

The Annual Quality Assurance Report (AQAR) of the IQAC

(July 01, 2016 - June 30, 2017)

All NAAC accredited institutions will submit an annual self-reviewed progress report to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the institutional IQAC at the beginning of the academic year. The AQAR will detail the results of the perspective plan worked out by the IQAC. (Note: The AQAR period would be the Academic Year. For example, July 1, 2012 to June 30, 2013).

Part – A

1. Details of the Institution

1.1 Name of the Institution

The ICFAI Foundation for Higher Education

1.2 Address Line 1

Donthanapally

Address Line 2

Shankarapalli Road

City / Town

Hyderabad

State

Telangana

Pin Code

501203

Institution e-mail address

tsrkrao@ibsindia.org

Contract No.s

+91 9948888637 / 040 – 2347 9732

Name of the Head of the Institution

Dr. J Mahender Reddy, Vice Chancellor

Tel. No. With STD Code:

040 – 2347 9732

Mobile :

+91 9848498245

Name of the IQAC Co-ordinator: T S Rama Krishna Rao

Mobile: 91 9948888637

IQAC e-mail address: tskrao@ibsindia.org

1.3 **NAAC Track ID** (For ex. MHC0GN 18879) TSUNGN 10149

1.4 **NAAC Executive Committee No. & Date:**
(For Example EC/32/A&A/143 dated 3-5-2004.
This EC no. is available in the right corner- bottom
of your institution's Accreditation Certificate) EC(SC)/08/A&A/13.2
dated June 25, 2015

1.5 Website address: www.ifheindia.org

Web-link of the AQAR: Will be informed

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1.	1st Cycle	B	2.89	2010	5 Years (Jan 01,2010 – Dec 31, 2014)
2.	2nd Cycle	A	3.43	2015	5 Years (June 25, 2015 – June 24, 2020)
3.	3rd Cycle	–	–	–	–
4.	4th Cycle	–	–	–	–

1.7 Date of Establishment of IQAC : DD/MM/YYYY

1.8 AQAR for the year (for example 2010-11)

1.9 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC (for example AQAR 2010-11 submitted to NAAC on 12-10-2011)

AQAR for the period July 01, 2015 – June 30, 2016 was sent through e-mail on October 14, 2016 and received acknowledgement through e-mail on October 14, 2016 {NAAC/AQAR ACK/OCTOBER/ 2016}.

1.10 Institutional Status State Central Deemed Private

Affiliated College Yes - No -
Constituent College Yes - No -

Autonomous College of UGC Yes - No -

Regulatory Agency approved Institution (eg. AICTE, BCI, MCI, PCI, NCI) Yes - No -

Type of Institution Co-education Men Women

Urban Rural Tribal

Financial Status Grant-in-aid UGC 2(f) UGC 12B

Grand-in-aid + Self Financing Total Self Financing

1.11 Type of Faculty / Programme

Arts Science Commerce Law PEI (PhysEdu)

TEI (Edu) Engineering Health Science Management

Other (Specify)

1.12 Name of the Affiliating University (for the Colleges)

1.13 Special status conferred by Central/ State Government – UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University

University with Potential for Excellence UGC-CPE

DST Star Scheme	<input type="text" value="NA"/>	UGC-CE	<input type="text" value="NA"/>
UGC-Special Assistance Programme	<input type="text" value="NA"/>	DST-FIST	<input type="text" value="NA"/>
UGC-Innovative PG programmes	<input type="text" value="NA"/>	Any other (<i>Specify</i>)	<input type="text" value="NA"/>
UGC-COP Programmes	<input type="text" value="NA"/>		

2. IQAC Composition and Activities

2.1	No. of Teachers	<input type="text" value="26"/>		
2.2	No. of Administrative/Technical staff	<input type="text" value="4"/>		
2.3	No. of students	<input type="text" value="0"/>		
2.4	No. of Management representatives	<input type="text" value="0"/>		
2.5	No. of Alumni	<input type="text" value="0"/>		
2.6	No. of any other stakeholder and community representatives	<input type="text" value="0"/>		
2.7	No. of Employers/ Industrialists	<input type="text" value="0"/>		
2.8	No. of other External Experts	<input type="text" value="5"/>		
2.9	Total No. of members	<input type="text" value="35"/>		
2.10	No. of IQAC meetings held	<input type="text" value="29"/>		
2.11	No. of meetings with various stakeholders:	<input type="text" value="58"/>	Faculty	<input type="text" value="35"/>
	Non-Teaching Staff	<input type="text" value="27"/>	Alumni	<input type="text" value="13"/>
	Students		Others	<input type="text" value="16"/>
2.12	Has IQAC received any funding from UGC during the year?	Yes <input type="checkbox"/>	No	<input checked="" type="checkbox"/>
	If yes, mention the amount	<input type="text" value="NA"/>		

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos. International National State Institution Level

(ii) Themes

2.14 Significant Activities and contributions made by IQAC

- Performance evaluation of the faculty
- Regularly conducting weekly faculty seminars
- Prioritization of conferences for faculty members to attend
- Ranking of journals quality wise for faculty members to publish
- Monitoring mid-term and end-term student feedback of faculty and taking corrective steps where necessary.
- Identifying the themes of the conferences to be hosted
- Long-term plans for research
- A number of case studies were developed on topics of Social, Industry and corporate relevance
- Allocation of research fund/grants towards quality research.
- 19 workshops were imparted to doctoral students to enhance their teaching, research and consultancy skills.
- Syndicated Learning Initiative introduced to imbibe the students with specific inputs required by recruiters. Syndicated Learning Program (SLP) is a unique and purposeful program designed by Faculty, Career Managers and Industry Experts. SLP offers, trains and tests holistic exposure of students in domain knowledge, soft skills and employability through Training Sessions, Mock tests, Group Discussions and Interviews.
- To introduce the following new courses as an elective /core in MBA program
 - ♦ Recruitment & Selection (elective)
 - ♦ Business History (core)
 - ♦ Business, Politics and Government (core)
- To introduce the following new courses as an elective /core in BBA program
 - ♦ Business Taxation (elective)
 - ♦ Operations Research (core)
- To introduce the following new courses as an elective /core in BBA-LLB(Hons.) program
 - ♦ White Collar Crimes and Money Laundering (elective)
 - ♦ Forensic Science (elective)
 - ♦ International Criminal Law and Criminal Courts (elective)

- Thirty three eminent academicians visited our University during the period July 2016-June 2017. To cite a few – Dr. Anthony Boccanfuso, President, University-Industry Demonstration Partnership (UIDP), Washington DC; Prof. Om Prakash Yadav, Professor, North Dakota State University, Fargo, USA; Mr. Fred H. Walti II, President and Chief Executive Officer, The Los Angeles Clean Tech Incubator, USA; Prof. (Col). Aditya Parida, Professor, Lulea University of Technology, Sweden; Dr. Tarapada Pyne, Strategic Asset Management /Operational Excellence & Reliability and Asset Management Expert, Manufacturing Center of Excellence, SABIC, Saudi Arabia; Dr. Sanjaya Baru, Honorary Senior Fellow, Centre for Policy Research, New Delhi; Consulting Fellow for India, International Institute of Strategic Studies, London; former Media Advisor to PM, New Delhi, Distinguished Fellow, United Service Institute of India, New Delhi; Dr. C Rangarajan, former Chairman, Economic Advisory Council to the Prime Minister, former Governor of Andhra Pradesh and former Governor of Reserve Bank of India, Chancellor, The ICFAI Foundation for Higher Education(Declared as a Deemed-to-be-University under Section 3 of the UGC Act, 1956); Prof.S.K.Sarangi, Former Professor, IIT Kharagpur and Former Director, NIT Rourkela; Dr.Ganesan, Former Professor, IIT Madras; Prof. M K Tiwari, Professor, IIT Kharagpur; Prof.C.S.Kumar, Professor, IIT Kharagpur; Prof. K L Krishna, Former Professor, Delhi School of Economics and former President, The Indian Econometric Society (TIES), Chairperson, Madras Institute of Development Studies; Prof. Bandi Kamaiah, Professor and Dean, School of Economics, HCU and Current President, The Indian Econometric Society, University of Hyderabad; Dr. V. Subramanyam, Director, Directorate of Economics and Statistics, Government of Telangana; Mr. Guru Prasad Kuppu Rao, Director, Imaginarium India Private Ltd; Shri Pradeep Kumar, Consultant (Meetings), Association of Indian Universities; Mr. Sampson David, Joint Secretary, Administration, Association of Indian Universities; Dr.Amrendra Pani, Deputy Director, Head Research & Editor University News, Association of Indian Universities; Dr.Veena Bhalla, Joint Secretary, Evaluation, Association of Indian Universities; Prof FurqanQamar, Former Vice Chancellor. Central University of Himachal Pradesh, Secretary-General & Member Secretary, AIU; Prof. D. S. Chauhan, Vice Chancellor (President Association of Indian Universities), GLA University, Mathura, UP; Mr. Lakshmi Narayan, Vice Chairman, Cognizant; Dr. B V R Mohan Reddy, Founder and Executive Chairman, Cyient Limited; Dr. M Govinda Rao, Emeritus Professor, National Institute of Public Finance and Policy, New Delhi; Dr. Narayan L Pidigu, Sr. Director, Xilinx Hyderabad; P.Sudhakar, Former CMD, ECIL, Hyderabad; Dr. B.G. Fernandes, HoD&Prof. of Electrical Engineering, IIT Bombay; Dr. Mani Srinivasan, Program Director, HW Development, India Systems Development Lab; Dr. R K Shevgaonkar, Ex-Director IIT-Delhi, Fellow IEEE, Prof. of Electrical Engineering, IIT-Bombay; Prof. Rajat Moona, Director General, C-DAC (Centre for Development of Advanced Computing), Pune; Prof M R Rao, former Director IIMB & former Dean ISB Hyderabad; Prof S Mahendra Dev, Director & Vice Chancellor, IGIDR, Mumbai; Dr. Anil Kumar Thakur, General Secretary and Treasurer, The Indian Economic Association; Justice B.S. Chauhan, (Retired Supreme Court judge), Chairperson, 21st Law Commission of India; Justice L. Nageswar Rao, Judge, Supreme Court of India; Justice Challa Kodandaram, Judge, High Court, Hyderabad; Shri. Vijay Bhatt, Managing Trustee, The Bar Council of India Trust.

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year*

Plan of Action	Achievements
Value added programmes	20
Skill oriented programmes	20
Faculty competency and development programmes	7
Other staff development programmes	3
Student mentoring programmes	8
Co curricular activities	470
Inter departmental cooperative schemes	2
Community extension programmes	8
Any other programmes (Specify)	

* Attach the Academic Calendar of the year as Annexure.

The academic calendar of the all the three Faculties for the academic year 2016-17 are presented below:

Faculty of Management

PhD Academic Calendar

Semester		From	To	No. of Weeks
I	Registration	June 1, 2016	June 1, 2016	1 Day
	Sessions	June 2, 2016	September 26, 2016	18
	Examinations	September 27, 2016	October 1, 2016	1
II	Registration	October 13, 2016	October 13, 2016	1 Day
	Sessions	October 14, 2016	February 6, 2017	18
	Examinations	February 8, 2017	February 14, 2017	1
Summer Research Project	SRP Period	February 15, 2017	May 15, 2017	12
	Evaluations	May 15, 2017	May 15, 2017	1 Day
Ph.D Qualifying exam		Last week of May 2017	Last week of May 2017	

MBA Academic Calendar

Class of 2018				
Semester		From	To	No. of weeks
I	Registration	June 1, 2016	June 1, 2016	1 Day
	Sessions	June 2, 2016	September 26, 2016	17
	Examinations	September 27, 2016	October 1, 2016	1
	Vacation	October 02, 2016	October 12, 2016	10 Days
II	Registration	October 13, 2016	October 13, 2016	1 Day
	Sessions	October 14, 2016	February 6, 2017	17
	Examinations	February 8, 2017	February 15, 2017	1
	Vacation	February 16, 2017	February 22, 2017	1
SIP	Registration	February 06, 2017	February 06, 2017	1 Day
	SIP period	February 27, 2017	May 10, 2017	12
	Evaluations	May 16, 2017	May 21, 2017	1
	Vacation	May 22, 2017	June 1, 2017	10 Days
III	Registration	June 2, 2017	June 2, 2017	1 Day
	Sessions	June 5, 2017	September 25, 2017	17
	Examinations	September 26, 2017	October 01, 2017	1
	Vacation	October 2, 2017	October 12, 2017	1
IV	Registration	October 13, 2017	October 13, 2017	1 Day
	Sessions	October 16, 2017	February 5, 2018	17
	Examinations	February 6, 2018	February 13, 2018	1
	Completion of Program	February 14, 2018	onwards	-

Class of 2017				
Semester		From	To	No. of weeks
I	Registration	June 1, 2015	June 1, 2015	1 Day
	Sessions	June 2, 2015	September 25, 2015	17
	Examinations	September 26, 2015	October 1, 2015	1
	Vacation	October 2, 2015	October 12, 2015	1
II	Registration	October 13, 2015	October 13, 2015	1 Day
	Sessions	October 14, 2015	February 6, 2016	17
	Examinations	February 7, 2016	February 14, 2016	1
	Vacation	February 15, 2016	February 21, 2016	1

Class of 2017				
Semester		From	To	No. of weeks
SIP	Registration	February 2, 2016	February 2, 2016	1 Day
	SIP period	February 23, 2016	May 10, 2016	12
	Evaluations	May 16, 2016	May 21, 2016	1
	Vacation	May 22, 2016	May 31, 2016	1
III	Registration	June 2, 2016	June 2, 2016	1 Day
	Sessions	June 3, 2016	September 23, 2016	17
	Examinations	September 24, 2016	September 30, 2016	1
	Vacation	October 1, 2016	October 11, 2016	1
IV	Registration	October 12, 2016	October 12, 2016	1 Day
	Sessions	October 13, 2016	February 03, 2017	17
	Examinations	February 04, 2017	February 11, 2017	1
	Vacation	February 12, 2017	onwards	1

Executive MBA (Part-Time) Academic Calendar

Term	Activities	Date	Day
Term 1	Registration	July 24, 2016	Sunday
	End-Term Examinations	November 5-6, 2016	Saturday and Sunday
Term 2	Registration	November 13, 2016	Sunday
	End-Term Examinations	February 4-5, 2017	Saturday and Sunday
Term 3	Registration	February 12, 2017	Sunday
	End-Term Examinations	April 22-23, 2017	Saturday and Sunday
Term 4	Registration	May 6, 2017	Saturday
	End-Term Examinations	July 15-16, 2017	Saturday and Sunday
Term 5	Registration	July 30, 2017	Sunday
	End-Term Examinations	October 7-8, 2017	Saturday and Sunday
Term 6	Registration	October 18, 2017	Sunday
	End-Term Examinations	December 16-17, 2017	Saturday and Sunday
Term 7	Registration	December 23, 2017	Saturday
	End-Term Examinations	February 24-25, 2018	Saturday and Sunday

BBA Academic Calendar

Class of 2017				
Semester	Activities	From	To	No of Weeks
First	Registration	Augusts 1, 2014	–	–
	Sessions	August 1, 2014	November 30, 2014	17
	Mid-Term Examinations	October, 2014	October 10, 2014	1
	End-Term Examinations	December 1, 2014	December 10, 2014	1

Class of 2017				
Semester	Activities	From	To	No of Weeks
Vacation: December 07,2014 to January 01, 2015				
Second	Registration	Jan 2, 2015	–	–
	Sessions	Jan 2, 2015	May 3, 2015	17
	Mid-Term Examinations	Mar 2, 2015	Mar 7, 2015	1
	End-Term Examinations	May 4, 2015	May 9, 2015	1
Vacation: May 10, 2015 to May 24, 2015				
SIP-I	Sip Period	May 25, 2015	Jul 18, 2015	8
Vacation: July 19, 2015 to July 30, 2015				
Third	Registration	Jul 31, 2015	–	–
	Sessions	Jul 31, 2015	Nov 29, 2015	17
	Mid-Term Examinations	Sep 28, 2015	Oct 03, 2015	1
	End-Term Examinations	Nov 30, 2015	Dec 05, 2015	1
Vacation: December 06, 2015 to January 03, 2016				
Fourth	Registration	Jan 04, 2016	–	–
	Sessions	Jan 04, 2016	May 01, 2016	17
	Mid-Term Examinations	February 29, 2016	Mar 05, 2016	1
	End-Term Examinations	May 02, 2016	May 07, 2016	1
Vacation: May 08, 2016 to May 22, 2016				
SIP-II	Sip Period	May 23, 2016	Jul 16, 2016	8
Vacation: July 17, 2016 to July 28, 2016				
Fifth	Registration	Jul 29, 2016	–	–
	Sessions	Jul 29, 2016	Nov 28,2016	17
	Mid-Term Examinations	Sep 26, 2016	Oct 01, 2016	1
	End-Term Examinations	Nov 28, 2016	Dec 03, 2016	1
Vacation: December 04, 2016 to December 29, 2016				
Sixth	Registration	Dec 30, 2016	–	–
	Sessions	Dec 30, 2016	Apr 30, 2017	17
	Mid-Term Examinations	February 27, 2017	Mar 04, 2017	1
	End-Term Examinations	May 01, 2017	May 06, 2017	1

Faculty of Science and Technology

Semester – I / III / V / VII		Semester – II / IV / VI / VIII	
Activity	Dates	Activity	Dates
Semester Starts	August 1, 2016	Semester Starts	January 2, 2017
Registration for all students	August 1, 2016	Registration for all students	January 2, 2017
Class-work starts	August 2, 2016	Class-work starts	January 3, 2017
Late registration	August 16, 2016	Late registration	January 17, 2017
Last day for substitution of courses	August 16, 2016	Last day for substitution of courses	January 18, 2017
Test I	September 26, 2016 to September 30, 2016	Test I	February 13, 2017
Last Day for withdrawal of Courses	October 10, 2016	Last Day for withdrawal of Courses	March 12, 2017
Test II	October 24, 2016 to October 28, 2016	Test II	April 3, 2017 to April 7, 2017
Last day for class-work	November 25, 2016	Last day for class-work	April 28, 2017
End-Term Examinations	December 1, 2016 to December 16, 2016	End-Term Examinations	May 1, 2017 to May 19, 2017
Semester Break	December 17, 2016 to January 01, 2017	Semester ends	May 20, 2017 to May 31, 2017
Internship Program II	July 4, 2016 to December 16, 2016 January 1, 2017 to June 15, 2017	Internship Program I	May 22, 2017 – July 14, 2017

Faculty of Law

Semester – I / III / V / VII / IX		Semester – II / IV / VI / VIII / X	
Class Work	August 01, 2016 -November 25, 2016	Class Work	January 02, 2017 – April 28, 2017
Mid-term Exam	September 25, 2016 – Sep 30, 2016	Mid-term Exam	February 27, 2017 – March 6, 2017
Final Exam	November 28, 2016 – December 3, 2016	Final Exam	May 1, 2017– May 6, 2017
Semester Break	December 04 – December 27, 2016	Semester Break	May 8, 2017 –July 30, 2017
		Internship	May 31, 201 –June 30, 2017

2.16 Whether the AQAR was placed in statutory body Yes No

Management Syndicate Any other body (IQAC)

Provide the details of the action taken

The AQAR will be ratified in the next Internal Quality Assurance Cell meeting.

Part – B

Criterion – I

I. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	4	0	2	4
PG	2	1	3	3
UG	3*	1	4	4
PG Diploma	0	-Nil -	0	-Nil -
Advanced Diploma	0	-Nil -	0	-Nil -
Diploma	0	-Nil -	0	-Nil -
Certificate	5	3	8	8
Others	0	-Nil -	0	-Nil -
Total	14	5	17	19

Interdisciplinary	1	1	2	2
Innovative	-Nil -	-Nil -	-Nil -	-Nil -

* Includes 2 interdisciplinary Program.

1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options: CBCS

(ii) Pattern of programmes:

Pattern		Number of programmes
Semester	<input checked="" type="checkbox"/>	19
Trisemester		
Annual		

1.3 Feedback from stakeholders* Alumni Parents Employers Students

(On all aspects)

Mode of feedback : Online Manual Co-operating schools (for PED) NA

**Please provide an analysis of the feedback in the Annexure*

Students give feedback (on 10 parameters) on the faculty members twice in a semester – once during the mid of the semester and the other towards the end of the semester. This is done through e-platform. The consolidated report is shared with the faculty members and wherever needed, counselling is done.

The feedback parameters are presented below:

Faculty of Management

1.	I understood concept & gained sound knowledge in this course
2.	I got a good perspective of all the important topics covered in the case
3.	Discussions in the class stayed on target with minimal deviation
4.	I felt free to express and explain my views in classroom
5.	The climate in the classroom was conducive for learning
6.	Every student got a fair opportunity to display his/her intellectual capacity
7.	I could easily approach the faculty for any help or clarification
8.	I got explanation for my queries/doubts from the faculty
9.	The grading and evaluation done by the faculty was fair
10.	The internal evaluation test were administered in a fair manner

Faculty of Science and Technology

1.	Subject knowledge
2.	Communication and presentation skills
3.	Preparation for the class
4.	Coverage of the syllabus
5.	Emphasis on theory
6.	Emphasis on problem solving / exercises
7.	Punctuality and class room management
8.	Creativity and enthusiasm
9.	Rapport with concern for students
10.	Accessibility and Mentoring

Faculty of Law

1.	I understood concept & gained sound knowledge in this course
2.	I got a good perspective of all the important topics covered in the case
3.	Discussions in the class stayed on target with minimal deviation
4.	I felt free to express and explain my views in classroom
5.	The climate in the classroom was conducive for learning
6.	Every student got a fair opportunity to display his/her intellectual capacity
7.	I could easily approach the faculty for any help or clarification
8.	I got explanation for my queries/doubts from the faculty
9.	The grading and evaluation done by the faculty was fair
10.	The internal evaluation test were administered in a fair manner

* The faculty members who receive a feedback of less than 5.5 from the students are counselled and monitored.

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects. During the period July 2016-June 2017, the following Courses / Electives were introduced:

➤ MBA

- ◆ Business History
- ◆ Recruitment & Selection
- ◆ Indian Political System

➤ BBA

- ◆ Operations Research/ Managerial Decision Modeling
- ◆ Indian Financial System
- ◆ Global Business Project
- ◆ Business Taxation (Elective)

➤ BBA-LLB (Hons.)

- ◆ Forensic Science (Elective for VIII semester)
- ◆ White Collar Crimes and Money Laundering (Elective for X semester)
- ◆ International Criminal Law and Criminal Courts (Elective for X semester)
- As a regular practice of churning of the cases for MBA Program 15 cases in Semester-I; 15 cases in Semester II; 8 cases in Semester III and 42 cases in Semester IV were introduced replacing the redundant / obsolete cases.

1.5 Any new Department/Centre introduced during the year. If yes, give details.

– NIL –

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. Of permanent faculty	Total	Asst. Professors	Associate Professors	Professors	Others
	275	171	72	22	10

2.2 No. of permanent faculty with Ph.D. 180

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year	Asst. Professors		Associate Professors		Professors		Others		Total	
	R	V	R	V	R	V	R	V	R	V
	33	-	-	13	-	-	-	-	46	-

2.4 No. of Guest and Visiting faculty and Temporary faculty 0 0 3

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended Seminars / Workshops	-	-	-
Presented papers	5	182	-
Resource Persons	-	48	-

2.6 Innovative processes adopted by the institution in Teaching and Learning:

- Online examination
- Students' Information Management System
- Simulation & Modeling
- Syndicated Learning Initiative
- Mock Interview by Alumni
- Pre-Placement Interviews

2.7 Total No. of actual teaching days during this academic year 170 days

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)

- Non-Class participation of continuous evaluation is through proctored online tests comprising of multiple-choice questions.
- Computerization of mark sheet printing, migration & provisional certificates, enrolment registers.
- Photographs of the students put in database at the time of enrolment is available any time to avoid examination related impersonation

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop 9 8

2.10 Average percentage of attendance of students 85%

2.11 Course/Programme wise distribution of pass percentage:

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
BBA	222	102	86	30	0	98.20
MBA	1070	654	359	54	0	99.70
Ph.D	15	15	0	0	0	100
B.Tech	128	54	51	13	1	92.9
BBA-LLB (Hons.)	15	7	4	4	0	100
LLM	1	–	1	–	–	100
Certificate Courses in Law	11	–				100

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes :

- Through the IQAC mechanism, a continuous monitoring exercise focused on quality development has become possible.
- Due to regular IQAC meetings we have been able to identify and implement practices such as:
 - Encouraging faculty members to publish in A*/A category of Australian Business Deans Council Journal Quality list
 - Regularly conducting weekly faculty seminars, thereby encouraging the faculty members to convert the seminar paper into a paper presentation at a national / international conference and later turning the conference paper into a research publication
 - Prioritization of conferences for faculty to attend
 - Ranking of journals quality-wise for faculty members to publish and incentivize research
 - Monitoring mid-term and end-term student feedback of faculty and taking corrective steps where necessary
 - Identifying the themes of the conferences to be hosted
 - Long-term plans for research
 - Developing cases in socially relevant areas
 - Online examination
 - Students' Information Management System
 - Simulation & Modeling
 - Syndicated Learning Initiative
 - To develop Graphic Case Studies to make case studies more interesting to the student and conduct competitions for students to encourage their interest in case research and case development.
 - To collaborate with corporate and other organizations to develop case studies based on primary research.
 - To start our own MOOCs (Massive Open Online Courses) in 30 areas
 - Started PhD Program in Economics from 2016-17
 - Started PhD Program in Basic Sciences from 2016-17

- Started PhD Program in Law from 2016-17
- Started LLM Program from 2016-17
- Started BA-LLB (Hons.) from 2016-17
- To start P G Diploma in Business Analytics
- The University has funded 39 Research Projects to faculty teams for total value of Rs.70,62,830 from its Seed Money fund of Rs.50,00,000. Out of which seven projects have been completed and the rest are in progress
- Encouraging participation of faculty members in more international conferences by evolving an incentive scheme linked to publication in top quality peer reviewed journals.
- Organizing Banking Research Conference
- Launched a dedicated portal for assisting students for placement preparation
- MoU with , M/s Eco Nurture Consulting India Pvt. Ltd, M/s Value Labs LLP, Hyderabad, M/s Aptus Data Labs, Bangalore, M/s Data wise Management Consultants Pvt. Ltd, Hyderabad, M/s Mize Software Solutions Pvt. Ltd, Hyderabad for consultancy programs
- Collaboration with Bar Council of Andhra Pradesh for training of Advocates
- Collaboration with National Academy of Customs Excise & Narcotics (NACEN) for training professionals on Goods and Services Tax (GST)
- Conducting panel discussion on Union Budget

2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	80
UGC – Faculty Improvement Programme	–
HRD programmes	40
Orientation programmes	72
Faculty exchange programme	2
Staff training conducted by the university	40
Staff training conducted by other institutions	-
Summer / Winter schools, Workshops, etc.	69
Others1 (Faculty Seminars)	4550
Others 2 (Gender Sensitization of Management Education)	60

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	136	0	We have outsourced 56 positions	
Technical Staff	55	0	We have outsourced 15 positions	

Criterion – III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

- An amount of Rs.50 Lakh has been earmarked as Seed Money to promote research across all the three faculties. To date the University has funded 39 Research Projects to faculty team for total value of Rs.70,62,830. Out of which seven projects have been completed and the rest are in progress.
- Incentive scheme for publishing in referred and other quality journals.
- Encouraging participation of faculty members in more international conferences by evolving an incentive scheme linked to publication in top quality peer reviewed journals.
- Encouraging the faculty members to conduct weekly faculty seminars.
- Faculty members were encouraged to develop case studies and participate in various international case writing competition.
- Research scholars are encouraged to participate in the Doctoral Thesis Conferences conducted by IIMs and other reputed institutions.
- Faculty members are encouraged to take up UGC/DST/other agency research projects.
- Encouraging the three faculties to publish conference proceeding by tying up with reputed journals / publishing in form of a book
- Encouraging faculty members to conduct MDP / FDP / EDP programs

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	0	1	4	-NA-
Outlay in Rs. Lakhs	0	4.5	44.37	-NA-

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	7	29	19	-NA-
Outlay in Rs. Lakhs	10.10	60.62	37.01	

3.4 Details on research publications

	International	National	Others
Peer Review Journals	149	46	
Non-Peer Review Journals	–	–	
e-Journals	3	–	
Conference proceedings	6	–	

3.5 Details on Impact factor of publications:

Range	0.100– 3.771	Average	0.542	h-index	15	Nos. in SCOPUS	130
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3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects	2016	Science and Engineering Research Board	Rs. 4,436,927.00	
Minor Projects	-	-	-	-
Interdisciplinary Projects	-	-	-	-
Industry sponsored	-	-	-	-
Projects sponsored by the University/ College	2016	The ICFAI Foundation for Higher Education	Rs. 37,01,380	Rs. 33,75,000
Students research projects (other than compulsory by the University)	-	-	-	-
Any other(Specify)	-	-	-	-

3.7 No. of books published i) With ISBN No. Chapters in Edited Books

ii) Without ISBN No.

3.8 No. of University Departments receiving funds from

UGC-SAP CAS DST-FIST

DPE DBT Scheme / funds

3.9 No. of University Departments receiving funds from

For Colleges Autonomy CPE DBT Star Schemes

INSPIRE CE Any Other (specify)

3.10 Revenue generated through consultancy

3.11 No. of conferences organized by the Institution	Level	International	National	State	University	College
	Number	3	1	-	-	-
	Sponsoring agencies /	5 th International Conference on Applied Econometrics (ICAE-V) in collaboration with The Indian Econometric Society (TIES), New Delhi. The 10 th Doctoral Thesis was in Collaboration with Indira Gandhi Institute of Development and Research (IGIDR), Mumbai. }	-	-	-	-

3.12 No. of faculty served as experts, chairpersons or resource persons

3.13 No. of collaborations International National Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs :

From Funding agency From Management of University / College

Total

3.16 No. of patents received this year

Type of Patent	Number	
National	Applied	NA
	Granted	NA
International	Applied	NA
	Granted	NA
Commercial	Applied	NA
	Granted	NA

3.17 No. of research awards/ recognitions received by faculty and research fellows of the institute in the year

Total	International	National	State	University	Dist	College
23	14	5	–	5	–	–

3.18 No. of faculty from the Institution who are Ph. D. Guides

and students registered under them

3.19 No. of Ph.D. awarded by faculty from the Institution

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF SRF Project Fellows Any other

3.21 No. of students Participated in NSS events:

University level State level

National level International level

3.22 No. of students participated in NCC events:

University level State level

National level International level

3.23 No. of Awards won in NSS:

University level State level

National level International level

3.24 No. of Awards won in NCC:

University level State level

National level International level

3.25 No. of Extension activities organized

University forum College forum

NCC NSS Any other

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

- Providing drinking water to the nearby villages as per the need and requirement
- Provided ATM facility to the villagers
- Organized a one day 'Business Training Program for 50 Rural Women -Entrepreneurs from the nearby villages surrounding IFHE Campus titled 'Role of Woman in Entrepreneurship and Innovation – a bold Perspective for Change' coinciding with International Women's Day.
- The Center for Women Development was the principal sponsor for 'Women's Leadership Conclave,' jointly conducted by Confederation of Indian Industries (CII) and the Indian Women Network (IWN) at Hyderabad on March 17, 2017.
- The Center for Women Development organized guest lecture on 'Post Nirbhaya Initiatives' on April 10, 2017.

The students guided by the faculty members participate in social awareness causes such as:

- Interaction with physically disabled children and encouraging them through rewards
- Promoting Breast Cancer Eradication Program
- Organization of Blood Donations camp twice in a year. Our university has been regularly identified for the last 8 years as the largest blood donor in the state of Telangana
- Conducting awareness program on 'Health and Nutrition' among the rural women.
- Promotion of cultural activities on the eve of Onam, MakaraSankranthi and other festivals
- Distribution of clothes, sweets to children in nearby villages
- Regular visits to old age home, orphanage and mentally retarded girls and women hostels and distribution of clothes, fruits and other needy items

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	91 Acres	-	-	91 Acres
Class rooms + Lecture Theatres	74	10	-	84
Laboratories	63	-	-	63
Seminar Halls	3	-	-	3
No. of important equipments purchased (\geq 1-0 lakh) during the current year.	21	21	-	42
Value of the equipment purchased during the year (Rs. in Lakhs)	Rs 365.32 lakh	54.51	-	Rs. 419.83 Lakh
Others (Auditorium +Conference Hall +Yoga Room)				
Auditorium	1	-	-	1
Conference Hall	2	-	-	2
Yoga Room	1	-	-	1

4.2 Computerization of administration and library

- The operating systems used on the IFHE campus are Windows 7 Pro, Windows 8, 8.1 and Windows10 Professional. Server operating systems: Windows 2008 Server, Red Hat Linux 9 and Solaris 5.0.
- The application software available on the campus includes MS Office 2010 and MS Office 2013, Acrobat Reader 10.0, WinZip 8.0, FrontPage 2006, SQL Server and Client, Adobe Photoshop, Adobe Page Maker, Macro Media Flash, Tally and Focus. IFHE also has statistical/simulation software tools like Prowess, SPSS, SAS and Rational Rose which students and faculty use for their research and analysis work.
- The entire campus is Wi-Fi enabled 24x7. The total number of Wi-Fi's installed is 845. Thirty switches are also installed for covering the shadow areas (corner rooms). Total available bandwidth is 750 MBPS.
- The Deemed-to-be-University has a central library (Shri N J Yasaswy Memorial Library) and two departmental libraries attached to the Faculty of Science & Technology and the Faculty of Law and is a member of Information and Library Network (INFLIBNET). The library subscribes to 21 online databases such as EBSCO, Emerald, Science Direct, and ProQuest etc., to enable the users to access these databases as well as the library catalogue (WebOPAC) through the campus intranet. Photocopying, scanner and printing facilities are also available within the library premises.

4.3 Library Services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	77543	37313469	1731	1367487	79274	38680956
Reference Books	11760	6342591	243	364500	12003	6707091
e-Books	-	-	-	-	-	-
Periodicals	266	2154277	04	-	270	2263583
e-Journals	27	602668	-	-	18	1817130
Digital Database	22	11420872	-	-	22	12474354
CD & Video	2696	-	-	-	-	-
Others (specify)	-	-	-	-	-	-

* There is a variation in the figures i.e. Sum of Column A + Column B is not exactly equal to Column C. This is on account of the price variation in the cost of existing stock due to inflation factor.

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	980	3	750 mbps	-	9	119	12	-
Added	-	-	-	-	-	-	-	-
Total	-	-	-	-	-	-	-	-

4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

- SQL Server and Client,
- Adobe Photoshop,
- Adobe Page Maker,
- Macro Media Flash,
- Tally and Focus.
- statistical/simulation software tools like Prowess, SPSS, SAS and Rational Rose, which students and faculty use for their research and analysis work.

4.6 Amount spent on maintenance in lakhs:

i) ICT	627.83
ii) Campus Infrastructure and facilities	1390.50
iii) Equipments	202.81
iv) Others	170.18
Total :	2391.32

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

- Online admission process.
- Student Mentoring.
- Student counselling and guidance service.
- Career guidance programmes like mock interviews, counseling by Alumni.
- Anti ragging campaign.
- Syndicated Learning Initiative.
- e-learning through online web and video courses in Engineering, Science and Humanities streams under NPTEL (National Program on Technology Enhanced Learning) and Quality Enhancement in Engineering Education (QEEE).
- A fully equipped class room for e-learning activities (QEEE & NPTEL).
- Parents' Corner on University website.
- All support services are online.
- The entire campus is notified as No Smoking Zone as per the UGC guidelines.
- Help desk at the Academic Office to cater to student queries.
- Pre-placement guidance and mock interviews and mock written examinations by the Placement Department.

5.2 Efforts made by the institution for tracking the progression

- Effective teaching and learning is ensured through Power Point Presentation by using LCD, Computer Lab, online database, implementation of – Information, Communication Technology, Student Information Management System, Video conferencing, online simulation games etc.
- The entire examination process during the academic year comprising both internal and end term evaluations are available to the students, parents, faculty members and all staff through students' handbook of respective courses.
- The results are web enabled through Student Information Management System. Parents/Guardians can also monitor the progress of their son/daughter/ward through 'Parents Corner', for which an access is provided to them. Printing of Mark sheets, migration & provisional certificates, enrolment registers are computerized.
- The mentoring system in the institution help students not only in terms of academic issues, but also any other problem or issues that student might like to get support from. It helps the students in selection of electives and career and in sustained nurturing of the student for overall development. The system also identifies the weak students and suggests remedial measures on time.
- The University ensures efficient student progression by a way of career guidance.
- Intervention and counseling through Counsellors and Placement Officers at various levels.
- The mentoring system exists in the University and 10 to 15 students are allocated to each faculty member to guide and counsel the students on academic and other matters.
- The students progression is tracked by conducting:
(a) mock interviews (b) mock group discussions (c) Counseling by Alumni and
(d) Syndicated Learning

5.3 (a) Total Number of Students

UG	PG	Ph. D.	Others
1797	2286	71	11

(b) No. of students outside the state (c) No. of international students

Men	No	%	Women	No	%
	2529	60.72		1636	39.28

Last Year						This Year					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
3942	NA	NA	NA	NA	3942	4165	NA	NA	NA	NA	4165

We do not seek these particulars, as we are an equal opportunity institute

Demand ratio

Programmes		Number of applications	Number of students admitted	Demand Ratio
UG	BBA	911	370	1:2.5
	B.Tech	4352	154	1:28
	BBA-LLB (Hons.)	425	106	1:3.2
	BA –LLB (Hons.)		25	
PG	MBA	45850	1135	1:40.4
	Executive MBA	50	5	1:10
Ph.D		139	19	1:7.3

Dropout %: less than 5 per cent.

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

Though no specific coaching is provided for competitive examinations, the Faculty of Science and Technology, ensures that the students are exposed to the type of questions one would expect from competitive exams like GATE, GRE, Indian Engineering Services, etc.

No. of students beneficiaries

5.5 No. of students qualified in these examinations

NET SET / SLET GATE CAT IAS/IPS etc State PSC UPSC Others

5.6 Details of student counselling and career guidance

The university has mentoring system where the faculty regularly conduct personality development session. Apart from this the university has a full time clinical psychologist and the students regularly avail the counselling services. The students approach the counsellor for

- Change of Attitude
- Positive Thinking
- Increased Self -confidence and Self-esteem
- Sense of Empowerment
- Improvement in Physical Health
- Behavioural adjustment
- Development of Communication abilities
- Career guidance is also through syndicated learning initiative and a fully-fledged career management centre.

No. of Students Benefitted: 1258

5.7 Details of campus placement

On campus			Off Campus
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
MBA: 235	1009	948	-
B.Tech: 31	114	81	-

5.8 Details of gender sensitization programmes

The Center for Women Development organized the following workshops towards gender sensitization:

Workshops

The Center for Women Development and Center for Entrepreneurship Development have jointly organized a one day 'Business Training Program for 50 Rural Women -Entrepreneurs from the nearby villages surrounding IFHE Campus (Janwada, Dontanapally, Gopularam, Mokila, and Kondakal) on March 8, 2017, titled 'Role of Woman in Entrepreneurship and Innovation – a bold Perspective for Change' coinciding with International Women's Day.

The Center was the principal sponsor for 'Women's Leadership Conclave,' jointly conducted by Confederation of Indian Industries (CII) and the Indian Women Network (IWN) on March 17, 2017. About 300 delegates from working professionals, industry leaders, entrepreneurs, and academia participated in this event. IFHE represented this event with 19 participants including teaching and non-teaching staff. Centre for Women Development (CWD), IFHE, has also organized a guest lecture on "post Nirbhaya initiatives" on April 10, 2017. One of our female faculty members was awarded 'The Women in Education Award' an award is given to woman individuals in recognition for their extraordinary work and achievements in academics. The award consists of a citation, certificate and cash award. The award was presented by Business School Affaire & Dewang Mehta National Education Awards.

5.9 Students Activities

5.9.1 No. of students participated in Sports, Games and other events

State/ University level National level International level

No. of students participated in cultural events

State/ University level National level International level

5.9.2 No. of medals /awards won by students in Sports, Games and other events

Sports: State/ University level National level International level

Cultural: State/ University level National level International level

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution	1530	Rs.2,16,70,415
Financial support from government	-	-
Financial support from other sources	-	-
Number of students who received International/ National recognitions	-	-

5.11 Student organised / initiatives

Fairs: State/ University level National level International level

Exhibitions : State / University level National level International level

5.12 No. of social initiative undertaken by the students

5.13 Major grievances of students (if any) redressed: -NIL-

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

Vision

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

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.

All the academic programs of IFHE namely PhD, MBA, Executive MBA, BBA, B.Tech and BBA-LLB (Hons.) and BA-LLB(Hons.) are designed to reflect the above stated vision and mission by providing quality and value-based education, innovation and creativity, use of ICT, research promotion, enhancing employability and a strong university-industry-interface.

6.2 Does the Institution has a management Information System

Yes.

Academic monitoring is done through Student Information Management System. It is applied to:

- a. Administrative procedures which includes, accounts, student admission and tuition fee,
- b. Student admission including the date of admission, the program structure and IBSAT Communication,
- c. Student records including attendance details, date of internal examination, grading and student feedback,
- d. Evaluation and examination procedures including internal evaluation, mid-term and end-term examination,
- e. Research administration which includes faculty seminars, doctoral research seminar, conference participation awards and excellence in teaching areas etc., and
- f. The University has a parent's corner on its website which helps regular interface between the University and the Parent.

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

The University provides complete autonomy to the departments/faculties to revise or update existing curricula, to incorporate latest developments, and to introduce new courses in tune with the market needs. The department / faculties also have a free hand in dropping obsolete / redundant cases and introduce new case studies in tune with the course requirements.

6.3.2 Teaching and Learning

- Student centric learning through use of ICT
- Unique pedagogy which includes case methodology and simulation modeling
- The students go through 64 and 83 cases in the first and second semester respectively. In the third and fourth semesters, the students go through 260 and 302 cases respectively

- The curricula at IBS Hyderabad are industry-oriented and end-user driven. The thrust on Case Pedagogy is because globally, well-written and administered cases in the classroom are one of the best tools for participative education in the field of management. In fact, this combination of rich and up-to-date curricula, a proven case-pedagogical approach, high industry recognition, and accreditations by national and international institutions/organizations is what makes a unique proposition for our students as well as to our several foreign collaborators.
- The B.Tech Program focuses on application-oriented curriculum with greater industry linkage, soft skills, and entrepreneurial skills. The program has a thesis option in place of internship for students interested in pursuing higher education and research.

In the BBA-LLB (Hons.) and BA-LLB (Hons.) Program besides normal teaching, students are given opportunities to practice lawyering skills such as negotiation, oral advocacy and communication, interviewing and counseling, drafting and problem solving. The students learn client interactions, problem identification, framing of issues, etc. through their interaction with the public during their active participation in Legal Aid and Lok Adalat Programs. Faculty of Law provides opportunity for the students to observe the Court Processes and Procedures by attending Court Halls while they are in progress, it helps the students to have a life time experiences and real problems. The students are facilitated to take part in Mock Modern United Nations and Mock Parliamentary Debate to understand law making process

- Cafeteria approach in selecting the electives
- 24 x 7 availability of e-resources
- Enrichment of learning through assignments, online examinations and case solving methods
- In addition to regular teaching, the internship program also forms an important component of education at the institution. Both undergraduate and postgraduate students participate in research through internship program, where the student is evaluated both by the industry and the faculty member. The internship program is devised in such a way that the student acquires theoretical, analytical and research skills besides the industry interface
- Syndicated learning initiated to prepare the students in facing his/her personal interview with the recruiters and to prepare the students to be in readiness for the industry / company from the day one of his taking up his/her job assignment

6.3.3 Examination and Evaluation

The Deemed-to-be-University has a continuous internal evaluation system. Student progress is continuously monitored in every course through a system of offline and online evaluation.

The Deemed-to-be-University has adopted an internal evaluation system due to its unique case based pedagogy, transparency in evaluation, 60 per cent internal evaluation component and the need for declaring the results within a time-frame of 15-21 days.

Evaluation Process for MBA Program:

Sixty percent of the evaluation is done through class participation and online / offline multiple-choice examinations/written test/projects and the balance forty percent through end term examination. This helps in assessing the learning capabilities of students in an objective, unbiased and rational manner. Semester-wise and course-wise learning outcomes are pre-specified and then monitored at the end of the course with active involvement of the course coordinators. Student feedback is also sought through a formal feedback mechanism. Student Handbook covers the academic calendar, evaluation methods and the academic requirements for progressing into the next semester.

Class Participation: There are three class participations having weightage of 10% each. The feedback will be communicated to the students immediately after completing 10 sessions.

Internal Tests: There will be three tests having a weightage of 10% each. Wherever the tests are online the students get real-time feedback. In some courses the students may be required to work on projects, term paper, etc. The student is provided feedback within 2-3 days by showing their written answer scripts and discussing the solutions to ensure transparency in the evaluation system.

End Term Examination: The end term examination is completely descriptive. In this exam, analytical problems solving ability and fundamentals are tested. Within a week of completion of end term examination the student is given feedback by showing their written answer scripts and discussing the solutions to ensure transparency in the evaluation system. The results are then declared.

Evaluation Process for Undergraduate Programs:

BBA Program:

The following weightage are given for BBA Program:

Pre-Mid Term Examination (internal)	20%
Mid-Term Examination	20%
Post-Mid Term Examination (internal)	20%
End-Term Examination	40%

B.Tech program:

The following weightage are given for B.Tech Program

Test - I	20%
Test - II	20%
Other evaluation components (Quizzes, Assignments, Presentations, and Project case studies)	20%
End-Term Examination	40%

BBA-LLB (Hons.) and BA-LLB (Hons.):

The following weightage are given BBA-LLB (Hons.) and BA-LLB (Hons.)

Pre-Mid (2 Internals)	15%
Mid-Term Examination	20%
Post-Mid (2 Internals)	15%
End-Term Examination	50%

Internals may be through Test, Class Presentation, Discussion, Quizzes, Assignments, and Project case studies etc. at the discretion of the faculty concerned.

Mid-Term/Test-I/Test-II and End semester examinations contain questions of objective, analytical, reasoning and numerical problems with application type of questions to test the thoroughness of the student in a particular subject.

In engineering program apart from theory, there are structured labs to test the practical skills required by the student. The evaluation components of the labs include day-to-day evaluation in which the student is tested for performance and whether the required skill is acquired by the student with regard to that particular experiment. The evaluation includes performance, report, viva-voce, submission of record etc.

Internship Program:

The internship program for the programs offered at the Deemed-to-be-University are given below:

Program	Duration in Weeks	Credits
MBA	12	10
BBA	16	8
B.Tech	30	25
BBA-LLB (Hons.) & BA-LLB (Hons.)	30	10

The student is evaluated both by a faculty member and a company guide.

Evaluation Feedback:

Whether it is internal assessment or end term examination, the faculty members are required to make the evaluation key available to the students, so that the evaluation process is transparent. Solutions of the question paper with the marking scheme are displayed immediately after the test. This is to ensure that students have clarity on the process of evaluation. The answer scripts are promptly evaluated, and returned to the students within seventy two hours of the conduct of the examination. Students have the right to seek clarification/revaluation in case of any deviation from the marking scheme displayed. The performance of the students with reference to the highest, lowest and average marks is discussed in detail in the class.

6.3.4 Research and Development

The University encourages faculty research and development through various measures. The University has a Research committee, headed by Vice chancellor. The committee oversees all the research activities of the university ensuring quality in research, in compliance with the vision and mission of the University. The University has funded the travel and hospitality of faculty members for presenting 5 papers in International and 182 in National conferences. It has hosted 3 international conferences and seminars. The doctoral thesis conference hosted by the University is a flagship event. It provides an opportunity for research scholars from other universities, in India and abroad, to present their thesis proposals for comments by faculty members of IFHE and other universities.

During the period under review, the University published 208 research papers out of which 130 are in 'Scopus' listed journals, and 17 in A*/A journals listed in 'Australian Business Dean Council (ABDC)', 60 in other categories of ABDC listed journals, and 16 in Web of Science. It also conducted 330 faculty seminars.

The University has 11 in-house journals. They are included in UGC-approved List of Journals. The journals attract articles from abroad (about 25%), from different parts of the country (about 68%), and from internal faculty (about 7 %). A few journals have eminent academicians on the editorial board. Faculty members also steer five magazines as consultancy editors.

6.3.5 Library, ICT and physical infrastructure / instrumentation

- The Library is open 15 hours in a day. It can accommodate 700 students at a time.
- Apart from the Central library the University has two department libraries.
- The Library subscribes to all popular Online databases, e-journals, Discussions forums, UGC Infilbnet and Thesis web sites.
- Discussion room facility for the students to discuss cases or problems in groups.
- Individual cabins.

- Separate space allocated for research scholars.
- Separate Section for reference books.
- Centrally Air conditioned facility.
- Periodical addition of books and new databases.
- There are 74 classrooms and lecture theatres networked and fitted with audio visual tools to enhance the teaching-learning experience and to facilitate case pedagogy in the **Faculty of Management**, besides an IT Lab and server rooms.
- There are 31 classrooms networked and fitted with audio visual tools to enhance the teaching-learning experience and IT labs for online tests, MOOCs, NPTEL and QEEE in the **Faculty of Science & Technology**.
- Similarly the **Faculty of Law** too has 5 classrooms networked and fitted with audio visual tools.
- The complete academic monitoring and control is done through the intranet - the Campus Net and the Faculty Zone. The Campus Net is the portal of communication for students on academic matters, library, placements, Accounts, hostel etc.
- Faculty members download the live data and explain the concepts/ application of concepts.
- Additional spaces are also available in the form of Auditoria and Seminar Halls.

6.3.6 Human Resource Management

University initiated several steps to manage its human resources to meet the changing requirements of the curriculum

- Faculty Development Programs are organized, where the faculty participation is need based.
- Case pedagogy workshops are organized.
- Knowledge sharing workshops are conducted.
- Faculty seminars are conducted.
- Faculty members with PhD are encouraged to pursue post doctoral fellowships. Faculty members without PhD are encouraged to enrol for doctorate degree at the University or with other Universities.
- Faculty members are encouraged to utilize the sabbatical leave for pursuit of higher research in premier institutions within the country and abroad.
- An amount of Rs. 50 lakh is earmarked yearly as Seed Money to promote research across all the three faculties. The University has funded 39 Research Projects amounting to Rs.70,62,830 from its Seed Money fund. Out of which seven projects have been completed and the rest are in progress.
- Faculty members are encouraged to take up UGC/ DST/ other agency research projects.
- Encouraging participation of faculty members in more international conferences by evolving an incentive scheme linked to publication in top quality peer reviewed journals.
- Incentive scheme for publishing in peer referred and other quality journals.

This apart the University has a policy of recruiting the best faculty all through the year. This is through advertisements, faculty referrals, visits to universities with doctoral programs.

6.3.7 Faculty and Staff recruitment

University has a policy of recruiting the best faculty all through the year. This is through advertisements, faculty referrals, visits to universities with doctoral programs.

Where ever necessary, we utilize the services of visiting / adjunct professors in specialized / contemporary areas depending on the need.

The University also recruits the best staff to carry day-to-day academic/administration work and technical staff to manage IT and other related functions. Where ever necessary, the employees are outsourced for non-skill based jobs.

6.3.8 Industry Interaction / Collaboration

The University has a strong interface with industry through collaborations, guest lectures, and executive development programs. Overall, it interfaces with more than 600 of the country's leading companies, NGOs, and law firms.

The university has entered into collaboration with 18 international universities and 13 national institutions that include IGIDR, Indian Econometric Society, C-TARA, Netafim, ITC Paper Boards, Indian Army, Penna Cements, Kesoram Cement, UltraTech Cement, JNIBF, OpenText Technologies and Bank of India.

The University has also entered into Memorandum of Understandings (MoUs) with the following industries / institutions:

1. M/s EcoNurture Consulting India Pvt Ltd
2. M/s Value Labs LLP, Hyderabad
3. M/s Aptus Data Labs, Bangalore
4. M/s Datawise Management Consultants Pvt Ltd, Hyderabad
5. M/s Mize Software Solutions Pvt Ltd, Hyderabad
6. M/s Genpact, a global business process management company
7. Multi Commodity Exchange (MCX) of India Ltd.
8. Texas Instruments, an American technology company
9. CMC Limited, an information technology services, consulting and software company
10. Virtusa, a global information technology services company
11. Parampara, family business institute

The university collaborated with Rensselaer Polytechnic Institute, Troy, New York, USA for the 7th International Workshop on Quantitative Finance conducted during December 21-25, 2016.

The University also organised three business conclaves with an average industry representation of over 200 on:

1. Emerging Business Models – Opportunities & Challenges for HR
2. IBS Business Conclave on Analytics and
3. Banking and Financial Services Analytics

6.3.9 Admission of Students

Admission for MBA is through University's own entrance examination - IBSAT. The University also considers CAT and GMAT scores. For admission into B,Tech Programme, the University has its own entrance examination-ATIT. The university also considers the AIEEE and TS EAMCET and AP EAMCET ranks.

The admission process is stringent. There is no compromise on student quality. Forty percent weightage is given to the academic background of the student. This is besides assessing their performance in group discussion and personal interview.

6.4 Welfare Schemes for

Teaching	Leaves (casual, earned, non-earned, sick and maternity), Lien, employment provident fund & gratuity, encashment of earned leave, incentivising research, housing quarters facility, fee waiver to spouse /wards, transportation, subsidised canteen facility
Non-Teaching	Leaves (casual, earned, non-earned, sick and maternity), employment provident fund & gratuity, encashment of earned leave, incentivising research, housing quarters facility, fee waiver to spouse /wards, transportation, subsidised canteen facility
Students	Free medical facility, subsidised canteen facility

6.5 Total corpus fund generated

6.6 Whether annual financial audit has been done Yes No

6.7 Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	SAQS, ICRA and CRISIL	Yes	IQAC
Administrative	Yes	M/s Narasimha Rao & Associates	Yes	Internal Auditing

6.8 Does the University/ Autonomous College declares results within 30 days?

For UG Programs Yes No

For PG Programs Yes No

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

- Assessment of Non-Class Participation of students done online: Non-Class participation of continuous evaluation is now conducted through proctored online tests, consisting of objective or multiple choice questions
- Computerization of mark sheet printing, migration & provisional certificates, enrolment registers.
- Photographs of the students are put in database at the time of enrolment and is available any time to avoid examination related impersonation.

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

Not Applicable

6.11 Activities and support from the Alumni Association

- We invite our alumni for giving guest lectures to students to help them enhance their domain and other skills required for career growth. This is a continuous activity at the University.
- The University has a mentorship program. In this program alumni were invited to share their wisdom and corporate experiences with the current batch and hone their skills to make them corporate ready. The idea is to enhance their skills sets. Each alumnus mentors 10 students.
- Alumni are also involved in our admission process.
- They are also involved in the pre-placement activity of mock interviews and group discussions.
- Alumni are also invited to participate in 'Case: it' initiative of our Case Research Centre and share their experience with the academic community

6.12 Activities and support from the Parent – Teacher Association

- The Deemed-to-be-University has also a web portal Student Information Management System, which connect students, faculty, administration and parents
- The institution has a parents' corner on its website, which helps regular interface between the Deemed-to-be-University and the Parent. It also details the contact details of the mentors. Parents/Guardians can also monitor the progress of their son/daughter/ward through 'Parents' Corner', for which an access is provided to them.
- Regular Parent Teacher Meets are being conducted at all the three faculties of the University. Parents' corner, a web portal, provides real-time access for parents to their ward's grades, attendance, assignments and more.
- Parents are appraised about their wards performance at the institution on regular basis
- Feedback is also elicited from the parents about their opinion about campus facilities, discipline on the campus, facilities provided by the university, general reputation, campus atmosphere, placement record, overall rating, etc.
- Two representative of parent are nominated to anti-ragging committee.

6.13 Development programmes for support staff

- Staff are encouraged to pursue higher education
- Staff are given special training session on 'Office Automation'.

6.14 Initiatives taken by the institution to make the campus eco-friendly

The campus has a total area of 91 acres. About 70% of the area (65 acres) is devoted to biological diversity with 55% for flora and grass, 10% for fauna, and 5% for human beings. They co-exist in a happy and symbiotic relationship. Infrastructure and buildings account for 20%; roads and green pathways constitute 5%; and another 5% is for grounds and facilities (for sports and recreation).

The rich bio-diversity at the campus won us laurels from the international delegates of the 2012 Hyderabad Conference of the Parties to the UN Convention on Biological Diversity who visited the University in 2012.

The Academic blocks and libraries are planned architecturally to get natural light during the daytime and are well illuminated. This has ensured that there is no wastage of power. Special care is taken to ensure that energy and environment conservation is visible in every aspect of the campus. The ACs use ozone-friendly non-CFC refrigerants, the bricks are composed of fly ash and the furniture either is made of rubber wood or recycled wood.

Solar panels, installed at various places within the campus, are used to power solar water heaters. The entire hot water requirement in the hostels and mess is met through these heaters. “The campus is a no-bike zone”—which means the campus breathes fresh air all the time. There is a wonderful mix of modern facilities and green environs.

Criterion – VII

7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

- Case pedagogy
- Student Internship Projects with faculty and company executive involvement
- Cafeteria approach in electives
- Online examinations
- Continuous evaluation system
- Focus on faculty research
- Hosting doctoral seminars
- Compulsory faculty seminars
- Collaborative conferences
- Visiting scholar program
- 19 PhD student workshops
- Faculty Committee approach in decision making
- Syndicated learning
- Market driven electives.
- Students' Information Management System
- Parents corner
- Seed Money to promote research
- Incentive scheme for attending international conferences
- The ICFAI Staff College was started by the University
- Gender Sensitization of Management Education. Three programs were conducted during the period under review.
- The University also organised three business conclaves on - Emerging Business Models – Opportunities & Challenges for HR, IBS Business Conclave on Analytics and Banking and Financial Services Analytics.
- Forty-eight Student Clubs – helps in development of well-rounded personalities
- Support to students to participate in curricular and extra-curricular activities
- Best Student, Best Teacher, Best institutional building awards
- Energy conservation (Solar Panels, Reverse Osmosis (RO) Water Treatment Plant, Sewerage Treatment Plant, etc.)
- Program fee waiver to spouse and children of employees
- Fee waiver to students in case of sudden demise of parents

- Fee refund in case of student demise
- Committee approach to decision making. For Example - *Strategic Management Committee* consisting of Deans and Directors, as a think tank for the Vice-Chancellor, implements Board decisions, UGC and MHRD communications, etc. It also helps taking issues to the Board of Management after a brainstorm. UGC Circulars such as UGC curriculum on Environment, Disaster Management, Swachh Bharat Pakhwada, Digitization, etc. are discussed for implementation.

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

- Good research output in terms of journal publications. The University published 208 research papers out of which 130 are in 'Scopus' listed journals, and 17 in A*/A journals listed in 'Australian Business Dean Council (ABDC)', 60 in other categories of ABDC listed journals and 16 in Web of Science. It also conducted 330 faculty seminars.
- The University has 11 in-house journals. They are included in UGC-approved List of Journals. The journals attract articles from abroad (about 25%), from different parts of the country (about 68%), and from internal faculty (about 7 %). A few journals have eminent academicians on the editorial board. Faculty members also steer five magazines as consultancy editors.
- The faculty members of the university presented 5 papers in international conferences and 182 papers in national conferences.
- The University hosted 3 international conferences. The 10th Doctoral Thesis Conference was in Collaboration with Indira Gandhi Institute of Development and Research (IGIDR) and the 5th International Conference on Applied Econometrics (ICAE-V) in collaboration with The Indian Econometric Society (TIES), New Delhi.
- The University conducted 10 Management Development Programs in the areas of finance, project management, transportation management, CRM, soft skills and general management and 1 faculty development programs. Our clients include, NetaFim Irrigation India Pvt. Ltd., ITC Paper Boards, Railways, Ultra Tech Cement, Kesoram Cement and Open Text technologies and Indian Army Officer in Senior Administrative
- The institution also conducted training programs to help institutions and Faculty Members implement case pedagogy in their programs and training programs to promote Case Research and Case Writing.
- Won 16 international case writing awards
- Produced 112 in-house cases and Four cases were published in international textbooks.

7.3 Give two Best Practices of the institution (*please see the format in the NAAC Self-study Manuals*)

****Provide the details in annexure (annexure need to be numbered as i, ii,iii)***

The two best practices which have contributed to better academic and administrative functioning of the university are:

1. Case Based Teaching
2. PhD Program

Best Practice - 1

3. Title of the Practice : Case Based Teaching

4. 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 case method helps the participants take responsibility of learning on them. Unlike the traditional lecture method the case method dignifies and dramatizes student’s life by opening the way to make positive contributions to thought and by doing so prepare them for action. Independent, constructive thinking is encouraged.

Cases involve situations where students encounter real life situations, contexts and surrounding information. The complexity built around the situation forces them to think in a holistic manner. This becomes a habit over time and the student learns to appreciate complexity and ambiguity, traits that hold them in good stead in industry. After going through 400 odd cases in the two year program he/ she is equipped to analyze, think and act like a professional manager.

Instead of being a passive receiver the student learns to listen carefully to others’ point of view and appreciate criticism and contrarian views. This also helps them develop an open mind about situations, contexts and others. The case method helps generate new ideas as the discussion is revolving amongst the students. The teacher is only a facilitator in the process.

5. 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)?

The case method as a pedagogy was introduced in the year 2009 and seen as a major departure from the traditional lecture method by creating a highly different learning environment. The experience of global business schools was taken into account and the pedagogy was adopted across all the courses.

The first challenge was cases in the quantitative papers were few. Faculty members were motivated to author cases in financial accounting, financial Management, Quantitative methods etc. The next challenge was to train the faculty members. The University invited top academics from leading IIMs as well as senior industry executives to train the faculty members.

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

6. The Practice

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

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

The case method of instruction was introduced by taking the help of two Case repositories – our in-house Case Research Center and Harvard. The former cases are developed and written by the faculty members of the Case Research Center in the University and have a mix of Indian as well as global cases and are introduced for the first year students. The Harvard Business School Cases in general have a global flavor and are introduced in the second year. By the second year the student has been exposed to the core concepts and adapting the more complex Harvard cases is not difficult.

Indian managers today face challenges that are more global in nature. With the world increasingly becoming a global village the University believed in beginning the training right in the first year. Decision contexts vary with every situation. The student learns the art of argument, analysis and group behavior. The student also learns to take criticism in his stride. Group learning is enhanced when students present case solutions in the class. Going through the text book enhances the relevance of theory to practice. All these outcomes were not possible if one were to just restrict to traditional pedagogies.

There were some minor constraints in its implementation though. Students had to be motivated to take the ownership of learning, a hitherto unheard phenomenon. The evaluation pattern underwent a metamorphosis with greater emphasis on class participation. Students as well as faculty members took time to adjust to this emerging scenario. Despite these constraints the benefits far outweighed the limitations. Occasionally, students found it challenging to cope with three to four cases in a day. This had to be viewed positively. Students learnt to cope with stress which benefited them in the long run in preparing them for the challenging corporate profession.

7. **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 case method creates a decision and analytical focus in the student. Going through nearly 400 odd case studies across different core and functional disciplines the student matures in his approach to complex and ambiguous situations.

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

A small percentage of students found the adaptation to the case method challenging, due to inherent variations in student abilities to grasp the situation and concepts simultaneously. Some recruiters too shared this view. These observations may not be viewed as a critique of the pedagogy but as an inherent challenge to any change scenario. Efforts were being made to identify such students and put greater emphasis on conceptual clarity as well. Consequently a unique program was initiated called the Syndicated Learning Process. In these sessions that run through the semester, faculty members revisit domain concepts. This intervention yielded immediate results and the minor constraints were ironed out eventually.

8. **Problems Encountered and Resources Required**

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

Apart from the issues mentioned in the sections above we have not encountered any major problems.

Faculty who join IBS without prior exposure to case teaching are inducted into the system through an orientation program spanning two to three days. This helps them get into the system and integrate with the bigger group.

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

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

9. **Notes**

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

Besides case pedagogy the University has also taken the initiative of bringing in changes in instruction through other alternative methods. One such method is the use of business simulations using ICT. As on date simulations are being adopted in all domain areas. Simulations help students face real life situations with an opportunity to commit mistakes and learn from them. Students learn by doing.

A second successful initiative has been to expose students to industry trade fairs, exhibitions etc. As a trade and business promotion tool these events are organized by industry associations. Students are taken to these fairs at Institutes expense. Here they tend to observe a wide variety of products and solutions. Their experiences are then presented as Project reports by students.

Students create service blueprints and invite company representatives for presentations. They create advertising campaigns which are judged by the company officials. Role plays are encouraged in relevant courses and help students hone their negotiation skills.

Best Practice – 2

1. **Title of the Practice : PhD 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)?

Indian Universities face the challenge of faculty shortage. The number of qualified academicians produced by various Universities in India is inadequate to meet the requirement of higher education. Moreover, these faculty members seldom maintain their qualifications by conducting research and publishing in peer reviewed journals.

The PhD Program of the University has adopted the practices of American Universities and customized it to meet Indian academic needs. It has four phases, namely, advanced coursework, Qualifying Examination, preparation of Research Proposal and Thesis Work and Submission of

Thesis. The program also has a visiting scholar program, wherein the scholar spends ten months in a foreign university under the mentorship of a senior professor, exploring contemporary research topics towards shaping up of the thesis proposal. It also has a series of workshops on soft skills, management games, traditional and innovative teaching techniques, research writing, industry interaction, consultancy, leadership etc. These are aimed at overall professional development of the scholar as an academician and researcher.

At the end of the first year (comprising of course work Associateship and research project), students undertake a Summer Research Project (SRP) and then the PhD Qualifying Examination. In the second year, Doctoral Advisory Committee is formed and students undertake research seminars (at least one per semester). By beginning of third students are supposed to defend their thesis proposals and in fourth year students have to complete the PhD thesis work and submit for evaluation.

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)?

The PhD Program is designed with a focus on three aspects: Content, Research and Pedagogy. Advanced courses in Management offer the content. The Research Methodology courses and Summer Research Projects offer training in nuances of research techniques. The Associateship offers training in Pedagogy. The Advanced courses are a basis for development of doctoral thesis. This is supplemented by courses in research methods so as to generate scientific research work. In pedagogy, students are exposed to basic teaching aids and practices required for efficient and effective management teaching.

4. **The Practice**

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

The program is unique in the context of Indian higher education as it attracts the best available talent in the country and nurtures them into quality Management Teachers and researchers.

Uniqueness of the program:

1. **Course work:** In the first year the student takes 8 courses. They consist of Seminar Courses, Inter disciplinary Courses, and Research Methods. The course work paves the way to develop Doctoral Thesis Work.
2. **PhD qualifying comprehensive Examination:** The advanced course work is followed by Qualifying Examination, which paves the way for the thesis work subsequently. The qualifying examination tests the candidate's knowledge in the prescribed areas and his/her ability to apply the same in research.
3. **Preparation of Thesis Proposal:** On successful completion of the qualifying examination, the candidate registers for independent study courses and present research seminars relating to his/her area of work and prepares the research proposal under the guidance of a Doctoral Advisory Committee.
4. **Thesis documentation and submission:** Upon successful thesis proposal defense, as approved by the screening committee, the scholar can work towards completion of thesis under the guidance of a PhD supervisor and submit the thesis for evaluation and subsequent viva voce. A 4-member panel consisting of two external (Foreign/Indian) and two internal examiners would examine the thesis.

5. **Visiting scholar Program:** The candidates spend a semester abroad under the Visiting Scholar Program at selected universities / institutes. These are:
 - Oklahoma State University, USA
 - University of Memphis, Tennessee, USA
 - The University of Toledo, Ohio, USA
 - Macquarie University, Australia
 - Flinders University, Australia.
6. **Professional Development Grant:** The University also sponsors the scholars to attend national and international conferences.
7. **Scholarship/Stipend:** The scholars are paid a fellowship of Rs. 20,000/- till they defend the thesis proposal. After successful defense, they are paid a fellowship of Rs. 35,000/ per month.
8. **Employment:** After successful completion of PhD, Scholars are normally absorbed as Assistant Professors.
9. The University also offers a **PhD (Part time) Program** for Executives and working Professionals.

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.

The results have been very encouraging, which is reflected in the research papers published by these research scholars in reputed national and international journals. On an average, each scholar publishes about 5 research papers (at least one in Scopus indexed or ABDC ranked journals) before they submit the thesis. The cases developed by them are also accepted in the European Case Clearing House, UK, which are used by reputed business schools world-wide. These scholars are emerging as excellent Management Teachers at ICFAI Business School as well as in various IIMs and other leading B-schools in India and abroad.

6. **Problems Encountered and Resources Required**

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

We do not foresee any major problems.

7.4 Contribution to environmental awareness / protection

The Deemed-to-be-University is highly environment conscious. It uses several proactive steps to reduce energy consumption and to meet the challenges and opportunities of climate change. The campus has a total area of 91 acres. About 70% of the area (65 acres) is devoted to biological diversity with 55% for flora and grass, 10% for fauna, and 5% for human beings. They co-exist in a happy and symbiotic relationship. Infrastructure and buildings account for 20%; roads and green pathways constitute 5%; and another 5% is for grounds and facilities (for sports and recreation). The rich bio-diversity at the campus won us laurels from the international delegates of the 2012 Hyderabad Conference of the Parties to the UN Convention on Biological Diversity who visited the University in 2012.

The Academic blocks and libraries are planned architecturally to get natural light during the daytime and are well illuminated. This has ensured that there is no wastage of power. Special care is taken to ensure that energy and environment conservation is visible in every aspect of the campus. The ACs use ozone-friendly non-CFC refrigerants, the bricks are composed of fly ash and the furniture is either made of rubber wood or recycled wood.

Solar panels, installed at various places within the campus, are used to power solar water heaters. The entire hot water requirement in the hostels and mess is met through these heaters. “The campus is a o-bike zone”— which means the campus breathes fresh air all the time. There is a wonderful mix of modern facilities and green environs.

The initiatives taken by the Deemed-to-be-University to make the campus eco-friendly:

- **Energy conservation**
Solar panels are provided on all roofs to tap solar energy which is used for water heating in hostels.
- **Water harvesting**
Numerous rain harvesting pits have been dug to collect rain water from the roofs of buildings. RO waste water is recycled in the garden.
- **Check dam construction**
Large water body is made at the lowest level for all runoff water to be collected.
- **Efforts for Carbon neutrality**
The campus has a rich bio-diversity with adequate open spaces. The Deemed-to-be-University ensures that it doesn’t contribute to the pollution levels in the neighborhood.
- **Plantation**
The campus is full of green trees and vegetation. It has a healthy bio-diversity.
- **Hazardous waste management**
Sewage treatment plant has been installed to treat all wastewater and the filtered water is used for gardening.
- **e-waste management**
It is ensured that electronic items are properly processed before disposal.

In tune with the UGC Guidelines, the Deemed-to-be-University has included environment related studies in the curriculum. It has also introduced several courses across all the 3 faculties. **The Case Research Center** has developed several case studies on environmental sustainability and even won awards in international case competitions. For e.g. the case, Sanergy: Sustainable Sanitation – Third Prize in the Social Entrepreneurship Track, ‘oikos Case Writing Competition,’ organized by Oikos International, Switzerland. Authored by Indu Perepu and Geeta Singh

Center for Environmental Studies: The University has started a Center for Environmental Studies to serve as a knowledge centre on key sustainable issues and as a resource base for comprehensive and relevant information through research. It would undertake projects in environmental aspects by conducting seminars in environmental protection, laws and other related fields.

7.5 Whether environmental audit was conducted? Yes No

- 7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)
- NAAC re-accredited the University with 'A' Grade with CGPA score of 3.43/4.00
 - SAQS re-accreditation for a period of five years till January 2018.
 - Our eligibility application for AACSB, International, Tampa, Florida, USA was cleared and the initial Self Evaluation Report was accepted by AACSB, International.
 - Rated by CRISIL as A** at the national level and A*** at the State level.
 - Rated by ICRA as EB2+IN at the national level and EB1 TS at the state level.
 - Impressive placement track record of 97 per cent.
 - Eight international placements with a salary of Rs 47 Lakh.
 - Unique pedagogy, which includes case methodology, simulation, modelling, etc.
 - Twenty three awards in International Case Competitions.
 - IBS Case Research Center is among the top three contributors to the Case Centre, UK. We are next only to Harvard and INSEAD
 - 7% of bestselling cases of The Case Centre, UK were from Case Research Center, IBS Hyderabad.
 - Cases published in International textbooks.
 - The Case studies developed by our institution were taught in no fewer than 870 schools across 75 countries
 - Students' Information Management System implemented.
 - Choice Based Credit System (CBCS) implemented.
 - Excellent intellectual capital through quality research and publications.
 - State of the art infrastructure (91 acres) with excellent biodiversity
 - Hosting international conferences especially the Doctoral Thesis conference.
 - Conducting regular weekly faculty seminars.
 - Faculty have won several international /national awards.
 - Community services with the involvement of students and faculty members.
 - One of the few Universities in India to have its own academic Staff College to impart training to faculty members and staff across the country.
 - Average Salaries of the MBA Students increased from Rs. 6.50 Lakh to 6.91 Lakh. The highest salary is Rs.24 lakh per annum as against Rs.16 lakh last year.
 - One of our faculty members won the 'Outstanding Contribution to the Case Method' award at The Case Centre (UK) Awards and Competitions 2016. He was the youngest recipient. The earlier awardees were from London Business School, United Kingdom (2014), IMD Business School, Switzerland (2013 & 2011) and Richard Ivey School of Business, Canada (2012).
 - One of our faculty members has been selected for the Prof. M J Manohar Rao Award for the year 2014 by The Indian Econometric Society (TIES)

8. Plans of institution for next year

Centers of Excellence in

- Banking

Other Plans

- Internationalization through foreign collaborations
- Improve the quantity and quality of research
- Focus on external funding of research projects
- An increased focus on consultancy projects and EDPs
- Participate in NIRF Rankings
- Participation in QS & Times Higher Education Rankings

Name T S Rama Krishna Rao

Name J Mahender Reddy

Coordinator, IQAC

Chairperson, IQAC

Abbreviations:

CAS	-	Career Advanced Scheme
CAT	-	Common Admission Test
CBCS	-	Choice Based Credit System
CE	-	Centre for Excellence
COP	-	Career Oriented Programme
CPE	-	College with Potential for Excellence
DPE	-	Department with Potential for Excellence
GATE	-	Graduate Aptitude Test
NET	-	National Eligibility Test
PEI	-	Physical Education Institution
SAP	-	Special Assistance Programme
SF	-	Self Financing
SLET	-	State Level Eligibility Test
TEI	-	Teacher Education Institution
UPE	-	University with Potential Excellence
UPSC	-	Union Public Service Commission

Our Abbreviations:

N A	-	Not Applicable
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