



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

THE ICFAI FOUNDATION FOR HIGHER EDUCATION (DEEMED-TO-BE-UNIVERSITY)

THE ICFAI FOUNDATION FOR HIGHER EDUCATION, DONTANAPALLY,
SHANKARAPALLI ROAD, HYDERABAD - 501203, HYDERABAD, TELANGANA.

501203

www.ifheindia.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The ICFAI Group of educational institutions was founded by the Late Mr. N.J. Yaraswy a pioneer and trailblazer in promoting higher education in the private sector. He had a brilliant academic career and was the recipient of the Basu Foundation Award for the Best Student of the Year from both – The Institute of Cost and Works Accountants of India (in 1972) and The Institute of Chartered Accountants of India (in 1973). A man of extraordinary talent he was clearly way ahead of his peers. He built the University as a temple of learning that offered value-based education. His aim was to deliver unmatched value to the student community by promoting institutions that espoused great values, ethics, morals, and scruples. His vision will continue to guide the ICFAI Foundation for Higher Education for generations to come

The ICFAI Foundation for Higher Education (IFHE) was established in the year 2008 as a Deemed-to-be University under Section 3 of the UGC Act, 1956. It offers programs in the areas of Management (ICFAI Business School), Science, Technology, and Architecture (Faculty of Science & Technology), and Law (Faculty of Law).

The Vision of IFHE is to emerge as an Institution of Excellence known for research, teaching, and practice.

The Mission of IFHE is '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.

All academic programs of the University reflect the above-stated vision and mission.

The University is self-financed and the surplus generated year after year is ploughed back to create state-of-the-art infrastructure, encourage research and meet the multifarious needs of students, researchers, faculty, and non-teaching staff.

The University's lush green campus at Hyderabad is spread over 91 acres with a built-up area of over 17 lakh square feet. The campus is predominantly residential, Wi-Fi enabled, and equipped with state-of-the-art facilities.

The student community at the University is truly diverse. Students come from all states, social and cultural backgrounds, and every walk of life. We have a **mini-India** on campus.

Vision

Vision without action is merely a dream. Action without vision just passes the time. Vision with action can change the world-Joel A. Barker

The Vision of IFHE is to emerge as an Institution of Excellence known for research, teaching, and practice.

The University's vision statement is prominently displayed on the campus. The vision is articulated so that the

stakeholders are conscious of the core purposes and values that separate the University from other institutions. It is also deliberated at length in the Planning & Monitoring Board Meetings conducted bi-annually.

Mission

The Mission of IFHE is '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.

To achieve the Mission, the University is pursuing the following objectives:

- Provide high-quality, value-based education which empowers students to realize their career goals in a multicultural environment
- Create state-of-the-art infrastructure that supports student learning and instructional development
- Recruit, develop, and retain competent faculty and professional staff
- Develop fruitful relationships with well-known local and global institutions
- Introduce innovative programs/courses that contribute to student success

The University's mission is based on its vision and is all-encompassing. It believes in developing professionals possessing skills and the ability to address problems from a broader perspective without compromising on ethics.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The University has highly qualified, knowledgeable, and committed faculty members with the necessary teaching, research, and industry experience. They are also highly committed to institution building. It has a dynamic curriculum that is revised and upgraded regularly also taking into account the requirement of NEP 2020. AI, Big Data, ML, and Analytics form a significant portion of most programs. The general emphasis is on skill-based courses that can lead to better career prospects for the students and also establish start-ups.

Faculty members have a strong research orientation and pursue research that addresses the problems of society and contributes towards nation-building.

The Business School of the University has earned international accreditation from the prestigious AACSB International in February 2020. Only 5% of the world's business schools and just 15 Business Schools in India have received this accreditation.

The University gets guidance from highly respected outside experts in curriculum development, research, academic administration, and overall governance.

The University believes strongly in an interdisciplinary approach towards teaching and research. The Business

School has been a pioneer in using case pedagogy. In Law School, the blend of classroom teaching with clinical classes and internships helps the students to learn and apply law to real-life situations. Interaction with judicial officers, senior legal professionals, and corporate personnel help students to build the skill sets that are valued today.

The University has set up various Centres of Excellence to create and disseminate knowledge in emerging areas. For example, the Centre of Excellence for Digital transformation undertakes consultancy and research work in the use of digital technologies to empower the underprivileged.

Student clubs promote co-curricular and extracurricular activities and create opportunities for the all-around development of students. The University has a strong student mentoring program. There are dedicated faculty mentors who spend time with the students and counsel them on various important issues relating to academics and their personal life.

The University has a unique Internship program where students are continuously guided by faculty members and company mentors.

The University also has a strong Ph.D. program that provides a steady pipeline of trained quality faculty.

Institutional Weakness

The University attracts a large number of meritorious students from all over the country but it is still a challenge to attract full-time international students. Once the pandemic situation eases we would be going the whole hog in sourcing international students and faculty.

There is further scope to increase the regional diversity of students. The Business School, which is 27 years old, attracts students from all over the country but the Law and Tech Schools being relatively new primarily attract students from the state of Telangana, where the University is situated. Going forward we would like to increase the regional diversity of the students across the Undergraduate Programs.

In terms of funded external research projects and consultancy assignments, there is scope to do better. The University has recently been accorded the 12-B status. This definitely will pave the way for more research funding from Government and Non-Government Sources. Further, post-pandemic there is scope to expand business/industry consulting projects and management development programs.

The campus is situated on the outskirts of the city. In view of the commuting time, it is difficult to attract good visiting faculty, based in the city.

Institutional Opportunity

The NEP 2020 visualizes a major increase in enrolments for higher education. The University has a great opportunity to expand capacity, offer more programs, and tap the growing demand. The recent foray into Online and Open Distance Learning Programs will certainly help this endeavor.

Due to technology disruption across industries, there is a greater demand for young graduates and postgraduates with the required skills in areas like Industry 4.0, BlockChain, IoT, Big Data, Cloud, Robotics, etc. By training

the students well, there are greater opportunities for excellent placements. The University has the required faculty to offer such courses.

Interdisciplinary courses have been emphasized in the NEP 2020. With different schools, Management, Law, Technology, and Architecture under its umbrella, the University has the opportunity to offer interdisciplinary courses to enable the students to expand their horizon of knowledge and broaden their perspectives and help them to become better professionals.

Technology presents the University with exciting opportunities to offer education in virtual and blended modes. The University already has the necessary technological infrastructure including digital boards to make use of these opportunities.

The emergence of the Gig Economy provides new opportunities for institutions that are future-ready with the right faculty, technology infrastructure which nurtures innovation, autonomy, and creativity. The University is well placed in this regard to offer modular, focused, short-duration skill-oriented courses.

The pandemic has created new opportunities to establish international networks virtually with eminent institutions across the globe. Using these virtual networks, exceptional faculty from abroad can be attracted in cost-effective ways. Moreover, student/faculty exchange opportunities and research collaborations could also be generated.

The government is expanding its R&D budget and has recently indicated that more funds will be available to academic institutions through the National Research Fund and organizations such as DST, CSIR, etc. The University sees good opportunities here.

Thanks to the Ministry of Education and UGC for according us permission to start an off-campus center in Bangalore. The University views this as a godsend opportunity and will go all out to tap the potential this garden city and IT capital of India offers.

Institutional Challenge

Given the Volatile, Uncertain, Complex, and Ambiguous (VUCA) world environment due to the pandemic, higher education institutions also face many challenges. The most important challenge is keeping the students engaged and motivated. Another challenge is minimal social interaction between the students and faculty within and outside the University.

The availability and easy accessibility of online learning opportunities imply that enrolment in the flagship full-time campus-based programs may be affected.

There is a serious shortage of good faculty in the country. Attracting experienced senior faculty in good numbers continues to be a challenge.

Foreign investments in education in India are expected to be liberalized in the coming years. This will lead to more competition.

New domestic competitors will continue to enter the education market. The question of how to differentiate the University from other institutions occupying a similar niche is becoming a major challenge.

As a university, it is important to offer a full array of courses but not all courses have the same market demand. For example, in the Tech School, Computer Science has better job prospects than Civil Engineering.

While the NEP 2020 offers tremendous opportunities, the University also expects challenges in implementing various initiatives: the Academic Bank of Credit, multi-disciplinary courses, modifying the curriculum in accordance with the National Curriculum Framework, alignment to the aspirational sustainable development goals, starting the four- year undergraduate program, introducing liberal arts in a big way, including guidelines for multiple exits and multiple entries, apprenticeship-embedded degree programs, implementing the guidelines related to the internationalization of higher education, etc.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- The University offers thirty programs. The curriculum of all courses is developed in accordance with the Programme Outcomes, Programme Educational Objectives, and course outcomes. It is subjected to periodic review and evaluation taking into account the evolving local, national, regional, and global needs. To this end, feedback from all stakeholders, viz, students, recruiters, alumni, and faculty members are obtained before carrying out modifications to the existing curriculum. The action taken report is made available on the University's website. It is finally discussed and approved by the Board of Studies and Academic Council before its implementation. During the period under review, the curriculum of all the 30 programs has been revised.
- The University provides skill-based education to make the students acquire the core skills necessary for employment and entrepreneurship. Several skill-development courses namely Soft Skills, Business Communication, Lawyering Skills, Etiquettes, and Personality Development have been introduced to make the students ready for the industry.
- The University introduced close to 52 % of new courses during the last five years. Likewise, close to 52 % of the courses offered during the last five years by the University had focused on employability, entrepreneurship, and skill development.
- The University adopts a cafeteria approach and has implemented CBCS/Elective System in all the programs on offer.
- The University aims at making students good citizens by focusing on issues relevant to gender, environment and sustainability, human values, and professional ethics in the curriculum by introducing various courses: Environmental Studies, Business Ethics, and Corporate Governance, Psychology, Human Values, and Professional Ethics, Environmental Science, Dynamics of Social Change, Human Rights and Humanitarian Laws, Gender Justice, etc. Going forward, the University would like to

increase its focus on the Sustainable Development Goals.

- In the last 5 years, the University has added 112 unique value-added courses for imparting life skills.
- Without exception, all the students undertook field projects/research projects/internships during the latest academic year.

Teaching-learning and Evaluation

- The University is an equal opportunity institution. It offers admission strictly based on merit. The demand ratio is an impressive 14.7:1. Being a self-financed institution it is not covered under the reservation policy of the Government of India. However, it has imposed on itself a target of 13% for the marginalized groups and has achieved it.
- The University is sensitive to the learning abilities of diverse learners and conducts bridge courses. To ensure diversity in the classroom and maintain equality across sections the students are distributed based on several parameters.
- Slow learners are allowed to register for fewer credits and advanced learners for more credits thereby ensuring that a level playing field is provided.
- The University encourages a student-centric education process. Experiential learning, participative learning, and problem-solving are integral parts of the learning process. The Student-faculty ratio is a healthy 18:1.
- The entire campus is Wi-Fi enabled. Digital boards are connected with good-quality cameras for conducting online classes using popular platforms such as Google Meet/Zoom.
- For academic and other related issues the University has a robust system of Mentor-Mentee system in place and the ratio of students to mentors is a healthy 18:1.
- Highly qualified faculty members remain the backbone of the University. Close to 77% of the faculty members are doctorates. Their average teaching experience is more than a decade. About 16.5 % of them have received awards at State, National, and International levels from the Government or other recognized bodies.
- The University announces the results within 2 weeks of the examinations. The University has successfully implemented several reforms in the Examination procedures and processes including Examination Management System (EMS). These reforms have resulted in a very low grievance percent and contributed to objectivity & efficiency in the way students are graded.
- The University has well-structured outcomes for all its programs and courses. They were developed through an iterative process involving faculty and external stakeholders, and aligned to the mission. The course and program outcome attainment levels are continuously evaluated and analyzed and corrective actions are carried out.

- The overall students pass percentage in 2020-21 is 98.44.

Research, Innovations and Extension

- The University has built systems and processes that promote quality research. The research policy details the framework within which faculty members, research scholars, and students conduct research without compromising on ethical norms. The University is building its research facilities and would like to make it ultramodern in the coming years.
- During the period under review on average the University has provided INR 38.45 lakh of seed money to its faculty for research, along with various other facilities such as manpower, software, and databases.
- All 8 departments of the University are recognized by reputed national and international agencies.
- The University has received more than INR 5 and 10 crore as research grants from non-government and government agencies respectively
- The University has an Institution's Innovation Council which has scaled up to a 4-star rating in 2020-21 in spite of the pandemic.
- During the last five years, the University has conducted 240 workshops/seminars on Research methodology, IPR, entrepreneurship, and skill development.
- It is to the credit of the University that its faculty, research scholars & students have received 244 awards for research and innovations during the last five years.
- Fifty-nine Patents developed by the faculty of the University have been published/awarded during the last five years.
- During the last five years in the Journals notified on the UGC website 7 research papers were published per faculty. The per faculty publication of **books/chapters/papers** in national/ international conference proceedings is 12.
- The revenue generated by the University from consultancy and corporate training during the last five years is INR 575 lakh.
- It is to the credit of the University that including its faculty & students it received 45 awards/recognitions from Government/Government recognized bodies for extension activities conducted during the last five years.
- The University conducted 166 extension and outreach programs during the last five years. 68% of students participated in these programs.
- It is to the credit of the University that it conducted on an average 33 collaborative activities during the period under review.

- During the last five years, the University has entered into 79 MoUs with institutions/ industries in India and abroad.

Infrastructure and Learning Resources

- The University is located on a 91-acre eco-friendly lush green campus with a built-up area of over 17 lakh square feet. It has an artificial pond, measuring, 4.38 acres. It has excellent facilities for recreation, sports, outdoor and indoor games, and an Olympic size swimming pool of international standards. The University also has facilities for Salsa, Art of Living, Karate, and Practicing Yoga besides a well-equipped gymnasium.
- The University has excellent physical infrastructure that includes air-conditioned lecture theaters, classrooms, tutorial rooms, mini-conference rooms, seminar hall, library, auditorium, individual faculty chambers, video conferencing rooms, and IT labs. Lecture theaters and classrooms are equipped with digital Boards for organizing sessions in regular and hybrid modes. State-of-the-art labs are established for all programs of engineering.
- The University has a Central Library. It also has departmental libraries at the Engineering and Law Colleges. The library has a seating capacity of 700 and is centrally air-conditioned. It also has access to e-journals, Shodhganga, e-books, Databases, and remote access to e-resources. The average annual expenditure for the purchase of books/ e-books and subscriptions to journals/e- journals during the last five years has been INR 1512 lakh. In spite of the pandemic, the per day usage of the library by teachers and students during the latest academic year has been a healthy 24%.
- The Student - Computer ratio is 4:1 and the available internet bandwidth is 3 GBPS. The University is well equipped for the development of e-content. It has a Media Centre, Audiovisual Centre, Lecture Capturing System, Mixing equipment, and software for editing.
- Maintaining the large University campus is challenging in view of the scale and scope of the activities. It is carried out using a combination of an in-house team and OEM/vendors with whom various Annual Maintenance Contract (AMC) agreements have been signed.
- The University has a comprehensive IT policy which is communicated to all through a Procedure Manual.
- During the last five years, the average percentage of expenditure on infrastructure augmentation has been close to 30%. and that on maintenance of physical facilities and academic support facilities is 63%.

Student Support and Progression

The student community at the University is truly diverse. They come from all states and union territories and with different social and cultural backgrounds.

Student participation and representation in academic and administrative bodies/ committees of the institution is

very high. While they have representation in important bodies such as Academic Council and IQAC they also play a vital role in several other bodies.

The University has 54 student clubs that organize various activities. It spends more than a crore of Indian Rupees each academic year on these activities. The clubs provide a platform for students to make management a part of their daily lives and practice leadership and creative skills. On average they organize 163 sports and cultural events/competitions per year.

IBS, Hyderabad, the flagship of the University has a growing alumni base of over 17,000 who are employed with the best companies in India and abroad. They have donated about INR One Crore in the form of cash and kind (books) in the last five years.

The University provides financial aid in the form of scholarships and fee waivers to the students. In the last five years, close to 65% of students have benefitted. Likewise, 55% of students have received career counseling and guidance for competitive examinations.

The University trains the students in Soft skills, Language Skills, and Communication skills. Life skills (Jeevan Kaushal) like yoga, physical fitness, health, and hygiene are also imparted. The students are also provided input on the latest trends in technology to make them ready for the digital economy.

The University has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging.

The University has an impressive placement record. In the PG Programs, it is more than 90%. The average across all programs is 62%. In the previous graduating batch, 14% of the students progressed to higher education. Some students also take up state/ national/ international level competitive examinations and the success rate is 90 %.

In the latest academic year, 150 awards/medals were won by students for their outstanding performance in sports/cultural events at inter-university/ state/ national/ international level.

Governance, Leadership and Management

- Vision: To emerge as an Institution of excellence known for research, teaching, and practice.
- Mission: Learning for Leadership – The University 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.
- Every constituent of the University has prepared an Institutional Development plan in line with the Vision and Mission of the University to scale up and diversify its activities.
- The University has embraced the highest standards of governance. It has established an exclusive software development cell to bring in e-governance in all domains of its activities.
- The University is a well-managed not-for-profit institution that stands for quality education, high standards of ethics, and professional management.

- The organization structure and the various decision-making bodies are as per the rules governing deemed -to-be-universities.
- The University is run under the oversight and guidance of the Board of Management and has a culture of decentralized and participative management that allows for faster decision-making. The Internal Quality Assurance Cell is the primary body for implementing various quality sustenance and enhancement measures.
- The annual appraisal process of the Faculty Members and Staff is objective and transparent.
- The University is a self-financing institution. Student fees constitute the major source of finance for the University. The audited statements are presented to the Board every financial year for approval. A reliable mechanism for auditing the finances is in place. The long-term rating confirmed by ICRA, the reputed credit rating agency for the University is [ICRA] A+ (Stable).
- The University organized a record number of 85 professional development / administrative training programs for teaching and non-teaching staff during the latest academic year (2020-21). Similarly, a record number of 323 teachers underwent online/ face-to-face Faculty Development Programmes.
- More than 60 % of the Faculty members have been provided with financial support to attend conferences/workshops and take up membership in professional bodies.
- The University received INR 3.39 crore in the form of funds/grants from non-government bodies and individuals and INR 0.84 crore from government bodies for the development and maintenance of infrastructure.

Institutional Values and Best Practices

- The University promotes gender equity by fostering women's education, promoting opportunities for women's leadership and active participation.
- Green, Energy, and Environment audits are regularly conducted and the University's efforts have been acknowledged.
- The University has a prescribed code of conduct for students, teachers, administrators, and other staff.
- It has conducted several awareness programs to hold the spirit of the constitution.
- The University has imparted value-based knowledge, skills, ethical values, and expertise to all its students.
- The two best practices which have helped the University stand apart from the crowd are its unique Ph.D. and Internship Programs. The Ph.D. program of the University is modeled on the lines of the programs offered by American universities, combined with the best practices of Indian universities.
- The 3 month Summer Internship Program of the Business School of the University is unique as the

student takes up a live project which is monitored by a faculty member and guided by an industry expert.

- The University is known for its Case Pedagogy and Case Development. The Business School is a pioneer in the use of the case method of teaching. The cases developed by the Case Research Centre have won a number of international prizes. It is today the second-largest case repository in the world (after Harvard). More than 250 cases have been published in standard international textbooks.
- The University's waste management and recycling policies help reduce the amount of solid, liquid, biomedical, and e-waste entering the waste stream.
- With students from 28 states and 6 union territories the University is a mini-India and has been able to maintain harmony and peace all through the years without a single incident of campus disturbance.
- The important national days and festivals are celebrated at the university with the participation of students, faculty members, staff, and the local community.
- The University provides a disabled-friendly and barrier-free environment for the Divyangans.
- The University has a comprehensive rainwater harvesting system. It also has a Reverse Osmosis Plant.
- The energy conservation measures are state-of-the-art.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	THE ICFAI FOUNDATION FOR HIGHER EDUCATION (DEEMED-TO-BE-UNIVERSITY)
Address	The ICFAI Foundation for Higher Education, Donthanapally, Shankarapalli Road, Hyderabad - 501203, Hyderabad, Telangana.
City	Hyderabad
State	Telangana
Pin	501203
Website	www.ifheindia.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	J Mahender Reddy	040-23479732	9948888637	040-23479725	tsrkrao@ibsindia.org
IQAC / CIQA coordinator	Sindhuja P N	091-9849961086	9849961086	040-	sindhuja.menon@ifheindia.org

Nature of University	
Nature of University	Deemed University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	16-12-2008
Status Prior to Establishment, If applicable	Autonomous College
Establishment Date	03-07-1995

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	29-01-2009	View Document
12B of UGC	10-06-2020	View Document

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

NAAC

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	The ICFAI Foundation for Higher Education, Dhanapally, Shankarapalli Road, Hyderabad - 501203, Hyderabad, Telangana.	Urban	91	162865.6	UG, PG, PhD, Certificate		
<i>Off Campus</i>	<i>Icfai Foundation For Higher Education, 231, Near Check Post, Mysore Road, Kengeri, Bangalore - 560060</i>	<i>Urban</i>	<i>23.35</i>	<i>7054.724</i>	<i>UG,PG</i>	<i>20-06-2018</i>	<i>01-09-2020</i>

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

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

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes								
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>AICTE</td> <td>104629_7450_1_1638956527.pdf</td> </tr> <tr> <td>BCI</td> <td>104629_7450_8_1638186398.pdf</td> </tr> <tr> <td>COA</td> <td>104629_7450_18_1638002040.pdf</td> </tr> </tbody> </table>	SRA program	Document	AICTE	104629_7450_1_1638956527.pdf	BCI	104629_7450_8_1638186398.pdf	COA	104629_7450_18_1638002040.pdf	
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COA	104629_7450_18_1638002040.pdf								

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	38				83				202			
Recruited	30	8	0	38	59	24	0	83	113	89	0	202
Yet to Recruit	0				0				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				228
Recruited	35	193	0	228
Yet to Recruit				0
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				24
Recruited	24	0	0	24
Yet to Recruit				0
On Contract	11	0	0	11

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	21	7	0	42	17	0	104	84	0	275
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	3	0	0	8	2	0	17	18	0	48
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	10	0	0	18	0	0	21	0	0	49
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	2	0	0	2
Adjunct Professor	2	0	0	2
Visiting Professor	6	0	0	6

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Faculty of Law	NCC chair for Infrastructure development	Nagarjuna Construction Company
2	Faculty of Law	NCC Chair for Commercial conflicts Resolution	Nagarjuna Construction Company
3	Faculty of Law	Virinchi Chair on Health Care Services	Virinchi
4	Faculty of Law	Sri K R Paramahamsa IAS Retd. chair on public policy and governance	Vivo BioTech
5	Finance and Accounting	Pranab Mukerjee chair for banking and Finance	Pranab Mukherjee Foundation
6	Human Resources	NJY Chair on Leadership excellence	Mr.Peri Maheshwar

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	2078	531	0	0	2609
	Female	1159	359	0	0	1518
	Others	0	0	0	0	0
PG	Male	199	1001	0	0	1200
	Female	170	966	0	0	1136
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	39	0	0	39
	Female	2	35	0	0	37
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No
--	----

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	16-12-2008
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	B	2.89	PTR_Cycle_I_December_31_2009.pdf

Cycle 2	Accreditation	A	3.43	PTR Cycle II June 25 2015.pdf
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2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Faculty Of Law	View Document
Faculty Of Science And Technology	View Document
Ibs Hyderabad	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	IFHE's vision and mission envisage a multidisciplinary university. Humanities courses are integrated with science and vice versa. Flexible and innovative curricula-based credits are offered to students to promote a multidisciplinary approach. University encourages multi-/inter-disciplinary research to find solutions to industry and societal problems through its 12 centers of excellence.
2. Academic bank of credits (ABC):	Institutional processes are being created for the seamless implementation of ABC in all the disciplines after registration. SWAYAM courses are offered in all disciplines. Credit transfers are accepted.
3. Skill development:	Academic programs with skills development are in progress. B-School hones skills by implementing pedagogies such as case discussions, simulations for solving business problems, project based-learning for addressing societal issues, digital transformation tools - Fintech, AI, ML, IOT, etc. Faculty of Science and Technology develops skills in areas such as 3D printing, data wrangling for predicting consumer behavior, medical informatics, visual dashboards, etc. Law school develops skills in entrepreneurship and start-ups. All schools use online, offline, and hybrid modes for skill development purposes.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Credit courses such as Heritage of India, Professional Ethics, History and Theory of Human Settlements, Sociology, Indian Culture, and Heritage, etc. are

	<p>offered. Non-credit courses in Artha Sastra, Aryabhatiyam, Brihatsamhita and Bhagawad Gita are delivered through dialogue. These courses are rooted in Indian knowledge systems and form a part of the academic curriculum.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>All programs and courses are OBE-focused. Program and course outcomes are aligned to the vision and mission of the University. Learning outcomes mapped to the course curriculum are communicated to the students. Classroom instruction is designed to achieve the program/course outcomes. Course instructors define and design well-thought-out rubrics for each of the learning goals for implementation. Program Outcomes, Program Specific Outcomes and Course Outcomes are analyzed, reviewed and reported to IQAC each semester. Improvements are planned after review.</p>
<p>6. Distance education/online education:</p>	<p>Having obtained the UGC and AICTE approval for offering online and ODL programs, the University is committed to promoting quality educational programs and contributing to increasing GER. The possibility of offering vocational courses through ODL is being explored. For effective delivery, the institution uses LMS and mobile applications. In the case of online programs, IFHE uses a blended learning method and deploys online learning tools.</p>

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
26	23	13	11	9
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 8

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
5704	5807	5297	4590	3979
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

Number of outgoing / final year students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2270	1986	1653	1590	1455
File Description		Document		
Institutional data in prescribed format		View Document		

2.3**Number of students appeared in the University examination year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2306	1989	1709	1597	1455
File Description		Document		
Institutional data in prescribed format		View Document		

2.4**Number of revaluation applications year-wise during the last 5 years**

2020-21	2019-20	2018-19	2017-18	2016-17
141	60	53	29	38

3 Teachers**3.1****Number of courses in all programs year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1505	1487	1437	856	818
File Description		Document		
Institutional data in prescribed format		View Document		

3.2**Number of full time teachers year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
323	315	293	269	254
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
323	321	299	274	260
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution**4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
35833	34253	54352	46611	45125
File Description		Document		
Institutional data in prescribed format		View Document		

4.2**Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
316	335	325	298	257
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 102****4.4****Total number of computers in the campus for academic purpose****Response: 1809**

4.5

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
16581	12781.81	9740.45	7772.02	6165.17

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

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

Response:

The Programme Outcomes (PO), Programme Specific Outcomes (PSO), and Course Outcomes (CO) specified in each of the programs at the University are designed to reflect the fast-changing environmental, industry, and societal changes at the national and international levels. They also reflect the local and regional needs. The design, implementation, and validation of the PO, PSO, and CO at the University are achieved through comprehensive planning and discussion involving industry experts, alumni, faculty members, and academic experts.

The Program outcomes and expectations are communicated to the students at the beginning of the academic year by the academic office and respective faculty members. At the end of the program, each student is expected to satisfy minimum academic requirements to attain the respective program and course outcomes. Achievement of the PO and PSO in each course is measured and feedback is shared with students at regular intervals.

The design of PO, PSO, and CO are critical factors for their success. POs in each program at the University reflect the broad knowledge and skills that its graduates are expected to possess. Elements of each of the POs are incorporated either completely or partially in different courses to reflect the expected program outcomes. For example, in the BBA program at IBS, the PO requires students to Think Critically. This is achieved by incorporating the elements of Critical thinking in Marketing Management and Organizational Behavior courses to name a few. In the MBA program, critical thinking is mapped to courses on Leadership and Product Management. In FST, program outcomes in Computer Science and Data Science streams are designed keeping in view the rapid changes taking place with Industry 4.0 and Digital Transformation. Another program outcome at FST refers to Project Management and Finance reflecting the inter-disciplinary nature of the PO. At the School of Law, program outcomes reflect thinking through reasoning for effective problem solving, effective written and drafting skills, and ethical orientation in decisions to name a few.

Attaining PO, PSO and CO requires effective pedagogy, trained faculty, and investments in laboratories and technologies. The case pedagogy in the MBA program at IBS has been a proven method where students relate theory with practice. All faculty at IBS are well equipped to handle case-based sessions. Attainment of some POs needs learning beyond classrooms. Well-structured internships help students augment classroom learning. The University has invested in the latest tools and laboratories to train its students for the jobs of the future. A full-fledged 3D-printing lab at FST and investments in software such as SAS and SPSS at the business school IT lab are examples.

The PO, PSO, and CO in all programs at the University reflect the requirements of industry and business. The University believes in adopting a flexible approach to modifying them to suit the requirements of its

stakeholders. The University graduates are sought after by leading national and international organizations for their knowledge, skills, and attitudes. The University believes this is the true reflection of the well-thought-out PO, PSO, and CO.

File Description	Document
Upload Additional information	View Document
Link for Additional information	View Document

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 100

1.1.2.1 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 30

1.1.2.2 Number of all Programmes offered by the institution during the last five years.

Response: 30

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Institutional data in prescribed format	View Document
Details of Programme syllabus revision in last 5 years	View Document
Link for additional information	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 51.68

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
772	726	714	487	423

File Description	Document
Programme/ Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Institutional data in prescribed format	View Document

1.2 Academic Flexibility

<p>1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</p> <p>Response: 52.29</p>	
<p>1.2.1.1 How many new courses were introduced within the last five years.</p> <p>Response: 787</p>	
<p>1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.</p> <p>Response: 1505</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
<p>1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</p> <p>Response: 100</p>	
<p>1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.</p> <p>Response: 26</p>	

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

Response:

The University's mission is to develop a cadre of skilled professionals with a sense of social and moral responsibility and the ability to address problems from a broad perspective. The curriculum design reflects this mission.

Late Shri N. J. Yasaswy, the founder of the University, envisioned ICFAI to deliver unmatched value to the students by promoting institutions that espoused great values, ethics, morals, and scruples.

Cross-cutting issues relevant to gender, environment and sustainability, human values, and professional ethics are embedded in the curriculum. The University has introduced a range of courses such as Environmental Studies, Business Ethics, Corporate Governance, Psychology, Human Values & Professional Ethics, Disaster Management, Environmental Science, Cyber Law, Dynamics of Social Change, Human Rights & Humanitarian Laws, Gender Justice, etc. These courses help the students appreciate key underlying principles related to gender diversity, sustainability, values, and ethics. In addition to classroom learning, field visits are organized to help students observe and appreciate the diversity around them. These courses inculcate morals, build character and ensure social development. The official engagements are augmented by various activities organized by different student clubs that advocate sustainability and inclusivity through awareness programs that are conducted throughout the year.

The university has set up the Center for Women's Development and the Center for Excellence in Environment Law and Forest Laws. Through these centers, the University conducts various programs on gender awareness, gender equality, climate change, sustainable habits, etc. The activities of these centers have been captured in the additional information attached to this response.

The Case Research Center at IBS has developed award-winning cases on sustainability, climate change, and women's leadership. "SC Johnson and the Global Ocean Plastic Crisis", a case written by IBS CRC faculty, has been recognized by The Financial Times as the Best Business School Teaching Case in The Responsible Business Education Awards announced recently. "Poppy Gustafsson: Redefining Cybersecurity through AI" and "Katerina Kimmorley and Pollinate Group: Eradicating Energy Poverty by Empowering Women through Solar Energy", two other case studies authored by IBS CRC faculty, have won Emerald Publishing's The Case for Women case writing competition in 2021. These cases celebrate the success stories of women entrepreneurs.

The curricula of various programs address environmental issues such as Climate Change, Biodiversity and Conservation, Waste Water Recycling, Non-Conventional Energy Resources, Disaster Management, and other Ecological Issues. The University also has a green policy that promotes sustainable practices in water conservation, solar energy, waste management, plantation, etc.

The University celebrates International Environment Day every year to sensitize students on the importance of sustainability. Students and faculty are actively involved in the Swachh Bharat Abhiyan initiatives on campus.

Students who graduate from the University are competent and ready for different careers in industry and business. The shared values that the University inculcates in its graduates through formal academic programs and by different formal and informal activities help them develop and demonstrate an appreciation for diversity, ethicality in decision making, sensitivity to cultures, race, religions, respect for gender, concern for environmental sustainability and societal well-being.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document
Any additional information	View Document

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

Response: 112

1.3.2.1 How many new value-added courses are added within the last five years.

Response: 112

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to value added courses	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 32.3

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.

2020-21	2019-20	2018-19	2017-18	2016-17
712	1378	1840	1868	1983

1.3.4 Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).

Response: 99.21

1.3.4.1 Number of students undertaking field projects or research projects or internships.

Response: 5659

File Description	Document
List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template)	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: A. All 4 of the above

File Description	Document
URL for stakeholder feedback report	View Document
Institutional data in prescribed format	View Document
Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
URL for feedback report	View Document
Institutional data in prescribed format	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Demand Ratio (Average of last five years)

Response: 14.71

2.1.1.1 Number of seats available year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
4000	3762	3100	2548	2294

File Description

Document

Demand Ratio (Average of Last five years) based on Data Template upload the document

[View Document](#)

• Any additional information

[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years (Excluding Supernumerary Seats)

Response: 108.89

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
735	490	391	135	0

File Description

Document

Average percentage of seats filled against seats reserved (Data Template)

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

The University is sensitive to learner diversity and adequate measures are taken to ensure learning for all, as we have students from 28 states and 6 Union Territories. We provide adequate avenues through preparatory classes to accommodate such diverse learning abilities. Customized bridge courses of 2 weeks duration are conducted in Accounting for students from Engineering backgrounds and in Quantitative Methods for those with Arts, Science, and Commerce backgrounds before the commencement of the regular sessions. Students are also oriented on case pedagogy and, online testing. These bridge courses help students from different academic backgrounds to achieve the requirements for undergoing different courses.

The University operates a multi-section model for all its programs. To ensure diversity in the classroom and maintain equality across sections the students are distributed based on several parameters. This enables the students to learn in a multi-cultural environment.

Students from vernacular medium undergo the English Language Proficiency Test (ELPT). Based on the performance in ELPT the students are provided feedback on areas for improvement. Slow learners are identified and given attention during classes. For undergraduate programs, we have specific courses related to English language skills.

Slow Learners

Slow learners are identified in the class during class participation and at various levels of evaluation methods. During the consultation hour provided to the students, Faculty Members clarify their doubts and bridge the gaps in their learning. This works like a handholding for the students, who are in need of such attention. The mentors also play a crucial role here and if required professional counseling is also provided.

We provide additional self-learning material to slow learners. Further support in the form of remedial classes (after regular class hours or during holidays), tutorials, and assignments is also provided. Separate Summer Term Exams are conducted to enable them to clear their backlog.

Through the intervention of the Academic Counseling Committee, slow learners are made to register for less number of courses in a semester, and hence their duration of the program is extended, thereby they can complete the program at their own pace.

Advanced Learners

Advanced learners are encouraged to register for additional courses in diverse areas over and above the regular load. This helps them to complement and enhance their learning experience. The vibrant co-curricular student clubs also provide advanced learners the opportunity to receive hands-on experience and develop their versatility. Undergraduate students can register for open-elective courses in each semester.

The top ten students in every program are granted fee waivers and merit scholarships. Postgraduate and undergraduate students are also encouraged to participate in national/international competitions. They are encouraged to enrich themselves with various domains of their choice available on online platforms like Coursera, SWAYAM, etc., in a self-study mode. Several awards have been instituted by the University to recognize and motivate meritorious students.

Ph.D. students are encouraged to participate in conferences in India and abroad. The travel and hospitality needs of the scholars are met by the University.

File Description	Document
Paste link for additional information	View Document

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

Response: 18:1

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

The University encourages a student-centric learning process. Experiential learning, participative learning, and problem-solving are integral parts of the learning process. All three components have a significant weightage in the overall grading process.

Table: Student Engagement in the Learning Process

Experiential	Participative	Problem-solving	
Case approach	Flipped classrooms	Assignments	
Field projects	Case discussions	Term papers	
Internships	Group discussions	Research Projects	
Simulations	Book Summaries	Lab-based assignments	
Roleplay	Rozgar Kaushal and Mulya pravah program	Competitions/Hackathons	
Management games	Club activities	Quizzes	
Moot Court	Theme based conclaves		
Engineering Labs			

Experiential Learning coupled with reflective inquiry is encouraged in various ways: through case discussions, role-plays and simulations in the classroom, projects and student club activities outside the classroom, externships in the incubator, field visits, and internships in companies. While using simulations, students face real-life situations. Based on incomplete information, they must take decisions and they will know immediately the impact of their decisions. Students are also exposed to industry experts. At least 10% of the lectures are allotted to these experts. Students gain practical insights and exposure and learn to

apply the theory they have learned to real-life situations.

Participative Learning is encouraged through case discussions, student presentations, and student club activities. Take the example of the case method of teaching for which the University is renowned. The students are expected to come well prepared for the class. Instead of being spoon-fed, the students are encouraged to think, analyze and find answers by themselves. This promotes higher-order thinking skills. The role of the faculty in case discussions is to lead with questions and facilitate learning rather than teach.

The primary objective of any business is to solve problems. **Problem-solving** consists of two parts: defining the problem and generating alternatives. Both these skills are imparted to the students through tutorial classes, assignments, quizzes, exams, and hackathon sessions. The type of problems chosen by the faculty members is typically unstructured and multidisciplinary in nature. By learning how to create structure in unstructured situations and by combining different disciplines, the learning becomes holistic.

In many ways, peer group learning is the most powerful form of learning. The sprawling, eco-friendly University campus provides students a great environment to learn from each other. They can exchange their ideas, thoughts, and opinions at the library/pool/gym/ canteen/hostel/ playgrounds. The various student clubs and the range of activities they manage also provide students a platform to learn by doing. After the onset of the pandemic, efforts have been made to replicate a similar environment in virtual mode.

All these learning methodologies also help students in developing their soft skills. The case-based learning model across all programs encourages students to form a learning group, thereby promoting teamwork. During the case discussions in the class, students learn how to articulate their point of view and defend it. They also become better at listening to each other and expressing their disagreement in a respectful way.

The above active learning methods engage the students in deep learning and enable students to apply and transfer knowledge better.

File Description	Document
Upload any additional information	View Document
Link for Additional Information	View Document

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

One of the major contributors to the success of the University has been the use of digital and e-learning resources. The University ensures that investments in ICT tools have kept pace with changing needs and requirements of students, faculty, and recruiters. The University has invested in state-of-the-art IT labs in each of the constituent schools connected by a high-speed LAN and internet. The entire campus is Wi-Fi enabled. State-of-the-art lecture theaters, Classrooms, Auditoria, Smartboards, LCD projectors, and other AV devices are enabled to provide students instant connectivity in regular as well as hybrid delivery modes. Digital boards are connected with good-quality cameras for conducting online classes using

popular platforms such as Google Meet/Zoom.

Lectures by faculty and industry experts are recorded, and shared with students when required, from a centralized repository. Faculty have created individual YouTube channels to make their videos accessible at all times. Most assessments have moved to online mode on the Student Information system of the University and online platforms such as Google. Faculty use AI-based learning tools such as ment.io, mentimeter.com to capture student learning in real-time and share this feedback instantaneously. The World Wide Web has been used extensively to connect with real-time events and happenings. ICT was also used extensively during campus interviews where recruiters used online methods to conduct group discussions, personal interviews as well as preplacement talks.

In addition, the University has a Student Information System that assists them with information on attendance, assessment results, course outlines, reading material, access to electronic databases, MOOC courses, videos, and academic notices to name a few. Students can access various e-learning and MOOCs platforms such as SWAYAM, NPTEL, NITTTR, and CEC to pursue learning beyond the prescribed curriculum. Faculty members too have access to the Information system that provides them ready access to student information as well as remote access to the electronic databases through the Knimbus Platform. The University has procured software such as SAS, SPSS, MS Office, and databases such as CMIE. Faculty members subscribe to software such as Tableau, Rapid miner R Studio, etc. for use in relevant courses. They use a mix of digital tools, software, and simulations for effective teaching and as supplements to regular lectures. Faculty attend knowledge enhancement programs offered by AICTE and MOE regularly.

The University has the requisite IT infrastructure to conduct online examinations. Faculty can conduct these examinations in the IT lab, Lecture theaters, and classrooms. The University trains faculty at regular intervals on e-tools and e-learning resources. The pandemic accentuated the need for adopting hybrid methods to connect with students through popular platforms such as Zoom and Google Meet. The faculty were able to switch over to these online platforms smoothly. Our digital teaching and learning capabilities have been certified by QS, the well-known UK ranking and rating agency.

The University has an ultra-modern media lab for practical shooting, handling, and demonstration to the students.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 18:1

2.3.3.1 Number of mentors

Response: 323

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 98.4

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

2.4.2 Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. year-wise during the last five years

Response: 76.67

2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
272	248	217	203	180

File Description	Document
List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest

completed academic year in number of years)

Response: 10.4

2.4.3.1 Total experience of full-time teachers

Response: 3360

File Description	Document
List of Teachers including their PAN, designation, dept and experience details	View Document

2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years

Response: 16.51

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	13	10	08	05

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

2.5 Evaluation Process and Reforms

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

Response: 12.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
11	12	13	11	14

File Description	Document
List of Programmes and date of last semester and date of declaration of results	View Document
Any additional information	View Document

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

Response: 3.33

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

2020-21	2019-20	2018-19	2017-18	2016-17
141	60	53	29	38

File Description	Document
Number of complaints and total number of students appeared year wise	View Document
Any additional information	View Document

2.5.3 IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

Response:

The University has successfully implemented several reforms in the Examination procedures and processes. These reforms have contributed to objectivity, effective time management, and improvement in various outcomes. The university focuses on assessing the higher-order thinking skills of students in its examinations (which is in alignment with NEP 2020).

Reform 1: Introduction of Examination Management System/Learning Management System (EMS/LMS)

Impact: The University extensively uses EMS/LMS. This has helped in planning the examination schedules, seating arrangements, compilation of marks and attendance, grading, and declaration of the results. Information pertaining to students' performance can be viewed online by both students and parents thereby reducing the number of queries on the performance of wards. This also enables the analysis of marks/grades and the declaration of results on time.

Reform 2: Creation of question banks for online tests.

Impact: The teaching group for each course contributes multiple choice questions of varying levels of difficulty in each topic. The prescribed number of questions through the use of algorithms is randomly picked up for each student. The tests are standardized, with uniform levels of rigor for multiple sections. The results of the tests are available to the students immediately after the completion of the test.

Reform 3: Introduction of Lab-based testing

Impact: Keeping the Industry requirement, the University has introduced Analytics subjects such as Financial Analytics, Banking and Services Analytics, Marketing Analytics, Supply Chain Analytics, HR Analytics, etc. The assessment for these subjects is through Lab-based tests. The University has also introduced online assessment for Lab courses.

Reform 4: Preparation of question paper and Evaluation of Descriptive Tests by teaching group:

Impact: To maintain the objectivity and confidentiality of the question paper, each member of the teaching group provides questions from an assigned chapter covering the entire syllabus. The course coordinator then compiles multiple sets of question papers. The examination department randomly selects the final question paper.

As there are multiple sections in the MBA Program the University has introduced evaluation of descriptive tests both formative and summative by faculty members of the teaching group. This ensures consistency and objectivity of evaluation.

Reform 5: Spot valuation and declaration of results in time

Impact: Reform 4 along with spot valuation of answer scripts helped in declaring the results on time as per the policy of the university.

Reform 6: Common grading for subject

Impact: To maintain transparency and uniformity, the University has introduced a common grading policy for a course. This minimizes anomalies and reduces the student's grievances.

Continuous Student Evaluation

The University believes in continuous evaluation. For the MBA program, the evaluation has two components – the internal evaluation with 60% and external evaluation with a weight of 40%. The internal evaluation is broken down into individual components – 10% for class participation and 50% for online/physical written tests, project reports, and presentations.

End Semester Examination

A comprehensive examination is conducted at the end of every semester and is usually of a three-hour duration. During the pandemic, for online assessments, this was cut down to two hours.

File Description	Document
Year wise number of applications, students and revaluation cases	View Document

2.5.4 Status of automation of Examination division along with approved Examination Manual

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

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document
Current Manual of examination automation system	View Document
Any additional information	View Document
Annual reports of examination including the present status of automation	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

The University has well-structured outcomes for all its programs and related courses which are aligned with the vision and mission of the University. A systematic process exists for designing, delivering, and improving program curricula to help students achieve learning outcomes and evaluate the impact of the curricula on student learning.

The Programme Outcomes, Programme Specific Outcomes, and Course Outcomes were developed through an iterative process involving course instructors and industry experts, to align the same with the requirements of the mission. The Vision of the University is to emerge as an Institution of Excellence known for research, teaching, and practice. The Mission of the University is 'Learning for Leadership'. It aims to develop 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.

An elaborate planning process is intended to help students achieve program outcomes smoothly. This is achieved through:

1. The Teaching faculty in the department and the associated review committee
2. Inputs are taken from senior academicians and industry practitioners

3. Board of Studies
4. Academic Council

Course outcomes in each program are mapped and contribute to the attainment of program outcomes.

The outcomes are mapped to different courses and a matrix is prepared for every program and course in the University. Different courses have different levels of alignment with these outcomes.

The program and course outcomes also meet the requirements of National and International accrediting agencies such as NAAC, AACSB, and SAQS.

Method of Communication:

The University uses several methods of disseminating information and publicizing the outcomes of different programs:

1. The outcomes of all programs are published on the University's website, in the student information system (SIS), in the student handbooks and course handouts of different programs, and are also displayed at strategic locations on the campus.
2. During student orientation programs, the Directors/Deans of different schools communicate the same to all students.
3. Every course has a well-designed handout, which is given to the students at the beginning of the course. This includes the course objectives, outcomes session plan, and details of the evaluation.
4. Course instructors also discuss these details in the first session of the course. The course handout is also uploaded on the Student Information System.
5. Before the commencement of elective courses, students are oriented towards these and faculty discuss their outcomes and their mapping with the program outcomes.
6. New faculty are oriented towards the vision, mission, program outcomes, course outcomes, the mapping of course outcomes to program outcomes, preparation of course handouts, and the role of faculty members in attaining the program outcomes in faculty induction programs.
7. The ICFAI Staff College holds refresher programs for faculty members on Outcomes-based teaching-learning processes.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

2.6.2 Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution

Response:

The University follows a continuous and systematic assessment process to achieve the POs, PSOs, and COs.

Attainment of Course Outcomes:

Attainment of course outcomes is evaluated by direct course-related formative and summative assessments of the students using a variety of tools. Direct measures include internal assessment like online MCQ tests, Case analysis, quizzes, Project reports and presentations, assignments, Class participation, and comprehensive exams. The continuous evaluation ensures a system of constant assessment at different stages across all courses. The weightage of marks distributed across internal test assessment and end semester comprehensive exams are 60% and 40% respectively for the direct assessment of Course outcomes. For courses where there is a large number of sections being taught by different faculty members, a common grading method is followed even for internal evaluations. Students take a common examination, and a question is graded across all sections by one person using a common grading scheme. This has helped to bring down differences in scores obtained by students across different sections and ensure equitable treatment of students and closer coordination between course instructors.

A detailed summary of attainment of course outcomes is presented to the course coordinator, teaching group, and Head of Department, and the reasons for non-attainment are analyzed by the teaching group. An action plan is prepared to help improve course outcomes for the next year. The emphasis is on continuous improvement in courses and programs to ensure student outcomes.

Attainment of Program and Program Specific Outcomes:

The attainment of the course outcomes cumulatively would lead to the attainment of program outcomes. The courses in every program are mapped to different program outcomes. Indirect assessment of program outcomes is achieved through student and alumni surveys. Formal student feedback is obtained online or manually every semester using a course survey form. This is taken for every course in each semester to provide objective information to the faculty for self-appraisal, self-improvement, and development as well as to understand course-related improvements. Annual alumni surveys are taken to understand the attainment of program outcomes. This process is further cross-validated through another indirect assessment measure (Mock Group Discussion and Personal Interviews) where senior industry executives and alumni assess students on the program outcomes.

In addition to the above, program outcomes are also assessed through a set of rubrics developed by course faculty, that are embedded in questions that are framed according to the measurement of outcomes in the comprehensive examination. The rubrics are analyzed to understand the attainment of program outcomes. Based on the scores as per rubrics, students are classified as follows:

Classification of Students

< 50%	Below Expectation
-------	-------------------

50% to 80%	Meets Expectation
> 80%	Exceeds Expectation
Those students who do not meet the expectation are referred to Course Coordinators for appropriate counseling. It is expected that at least 80% of the students have to meet the expectation.	
File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

2.6.3 Pass Percentage of students(Data for the latest completed academic year)	
Response: 98.44	
2.6.3.1 Total number of final year students who passed the examination conducted by Institution.	
Response: 2270	
2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.	
Response: 2306	
File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	View Document
Upload any additional information	View Document
Paste link for the annual report	View Document
Link fo any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.41	
File Description	Document
Upload database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response:

Yes, the University is research-driven and has built systems and processes that promote research. The research policy details the framework within which faculty members, research scholars, students, and institutional partners conduct research. The University aims to enhance its reputation through interdepartmental and inter-institutional collaborative research across the disciplines of Management, Science, Technology, and Law. It is committed to the pursuit of excellence in research without compromising on ethical norms and standards. The policy is revised and updated regularly as per the prevalent UGC guidelines. The University's research committee conducts regular meetings to review the progress in its implementation.

The primary objective of the University's research policy is to:

- Promote a culture of research, focusing on relevance, quality, integrity, and ethics.
- Encourage faculty members and research scholars to publish papers in quality national and international peer-reviewed journals.
- Seek funding for research projects from national and international Government and Non-Government Agencies
- Encourage pedagogical research and case research
- Encourage participation in national and international conferences. Establish Centres of Excellence in thrust areas.
- Organize International/ National conferences
- Encourage collaborative research with international and national institutions
- Encourage research at the bachelor's and master's level programs through term papers, term projects, case studies, etc.
- Support academic freedom for faculty members

Research Promotion

The university has been promoting research activities through various initiatives such as visiting faculty programs, funding faculty and research scholars for their participation in conferences, seminars, and workshops, seed money funding for research projects, and conducting weekly departmental seminars by faculty, research scholars, and resource persons.

The University has a variable pay component where maximum weightage is given for research. It also has an incentive policy for publications in journals. The details are presented below:

S.No.	Journal Category (Australian Business Deans Council(ABDC) /Scopus)	Incent Amount
1	ABDC- A*	100,000
2	ABDC- A	75,000

3	ABDC– B	60,000
4.–	ABDC–C/ Scopus	50,000

While encouraging faculty to publish in national and international peer-reviewed journals of repute the University has a zero-tolerance policy for plagiarism.

Research Facilities:

To promote scholarship the University has a well-equipped library and subscribes to online research databases viz. EBSCO, ProQuest, CMIE, American Physical Society, Emerald, IEEE, ACM, ISTE ASPP, Springer link, J-Gate, ASME, McGraw Hill access, and ASTM Digital Library access among others.

Software for undertaking research such as MATLAB, Tanner, Xilinx, LabVIEW, Solid Works, ANSYS, Multi Sim, SAS, SAP, Oracle, and DB2 also exist. The University also has various Microcontroller kits, facilities for clustering, android based platforms, Wireless sensor network sensor nodes, 3D Printers, CNC, casting machines, Impact testing machines, fatigue testing machines, total stations, and industry Robots for experimentation.

The University also has laboratories for cyber security, VLSI design, embedded systems, data analytics, CAD/CAM/CAE, etc., catering to the teaching requirements and research aspirations. Specialized laboratories are available in the areas of power systems, robotics, system simulation, and structures. A survey lab with total survey station, Gas-Liquid Chromatography, PCR, IR spectrophotometer, Pellet Maker, Gel Documentation unit, HPLC isocratic, Bioreactor Applikon, Atomic Absorption Spectrophotometer, UV Visible spectrophotometer, etc. is also available.

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

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

Response: 38.45

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).

2020-21	2019-20	2018-19	2017-18	2016-17
92.68	52.27	8.67	37.01	1.64

File Description	Document
Minutes of the relevant bodies of the University	View Document
Institutional data in prescribed format	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Any additional information	View Document

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

Response: 5.78

3.1.3.1 The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
16	15	14	20	19

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the award letters of the teachers	View Document

3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the last five years.

Response: 70

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

2020-21	2019-20	2018-19	2017-18	2016-17
13	19	15	9	14

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.1.5 Institution has the following facilities to support research

1. Central Instrumentation Centre
2. Animal House/Green House
3. Museum
4. Media laboratory/Studios
5. Business Lab
6. Research/Statistical Databases
7. Mootcourt
8. Theatre
9. Art Gallery
10. Any other facility to support research

Response: A. 4 or more of the above

File Description	Document
Upload the list of facilities provided by the university and their year of establishment	View Document
Upload any additional information	View Document
Paste link of videos and geotagged photographs	View Document

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)

Response: 100

3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognitions by national and international agencies.

Response: 8

File Description	Document
Institutional data in prescribed format	View Document
e-version of departmental recognition award letters	View Document

3.2 Resource Mobilization for Research

3.2.1 Extramural funding for Research (Grants sponsored by the non-government sources such as

industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs).

Response: 512.16

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).

2020-21	2019-20	2018-19	2017-18	2016-17
463	29.406	1	16.1	2.65

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document

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

Response: 713.75

3.2.2.1 Total Grants for research projects sponsored by the government agencies year-wise during the last five years (INR in Lakhs).

2020-21	2019-20	2018-19	2017-18	2016-17
298.97	292.95	67.34	7	47.49

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for research projects sponsored by government	View Document

3.2.3 Number of research projects per teacher funded by government and non-government agencies during the last five years

Response: 0.52

3.2.3.1 Number of research projects funded by government and non-government agencies during

the last five years.

Response: 30

3.2.3.2 Number of full time teachers worked in the institution year-wise during the last five years..

Response: 291

File Description	Document
Supporting document from Funding Agency	View Document
Institutional data in prescribed format	View Document
Paste Link for the funding agency website	View Document

3.3 Innovation Ecosystem

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

Response:

In sync with the Hon. PM's clarion call for Atmanirbhar Bharat Abhiyaan, the University has created an ecosystem for innovations. It has an Incubation center and has also taken up other initiatives for knowledge creation and transfer through the IFHE Innovation council. The details are presented below:

IFHE Innovation council: In order to promote a culture of Innovation and Entrepreneurship among its students and faculty, the University constituted an Institution's Innovation Council (IIC) on November 15, 2018. It is a part of the Ministry of Education's Innovation Cell (MIC). Starting from a humble 2-star rating (out of 5-stars) in 2018-19, the IIC quickly went on to an upgraded 3-star rating in 2019-20. Despite the Covid pandemic causing disruptions, the IIC went on to score a 4-star rating for its activities in 2020-21. The IIC carries out a series of activities as per the schedule prescribed by the MIC. The IIC also plans and executes several Institution driven activities to foster an ecosystem of Innovation and Entrepreneurship (I & E).

The IIC has an active council comprising 19 faculty members and currently has 4 student clubs with 79 student members drawn from each of the schools of the University. To date, the IIC has conducted over 75 webinars, 15 workshops, and 6 Hackathons. The IIC also spearheaded committees that drafted the Institution's Innovation and Startup policy (2020) and the Institute's Incubator policy (2021). From September 2021, the IIC also started to get funding support from the University's Research Seed Fund for both pre-incubation and incubation ideas. In the first batch, 5 projects received a total of over Rs.5,00,000 of support in the I & E domain.

The ICFAI Foundation for Higher Education Innovation & Entrepreneurship Council (IIEC): IIEC is a section 8 company established by the University to function as an incubator for business ideas. It has commenced operations with a 6-member Board of Directors and complete infrastructure support.

The Centre for Innovation and Entrepreneurship Development (CIED): Functioning under the IIC,

the CIED was established to function as a pre-incubation space for ideas which will then be channeled to IIEC for incubation. The CIED has conducted 1 camp where 21 ideas were mentored and 3 of them were short-listed for possible incubation. The CIED and the IIC together make a steady channel for startups from the University to be incubated at IIEC.

Networking and Collaboration: The University understands the significance of collaborations in furthering the boundaries of academics, research, and innovation. To this end, the IIC has functional MoUs with established institutions and Incubators who provide active support in planning and executing various programs designed to encourage students into the field of innovation and entrepreneurship.

Some of the notable collaborations for academic, research, co-innovation and co-incubation are with (i) AIC – SKU (Sri Krishna Devaraya University) (ii) AIC – CCMB (Centre for Cellular and Molecular Biology) (iii) SoftNet (Government of Telangana) (iv) AMTZ (Andhra Pradesh Medical Technology Zone) – among others. More MoUs for enhancing research and innovation are being planned.

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

Response: 240

3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
45	38	65	44	48

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3.3 Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.

Response: 47

3.3.3.1 Total number of awards / recognitions received for *research / innovations* won by institution / teachers / research scholars / students year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
29	06	05	04	03

File Description	Document
Institutional data in prescribed format	View Document
e- copies of award letters	View Document

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website	View Document
Any additional information	View Document

3.4.2 The institution provides incentives to teachers who receive state, national and international recognitions/awards 1. Commendation and monetary incentive at a University function 2. Commendation and medal at a University function 3. Certificate of honor 4. Announcement in the Newsletter / website

Response: A.. All of the above

File Description	Document
Institutional data in prescribed format	View Document
e- copies of the letters of awards	View Document
Any additional information	View Document

3.4.3 Number of Patents published / awarded during the last five years.

Response: 59

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

2020-21	2019-20	2018-19	2017-18	2016-17
31	21	5	2	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.4 Number of Ph.D's awarded per teacher during the last five years.**Response:** 2.38**3.4.4.1 How many Ph.D's are awarded within last five years.**

Response: 38

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

Response: 16

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
URL to the research page on HEI web site	View Document

3.4.5 Number of research papers per teachers in the Journals notified on UGC website during the last five years**Response:** 7.03**3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
831	319	313	238	344

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response: 11.94

3.4.6.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2697	211	125	285	153

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.7 E-content is developed by teachers :

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

Response: A. Any 5 of the above

File Description	Document
Institutional data in prescribed format	View Document
Give links or upload document of e-content developed	View Document

3.4.8 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response: 6.15

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

Response: 27

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.

Response:

Yes, the University has a faculty-friendly Consultancy policy which includes revenue sharing between the University and the faculty member. The faculty members are also encouraged to take up consultancy assignments. The details are presented below:

The consultancy assignments are steered through the University's Case Research Centre and Centre for Management Development (CMD).

The Consultancy Policy encourages the faculty members to leverage their areas of expertise and apply them to practical problems faced by the industry.

The consultancy fee earned is shared between the faculty and the university in a 2:1 ratio. After deduction of the various expenses, two-thirds of the fee earned is given to the faculty member and one-third is retained by the university. The University provides full freedom to the Investigator/Coordinator to utilize the overheads. Leave for up to 52 days in a year is also provided to faculty members for doing consultancy work.

The major focus areas of Consultancy include Financial Modeling, NSE and BSE arbitration, Project management, Data Analytics, Business Modeling and Simulation, Marketing Analytics, Transfer Pricing, Competency mapping and assessment, Balanced Scorecard, Cross-cultural Training, Financial Restructuring, and so on. The consultancy services also include assisting public and private companies with process management, idea organization, product design, fabrication, MRO (Maintenance, Repair, and Operations), servicing, tech advice, tech specifications, tech estimating, costing, budgeting, valuation, branding, and marketing.

The Case Research Center is a content powerhouse and feeds data and insights to the Business School for consultancy assignments undertaken by its faculty members. The competency development programs conducted by the Center for Management Development leverage the content developed by The Case Research Center. The Case Research Center also provides custom research services to training and consulting firms. The Center has successfully monetized its content and some of the leading consulting firms such as McKinsey, KPMG, and CGI Nederland BV use cases/analytical reports prepared by The Case Research Center.

Niche consulting firms such as Uptake Strategies (UK-based healthcare consultancy); Headspring Executive Development (UK-based customized executive education and leadership consultancy); Pragma Consulting (a specialist consulting firm in travel and retail property); Orbis Investment Advisory Limited (a global private investment management firm that provides security and advisory services) are also clients

of The Case Research Center.

As a gesture of goodwill, the University has undertaken a few prestigious consultancy projects in Engineering and Technology namely structural design and analysis of missiles for the defense sector, traceability management system for the manufacturing sector, digital marketing & ITES for software firms. The University has not charged any consultancy fee for these projects. In the future we expect these consultancy projects to be monetized and expect a regular stream of revenue from them.

Some of the important consultancy assignments undertaken during the review period are Digital Transformation of Informal Sector- Challenges and Opportunities for Edtech for Friedrich Ebert Stiftung-India, Arbitrator for BSE, Digital Marketing for IIMJobs.com, etc.

File Description	Document
Upload soft copy of the Consultancy Policy	View Document
Upload minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy	View Document
Paste URL of the consultancy policy document	View Document

3.5.2 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 574.65

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

2020-21	2019-20	2018-19	2017-18	2016-17
146.86	119.62	125.36	100.06	82.75

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts indicating the revenue generated through consultancy	View Document
Any additional information	View Document

3.6 Extension Activities

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

Response:

The University actively promotes student engagement in the neighborhood community through the activities of all the 54 student clubs and specifically through Clubs Sankalp, Aaina, Macon, Prakriti, Ignite, Center for Entrepreneurship Development, and the Center for Women Development. This creates social awareness among the students and makes them better citizens. As the majority of the students reside on the campus, they are encouraged to work on social issues, identify the problems and find out innovative and sustainable solutions.

An Indicative List of the Activities

1. The Sankalp club works with the Indian Development Foundation, SOS Children's Villages, PAWMENCAP, an association working with mentally-challenged students in the areas of:

- Imparting Menstrual education for girls in slums and orphanages.
- Spreading Cancer Awareness.
- Appealing for Organ donation.

2. Some of the other significant extension activities conducted include:

- Painted school and provided extra classes for the students of nearby ZPHS.
- Donated and helped orphanages during COVID-19 by distributing groceries and smartphones for Online Education. Also holding Covid Vaccination Awareness talks.
- Collaborated with Telangana State Police for traffic awareness.
- Donated Sports equipment in collaboration with Decathlon.
- Conducted campaigns to break major social taboos like child abuse, divorce, and marital rape.
- Funded local hospitals for water purifiers.
- Hosted webinars on mental health and sustainability.
- Created awareness about Aids.
- Conducted free dental and eye camps for villagers.
- Taught underprivileged children and volunteered for various welfare projects through Geolife Youth Club.

3. The Center for Women Development conducts programs like:

- Health and nutrition awareness Hygiene for women
- Water sanitization
- Anokha Utsav: It is a, joy of giving initiative- through visits to orphanages and animal shelters in collaboration with Smile Foundation, Star Pet world, Sankalp Foundation, The Chavadi child welfare society, Care and Love Orphanage, etc.
- Food Donation Drive with Om Sai Sevashram.
- Heritage visit to Charminar.
- Visiting Old Age Homes and Kasturba Gandhi National Memorial trust.

4. Internship with NGOs:

One hundred and eighty-seven students of the Faculty of Science and Technology underwent an internship at NGOs such as LSN Foundation, Aashayein Foundation, Lepra India, SWEEKAAR, CRY, Aapsa, Afro (Action for food production), Sapid, MV Foundation, Sannihita India, Helpage India, and Spurti. Their work included:

- Care for the elderly disabled, homeless,
- Empowering weaker children with education,
- Involvement in health care areas like leprosy, tuberculosis, malaria, HIV/AIDS, blindness, and other health conditions,
- Support for street children and communities,
- Rehabilitation program for people in slums,
- Development work for the poor and
- Residential support and environment for young women at risk.

5. Swachhta Pakwada: Students took part in ‘Swachh Bharat Abhiyaan’s ‘Swachhta Pakwada’ during September 1-15, 2017 and 2019. More than 5000 students partnered with the local population of Shankarapalli Mandal and cleaned a large part of the villages and spread awareness about cleanliness, water sanitization, and groundwater restoration.

The University has liberally funded student initiatives targeted at the underprivileged and vulnerable sections of society. This involved awareness about adult literacy, rural health, and rural entrepreneurship.

3.6.2 Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years

Response: 58

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

2020-21	2019-20	2018-19	2017-18	2016-17
15	9	18	11	5

File Description	Document
Institutional data in prescribed format	View Document
e-copy of the award letters	View Document

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**Response:** 45**3.6.3.1 Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
5	8	17	10	5

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	View Document

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**Response:** 73.19**3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
3418	3110	3874	3043	4497

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.7 Collaboration**3.7.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year****Response:** 33.4**3.7.1.1 Total number of Collaborative activities with other institutions / research establishment /**

industry for research and academic development of faculty and students year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
44	18	34	33	38

File Description	Document
Institutional data in prescribed format	View Document
Copies of collaboration	View Document

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

Response: 79

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

2020-21	2019-20	2018-19	2017-18	2016-17
45	23	3	4	4

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the MoUs with institution/ industry	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The University is equipped with an excellent physical and technical infrastructure that is necessary for a conducive learning environment. The physical infrastructure includes air-conditioned lecture theaters, classrooms, tutorial rooms, mini-conference rooms, seminar hall, library, auditorium, individual faculty chambers, video conferencing rooms, and IT labs. The technological infrastructure includes high configuration servers and high-speed Wi-Fi at important locations (academic blocks, student hostels, libraries, reading rooms, and mess). Faculty offices have LAN/Wi-Fi-enabled desktops connected to centrally connected printers. The seminar hall, auditorium, and tutorial rooms have LCD projectors. Lecture theaters and classrooms are equipped with interactive digital boards and state of art audio systems for organizing sessions in regular and hybrid modes.

The centrally air-conditioned, well-equipped, and well-stocked libraries have an extensive collection of books, periodicals, newspapers, and copies of textbooks to meet the needs of students and faculty. Students and faculty have 24/7 remote access to digital libraries and databases. Popular databases include JSTOR, ScienceDirect, Ebscohost, CMIE, Emerald, Sage, Scopus, Web of Science, and ProQuest. Faculty connect to these digital resources using the Knimbus Platform. Students and faculty have access to a well-equipped photocopying center. The University has high-performance computing clusters, which cater to the computational needs of the campus.

The University has the requisite IT infrastructure to conduct online examinations. Faculty can conduct these examinations in the IT lab, Lecture theaters, and classrooms. The student information system (SIS) disseminates information on session progress, attendance, evaluation results, timetables, placement, and internship notices to name a few. Students can access various e-learning and MOOCS platforms such as SWAYAM, NPTEL, NITTTR, and CEC to pursue learning beyond the prescribed curriculum.

The Science and Technology Labs provide practical skills to the students. Workshops with various machine tools and equipment including CNC machine support provide hands-on training in various areas of workshop practice. State-of-the-art labs are established for all programs of engineering in Mechatronics, Robotics, 3D printing and AI to provide the required employability skills to the students.

In addition, the University also has laboratories for cyber security, VLSI design, embedded systems, data analytics, CAD/CAM/CAE, etc., catering to the teaching requirements and research aspirations. The Engineering College has specialized laboratories in the areas of power systems, robotics, system simulation, Structures, and a Survey lab with a total survey station, EPR, HPLC, Fluorescent microscope, etc. The University has an ultra-modern media lab for practical shooting, handling, and demonstration to the students.

The Law College has a Moot court for simulating the judicial environment. Students take part in simulated court or arbitration proceedings, usually involving drafting memoranda and participating in oral arguments.

The School of Architecture has well-equipped smart design studios.

The University has subscribed to a variety of software licenses that are used extensively by the students and faculty. The servers are protected by firewalls.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.2 The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)

Response:

The University has adequate and excellent facilities for recreation, sports, outdoor, indoor games, and cultural activities. The facilities include two football grounds, two basketball grounds, two tennis courts, and a multipurpose playground. The University also has an Olympic size swimming pool of international standards with lifeguards standing by.

Apart from the outdoor games facilities, the University has an indoor stadium. Badminton courts with wooden surfaces, two squash courts, table tennis, carom boards, a yoga room, and snooker facilities exist in the indoor stadium. The University also has facilities for Salsa, Art of Living, Karate, and Yoga. The University has a common recreation room with chess boards, carom boards, table tennis, etc. where students and staff can play indoor games.

Students are encouraged to participate in sports activities. A case in point is the annual 3-day Mrinal Anand cricket tournament where students of the University compete with the Alumni of the University. Another flagship event is AAVEG, the Inter university/B School Annual Sports meet. This is hosted on the campus every year and students from IIM Lucknow, IIM Kozhikode, IMT, GITAM University, Christ University, ISB, and other institutes participate. The students are provided sports equipment when they organize interclass/ inter-college or other competitions.

TRISHNA the Annual B School Cultural Fest is organized by IBS Hyderabad every year in the month of January and has representation from students across India. TRITI, the UG Cultural and Sports Fest is held in the month of March every year and has participation from all the colleges in India.

Student clubs conduct several cultural fests including one in collaboration with the Society for Promotion of Indian Classical Music and Culture among Youth (SPIC-MACAY). Nature-based events like trekking, bird watching, and cycling are also conducted.

The University has a fully equipped gymnasium with the latest equipment. There are separate gymnasiums for boys and girls. To help students celebrate birthdays, a 'Birthday point' has been provided on the campus. The University also has a music room that has several musical instruments. The University has a permanent central stage in the open courtyard along with two auditoriums for hosting cultural fests, award

ceremonies, and other events.

Table - Specifications of the Indoor and Outdoor Sports and Other facilities

S.No.	Description	No.s	Length Mtrs.	Breadth Mtrs.	Total
1	Basketball Courts	2	39.800	35.30	1404.94
2	Tennis	2	39.800	36.60	1456.68
3	Football/Cricket	1	64.000	93.50	5,984.00
4	Badminton Courts	3	25.390	21.00	533.19
5	Squash	2	13.340	12.28	163.82
6	Table Tennis	2	9.920	3.50	69.44
7	Table Tennis Q R S	2	9.920	3.50	69.44
8	Table Tennis G Block	1	9.920	3.50	34.72
9	PlayGround Opposite FOL	1	76.000	81.00	6156.00
10	Gymnasium	1	27.000	10.09	272.43
11	Gym –QRS		14.250	9.20	131.10
12	Gym-G block	1	9.800	6.10	59.78
13	Multipurpose Ground -A type quarters.	1	111.668	90.00	10050.00

File Description	Document
Upload any additional information	View Document
Geotagged pictures	View Document
Paste link for additional information	View Document

4.1.3 Availability of general campus facilities and overall ambience

Response:

The University is located on a beautiful 91-acre eco-friendly campus. About 70% of the area is devoted to biological diversity with 55% for flora and grass, 10% for fauna, and 5% for humans. There is also an artificial pond measuring, 4.38 acres. Within the polluted fabric of the city, the campus acts as green lungs.

The fully residential campus has 2419 rooms for boys out of which 1299 are single rooms and 1781 rooms for girls out of which 1079 are single rooms. The campus is equipped with indoor sports facilities (Badminton, TT, Squash), outdoor sports facilities (tennis, football, cricket, basketball, swimming pool), and recreation facilities (Gym, and cultural clubs).

The University gets its full power supply from the public utility services with two generators providing a complete backup facility (1076 KVA). It gets water from the Hyderabad Metro water supply department with 25 bore wells providing a backup and a sump that can store 1400 kiloliters of water. Solar panels meet the entire hot water requirement in the hostels while Reverse Osmosis plants provide clean drinking water.

The state-of-the-art hostel complexes are internet-enabled and furnished with TVs, washing machines, water dispensers, etc. There are two separate dining complexes with six dining halls to serve breakfast, lunch, snacks, and dinner to students, faculty members, and staff. Equipped with modern kitchen

equipment each dining complex can seat approximately 700 students at a time. In addition, two a la carte cafeterias are also available.

The campus has been designed to be friendly toward people with disabilities or medical conditions. Special efforts have been made to conserve energy and water. For example, the Academic blocks and libraries have been designed to receive natural light during the daytime.

The University has three buses, two light motor vehicles, and three battery-operated carts.

The Campus has a 24X7 clinic with two Resident Medical officers, three full-time doctors, and five nurses, with 2 ambulances. There is a state-of-the-art auditorium for each of the schools with all the modern audio-visual equipment. The Open Air Quadrilateral can accommodate 2500 students.

The entire academic area of the University consisting of more than 1, 62,865.63 sq meters of built-up area, is centrally air-conditioned and supported with LAN, Wi-Fi, audio, projector, and smartboard facilities. All classrooms are fitted with the latest audio-visual tools.

The spacious centrally air-conditioned library is spread over three floors, has a carpet area of 45,000 square feet, and has a seating capacity of 700. The library has 99,665 books, 55 printed international journals, 126 printed Indian journals, 25,005 online international journals, 21 printed international magazines, and 100 printed national magazines. The library also subscribes to several online databases such as Ebsco, Emerald, Science Direct, Scopus, Marketline, ProQuest, and CMIE Databases. These databases can be accessed through the campus intranet or remotely. Photocopying facilities are also available within the library premises. In addition, the Faculty of Science and Technology and Faculty of Law have access to databases pertaining to their domains.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 30.52

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
6349	5137.70	2952.98	2127.22	1012.95

File Description	Document
Upload audited utilization statements	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

4.2 Library as a Learning Resource

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

Response:

The University has a Central Library and departmental libraries at the Engineering and Law Colleges. The library is equipped with a rich and diverse collection of national/international textbooks, journals, magazines, e-journals, rare books, databases, periodicals, dissertations, CD/DVDs, and so on. The library has a collection of 99,665 print books and over 20804 eBooks covering various subjects like Management, Science and Technology, Law and Architecture, etc.

All the library activities are automated using Libsuite, the integrated library management software since 2005. It caters to all the tasks involved in the library such as the acquisition of books and journals, cataloging, searching, serial control, member registration, etc. Automation has also helped in generating various types of statistical reports. An online public access catalog is maintained which helps the students, research scholars, faculty, and staff to trace books subject-wise using the Dewey decimal classification system. All the documents are bar-coded and bar-coded identity cards are issued to the users for borrowing the textbooks, journals, and magazines.

For the use of faculty, scholars and students the library has been subscribing every year to online databases such as Ebsco, Emerald, Proquest, Prime database, CMIE, Science Direct, Scopus, Web of Science, IEEE, Springer Engineering Journals, SCC Online, and Taxman, etc. These databases contain full-text articles from journals related to business, management, finance, economics, engineering, architecture, law, etc. Further, statistical data related to different industries at the national and international level, a huge number of case studies and country reports, etc. are also available in the databases

All the databases subscribed have IP-based access (multi-user). The users access these databases as well as the library catalog (Webopac) through the campus intranet (Library Webpage) and when they are off-campus, the access is provided through the Knimbus software tool, enabling connectivity with the University from anywhere around the world.

The University is also registered with e-Shodh Sindhu and Shodh Ganga. The library has licensed a range of software such as SPSS, SAS, SAP, Plagiarism Software, etc. which enables scholars, students, and faculty members to use these facilities for their research purpose.

The Library has initiated the process of digitization. All Ph.D. Thesis have been digitized. This process will be extended for other important documents which do not fall under the copyright act. During the pandemic, the library has provided digital copies of journals, magazines, and newspapers to the users.

The University has adopted automation and integrated information and communication technology tools into the resources and services offered in the library. Further, the availability of e-Resources and complete Wi-Fi enabled campus facilitate collaborative and interactive learning, thus making the entire campus into a virtual library.

The University is a member of the National Digital Library,

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 1512

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

2020-21	2019-20	2018-19	2017-18	2016-17
2585	1362	1301	1149	1163

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 27.34

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

Response: 1648

File Description	Document
Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)

Response: 100

4.3.1.1 Number of classrooms and seminar halls with ICT facilities

Response: 102

File Description	Document
Institutional data in prescribed format	View Document
Paste link for additional information	View Document

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

Response:

Yes, the university has a comprehensive IT policy focusing on the following:

Information Security: Minimizing the risk associated with Internet and email services, and defining controls against the threats of unauthorized access, theft of information and malicious disruption of services. High availability mode and capable of handling, intrusion detection and prevention, content and application filtering, spam filtering, antivirus and malware detection.

Network Security: Network has a layered architecture consisting of Security, Core, Distribution and Access layer. The users are segregated into different categories and each category can have different access. Network is controlled by implementing the desired access policy.

Risk Management: All records are stored in the servers placed in Data Centre (DC) and Disaster

Recovery (DR) site. Critical infrastructure components, power backup, fire alarm, etc. are provided.

Software Asset Management: Only licensed software is permitted for use.

Open Source Resources: Institute permits use of open source software tools for teaching-learning and research.

Green Computing: The University implements green computing practices.

The policy also covers hardware and software procurement, usage, own device usage, IT security, privacy, confidentiality, IT administration, and administration of the University's website. The policy also provides guidelines for emergency management of all information technology within the institution. The policy specifies strategies and responsibilities for protecting the confidentiality, integrity, and availability of the university's information assets.

The University has procured hardware and licensed software such as SAP, SAS, SPSS, Windows 10, MSO 16, AutoCAD, Rational Rose, Linux, Solaris, and Windows Server 2008, 2012.

Internet services are provided by Tata, Vodafone, BSNL, and Jio. The entire campus is provided with a Wi-Fi facility recently upgraded to 3 GBPS. The network is provided with a robust firewall, FortiGate High Availability, three Core switches, 13 distribution switches, and access/extreme switches of 120 each. The University has 1809 PCs for the exclusive use of students. Every Personal Computer on the campus is protected by anti-Virus 'E Scan'. The systems have been upgraded to Intel Core i3 processors.

The campus has 60 LAN printers with 15 PPM, LaserJet printers, and 20 mono color LaserJet printers. The lecture halls are provided with 90 state-of-the-art LG smart boards to enrich the teaching and learning experience of the students. These digital boards are connected with good-quality cameras for conducting online classes using popular platforms such as Google Meet/Zoom. The University has spent INR 9.60 crore on these smartboards.

The University has high-performance computing clusters, which cater to the computational needs of the campus. Faculty Members use a mix of digital tools, software, and simulations for effective teaching and as supplements to regular lectures.

The entire examination work is automated and the Examination Management System (EMS) has been implemented in the University. The University has the requisite IT infrastructure to conduct online examinations. Most assessments have moved to online mode.

The University has a media lab for practical shooting, handling, and demonstration to the students.

The digital teaching and learning capabilities of the University have been certified by QS, the well-known UK ranking and rating agency.

File Description	Document
Paste link for additional information	View Document

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

Response: 3:1

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

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

Response: A. ?1 GBPS

File Description	Document
Upload any additional information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.5 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Links of photographs	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 63.24**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
5176.30	7618.98	6777.72	5633.03	5135.20

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Audited statements of accounts	View Document

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.**Response:**

The University has put in place effective systems and procedures for maintenance of the general infrastructure, library, sports facilities, laboratories, classrooms, lecture theaters, seminar halls, auditoriums, and other facilities. The maintenance of the facilities is carried out using a combination of an in-house team and OEM/vendors with whom various Annual Maintenance Contract (AMC) agreements have been signed.

Separate complaint registers are maintained for various services like electrical, plumbing, housekeeping, etc. These complaints are followed up and closed regularly with a weekly status reporting.

The entire campus has a Hi-Tech Surveillance System with 550 CCTV cameras to safeguard all the assets. The data is stored in a control room maintained by a dedicated team of IT engineers under the overall guidance of the Chief Security Officer. A team of security personnel also patrols the campus regularly.

Housekeeping activities are outsourced to three different professional housekeeping agencies. The overriding objective is to keep the campus clean and green.

General Infrastructure

Maintenance is overseen by an in-house maintenance team of engineers, technicians, and ground staff. AMCs are in place for elevators, solar hot water systems, centralized HVAC plants, split ACs, fire hydrant systems, the swimming pool as well as Pest Control.

There are more than 180 automatic washing machines installed in the hostels which are regularly maintained and serviced by an AMC Vendor. Water Coolers and RO plants are maintained by an in-house team. All hostel rooms and toilets are cleaned once a day.

Classrooms and Lecture Theaters, Auditorium, Conference Rooms, and Seminar Hall

All classrooms, lecture theaters, and washrooms/ toilets in the academic blocks are cleaned three times a day. Logs are maintained, checked, and updated for compliance by the housekeeping Supervisors. The University events team takes care of the auditorium, conference rooms, and seminar hall in consultation with the Maintenance wing.

Laboratories and Workshops

1. Repair, maintenance, and upkeeps of labs and workshops are done by qualified and experienced lab assistants/ in-charges/ technical experts. Weekly reports are generated on the maintenance of the equipment. Regular and periodic reports on the need for repairs and maintenance are submitted by the Coordinators to the Maintenance department. Work completion report is generated weekly and tabled for all-important meetings. Equipment, instruments, and appliances used by the teachers regularly are supported with continuous maintenance and repair. Small instruments /equipment like balance, microscope, pH meter, dissolution apparatus, mixer, and hot plate are repaired from time to time on a need basis. Annual Maintenance Contracts (AMC) are in place for expensive materials and equipment.
2. Stock keeping and preservation of library books and records are carried out at regular intervals. Pest control is applied periodically.

Sports Complex and Facilities

Various sports facilities, both for indoor and outdoor games, are regularly monitored by the Maintenance & Sports department and reports are submitted to the Head of Maintenance and Administration at regular intervals. Regular serviceability checks are conducted for the gymnasiums, swimming pool and its equipment, and squash and badminton courts by the maintenance department.

IT Equipment

Computers, IT Labs, LAN, internet, Wi-Fi, and other ICT facilities are maintained by the IT team. Weekly reports are generated about the state of upkeep and needed repairs. AMCs for Network hardware, Computers, and printers ensure round-the-clock availability. In view of obsolescence, a certain percentage of computers are replaced every year by new machines. Internet connectivity (modems, routers, cables, etc) is upgraded regularly to ensure that the faculty and students can enjoy reliable, high-speed internet access.

Two dedicated canteens, food courts on the campus, as well as late-night Cafeteria facilities in hostels are maintained by two reputed vendors. Care is taken to maintain hygiene and cleanliness in the kitchens and dining areas.

The University owns and operates, two light vehicles, three buses, tempo travelers, ambulances, and load carrier vehicles to cater to the needs of the staff/faculty and the store's department. All these vehicles have daily, weekly, and monthly maintenance schedules. The University has a tie-up with TSRTC for additional bus requirements.

All medical equipment is calibrated, checked, and updated regularly. The pharmacy in the Clinic is stocked with medicines that are dispensed free of cost to all students and staff. Two fully equipped ambulances are available on the University campus 24x7 with oxygen support for students and staff to meet any

emergency. There are tie-ups with reputed corporate hospitals in the city in case a patient has to be transferred to receive more advanced medical care.

Electrical Sub-station 33.6 KVA & Pumphouse

The University campus has a dedicated electrical sub-station run by qualified personnel for providing an uninterrupted power supply. Annual Maintenance contracts are in place for the maintenance of electrical assets including DG sets, power distribution systems, solar panels, air circuit breakers, and Vacuum circuit breakers. Thanks to these arrangements, power outages on the campus are very rare.

Sewage Treatment Plants

Two Sewage Treatment Plants are operational on the Campus with a combined capacity of 1000KL. Maintenance of these STPs has been outsourced to a professional agency under an AMC. Periodic maintenance of a network of freshwater pipelines as well as sewage pipelines to the entire campus is looked after by the plumbing team of the maintenance department.

Horticulture

Particular attention is paid to keeping the campus green. Landscaping, development of gardens, and greenery on the campus are managed by a reputed Horticulture agency, MYKA Palms.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).

Response: 64.61

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
4717	5592	3027	2160	1585

File Description

Document

Upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Link for additional information

[View Document](#)

5.1.2 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 59.64

5.1.2.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3493	2812	2947	2869	2801

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

5.1.4 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees

Response: A. All of the above

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document
Link for additional information	View Document

5.2 Student Progression

5.2.1 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 94.5

5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government

examinations, etc.) year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
463	88	84	74	62

5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
496	98	84	80	64

File Description	Document
Upload supporting data for the same	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

5.2.2 Average percentage of placement of outgoing students during the last five years**Response:** 61.95**5.2.2.1 Number of outgoing students placed year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
1222	1164	1087	1012	988

File Description	Document
Self attested list of students placed	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

5.2.3 Percentage of student progression to higher education (previous graduating batch).**Response:** 15.29

5.2.3.1 Number of outgoing student progressing to higher education.

Response: 347

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

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

Response: 166

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

2020-21	2019-20	2018-19	2017-18	2016-17
45	37	23	39	22

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters and certificates	View Document
Link for additional information	View Document

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

The University has an active student council. Events are organized by the student clubs throughout the year covering sports, culture, and the arts. These councils also provide avenues to hone and exhibit their creative skills in fields as diverse as sketching, public speaking, and film-making. Many students are active supporters of NGOs, like the Aashayein Foundation, which works among impoverished children.

The University has 54 Student Clubs. The details are provided under additional information. Students also organize and participate in activities, which are borne out of social concern, like blood donation camps, free dental checkups, and environmental protection programs. The Student Activities in the University are fully conceived, led, and executed by the students. The activities of these student bodies are fully funded

by the University. The University spends more than a crore of Indian Rupees in each academic year on club activities.

Members of the various clubs elect the President, Vice-president, Treasurer, and other office-bearers. These clubs are engaged in conducting conclaves, panel discussions, guest lectures, cultural nights, food fests, and sports. They also participate in National and International competitions.

Student participation and representation in academic and administrative bodies/committees of the institution are very high. While they have representation in important bodies such as Academic Council and IQAC they also play a vital role in several other bodies. To cite a few:

Class Representative Committee: Each section elects its student representative. They come together to form the CRC which is chaired by the Dean or Director. The committee organizes meetings and discusses student grievances thereby enabling the administration to take appropriate remedial measures.

Placement Representative Committee: The Placement Representative Committee plays a vital role in the smooth functioning of the placement activity. The Student Representatives act as intermediaries between the Placement Officers and Recruiters. They help the Placement department in making hospitality arrangements and sending the students to the selection panel in a sequential way which ensures the conduct of the placement process smoothly.

IFHE Institute Innovation Council: Students across the University are members of the IFHE Innovation Council. The activities have received a 4-star rating from the Ministry of Education.

Inter-Club Coordination Committee: It represents all the student clubs, cells, and committees covering all domains.

Alumni Relationships Committee, Library Committee, Seminar Committee, Moot Court Committee, Mess Committee, Hostel Maintenance Committee, Festival Committee, Sports Committee, Campus Ambience Committee, and Brand-Building Committee are the other bodies where students play an active role.

Summing up, the students do have an active role in the academic & administrative bodies of the University.

File Description	Document
Upload any additional information	View Document

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 112.2

5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
133	127	119	91	91

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

5.4 Alumni Engagement

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

Response:

The Business School (IBS, Hyderabad) being the oldest and most dominant constituent of the University is the most important contributor to the University's Alumni activities. The Faculty of Science & Technology, and Faculty of Law are of recent origin and have a small alumni base.

IBS, Hyderabad has a growing alumni base of over 18,000 who are employed with the best companies in India and abroad.

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

The Alumni Relations Cell of IBS Hyderabad has an inspiring Vision and Mission:

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

Mission: To bring the Alumni closer to the institute through their active participation in annual Alumni Meets-Nostalgia, Rendezvous, and events like ARC Guest Lecture Series, ARC Mentorship Program & Connections – The Quarterly Magazine of the cell.

The ARC organizes programs to support the students in terms of knowledge building, mentorship, SIP, and job opportunities. It conducts Panel Discussions, Conclaves, annual Alumni Meets –Summit, Utsav, Nostalgia and Rendezvous, Resonance, ARC Guest Lecture Series, and ARC Mentorship Programs. It also publishes "Connections", a quarterly Magazine. The cell also organizes IBSAF Awards

The alumni associate with the University in various ways:

- 1.Help in curriculum development and review. AI, ML, HR, and Insurance analytics courses were introduced based on the suggestion of alumni
- 2.Help in preparing students for placements
- 3.Addressing students on contemporary topics
- 4.Participation in Panel Discussions
- 5.Awards for 10 best Internship projects
- 6.Two Best Teacher Awards with a cash prize of INR one lakh each
- 7.Mentoring MBA students
- 8.Placements and Internships
- 9.Admission briefings to prospective students
- 10.Participation in Sports Meet- Mrinal Anand Cricket tournament
- 11.Membership in committees like, “*University Innovation Cell*”
- 12.Contributing articles to Newsletters- Connections & IBSAF World
- 13.Alumni help the university by attending the Mock GDPI (Group Discussion-Personal Interview) sessions for the final year students. This helps the students in receiving objective feedback.

The Alumni interact with the students regularly and offer their assistance in pursuing internships and placements. In the Faculty of Law, they share tips to crack the judicial services examination with students. Also, some of the alumni working in international organizations, have assigned some of our students to work on the same, which is adding value and helping the students by getting international exposure.

The Alumni of the Engineering College have helped in the establishment of an innovation cell for steering special projects. They also help in conducting curricular and co-curricular activities for various techno-cultural fests.

Alumni have donated about INR One Crore in the form of cash and books in the last five years.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in Lakhs)

Response: A. ? 100 Lakhs

File Description	Document
Any additional information	View Document
Link for any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The University is a professionally managed not-for-profit institution that stands for quality education, high standards of ethics, and professional management.

All the statutory bodies are independent and are not subject to any interference from the sponsoring body. They meet regularly to review the affairs of the university and take appropriate decisions. These decisions are implemented in a disciplined and timely manner to achieve academic excellence and leadership.

Vision

To emerge as an Institution of excellence known for research, teaching, and practice.

Mission

The mission of the University is 'Learning for Leadership'. The University 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.

Governance

The University has embraced the highest standards of governance. The highlights include:

1. Transparency and Accountability- All important decisions are taken in a transparent way after sufficient deliberation by involving all the stakeholders. For their benefit, the annual report of the University is published every year and uploaded on the website.
2. Board of Management (BOM): The University is run under the oversight and guidance of the BoM. The Board, which meets every quarter, is the principal executive body vested with the powers to manage the important academic, administrative, and financial affairs of the University.
3. Various empowered committees have been set up to take care of various academic, student-related, and administrative activities. These include Academic Council, Planning and Monitoring Board, and the Finance Committee.

The **Academic Council** is the principal academic body responsible for maintaining high standards in teaching, research, and evaluation. The Council is supported by a Board of Studies in every School. The Board of Studies takes care of curriculum review, study material development, new course offerings, and the organization of conferences, seminars, workshops, etc.

The **Planning and Monitoring Board** is the principal planning body of the University and monitors the development initiatives of the University.

The **Finance Committee** advises the Board of Management on the effective financial management of the University. This committee has the Vice-Chancellor as the Chairperson, the Finance Officer as the Secretary, the Registrar as a member, one nominee from the Trust, and two nominees from the Board of Management.

All these bodies meet regularly as detailed in the table below.

S.No.	Name of Body/ Authority	No. of Meetings per Year	Meetings in the La
1	Board of Management	4	23
2	Academic Council	3	16
3	Planning and Monitoring Board	2	10
4	Finance Committee	2	11

Day to day Management: The University has a strong belief in democratic principles and adopts a participatory governance style. The management of the University is fairly decentralized. Each School is given considerable autonomy to manage the core academic processes, faculty affairs, student matters, and industry interface. They are guided by well-defined processes laid down by the Board of Management.

Although Registrar is the Administrative Head, even Faculty members are given the opportunity to perform administrative responsibilities and gain valuable experience in institution building.

File Description	Document
Link for additional information	View Document

6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

The University has a culture of decentralized and participative management that allows for faster decision-making and quick resolution of the problem.

The Board of Management has set up various committees which are empowered to make informed decisions. Members of these committees are typically faculty members appointed by rotation. The day-to-day management of academic matters is enabled by a state-of-the-art Student Information System.

Each department holds regular meetings to review the various academic and student-related activities such as placement. Within each department, the Course Coordinator and fellow faculty colleagues teaching the course, together deliberate and decide the weightage for different evaluation components, the conduct of make-up examinations, and the strategies for helping the slow learners. etc.

Program outcomes are regularly communicated to all stakeholders on a regular basis. Inputs from all stakeholders – students, faculty, alumni, industry experts, and recruiters are considered while revising the curriculum. The recommendations are placed before the Board of Studies and Academic Council for approval/ratification.

The following are some of the committees set up to decentralize decision making:

S. No.	Committee	Objective
1	Strategic Management Committee	Consisting of Directors and Deans and the heads of departments, this tank for the Vice-Chancellor and implements Board decisions and from UGC and MHRD.
2	Academic counseling Committee	To examine the performance of students with a low CGPA and couns perform better.
3	Academic Grievance Redressal Committee	To address the injustice done to students in the evaluation.
4	Student Disciplinary Committee	To enquire into the allegations against students relating to malp exams and any other indiscipline in the academic area.
5	Examination Committee	Ensure that all the answer booklets are evaluated within the stipulated
6	Curriculum Review Committee (Department Review Committee)	To update the curriculum and the courseware to be provided.
7	Research Committee:	Research promotion activities at the University are monitored by Research Committee chaired by the Vice-Chancellor. The research consists of senior academicians and heads of different schools.
8	Faculty Recruitment Committee (FRC):	It consists of Senior faculty in the department and Area head department to assess the requirements of faculty resources and sh resumes of the applicants for the selection process.
9	Steering Committee	It consists of the Vice-Chancellor and Senior academicians at the for review of Ph.D. theses proposals, data seminar proposals, etc.
10	Library committee	To recommend the purchase of topical books
11	Question Paper Review Committee	Reviews Question Papers of End-semester examinations.
12	Results Declaration Committee	To verify and declare results at the end of every semester.

The University also has some other committees' viz. Brand-building committee, Campus Ambience Committee, New Initiative Group, Facilities committees, Summer Internship Program Company Selection Committee, Summer Internship Program Grievance Redressal Committee, Assurance of Learning

Committee, Faculty counseling committee, Faculty Recruitment Committee, Appellate Authority for student grievances, Academic Operations Review Committee, Syndicated Learning Committee, etc. The details of these committees are provided in the 'Additional Information' document.

File Description	Document
Any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

The University aspires to become an institution of eminence by 2025. Each constituent of the University has prepared a strategic plan in line with the Vision and Mission of the University to scale up and diversify its activities. The Strategic Plan has been reviewed by the Planning and Monitoring Board and approved by the Board of Management. All the assumptions behind the plan are validated and regularly reviewed in the quarterly meetings.

The following accomplishments are reflective of the systematic implementation of the strategic plan of the University:

- Building the online learning platform
- AACSB (Association to Advance Collegiate Schools of Business) Accreditation for the Faculty of Management.
- Establishment of the School of Architecture
- Launch of Ph.D. Programs in Economics, Mathematics, Physics, Chemistry, and various engineering disciplines.
- Launch of various undergrad programs: BA (Economics) Program, B.Sc. program in Mathematics and Physics, and BTech program in Data Sciences and Artificial intelligence, Mechatronics.
- Launch of MBA Program in Online and Open and Distance Learning mode.

- Investments are made in ICT tools and technologies.

- Investments are made in capacity building among faculty and non-teaching staff.

Example of a Successfully Implemented Activity

As per the strategic plan, the University has ensured that investments in ICT tools have kept pace with the changing needs and requirements of students, faculty, and recruiters. The entire campus is Wi-Fi enabled. Digital boards in the classrooms are connected with good quality cameras for conducting online classes using popular platforms such as Google Meet/Zoom.

Since the pandemic began, all lectures have been recorded and shared with students. Faculty have also created individual YouTube channels to make their videos accessible at all times. Most assessments have moved to online mode on the Student Information system of the University and online platforms such as Google. Faculty use AI-based learning tools such as MentIO.com to capture student learning in real-time and share this feedback instantaneously. ICT is also used extensively during the placements season.

In addition, the University has a Student Information System that provides information on attendance, assessment results, course outlines, reading material, access to electronic databases, MOOC courses, videos, and academic notices to name a few. Faculty have remote access to the electronic databases through the Knimbus Platform. Access to Government-sponsored resources such as NPTEL, Swayam, and NDLI has also been provided to faculty and students. Faculty are encouraged to attend knowledge enhancement programs offered by AICTE and MHRD from time to time to expand their knowledge portfolio.

The University trains faculty at regular intervals on e-tools and e-learning resources. The pandemic accentuated the need for adopting hybrid methods to connect with students through popular platforms such as Zoom and Google Meet. The faculty were able to switch over to these online platforms smoothly. Our digital teaching and learning capabilities have been certified by QS, the well-known UK ranking and rating agency.

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

The organization structure and the various decision-making bodies are as per the rules governing deemed universities. The Vice-Chancellor is the head of all the principal bodies of the University. He provides strategic direction to achieve the vision, mission, and goals and ensures academic quality and credibility.

The Organogram of the Institution clearly depicts the hierarchy and the reporting authorities for ease of functioning. It is presented under additional information.

The University follows a decentralized organizational structure with a high degree of independence with respect to decision making. Each Faculty is headed by a Director. Within each faculty, the organizational structure is flat with the department heads or area coordinators reporting to the Dean Academics, who in turn reports to the Director.

The Board of Management, Planning & Monitoring Board and Academic Council oversee the operations of the University:

The Board of Management (BOM) is the primary executive authority of the University. It administers and supervises the various functions to achieve the Vision and Mission of the University.

The **Planning and Monitoring board** is the principal planning body of the university and takes care of the entire development programs of the University.

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 other important bodies are the Finance Committee, Strategic management committee, Board of Studies, and Internal Quality Assurance Cell:

The **Finance Committee** is responsible for the overall financial planning of the University. The Committee examines the annual accounts and submits the Audit Report and Annual budget to the BOM for approval.

Another apex body chaired by the Vice-Chancellor and having all the Heads of the Schools and Departments as its members is the **Strategic Management Committee**. It meets regularly to ensure that all the activities of the University are properly planned and executed.

The **Board of Studies** approves the curriculum of various courses keeping in view the institutional mission, stakeholders' interests, and local, national, regional, and global priorities.

The **Internal Quality Assurance Cell (IQAC)** has the responsibility of total quality management of the University. More details are provided in Metrics 6.5.1 and 6.5.3.

ICFAI Staff College undertakes capacity building to meet the quality requirements.

Administrative Setup:

At the Department level, the **Area Coordinator** takes care of the curriculum development, evaluation of internal and final examinations, and research by department faculty. Each course/subject within 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, the conduct of exams, evaluation, and grading of students.

The Registrar is the administrative head of the University. She is assisted by the **Director Administration, Additional and Joint Registrars**. Together they look after the upkeep of the infrastructure, security, hostel, and facilities management and above all, offer total support for the smooth academic functioning of the University.

The Service Rules, Procedures, Recruitment, and Promotional Policies are comprehensive, unambiguous, reader-friendly, and are presented under additional information.

File Description	Document
Link to Organogram of the University webpage	View Document
Link for Additional Information	View Document

6.2.3 Institution Implements e-governance covering following areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The University, Faculty Members, and Staff go through a structured appraisal process that is objective and transparent. A self-assessment form is filled out by the faculty member to arrive at the total **Academic Performance Indicator (API)** points. Faculty are assessed on the following parameters:

1. Teaching, Learning, and Evaluation

Excellence in Teaching, Research guidance, conducting tutorials, examination-related activities such as question paper setting, evaluation, etc. are captured. Teaching innovations and arranging guest lectures are also part of this section.

2. Co-curricular, Extension, and Professional Development Related Activities

Field visits, student mentoring, extension and dissemination activities, Internship generation, administrative responsibilities, and student club activities are captured.

3, Research and Academic Contributions

Publishing research papers in refereed journals, conference proceedings, case studies, chapters in textbooks and edited books are captured. Sponsored research projects, consultancy assignments, research guidance, attending workshops, and refresher courses are the other criteria in this section.

Avenues for Promotions

The University uses the API points, the number of years served in a particular designation, teaching, and research caliber to shortlist faculty for promotions. A Committee comprising of the Heads of Department, Dean, and Director of the school present the shortlist to the Vice-Chancellor for approval. Promotions are strictly merit-based and finalized on the basis of the vacancies.

Evaluating Non-Teaching Staff

The non-teaching staff of the university is assessed every year by their department heads/registrars. Parameters include timely completion of work assigned, punctuality, integrity, and discipline. Merit is the sole criteria on which they are promoted.

Welfare Measures

The University provides several welfare measures to its employees. Some of these are listed below:

S.No	Description
1	Group Medical Insurance coverage – 50% of Premium is borne by the University.
2	Fee waiver for wards of employees with five years of continuous service.
3	Maternity leave for women employees.
4	Medical dispensary at Campus with duty doctors, first aid facility, and ambulances on standby.
5	Earned Leave encashment, Leave Travel concession paid once in two years.
6	Subsidized rates for food at University Mess to all employees.
7	Casual Leave, Sick Leaves, Encashable, and Non-Encashable earned leaves as per norms.
8	Subsidized transport facility to all staff from city to campus and back.
9	Air-conditioned offices for all faculty members, hi-speed Wi-Fi access to all employees. Individual with printer to all faculty and scholars.
10	Access to playgrounds, swimming pool, and indoor courts for all faculty.

Benefits to Faculty for Scholarly and Intellectual Pursuits

Cash incentives and an attractive variable income point system are applicable for publications. They can also avail special leave for consulting assignments.

Incentives for Institutional Development

Faculty members are encouraged to generate internships and guide students. They are paid for both activities.

Best Teacher Awards

Two prominent Best Teacher awards are given every year:

- The NJ Yaraswy Award for best faculty with a cash component of INR One lakh and
- The IBS Alumni Federation award for Institutional Development with a cash component of INR One lakh

File Description	Document
Link for Additional Information	View Document

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

Response: 60.65

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

2020-21	2019-20	2018-19	2017-18	2016-17
258	178	162	154	138

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)	View Document
Link for Additional Information	View Document

Other Upload Files

1 [View Document](#)

6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 40.6

6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
85	42	31	27	18

File Description	Document
Reports of Academic Staff College or similar centers	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View Document
Link for Additional Information	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 71.65

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 last five years

2020-21	2019-20	2018-19	2017-18	2016-17
323	315	128	216	87

File Description	Document
IQAC report summary	View Document
Details of teachers attending professional development Programmes during the last five years (Data Template)	View Document
Link for Additional Information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The University is a self-financing institution and does not receive any grants from the State Government, Local Authorities, or UGC.

Mobilization of Funds

Student fees constitute the major source of finance for the University. Other sources of funds include interest income, consultancy, management development programs, and research grants.

The University has healthy and predictable cash flows which ensure that all the operational expenses are taken care of smoothly and necessary payments to the staff and suppliers are made without any delays. The surplus funds after meeting the ongoing operational expenditure are placed in fixed deposits with reputed banks.

To tide over temporary shortages of working capital, the Institution has tied up with reputed banks. The main banker is ICICI Bank which has provided a working capital limit of Rs 10 crores. Thanks to the healthy cash flows, the University has not fully utilized this limit on any occasion. The University has also been able to meet all its capital expenditure with internally accrued funds without dependence on term loans.

Utilization of Funds

Surplus funds as suggested by the Finance Committee and approved by the Board of Management are mostly deployed for up-gradation of the physical and technology infrastructure on the campus, improvement of computer labs, software procurement, adding databases to the library, faculty research projects, FDPs, student scholarships, student amenities, etc. Funds are also allocated for sponsoring faculty for national and international conferences and providing them with incentives for field studies and publishing research papers in top journals.

The deployment of funds is aligned with the Institutional Development plan which has a clear road map for the growth and diversification of the activities of the different constituents of the University.

Systems and Processes

A Finance Committee is in place with the Vice-Chancellor as the Chairperson, Finance Officer as the Secretary, Registrar as a member, one nominee from the Trust, and two nominees from the Board of Management. The Finance Committee meets at least twice a year to examine the accounts and scrutinize proposals for expenditure. The committee formulates comprehensive and fool-proof procedures and systems for the monitoring and management of funds.

The powers and functions of the Finance Committee include:

1. To consider the annual accounts and financial estimates of the University and submit them to the Board of Management for its approval.
2. To consider and recommend the annual budget and revised estimates to the Board of Management.
3. To fix limits on the total recurring expenditure and the total non-recurring expenditure of each year based on the income and resources of the University.

Management approvals are required for large one-time expenditures and regular audits are conducted for ongoing, and routine expenditures. The Board of Management is kept informed about the capital expenditure in the quarterly meetings and the advice of the Board is sought wherever necessary. The audited Income and Expenditure Statement, Balance Sheet, and Cash Flow statements are also presented to

the Board at the end of each financial year and approved by them.

6.4.2 Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs).

Response: 84.49

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

2020-21	2019-20	2018-19	2017-18	2016-17
84.49	0	0	0	0

File Description	Document
Details of Funds / Grants received from government bodies during the last five years (Data Template)	View Document
Annual statements of accounts	View Document

6.4.3 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)

Response: 339

6.4.3.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
339	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Annual statements of accounts	View Document

6.4.4 Institution conducts internal and external financial audits regularly

Response:

The University has a foolproof mechanism for auditing its finances. This is enabled by three kinds of audit:

- Statutory Audit
- Concurrent Audit
- Internal Audit

Statutory Audit

The Statutory Audit is conducted by a reputed firm of Chartered Accountants. The purpose of this audit is to verify that the Income and Expenditure Statement and Balance Sheet have been correctly prepared and as per the applicable regulations. The auditors also suggest changes in maintaining the books of accounts in view of amendments to the applicable Acts. The statutory auditors also review the University's accounting systems and procedures and make suggestions for strengthening them.

Concurrent Audit

The Concurrent audit is conducted by another reputed firm of Chartered Accountants. This audit aims at reducing the time gap between the occurrence of financial transactions and the audit of such transactions. The scope of the Concurrent audit is comprehensive. The auditors verify all the Fee receipts, refunds and waivers, Fee Dues, and Merit Scholarships. They conduct pre-audit of all payments along with supporting documents like Management Approvals, Purchase/Work Orders, Bills, vouchers, and other relevant documents with particular emphasis on statutory compliances like Income Tax, GST, and other applicable taxes and duties. All the statutory payments, like, TDS, Provident Fund, ESI, Professional Tax, and GST are verified by the team and the compliance report is submitted to the management. The Bank Reconciliation Statements of all the bank accounts of the Institution and the inventory register are also verified.

The Concurrent Auditors submit audit reports at fortnightly intervals with their observations/ comments. Rectifications, if any, based on their observations are carried out immediately and an action taken report is submitted to that effect. Meetings are held periodically by the Finance Committee with the Concurrent Auditors to discuss measures for further strengthening the systems and procedures.

During the last five years, there have been no major audit objections raised by the Concurrent Auditors and Statutory Auditors, and the accounts were found to be satisfactory.

Internal Audit

The purpose of this audit is to tighten the internal controls and processes and support the management in mitigating leakage of revenue and detecting and preventing fraudulent transactions. This kind of audit is conducted by an internal team throughout the year. The team audits fees receivable/received/dues/refunds/waivers/merit scholarships/ fee reconciliations and updations in student records and books of accounts. The team also verifies the other receipts and undertakes physical verification of inventory, consumables, and fixed assets.

These three types of audits provide analytical reports to the Management for evaluation and timely

decision making. They also help the University to adapt to changes in the applicable Acts/Rules/Regulations. Over the years, the three types of audits have helped improve internal procedures, streamline administrative operations, strengthen risk controls, minimize income leakage and improve the overall governance of the University.

The long-term rating affirmed by ICRA, the reputed Indian credit rating agency to the University is [ICRA] A+ (Stable). It is valid till September 2022 and denotes an adequate degree of safety for timely servicing of financial obligations.

File Description	Document
Any additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

In the University the IQAC is the primary body for implementing various quality enhancement measures. It has contributed to the enhancement of the quality of education.

The decisions taken in the IQAC meetings enhance the overall quality resulting in the attainment of graduation outcomes and improving the performance of the University in national and international rankings, ratings, and accreditations. The areas where the IQAC has contributed to institutionalizing the quality assurance strategies and processes are presented under 'Additional Information.

We share two significant **practices** institutionalized at the University as a result of IQAC initiatives.

Practice 1- Online and Blended Learning-Adapting to the Pandemic

Thanks to our quality initiatives through IQAC we were a frontrunner in using ICT-enabled tools and online resources for effective teaching. This helped us in creating an excellent online platform to steer online and blended teaching and learning during the pandemic through popular platforms such as Zoom and Google Meet. Digital boards were connected with good-quality cameras for conducting online classes.

The University trained its faculty on effective usage of these online platforms well in advance to avoid any disruption to the teaching-learning process and moved seamlessly to a completely online system of teaching and evaluation within one week of lockdown.

Faculty Members created individual YouTube channels to make their videos accessible at all times. ICT was also used extensively during campus interviews where recruiters used online methods to conduct group discussions and personal interviews. A record number of webinars were conducted by inviting resource persons. During 2021, the University started an Online MBA Program. It became very popular

within a short time and recently received 2 prestigious awards.

Quacquarelli Symonds Ltd. the international rating and ranking agency from the United Kingdom has verified and validated our preparedness to conduct online teaching and learning and conferred on the University QS IGAUGE's E-LEAD certification (E-learning Excellence for Academic Digitization) award.

Practice 2- Rankings, Ratings & Accreditations

The implementation of quality initiatives of the IQAC has resulted in remarkable improvement in rankings, ratings, and accreditations of the University and its constituents. A few prominent ones are presented here below:

1. **NIRF 2021-** 27th rank in the Management Category and 29th in the Law Category.
2. **Graded Autonomy-** UGC granted autonomous status (Category II) to the University. We are one of only 52 Universities in the country to receive autonomy.
3. The Business School of the University received the coveted international accreditation from AACSB International, Florida, USA in 2020.
4. IBS Hyderabad is the second B-School in South Asia to be SAQS re- re-accredited by the Association of Management Development Institutions in South Asia for five years up to August 2025.
5. Received the highest rating of EB 1 IN and A*** from **ICRA and CRISIL** respectively.
6. Secured a place in the QS Rankings in Asia, BRICS, and India
7. IFHE Innovation council secured a 4-star rating in 2021.
8. The University received permission to start an off-campus center in Bangalore, an Online MBA Program, and MBA Program in the Distance Mode.
9. University received 12-B Status
10. Secured ISO Certificates

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.5.2 Institution has adopted the following for Quality assurance 1. Academic Administrative Audit (AAA) and follow up action taken 2. Confernces, Seminars, Workshops on quality conducted 3. Collaborative quality initiatives with other institution(s) 4. Orientation programme on quality issues for teachers and students 5. Participation in NIRF 6. Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).

Response: A. Any 5 or more of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution (Data Template)	View Document
Paste web link of Annual reports of University	View Document
Link for Additional Information	View Document

6.5.3 Incremental improvements made for the preceding five years with regard to quality (in case of first cycle), Post accreditation quality initiatives (second and subsequent cycles).

Response:

Quality enhancement initiatives are primarily implemented through the mechanism of the Internal Quality Assurance Cell (IQAC), established in the University as a post-accreditation quality sustenance measure. The IQAC ensures continuous improvement in the entire academic and administrative spectrum of the university. It acts as a nodal unit of the University for augmenting quality. Eighteen meetings of IQAC have been held during the last five years.

The intervention through 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 programs, faculty development programs, hosting conferences, and participating in national & international conferences.

An indicative list of the quality enhancement decisions of the IQAC that have been successfully implemented in the academic and administrative domain is presented below:

Academic Domain

- Benchmarking of the curriculum with the best international and national universities.
- Analysis of Mid-term and end-term student feedback on faculty performance.
- Prioritization of conferences that faculty members can choose to attend and present papers.
- Assurance of Learning to ascertain the attainment of Program Goals
- Ranking of journals for publications
- Case development in areas related to SDGs
- Weekly faculty seminars by faculty members to showcase their research and other works.
- Formation of a research committee.
- Allocating seed money of INR 50 lakh every year for encouraging research projects
- Enhanced Faculty participation in international conferences.
- Hosting of Doctoral thesis Conferences and other theme-based conferences
- Collaboration with foreign Universities.
- Student mentoring through several channels.
- Continuous evaluation and Transparency in evaluation.
- Homogenous delivery in the class through teaching group meetings.

- Committee approach for decision making.
- Faculty research focuses on Scopus/Web of Science listed journals
- Cafeteria approach in electives.
- Market-driven electives.
- Hosting of Academy of International Business Workshops
- Collaborative approach in hosting conferences.
- Introduction of Online examinations.
- Introduction of Rozgar Kaushal and Mulya Pravah for enhancing employability skills

Administrative Domain

- Student Information Management System.
- Parents’ corner.
- Establishment of a Biogas plant
- Green and Environment Audit
- Energy Audit
- Bandwidth increase to 3 GBPS
- Adding close to 100 Smart Boards
- Establishment of Incubation Centre
- Establishment of Media Room
- Purchase of 2 High-end ambulances
- Purchase of New Buses for student’s transport
- Clean and Green Campus
- Divyangjan friendly facilities created
- Empowerment through the establishment of a Strategic Management Committee
- Hosting IQAC Seminars in collaboration with NAAC

The implementation of the decisions taken in the IQAC meetings has resulted in institutionalizing quality practices in the teaching, learning, research, and institutional development areas thereby contributing to the external validation of these efforts through better rankings, ratings, and accreditations. These have been highlighted in Metric 6.5.1.

File Description	Document
Link for Additional Information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

The University advances gender equity by furthering women's education, promoting opportunities for women's leadership and active participation, and providing a safe environment for them. It provides equal employment and education opportunities for both men and women. The specific facilities provided for women are shown below:

1. Safety and Security:

The University has taken several measures to enhance safety & security on campus by providing round-the-clock security and installing CCTV cameras. 150 security Guards are deployed round the clock (male and female guards) and only students with valid identity cards are allowed into the campus. Separate hostel facilities are available for girls with sick rooms for students who are not well. The girl's hostels are provided with female guards. Glass panes at eye level are installed on the doors of faculty rooms & offices to ensure the safety of women staff. A crèche facility is also available. The entire campus is effectively covered with CCTV surveillance with 150 CCTVs not only in prominent locations but also in the areas not covered by the guards. This provides a sense of security to women. Sufficient lighting is provided on the campus during nights in case of extension of regular hours for placements or cultural activities. The University also ensures security through the Internal Complaints Committee (ICC), Anti-Ragging Committee, and Grievance Redressal Committee. The ICC takes up grievances and issues of sexual harassment if any.

2. Counseling:

The University has employed a senior psychologist for providing counseling services. Students can approach the counselor for consultation. The information of the students is kept confidential by the counselor. Where the intervention of parents is desired, the same is shared with the parents. The University also has a functional Faculty-student mentoring program where each faculty member is allocated 15-20 students. This is meant to be an individualized relationship between a student and a faculty member where regular student-faculty interaction meetings take place to take stock of problems/issues and resolve them. Mentorship by Faculty enables students to (a) stay focused on acquiring knowledge and skills, (b) develop confidence and ability to network and collaborate, (c) gain additional perspectives on their own discipline, specialization, and personality, (d) find courage and confidence to deal with difficult situations and (e) improve awareness of the world around them. Further, as a step towards career counseling, each Alumni is allocated 10-12 students.

The Student Service Department (SSD) also takes on the role of academic counseling.

3. Common Room:

The common room provides facilities for indoor games (carom, chess) newspapers, drinking water, and

restrooms. They are an 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 conducting discussions.

4. Day Care Center for children of the staff:

A Daycare center facility for the children of the staff is available

File Description	Document
Specific facilities provided for women in terms of: a.Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Annual gender sensitization action plan	View Document

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

- 1.Solar energy
- 2.Biogas plant
- 3.Wheeling to the Grid
- 4.Sensor-based energy conservation
- 5.Use of LED bulbs/ power efficient equipment

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

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

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

Solid Waste Management

There are 3200 students, on average, utilizing the mess, cafeterias, and other facilities on the campus. The mess, cafeterias, and offices generate approximately 500 kg of solid waste material per day. The biodegradable solid waste is separated from this and dumped into the compost pit for the generation of vermin compost. The non-biodegradable waste is disposed of as per regulatory norms. To reduce the generation of paper waste, a paperless office policy is followed.

Liquid Waste Management

Liquid waste of around 850KL is generated per day. The campus has the facility to treat the entire liquid waste generated. It has two Sewage Treatment Plants with the capacity to treat 450KL per day. 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 and used for gardening and filling up the artificial pond inside the campus. It is also proposed to utilize recycled water for flushing toilets, thus reducing groundwater use. The STP processes the sewage water, separates the solid waste from the sludge, and makes it into solid cakes that are deposited in the compost pits to help in the early maturation of the compost.

There are 11 Reverse Osmosis plants providing safe drinking water to the campus residents. The wastewater generated during the process is used to water the plants, thus effectively helping to maintain the green cover on the campus.

Biomedical Waste Management

The University does not have a hospital, but it does have a small clinic. Broken needles, syringes, bandages, cotton, and gauze from the clinic are disposed of after they are sterilized. The materials used for cleaning the clinic are processed before disposal.

E-waste Management

Very limited e-waste is generated by the University and most of it is utilized for repair/refurbishing and recycling within the campus or in other Universities of the ICFAI Group all over India. However, unserviceable/ beyond economical e-waste is auctioned among the Government-authorized e-waste dealers.

Waste Recycling System

The University's waste management and recycling policies support its endeavors to reduce the amount of waste entering the waste stream. Organic and green waste, recyclable waste, and sanitary waste are collected in different colored bins. Food waste, vegetable peels, and other kitchen waste collected from the canteens are segregated and composted, as also the garden waste and dry leaves. The recyclable waste is collected and sold to vendors for recycling. Sanitary waste is sent outside for incineration.

Hazardous Chemicals and Radioactive Waste Management

The University does not use radioactive materials in its research. Strong acids and bases wherever used are neutralized and deposited in the water treatment plant. The laboratories using chemicals and solvents

follow the necessary safety precautions in the use and disposal of hazardous chemicals.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geotagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4 Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document

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

Response:

The University attracts students from diverse backgrounds and geographies. It truly represents a composite and harmonious society with its stakeholders from diverse socioeconomic, regional, and cultural backgrounds. Even the faculty members have a diverse demographic background.

The University has been able to maintain harmony and peace all through these years without a single episode of campus unrest.

With students from 28 states and 6 union territories, the University is a mini-India. The spirit of tolerance and harmony has percolated among all the stakeholders and is reflected in all the activities of the University. It fosters leadership, team-building, gender sensitization, inclusiveness, entrepreneurship, and social awareness through the student club culture. Programs like Blood donation campaigns, AIDS day rallies, Wishing trees on Christmas eve, visits to orphanages, painting government schools in nearby villages, nature walks, conservation, adventure-related experiences help in creating social value for the community and nation-building. Some of the activities conducted by the 54 student clubs which foster an inclusive environment are detailed below:

- Cultural club Samavesh celebrates the jubilation of various cultures and provides a platform to encourage the growth of creative and innovative talents to promote the vast cultural diversity of India. All regional festivals and cultures are celebrated with much enthusiasm by spreading the colors and beauty of culture through events like – Independence Day, Teacher’s Day, Dandiya Night, Diwali, Engineer’s Day, Christmas, Lohri, Republic day, Pongal, cultural food fests, rangoli competitions, visiting historic locations, etc.
- Through environmental clubs like Prakriti and Green Ambassador Inspiring All (GAIA) plantation drives, No Food Wastage Drive, Swacch Bharat initiatives, adventure sports like trekking, rappelling, camping, and cycling are conducted.
- As part of club Aaina’s ‘AnokhaUtsav’, students visit various NGOs, old age homes, and orphanages and celebrate their special days with them. The club also conducts medical Camps and awareness campaigns like, ‘Stop Sale Of Acid’, ‘Zero Wastage Day’, etc.
- Legal Aid Club conducts legal awareness programs. They also conduct Legal literacy Camps in collaboration with the Mandal Legal Service Authority.
- ‘Lexwalk’ is organized on Constitutional Day where more than 2000 students, advocates, civil servants, and judges participate.
- Annual Management and Cultural fests of the University namely **Trishna** and **Trithi** are conducted every year in the month of January and March respectively. These fests see participation from more than 200 B-schools across the country and more than 8000 students getting involved in the culturally diverse and challenging events. Students also participate in cultural fests of other Universities and colleges.
- Sports clubs organize various inter-college and intra-college events that form a great stage for cultural inclusion as athletes from across the country participate.

All the above student activities of the University point towards the prevalence of tolerance and harmony despite cultural, regional, linguistic, communal, socioeconomic, and other diversities.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations:

values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Fundamental rights (Part III), fundamental duties (Part IV A, Article 51 A), and the directive principles of state policy (part IV) hold a special place in the Indian constitution. The constitutional values include sovereignty, socialism, secularism, democracy, the republican character of the Indian State, justice, liberty, equality, fraternity, human dignity, and the unity and integrity of the Nation.

Students learn about constitutional obligations through formal courses in different programs at the University. The course offered on Constitutional Law covers topics on values, rights, duties, and responsibilities. Students also go through courses on Professional Ethics and Dynamics of Social Change. They also go through a course on Human Values and Professional Ethics in the BBA and Business Ethics in the MBA program. Besides these courses, the university conducts regular guest lectures by luminaries who explain the importance of these topics.

An NSS unit has been set up on campus to encourage students to contribute to society. The various student clubs also do their bit to take up social causes. IFHE also encourages activities like slogan writing, poster competitions, and paintings to create awareness about the constitution of India.

The university regularly organizes legal aid clinics jointly with District and Mandal Legal Services Authorities to provide access to justice at their doorsteps. The young students while working with the community understand the real problems of the villagers.

Through various outreach activities, students are also sensitized about the need for 'swachaatha', protection of the environment, plantation of trees, voting rights, and consumer rights.

The University regularly organizes national-level Moot Court Competitions, Mediation, and Client Counselling competitions where students from various law schools and universities all over the country are invited. IFHE also organizes the ICFAI Conference of Nations, to make the students understand how the Lok Sabha and the various UN organizations function. The Asian Parliamentary Debate is organized to help students learn the law-making process.

Constitution Day also known as "National Law Day", is celebrated on 26 November every year. It was on 26 November 1949 that the constituent assembly of India adopted the Constitution of India, and it came into effect on 26 January 1950. As part of the Constitution Day celebrations, a 10 KM walk, Lexwalk is organized on November 24 every year to create awareness about the Fundamental Rights and Duties. Students, faculty, staff, advocates, judges, and representatives from the Bar Council of India, Hyderabad participated in the event.

To instill a sense of citizenship among the students, national days are observed with great seriousness and commitment.

On Independence Day, the VC hoists the tri-color national flag and addresses the faculty, staff, students, and other attendees. Awareness Programs relating to the promotion of universal values are also conducted. A Run is also organized to commemorate national integration and communal harmony.

On Republic Day, the VC unfurls the tri-color national flag on a very tall flag mast and addresses the

audience. Various cultural programs are also performed by students.

On Gandhi Jayanti, floral tributes are offered to Mahatma Gandhi.

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

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

A key objective of the university is to make students good citizens, instill a sense of patriotism and create awareness about our rich heritage. So the important national days and festivals are celebrated/observed in the University with the widespread participation of all stakeholders including the faculty, the students, officials, and the local community.

The University is like a mini-India with students from 28 states and 6 Union Territories. They come together breaking the boundaries of religion and caste during these festivals. The thoughts of great Indian personalities are instilled in the young minds through the walks, the runs, the seminars, the exhibitions, and other programs conducted on these days.

On Independence Day, the Vice-chancellor hoists the tri-color national flag and addresses the faculty, staff, students, and other attendees. On August 14, an Independence Run is organized to commemorate national integration and communal harmony. Awareness Programs relating to the promotion of universal values in schools and colleges are also conducted.

On Republic Day, the Vice-chancellor of the university hoists the tri-color national flag on a very tall flag

mast and addresses the audience. Various cultural programs are performed by students on this day.

On Gandhi Jayanti, floral tributes are offered to Mahatma Gandhi in the presence of faculty, staff, and students.

September 5, the birth anniversary of Dr. Sarvepalli Radhakrishnan is a special day for the university. Various events are held by the students to honor the teachers and convey their appreciation for their sincerity and commitment. Awards are given to the teachers for their achievements.

September 15, the birth anniversary of Sir Mokshagundam Visvesvaraya a Bharat Ratna recipient is celebrated as Engineer's Day at the University. The Faculty of Science and Technology holds a seminar and other events to honor this great engineer and remember his pioneering contributions to the nation such as the Krishna Raja Sagar dam in Karnataka.

October 31, the birth anniversary of Sardar Vallabhbhai Patel, the iron man of India, who made a significant contribution to national integration, is celebrated as Rashtriya Ekta Diwas (National Unity Day).

A 10 KM walk, Lexwalk is organized on November 24 every year. This precedes Constitution Day (26th November) and creates awareness about the Fundamental Rights and Duties enshrined in the Constitution of India. Students, faculty, staff, advocates, judges, and representatives from the Bar Council of India, Hyderabad participated in the event.

The university also observes other national festivals and birth/death anniversaries of great Indian personalities as listed below. On each of these days, functions pertinent to the event are held:

- 12 January (Swami Vivekananda Birth Anniversary celebrated as Youth Day)
- 30th January (Martyr's Day - A two-minute silence is observed at 11:00 AM)
- 28 February (National Science Day)
- 8 March (International Women's Day)
- 21 June (International Yoga Day).

Environment Day (5 June), Water Day (22 March), and Earth Day (22 April) are also celebrated every year.

File Description	Document
Geotagged photographs of some of the events	View Document
Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

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

Response:

Best Practice – 1

Title of the Practice: Building a Research Culture through our Unique Ph.D. Program

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)?

The Ph.D. program has brought a research culture to the University. It is unrivaled, in terms of its rigor, quality, and interdisciplinary nature. It is also regularly updated and the academic delivery is benchmarked against the best standards in the country and the world.

The objectives are to:

- Prepare the doctoral students to pursue quality research that gets published in highly reputed peer-reviewed journals.
- Nurture doctoral students as faculty by imparting knowledge and training in contemporary techniques and pedagogy.
- Enable the doctoral students to understand and appreciate all the nuances of academics, research, and institution development activities.

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)?

One of the main challenges faced by Indian universities today is the shortage of well-trained faculty. The IFHE Ph.D. program aims at producing scholars who are well trained in research and are also exposed to the nuances of quality teaching and effective institution building. Many of the scholars have become successful faculty both within IFHE and in reputed institutions like the IIMs.

In the case of Full-time scholars, the challenge is to provide faculty mentors, who are both knowledgeable and helpful and can guide the students effectively.

In the case of the part-time students, given their professional commitments and priorities, the challenge is to enable them while maintaining the rigor of the program.

Most of the challenges faced, are addressed through the timely interventions of the IFHE Research committee governing the Ph.D. Programs. The committee is chaired by the Vice-Chancellor, who is himself a great scholar and other eminent faculty.

The Practice

Describe the practice and its uniqueness in the context of Indian higher education. What were the

constraints/limitations, if any, faced (in about 400 words)?

The Ph.D. program has four phases, namely, coursework, qualifying examination, preparation of the research proposal, and thesis work and submission of the thesis.

Course work: In the first year the student takes eight courses and a three-month research project. This kind of rigorous coursework is an exception to the norm in Indian universities. The course work lays the foundation for quality research.

Qualifying Examination: At the end of the first year, students appear for the Ph.D. qualifying examination consisting of written papers followed by viva voce. This sets the bar high and ensures that only meritorious candidates move to the next phase.

Thesis Proposal: Upon successful completion of the Ph.D. Qualifying exam, a Doctoral Advisory Committee (DAC) is constituted to help the student in refining the proposal. The DAC comprises one convener and two members. On successful completion of the Proposal Defense and subsequent approval of the proposal by the Screening Committee, the DAC is dissolved. The DAC convener becomes the supervisor, ensuring continuity in the research work.

Thesis Submission and Viva-voce: Upon successful thesis proposal defense, full-time Ph.D. students must give at least one Seminar every semester. They are also required to publish at least one research paper in a refereed journal and present two papers at conferences before submission of the thesis for adjudication.

The other salient features of the Program are:

- **Associateship:** Scholars are closely associated with faculty members to get exposed to the nuances of teaching, research, and institutional development.
- **Visiting Scholar Program:** In the third year of the program, students are given an option to spend a semester abroad with good universities. The University has MOUs with several reputed foreign Universities like Syracuse University, USA, Flinders University, Australia, Bangor University, UK, etc.
- **Progress Seminars:** Students need to give at least one progress seminar every semester till the submission of their thesis.
- **Performance Monitoring and Feedback:** DAC Conveners/Ph.D. Supervisors monitor and submit a quarterly Progress Report on the performance of their students.

Constraints / Limitations

There were no takers for the Visiting Scholar Program (VSP) primarily due to the pandemic during the Academic Years, 2019-20 and 2020-21. Even in the previous academic years, the Research Scholars did not evince much interest for financial and other personal family-related reasons. Once the pandemic is over and full-scale international travel commences we are exploring the possibility of sponsoring the travel and fee expenses of the scholar.

Evidence of Success

Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words

The University's Ph.D. program is one of the very few in India to get accredited by AACSB International, Florida, USA, the reputed international accreditation agency. These scholars are emerging as excellent management teachers in various IIMs, IITs, and other leading B-schools in India and abroad. An indicative list is presented below:

S. No.	Name of the Student	Current Institution
1	Dr. Subhadip Roy	IIM Ahmedabad
2	Dr. Sudhakara Reddy S, Dr. Saptarishi Purkayastha	IIM Calcutta
3	Dr. Ajay Kumar Mishra	IIT Kharagpur
4	Dr. Subhash Jha	Purdue University, Indiana, USA
5	Dr. Sanjit Kumar Roy	University of Western Australia, Perth, Australia
6	Dr. Atanu Adhikari,	IIM Kozhikode
7	Dr. Makam S. Balaji	Nottingham Business School, China
8	Dr. Saurabh Bhattacharya	Newcastle University, United Kingdom
9	Dr. Yogesh Chauhan, Dr. Jagrook Dawra	IIM Raipur
10	Dr. Aditya Shankar Mishra, Dr. Dipanjan Kumar Dey	IIM Ranchi
11	Dr. Nupur Pawan Bang	ISB, Hyderabad

The scholars have also published papers in reputed international journals. The cases developed by them are also accepted by the Case Center, UK, and are used by reputed business schools worldwide.

The above credentials speak volumes about the market perception and acceptability of our Ph.D. program.

Problems Encountered and Resources Required

Please identify the problems encountered and resources required to implement the practice (in about 150 words)

Problems encountered:

There were no takers for the Visiting Scholar Program (VSP) primarily due to the pandemic during the Academic Years, 2019-20 and 2020-21. Even in the previous academic years, the Research Scholars did not evince much interest for financial and other personal family-related reasons. Other than this we do not foresee any major problems.

Resources required for implementing the practice:

Once the pandemic is over and full-scale international travel commences we are exploring the possibility of sponsoring the travel, tuition fee and stay expenses of the scholar. We do not foresee any financial constraints for implementing this.

Notes (Optional)

The University has a well-designed, systematic, and rigorous Ph.D. Program structure in place that is constantly being mentored and monitored by a committee of experienced academicians. The University has been producing high-quality researchers and efficient teachers, many of whom are serving in several reputed institutions in the country and abroad. The aim is to develop a well-rounded academician possessing a fine blend of teaching skills and research acumen, with additional dexterity in institution development. There is no exaggeration in stating that this is one of the best Ph.D. Programs available in the country and the Asia Pacific region today.

Best Practice – 2

1. Title of the Practice: Internship Program

2. 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)?

The University offers programs in Management, Engineering, and Law. The University believes in training a cadre of professionals with the requisite orientation to succeed in corporate environments. One of the most important academic processes to achieve this is the Internship Program.

Broadly stated, the Internship is designed to achieve the following objectives for students.

- Provide appropriate opportunities for field experience in reputed organizations.
- Provide appropriate avenues to gain relevant knowledge and skills required to succeed in the workplace.
- Provide job-oriented mentoring by the organization and faculty mentors.

The application of theoretical learning to practical work settings is the underlying principle.

3. 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)?

Internships extend learning beyond structured classroom settings. Interns gain a vital understanding of work-related expectations and are exposed to real-life organizational settings. Successful interns exhibit higher confidence in their jobs. IFHE assessed this and designed a unique internship program where Interns are mentored and assessed at regular intervals through collaborative mentoring and joint guidance – by the faculty at IFHE and the organization mentor to whom they report during the internship.

Designing and implementing an internship program has challenges. Mentors in organizations find it difficult to allocate time to guide interns which may impede learning. Some internship roles are not well structured. IFHE is proactive to address these challenges. Students are briefed on the importance and expectations from the internship well before the process begins. Faculty interact with organization mentors regularly and create the required support structures that help students focus on the internship to achieve the defined internship objectives.

4. The Practice

Describe the practice and its uniqueness in the context of Indian higher education. What were the constraints/limitations, if any, faced (in about 400 words)?

As an integral part of the curriculum, internships augment formal classroom learning with real-time exposure to actual job environments and help connect theory with practice.

Students at the University are placed as interns in organizations where they work on multidisciplinary assignments or projects. To many, this is their first formal experience in an organization. The internship manual of the University specifies mentoring by a faculty and organization guide (mentors). The topics assigned to them usually represent a business challenge or an emerging opportunity. Some organizations provide live projects such as a market potential study for a new product launch. Structured monitoring and visits of the faculty to the organizations make the process unique. Experiential learning helps students develop the right temperament to succeed in diverse job roles and uncertain environments.

This practice has some challenges. Some students find it difficult to adjust to the culture of an organization or the work itself. This is resolved through timely counseling by the faculty mentors. Occasionally, organization guides may find it difficult to spare additional time with the interns.

Duration

The duration of the internship varies from six weeks to thirty weeks depending on the program pursued by students.

Discipline and Conduct

Students are expected to demonstrate the highest levels of discipline and integrity. Unprofessional behavior, misconduct, indiscipline, irregularity at work, and unsatisfactory performance are viewed very seriously and disciplinary action is taken by the concerned authority.

Evaluation

The internship report is evaluated at several stages. These are given below:

Proposal: includes information on the organization, the industry as well as the description of the project being pursued and the project completion timelines.

Interim Report: This is submitted during the mid-course and contains information on project objectives, methodology, progress achieved, etc.

Final Project Report

It is a written presentation of the work done by the interns. Well-defined guidelines for incorporating the relevant information in the report are shared at the beginning of the internship (internship handbook).

Students make a detailed presentation to the faculty and organization mentors at the end of the internship. The presentation is judged on parameters such as (1) Understanding of the company's business model (2)

Value added to the organization as a result of the internship (3) Presentation skills exhibited during the viva voce (4) Overall learning from the internship.

5. Evidence of Success

Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words.

Internships at the University are considered highly relevant for enhancing student learning and have been given due weightage in the academic curriculum. In business school, the internship is equivalent to ten credits (10% of the program credits). This puts immense responsibility on the student to do well and earn the highest credits. Continuous assessment makes the student focus on the tasks. Mentor feedback helps improve the quality of the internship report. Feedback on the process and student performance from different organizations is captured, tabulated, analyzed, and shared with students. About ten internship projects are shortlisted every year for the Best Internship awards. Student performance is analyzed to validate the achievement of program learning goals such as communication skills. Internships also provide the student's the necessary experiences to help them evaluate career options and choose the right elective mix in the respective programs.

At the Faculty of Science and Technology, organizations announce pre-placement job offers to interns while at the Law School Interns get opportunities to network with leading advocates and associate with Legal departments in organizations to pursue their professional practice.

These results indicate that Internships at the University are highly significant in strengthening and augmenting structured academic learning.

6. Problems Encountered and Resources Required

Please identify the problems encountered and resources required to implement the practice (in about 150 words)

Students sometimes face problems in adjusting to the new work environments, location of the organizations, perceived role ambiguity, high-performance expectations, and time constraints. Such instances can create dissatisfaction needing quick resolution. The University has a process to resolve such issues where problems faced by students are submitted to Internship Grievance committees. The committee members suggest plausible solutions. In addition, faculty mentors visit the location of internships to gain first-hand feedback on student performance. Such visits are appreciated by organizations and help communicate the institution's seriousness to the students. Budgets are allocated for these planned visits in advance. The university spends substantial amounts of faculty time and money monitoring the internships.

7. Notes (Optional)

Please add any other information that may be relevant for adopting/implementing the Best Practice in other Institutions (in about 150 words).

First and foremost, internships at the University are embedded within the overall program. This impacts the

final grade of the student. Since it is embedded with the program structure, students take internships very seriously and try to excel in the chosen area. The stated objectives are met.

Second, the involvement of faculty mentors stands out as an important determinant of student success in the internships and ensures effective learning. Students seek guidance from faculty and organization mentors in a structured process. Learning is reinforced and many doubts get clarified. Progress is monitored from time to time. This practice requires financial resource commitments but the design can be easily replicated.

Third, internships are based on measurable learning outcomes. Assessments rubrics are shared with students and mentors. As a result, objective feedback based on such measurements is easy to implement and communicate to stakeholders.

File Description	Document
Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

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

Response:

Case Pedagogy

The Business School of the University is a pioneer in the use of the case method of teaching. The tradition goes back to 1995 when IBS was set up. For a few years, IBS depended on a licensing agreement with HBS for most of its case requirements. Later, it was decided to set up a Case Research Centre (CRC) to develop a range of cases first for use in-house and later in other Business Schools across the world.

Why this emphasis and what is so special about cases? Management is less about theory and more about practice. In the real world of business, intuition, critical/lateral thinking, experimentation, and the ability to take decisions without sufficient information are the capabilities, that managers need to develop. Cases go a long way in developing these capabilities. Research reveals that roughly 10% of learning happens through listening to a teacher, about 20% through mentoring and coaching and 70% or more happens through learning by doing. Compared to lectures, case discussions come much closer to learning by doing.

A case is a management situation written in a simple, narrative style. It provides some but not all relevant facts. Students must make necessary assumptions and solve the problem. Cases help students in understanding how to ask the right questions and develop a better conceptual understanding of the problem at hand. Students learn how to create structure in an unstructured situation. They understand that behavioral and emotional issues are important even while seemingly technical decisions are involved.

The case method generates a high degree of student involvement in the learning process. Students come well prepared for each class after having thoroughly analyzed the case. The ownership of learning is passed

from the teacher to the students.

By going through some 300 odd cases during their two-year MBA program, the students learn to think, analyze and act like professional managers. They learn from both the successes and failures of the protagonists in different cases. At the end of each case discussion, the students benefit enormously by asking themselves: “What did I learn?” and “How do the situation and the lessons I have learned, relate to other situations?”

Each year, most students join IBS without any prior exposure to the case method of teaching. So they go through a detailed orientation program as part of Deeksharambh before the case discussions are introduced. Initially, they are exposed to less complex cases. As they become more comfortable with the case pedagogy, they are exposed to more complex cases. The small percentage of students who find it difficult and need more help are counseled individually by the faculty members.

Some of the new faculty members who join IBS every year, also come without a case teaching experience. Such faculties are provided the necessary orientation both during Area chair meetings and through the mentoring provided by senior faculty. In addition, case workshops are held every year during the summer recess. During these workshops, internal and external faculty members explain the subtle nuances involved in case teaching. They demonstrate how to prepare for a class, how a case is taught in the class, how to lead with questions, how to use the whiteboard, and how to evaluate the students.

Case Development

After starting on a small scale about 20 years back, Case Research Centre (CRC) is today the second-largest case repository in the world (after Harvard), with close to 7000 cases published and distributed through The Case Centre (UK), formerly the European Case Clearing House (ECCH), as well as through IBS channels (icmrindia.org; ibscdc.org). CRC has developed end-to-end capabilities in developing, publishing, and marketing cases online. The top 3 bestselling case authors in the world in 2021 hail from CRC.

Every year, the themes for the new cases are decided by the CRC team in consultation with faculty members within IBS and outside. The cases are then mapped to different courses. After the cases are written, they are tested in the class. Each year, dated cases are identified and are replaced with more topical cases. This ensures that the curriculum is updated and the teachers can take new cases to the class every year.

Over the years CRC has received 100 + awards in global case competitions from reputed organizations and universities like the Academy of Management (AOM), Association of MBAs (AMBA), Central and Eastern European Management Development Association (CEEMAN), European Foundation for Management Development (EFMD), Emerald Group Publishing, NACRA, Oikos International (Switzerland), The Case Centre UK, John Molson School of Business (University of Concordia, Canada), Project Management Institute (USA), USASBE - Baylor (USA) and Syracuse University, New York.

The cases developed by CRC are used by 900+ institutions in over 80 countries including prestigious institutions in North America, Europe, and Asia. Institutions using CRC cases include London Business School, London School of Economics, Oxford Said Business School, Cambridge Judge Business School, HEC Paris, HEC Montreal, SDA Bocconi, IIMs, ISB, etc.). CRC cases also find a place in more than 260 standard international textbooks published by reputed publishers. The cases are also used by many

companies in their executive education programs. Many of these cases have been translated into foreign languages including Spanish, French, Portuguese, Russian, German, Serbian, and Chinese.

CRC has launched various initiatives to promote the case method of teaching both within and outside IBS:

- Preparation of teaching notes for all the cases
- Cases in digital flipbook format
- Online access to cases
- Preparation of cases in multimedia and comic-book formats
- Publication of case volumes on specific themes
- Offering reprints of cases for text-books
- Workshops, MDPs, FDPs, and conferences on case writing, case-teaching, and case-based research including 8 Professional Development Workshops conducted abroad at the prestigious AOM meetings at Boston, Philadelphia, Orlando, Anaheim, Vancouver, Atlanta, and Chicago and 38th Strategic Management Society Annual Conference in Paris
- Publishing a widely respected case journal (titled “Case Folio – The IUP Journal of Management Case Studies”).
- Providing services as editorial board members, advisory board members, jury members, and organizing partners of case-related events.

File Description	Document
Any other relevant information	View Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The University believes in enriching the lives of students, research scholars, faculty members, and staff members and has deservedly earned recognition for delivering outstanding value to these primary stakeholders in the form of awards, rankings, and recognition from National as well as International Organizations. These are showcased below:

- The Ministry of Education granted the University an off-campus center in Bengaluru in June 2021.
- The University Grants Commission (UGC) has included the University under Section 12(B) of the UGC Act, 1956 in May 2020.
- The MOE/UGC granted the University autonomous status and graded it as Category II in April 2018.
- The UGC permitted the University to offer the MBA Program in Open and Distance Learning mode in November 2021.
- The UGC permitted the University to offer the MBA Program in Online mode in March 2021.
- The University has an Institution's Innovation Council which has scaled up to a 4-star rating from 2-star in 2020-21 in spite of the pandemic. The rating was conferred by the Ministry of Education's Innovation Cell.
- ICFAI Business School, Hyderabad the flagship of the University, has received the ACCSB accreditation, the gold standard in international accreditation on February 13, 2020, and now joins the exclusive league comprising less than 5% of Business Schools globally that are accredited by AACSB.
- The Business School is one of the two B-Schools from South Asia to get the SAQS accreditation thrice from the Association of Management Development Institutions of South Asia in August 2020.
- QS the most widely viewed university ranking worldwide has ranked the University in the band 71-75 in QS India University Rankings, 301-350 in QS BRICS Rankings, and 451-500 in QS Asian University Rankings in 2020.
- For its online and blended learning initiatives during the pandemic, QS honored the University with QS E-Learning Excellence for Academic Digitization certificate.
- IBS Hyderabad has received the highest grade of A*** at the national level and A*** at the state level from CRISIL (part of Standard & Poor). The B-School also received highest grading of EB1N at the national level and EB1 TS at the state level from ICRA (Part of Moody's).

Concluding Remarks :

Due to the dedicated efforts of the faculty members, support staff, and students, the University has been growing from strength to strength. These efforts are part of a continuous process.

In spite of the pandemic, the University could achieve several external recognitions for its admirable quality sustenance and enhancement initiatives. A few significant achievements of the University in the last five years are that the Ministry of Education granted the University an off-campus center in Bengaluru in June 2021; the University Grants Commission included the University under Section 12(B) of the UGC Act, 1956 in May 2020; the Ministry of Education granted the University autonomous status and graded it as Category II in April 2018.

Also significant is the fact that the UGC permitted the University to offer the MBA Program in ODL mode in November 2021 and to offer it in Online mode in March 2021. The University's Innovation Council scaled up to a 4-star rating from 2-star in 2021. The rating was conferred by the Ministry of Education's Innovation Cell. A few more achievements are captured in the table below:

Description	During NAAC's second cycle	During NAAC's third cycle
No. of Streams	3	4(School of Architecture added)
Faculty Members	235	323
No. of faculty members with PhD	125	275
PhDs Awarded	24	38
No. of Publications in Journals listed in Scopus	109	723
No. of A*/A journal articles as per Australian Business Deans Council ranking	11	80
No. of Publications in Journals listed in Australian Business Deans Council	65	187
Total Number of Publications in professional journals	633	2134
Patents	0	59
Papers Presented in National Conferences	391	698
Hosting National / International Conferences	24	34
Faculty Seminars	418	1965
Management Development Programs	68	104
Cases Published in International Textbooks	95	136
International Case Awards	34	64
Students' Geographic Diversity (No. of States Represented)	26 States	28 States plus 6 Union Territories

Summing up, the University is living up to the expectations of all stakeholders by doing everything possible in its own humble way.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.2	<p>Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</p> <p>1.2.2.1. Number of Programmes in which CBCS / Elective course system implemented. Answer before DVV Verification : 30 Answer after DVV Verification: 26</p> <p>Remark : Value as per data provided by HEI</p>																				
1.3.3	<p>Average Percentage of students enrolled in the courses under 1.3.2 above.</p> <p>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. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>5704</td> <td>5807</td> <td>5297</td> <td>4590</td> <td>3979</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>712</td> <td>1378</td> <td>1840</td> <td>1868</td> <td>1983</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	5704	5807	5297	4590	3979	2020-21	2019-20	2018-19	2017-18	2016-17	712	1378	1840	1868	1983
2020-21	2019-20	2018-19	2017-18	2016-17																	
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712	1378	1840	1868	1983																	
3.6.3	<p>Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years</p> <p>3.6.3.1. Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>23</td> <td>11</td> <td>37</td> <td>57</td> <td>38</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>8</td> <td>17</td> <td>10</td> <td>5</td> </tr> </tbody> </table> <p>Remark : values as per data provided metric 3.6.3</p>	2020-21	2019-20	2018-19	2017-18	2016-17	23	11	37	57	38	2020-21	2019-20	2018-19	2017-18	2016-17	5	8	17	10	5
2020-21	2019-20	2018-19	2017-18	2016-17																	
23	11	37	57	38																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
5	8	17	10	5																	
4.3.1	<p>Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic</p>																				

	<p>year)</p> <p>4.3.1.1. Number of classrooms and seminar halls with ICT facilities Answer before DVV Verification : 104 Answer after DVV Verification: 102</p> <p>Remark : Value as per data provided</p>
7.1.2	<p>The Institution has facilities for alternate sources of energy and energy conservation measures</p> <ol style="list-style-type: none"> 1. Solar energy 2. Biogas plant 3. Wheeling to the Grid 4. Sensor-based energy conservation 5. Use of LED bulbs/ power efficient equipment <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: A. 4 or All of the above Remark : As per data provided</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>30</td> <td>27</td> <td>17</td> <td>15</td> <td>13</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>26</td> <td>23</td> <td>13</td> <td>11</td> <td>9</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	30	27	17	15	13	2020-21	2019-20	2018-19	2017-18	2016-17	26	23	13	11	9
2020-21	2019-20	2018-19	2017-18	2016-17																	
30	27	17	15	13																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
26	23	13	11	9																	
2.3	<p>Total number of classrooms and seminar halls Answer before DVV Verification : 104 Answer after DVV Verification : 102</p>																				