on cases developed, management development programs 11. Monitoring the progress of various Centers such as centre for Women Development, Centre for Entrepreneurship Development, Student activities 12. Monitoring the progress on Placements, Accreditations, Rankings 13. Review of new cases introduced in the course curriculum, cases dropped from the course curriculum etc <p>Example 1: Teaching and learning through Case Pedagogy</p> <p>The case study method is a critical component of the pedagogy at the Faculty of Management (IBS). Most of the courses at IBS are taught through case studies. Students analyze the cases which are rich in facts, figures and analytical content from real life situations in companies. They apply the</p>	8

Metric No.		Weightage												
	<p>concepts learned in the class to solve the dilemmas, issues or challenges faced by organizations. IBS Hyderabad has a licensing arrangement with Harvard Business School Publishing to use its cases. These HBS cases help the students to acquire global view. Student evaluation is based on class participation and written reports. The business school is also known for its world-class case research center. The Center has developed cases that are being used in reputed national as well as international universities.</p> <p>Cases are being reviewed regularly by the Teaching Group of respective course. Where the cases are redundant/obsolete new cases are introduced. This is to ensure that socially relevant cases are included in the curriculum. This information is being reported in IQAC meetings of the university.</p> <p>Example 2: Enhancing Quality of Research and Publications</p> <p>IQAC has played a significant role in monitoring the quality of PhD program and research publications of the faculty members. It was suggested in IQAC meeting that all the faculty members of the three faculties (FOM, FST and FOL) should give faculty seminars without exception. It was suggested to convert the seminar papers into a conference paper and further to quality research paper for publishing in journals listed in Scopus/Web of Science. Each faculty has taken concerted efforts to implement these suggestions. There is a substantial improvement in quality of research publications. The Ph.D program of IBS Hyderabad is rated very high in academic circles. The scholars who have graduated from the PhD program have contributed to the business schools research progress. Due to their achievements they are being invited by leading business schools in India and abroad to join as faculty members.</p>													
<p>6.5.3 QnM</p>	<p><i>Average number of quality initiatives by IQAC for promoting quality culture per year</i></p> <p>6.5.3.1: Number of quality initiatives by IQAC for promoting quality year-wise for the last five years</p> <table border="1" data-bbox="304 1563 1142 1671"> <thead> <tr> <th>Year</th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>1</td> <td>1</td> <td>1</td> <td>2</td> <td>1</td> </tr> </tbody> </table> <p>Data Requirement for last five years:(As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Name of quality initiative by IQAC • Duration (From _to_) • Number of participants <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • IQAC link 	Year	2014-15	2015-16	2016-17	2017-18	2018-19	Number	1	1	1	2	1	<p>3</p>
Year	2014-15	2015-16	2016-17	2017-18	2018-19									
Number	1	1	1	2	1									

Metric No.		Weightage																														
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2014-15	8th Doctoral Thesis Conference	Apr 23-24, 2015	84																													
6.5.4 QnM	<p>Quality assurance initiatives of the institute include:</p> <ol style="list-style-type: none"> 1.Regular meetings of IQAC(IQAC);timely submission of Annual Quality Assurance Reports(AQAR);Feedback collected,analysed and used for improvements 2. Academic Administrative Audit (AAA) and initiation of follow up action 3. Participation in NIRF rankings 4. ISO Certification 5.NBA or any other audit <p>Response</p> <p>Option A – Any 4 of the above.</p> <p>Received-- soft copies of 4 AQARs, 4 Annual Reports, NIRF (Management) & NAAC Certificate.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>AQARs prepared/ submitted (Yes /No)</th> <th>Academic Administrative Audit (AAA) and initiation of follow up action</th> <th>Participation in NIRF (Yes /No)</th> <th>ISO Certification (Yes /No)</th> <th>NBA or any other certification received. (Yes /No)</th> </tr> </thead> <tbody> <tr> <td>2017-18</td> <td>Yes</td> <td>Yes</td> <td>Yes</td> <td>No</td> <td>Yes (NAAC)</td> </tr> <tr> <td>2016-17</td> <td>Yes</td> <td>Yes</td> <td>No</td> <td>No</td> <td>Yes (NAAC)</td> </tr> <tr> <td>2015-16</td> <td>Yes</td> <td>Yes</td> <td>No</td> <td>No</td> <td>Yes (NAAC)</td> </tr> <tr> <td>2014-15</td> <td>Yes</td> <td>Yes</td> <td>No</td> <td>No</td> <td>Yes (NAAC)</td> </tr> </tbody> </table>	Year	AQARs prepared/ submitted (Yes /No)	Academic Administrative Audit (AAA) and initiation of follow up action	Participation in NIRF (Yes /No)	ISO Certification (Yes /No)	NBA or any other certification received. (Yes /No)	2017-18	Yes	Yes	Yes	No	Yes (NAAC)	2016-17	Yes	Yes	No	No	Yes (NAAC)	2015-16	Yes	Yes	No	No	Yes (NAAC)	2014-15	Yes	Yes	No	No	Yes (NAAC)	6
Year	AQARs prepared/ submitted (Yes /No)	Academic Administrative Audit (AAA) and initiation of follow up action	Participation in NIRF (Yes /No)	ISO Certification (Yes /No)	NBA or any other certification received. (Yes /No)																											
2017-18	Yes	Yes	Yes	No	Yes (NAAC)																											
2016-17	Yes	Yes	No	No	Yes (NAAC)																											
2015-16	Yes	Yes	No	No	Yes (NAAC)																											
2014-15	Yes	Yes	No	No	Yes (NAAC)																											

Metric No.		Weightage
6.5.5 QIM	<p><i>Incremental improvements made during the preceding five years (in case of first cycle)</i></p> <p><i>Post accreditation quality initiatives (second and subsequent cycles)</i></p> <p><i>Describe quality enhancement initiatives in the academic and administrative domains successfully implemented during the last five years within a Maximum of 500 words each</i></p> <p>Response</p> <p>Quality enhancement initiatives are implemented through the mechanism of the Internal Quality Assurance Cell (IQAC). The Cell has been established in the university as a post accreditation quality sustenance measure. The IQAC ensures continuous improvement in all the academic and other operations of the university. It is a platform for planning, guiding, and monitoring Quality Assurance and Quality Enhancement activities of the university. It, therefore, acts as a nodal unit of the University for augmenting quality. The IQAC is chaired by the Vice Chancellor with Directors, Deans, Heads of the Department, and senior administrative officers as its members. Thirty two meetings of IQAC were held during the last five years.</p> <p>The IQAC has put best quality practices in place through regular academic audit exercises of various kinds, aimed at improving teaching, learning, research, and administration within the University. IQAC has enabled the faculty members to increase their quality performance viz. publication of research papers in quality journals, conducting faculty seminars, workshops, management development program, faculty development programs, hosting conferences and participating in national / international conferences.</p> <p>Resultantly IBS Hyderabad was one of the first business schools to be re-accredited by SAQS for a period of five years ending 2018. It helped IBS Hyderabad to get rated by CRISIL and ICRA. It also helped in consistently being ranked as one of the top business schools by Business India and securing the 9th rank under perceptual ranking by Business World Magazine.</p> <p>An indicative list of the decisions of the IQAC that have been implemented is presented below:</p> <ul style="list-style-type: none"> • Periodic churning of the case studies discussed in the classes. • Benchmarking of curriculum with the best international and national practices. • Mid-term and end-term student feedback throwing light on faculty 	5

Metric No.		Weightage
	<p>performance.</p> <ul style="list-style-type: none"> • Performance evaluation of the faculty. • Prioritization of conferences that faculty members can choose to attend and present papers. • Assurance of Learning • Ranking of journals. • Case development. • Weekly faculty seminars. • Themes of the conferences to be hosted. • Forming a research committee. • Allocating seed money of Rs. 50 lakhs for encouraging research at IFHE. • Case Pedagogy. • Ph.D (Part-Time) Program. • Excellent placement track record. • Academic freedom to the faculty members. • Faculty participation in international conferences. • Hosting of AIB Workshop • Hosting of Doctoral thesis Conference. • Collaborative approach in hosting conferences. Collaboration with foreign Universities. • Online examinations. • Syndicated learning. • Mock interviews, GDs, Mock company tests. • Summer Internship Projects with faculty members and company executives' involvement. • Student mentoring through several channels. • Continuous evaluation. • Transparency in evaluation. • Merit based admissions. • Homogenous delivery in the class through teaching group meetings. • Co-curricular and Extra-curricular clubs. • Committee approach for decision making. • Transparency in decision making. • Lab-oriented classes and Training on software like SAP and SAS. • Industry visits. • Focus on faculty research. • 19 Ph.D student workshops. • Cafeteria approach in electives. 	

Metric No.		Weightage
	<ul style="list-style-type: none"> • Market driven electives. • Student Information Management System. • Parents' corner. • Mid-term and end-term student feedback on the faculty members. • Performance evaluation of the faculty members <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information 	

33.16 Criterion – VII: Institutional Values and Best Practices

Criterion – 7 : Institutional Values and Best Practices

(Dr. M.Bhaskar Rao, Dr. Hemalatha Devi, Dr. Ch. Radhamohan, Prof. A. Chandra Sekhar)

7.Institutional Values and Best Practices (100)

Key Indicator - 7.1 Institutional Values and Social Responsibilities (50)

Metric No.		Weightage																																				
	<i>Gender Equity (10)</i>																																					
7.1.1 Q_nM	<p><i>Number of gender equity promotion Programmes organized by the institution during the last five years</i></p> <p>7.1.1.1: Number of gender equity promotion Programmes organized by the institution year wise during the last five years</p> <p>Response:11</p> <table border="1"> <thead> <tr> <th>Year</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>IFHE</td> <td>4</td> <td>5</td> <td>0</td> <td>2</td> <td>0</td> </tr> <tr> <td>IBS</td> <td>4</td> <td>4</td> <td>0</td> <td>2</td> <td>0</td> </tr> <tr> <td>FST</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>FOL</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>ISA</td> <td>0</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table> <p>Data Requirement for last five years: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> Title of the Programme Duration (From-to) Number of participants <p>File Description (Upload)</p> <ul style="list-style-type: none"> Report of the event Upload any additional information List of gender equity promotion Programmes organized by the institution (Data Template) <p>Remarks: No data gap. Evidence is available but need to be organized.</p>	Year	2018-19	2017-18	2016-17	2015-16	2014-15	IFHE	4	5	0	2	0	IBS	4	4	0	2	0	FST	0	0	0	0	0	FOL	0	1	0	0	0	ISA	0	NA	NA	NA	NA	5
Year	2018-19	2017-18	2016-17	2015-16	2014-15																																	
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FOL	0	1	0	0	0																																	
ISA	0	NA	NA	NA	NA																																	
7.1.2 Q₁M	<p><i>Institution shows gender sensitivity in providing facilities such as:</i></p> <p>Describe gender equity initiatives undertaken by the Institution on the specified areas within a maximum of 500 words each.</p>	5																																				

Metric No.		Weightage
	<p>a) Safety and Security b) Counselling c) Common Room</p> <p>Response:</p> <p>a) Safety and Security :</p> <p>IFHE campus is well protected and secured by deploying 150 security Guards round the clock(male and female guards). Perimeter patrolling is carried out by these guards on regular intervals. The security agency which has provided the security cover to IFHE has been instructed to avoid hiring of local guards to ensure least familiarity with students/locals and strict vigilance. All these guards are being provided with the accommodation within the campus and are also being provided with subsidized mess facilities. All the boys and girls hostels are being provided with male guards and female guards respectively.</p> <p>Entire IFHE Campus is effectively covered with CCTV surveillance with 150 CCTVs, in the areas not covered by the guards. These CCTV cameras have the recording facility up to thirty days data and two engineers are employed for monitoring. The CCTV footage is daily monitored by the CSO(Chief Security Officer)</p> <p>At main entrance of the Campus additional security guards are deployed for checking and frisking of individuals entering/leaving the campus. Vehicles are thoroughly checked before they are allowed to enter the campus. Senior Administration officials including Chief Security Officer are made to stay inside the campus to monitor and avoid any indiscipline or untoward incidents. Separate hostel facilities are available for boys and girls with sick rooms for students who are not well.</p> <p>b) Counseling</p> <p>IFHE has employed a senior psychologist for providing counseling services. Students are free to approach the counselor for consultation. The information of the students is kept confidential by the counselor, where intervention of parents is desired the same will be shared with the parents. IFHE has an excellent environment for studies and recreation, hence psychologist intervention is rarely required.</p>	

Metric No.		Weightage
	<p>Student Service Department(SSD) performs similar duties, as being performed by psychologist but it is directed towards academic counseling. An elaborate procedure is followed by which the student's performance is analyzed with the help of student mentor/faculty member/Dean Academics to suggest corrective actions for performance improvement.</p> <p>c) Common Room:</p> <p>The common room provides facilities for indoor games (carom, chess), newspapers, drinking water and rest rooms. Common rooms are the integral part of both girls as well as boys hostels for relaxation and recreational purposes. Televisions are provided in the common rooms for viewing and table tennis/ limited Gym facilities are also provided on each floor of the Hostel. These common rooms are also being used for club activities and conduct discussion rooms.</p> <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • Paste link for additional information <p>Remarks: Photographs of the facilities mentioned above are available and will be uploaded.</p>	

Environmental Consciousness and Sustainability (10)		
<p>7.1.3 Q_nM</p>	<p><i>Alternate Energy initiatives such as:</i></p> <p><i>Percentage of annual power requirement of the Institution met by the renewable energy sources (current year data)</i></p> <p>7.1.3.1: Annual power requirement met by renewable energy sources (in KWH)</p> <p>Response:5,25,600 KWH</p> <p>7.1.3.2 : Annual power requirement of the institution (in KWH)</p> <p>Response: 58,91,501 KWH</p> <p>Data Requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Power requirement met by renewable energy sources • Total power requirement 	<p>1</p>

	<p>Formula:</p> $\frac{\text{Annual Power requirement met by renewable energy sources}}{\text{Annual power requirement}} \times 100$ <p>Response : 5,25,600/58,91,501X100= 8.92%</p> <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • Upload details of power requirement of the university met by renewable energy sources (Data Template) <p>Remarks: No data gap. Data template duly signed by the University engineer will be uploaded in due course.</p>	
<p>7.1.4 Q_nM</p>	<p>Percentage of annual lighting power requirements met through LED bulbs (current year data)</p> <p>7.1.4.1: Annual lighting power requirement met through LED bulbs (in KWH)</p> <p>Response : 71,545 KWH</p> <p>7.1.4.2 : Annual lighting power requirement (in KWH)</p> <p>Response : 9,60,804 KWH</p> <p>Data Requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Lighting power requirement met through LED bulbs • Total lighting power requirements <p>Formula:</p> $\frac{\text{Annual Lighting power requirement met through LED bulbs}}{\text{Annual lighting power requirement}} \times 100$ <p>Response : (71,545 / 9,60,804) x 100 = 7.45%</p> <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • Upload details of lighting power requirements met through LED bulbs (Data Template) <p>Remarks: No data gap. Data template duly signed by the University engineer will be uploaded in due course.</p>	<p>1</p>

<p>7.1.5 QM</p>	<p>Waste Management steps including:</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • E-waste management <p>Describe efforts towards waste management on campus within a maximum of 500 words each.</p> <p>Response:</p> <ul style="list-style-type: none"> • Solid Waste Management: <p>There are 3200 students on an average utilizing the services of mess, cafeteria and other facilities in the campus. These mess, cafeterias and offices generate approximately a 500kgs of solid waste material per day. Out of the solid waste, bio degradable solid waste is being dumped in the compost pit for generation of vermin compost. Non Bio degradable waste is disposed off as per regulatory norms. To reduce generation of paper waste paperless office policy is being followed. Most of the correspondence is being done through e mails and electronic means.</p> <ul style="list-style-type: none"> • Liquid Waste Management: <p>Liquid waste to the tune of 850KL is generated per day. The campus has the facility to treat the complete liquid waste generated. It has two Sewage Treatment Plants with capacity 450KL per day and an additional 100KL STP is under construction for the Academic Block. The liquid waste is fed into these STPs and approximately 750-800 KL of treated water is recycled for usage in the gardening and filling up of artificial pond created inside the campus. It is also proposed to utilize the re cycled water for flushing toilets thus reducing the ground water. While processing the sewage water through Sewage Treatment Plant, the solid waste is separated out from the sludge and made into solid cakes for depositing in to the compost pits for early maturation of the compost.</p> <p>There are 11 RO plants providing safe drinking water to the campus residents, the water generated during the process is being used to water the plants. Thus maintaining green cover to the campus effectively.</p> <ul style="list-style-type: none"> • E waste Management: <p>Very limited e waste is being generated by the IFHE campus. Most of the e waste is being utilized for repairs/refurbishing and recycling within the IFHE campus or with other Universities of</p>	<p>3</p>
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	<p>ICFAI Group all over India. However, unserviceable/ beyond economical e waste is being auctioned to the Government authorized E waste dealer.</p> <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • Paste link for additional information <p>Remarks: No data gap. Evidence for the waste management methods described above will be uploaded on our website.</p>	
<p>7.1.6</p> <p>QM</p>	<p><i>Rain water harvesting structures and utilization in the campus</i></p> <p>Describe efforts towards rain water harvesting on the campus within a maximum of 500 words.</p> <p>Response :</p> <p>There are 19 rain water harvesting pits located in the natural slopes of water to recharge ground water in the IFHE campus. All roof tops are connected through water drain pipes and channeled into these rain water harvesting pits. Recharge through harvesting pits serve two important purposes, first, to control and mitigate flooding and secondly, to help and ensure rain water percolates into ground water. The rain water flowing on the streets to underground, after proper filter system helps in recharging the ground water. Roads in the campus are designed in such a manner that they are sloping on either side to facilitate collection of rain water into the storm drains immediately after the rain and with a network of storm drains , the rain water reaches the nearest recharge pit. The campus has never felt the shortage of water due to all the above mentioned measures to save rain water and recharge the ground water effectively.</p> <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • Paste link for additional information <p>Remarks: No data gap. Evidence of rain water harvesting will be made available in the website on due course.</p>	<p>1</p>
<p>7.1.7</p> <p>QM</p>	<p><i>Green Practices</i></p> <ul style="list-style-type: none"> • Students, staff using <ul style="list-style-type: none"> a) Bicycles b) Public Transport c) Pedestrian Friendly Roads • Plastic free campus • Paperless office • Green landscaping with trees and plants <p>Describe efforts towards green practices on the campus within a maximum of 500 words.</p>	<p>2</p>

	<p>Response:</p> <p>Security personnel are provided bicycles for patrolling purposes. Maintenance staff of the campus are encouraged to use bicycles to attend to various maintenance issues in the campus.</p> <p>Students and faculty are being encouraged to utilize the bus service that is being provided by the University to commute to the office from home and back there by reducing the carbon footprint. Students are not allowed to use vehicles inside the campus, thus reducing the pollution and encouraging them to walk.</p> <p>The University promotes environment friendly practices such as paperless office, use of paper bags or jute bags.</p> <p>IFHE campus is a fully automated/ wifi enabled campus hence it is totally paperless. Correspondence, complaints, admissions etc are handled through e- mails or student friendly software developed in house.</p> <p>IFHE campus has all varieties of fruit bearing trees and bio diversity is maintained by creating an artificial pond. The artificial pond has many visiting species of birds. Forest cover is being maintained.</p> <p>Most of the building are designed for utilizing the natural light thus reducing the carbon footprint. Various measures are being taken to enhance the green cover in the campus, by developing compost pits, planting ornamental and shady trees.</p> <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • Paste link for additional information <p>Remarks: No data gap. Evidence will be made available in the website on due course.</p>	
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<p>7.1.8 Q_nM</p>	<p>Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years (INR in lakhs)</p> <p>7.1.8.1: Total expenditure on green initiatives and waste management excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Response:104.48 (INR in lakhs)</p> <table border="1" data-bbox="343 1780 1220 1881"> <thead> <tr> <th>Year</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>INR in lakhs</td> <td></td> <td>30.99</td> <td>18.64</td> <td>41.23</td> <td>13.62</td> </tr> </tbody> </table>	Year	2018-19	2017-18	2016-17	2015-16	2014-15	INR in lakhs		30.99	18.64	41.23	13.62	<p>2</p>
Year	2018-19	2017-18	2016-17	2015-16	2014-15									
INR in lakhs		30.99	18.64	41.23	13.62									

	<p>Data Requirements for last five years: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Expenditure on green initiatives and waste management excluding salary component • Annual expenditure excluding salary component of the institution <p>Formula:</p> $\text{Percentage per year} = \frac{\text{Total Expenditure on green initiatives and waste management excluding salary component}}{\text{Annual expenditure excluding salary component of the institution}} \times 100$ <p>Response:Data not available for “Annual Exp. Excluding salary component”</p> $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p>Response: Data not available for “Annual Exp. Excluding salary component”</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Any additional information • Green audit report • Details of expenditure on green initiatives and waste management during the last five years (Data Template) <p>Remarks: Letter from Finance Officer on green initiative and waste management during the last five years will be procured and uploaded on the website.Green audit is being planned. Green Audit report will be obtained and uploaded on the website in due course.</p>	
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<p>7.1.9 Q_nM</p>	<p><i>Differently abled (Divyangjan) Friendliness Resources available in the institution</i></p> <p>Data Requirements: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Physical facilities • Provision for lift • Ramp/ Rails • Braille Software/ • Facilities • Rest Rooms • Scribes for examination • Special skill development for differently abled students • Any other similar facility <p>Response:</p> <p>1) Physical facilities YES</p> <p>a. Wheelchairs for ease of movement</p> <p>b. Hostel rooms with attached facilities specifically catering to special needs.</p>	<p>10</p>
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	<p>2) Provision for lift YES a. In all academic blocks b. In all hostel blocks</p> <p>3) Ramp / Rails YES a. Ramps around academic and hostel blocks</p> <p>4) Braille Software/facilities Need based (need yet to arise)</p> <p>5) Rest Rooms : Yes</p> <p>6) Scribes for examination : Yes</p> <p>7) Special skill development for differently abled students :Need Based</p> <p>8) Any other similar facility (Specify)</p> <p>Options:</p> <p>A. 7 and more of the above B. At least 6 of the above C. At least 4 of the above D. At least 2 of the above E. None of the above</p> <p style="text-align: right;">Response:A. 7 and more of the above</p> <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • Link to photos and videos of facilities for divyangjan • Upload resources available in the institution for Divyangjan (Data Template) <p>Remarks: No data gap. Evidence in the form of photos will be uploaded on the website.</p>	
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<i>Inclusion and Situatedness (10)</i>		
7.1.10 Q_nM	<p><i>Number of specific initiatives to address locational advantages and disadvantages during the last five years</i></p> <p>7.1.10.1: Number of specific initiatives to address locational advantages and disadvantages year wise during the last five years</p> <p><i>Response:</i></p> <p>1. The location disadvantages have progressively decreased from the year 2014.</p> <p>2. The purported disadvantages viz., far away from the city have been diluted with the increasing evolution of IT SEZs within a radius of 5KMs including the ORR accessible within 2 KMs. Added to this the stretch of 28KMs, one single straight road from Gandipet to Shankarpally (Mandal headquarters) is expanded into a four track double road-one way on both the sides, thereby motorable convenience and reduction of commuting time. The campus is already placed on a state Highway. Campus being in an</p>	5

environment protected zone (111 GO) it is in a lush green campus of 100 acres of less than 15% constructed area and surrounded by more than 5000 fruit bearing trees. Not only the campus but also the 78 villages in the Mandal are environment protected without any pollution. Hence the area is health conducive and serene. Any disadvantages arising out of less population are also not existent as there are enough eateries, restaurants, food vans, provision stores, leading banks, religious centers, world class sports and games and recreational centers—all within a radius of 0.5KM to 7 KM. State Govt. buses stop outside the campus, availability of private transport like cabs, and autos outside the campus, Shankarpally railway station (7KMs) are available for the campus. Besides Primary Health Centers in the surrounding villages, Campus clinic, major multi-specialty hospitals are to the extent of 10-12 numbers are available within 10-15 KMS and within motarable time of 5-15 minutes from the campus. Major international schools and petrol pumps are existent around the campus catering to the needs of IFHE staff and children. University is able to muster committed sub-staff and third party resources from the nearby villages which happens to be a source of strength financially and emotionally both to the University as well as staff which is contributing to the HR morale. The location is providing ample opportunities for the university to participate in the community development of the surrounding villages.

The location being in the midst of active catchment area is blessed with adequate rains and the temperature always being maintained at 2 degrees lesser than the city temperature. Thereby rendering healthy atmosphere with more oxygen levels. Hence no major slash, cognizable locational disadvantage exist as on date.

Year	2018-19	2017-18	2016-17	2015-16	2014-15
IFHE					

IBS					
FST					
FOL					
ISA					

<p>Data Requirement for last five years: (As per Data Template in Section B)</p> <p>➤ Number of initiatives to address locational advantages and disadvantages</p> <table border="1"> <thead> <tr> <th>S.No.</th> <th>Year</th> <th>Name of initiative</th> <th>Issues addressed</th> <th>No of participants</th> <th>Remarks,if any</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2014-15 to</td> <td>No plastic initiative/ drive</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>2018-19</td> <td>Adoption of 5 villages and its needs including electrification of roads</td> <td>Donthanapally, Maharajpet, Gopularapuram, Produttur, Mokila</td> <td></td> <td></td> </tr> </tbody> </table> <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • Number of Specific initiatives to address locational advantages and disadvantages (Data Template) <p>Remarks: Data gap. Although the constituent units of IFHE have been taking specific initiatives to address issues of inclusion and situatedness. These data will be collected and updated shortly. Quantitative data gap is being filled. Evidence will also be collected and presented in the next meeting.</p>						S.No.	Year	Name of initiative	Issues addressed	No of participants	Remarks,if any	1	2014-15 to	No plastic initiative/ drive				2	2018-19	Adoption of 5 villages and its needs including electrification of roads	Donthanapally, Maharajpet, Gopularapuram, Produttur, Mokila		
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<p>7.1.11 Q_nM</p>	<p><i>Number of initiatives taken to engage with and contribute to local community during the last five years(Not addressed elsewhere)</i></p> <p>7.1.11.1: Number of initiatives taken to engage with and contribute to local community during year wise during the last five years</p> <p>Response: 28</p> <table border="1"> <thead> <tr> <th>Year</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>IFHE</td> <td>10</td> <td>13</td> <td>3</td> <td>0</td> <td>2</td> </tr> <tr> <td>IBS</td> <td>7</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>FST</td> <td>0</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> </tr> <tr> <td>FOL</td> <td>3</td> <td>12</td> <td>0</td> <td>0</td> <td>2</td> </tr> <tr> <td>ISA</td> <td>0</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table> <p>Data Requirement for last five years: (As per Data Template in Section B)</p> <p>➤ Number of initiatives taken to engage with and contribute to local community</p>	Year	2018-19	2017-18	2016-17	2015-16	2014-15	IFHE	10	13	3	0	2	IBS	7	1	1	0	0	FST	0	0	2	0	0	FOL	3	12	0	0	2	ISA	0	NA	NA	NA	NA	<p>5</p>
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ISA	0	NA	NA	NA	NA																																	

	<p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • Upload the report of the event • Details of initiatives taken to engage with local community during the last five years (Data Template) <p>Remarks: No data gap. Evidence has to be collected.</p>	
	<i>Human Values and Professional Ethics (10)</i>	
7.1.12 Q _n M	<p><i>Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff</i></p> <p style="text-align: right;"><i>(Yes/No)</i></p> <p>Response: Yes</p> <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics <p>Remarks: Students are provided with handbook at the time of admission in all the programs in University. The code of conduct is an integral part of the handbook. Similarly, students get the handbook for their internship. The manuals and brochures on human values and professional ethics are under preparation.</p>	1
7.1.13 Q _n M	<p><i>Display of core values in the institution and on its website</i></p> <p style="text-align: right;"><i>(Yes/No)</i></p> <p>Response: Yes</p> <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • Provide URL of website that displays core values <p>Remarks: Proposal for including core value of IFHE as “MeritumEthicus” is under consideration. Once approved, this will be uploaded.</p>	1
7.1.14 Q _n M	<p><i>The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations</i></p> <p style="text-align: right;"><i>(Yes/No)</i></p> <p>Response: Yes</p> <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • Details of activities organized to increase consciousness about national identities and symbols (Data Template) <p>Remarks: No data gap. Evidence of activities will be uploaded on website on due course.</p>	1

<p>7.1.15 Q_nM</p>	<p><i>The institution offers a course on Human Values and professional ethics.</i></p> <p style="text-align: right;"><i>(Yes/No)</i></p> <p>Response: Yes</p> <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • Provide link to Courses on Human Values and professional ethics on Institutional website <p>Remarks: Details of courses on human values and professional ethics will be uploaded in due course.</p>	<p style="text-align: center;">1</p>																																				
<p>7.1.16 Q_nM</p>	<p><i>The institutional functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions.</i></p> <p style="text-align: right;"><i>(Yes/No)</i></p> <p>Response: Yes</p> <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • Provide URL of supporting documents to prove institution functions as per professional code <p>Remarks: The institution functions as per the code of conduct prescribed by statutory/regulatory bodies such as University Grant Commission, All India Council for Technical Education, Bar council of India, Council of Architecture and The Board of Management, IFHE.</p>	<p style="text-align: center;">1</p>																																				
<p>7.1.17 Q_nM</p>	<p><i>Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years</i></p> <p>7.1.17.1: Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year wise during the last five years</p> <p>Response:11</p> <table border="1" data-bbox="328 1700 1251 1951"> <thead> <tr> <th>Year</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>IFHE</td> <td>3</td> <td>4</td> <td>1</td> <td>2</td> <td>1</td> </tr> <tr> <td>IBS</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>FST</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>FOL</td> <td>2</td> <td>1</td> <td>1</td> <td>2</td> <td>1</td> </tr> <tr> <td>ISA</td> <td>0</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Year	2018-19	2017-18	2016-17	2015-16	2014-15	IFHE	3	4	1	2	1	IBS	1	1	0	0	0	FST	0	2	0	0	0	FOL	2	1	1	2	1	ISA	0	NA	NA	NA	NA	<p style="text-align: center;">2</p>
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ISA	0	NA	NA	NA	NA																																	

	<p>Data Requirement for last five years: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> • Title of the Programme/Activity • Duration (From-to) • Number of participants <p>Documents: Upload the following documents</p> <ul style="list-style-type: none"> • University code of conduct for students • University code of conduct for teachers • Handbooks, manuals and brochures on human values and professional ethics. • Report on the student attributes facilitated by the University <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • List of activities conducted for promotion of universal value (Data Template) <p>Remarks: No data gap. Evidence in the form of photos and the documents mentioned above will be uploaded.</p>	
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<p>7.1.18 Q1M</p>	<p><i>Institution organizes national festivals and birth / death anniversaries of the great Indian personalities.</i></p> <p>Describe efforts of the Institution in organizing national festivals and birth / death anniversaries of the great Indian personalities within a maximum of 500 words</p> <p><i>Response :</i></p> <p>National festivals associated with the spirit of patriotism such as Independence Day, Republic Day, Gandhi Jayanti are celebrated at IFHE.</p> <p>Independence Day is celebrated to mark the independence of India on 15th August. On this day, various events including flag-hoisting at is organized to commemorate the day of freedom. The Vice chancellor of the university hoists the tri-color national flag and addresses the staff and students.</p> <p>Republic Day, an auspicious day is celebrated on January 26 to commemorate the adoption of constitution. The Vice chancellor of the university hoists the tri-color national flag and addresses the audience. Various cultural programs are performed by students.</p> <p>Gandhi Jayanti is celebrated to commemorate the birth anniversary of the Father of the Nation, Mahatma Gandhi. At Institution, tribute is offered to Mahatma Gandhi in presence of staff and students.</p>	<p>1</p>
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	<p>Birth anniversary of Dr. SarvepalliRadhakrishnan and Bharat RatnaMokshagundamVisvesvaraya is celebrated as teacher’s day (5th September) and Engineer’s Day (15 September) at IFHE.</p> <p>National festivals are celebrated with enthusiasm. Every year our institute organizes the national festivals and birth / death anniversaries of the great Indian personalities like:</p> <table border="1"> <thead> <tr> <th>No.</th> <th>Date</th> <th>Details</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>12 January</td> <td>Swami Vivekananda Birth Anniversary Youth Day</td> </tr> <tr> <td>2</td> <td>26 January</td> <td>Republic Day</td> </tr> <tr> <td>3</td> <td>28 February</td> <td>National Science Day</td> </tr> <tr> <td>4</td> <td>8 March</td> <td>Women’s Day</td> </tr> <tr> <td>5</td> <td>21 June</td> <td>International Yoga Day</td> </tr> <tr> <td>6</td> <td>15 August</td> <td>Independence day</td> </tr> <tr> <td>7</td> <td>5 September</td> <td>Dr.SarvpalliRadhaKrishnan Birth Anniversary - Teachers Day</td> </tr> <tr> <td>8</td> <td>15 September</td> <td>Engineer’s Day</td> </tr> <tr> <td>9</td> <td>2 October</td> <td>Mahatma Gandhi Birth Anniversary</td> </tr> </tbody> </table> <p>Remarks: Above information will be further revised in the next review meeting.</p>	No.	Date	Details	1	12 January	Swami Vivekananda Birth Anniversary Youth Day	2	26 January	Republic Day	3	28 February	National Science Day	4	8 March	Women’s Day	5	21 June	International Yoga Day	6	15 August	Independence day	7	5 September	Dr.SarvpalliRadhaKrishnan Birth Anniversary - Teachers Day	8	15 September	Engineer’s Day	9	2 October	Mahatma Gandhi Birth Anniversary	
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9	2 October	Mahatma Gandhi Birth Anniversary																														

<p>7.1.19 QM</p>	<p><i>The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions</i></p> <p>Describe efforts of the Institution towards maintenance of complete transparency in its financial, academic, administrative and auxiliary functions within a maximum of 500 words</p> <p><i>Response:</i></p> <p>The University maintains total transparency in its financial, academic, administrative and auxiliary functions.</p> <p>Financial transparency</p> <p>Financial statements of the university are notified in its annual reports after due statutory audit. The same are filed with regulatory bodies like UGC, whenever and wherever required. Financial data related to studentssuch as fees, due dates, status of students accounts are available on University SIMS (Students Information and Management Services) and parents corner on the website. Internal audit, statutory audit and professional advice is an ongoing process in financial transparency.</p>	<p>2</p>
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<p>Academic transparency:</p> <ol style="list-style-type: none"> 1. The admissions in the university are conducted through timely notifications, financial details, duration of the courses, curriculum, pedagogy, physical faculty resources, and supporting , academic , infrastructure like labs, library, web based information. 2. The above information is also made available through prospectus, view books, group presentations, 3. Code of conduct, regulations, expectations from students, evaluation procedure, grading system, and formative, correspondence, templates, are made available through annual students handbook of a given batch of students 4. Subjectwise and chapter wise details of a course, learning outcomes , course delivery scheme, evaluation procedure, time schedules are given in each of the course handouts covered under a program semester wise and academic year- wise. 5. Scientifically designed student feedback obtained from the students with reference to course delivery from the faculty suitability and also constructive suggestions. <p>Administrative transparency</p> <ol style="list-style-type: none"> 1. The core and line function being education and academics all other auxiliary functions like finance, marketing (in the form of presentations and notifications about the university, and courses) Human resources development (complying with all statutory requirements of the state and central government), Engineering and maintenance, welfare and medical, hostels & mess administration etc. are actively monitored and executed in the university under given guidelines. 2. Appraisal system for both academic and administrative staff is followed for advancement of the careers the university follows API (Academic Performance Indicators as suggested by UGC) in UGC format. For non-teaching staff the university follows the periodic review system with corresponding appraisals and promotions. <p>Disciplinary issues with reference to students/and /or staff are handled through nominated committees functioning under guidelines issued by the authorities of the University and corresponding regulatory bodies.</p> <p>Remarks: Above information will be further revised in the next review meeting.</p>	
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Key Indicator - 7.2 Best Practices (30)

Metric No.		Weight age
7.2.1 QM	<p><i>Describe at least two institutional best practices (as per NAAC format given in next page)</i></p> <p>Describe two best practices successfully implemented by the institution as per NAAC format.</p> <p>As an institution of quality higher education, IFHE has several best practices. These include the following:</p> <ul style="list-style-type: none"> • CasePedagogy. • Unique Ph.DProgram. • Excellent placement track record. • Academicfreedomto thefacultymembers. • Weeklyfacultyseminars. • Facultyparticipation in international conferences. • HostingofDoctoral thesis Conference. • Collaborative approach in hostingconferences. • Universityhasninepeerreviewedjournals. • Incentivizingresearch publications. • Research seed moneyofRs.50 lakhsperyear. • Fellowships to Researchscholars pursuing Ph.D. • Online examinations. • Management Development Programs. • Syndicated learning. • Mock interviews, GDs,Mockcompanytests. • SummerInternshipProjectswithfacultymembersandcompany executives' involvement. • Student mentoringthroughseveralchannels. • Continuous evaluation. • Transparencyin evaluation. • Meritbasedadmissions. • Merit Scholarships. • Homogenous delivery in the class through teaching group meetings. • Welfaremeasures for teaching and non-teachingstaff. • Co-curricular and Extra-curricular clubs. • Committee approach fordecision making. • Transparencyin decision making. • Lab-orientedclassesandTrainingonsoftwarelike SAP and SAS. • Industryvisits. <p>Response:</p>	30

Metric No.		Weight age
	<p style="text-align: center;">Best Practice – 1</p> <p>Title of the Practice:Building a Research Culture through PhD Program</p> <p>Objectives of the Practice: What are the objectives/intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice (in about 100 words)?</p> <p>PhD Program, started in the in the year 2002 is one of our flagship programs. Being state-of-the-art program, in terms of its rigor, quality and interdisciplinary nature, it is regularly updated, benchmarking the academic delivery against the best academic standards and focuses on content, pedagogy and research.</p> <p><i>The objectives are to:</i></p> <ul style="list-style-type: none"> • Prepare the doctoral students to do high quality research and disseminate their results/ findings in the form of publications in highly reputed journals. • Nurture and develop potential doctoral students by imparting knowledge and training in contemporary techniques for developing and teaching courses in their respective disciplines. • Prepare them master all the nuances of academics, research and institution development activities. <p>The Context What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?</p> <p>PhD Programs are offered in both full-time and part-time modes. Students are admitted based on merit, attitude and aspiration for teaching & research as a career. Selected full time students are provided fellowships by the University. The challenge for the full time students is to maintain their pace to cope up with the rigor of the program and to earn their fellowships.For the part time students, compulsory quarterly schedules of sessions to do course work to maintain rigor of the program is a challenge.</p> <p><i>Other challenges are:</i></p> <ul style="list-style-type: none"> • Redesigning the courses to meet the market needs. • Ensuringthat the students are taught the relevant content. • Students’ response to new strategies. • Maintainingthe quality and rigor of the program, both in Part-time and Full-time. • Identification of students’ concerns and timely counseling. • Researchcollaborations with foreign universities. <p>Most of the challenges were overcome with the timely intervention of the committee governing the PhD Programs and collegial support from the senior faculty members, departmental heads and institutional leaders.</p>	

Metric No.		Weight age
	<p>The Practice</p> <p>Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)?</p> <p>The PhD program has four phases, namely, coursework, qualifying examination, preparation of research proposal and thesis work & submission of thesis. Students are evaluated on continuous basis.</p> <p>Course work:To impart scholarship, in the first year the student takes 8 coursesnamely, two courses in Research Methods, one course in Advanced Strategic Management and 5 Doctoral Seminars. At the end of Semester II, students are required to undertake a Research Project of about three months.</p> <p>PhD Qualifying Examination: Onsuccessful completion of Year-I, students are eligible to appear for the PhD qualifying examination consisting of written papers followed by viva voce. This is a unique practice and modelled on American Universities.</p> <p>Formation of Doctoral Advisory Committee and Development of PhD Thesis Proposal: Upon successful completion of the PhD Qualifying exam, Doctoral Advisory Committee (DAC) will be constituted, comprising of one convener and two members. By beginning of the third academic year, students are required to defend their thesis proposals. Appointment of Supervisors would be done based on successful completion of the PhD Proposal Defense, by the Screening Committee. The DAC exists till the approval of the Thesis Proposal by the University. The DAC convener invariably becomes the supervisor subject to approval by the screening committee.</p> <p>PhD Thesis Submission and Viva voce: Upon successful thesis proposal defense, full time PhD students are required to give at least one PhD Thesis Progress Seminars in every semester, publish at least one research paper in a refereed journal andpresent two papers in conferences/seminars, before submission of the thesis for adjudication.</p> <p>Salient Features of the Program</p> <ul style="list-style-type: none"> • Associateship: Students will be associated with senior faculty members to expose them to the nuances of teaching, research, consultancy and institutional development. • Workshops:Students attend workshops in areas such as soft skills, curriculum design and development, case pedagogy, case writing, management games, institutional development, consultancy and industry interface, teaching aids, student evaluation and feedback, etc. • Visiting Scholar Program:In the third year of the program, the students are eligible to spend a semester abroad under the Visiting Scholar Program on self-supported basis. The University has MOU’s with several reputed Universities in USA, UK, Australia, etc. for this purpose. For example, tied up with Syracuse 	

Metric No.		Weight age																																																			
	<p>University, USA, Flinders University, Australia, Bangor University, UK, etc.</p> <ul style="list-style-type: none"> • Progress Seminars: Students give at least one progress seminar every semester till the submission of their thesis. • Performance Monitoring and Feedback: The DAC Conveners/PhD Supervisors monitor and submit a quarterly Progress Report on the performance of their students. • Research/Teaching Internship: Full time PhD students are involved in teaching, research and/or related academic activities after defending their thesis proposal. <p>Evidence of Success</p> <p>Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words</p> <p>IFHE PhD Program is one of the sought-after programs in the country. The PhD program has produced 67 PhDs in the last 5 years in the area of management. Alumni of this program are recruited by top institutions in the country as well as abroad. Indicative list is produced below:</p> <table border="1" data-bbox="322 1034 1257 1711"> <thead> <tr> <th>S. No.</th> <th>Name of the Student</th> <th>Current Institution</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Dr. Subhadip Roy</td> <td>IIM – Ahmedabad</td> </tr> <tr> <td>2</td> <td>Dr. Sudhakara Reddy S, Dr. SaptarishiPurkayastha</td> <td>IIM – Calcutta</td> </tr> <tr> <td>3</td> <td>Dr. Ajay Kumar Mishra</td> <td>IIT - Kharagpur</td> </tr> <tr> <td>4</td> <td>Dr. SubhashJha</td> <td>Purdue University, USA</td> </tr> <tr> <td>5</td> <td>Dr. Sanjit Kumar Roy</td> <td>University of Western Australia</td> </tr> <tr> <td>6</td> <td>Dr. AtanuAdhikari, Dr. S Subramayam</td> <td>IIM-Kozhikode</td> </tr> <tr> <td>7</td> <td>Dr. Sanjay Fuloria</td> <td>Cognizant Technology Solutions, Hyderabad</td> </tr> <tr> <td>8</td> <td>Dr. Saurabh Bhattacharya</td> <td>Newcastle University, UK</td> </tr> <tr> <td>9</td> <td>Dr. Yogesh Chauhan, Dr. JagrookDawra</td> <td>IIM-Raipur</td> </tr> <tr> <td>10</td> <td>Dr. Dipanjan Kumar Dey</td> <td>IIT- Ropar</td> </tr> <tr> <td>11</td> <td>Dr. Aditya Shankar Mishra, Dr. Anand Singh</td> <td>IIM-Ranchi</td> </tr> <tr> <td>12</td> <td>Dr. KavitaWadhwa</td> <td>IIFT – Kolkata</td> </tr> <tr> <td>13</td> <td>Dr. AnkurKesharwani</td> <td>IIFT-Delhi</td> </tr> <tr> <td>14</td> <td>Dr. NupurPawan Bang</td> <td>Indian School of Business, Hyderabad</td> </tr> <tr> <td>15</td> <td>Dr. Ramesh V Darbha</td> <td>Vice President, Insurance and Financial Services, Cap Gemini, Hyderabad</td> </tr> <tr> <td>16</td> <td>Dr. Eshan Ahluwalia</td> <td>Vice President, Nomura Securities, Mumbai</td> </tr> </tbody> </table> <p>The above results indicate that the PhD program is one of its kinds in the country, striving towards maintaining the rigor and quality of the program.</p> <p>Problems Encountered and Resources Required</p> <p>Please identify the problems encountered and resources required to implement the practice (in about 150 words)</p>	S. No.	Name of the Student	Current Institution	1	Dr. Subhadip Roy	IIM – Ahmedabad	2	Dr. Sudhakara Reddy S, Dr. SaptarishiPurkayastha	IIM – Calcutta	3	Dr. Ajay Kumar Mishra	IIT - Kharagpur	4	Dr. SubhashJha	Purdue University, USA	5	Dr. Sanjit Kumar Roy	University of Western Australia	6	Dr. AtanuAdhikari, Dr. S Subramayam	IIM-Kozhikode	7	Dr. Sanjay Fuloria	Cognizant Technology Solutions, Hyderabad	8	Dr. Saurabh Bhattacharya	Newcastle University, UK	9	Dr. Yogesh Chauhan, Dr. JagrookDawra	IIM-Raipur	10	Dr. Dipanjan Kumar Dey	IIT- Ropar	11	Dr. Aditya Shankar Mishra, Dr. Anand Singh	IIM-Ranchi	12	Dr. KavitaWadhwa	IIFT – Kolkata	13	Dr. AnkurKesharwani	IIFT-Delhi	14	Dr. NupurPawan Bang	Indian School of Business, Hyderabad	15	Dr. Ramesh V Darbha	Vice President, Insurance and Financial Services, Cap Gemini, Hyderabad	16	Dr. Eshan Ahluwalia	Vice President, Nomura Securities, Mumbai	
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Metric No.		Weight age
	<p>Problems encountered:</p> <ul style="list-style-type: none"> • To sign MoUs with top notch universities for collaborative research and to foster student exchange and visiting scholar programs • To have tie-ups with corporate houses for industry-academia connect as well as primary data for research and case development. <p>Resources Required:</p> <ul style="list-style-type: none"> • Earmarking funds for the PhD Program to provide fellowships, conference grants and research incentives • Access to online research databases, journals, statistical software and lab equipment. • Conducive environment for doing research and developing a research culture. <p>Notes (Optional)</p> <p>IFHE has a well-thought, systematic and rigorous PhD Program structure in place, constantly being mentored and monitored by a Committee of experienced academicians. We have been producing quality researchers and efficient teachers, many of whom are serving in several reputed institutions in the country and abroad. We aim at developing an all-rounded academician by imparting knowledge and skills on teaching (pedagogy), research (content) and institution development.</p> <p style="text-align: center;">Best Practice – 2</p> <p>Title of the Practice : Summer Internship Program</p> <p>Objectives of the Practice:</p> <p>What are the objectives/intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice (in about 100 words)?</p> <p>The Summer Internship Program (SIP) is an important training component of a student in IFHE. The objectives are –</p> <ul style="list-style-type: none"> • To get exposure to real life corporate environment; • Bridge the gap between classroom theoretical learning and practice. <p>The Context</p> <p>What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?</p> <p>The students undergo industrial training in a chosen organization. Usually internships are offered during the intervening period of two</p>	

Metric No.		Weight age
	<p>consecutive academic years. The internship, which would be a simulation of real work environment, requires the students to undergo the rigor of professional environment both in form and substance. It exposes them to technical skills, and helps them to acquire corporate skills by drawing them into contact with real professionals.</p> <p><i>The challenges for the students include-</i></p> <ul style="list-style-type: none"> • Adopting to dynamics of corporate life • Getting accustomed to a new place and sometime a new language. • Getting out of the comfort zone of the class room environment. • Meeting the stringent requirements of the organization. <p><i>The challenges for the institution include –</i></p> <ul style="list-style-type: none"> • Generation of quality internship in reputed organizations • Monitoring the progress of the students through faculty supervision • Maintain corporate relationship • Converting internship in to pre-placement offers <p>The Practice</p> <p>Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)?</p> <p>Students are encouraged to take up time bound multidisciplinary and goal-oriented assignments involving team work.</p> <p>Every student will be assigned a Faculty Guide at the beginning of the Internship Program to enable the student to undertake a meaningful project, provide necessary academic guidance, and to facilitate evaluation, with the aid of the company executives. It is the responsibility of the students to utilize the knowledge and experience of the Company Guide to complete the Internship Program. During the internship students are assessed for their intellectual ability, personality, common-sense, professional judgment, responsibility and punctuality, team work, leadership qualities, ability to take initiative, problem-solving and decision-making skills, capability to meet deadlines, oral and written communication, etc.</p> <p>The faculty members of the University have vast experience in conducting internship programs for the past several years in all the disciplines viz., business management, science and technology, and law.</p> <p>Duration</p> <p>The duration of internship varies from school to school and ranges from six weeks to 30 weeks depending on the program of studies.</p>	

Metric No.		Weight age
	<p>Discipline and Conduct</p> <p>Unprofessional behavior, misconduct, indiscipline, irregularity at work and unsatisfactory performance are viewed very seriously and disciplinary action taken by the concerned authority.</p> <p>Evaluation</p> <p>Various components of evaluation are described below:</p> <p>Proposal</p> <p>It is the first report submitted by a student and includes information on the organization as well as the description of the project being pursued and the timelines for various milestones during the course of the project.</p> <p>Interim Report</p> <p>This is submitted during the mid-course and contains information on project objectives, methodology, progress achieved, etc.</p> <p>Project Report</p> <p>It is a written presentation of the work done by the students during internship. The project report is assessed on:</p> <ul style="list-style-type: none"> • Knowledge and comprehension of the problem. • Ability to analyze and comprehend the subject and aim of the study. • Logical sequencing, organization and handling of the data in the problem. • Findings, observations and concluding remarks in terms of the objectives set earlier and the future scope of the project. • Organization of the report. • Seminar/Viva-Voce • The evaluation of seminar on the work done by the students includes the following dimensions: • Knowledge of basic concepts and physical principles and the ability to apply them. • Additional knowledge acquired. • Analytical abilities, logical development of the subject and finding solutions. • Oral communication. • Self-reliance, team work & initiative. 	

Metric No.		Weight age
	<p>Diary</p> <p>A student is expected to maintain a diary to document that enables him/her to develop his/her own thought process and reasoning abilities.</p> <p>Outcomes of Internship Program</p> <p>Students are encouraged to publish their internship work, subject to the consent of the organization, in the form of articles and case studies. Students are also encouraged to earn pre-placement offer from the companies. Interaction between faculty guide and company guide culminates in consultancy projects sometimes.</p> <p>Evidence of Success</p> <p>Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words.</p> <p>Internships have helped in students' readiness for placements. About 10% of the students in business schools earned their pre-placement offers at the end of their internship. In the case of Faculty of Science and Technology, where internship is offered in the last semester of final year, students often get placed in the organization where they pursued internship. The last student get an opportunity to network with leading advocates on corporate legal department to eventually pursue their professional practice are seek employment during internship.</p> <p>Problems Encountered and Resources Required</p> <p>Please identify the problems encountered and resources required to implement the practice (in about 150 words)</p> <p>Sometimes companies retract from the offer of internship due to various reasons, thus putting pressure on the institute to source new internship at a short notice. At times students see changes in the companies just before commencement of internship due to family reasons, again putting pressure on institute for generation of internship in a short notice.</p> <p>File Description</p> <ul style="list-style-type: none"> • Link for any additional information • Upload any additional information <p>Remarks: Presentation of the best practices would be further refined in the next meeting.</p>	

Key Indicator - 7.3 Institutional Distinctiveness (20)

Metric No.		Weight age
7.3.1 QM	<p><i>Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust</i></p> <p>Describe the institutional performance in one area distinctive to its vision, priority and thrust within a maximum of 1000 words</p> <p><i>Response:</i></p> <p>Distinctive area :</p> <p>Case method of Teaching and Case Research :</p> <p>The case method compels a student to think through a situation, analyze facts objectively, and choose an optimal solution— putting the gifted mental faculties to best use. The student is encouraged to think and act independently. Unlike the traditional lecture method the case method dignifies and dramatizes student’s life by opening the way to make positive contributions to thought and by doing so prepare them for action. Independent, constructive thinking is encouraged.</p> <p>Cases involve situations where students encounter real life situations, contexts and surrounding information. The complexity built around the situation forces them to think in a holistic manner. This becomes a habit over time and the students learn to appreciate complexity and ambiguity, traits that hold them in good stead in industry. After going through 300 odd cases in a two year program they are equipped to analyze, think and act like a professional manager.</p> <p>Instead of being passive receivers the students learn to listen carefully to others’ point of view and appreciate criticism and contrarian views. This also helps them develop an open mind about situations, contexts and others. The case method helps generate new ideas as the discussion is revolving amongst the students. The teacher is only a facilitator in the process.</p> <p>The case method as a pedagogy was introduced in the year 2009 and seen as a major departure from the traditional lecture method by creating a highly different learning environment. The experience of global business schools was taken into account and the pedagogy was adopted across all the courses.</p> <p>The first challenge was regarding the paucity of cases in papers relating to quantitative methods, financial accounting, financial management etc. The next challenge was to train the faculty members. The University invited top academia from leading IIMs as well as senior industry executives to train the faculty members.</p>	20

A third challenge was to create the required trust in students. The first year students were exposed to cases developed in-house which were less complex but descriptive in nature while the second year students were taught through Harvard Business School cases that were complex and more decision oriented in nature.

Indian higher education especially in post graduate management education got stuck in age old pedagogies. It did not metamorphose with the rapid pace of change in the environment. The desire to make education globally relevant made the University look at these changes and to overhaul the traditional practice with globally relevant ones. The case method is one such change.

The case method of instruction was introduced by taking the help of two Case repositories – our in-house Case Research Center and Harvard. The former cases are developed and written by the faculty members of the Case Research Center in the University and have a mix of Indian as well as global cases and are introduced for the first year students.

Indian managers today face challenges that are more global in nature. The Harvard Business School Cases in general have a global flavor and are introduced in the second year. By the second year the student has been exposed to the core concepts and adapting the more complex Harvard cases is not difficult.

Decision contexts vary with every situation. The students learn the art of argument, analysis and group behavior. The students also learn to take criticism in their stride.

Group learning is enhanced when students present case solutions in the class. Going through the text book enhances the relevance of theory to practice. All these outcomes were not possible if one were to just restrict to traditional pedagogies.

There were some minor constraints in its implementation. Students had to be motivated to take the ownership of learning, a hitherto unheard phenomenon. The evaluation pattern underwent a metamorphosis with greater emphasis on class participation.

Students as well as faculty members took time to adjust to this emerging scenario. Despite these constraints the benefits far outweighed the limitations. Occasionally, students found it challenging to cope with three to four cases in a day. This had to be viewed positively. Students learnt to cope with stress which benefited them in the long run in preparing them for the challenging corporate profession.

The case method creates a decision and analytical focus in the students. Going through nearly 300 odd case studies across different core and functional disciplines, the students mature in their approach to complex and ambiguous situations.

Post implementation of case pedagogy employers observed a visible change in the students in terms of their overall approach to business situations, greater analytical ability, better presentation and team building skills.

A small percentage of students found the adaptation to the case method challenging, due to inherent variations in student abilities to grasp the situation and concepts simultaneously. These students were counseled by the faculty members during the consultation hours.

Apart from the issues mentioned in the sections above we have not encountered any major problems. Faculty members who join IBS without prior exposure to case teaching are inducted into the system through an orientation program spanning two to three days. This helps them get into the system and integrate with the bigger group.

In terms of being more relevant we review every case at the end of the year and through a churning process new cases are introduced. One criterion for replacement is to look at cases which have become redundant.

Faculty members are encouraged to write cases with active help from the IBS Case Research Center. A proof of our prowess lies in the awards the Faculty Members have won at the global level.

The case studies developed by our Case Research Center have found extensive usage around the world. More than **500,000** individual copies of our case studies have been purchased by leading B-Schools and universities around the world. In addition to the top ranked B-Schools in India such as the IIMs, premier international B-Schools like Wharton School of Business, London School of Economics, University of Oxford, INSEAD and premier consulting firms such as McKinsey, PricewaterhouseCoopers, The Boston Consulting Group, etc. use our case studies.

To spread the case methodology, the Case Research Center has initiated 'Workshop on Case Study Methodology' in 2013. These workshops are conducted at IIM Ranchi, TAPMI, Manipal, and other IBS Centers etc.

File Description

- Link for additional information
- Upload any additional information

Remarks: This would be further refined to include case research in the next meeting.

33.17 Suggested Items to opt out

2.1.3 (3 points) - Reservation Policy

3.3.4 (10 points) – Startups incubated

3.4.3 (19 Points) – Patents- Only one patent so far.

3.6.2 (10 Points) - No of awards received from Govt /recognized bodies.- one award received(from IDF)

5.1.1 (5 Points) – It is essential metric but we can make a case for opting out as we do not get govt scholarships

5.2.3 (10 Points) students getting selected for competitive exams-zero score

6.4.2 (10 Points) Funds received from non govt. bodies, individuals and philanthropists-zero in the last five years.

33.18 Items to be taken to BoS, AC, BoM

- 2.5.5 Approved Examination Manual – AC
- 3.5.1 Consultancy document – BOM
- 6.3.5 HR policy for teaching and non-teaching employees- Promotion policy- BOM
- 7.1.7 Policy on Green campus – BOM

Part – C
Other Items

33.20 Other Information Items

33.21 Any Other Items

33.22 Date for the next meeting

It is suggested to meet on