Enhancement of Quality in Higher Education

Proceedings of the two-day National Seminar

Organized by

ICFAI Staff College
Internal Quality Assurance Cell

The ICFAI Foundation for Higher Education
IFHE Campus, Donthanapally, Shankarapally Road
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ICFAI FOUNDATION FOR HIGHER EDUCATION HYDERABAD

REGISTRAR
ICFAI FOUNDATION FOR HIGHER EDUCATION
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Enhancement of Quality in Higher Education

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Preface

The ICFAI group is committed to providing quality higher education with its motto as *'meritum ethicus.'* With an objective to spread the quality awareness in higher education and also the accreditation procedure of the National Assessment and Accreditation Council, Bengaluru to other institutions of higher education, an application was made by the ICFAI Foundation for Higher Education during August 2017 i.e. after the new NAAC framework was announced during July 2017, for conducting a national seminar on enhancement of quality in higher education. The Director, NAAC vide letter reference NAAC/Seminar/GH_DIR/Dec.-2017 dated 14th December 2018 has accepted the proposal for organizing national seminar and sanctioned an amount of Rs.1,00,000/- with a stipulation that the seminar should be conducted before February 28, 2018.

Though the timeline was challenging, the ICFAI Foundation for Higher Education rose to the occasion, made all the arrangements and successfully conducted the national seminar on February 27-28, 2018 at its Campus. A total of 70 participants from 13 Universities spread across 12 different states in India and one invitee from abroad attended the seminar.

The composition of participants is five Vice Chancellors, one pro-vice chancellor, one special officer, one dean, three registrars, two directors of IQAC, professors/associate professors/assistant professors, and one student. Mr. Syed Ifthekar Ahmed, Project Manager-Human Resources, Automotive Division, AL Mulla Motors, Kuwait has also attended the seminar as an invitee.

The seminar was also attended by Mrs. N. Shobha Rani Yasaswy, Chairperson, the ICFAI Society, Shri V. R. Shankara, Trustee, the ICFAI Society and Prof. V. Panduranga Rao, Adviser, ICFAI Group. In addition, Prof. T. Tirupati Rao, Former Vice Chancellor, Osmania University and Prof. Y. R. Haragopal Reddy, Former Vice Chancellor, Acharya Nagarjuna University have also attended the deliberations on the first day.

The seminar was considered necessary to create awareness about the need for quality in higher education as also to create awareness about the revised framework brought in by the National Assessment and Accreditation Council (NAAC) bringing new spirit into its process of

assessment and accreditation making it more robust, objective, transparent, scalable and technology enabled. The revised process also reduces the duration for accreditation.

The seminar was an attempt to promote a culture of quality within institutions of higher education. Eminent speakers delivered valuable inputs on building quality higher educational institutions and emphasized need for evolving quality culture.

As one of the distinguished speakers put it during the seminar – "quality is non-negotiable' and quality is 'everybody's job in a higher educational institution.'

March 10, 2018

J Mahender Reddy, Ph.D.
Vice Chancellor, IFHE

M Bhaskara Rao, Ph.D.
Seminar Convener, EQHE
Coordinator, ICFAI Staff College

National seminar on

Enhancement of Quality in Higher Education

Theme of the Seminar

The National Assessment and Accreditation Council (NAAC) has brought in new spirit into its process of assessment and accreditation with the revised process effective from July 2017 making it more robust, objective, transparent, scalable and technology enabled. The revised process also reduces the duration for accreditation.

Some of the redeeming features of revised NAAC Assessment & Accreditation Framework are:

(a) data based quantitative indicator evaluation with increased objectivity and transparency;

(b) extensive use of ICT confirming scalability and robustness;

(c) simplification of the process by reduction in number of questions, size of the report, visit days, etc.;

(d) boosting benchmarking as quality improvement tool;

(e) introduction of pre-qualifier for peer team visit as 30% of system generated score;

(f) introduction of System Generated Scores (SGS) with combination of online evaluation;

(g) introduction of the element of third party validation of data and the possibility of roping in multiple agencies in adopting a 100% off site evaluation of HEIs applying for 4th cycle accreditation; on-site visits in exceptional cases;

(h) providing appropriate differences in the metrics, weightages and benchmarks to universities, autonomous colleges and affiliated/constituent colleges; and

(i) revising several metrics to bring in enhanced participation of students and alumni in the assessment process.

In this backdrop, the IFHE, Hyderabad hosted a 2-day national seminar on **Enhancement of Quality in Higher Education.** The seminar focused on promoting a culture of quality within institutions of higher education. The presentations delivered and views expressed by eminent speakers emphasized on helping institutions evolve towards a culture of quality in higher education. This seminar endeavored to provide an insight into the revised NAAC framework for assessment and accreditation. The deliberations have high practical value in their quality pursuits.

Acknowledgements

These proceedings are a compilation of presentations and deliberations made by distinguished speakers during the two-day national seminar on 'Enhancement of Quality in Higher Education' held at IFHE Campus, Hyderabad on February 27-28, 2018.

First and foremost, we would like to thank Dr. D. P. Singh, Director, National Assessment and Accreditation Council (NAAC), Bengaluru for accepting our proposal and providing financial assistance of Rs.1,00,000.00. We also profusely thank Dr. Latha Pillai, Director (Acting), NAAC for the support extended in successful conduct of the program. We express our gratitude to Dr. B. S. Madhukar, Adviser, NAAC for inaugurating the seminar and providing valuable inputs during the two days of the seminar.

We express our gratitude to Dr. C. Rangarajan, Chancellor, the ICFAI Foundation for Higher Education for his constant guidance and inspiration. We would like to thank Smt. N. Sobha Rani Yasaswy, Chairperson, Shri V. R. Shankara and Shri E. N. Murthy, both members, of the ICFAI Society, the sponsoring society of the ICFAI Foundation for Higher Education. We also thank Prof. V. Panduranga Rao, Advisor, ICFAI Group for his presence during the two-day seminar. We thank Prof. T. Tirupati Rao, former Vice Chancellor, Osmania University and Prof. Y. R. Haragopal Reddy, Former Vice Chancellor, Acharya Nagarjuna University for attending the deliberations on the first day. We thank Dr. Mullapudi Lakshmipathi Rao, former Professor of Physics, Osmania University for his involvement and support during the planning of this seminar.

Our thanks are due to members of the Strategic Management Committee, IFHE for their constant guidance and support. We also thank the Registrar, Directors, Deans, Area Heads, Administrators and faculty members of IFHE for their involvement and support in successfully organizing this seminar.

We thank the research scholars Swati Hans, Pankaj Mohanty, Sonali Narbariya, Shreya Roy Chowdhury and Syed Hassan Abdullah for providing operational support in successfully conducting the seminar. We thank the faculty and students of ICFAI Law School for the entertaining cultural program showcased by them.

Seminars such as this would help advance quality awareness and quality commitment among higher educational institutions. We thank all the students and research scholars for their

enthusiastic participation and joining hands with the organizers and accepting various responsibilities for the smooth conduct of the Conference.

We are thankful to the Administration for their support and cooperation in making arrangement for boarding and lodging. There are a lot of other people who have contributed directly or indirectly to the success of the seminar. We thank all of them for their cooperation and support.

March 10, 2018

J Mahender Reddy, Ph.D.
Vice Chancellor, IFHE

M Bhaskara Rao, Ph.D.
Seminar Convener, EQHE
Coordinator, ICFAI Staff College

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Two-day National Seminar on
'Enhancement of Quality in Higher Education'
February 27-28, 2018
List of participants

A total of 70 participants from 13 Universities across 12 different states in India and one from abroad attended the seminar. The composition of participants is five Vice Chancellors, one pro-vice chancellor, one special officer, two former vice chancellors, one dean, three registrars, two directors of IQAC, professors/associate professors/assistant professors, and one student. Mr. Syed Ifthekar Ahmed, Project Manager-Human Resources, Automotive Division, Maseelah Trading Co. W.L.L., Kuwait has also attended the seminar as an invitee.

Mrs. N. Shobha Rani Yasaswy, Chairperson, the ICFAI Society, Shri V. R.Shankara, Trustee, The ICFAI Society and Prof. V. Panduranga Rao, Adviser, ICFAI Group graced the occasion. In addition, Prof. T. Tirupati Rao, Former Vice Chancellor, Osmania University and Prof. Y. R. Haragopal Reddy, Former Vice Chancellor, Acharya Nagarjuna University have also attended the deliberations on the first day. The list of 70 participants is furnished below:

1. Prof. Vivek Phadke, Special Officer, ICFAI University Sikkim, Ranka Road, Lower Sichhey, Gangtok-737101, Sikkim
2. Prof. Subhojyoti Ghosh, Assistant Professor, School of Management Studies, ICFAI University Sikkim, Ranka Road, Lower Sichhey, Gangtok-737101, Sikkim
3. Prof. Neela Thapa, Lecturer, School of Management Studies, ICFAI University Sikkim, Ranka Road, Lower Sichhey, Gangtok-737101, Sikkim
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9. Dr. Charles P. Alexander, Vice Chancellor, ICFAI University, 6th Mile, Soviam Village, Dimapur-797112, Nagaland

10. Ms. Wapangsenla Imchen, Dean, Faculty of Management Studies, ICFAI University, 6th Mile, Soviam Village, Dimapur-797112, Nagaland
11. Mr. Rupanka Bhuyan, Assistant Professor, Faculty of Basic and Applied Sciences, ICFAI University, 6th Mile, Soviam Village, Dimapur-797112, Nagaland
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13. Prof. O. R. S. Rao, Vice Chancellor, ICFAI University, Plot No. 2065, Daladali Chowk, Simalia, Near Ring Road, Ranchi-835222, Jharkhand
14. Prof. Arvind Kumar, Associate Dean, Faculty of Science & Technology, ICFAI University, Plot No. 2065, Daladali Chowk, Simalia, Near Ring Road, Ranchi-835222, Jharkhand
15. Prof. Shree Ranjan, Professor, Faculty of Management Studies, ICFAI University, Plot No. 2065, Daladali Chowk, Simalia, Near Ring Road, Ranchi-835222, Jharkhand
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17. Mr. Arun Kumar Saini, Associate Dean, ICFAI Tech School, ICFAI University, Near Cambay Golf Resort, Agra Road, Jamdoli, Jaipur-302031, Rajasthan
18. Mr. Arun Kumar Singh, Head of the Department, ICFAI Law School, ICFAI University, Near Cambay Golf Resort, Agra Road, Jamdoli, Jaipur-302031, Rajasthan
19. Lt. Gen. (Dr.) A. K. Misra, Vice Chancellor, ICFAI University, Durtlang, North Aizawl, Mizoram-796025
20. Dr. Himanshu Sekhar Panda, Assistant Professor, Materials Engineering, Defense Institute of Advanced Technology (Deemed University), Girinagar, Pune- 411025, Maharashtra
21. Mr. Hari Narayan Sahu, Jt. Registrar (Academics), Defense Institute of Advanced Technology (Deemed University), Girinagar, Pune-411025, Maharashtra
22. Prof. O. P. Bajpai, Vice Chancellor, The ICFAI University, Atal Shiksha Kunj, Kalujhanda, Baddi, Himachal Pradesh-174103
23. Mr. Pankaj Diwan, Faculty Associate, Faculty of Science and Technology, The ICFAI University, Atal Shiksha Kunj, Kalujhanda, Baddi, Himachal Pradesh-174103
24. Mr. Bhuvan Semwal, Assistant Professor, Faculty of Management Studies, The ICFAI University, Atal Shiksha Kunj, Kalujhanda, Baddi, Himachal Pradesh-174103
25. Prof. Biplab Halder, Pro-Vice Chancellor, The ICFAI University, Kamalghat, Tripura (W), Agartala-799210, Tripura

26. Dr. Debabrata Lahiri, Professor & Head, Faculty of Rural Management, The ICFAI University, Kamalghat, Tripura (W), Agartala-799210, Tripura

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68. Ms. Zeenath Iftekhar Ahmed, Student, Osmania University, Avalon Apartments, Nanal Nagar, Hyderabad–500028, Telangana

69. Prof. Farida Siddiqui, Director, IQAC, Maulana Azad National Urdu University, Hyderabad, Telangana

70. Mr. Abdul Rasheed Shaik, Assistant Registrar, Academic Section, Maulana Azad National Urdu University, Hyderabad, Telangana

Speaker's Profiles

Five eminent speakers delivered valuable inputs to the participants. Their sessions were a combination of strategic and operational inputs that have appealed to all the participants. The profiles of the speakers are presented below:

Dr. B. S. Madhukar, Adviser
National Assessment & Accreditation Council, Bengaluru



Dr. Madhukar has more than 25 years of rich professional experience in different aspects of higher education viz., Educational Consultancy, Assessment and Accreditation (A&A) of Higher Education Institutions, Industry exposure in the areas of Planning & Maintenance, Marketing and Services. He is an Engineer by training, MBA in Finance and Ph.D in the discipline of Management. His PhD work was in the area of quality assurance in Management schools.

Dr. Madhukar has worked as an administrative officer (holding additional charge) and served as member of various administrative/academic committees at National Assessment and Accreditation Council (NAAC), Bengaluru, an autonomous institution under UGC/MHRD. Presently he holds the position of Adviser (equivalent to a cadre of Professor in University) and in-charge of A & A activities in East and North Eastern region of the country.

In the last 20 years at NAAC, he has immensely contributed for the promotion of the concept of quality in Higher Education across the country and in preparation of manuals, documents, information material, progress and review reports, Planning and Organization of Assessors Training Programme/Seminars/Workshops, Research work pertaining to Assessment and Accreditation. He has been responsible for coordinating Peer Team Visits to more than one thousand institutions (universities and colleges) across the country.

Dr. Madhukar has participated and presented paper in various National and International seminar/conferences. He has co-authored few books on Quality of Higher Education. He is a recipient of the 'Endeavour Executive Award' from Government of Australia and one of his paper was adjudicated as an outstanding paper in an international conference at Bangkok.

In his capacity as an officer in NAAC and in the process of discharge of his duties and responsibilities, he has interacted with senior level functionaries in the Central and State Government Universities and many other Statutory Bodies apart from interactions with Private players in Education, Industry and related areas.

Dr. R. P. Kaushik
Former Ambassador of India to Turkmenistan, Former Member, UGC &
Former Professor, Jawaharlal Nehru University, New Delhi



Dr. R. P. Kaushik is an Eminent Educationist who has served, more than three times, as the Chairman Governing Bodies in Delhi University Colleges. He has been the Provost and Dean in Jawarharlal Nehru University and Member, Executive Council of JNU. He has also been a Director of the Board of Andhra Bank for six years and has occupied and continues to occupy important positions, such as, President Fulbright Alumni Association, Delhi.

Dr. R. P. Kaushik is a distinguished scholar in Social Sciences and Humanities and a post-doctoral senior Fulbright-smith Mundt Fellow in Department of History from University of California, Berkeley. He is author of several books and articles. He has visited United States, Europe and Africa in the Course of his Fulbright Fellowships, Lecture tours and also as visiting professor to American Universities, Viz. Columbia University, New York, University of California Berkeley, Chicago University, and Princeton University. In his capacity, he has been involved in counseling and resolving the educational problems of the international student's community in Indian Universities.

Dr. R. P. Kaushik is a member of several professional bodies such as, India International Centre, Indian Institute of Defense Studies, Indian History Association, Indian Association of American Studies, and E.C. NAAC. He has been invited by Ministry of External Affairs for his consultation from time to time. He was a member of UGC from 1995-1998. He is currently a member of National Committee on Eco-Tourism and Mountains, Ministry of Tourism and Culture, Government of India, member Advisory Board for National Library, Kolkata, and ambassador of India to Turkmenistan.

Prof. Kaushik is currently Chancellor of ICFAI University Sikkim and Raipur and Chairperson of ICFAI University, Jaipur.

Prof. M. Rammohan Rao
Professor and Dean Emeritus
Indian School of Business, Hyderabad
Former Director, IIM, Bengaluru



Prof. Rammohan Rao is currently professor and dean emeritus at the ISB. He was the dean of the School from July 1, 2004 to January 7, 2009. Prior to ISB, he was director of the Indian Institute of Management, Bangalore (IIM-B) from 1997-2002. He held various positions at IIM-B including that of professor, visiting professor, dean, director and professor emeritus. He also taught as a tenured professor of operations research at the Stern School of Business, New York University and as an associate professor at the Graduate School of Management, University of Rochester. He was also a visiting faculty at the University of Tennessee.

As a research fellow, Professor Rao was associated with the International Institute of Management, Science Centre in Berlin, and the International Centre for Management Sciences, Centre for Operations Research and Econometrics, Universite Catholique de Louvain, Belgium. He also conducted research at the Operations Research Group, United States Steel Corporation, Applied Research Laboratory in Monroeville, Pennsylvania. His current teaching and research interests are in the areas of optimization and financial derivatives.

An illustrious academic, renowned worldwide for his research and teaching capabilities, Professor Rao has published over 85 articles in various professional journals. He has a PhD in industrial administration from the Graduate School of Industrial Administration, Carnegie Mellon University. He holds two Masters degrees – Master of Science in industrial administration from Carnegie-Mellon University and Master of Engineering (Industrial) from Cornell University.

Prof. J. Mahender Reddy
Vice-Chancellor
The ICFAI Foundation for Higher Education, Hyderabad



Prof. J Mahender Reddy is at present Vice-Chancellor of ICFAI Foundation for Higher Education, a Deemed-to-be University under section 3 of the UGC Act, located in Hyderabad. As the Vice-Chancellor he has significantly contributed to the development of a research culture and a good leadership which enabled the University to secure 'A' grade by the National Assessment and Accreditation Council (NAAC). He is the Chancellor of ICFAI University Tripura and was the Chancellor of ICFAI University Raipur.

Prof. Reddy got his Master's degree from The Delhi School of Economics with distinction and a doctorate in Economics from the University of Alberta in Edmonton, Canada.

He was a Fellow of the Shastri Indo-Canadian Institute, at Carleton University in Ottawa, Canada in, and again at the University of Ottawa. He was Fulbright Fellow, at the University of Boston. He was the first Chair, in the Indian Ocean Studies, of the Indian Ocean Rim Association for Regional Cooperation, located at the University of Mauritius.

He taught in the Faculty of Business Administration, at the University of Alberta in Canada, Saint Peter's College in the United States, Administrative staff College of India, and at the Osmania University for over three decades, and won the Best Teacher award from the Government of Andhra Pradesh. He has guided 14 PhDs and 9 M.Phil scholars in Osmania and ICFAI Universities. He has published forty research papers, and ten books.

He was a member of the High Level Committees appointed by the UGC, ICSSR, the Government of Andhra Pradesh, and the government of India, Association of Management Development Institutions in South Asia (AMDISA), and ICFAI. He was also a member of the FICCI Higher Education Committee. He was a member of the Governing Council of the Association of Indian Universities (2015-17) located in New Delhi.

Prof. T. S. Rama Krishna Rao
Dean (Accreditations) & Coordinator, IQAC
The ICFAI Foundation for Higher Education, Hyderabad



Prof. T.S. Rama Krishna Rao currently handles the Accreditations portfolio of the University and is involved in rankings, ratings & accreditations. He also handles the statutory matters related to the University. He is also the Dean, Directorate of Distance Education, IFHE. He has earlier handled the portfolios of Controller of Examinations and Additional Registrar.

He has been with the ICFAI Group for close to 17 years and involved in various activities of The ICFAI Foundation for Higher Education such as Faculty Development Programs, Executive Development Programs, Workshops, Seminars on Banking, Finance and Management, Research Associates/ Faculty Associates Development Programs, lectures at School of Journalism etc. He is a visiting faculty at organizations like JNIBF, SBI, SBH, Vijaya Bank, Vysya Bank, Allahabad Bank, FEDAI Workshops, NABARD, SIDBI, NISIET, IMA, OFSC etc. He is also an executive member of the Indian Society of Training and Development, Hyderabad Chapter. He has published articles in the IRDA Journal, SAS Newsletter, Treasury Management, ICFAI Reader, and Insurance Chronicle & HRM Review. His areas of interest are Financial Management, Commercial Banking, Investment Banking and Financial Services, Wealth Management and Management of Financial Institutions. He was the Consulting editor for a Journal on Risk & Insurance and Insurance Chronicle. He has written ICFAI text books on Underwriting Management, Commercial Banking, and Money & Banking.

He holds a Masters in Science and Business Administration, a Bachelor's degree in Law and is a Certified Associate of the Indian Institute of Bankers. He is currently pursuing his PhD (Finance Area) with The ICFAI Foundation for Higher Education. He teaches the subjects of Wealth Management, Retail Banking, Financial Management, Investment Banking & Financial Services and Management of Financial Institutions at ICFAI Business Schools.

He has over twenty-two years of banking experience having worked in different managerial capacities in The Federal Bank Ltd and Canara Bank. He also handled various departments like credit appraisal, auditing and was also a faculty member and principal of Canara Bank Staff Training College.

The ICFAI Foundation for Higher Education
(Deem-to-be University under Section 3 of the UGC Act, 1956)

Two day National Seminar on

Enhancement of Quality in Higher Education

An Awareness Program on NAAC Assessment and Accreditation Quality Systems for Universities

Sponsored by National Assessment and Accreditation Council, Bengaluru

Seminar Schedule

Tuesday, February 27, 2018

09.30 AM-10.30 AM — Venue: Opp. Auditorium

Registration

10:30 AM–11.30 AM — Venue: Auditorium

Inaugural Program

Chief Guest : Dr. B. S. Madhukar, Adviser, National Assessment and Accreditation Council, Bengaluru

Presided by : Dr. J. Mahender Reddy, Vice Chancellor, IFHE

11:30 AM–12:00 Noon — Venue: Dome Area, Ground Floor

Tea Break

12.00 Noon–1:00 PM — Venue: Auditorium

Session 1 : Prof. J. Mahender Reddy, Vice Chancellor, IFHE

Assessment and Accreditation – What matters?

Presided by: Dr. B. S. Madhukar, Adviser, National Assessment and Accreditation Council, Bengaluru

1:00 PM–2:00 PM — Venue: Seminar Hall

Lunch Break

2:00 PM–3:15 PM — Venue: Large Conference Hall

Session 2 : Dr. M. Rammohan Rao, Professor and Dean Emeritus, ISB, Hyderabad

Building a Best in Class University

3:15 PM–3:45 PM Tea Break	Venue: Opp. Conference Hall
3:45 PM–5:00 PM Session 3 : Prof. T. S. Rama Krishna Rao Dean (Accreditations) & Coordinator (IQAC), IFHE **Self-study Report – A Key to Accreditation Process**	Venue: Large Conference Hall
5:05 PM–5:40 PM Cultural Program	Venue: Auditorium
5.40 PM – 6.00 PM High Tea	Venue: Dome Area, Ground Floor

Wednesday, February 28, 2018

10:00 AM–11:15 AM Session 4 : Dr. B. S. Madhukar, Adviser, National Assessment and Accreditation Council, Bengaluru **Assessment and Quality Enhancement**	Venue: Large Conference Hall
11:15 AM–11:45 AM Tea Break	Venue: Opp. Conference Hall
11:45 AM–1:00 PM Session 5 : Dr. R. P. Kaushik, Former Ambassador of India to Turkmenistan; Former Member, UGC and Former Professor, JNU, New Delhi **Innovative Practices in Building Quality Higher Education Institutions**	Venue: Large Conference Hall
1:00 PM–2:00 PM Lunch Break	Venue: Seminar Hall
2:00 PM–3:15 PM Session 6 : Dr. T. S. Rama Krishna Rao Dean (Accreditations) & Coordinator (IQAC), IFHE **Documentation for Successful Accreditation**	Venue: Large Conference Hall
3:15 PM–3.30 PM Farewell Tea	Venue: Opp. Conference Hall

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Presidential Address
J. Mahender Reddy, Vice Chancellor

IFHE HYDERABAD
Deemed-to-be-University

THE ICFAI FOUNDATION FOR HIGHER EDUCATION
(DEEMED-TO-BE UNIVERSITY UNDER SECTION 3 OF THE UGC ACT 1956)

Two-day National Seminar on
Enhancement of Quality in Higher Education

February 27 & 28, 2018

Inaugural Function

Presidential Address by
J. Mahender Reddy, Vice Chancellor

Chief Guest
Dr B S Madhukar, Adviser, NAAC, Bengaluru

Genesis



1950-2011

- The ICFAI Group was founded by late Shri N J Yasaswy in 1984 as a not-for-profit education society with a view to deliver education with strong values, ethics and morals.

The ICFAI Group

The Group manages one deemed-to-be university located at Hyderabad and ten private universities and six standalone business schools.

Ten Private Universities	Six Business Schools	One Deemed-to be- University
1. Dehradun	1. Ahmedabad	The ICFAI Foundation for Higher Education (Deemed-to-be-University u/s 3 of the UGC Act, 1956)
2. Jaipur	2. Bengaluru	
3. Raipur	3. Gurgaon	
4. Himachal Pradesh	4. Kolkata	
5. Jharkhand	5. Mumbai	
North - East	6. Pune	
6. Meghalaya		
7. Mizoram		
8. Nagaland		
9. Sikkim		
10. Tripura		

The Vision and Mission

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.

Infrastructure

Physical

- The University has a land of 91 acres. Open area is 76 Percent.
- The University is highly environment conscious and has rich bio-diversity.
- Academic buildings with 1,45,856 sq. meters of built-up space with centralized air-conditioning, residential accommodation, including 10 hostels for 1877 boys and 9 for 1110 Girls.
- 16 lecture theatres, 59 class rooms and 63 labs including 3 computer labs.
- Power backup for the entire campus through high-capacity generators.
- Medical centre facility manned by 3 qualified doctors and 7 Nurses and 3 paramedical assistant and has 4 beds and 2 ambulances.
- Bus facility.
- Indoor and outdoor sports complex, including an Olympic-size swimming pool and well-equipped gymnasium.
- Solar heating and on-site sewage treatment plant.

IT infrastructure

- Learning Management System developed by in-house team.
- ERP Software.
- In-house Software to conduct tests, quizzes and manage academic data (Student Information System).
- Network bandwidth of 750 Mbps and campus-wide Wi-Fi and CCTV cameras.
- Over 1200 PCs equipped with relevant software and servers.

Library

- N J Y Memorial Central library with over 80,000 volumes
- Member, National Digital Library (NDL)
- Department libraries
- The library subscribes to 21 online databases such as Scopus, Science Direct, Emerald, EBSCO, Springer E- Journals, IEEE-ASPP, IEEE-POP, Marketline, ProQuest, Jstor, Cabell's Directories, CMIE, J-Gate, Manupatra, Taxmann Law, etc., to enable the users to access these databases as well as the library catalogue (WebOPAC) through the campus intranet.
- Access to databases such as EPW Research Foundation database, Prowess, Capitaline Plus, NSE dataset, Prime database

Profile of the University

Faculty	Programs Offered
ICFAI Business School, Hyderabad	BBA, MBA, PhD (Management), PhD (Economics) and Executive MBA
Science & Technology	B.Tech, M.Tech and PhD
Law	BBA-LLB(Hons.), BA-LLB(Hons.), LLM, PhD and 8 Certificate Programs

Faculty / Student Strength As on January 01, 2018	
Regular Faculty	275
ICFAI Business School, Hyderabad	186
Faculty of Science & Technology	62
Faculty of Law	27
Total Students	5028
IBS Hyderabad	3660
FST	818
FoL	550
Girls	**1936 (38.6%)**

Faculty

Total Number of Permanent / Regular Faculty	275
No. of Faculty with PhD	184
No. of Faculty with NET/SET Qualification	35

Accreditations & Recognitions

- NAAC awarded the University **'A'** grade with a CGPA score **3.43/4.00** on June 25, 2015 which is valid up to June 24, 2020**.** Under infrastructure and learning resources criterion we secured **4.00/4.00**.
- Submitted information for NIRF Rankings – 2018.
- Silicon India rated IFHE as the best Private University in India in 2016.
- **IBS Hyderabad, Accredited by SAQS in** 2006 and re- accredited in 2013, valid until 2018. We are now going for the third round.
- **IBS Hyderabad,** rated as Excellent by **CRISIL** and **ICRA**.
- We are more than halfway through **AACSB** accreditation.

Governance

Chancellor

The Chancellor of the University is Dr. C. Rangarajan (2015-), a Padma Vibhushan awardee, former Governor of AP, former Governor of RBI, former Chairman, Economic Advisory Council to the Prime Minister, former Chairman of the National Statistical Commission, and Chairman, Madras School of Economics. He is currently the Chancellor of University of Hyderabad. He taught at Wharton School of Finance, University of Pennsylvania, Graduate School of Business, New York University, IFPRI, Washington D. C., and for more than a decade at IIM-A.

He is the President of the Centenary year (2017) of the Indian Economic Association and was also the President of the Indian Economic Association (1988). Further he was the President of the Indian Econometric Society in 1994. He is the only economist in the country with these three distinctions.

IFHE has well Defined Governance Structure

Research Profile

April 01, 2012 – December 31, 2017		
1.	Journal Publications	**1038**
2.	No. of Publication in Journals listed in Scopus Database	**435**
3.	No. of Publications in Journals listed in Web of Science	**62**
4	No. of A*/A Journal Articles as per Australian Business Deans Council (ABDC) Journal Quality List	**50**
5.	No. of Publications in Other Categories as per Australian Business Deans Council Journal Quality List	**113**
6.	Case Studies Authored	**580**
7.	Case Studies Published in International Textbooks	**52**
8.	Books (Authored & Edited)	**41**
9.	Chapters in Published Books	**55**
10.	Papers Presented in International Conferences	**77**
11.	Papers Presented in National Conferences	**761**
12.	Faculty Seminars	**1197**
13.	DST/UGC Projects/Applied Research/Consultancy Projects (Rs. 1.07 Cr.) (7 projects are ongoing and 16 Projects were completed)	**23**

April 01, 2012 – December 31, 2017		
14.	Applied Research Projects from Seed Money (Rs. 72.63 lakh) (7 completed the remaining are ongoing)	**40**
15.	Management Development Programs/ Faculty Development Programs/Workshops	**133**
16.	PhD Proposal Defense Seminars	**57**
17.	Conferences Hosted (Including Doctoral Theses Conferences)	**36**
18.	Doctoral Theses Conferences Hosted	**6**
19.	Doctoral students benefitted by the Visiting Scholar Program	**26**
20.	UGC Approved Journals	**11**

IUP Journals

Several faculty are editors of the following IUP Journals which are ***UGC approved***

- IUP Journal of Supply Chain Management
- IUP Journal of Operations Management
- IUP Journal of Accounting Research and Audit Practices
- IUP Journal of Management Research
- IUP Journal of Financial Risk Management
- IUP Journal of Soft Skills
- IUP Journal of Brand Management
- IUP Journal of Business Strategy
- IUP Journal of Applied Economics
- The IUP Law Review
- IUP Journal of Bank Management

The ICFAI Group has 27 journals.

Case Research Center – IBS Hyderabad

- IBS Case Research Center, is ***among the top three*** contributors to The Case Centre (earlier ECCH, UK), the largest repository of cases in the world. We are next only to Harvard and INSEAD.
- Out of a total collection of 57,318 cases of The IBS Case Center ***contributes 10%*** *(6000)*.
- Our cases were **taught** in no fewer than ***870 schools across 75 countries***.
- ***7 % of bestselling cases*** of The Case Centre were from Case Research Center, IBS Hyderabad.
- Developed cases in the areas of women empowerment, social entrepreneurship, ethics, sustainable development, micro-finance, inclusive growth, leadership, CSR, Family Business and other management topics.

PhD Program

The PhD program is very rigorous and is a blend of the best practices of American and Indian universities. It has the following stages:

1. Course Work – spread over 2 semesters and a Summer Research Project
2. PhD Qualifying examination
3. PhD Thesis Proposal work under a three member Doctoral Advisory Committee and seminar presentation every semester
4. PhD proposal defense before a screening committee
5. Data Seminar
6. Pre-submission Seminar
7. Final Thesis Defense

Fifty-five PhDs have been awarded so far since May 2013.

Admissions

- The students are admitted from all over India. 38.6% are girls.
- The entire admission process is transparent and purely merit based.
- Admissions are based on the academic performance, performance in all India entrance test, personal interview and group discussion.
- The admission test is conducted on-line and off-line in 100 plus centers across the country.

IQAC

- The IQAC meets every quarter to institutionalize the quality assurance strategies and processes.
- It reviews at length the performance of the students, faculty members, seminars, conference participation, hosting of conferences, publications, research projects and other issues.
- The composition of IQAC is Directors, Deans, and Heads of the Departments, Senior Administrators and two External Experts. The Vice Chancellor is the Chairman.
- So far, we had 30 IQAC meetings.

Teaching Learning Process

- Student Centric learning.
- Case approach and focus on applications.
- Internships.
- Syndicated Learning.
- Involvement of alumni.
- 48 student clubs.
- Moot courts, Legal Aid Clinics for law students.

Examination & Evaluation

- Continuous evaluation process.
- Weightage for class participation, internal tests, assignments, term papers, midterm and final examinations (objective type, case based, short answers, essay type questions).
- Use of technology in the declaration of results within 2-3 weeks of the conduct of exams.
- Transparency - every student is given an opportunity to see his/her evaluated answer book.

Distinguished Visitors (Padma Awardees)

- Prof. C. R. Rao
- Prof. C. Rangarajan
- Mr. M. Narasimham
- Dr. Y. V. Reddy
- Dr. Pratap C. Reddy
- Dr. Abid Hussain
- Dr. Ch. Hanumantha Rao
- Prof. T. N. Srinivasan
- Dr. Narendra Jadhav
- Dr. V. K. Saraswat
- Prof. Abhijit Sen
- Dr. K. Srinath Reddy
- Dr. Seyed E. Hasnain
- Dr. Arun Maira
- Dr. Madhav Menon
- Dr. Sukhadeo Thorat
- Dr. Arun Kumar Joshi
- Dr. B. V. R. Mohan Reddy
- Dr. Shanta Sinha
- Dr. Sudarshan Pattnaik

Distinguished Visitors (International)

Prof. Vijay Govindarajan (Harvard / Tuck)	Dr. Susan Lund (Partner of McKinsey & Company) (Ph.D ,Stanford)
Prof. Dipak C. Jain (Kellog/ INSEAD)	Mr. Richard McCracken, Director, The Case Center, UK
Prof. Jagdish N. Sheth (Emory)	Dr. Anthony Boccanfuso, President, University Industry Demonstration Partnership, Washington D.C., USA
Prof. Suresh Sundaresan (Columbia)	Mr. Richard Rossow, Director, Center for Strategic and International Studies, Washington D.C., USA
Dr. Rakesh Mohan (former Executive Director for India to IMF & Distinguished Fellow, Brookings and former Professor Yale)	Prof. Teresa Balser (Ph.D,University of California —Berkeley, Curtin University, Australia)
Prof. Colm Kearney is Dean of the Faculty of Business and Economics at Monash University, Melbourne, Australia.	Ms. Kate. A. Mogulescu, (PhD, Yale Law School) Presently at CUNY.
Mr. Fred H. Walti II, President & CEO, The Los Angeles Clean Tech Incubator	Prof. Peter Galvin, MBA Director & Professor of Strategic Management, Curtin Business School, Curtin University, Perth, Australia

Distinguished Visitors (UGC & Others)

- Prof. Sukhadeo Thorat, former Chairman UGC & ICSSR.
- Prof. V N Rajsekharan Pillai, former Chairman UGC & former Vice-Chancellor, IGNOU.
- Prof. Seyed Hasnain, former Member, UGC & former Vice Chancellor, Central University, Hyderabad.
- Prof. G Gopal Reddy, Member, UGC & former Professor, Osmania University.
- Prof. R. P. Kaushik, former Indian Ambassador to Turkmenistan; former Member, UGC & Professor (retd.) JNU, New Delhi.

Distinguished Visitors (UGC & Others) (cont'd)

- Dr. D. N. Reddy, former Member UGC & Chairman NBA Appellate Committee.
- Mr. Kiran Karnik, former Member, UGC & former Chairman, NASSCOM.
- Prof. R. Radhakrishna, Chairman, CESS, Hyderabad; former Vice Chancellor, Andhra University; former Member Secretary, ICSSR & former Chairman, Madras Institute of Development Studies.
- Prof. K. L. Krishna, former Prof & Director, Delhi School of Economics; former Chairman, CESS, Hyderabad, & currently Chairman, Madras Institute of Development Studies.

Distinguished Visitors (Corporate)

- Prof. V. Raghunathan, former Professor of Finance IIM-A & former President, ING Vysya Bank.
- Mr. Lakshmi Narayanan, Vice Chairman, Cognizant (Express Group IT Lifetime Achievement Awardee).
- Mr. S. M. Datta, former Chairman of HUL, IIM-B & ASCI.
- Mr. B. K. Mishra, Senior Vice President, Tech Mahindra.

Distinguished Visitors (Public Policy)

- Dr. Arvind Subramanian, Chief Economic Advisor, Government of India.
- Prof. Bibek Debroy, Trinity College, Cambridge; Member, NITI Aayog & Chairman EAC-PM.
- Prof. Arvind Panagariya, Professor at Columbia University & former Vice Chairman, NITI Aayog.
- Dr. D. Subba Rao, Visiting Fellow, NUS, Singapore & former Governor, RBI.
- Dr. M. Govinda Rao, former Member of the Fourteenth Finance Commission; former Member of the Economic Advisory Council to the Prime Minister & former Director, NIPFP, New Delhi.
- Dr. Subir Gokarn, former Dy. Governor, RBI; Executive Director on the Board of the International Monetary Fund & Research Director, Brookings Institute, India.

Distinguished Visitors (Public Policy)

- Prof. S. Mahendra Dev, Director & Vice Chancellor, IGIDR, Mumbai; Vice Chairman of the Board of Trustees of International Food Policy Research Institute (IFPRI), Washington D.C., USA & President of Indian Economic Association.
- Sri K. Padmanabhaiah, IAS (Retd.), Chairman–Court of Governors, ASCI & former Home Secretary, Government of India.
- Dr. Rathin Roy, Director, National Institute of Public Finance and Policy (NIPFP) at the rank of Secretary, Govt. of India & Member EAC-PM.
- Dr. Sanjaya Baru, Distinguished Fellow, United Service Institute of India, New Delhi; Consulting Fellow for India, International Institute of Strategic Studies, London; former Media Advisor to PM & Secretary General, FICCI.
- Mr. S. S. Mundra, former Deputy Governor, RBI.

Distinguished Visitors (Scientists)

- Dr. G. Satheesh Reddy, Scientific Adviser to Raksha Mantri, Director General, Missiles and Strategic Systems.
- Prof. Rajat Moona, former Director General, CDAC & present Director IIT-Bhilai.
- Dr. R. K. Shevgaonkar, former Director, IIT-Delhi.
- Dr. V. S. Raju, former Director, IIT-Delhi.
- Dr. Kalyan Veeramachaneni, Principal Research Scientist, Laboratory for Information and Decision System (LIDS), MIT, Cambridge, MA, USA.
- Dr. Sonam Wangchuk, an education reformist & founding- director of the Students' Educational and Cultural Movement of Ladakh (SECMOL).

Distinguished Visitors (Legal Luminaries)

Law Commission Chairperson:

- Hon'ble Mr. Justice Chauhan
- Hon'ble Mr. Justice Jeevan Reddy, former Chairperson, Law Commission of India, former Justice, Supreme Court of India & former Judge, International Court of Justice, The Hague

Supreme Court Judges:

- Hon'ble Mr. Justice N. V. Ramana,
- Hon'ble Mr. Justice L. Nageshwara Rao,
- Hon'ble Mr. Justice Jasti Chelameswar

Chief Justices of High Court of Hyderabad:

- Hon'ble Mr. Justice Kalyan Jyothi Sengupta
- Hon'ble Mr. Justice Ramesh Ranganathan (Acting)
- Hon'ble Mr. Justice B Praksh Rao (former acting chief justice)

Secretary, Legislative Dept., Ministry of Law and Justice, Govt. of India

- Mr. G Narayana Raju

Advocates, Supreme Court of India

- Mr. R. Venkatramani, Senior Advocate, Supreme Court of India
- Mr. G. Ramakrishna Prasad, Advocate, Supreme Court of India
- Mr. Balasubramaniam, Advocate, Supreme Court of India
- Mrs. Monika Arora, Advocate, Supreme Court of India

Mr. Vijay Bhat, Managing Trustee, Bar Council of India

Judges of High Court of Judicature at Hyderabad

Hon'ble Mr. Justice V. Ramasubramanian, Hon'ble Mr. Justice A.V. Sesha Sai,
Hon'ble Mr. Justice Challa Kodanda Ram
Hon'ble Mr. Justice U. Durga Prasad Rao, Hon'ble Mr. Justice M. Seetharama Murti,
Hon'ble Mrs. Justice T. Rajani,

Former Judges of High Court of Judicature at Hyderabad

Hon'ble Mr. Justice Ramalingeswara Rao
Hon'ble Mr. Justice B. Chandra Kumar
Hon'ble Mr. Justice P.S. Narayana
Hon'ble Mr. Justice G. V. Seethapathy
Hon'ble Mr. Justice G. Yethirajulu
Hon'ble Mr. Justice L. Narsimha Reddy
Hon'ble Mr. Justice T. Ch. Surya Rao
Hon'ble Mr. Justice B. Seshasayana Reddy
Hon'ble Mr. Justice Ravi Shankar

Student Support

Student Mentoring and Support

- Academic Support (mentoring, counselling).
- Campus Support (Medical, sports and games, Olympic size swimming pool, football ground, cricket ground, badminton court, table tennis court, gymnasium, etc.).
- Full-fledged Corporate Relation Cell headed by a Director.
- Provides a strong foundation through pre-placement talks and workshops
- Conducts personality development workshops
- Provides career counselling to students

Student Progression

- The Completion rate in the institution is more than 98 per cent (2014-17).

Placements

- In the academic year 2016-17, 95 percent placements have been achieved.
- Constructive and fruitful relationship with more than 1000 top companies have been developed to provide placements to the students.

Teacher Quality

- 286 well qualified faculty members including 11 adjunct/visiting faculty members, of which 65% (184) faculty members have PhD degrees.
- One of the faculty members received a 'Life Time Achievement award' for his contribution to case method. Only a handful of professors from IMD, INSEAD and Harvard have received this award.
- One of the faculty members received 'Prof. M J Manohar Rao Award for Young Researchers' from the Indian Econometric Society in the year 2014. The award is given bi-annually to young researchers below 35 years.
- Several faculty members have won best case writing awards, best research paper and best teacher award.
- Faculty diversity in terms of geography, gender and industry - academia mix.
- Well-structured recruitment and selection process.

Teacher Quality

- Academic Staff College Programs: 14
- Faculty Seminars: 1197
- Conference Papers : 838 (77 International & 761 National)
- MDPs/ FDPs/ Workshops : 133

Foreign Collaborations

Our PhD/Research Scholars have visited the following universities as a part of the Visiting Scholar Program during 2012-17:

- Oklahoma State University, USA
- Memphis University, USA
- University of Toledo, USA
- Macquarie University, Australia
- Flinders University, Australia

Collaborations with Indian Institutions

NLSUI -Bangalore	NABARD
IGIDR - an advanced Research Institution established by The Reserve Bank of India.	IIT-Kanpur
TIES	ECIL
IDRBT	C-DAC
IICM-Mumbai	

MoU with Industries

- Genpact, Hyderabad
- Aptus Data Labs, Bangalore
- DATAWISE Management Consultants India Pvt. Ltd., Hyderabad
- EcoNURTURE Consulting India Pvt. Ltd., Dehradun
- Mize Software Solutions Pvt. Ltd., Hyderabad
- Virtusa Polaris
- Texas Instrument
- Mentor Graphics
- Xilinx

Foreign Visiting Faculty

- Dr Sugumar Mariappanadar, Professor, Australian Catholic University, Australia. December 2017.
- Dr. Pundarik Mukhopadhaya, Associate Professor - Department of Economics, Macquire University, Australia. November 2017.
- Dr. Mohinder Dugal, Professor, Ancell School of Business, Western Connecticut State University, Danbury, USA. November 2017.
- Dr. Ramesh Rao, Paul C. Wise Chair of Finance and Professor, Department of Finance, Spears School of Business, Oklahoma State University Stillwater, Oklahoma, USA. October-December 2013.
- Prof. Amlan Mithra, Professor in Economics, Purdue University Calumet, Hammond, Indiana, USA. September 2013.
- Dr. Zafar Ahmed, Professor of Marketing, School of Business, American University of Ras Al Khaimah, Ras Al Khaimah, UAE (expected to visit).

Extension Activities (Conferences / Seminars)

- Conferences in the three faculties
- Women empowerment and women entrepreneurship conferences
- Doctoral thesis conferences
- Swatchh Bharat Pakwada (Sept 15, 2017) as per UGC directive.
- Blood Donation camps
- Several community development activities in the neighbourhood villages of Donathanpally, Mokila and Gopularam

New Programs Launched

- PhD Program (Part-Time) in Management 2012-13.
- LLM Program from 2015-16.
- Executive MBA (Part-Time) from 2015-16.
- BA-LLB (Hons.) from 2016-17.
- PhD Program in Economics from 2016-17.
- PhD Program in Basic Sciences from 2016-17.
- PhD Program in Law from 2016-17.
- 5 Certificate Courses in Law from 2016-17.
- 3 Certificate Courses in Law from 2017-18.

Best Practices

- Preparation of a comprehensive 150 page annual report approved by BOM and copies sent to UGC, MHRD and it serves as the database for the NAAC self-study reports, NAAC departmental profile. It consists of departmental profiles, faculty resources, weekly seminars, papers presented in conferences, conferences hosted, publications, funded- research projects, foreign collaborations, collaboration with industry, alumni-student activities, placements, etc.
- Pedagogy (Case Studies, Application Oriented Approach, Simulations, Games, Modelling, Moot Courts, Client Counselling, Court Visits, Mock Trial, Student Projects, etc.).
- Rigorous Internship.
- Weekly faculty seminars in every department.
- Support for faculty to participate in national and international conferences. The faculty are required to present the conference papers in internal faculty weekly seminars.
- Strong Industry-Academia Partnership and conclaves.
- Play a catalytic role to help faculty who have registered for PhD in other universities.
- ICFAI Staff College.
- Annual panel discussions on 'Union Budget' with eminent persons, and workshops on 'Economic Survey'.
- Convocation conducted annually with distinguished personalities as chief guests.
- Forty-eight Student Clubs.
- Best Student, Best Teacher, Best Institutional Building awards.

Forthcoming Events

- The 11th Doctoral Theses Conference will be held on Apr 19-20, 2018, jointly with IGIDR - an advanced Research Institution established by The Reserve Bank of India.
- Applied Econometrics Conference jointly with Indian Econometric Society during July 5-6, 2018.
- International Conference on 'Sustainable HRM: Policies, Practices and Perspectives in South Asia' in collaboration with University of Hyderabad and supported by AMDISA, Nov 1-2, 2018.

2

Assessment and Accreditation - What Matters?

J. Mahender Reddy, Vice Chancellor

THE ICFAI FOUNDATION FOR HIGHER EDUCATION
(DEEMED-TO-BE UNIVERSITY UNDER SECTION 3 OF THE UGC ACT, 1956)

National Seminar on
Enhancement of Quality in Higher Education

Assessment and Accreditation - What Matters?

by
J. Mahender Reddy, Vice Chancellor

February 27, 2018

Classification of Indian Universities

Classification	No.
Central Universities and Institutes of National importance	138
Deemed to be Universities	123
State Universities	381
Private Universities	291
TOTAL	933

(Source: UGC Website)
Note – 323 universities have been accredited by NAAC as per NAAC website.

Indian Universities in the Top 500 World Rankings in 2018

QS World University Rankings London			Times Higher Education (THE), London			Shanghai	
S.#	Rank	University	S.#	Rank	University	S.# Rank	University
1	172	IIT Delhi	1.	251-300	IISc Bangalore	1. 301-400	IISc Bangalore (for 2017)
2.	179	IIT Bombay	2.	351-400	IIT Bombay		
3.	190	IISc Bangalore					
4.	264	IIT Madras					
5.	293	IIT Kanpur					
6.	308	IIT Kharagpur					
7.	431-440	IIT Roorkee					
8.	481-490	Delhi University					

NIRF 2017 Ranking Parameters and Weightage

- Teaching, Learning and Resources (Weightage 0.30)
- Research and Professional Practice (Weightage 0.30)
- Graduation Outcomes (Weightage 0.20)
- Outreach and Inclusivity (Weightage 0.10)
- Perception (Weightage 0.10)

Top 20 Institutions Ranked by NIRF 2017

Name	Rank	Name	Rank
IISc Bangalore	1	J N Center for Advanced Scientific Research	11
IIT Madras	2	Jadavpur University	12
IIT Bombay	3	Anna University	13
IIT Kharagpur	4	University of Hyderabad	14
IIT Delhi	5	University of Delhi	15
JNU	6	Amrita Vishwa Vidyapeetham, Coimbatore	16
IIT Kanpur	7	IIM Ahmedabad	17
IIT Guwahati	8	Pune University	18
IIT Roorkee	9	AMU	19
BHU	10	Jamia Millia Islamia, New Delhi	20

(Source: https://www.nirfindia.org/ranking2017.html)

Distribution of weightage by NAAC Criteria

S#	Criteria / Key Indicators	Total
1.	Curricular Aspects / 4	150
2.	Teaching-Learning and Evaluation / 7	200
3.	Research, Innovations and Extension / 7	250
4.	Infrastructure and Learning Resources / 4	100
5.	Student Support and Progression / 4	100
6.	Governance, Leadership and Management / 5	100
7.	Institutional Values and Best Practices / 3	100
	Total / 34	1000

(Source: Institutional Accreditation Manual for Self-Study Report Universities updated 2-1-2018, NAAC)

Distribution of weightages across Key Indicators (KIs)

Criteria 1. Curriculum Aspects	
Key Indicators (KIs)	**Weightage**
1.1 Curriculum Design and Development	50
1.2 Academic Flexibility	50
1.3 Curriculum Enrichment	30
1.4 Feedback System	20
Total	150

(Source: Institutional Accreditation Manual for Self-Study Report Universities updated 2-1-2018, NAAC)

Criteria 2. Teaching and Learning Evaluation	
Key Indicators (KIs)	**Weightage**
2.1 Student Enrolment and Profile	10
2.2 Catering to Student Diversity	20
2.3 Teaching-Learning Process	20
2.4 Teacher Profile and Quality	50
2.5 Evaluation Process and Reforms	40
2.6 Student Performance and Learning Outcomes	30
2.7 Student Satisfaction Survey	30
Total	200

(Source: Institutional Accreditation Manual for Self-Study Report Universities updated 2-1-2018, NAAC)

Criteria 3. Research, Innovations, and Extension	
Key Indicators (KIs)	**Weightage**
3.1 Promotion of Research and Facilities	20
3.2 Resource Mobilization for Research	20
3.3 Innovation Ecosystem	30
3.4 Research Publications and Awards	100
3.5 Consultancy	20
3.6 Extension Activities	40
3.7 Collaboration	20
Total	250

(Source: Institutional Accreditation Manual for Self-Study Report Universities updated 2-1-2018, NAAC)

Criteria 4. Infrastructure and Learning Resources	
Key Indicators (KIs)	**Weightage**
4.1 Physical Facilities (Classrooms and Labs – 5; Sports and games facilities, Yoga centers – 5; ICT – 10; Budget Allocation – 10)	30
4.2 Library as a Learning Resource	20
4.3 IT Infrastructure (Student-Computer Ratio, Updation of IT facilities, Availability of bandwidth)	30
4.4 Maintenance of Campus Infrastructure	20
Total	100

(Source: Institutional Accreditation Manual for Self-Study Report Universities updated 2-1-2018, NAAC)

Criteria 5. Student Support and Progression	
Key Indicators (KIs)	**Weightage**
5.1 Student Support (Scholarships, Skill development)	30
5.2 Student Progression (Placements, Proceeding for Higher Education, Qualifying in competitive exams, SET, NET)	40
5.3 Student Participation and Activities (Awards in Sports and Cultural activities)	20
5.4 Alumni Engagement (Contribution of alumni association to the development of the institution, alumni meetings)	10
Total	100

(Source: Institutional Accreditation Manual for Self-Study Report Universities updated 2-1-2018, NAAC)

Criteria 6. Governance, Leadership and Management	
Key Indicators (KIs)	**Weightage**
6.1 Institutional Vision and Leadership	10
6.2 Strategy Development and Deployment (Strategic plan)	10
6.3 Faculty Empowerment Strategies (Conference participation, professional development programs for the faculty)	30
6.4 Financial Management and Resource Mobilization	20
6.5 Internal Quality Assurance System (IQAC meetings and the quality initiatives taken, promoting quality culture)	20
Total	100

(Source: Institutional Accreditation Manual for Self-Study Report Universities updated 2-1-2018, NAAC)

Criteria 7. Institutional Values and Best Practices	
Key Indicators (KIs)	**Weightage**
7.1 Institutional Values and Social Responsibilities (Gender Equity, Environmental Consciousness, Differently-abled, Engagement with local community, Human Values and Professional Ethics)	50
7.2 Best Practices	30
7.3 Institutional Distinctiveness	20
Total	100

(Source: Institutional Accreditation Manual for Self-Study Report Universities updated 2-1-2018, NAAC)

Distribution of weightage by NAAC Criteria

S. No.	Criteria / Key Indicators	Total Weightage (Number of Metrics)	Weightage for Qualitative (Number of Metrics)	Weightage for Quantitative (Number of Metrics)
1.	Curricular Aspects / 4	150 (11)	30 (2)	120 (9)
2.	Teaching-Learning and Evaluation / 7	200 (23)	40 (5)	160 (18)
3.	Research, Innovations and Extension / 7	250 (31)	16 (2)	234 (29)
4.	Infrastructure and Learning Resources / 4	100 (17)	37 (6)	63 (11)
5.	Student Support and Progression / 4	100 (15)	11 (3)	89 (12)
6.	Governance, Leadership and Management / 5	100 (19)	55 (12)	45 (7)
7.	Institutional Values and Best Practices / 3	100 (21)	64 (8)	36 (13)
	Total / 34	1000 (137)	253 (38)	747 (99)

(Source: Adapted from Institutional Accreditation Manual for Self-Study Report Universities updated 2-1-2018, NAAC)

Selected qualitative and quantitative metrics from Institutional Accreditation Manual for Self-Study Report Universities (updated 2-1-2018), NAAC are presented below. For accessing all the metrics, please refer the NAAC manual.

Metric No. 1.1.1 **Qualitative Weightage 20**

Curricula developed /adopted have relevance to the local/national/ regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the University (Academic Council and Board of Studies)

PO – Critical Thinking, Effective Communication, Team-work

CO – Learning objectives of the course

Write description within a minimum of 500 characters and maximum of 500 words.

File Description

- Upload Additional information
- Link for Additional information

Metric No. 3.6.1 **Qualitative Weightage 10**

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

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

File description

- Paste link for additional information
- Upload any additional information

Metric No. 7.2.1 **Qualitative Weightage 30**

Describe at least two institutional best practices (as per NAAC format)

Describe two best practices successfully implemented by the institution as per NAAC format

E.g. At IFHE the two best practices may be Internships and PhD Programs

- Title of the practice
- Objectives of the practice
- The context
- The practice and its uniqueness
- Evidence of success
- Problems encountered and resources required

Metric No. 7.3.1 **Qualitative Weightage 20**

Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Describe the institutional performance in one area distinctive to its vision, priority and thrust within a minimum of 500 characters and maximum of 1000 words

E.g. At IFHE it could be case approach

File Description

- Link for additional information
- Upload any additional information

Other qualitative metrics:

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the university (Weightage - 5)

6.1.2 The institution practices decentralization and participative management (weightage – 5)

6.2.1 Perspective/Strategic plan and deployment documents are available in the institution (Weightage – 2)

6.2.2 Organizational structure of the university including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism (Weightage – 2)

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance, strategies and processes (Weightage – 8)

Metric No. 1.2.1 **Quantitative Weightage 30**

Percentage of new courses introduced of the total number of courses across all programs offered during the last five years *(Board of Studies and Academic Council)*

1.2.1.1: How many new courses were introduced within the last five years **Data Requirement for last five years:** (As per Data Template in Section B)

- Name of the new course introduced
- Name of the Program

Formula:

$$\frac{\textbf{Number of new courses introduced during the last five years}}{\textbf{Number of courses offered during the last five years}} \times 100$$

File Description (Upload)

- Minutes of relevant Academic Council/BOS meeting
- Any additional information
- Institutional data in prescribed format (Data Template)

Metric No. 2.2.2 **Quantitative Weightage 10**

Student - Full time teacher ratio (current year data)

Data Requirement (As per data template in Section B):

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

Formula: Students: Teachers

File Description (Upload)

- Institutional data in prescribed format (Data Template)

Metric No. 2.4.2 **Quantitative Weightage 10**

Average percentage of full time teachers with Ph.D. during the last five years

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

Year					
Number					

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

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

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

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

File Description (Upload)

- Any additional information
- List of number of full-time teachers with Ph.D. and number of full-time teachers for 5 years (Data template)

Metric No. 2.5.1 **Quantitative Weightage 15**

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

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

Year					
Number of Days					

Data Requirements - As per Data Template in Section B:

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

File Description (Upload)

- Any additional information
- List of Programs and date of last semester and date of declaration of results (Data
- Template)

Metric No. 2.6.3 **Quantitative Weightage 10**

Average pass percentage of students (Current year data)

2.6.3.1: Total number of final year students who passed the university examination

2.6.3.2: Total number of final year students who appeared for the examination

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

- Program Code
- Name of the Program
- Number of students appeared
- Number of students passed
- Pass percentage

Formula:

$$\frac{\text{Total number of final year students who passed in the university examination}}{\text{Total number of final year students who appeared for the examination}} \times 100$$

File Description

- Upload list of Programs and number of students passed and appeared in the final year examination (Data Template)
- Upload any additional information
- Paste link for the annual report

Metric No. 3.2.2 **Quantitative Weightage 12**

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

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

Year					
INR in Lakhs					

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

- Name of the Project
- Name of the Principal Investigator
- Department of Principal Investigator
- Year of Award
- Funds provided
- Duration of the project
- Funding Agency
- Total amount of funds received

File Description (Upload)

- Any additional information
- e-copies of the grant award letters for research projects sponsored by government
- List of project and grant details (Data Template)

Metric No. 3.2.3 **Quantitative Weightage 5**

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

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

Year					
Number					

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

- Name of Principal Investigator
- Duration of project
- Name of the research project
- Amount / Fund received
- Name of funding agency
- Year of sanction
- Department of recipient

Formula: $\frac{\text{Total number of research projects funded by government and non-government agencies during the last five years}}{\text{Average number of full time teachers during the last five years}}$

File Description (Upload)

- List of research projects and funding details (Data Template)
- Any additional information
- Supporting document from Funding Agency
- Paste Link for the funding agency website

Metric No. 3.3.2 **Quantitative Weightage 7**

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

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

Year					
Number					

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

- Name of the workshops / seminars
- Number of Participants
- Date (From -to)
- Link to the activity report on the website

File Description (Upload)

- Report of the event

- Any additional information
- List of workshops/seminars during last 5 years (Data Template)

Metric No. 3.3.4 **Quantitative Weightage 10**

Number of start-ups incubated on campus during the last five years

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

Year					
Number					

Data requirements for last five years: (As per Data Template in Section B)
- Name of the start ups
- Nature of start up
- Year of commencement
- Contact information of the promoters

File Description (Upload)
- Any additional information
- e- sanction order of the University for the startups on campus
- Contact details of the promoters for information
- List of startups details like name of startup, nature, year of commencement etc. (Data Template)

Metric No. 3.4.3 **Quantitative Weightage 19**

Number of Patents published/awarded during the last five years

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

Year					
Number					

Data Requirements for last five years: (As per Data Template in Section B)
- Name of the Patent published/awarded
- Year of Award
- Patent Number

File Description (Upload)
- Any additional information
- List of patents and year it was awarded (Data Template)

Metric No. 3.4.4 **Quantitative Weightage 19**

Number of Ph.Ds awarded per teacher during the last five years

3.4.4.1: How many Ph.Ds are awarded within last 5 years

Data Requirements for last five years: (As per Data Template in Section B)
- Name of the PhD scholar
- Name of the Department
- Name of the guide/s
- Year of registration of the scholar
- Year of award of PhD

Formula: $\frac{\text{Number of Ph.D degrees awarded during the last five years}}{\text{Number of teachers as a recognized guides}}$

File Description (Upload)

- URL to the research page on HEI web site
- List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template)
- Any additional information

Metric No. 3.4.5 — Quantitative Weightage 20

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

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

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

- Title of paper
- Name of the author/s
- Department of the teacher
- Name of journal
- Year of publication
- ISBN/ISSN number

Formula: $\frac{\text{Number of publications in UGC notified journals during the last five years}}{\text{Average number of full time teachers during the last five years}}$

File Description (Upload)

- Any additional information
- List of research papers by title, author, department, name and year of publication (Data
- Template)

The IUP publications, a unit of ICFAI Society, brings out 27 journals in Management, Engineering and Law. All are approved by the UGC.

Metric No. 3.4.6 — Quantitative Weightage 15

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

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

Year					
Number					

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

- Name of the teacher:
- Title of the paper:
- Title of the book published:
- Name of the author/s:
- Title of the proceedings of the conference
- Name of the publisher:
- National/International
- National/international:
- ISBN/ISSN number of the proceeding
- Year of publication

Formula:

$$\frac{\text{Total number of books and chapters in edited volumes, books published and papers in national/international conference proceedings during last five years}}{\text{Average number of full time teachers during the last five years}}$$

File Description (Upload)

- Any additional information
- List books and chapters in edited volumes/books published (Data Template)

Metric No. 3.4.7 — Quantitative Weightage 13

Bibliometrics of the publications during the last five years based on average citation index in Scopus/Web of Science, Indian Citation Index

3.4.7.1: Total number of citations received by publications in the last 5 years, which are included in online databases such as SCOPUS, Web of Science, Indian Citation Index

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

- Title of the paper
- Year of publication
- Citation Index
- Name of the author
- Title of the journal

Formula:

$$\frac{\text{Total number of journal citations received by publications in SCOPUS, Web of Science, Indian Citation Index, indexed journals during last five years}}{\text{Total number of publications in SCOPUS, Web of Science, Indian Citation Index, indexed journals during last five years}}$$

File Description (Upload)

- Any additional information
- Bibliometrics of the publications during the last five years (Data Template)

The faculty members should give their affiliations in clear terms to ensure that the university gets the credit for the publication.

Metric No. 3.5.2 — Quantitative Weightage 12

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

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

Year					
INR in Lakhs					

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

- Names of the consultants
- Name of consultancy project
- Consulting/Sponsoring agency with contact details
- Revenue generated (amount in rupees)
- Total revenue generated in rupees

File Description (Upload)

- Audited statements of accounts indicating the revenue generated through consultancy
- Any additional information
- List of consultants and revenue generated by them (Data Template)

Metric No. 3.5.3 **Quantitative Weightage 7**

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

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

Year					
INR in Lakhs					

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

- Names of the teacher-consultants
- Title of the corporate training Program
- Agency seeking training with contact details

File Description (Upload)

- Revenue generated (INR in lakhs)
- Number of trainees
- Total revenue generated in rupees
- Audited statements of account indicating the revenue generated through training
- Any additional information
- List of teacher consultants and revenue generated by them (Data Template)

Metric No. 3.6.2 **Quantitative Weightage 10**

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

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

Year					
Number					

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

- Name of the activity
- Name of the Award/ recognition
- Name of the Awarding government/ recognized bodies
- Year of the Award

File Description (Upload)

- Any additional information
- Number of awards for extension activities in last 5 year (Data Template)
- e-copy of the award letters

Metric No. 3.6.4 **Quantitative Weightage 10**

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

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

Year					
Number					

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

- Name of the activity
- Name of the scheme
- Year of the activity
- Number of teachers participating in such activities
- Number of students participating in such activities

Formula: Percentage Per year= $\frac{\text{Total number of students participating in such activities}}{\text{Number of students}} \times 100$

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

File description (Upload)

- Report of the event
- Any additional information
- Average percentage of students participating in extension activities with Govt. or NGO etc (Data Template)

Metric No. 3.7.3 **Quantitative Weightage 10**

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

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

Year					
Number					

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

- Organization with which MoU is signed
- Name of the institution/ industry/corporate house
- Year of signing MoU
- Duration
- List the actual activities under each MoU
- Number of students/teachers participated under MoUs

File Description (Upload)

- e-copies of the MoUs with institution/ industry/corporate house
- Any additional information
- Details of functional MoUs with institutions of national, international importance, other universities etc. during the last five years (Data Template)

Metric No. 5.2.1 **Quantitative Weightage 15**

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

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

Year					
Number					

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

- Name of the employer with contact details
- Number of students placed

Formula:

Percentage per year: $\frac{\text{Number of outgoing students placed}}{\text{Number of outgoing students}} \times 100$

Average percentage: $\frac{\Sigma \text{Percentage per year}}{5}$

File Description (Upload)

- Self-attested list of students placed
- Upload any additional information
- Details of student placement during the last five years (Data Template)

Metric No. 5.2.2 **Quantitative Weightage 15**

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

5.2.2.1: Number of outgoing students progressing to higher education

Data Requirement: (As per Data Template in Section B) Number of students proceeding from

- UG to PG:
- PG to MPhil:
- PG to PhD:
- MPhil to PhD:
- PhD to Post-doctoral:

Formula: $\frac{\text{Number of outgoing students progressing to higher education}}{\text{Total number of final year students}} \times 100$

File Description (Upload)

- Upload supporting data for student/alumni
- Any additional information
- Details of student progression to higher education (Data Template)

Metric No. 5.3.1 **Quantitative Weightage 10**

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

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

Year					
Number					

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

- Name of the award/ medal
- National/ International
- Sports/ Cultural

File Description (Upload)

- e-copies of award letters and certificates
- Any additional information
- Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five year (Data Template)

Metric No. 6.3.3 **Quantitative Weightage 8**

Average number of professional development / administrative training programs organized by the University for teaching and non-teaching staff during the last five years

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

Year					
Number					

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

- Title of the professional development program organized for teaching staff
- Title of the administrative training program organized for non-teaching staff
- Dates (From-to)

Formula: $\frac{\text{Total number of professional development or administrative training programs organized for teaching and non-teaching staff during the last five years}}{5}$

File Description (*Upload*)

- Reports of the Human Resource Development Centers (UGC ASC or other relevant centers).
- Reports of Academic Staff College or similar centers
- Upload any additional information
- Details of professional development / administrative training Programs organized by the University for teaching and non-teaching staff (Data Template)

Calculation of Institutional CGPA

CGPA will be calculated as per following:

No.	Source	Percentage
1.	System Generated Scores (SGS) of the Quantitative Metrics	70
2.	Scores from the qualitative, critical appraisal by the Peer Team through on site visit	20
3.	Scores obtained on the Student Satisfaction Survey	10

These will be collated through an automated procedure and assessed on a five point scale.

Institutional Grades and Accreditation Status

Range of Institutional Cumulative Grade Point Average (CGPA)	Letter Grade	Status
3.51-4.00	A++	Accredited
3.26-3.50	A+	Accredited
3.01-3.25	A	Accredited
2.76-3.00	B++	Accredited
2.51-2.75	B+	Accredited
2.01-2.50	B	Accredited
1.51-2.00	C	Accredited
≤ 1.50	D	Not Accredited

(Source: Institutional Accreditation Manual for Self-Study Report Universities updated 2-1-2018, NAAC)

Pre-qualifier Conditions

a) Institutions whose metrics have deviated by ≤10% will proceed for Peer Team Visit with a condition of a Pre-qualifier, that the institution should score at least **30%** in Quantitative Metrics (QnM) as per the final score after the **Data Validation and Verification** process. If the HEI does not clear the Pre-qualifier score then they may apply in any of the subsequent Windows by submitting the IIQA (Institutional Information for Quality Assessment) afresh and with payment of fees.

b) Institutions whose metrics have deviated by >10% & ≤15% will be issued a cautionary advice. They will be debarred from the Peer Team Visit till the next window. The first Installment of Accreditation fees of such institution will also be forfeited.

c) Institutions whose metrics have deviated by >15% will be debarred from the accreditation process for one year. Their first installment of accreditation fees will also be forfeited, and the names of such institution will be sent to statutory authorities.

Note – "The visiting team role would be very specific in the revised model limited to Qualitative metrics. The teams would play an important role in reviewing the intangible aspects" (Page 17, Item 14).

(Source: Adapted from Institutional Accreditation Manual for Self-Study Report Universities updated 2-1-2018, NAAC)

Grade Qualifiers for HEI's

- A grade qualifier is prepared for the institution to qualify for valid accreditation. In order to qualify for any Grade (**C to A++**) institution needs to score **at least 1.51** CGPA aggregated score (quantitative and qualitative) in each criterion.
- The scores of Student Satisfaction Survey will not be counted at Pre-qualifier Stage. However, the same would be counted at Grade Qualifier Stage.
- After clearing the grade qualifier the CGPA of the institution is calculated.

(Source: Adapted from Institutional Accreditation Manual for Self-Study Report Universities updated 2-1-2018, NAAC)

Sequencing of Accreditation process

- Keep the SSR ready (consisting of both Qualitative and Quantitative metrics).
- Submit IIQA (basic eligibility documents).

- Within 10 days, we will get the response from NAAC.
- If positive, upload SSR. No need to prepare hard copies of SSR.
- The process of accreditation begins.

Conclusion

- NAAC accreditation is a step to improve quality. The Vice Chancellor should have a thorough understanding of the NAAC process. Should include the entire faculty in the accreditation process.
- Every institution should set up an IQAC cell as per NAAC guidelines.
- Close to 700-800 points are directly and indirectly related to faculty members. Hence, focus on faculty and their teaching and research output. Hiring, development and retention.
- The VC should provide leadership and delegate the tasks to a core team. Accreditation is not a bureaucratic exercise to be delegated to someone else.
- Ensure good student response for the SSS (Student Satisfaction Survey).
- Prepare a comprehensive annual report which covers the entire data for a year. Aggregation of five annual reports becomes the base for self-study report and departmental profiles for submission to NAAC.
- Database management is crucial for Accreditations/Rankings. Build database for the alumni, student progression, etc. Every metric needs to be supported with relevant data such as agenda, minutes and action taken reports of the Board of Studies/Academic Council/BoM, as well as award letters, appointment letters. Create an enabling IT infrastructure.
- The administrative bodies of the university should emphasize on outcomes over procedures and prioritize their efforts keeping the weightage of the metric in mind.
- Note: For procedural details, refer Institutional Accreditation Manual for Self-Study Report Universities issued updated 2-1-2018 by NAAC, pp. 26-27.

3

Building a Best in Class University: Quality Parameters, Assessment, Best Practices and Leadership Attributes

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Two-day National Seminar on Enhancement of Quality in Higher Education
At The ICFAI Foundation for Higher Education (IFHE) February 27, 2018

Outline

- Elements
- Quality Parameters
- Measurement Issues
- Accreditation
- Rankings
- Best Practices
- Desirable Attributes of a Leader

Elements

- Vice Chancellor
- Faculty
- Students
- Alumni
- Staff
- Recruiters
- Facilities

Quality Parameters

- Governance
  - Vision and Mission
  - Involvement of
    - → Vice Chancellor
    - → Faculty
    - → Students
    - → Alumni
- Inputs
    - → Students
    - → Participants/Executives
- Processing
  - Programmes and Activities
  - Curriculum
  - Faculty
  - Administrative Support
- Facilities
  - Library
  - Computers
  - Laboratories
  - Class rooms
  - Faculty offices
  - Other Facilities
    - → Living
    - → Food
    - → Recreational

- Output
  - Graduating Students/Participants
  - Research Publications
  - Books
  - Case Studies
  - Publications in Popular Media
  - Workshops and Seminars
  - Patents
  - Consulting projects
  - Social Responsibility
    → Contribution to Community

Measurement Issues

- Qualitative and Quantitative
- Benchmarking
  - Internal Reviews
    → Self-Assessment
      → Department/Group wise
    → How often
      → Every four to five years
- Peer Reviews
  - Outside faculty
  - Industry Experts
  - Advisory Board
  - How often
    → Every eight to ten years

Accreditation

- Institution / program meets or exceeds specified standards/criteria Assurance of quality
- Commitment to quality and continuous improvement
- Advances knowledge through scholarship
- Recognition of satisfying / exceeding performance standards
- Provides comparison and benchmarking
- Promotes improvement of institutions and the profession
- Provides information to market

Accreditation Systems

- National Board of Accreditation (NBA)
- National Assessment and Accreditation Council (NAAC)
- ABET (Earlier known as Accreditation Board for Engineering and Technology)
- Association to Advance Collegiate Schools of Business (AACSB)
- European Quality Improvement System (EQUIS)
- South Asian Quality System (SAQS)
- Association of MBAs (AMBA)
- Association of Collegiate Business Schools and Programs (ACBSP)
- International Assembly for Collegiate Business Education (IACBE)
- Program Accreditation / Institutional Accreditation
- Ratings
- Rankings
  - Business Magazines
  - Newspapers
  - Academicians
  - ❖ Subject/Department wise
  - Multiple Attributes
  - ❖ Specific Parameters
  - Indian Schools / Universities
  - Asia Pacific Region
  - World Wide

Global Rankings

- Established and Influential rankings
  - Academic Ranking of World Universities (ARWU) by Shanghai Ranking Consultancy
  - Times Higher Education (THE)
  - Quacquarelli Symonds (QS)
  - U.S. News and World Report
- Subject wise rankings
- Region wise rankings
- Ranking of Scientific Papers
- Research Performance Index
- Professional Ranking of Universities
  - Efficiency at producing leading business professionals

QS World University Ranking Parameters

- Universities evaluated according to the following six metrics:
- Academic Reputation (40%)
- Employer Reputation (10%)
- Faculty/Student Ratio (20%)
- Citations per faculty (20%)
- International Faculty Ratio (5%)
- International Student Ratio (5%)

Best Practices

* Governance
  - ➢ Governing Council
    - → Policy Guidelines
    - → Special Committees
    - → Facilitate Interaction with
      - Corporates
      - Government
  - ➢ International Advisory Board
  - ➢ Internal Governance
    - Vice Chancellor
    - Faculty Senate
    - Directors
    - Deans
    - Heads of Departments
    - Faculty Council
    - Faculty Committees
    - Heads of
      - Programmes
      - Admissions
      - Career Services
      - Facilities
* Faculty
  - Lecturers
  - Assistant Professors
  - Associate Professors/ Readers
  - Professors

- Research Professors
- Endowed Chairs
- Sabbatical
- Mentoring
- Reduced Teaching
- Summer Support

➢ Visiting Faculty

➢ Clinical Faculty

- More Teaching
- Contract Appointment

➢ Adjunct Faculty

- Full Time
- Part Time

➢ Competitive Salary

➢ Performance based annual increases

➢ Support for Faculty Development

* Research and Publications

➢ Peer Reviewed Journals

➢ Dissemination of findings

➢ Centres of Excellence

→ Inter-Disciplinary Research

→ Industry Interaction

→ Funds

➢ Support for Research

→ Research Professors

→ Financial

- Summer Support
  - Presentations at conferences
  - Awards
  - Reduced Teaching
  - Teaching Assistants
  - Research Assistants
- Doctoral Students

* Administrative Staff
  - ➢ Non - academic Staff
  - → Separate career path
  - → Academic Support
  - → Market Determined Salary
  - → Former Faculty
  - → Alumni
* Students
  - ➢ Undergraduate
  - ➢ Graduate
  - ➢ Doctoral
  - ➢ Work Experience
  - ➢ International Students
  - ➢ Diversity
  - ➢ Admission
    - → Letters of Reference
    - → Essays
    - → Interview
    - • Involvement of Alumni
  - ➢ Size of Class
* Programmes
  - ➢ Undergraduate
  - ➢ Graduate
  - ➢ Doctoral Programme
  - ➢ Executive Education
  - ➢ Specified Programmes
    - → Technology Management
    - → Health Care
    - → Computational Finance
    - → Joint Programmes
* Curriculum
  - ➢ Duration
  - ➢ Required Courses
    - → Core Electives
  - ➢ Elective Courses

- → Bidding
- ➢ Integrated courses
- ➢ Specialization
- ⁎ Delivery
  - Lectures
  - Lab sessions
  - Tutorials
  - Cases
  - Discussions
  - Simulations
  - Role Playing
  - Team teaching
- ⁎ Evaluation
  - → Continuous Evaluation
  - → Class participation
  - → Assignments
    - Individual
    - Group
  - → Exams
    - In Class
    - Quizzes
    - Mid term
    - Final Exam
    - Take Home
    - Open Book
- ⁎ Grades
  - → Confidential
  - → Weights for different Components
  - → Relative Grading
  - → For Graduation
    - Minimum Cumulative Grade Point Average
  - → For Recruiters
    - Disclosure or Non-Disclosure

* Curriculum Review
  - Fine tuning every year
  - Core Courses
  - Electives
  - Comprehensive Review
  - Involvement of
    - Faculty
    - Students
    - Alumni
    - Recruiters
      - Every 3 or 4 years
* Facilities
  - Class Rooms
  - Laboratories
  - Library
  - Databases
  - Computing
  - Video Conferencing
  - Faculty Offices
  - Course Administration
  - Web based
  - Recreational
* Development activities
  - Separate Cell
  - Business Development
  - Involvement of
    - Governing Council
    - Directors
    - Deans
    - Heads of departments
    - Faculty
    - Alumni
  - Fund Raising
    → Sources
    - Foundations
    - Corporates
    - Alumni

- Image Building
- Branding

Desirable Attributes of a Leader

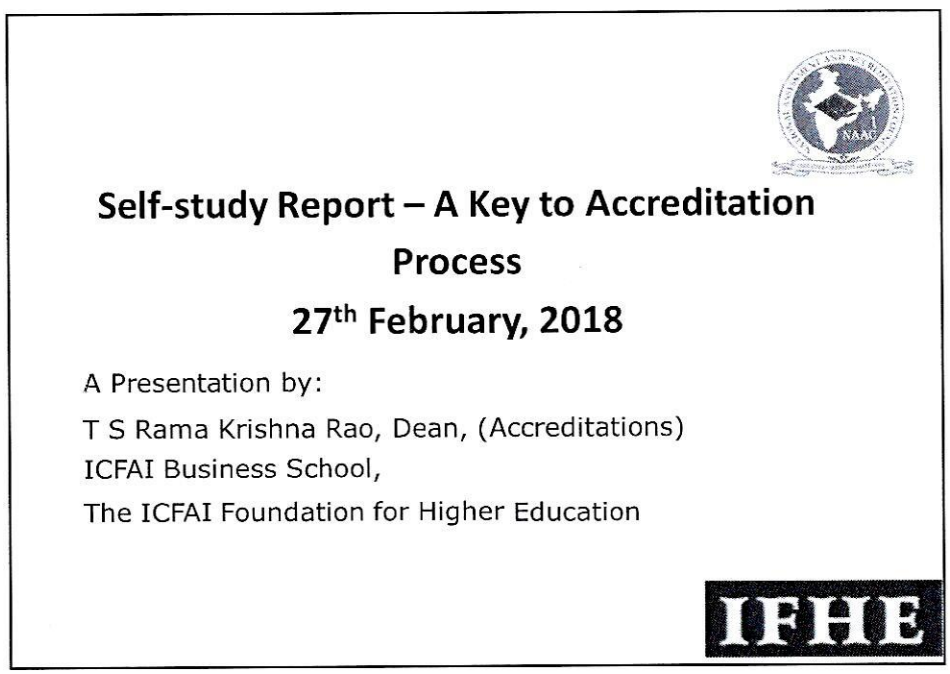
(Some attributes are from: Marvin Bower, "Will to Lead")

* Knowledge of the field / area
* Trustworthiness
* Credibility
* Fairness
* Unassuming Behaviour
* Listening
* Open minded
* Sensitivity to people and situations
* Initiative and good judgment
* Ability to make sound and timely decisions
* Flexible and adaptable
* Ability to influence
* Caring
* Approachable
* Commitment
* Passion for excellence
* Communication
* Develop others
* Capacity to motivate

4

Self-study Report – A Key to Accreditation Process

T.S. Rama Krishna Rao



Should We Prepare a SSR?

1. There is no choice. It is mandatory. In the 496th meeting dated November 29, 2013 it was decided by UGC to make it mandatory w.e.f. June 1, 2014.
2. It is like a routine health check up to improve further.
3. It is an exercise in SWOC Analysis.
4. For several universities it is linked to funding (RUSA, UGC, Scholarships etc.)
5. Advantages of a good score. Graded Autonomy
6. It has become easier and less cumbersome.
7. SSR Hard version has reduced in size by 90%

Advantages of Securing a NAAC Score of 3.26 and above (A+) Category II – Graded Autonomy

- University may start a new course/ programme department/school/centre without approval of the UGC.
- Universities may start skill courses consistent with the National Skills Qualification Framework without approval of the UGC.
- Universities may hire foreign faculty without approval of the Commission.
- Universities can build in an incentive structure to attract talented faculty.
- Universities shall be free to admit foreign students on merit subject to a maximum of twenty percent, over and above the strength of their approved domestic students.

Advantages of Securing a NAAC Score of 3.26 and above (A+) Category II – Graded Autonomy

- Universities would be free to fix and charge fees from foreign students without any restriction.
- While according permission of starting off campus centers by Institutions Deemed to be Universities, no inspection of the Commission shall be required.
- Deemed to be Universities can open two off-campus centres in every five years.
- In case there is any external review required, the review can be done by the institution itself through external peer review. The team members shall be chosen by the institution themselves from representatives of Category I Universities.
- University may offer courses in Open and Distance Learning mode without approval of UGC.

Advantages of Securing a NAAC Score of 3.51 and above (A++) Category I Graded Autonomy

- Universities shall be automatically deemed to be under section 12B of University Grant Commission.
- Universities may open constituent units/off-campus centers within its geographical jurisdiction, without the approval of the UGC.
- Universities may open research parks, incubation centers, university society linkage centres, in self- finance mode, without approval of Commission.
- Universities may engage in academic collaborations with foreign Universities shall be exempted from annual monitoring of their off-campus centre(s).
- Universities shall be exempted from annual monitoring of their off-campus centre(s).
- In case there is any external review required, institutions can send a report to the Commission in the prescribed format.

Structure of Self Study Report

1. Six years existence or 2 batches passed out whichever is earlier
2. Participation in AISHE: MHRD. Code is a must
3. We have a fascination for the 7.Therefore,there are 7 criterions
4. Self-study is a misnomer, it is more of a combined study
5. A core team of 9 is a must.VC is the Chair. Member- Secretary is NAAC Coordinator
6. It is a team effort. Akin to environment. It is possible to improve the quality only if everyone gets involved. Same is the case with education. Quality is everybody's responsibility. It is indeed a team effort. No other strategy works. The team should meet at weekly intervals

Self-study Report

The Weightage*

Curricular Aspects	150
Teaching-Learning and Evaluation	200
Research, Innovations and Extension	250
Infrastructure and Learning Resources	100
Student Support and Progression	100
Governance, Leadership and Management	100
Institutional Values and Best Practices	100

THE MESSAGE IS LOUD AND CLEAR.THE FOCUS SHOULD BE ON:

- Research, Consultancy and Extension
- Teaching-Learning and Evaluation
- Curricular Aspects

HOWEVER, INFRASTRUCTURE IS THE UNDERCURRENT

* Source: Institutional Accreditation Manual for Self-Study Report Universities updated 2-1-2018, NAAC

Structure of Self Study Report

- Once you decide to participate you cannot create more performance.
- Showcasing every achievement at the right place without missing any is the challenge.
- Have a simple vision and be familiar with it.
- There is no denying the fact that it is rigorous. However, getting the stamp is worthwhile.

VISION AND MISSION

Vision: Merit with Ethics

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

Mission: Learning for Leadership

- 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.

Self–Study Report (SSR)

- Online format of the Self - Study Report:
  1. Executive Summary
  2. Institutional Information for Quality Assessment (IIQA)
  3. Profile of the University
  4. Extended Profile of the University
  5. Quality Indicator Framework (QIF)
  6. Evaluative report of the Departments
  7. Data Templates / Documents (Quantitative Metrics)

1. Executive Summary

- Attempt it after completing the SSR
- Introductory Note
- Criterion-wise Summary (Each criterion 250 words limit)
- Strength Weaknesses Opportunities and Challenges (SWOC)
- Additional information about the Institution
- Over all conclusive explanation about the institution's functioning

(Word count: Maximum 5000 words)

2. Institutional Information for Quality Assessment (IIQA)

1. UGC/ MHRD Compliance
2. Profile Information
3. Does the University have duly recognized (Campuses/Centres/Institutes)
4. Academic Information
5. Quality Information
6. Lesser Information is sought, therefore less rejection chances
7. Be ready with the SSR first

3. Profile of the University

- Basic Information
- Academic Information
- Evaluative Report of the Departments

4. Extended Profile of the University

- Programme
- Student
- Academic
- Institution

5. Quality Indicator Framework (QIF)

- The SSR has to be filled in an online format available on the NAAC website.
- While going through the QIF, details are given below each Metric in the form of:
  - Data required
  - Formula for calculating the information, wherever required, and
  - File description – for uploading of document where so-ever required.
- For some *Qualitative Metrics (QlM)* which seek descriptive data it is specified as to what kind of information has to be given and how much. It is advisable to keep data accordingly compiled beforehand.
- For the *Quantitative Metrics (QnM)* wherever formula is given, it must be noted that these are given merely to inform the HEIs about the manner in which data submitted will be used i.e. the actual online format seeks only data in specified manner which will be processed digitally.

6. Evaluative Report of the Department

- The Evaluative Report of the Department has 15 items to be filled up individually by each Department/ Faculty for the last 5 years. Earlier it was 52 items.
- There is cutting of the flab here too.

7. Data Templates / Documents (Quantitative Metrics)

- Documents such as minutes of meeting, decisions, statements of accounts, award letters, letters of appointments, etc., need to be uploaded as required; wherever these are in bulk, hyperlinks to the appropriate website be given.
- There could be some variation in the metrics from the QIF; this is due to rendering it to the IT format for online submission.

- The list of documents to be uploaded is only suggestive. If the Institution has any other relevant documents to substantiate its claims, the same may also be uploaded.

WHY SSR?

- NAAC follows the quality assurance standards which are universally applicable. It helps in creating the foundation for International Rankings and Accreditations. Accreditation is like an International Currency/Visa
- There is an advantage in participating. It helps us in introspection and helps us climb the quality value chain. This happens as there is an element of self-appraisal built in any accreditation exercise.
- It consists of Self-Assessment by the University and external peer assessment by NAAC. This provides the requisite element of objectivity to the exercise.

Road to SSR

- The former HRD Minister wanted to add Woman Empowerment, Industry linkages, Access for differently abled, Inculcation of human values and professional ethics. The new HRD Minister is keen on Inquisitiveness & Innovation. For him Education is also values, character building, respecting professors and teachers. You find all these additions.
- Governance and Leadership-Private Universities
- Do a regular SWOC Analysis of other colleges/universities. Get feelers. Highlight the strengths you have. Try to implement the strong areas. Keep a watch on their weaknesses. Check whether you too have these weaknesses. Reduce them. Thanks to the World Wide Web you get umpteen reports.

Road to SSR: Interact with the Role Models

- Interact regularly with the colleges/universities who have scored more than 3.26 and graded A+ & A++ and located in your vicinity. Invite the Coordinator, NAAC as a guest speaker.
- The role models: TISS 3.89, JNU & Institute of Chemical Technology, Mumbai 3.77, JNCASR,Blore 3.76,University of Hyderabad 3.72 & Jadavpur 3.68
- Govt. Mahindra College, Patiala, Punjab 3.86, Hansraj Mahila Mahavidyalaya, Jullundur, Punjab 3.83. SS Jain Subodh PG College, Jaipur
- Please don't bother analyzing the SSR. Start attempting it.
- The number of metrics should not bother you.

- 99 are quantitative and 38 are qualitative.
- We have a 2 window system-May-June and Nov-Dec. It is not open for 8 months.
- The aim is to get a score

  Above 3.26 and get the coveted 'A+' Grade.

  Above 3.51 and get the coveted 'A++' Grade
- Use the services of a Language Editor. More can be said in less by using their expertise for the SSR-Qualitative Part
- ICT in Teaching as well as day-to-day administration.
- Although IQAC is a post-accreditation measure it is better to start the cell immediately.
- IQAC ⟶ AQAR⟶ SSR
- The PRT Visit is reduced to 2 days from the earlier 3-4 days.
- Data Validation and Verification (DVV)
- System Generated
- Minimum 30% - Quantitative Pre-Qualifier
- Minimum Grade Score for Criteria 1 to 3 is a must.

The responses for the Quantitative could be in any of the following forms:

- Percentage per year and Average Percentage for the 5 years
- Just percentage
- Mere numbers / Amounts year-wise or latest
- Opt for one of the choices
- Yearly Ratio and Average Ratio for the 5 years
- Just Ratio
- Yes or No

Metric No.1.2.1 **Quantitative Weightage 30**

Percentage of new courses introduced of the total number of courses across all programs offered during the last five years *(Board of Studies and Academic Council)*

Formula:

$$\frac{\text{Number of new courses introduced during the last five years}}{\text{Number of courses offered during the last five years}} \times 100$$

Metric No.2.2.2 **Quantitative Weightage 10**

Student - Full Time Teacher Ratio (current year data)

Formula: Students: Teachers

Metric No.2.4.2 **Quantitative Weightage 10**

Average Percentage of Full Time Teachers with Ph.D. during the Last Five Years

Year					
Number					

Formula:

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

Average Percentage = Σ Percentage per year/5

Metric No.2.5.1 **Quantitative Weightage 15**

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

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

Year					
Number of Days					

Metric No.3.2.2 **Quantitative Weightage 12**

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

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

Year					
INR in Lakhs					

Metric No.3.4.1 **Qualitative Weightage 1**

The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

- **(Yes /No)**

Metric No.5.4.2 **Quantitative Weightage 4**

Alumni contribution during the last five years (Amount in Rupees)

- **Options:**

A. ≥ 100 Lakhs
B. 50Lakhs - 100 Lakhs
C. 20 Lakhs - 50 Lakhs
D. 5 Lakhs - 20 Lakhs
E. < 5 Lakhs

} Opt one

Metric No.2.7.1 **Quantitative Weightage 30**

Online student satisfaction survey regarding teaching learning process

- Data Requirements: (As per Data Template in Section B)
- Name/ Class/ Gender
- Student Id number/ Aadhaar Id number
- Mobile number
- Email id
- Degree Programme
- (Database of all currently enrolled students need to be prepared and shared with NAAC along with the online submission of QIF)

Student Satisfaction Survey (SSS)

SSS will be administered to institutions which qualify for the Peer Team Visit.

A. Institutions will have to submit the entire database of students

B. The SSS questionnaire (20 objective & 01 subjective) will be e-mailed to all students

C. For Universities – 10% of the student population or 500, whichever is lesser

D. If the response rate is lower than the limits mentioned by NAAC, the metric will not be taken up for evaluation

E. SSS will be completed before Peer Team Visit

Metric No.3.3.1 **Qualitative Weightage 6**

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

- Describe available incubation centre and evidence of its usage (activity) within a minimum of 500 characters and maximum of 500 words

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Metric No.6.1.2 **Qualitative Weightage 5**

The Institution practices decentralization and participative management

Describe a case study showing decentralization and participative management in the institution in practice within a minimum of 500 characters and maximum of 500 words

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Metric No.6.2.1 **Qualitative Weightage 2**

Perspective/ Strategic plan and deployment documents are available in the institution

Describe one activity successfully implemented based on the strategic plan within a minimum of 500 characters and maximum of 500 words

---

Metric No.6.5.5 **Qualitative Weightage 5**

Incremental improvements made during the preceding five years

Describe quality enhancement initiatives in the academic and administrative domains successfully implemented during the last five years within a minimum of 500 characters and Maximum of 500 words each

---

Metric No.7.2.1 **Qualitative Weightage 30**

Describe at least Two Institutional Best Practices

- Describe two best practices successfully implemented by the institution as per NAAC format
- Title of the practice
- Objectives of the practice (100 words)
- The context (150 words)
- The practice and its uniqueness (400 words)

- Evidence of success (200 words)
- Problems encountered and resources required (150 words)
- Notes (Optional, 150 words)

Metric No.7.3.1 **Qualitative Weightage 20**

Describe the Performance of the University in One area Distinct to its Vision, Priority and Trust

- Describe the Performance of the University in One area Distinct to its Vision, Priority and Trust with a minimum of 500 characters and maximum of thousand words.
- 5-6 characters make a word.

SSR and the PTR

- During the Peer Team Visit they validate the 38 Qualitative Metrics Prepared by us as a part of the Self Study Report.
- They further validate the SWOC analysis prepared by the University.

Period of Reckoning

- For Metric related to finance the preceding financial year (1st April to 31st March) may be used
- For publication related data preceding calendar year (1st January to 31st December) data to be used
- For other metrics the preceding academic year may be taken for data to be entered
- Wherever the requirement of current year data is mentioned, use the data of ongoing academic year. If the same is not available, then use the data of preceding academic year. Academic year for NAAC is 01 July – 30 June

Mandatory Disclosure on Website

- It is necessary for the University to upload the SSR along with other relevant documents on their website.
- A separate NAAC tab/link on University's website may be created and following documents uploaded till the validity period of Accreditation is over:

- PDF of SSR submitted online.
- Data templates which are uploaded along with SSR.
- Annual Quality Assurance Report (AQAR – Year wise)
- Accreditation outcome document viz., Certificate, Grade sheet, etc.

- Every day in Africa a gazelle wakes up. It knows it must run faster than the fastest lion or it will be killed.
- Everyday morning a Lion wakes up. It knows that it must outrun the slowest gazelle or it will starve to death.
- It doesn't matter whether you are a lion or a gazelle. When the Sun comes up, you better be running.

5

Documentation for Successful NAAC Accreditation

T. S. Rama Krishna Rao

DOCUMENTATION FOR SUCCESSFUL NAAC ACCREDITATION



A Presentation by :

T S Rama Krishna Rao, Dean (Accreditations)
ICFAI Business School
The ICFAI Foundation for Higher Education

IFHE

Documentation

- The Top Management Commitment both in terms of time and money should be there. The Steering Committee therefore, should be headed by the Vice Chancellor.
- Data Management and Documentation hold the key.
- The NAAC Coordinator should be a person having a positive frame of mind. He should possess excellent interpersonal skills and great commitment. Accord top priority to his requirements.
- First things first. To begin with Faculty Profile(Detailed and a Mini version)
- Mock Drill by a Peer Team

Documentation

- Separate Green Room/Tool Room/Display Room to showcase the documentation at one place. Parallel display at the Faculty and Department level also required.
- Have a simple vision and mission for the University. Display it at all prominent places. Have the flex is in 2 sizes-Big and small. The small one in Faculty and other cabins
- Change the Vision and Mission if it is too verbose and difficult to recollect/recall.
- Please note we are keeping the documents ready only for the Qualitative Metrics (38) and not the entire 137 Metrics at the time of Peer Team Visit. The Documents for the 99 Metrics are already uploaded before the PTV.

Documentation

- Agenda Papers, Minutes, Action Taken Report of All Statutory Meetings.
- Program Structure of All Programs
- Course Handouts of All Courses
- MoUs with Universities/Industry/Institutions
- Brochures related to MDP, Consultancy, Enrichment Programs (SLP)
- Student Enrolment List
- Feedback from students and all other stakeholders
- List of Students from other States and Countries
- Faculty details
- List of differently abled students
- Mentor Mentee interface records
- Appointment letters of Teaching and Non-Teaching Staff
- List of Student and Faculty Awards

- e-copies of award letters (Students and Faculty)

- Declaration of Results 15/21/30 days – Records to be made available
- Students grievances/complaints records
- Annual Report of Examinations Department
- Manual related to Automation of Examination processes.
- Research Policy document (Covering promotion of Research).
- Audited Financial Statements & Annual Reports
- Videos and Photographs wherever required
- e-copies of research grant letters (Govt./NGO)
- Sanction order related to Start-Ups on the Campus
- All Research Publication Files
- Library records of Books/ Journals/ e-databases/ other e-sources
- Consultancy sharing policy
- Conference Proceedings
- SIP Offer Letters
- Placement Offer Letters
- List of Classrooms with Smart class, LMS etc
- Budget estimates and utilization statements
- Library usage records
- e-content developed by faculty members
- Scholarship Records
- Minutes of all the Committees
- Annual Reports of Placement Cell

- Student Clubs/Activities Reports
- Audited Statements of Alumni Association
- Alumni Meet Minutes
- Annual e-governance Report
- Records related to faculty provided with financial support to attend Conferences and to become members of Professional Bodies.
- Academic Staff College Report
- Annual Quality Assurance Reports
- Records related to LED bulbs used
- Photos and Videos of Physical facilities
- Code of conduct Handbook for students and faculty
- Minutes of Teaching Group Meetings
- Photographs of facilities for Physically Challenged Students (ramps, toilets, wheel chairs, lifts, battery operated cars etc.)
- Parent – Teacher Meeting Minutes
- All Approval/Permission Letters.
- Land and Building Documents
- Completion/Occupancy Certificate
- Possession Certificate
- Original Trust Deed
- Memorandum of Association
- List of Equipment
- List of Labs
- List of Software
- Inventory Details

- All MHRD:AISHE filings to be filed separately
- All Office Notes/Proceedings
- Faculty Appraisal Records
- Non-Teaching Staff Appraisal Records
- Master Plans
- Site Plans
- Important Documents to be filed in Special Box files
- Documentation being very vital, document everything.

Recommendations /Suggestions/Action Points (Outcome of the seminar)

- NAAC accreditation is intended to improve quality of higher education. Hence, the Vice Chancellor should have a thorough understanding of the NAAC process.
- All the faculty members of higher education institutions should include be involved in the accreditation process. Demystify the accreditation process into qualitative and quantitative metrics to the faculty members. Over 70% of scoring is driven by quantitative metrics.
- Irrespective of the aspiration for accreditation, every higher educational institution should set up an Internal Quality Accreditation Cell IQAC). IQAC should actively and periodically assess quality parameters.
- Since 70% to 80% score is directly and indirectly related to faculty members and their performance, focus on teaching and research output. Hiring of right talent, development and retention are hallmarks of good higher educational institution.
- The Vice Chancellors should provide leadership and delegate the tasks to a core team.
- Accreditation is not a bureaucratic exercise to be delegated to someone else.
- Since student satisfaction survey (SSS) carries 10% weightage, create enabling systems for ensuring good student response. Create student-centric education system.
- Prepare a comprehensive annual report which covers the entire data for a year. Aggregation of five annual reports becomes the base for self-study report and departmental profiles for submission to NAAC.
- Database management is crucial for Accreditations/Rankings. Build database for the alumni, student progression, etc. Every metric need to be supported with relevant data such as agenda, minutes and action taken reports of the Board of Studies/Academic Council/BoM, as well as award letters, appointment letters. Create an enabling IT infrastructure. Create robust data/document management systems. Document every incremental improvement.
- The administrative bodies of the university should emphasize on outcomes over procedures. Prioritize their efforts keeping the weightage of the metric in mind.
- Develop a quality culture within the institution. It goes a long way.
- Internalization of quality at every stage is a way towards improvement and sustainability rather than adopting it for the sake of accreditations.
- Building institutional leaders to promote and nurture quality culture among other higher educational institutions is the way forward for building quality education in the society.

Follow up actions, the institution proposes to undertake

The ICFAI Foundation for Higher Education (IFHE) has already been practicing systems and processes for ensuring quality higher education. It intends to take up the following actions to further strengthen quality culture:

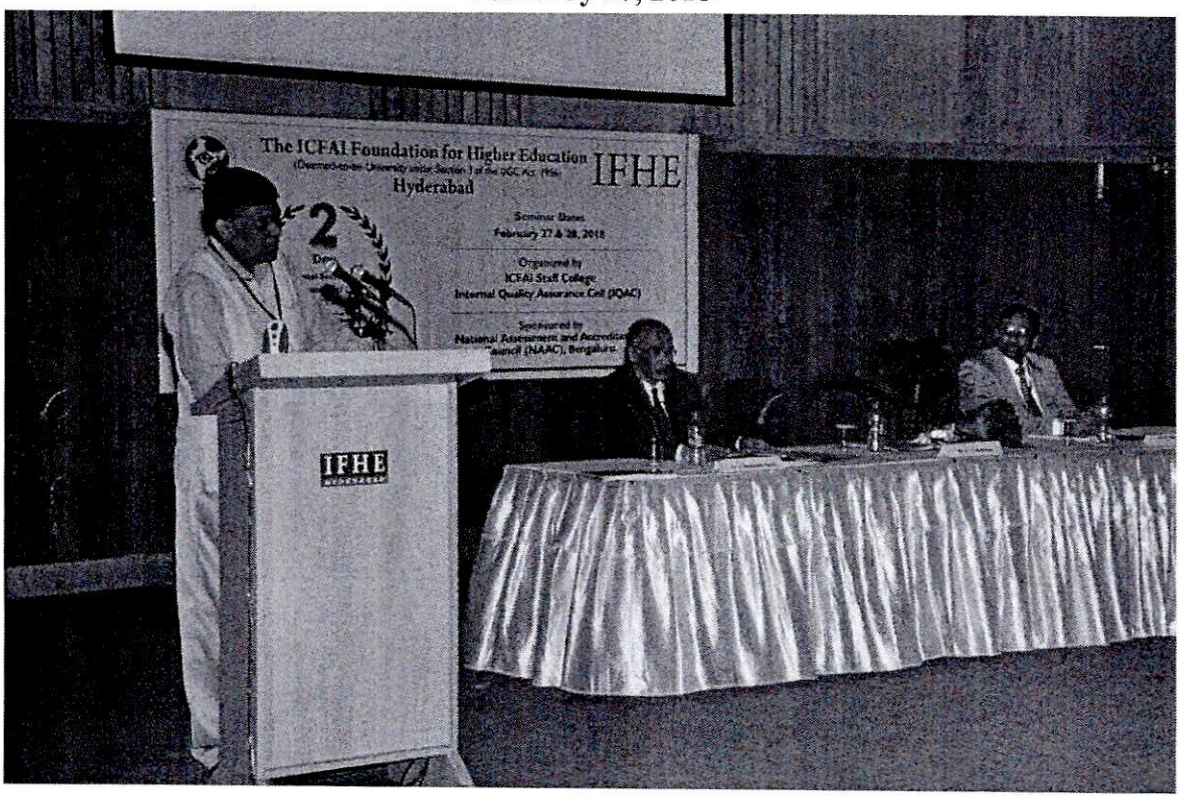
- Create robust data and document management systems that facilitate accreditations/ rankings.
- Work on system driven student satisfaction survey meeting the accreditation requirements.
- Make quality higher education a way of University's thinking.
- Mentor the Group institutions for promoting quality and eventually obtain accreditation/ rankings.

Feedback from the participants

The overall feedback on the conduct of the program, speaker's deliberations, hospitality, and take away was positive. Few shared feedbacks by delegates are highlighted below:

- I take this opportunity to express our gratitude to you and your team for conducting this Seminar on such a vital issue. NAAC accreditation or no accreditation, the issues discussed laid a framework for enhancing the quality in higher education. Selection of resource persons added further value to the delivery of the program.
- Very well organized seminar. Compliments to all concerned. All three presentations, Prof. Mahender Reddy, Dr. Madhukar and Prof. M. R. Rao were much focused and on the whole excellent.
- The Seminar was very well organized and all sessions were excellent. Congratulations to Seminar Organizing Team for such a well-managed event.
- Planned, organized and executed efficiently.
- Inputs are very good, hospitality and conduct of the program were excellent.
- Resource persons communicated clearly, explicitly, interestingly and with concrete examples.
- All the speakers dealt with the topics taking into account the complexity of the topic in a simplified manner. Cumulative effect of the seminar is the motivation to work for NAAC accreditation. Congratulations for conducting such a great seminar.
- I am deeply influenced by Dr. M. R. Rao, Professor.
- SSR through prescribed formats needs to be discussed in greater detail.
- Qualitative parameters may be explained through case study method.
- Gained in a good measure to develop an understanding of NAAC. The guest speakers were outstanding with expertise in their domain.
- NAAC should conduct a compulsory seminar for VCs and Registrars.
- The seminar has paved the way for NAAC process at our university.
- This seminar is very informative. Resource persons communicated clearly, explicitly, interestingly and with concrete examples.
- The deliberations on the thematic areas are very useful for the preparation of the coming assessment to be made.
- Very impressed with time management, impeccable hospitality.
- Inculcated a sense of academic responsibility and administrative awareness with regard to the standardization of quality education.

Inauguration Photo
Two-day national seminar on 'Enhancement of Quality in Higher Education'
February 27, 2018



Group Photo of the Participants
Two-day national seminar on 'Enhancement of Quality in Higher Education'
February 27, 2018



Press Clippings

dailyhunt

25 Feb, 2018

HYDERABAD

ICFAI to host nation seminar on improving higher education

Hyderabad: The ICFAI Foundation for Higher Education (IFHE) in collaboration with National Assessment and Accreditation Council (NAAC) will organise a two-day national seminar on 'Enhancing Quality in the Higher Education' on its campus on February 27 and 28.

An awareness programme on NAAC assessment and accreditation quality systems for universities, the seminar will focus on NAAC quality indicator framework, key performance indicators, quality assurance, benchmarking for higher education, aligning outcomes in higher education to key performance indicators and making the quest for quality a reality, according to a press release.

The seminar aims at disseminating the revised NAAC procedures among the decision-makers of the universities, building an enabling capacity among the universities for improving the quality in higher education and promoting quality culture among higher educational institutions by identifying measurement metrics, benchmarking and developing processes for attaining the intended outcomes aiming for securing NAAC Accreditation.

Participants for the programme are senior functionaries of several universities located in Maharashtra, Sikkim, Uttarakhand, Tripura, Nagaland, Himachal Pradesh, Tamil Nadu, Odisha, Jharkhand, Mizoram and Rajasthan.

Dailyhunt

THE HANS INDIA
HYDERABAD MONDAY 26 FEBRUARY 2018

ICFAI to organise seminar on 'Enhancing Quality in Higher Education'

OUR BUREAU

Hyderabad: The ICFAI Foundation for Higher Education (IFHE) Deemed University, will organise a National Assessment and Accreditation Council (NAAC) sponsored two-day National Seminar on 'Enhancing Quality in the Higher Education' on February 27-28 at its campus in Hyderabad. It is an awareness programme on NAAC Assessment and Accreditation Quality Systems for Universities.

Dr BS Madhukar, Adviser, NAAC will be the chief guest and Prof J Mahender Reddy, Vice Chancellor will preside over the inaugural event.

The seminar focuses on revised NAAC framework for Assessment and Accreditation which came in to force in July 2017.

The seminar aims to disseminate the revised NAAC procedures among the decision-makers of the Universities, to build enabling capacity among the universities for improving the quality in higher education and to promote quality culture among

THE TIMES OF INDIA, HYDERABAD
MONDAY, FEBRUARY 26, 2018

NAAC seminar on Feb 27-28

The ICFAI Foundation for Higher Education, deemed university, Hyderabad is organizing a National Assessment and Accreditation Council sponsored two-day national seminar on 'enhancing quality in higher education' on February 27 and 28, 2018 at its campus in Hyderabad.

ఆంధ్రప్రభ

సోమవారం 26 ఫిబ్రవరి 2018

ఇక్ఫాయ్‌లో జాతీయ సెమినార్

హైదరాబాద్,ఆంధ్రప్రభ: ఇక్ఫాయ్ యూనివర్సిటీలో 27, 28 తేదిల్లో జాతీయ సదస్సును నిర్వహించనున్నారు. ఉన్నత విద్యారంగంలో నాణ్యమైన విద్య అనే అంశంపై రెండు రోజులపాటు జాతీయ సదస్సును నిర్వహిస్తున్నట్టు యూనివర్సిటీ డైరక్టర్ బ్రాండింగ్ సుధాకర్ ఆదివారం ఒక ప్రకటనలో తెలిపారు. జాతీయ సదస్సును హైదరాబాద్ క్యాంపస్‌లో ఏర్పాటు చేస్తున్నట్టు ఆయన తెలిపారు. సదస్సును న్యాక్ సహకారంతో నిర్వహిస్తున్నట్టు చెప్పారు.

Telangana Today

Monday, February 26, 2018

Seminar on improving higher education

CITY BUREAU
Hyderabad

ICFAI Foundation for Higher Education in collaboration with National Assessment and Accreditation Council (NAAC) will organise a two-day national seminar on 'Enhancing Quality in the Higher Education' on its campus on February 27 and 28.

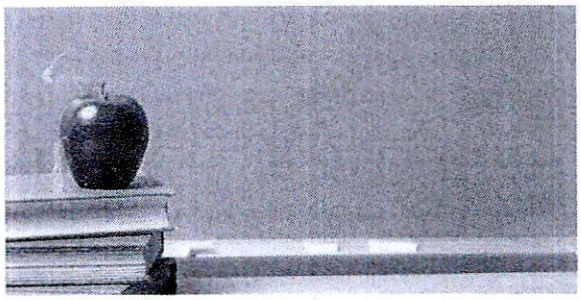
An awareness programme on NAAC assessment and accreditation quality systems for universities, the seminar will focus on NAAC quality indicator framework, key performance indicators, quality assurance, benchmarking for higher education, aligning outcomes in higher education to key performance indicators and making the quest for quality a reality.

The seminar aims at disseminating the revised NAAC procedures among the decision-makers of the universities, building an enabling capacity among the universities for improving the quality in higher education and promoting quality culture among higher educational institutions, according to a press release.

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ICFAI and NAAC to Host National Seminar on Improving Higher Education

By - Sakunth Kumar (/author/sakunth.kumar/) | February 26, 2018 12:12 PM | 2 minute read



Highlights:

- NAAC and ICFAI Foundati Higher Education will orga national seminar on 'Enhar Quality in Higher Educatio
- Top officials from various universities and NAAC acr country will attend the sem

The **ICFAI Foundation and Higher Education** (https://www.collegedekho.com/colleges/ifhe-hyderabad) and National Assessment and Accreditation Council **(NAAC)** will jointly host a natior seminar on **Enhancing Quality in the Higher Education**'. ICFAI's campus located in Hyderabad will be the venue for the national seminar and it will take place on February 27 and February 2018.

The seminar will be an awareness programme on **NAAC accreditation** and assessment quality systems for universities. The major focus of the seminar will be on NAAC quality indicator fr benchmarking for higher education, quality assurance, key performance indicators, making the quest for quality a reality and aligning outcomes in higher education to significant perform indicators.

Also Read: ICFAI Founder Bags Visionary Entrepreneur Award (https://www.collegedekho.com/news/icfai-founder-nj-yasaswy-visionary-edspreneur-award-12135/)

The two-day national seminar also aims to disseminate the revamped **NAAC procedures** among the developing and benchmark processes for attaining the expected outcomes aiming for s NAAC accreditation, promoting quality culture among the higher learning institutes through identifying measurement metrics and developing an enabling capacity among the universities improving **higher education quality**.

Senior officials, functionaries and representatives of several universities located in Rajasthan, Mizoram, Jharkhand, Odisha, Tamil Nadu, Himachal Pradesh, Nagaland, Tripura, Uttarakhand and Maharashtra will attend the conference.

Also Read: Universities with Top NAAC Grade and Score can Offer Online Degree Courses (https://www.collegedekho.com/news/universities-with-top-naac-score-to-offer-online-degree-co javadekar-12376/)

Discussions will take place on different ways to enhance quality in higher education. The seminar will comprise of sharing ideas, proposing suggestions and recommendations to improve **education quality** in India. In all, the two-day **national seminar** will draw out solutions and ways to enhance the quality of higher learning in India.

Stay tuned to CollegeDekho for latest news & exam updates.

Write a Comment

Submit

NUV organises seminar on advance tertiary wastewater treatment

By - Simran Saini (/author/simran_saini/) | February 27, 2018 01:06 PM | 2 minute read

Tweet (https://twitter.c

NUV organises seminar on advance tertiary wastewater treatment

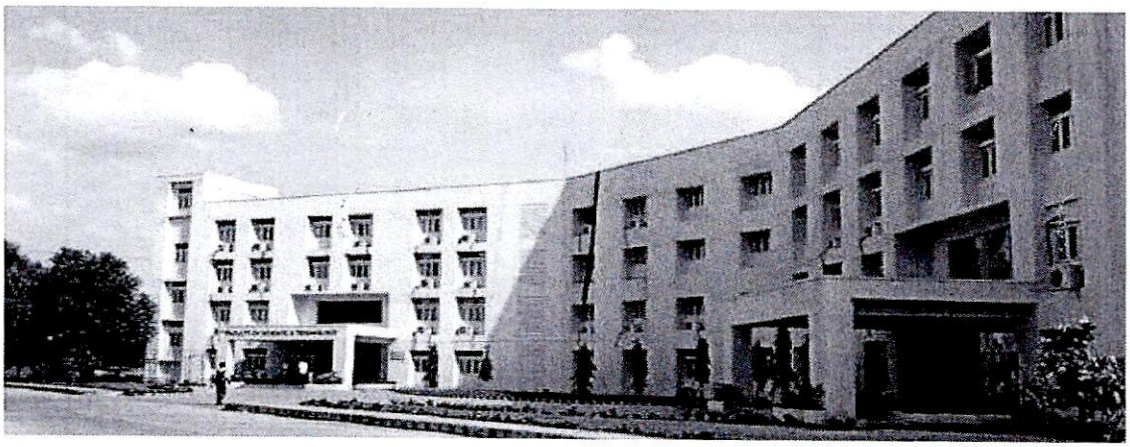
Highlights:

- The main focus area of the was about technology for ir water treatment, and meth recycle and reuse different materials.

dailyhunt

26 Feb, 2018

ICFAI to organise seminar on 'Enhancing Quality in Higher Education'



Hyderabad: The ICFAI Foundation for Higher Education (IFHE) Deemed University, will organise a National Assessment and Accreditation Council (NAAC) sponsored two-day National Seminar on 'Enhancing Quality in the Higher Education' on February 27-28 at its campus in Hyderabad. It is an awareness programme on NAAC Assessment and Accreditation Quality Systems for Universities.

Dr BS Madhukar, Adviser, NAAC will be the chief guest and Prof J Mahender Reddy, Vice Chancellor will preside over the inaugural event.

The seminar focuses on revised NAAC framework for Assessment and Accreditation which came in to force in July 2017. The seminar aims to disseminate the revised NAAC procedures among the decision-makers of the Universities, to build enabling capacity among the universities for improving the quality in higher education and to promote quality culture among higher educational institutions by identifying measurement metrics, benchmarking and developing processes for attaining the intended outcomes aiming for securing NAAC Accreditation.

Dailyhunt

THE HINDU HYDERABAD
TUESDAY, FEBRUARY 27, 2018
HYDERABAD TODAY

GENERAL

ICFAI Foundation for Higher Education: Two-day national seminar on 'Enhancement of Quality in Higher Education' at ICFAI campus, Dontanpally, Sankerpally Road, 10.30 a.m.

THE TIMES OF INDIA, HYDERABAD
WEDNESDAY, FEBRUARY 28, 2018

Nat'l seminar on education

The two day national seminar on 'Enhancing Quality in Higher Education', jointly organized by the ICFAI foundation for higher education (IFHE) and the National Assessment and Accreditation Council (NAAC) Bengaluru, was inaugurated by BS Madhukar, advisor, NAAC, on Tuesday.

BLoC
BusinessLine on Campus

FEB 28, 2018 19:01

Team BLoC

NAAC developing new format of accreditation

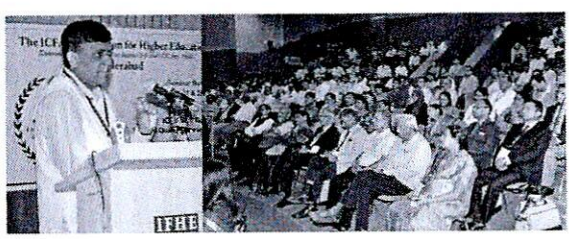


FEB 28, 2018 19:01

150 delegates from across the country attend national seminar on higher education at ICFAI

The two-day national seminar on 'Enhancing Quality in Higher Education', jointly organised by The ICFAI Foundation for Higher Education (IFHE) Deemed University and NAAC (National Assessment and Accreditation Council), Bengaluru, was inaugurated by Dr. BS Madhukar, Adviser, NAAC, on February 27, at the IFHE campus in Hyderabad. 150 delegates from across the country representing various Universities and colleges attended the seminar. The inaugural session was presided over by Dr. J Mahender Reddy, Vice Chancellor, IFHE.

The Chief Guest Dr. BS Madhukar, in his inaugural address, elucidated the technicalities of NAAC accreditation process. He hinted that the new format of accreditation and assessment process is underway which will lead to positive changes in the education sector. One significant development in the direction is the 'digitalisation of data' which needs to be submitted online. Also there will be 'Data Verification and Validation' (DVV) by NAAC authorised personnel subsequently.



Addressing the gathering, Vice Chancellor Dr. J Mahender Reddy highlighted the context of organising the seminar in the light of Government of India's initiatives for promoting quality in higher education through NIRF (National Institutional Ranking Framework) and Prime Minister's Fellowship program for scientific research in IITs etc., to bring a transformation in higher education sector. This alone would meet the challenges of new age and help in deriving the benefit of demographic dividend, he said.

In the first technical session "Assessment and Accreditation: What Matters?", Dr. Reddy presented a bird's eye view of scenario of universities in India with key statistics. Dr. Reddy further elaborated the new assessment system which revolves around seven important criteria — Curriculum, Teaching, Learning & Extension, Research and extension, Infrastructure, Student support and Progression, Governance and Leadership, Institutional values and Best Practices.

Keywords: ICFAI, Higher Education, NAAC

నమస్తే తెలంగాణ
28-02-2018
Ranga Reddy

విద్యా ప్రమాణాల అమలు తీరుపై న్యాక్ గ్రేడింగ్

'నాణ్యమైన విద్యాభివృద్ధి' జాతీయ సదస్సులో న్యాక్ సలహాదారుడు బీఎస్ మధుకర్



జ్యోతి ప్రజ్వలన చేసి సదస్సును ప్రారంభిస్తున్న న్యాక్ సలహాదారుడు బీఎస్ మధుకర్

శంకర్‌పల్లి రూరల్ : ఉన్నత విద్యాసంస్థల్లో విద్యా ప్రమాణాల అమలుతీరుపై న్యాక్ గ్రేడింగ్ కేటాయిస్తున్నట్లు న్యాక్ సలహాదారుడు డాక్టర్ బీఎస్ మధుకర్ అన్నారు. మండలంలోని దొంతాన్‌పల్లి ఇక్ఫాయి కళాశాలలో ఇక్ఫాయి, న్యాక్ సంయుక్తాధ్వర్యంలో 'నాణ్యమైన విద్యాభివృద్ధి' అనే అంశంపై రెండ్రోజులపాటు నిర్వహించే జాతీయ సదస్సును మంగళవారం ఆయన జ్యోతి ప్రజ్వలన చేసి ప్రారంభించారు. సదస్సుకు దేశ నలుమూలల నుంచి వేరొందిన విశ్వ విద్యాలయాలకు చెందిన 150 మంది ప్రతినిధులు హాజరయ్యారు. ఈ సందర్భంగా మధుకర్ మాట్లాడుతూ ఉన్నత విద్యాసంస్థల్లో గ్రేడింగ్ కేటాయించే విషయంలో సంవత్సరాలుగా అమల్లో ఉన్న పద్ధతికి సవరణలు చేసి నూతన విధానాన్ని ప్రవేశపెట్టినట్లు తెలిపారు. ఉన్నత విద్యారంగంలో కొత్త ఆవిష్కరణల వల్ల విద్యార్థులకు ఎంతో మేలు జరుగుతుందన్నారు. నూతన విధానంలో విద్యాసంస్థలు డీజిటలైజేషన్ డేటాను ఆన్‌లైన్‌లో సమర్పించాల్సి ఉంటుందని తెలిపారు. పరిమాణాత్మకమైన, గుణాత్మకమైన సమాచారంతోపాటు విద్యార్థుల అభిప్రాయాన్ని కూడా ఆన్‌లైన్ ద్వారా సేకరించి గ్రేడింగ్ కేటాయిస్తున్నట్లు చెప్పారు. విద్యాలయాలు అందజేసిన సమాచారాన్ని వివిధ సంస్థల ద్వారా పరిశీలించడం జరుగుతుందన్నారు.

సదస్సుకు అధ్యక్షత వహించిన ఇక్ఫాయి కళాశాల ఉపకులపతి మహేందర్‌రెడ్డి మాట్లాడుతూ ఉన్నత విద్యలో సంస్కరణలు తీసుకురావాల్సిన అవసరాన్ని కేంద్ర ప్రభుత్వం గుర్తించిందన్నారు. ఈ సదస్సులో పాఠ్యాంశాలు, విద్యాబోధన, పరిశోధనలు, మౌలిక సదుపాయాలు, విద్యార్థుల సమస్యల పరిష్కారం తదితర అంశాలపై చర్చించనున్నట్లు తెలిపారు. కార్యక్రమంలో ఇక్ఫాయి సొసైటీ చైర్‌పర్సన్ శోభారాణి యస్వీ, వీఆర్ శంకర్, పాండురంగారావు, ప్రొఫెసర్ కౌశిక్, ఉస్మానియా విశ్వవిద్యాలయం మాజీ ఉప కులపతి తిరుపతిరావు, ఇండియన్ స్కూల్ ఆఫ్ బిజినెస్ మాజీ డీన్ ఎంఆర్ రావు, నాగార్జున విశ్వవిద్యాలయం మాజీ ఉప కులపతి డా.హరగోపాల్‌రెడ్డి తదితరులు పాల్గొన్నారు.

Wed, 28 February 2018
epaper.ntnews.com//c/26642229

తెలంగాణ నాడు
బుధవారం 28 ఫిబ్రవరి 2018



మాట్లాడుతున్న న్యాక్ సలహాదారు మధుకర్

ఉన్నత విద్యారంగంలో నూతన ఆవిష్కరణలతో మేలు

శంకర్‌పల్లి, న్యూస్‌టుడే: ఉన్నత విద్యాసంస్థల్లో విద్యా ప్రమాణాలు సమ్రంగా అమలయ్యేలా న్యాక్ సరికొత్త గ్రేడింగ్‌ను కేటాయించి విద్యాసంస్థల పనితీరును క్రమబద్ధీకరిస్తోందని న్యాక్ సలహాదారు డా.బి.ఎస్.మధుకర్ అన్నారు. మంగళవారం దొంతాన్‌పల్లి ఇక్ఫాయ్ విశ్వవిద్యాలయంలో నేషనల్ ఎసెస్‌మెంట్ అండ్ అక్రెడిటేషన్ కౌన్సిల్(న్యాక్), ఇక్ఫాయ్ సంయుక్త ఆధ్వర్యంలో 'నాణ్యమైన ఉన్నత విద్య, అభివృద్ధి' అనే అంశంపై నిర్వహిస్తున్న రెండు రోజుల జాతీయ సదస్సును మంగళవారం ఆయన జ్యోతి వెలిగించి ప్రారంభించారు. సదస్సుకు దేశవ్యాప్తంగా వివిధ విశ్వవిద్యాలయాలకు చెందిన 150 మంది ప్రతినిధులు హాజరయ్యారు. ముఖ్య అతిథిగా హాజరైన అయన మాట్లాడుతూ గ్రేడింగ్‌ను కేటాయించే విషయంలో ఎళ్ల తరబడిగా అమలులో ఉన్న విధానానికి సవరణలు చేసి నూతన విధానాన్ని ప్రవేశపెట్టనుందన్నారు. ఇక్ఫాయ్ ఉపకులపతి మహేందర్‌రెడ్డి మాట్లాడుతూ ఉన్నత విద్యలో సంస్కరణలు తీసుకురావాల్సిన అవసరాన్ని కేంద్ర ప్రభుత్వం గుర్తించిందన్నారు. కార్యక్రమంలో ఇక్ఫాయ్ సొసైటీ చైర్‌పర్సన్ శోభారాణి, పలు విశ్వవిద్యాలయాల మాజీ కులపతులు వి.ఆర్.శంకర్, పాండురంగారావు, కౌశిక్, తిరుపతిరావు, ఎం.ఆర్.రావు, హరగోపాల్‌రెడ్డి తదితరులు ఉన్నారు.

GAME CHANGER

NAAC to revamp accreditation process

It will give weightage to qualitative (20 %), quantitative (70 %) assessments and reserve the remaining 10% for the student satisfaction survey

SPECIAL CORRESPONDENT

The National Assessment and Accreditation Council (NAAC), Bengaluru, Dr. B. S. Madhukar, Adviser, National Assessment and Accreditation Council (NAAC) hinted that a new format of accreditation and assessment process is under way which will lead to positive changes in the education sector.

He said the new accreditation process will give weightage to qualitative (20 %), quantitative (70 %) assessments and reserve the remaining 10% for the student satisfaction survey. He was speaking at the two-day national seminar on "Enhancing Quality in Higher Education" organised in association with IFHE in its campus. More than 50 delegates from various universities participated and shared their views.

Dr. Madhukar said that there will be 'Data Verification and Validation' (DVV) by NAAC authorised personnel after the details are submitted online. Another path-breaking development in the quality assessment process is the identification of the student as the most important stakeholder in the quality spectrum which is reflected in the online student satisfaction survey.

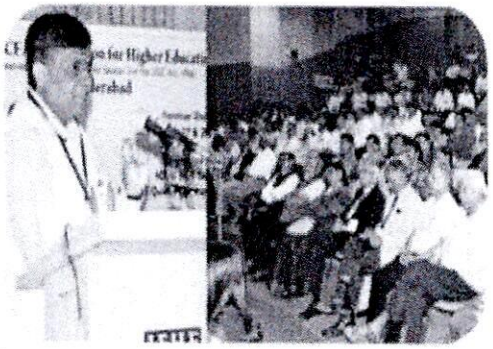
IFHE vice-chancellor Dr. J. Mahender Reddy highlighted the context of organising the seminar in the light of Government of India's initiatives for promoting quality in higher education through NIRF and Prime Minister's fellowship programme for scientific research in IITs etc.

The Hindu, March 19, 2018 (Monday)

అమరినం... జనస్వరం www.navatelangana.com
నవతెలంగాణ
నమస్తే తెలుగు దినపత్రిక
01-03-2018

ఇక్ఫాయ్, న్యాక్ సంయుక్తాధ్వర్యంలో..

'నాణ్యమైన ఉన్నత విద్యాభివృద్ధి' పై సదస్సు



నవతెలంగాణ-శంకర్‌పల్లి

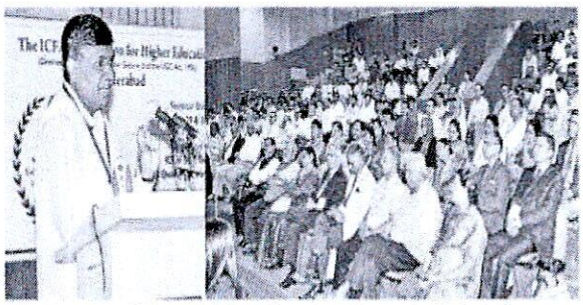
ఇక్ఫాయ్ ఫౌండేషన్ ఫర్ హయ్యర్ ఎడ్యుకేషన్ విశ్వవిద్యాలయం, నేషనల్ ఎసెస్‌మెంట్ అండ్ అక్రెడిటేషన్ కౌన్సిల్ (న్యాక్) ఆధ్వర్యంలో ఇక్ఫాయ్ ప్రాంగణంలో "నాణ్యమైన ఉన్నత విద్య అభివృద్ధి" అనే అంశంపై రెండు రోజుల జాతీయ సదస్సు నేటితో ముగిసింది. ఈ కార్యక్రమానికి 'న్యాక్' సలహాదారు డా॥బి.ఎస్ మధుకర్ ముఖ్య అతిథిగా విచ్చేశారు. ఈ కార్యక్రమంలో దేశం నలుమూలల నుంచి పేరొందిన విశ్వవిద్యాలయాలకు చెందిన 150 మంది పత్రినిధులు పాల్గొన్నారు. ఉన్నత విద్యాలయాల్లో విద్యాప్రమాణాలు సక్రమంగా అమలయ్యే విషయంలో 'న్యాక్' గ్రేడింగ్‌ను కేటాయించి విద్యా సంస్థల పనితీరును క్రమబద్ధీకరిస్తుంది. గ్రేడింగ్‌ను కేటాయించే విషయంలో సంత్సరాలుగా అమలులో ఉన్న పద్ధతని సవరణలు చేసి, నూతన విధానాన్ని ప్రవేశ పెట్టనున్నదని, తద్వారా ఉన్నత విద్యారంగంలో కొత్త ఆవిష్కరణలు జరిగి విద్యార్థులకు ఎంతో మేలు చేకూరుతుందని తెలిపారు. ఈ నూతన విధానంలో డిజిటలైజేషన్ డేటాను ఆన్‌లైన్‌లో సమర్పించవలసి ఉంటుంది. పరిణామాత్మకమైన సమాచారంతో, గుణాత్మక సమాచారంతో పాటు విద్యార్థుల అభిప్రాయాన్ని కూడా ఆన్‌లైన్‌ద్వారా సేకరించి గ్రేడింగ్‌ను కేటాయిస్తారు. అదే విధంగా విద్యాలయాలు అందజేసిన సమాచారాన్ని కూడా వివిధ సంస్థల ద్వారా పరిశీలిస్తామని మధుకర్ తన ప్రారంభోపన్యాసంలో తెలిపారు. ఈ కార్యక్రమానికి అధ్యక్షత వహించిన ఇక్ఫాయ్ ఉపకులపతి డా॥ మహేందర్‌రెడ్డి మాట్లాడుతూ ఉన్నత విద్యలో సంస్కరణలు తీసుకురావాల్సిన అవసరాన్ని కేంద్ర ప్రభుత్వం గుర్తించిందన్నారు. తదనుగుణంగా ఈ రెండు రోజుల సదస్సు 'న్యాక్' సహకారంతో తమ విశ్వవిద్యాలయంలో ఏర్పాటు చేయడం ఆనందదాయకంగా ఉందని తెలిపారు. పాఠ్యాంశాలు, విద్యాబోధన, పరిశోధనలు, మౌలిక సదుపాయాలు విద్యార్థుల సమస్యల పరిష్కారం వంటి ఎన్నో అంశాలు ఈ నూతన పద్ధతుల ద్వారా జరిగి ఉన్నత విద్యాభివృద్ధి చెందుతుందని సంతోషాన్ని వెలిబుచ్చారు. రెండురోజుల సదస్సులో అక్రెడిటేషన్‌కి సంబంధించి ఆరు సాంకేతిక అంశాలు నిర్వహించారు. ఈ అంశాలపై ప్రముఖ విద్యావేత్తలు డాక్టర్ బీఎస్.మధుకర్, ప్రొఫెసర్ జె.మహేందర్‌రెడ్డి, మాజీ యుజీసీ సభ్యులు డాక్టర్ కౌశిక్, ఇండియన్ స్కూల్ ఆఫ్ బిజినెస్ మాజీ డీన్ ప్రొఫెసర్ ఎంఆర్.రావు, ప్రొఫెసర్ టీఎస్ఆర్‌కె. రావు తదితరులు నిర్వహించారు. ఈ రెండు రోజుల కార్యక్రమానికి ఇక్ఫాయ్ సొసైటీ చైర్‌పర్సన్ శ్రీమతి శోభారాణి యశ్వి, శ్రీవిఆర్. శంకర్, డాక్టర్ పాండురంగారావు, ప్రొఫెసర్ కౌశిక్, ఉస్మానియా విశ్వవిద్యాలయ మాజీ కుల పతి డాక్టర్ తిరుపతి రావు, ఇండియన్ స్కూల్ ఆఫ్ బిజినెస్ మాజీ డీన్ డాక్టర్ ఎంఆర్‌రావ్, నాగార్జున విశ్వవిద్యాలయ మాజీ ఉపకులపతి డాక్టర్ హరగోపాల్‌రెడ్డి, ఇతర ఇక్ఫాయ్ విశ్వవిద్యాలయం ఉపకులపతులు పాల్గొన్నారు.

నమస్తే తెలంగాణ

01-03-2018
Rangareddy

ముగిసిన విద్యాభివృద్ధి జాతీయ సదస్సు

శంకర్‌పల్లి రూరల్: దొంతాన్‌పల్లి ఇక్ఫాయి కళాశాలలో ఇక్ఫాయి, న్యాక్‌ల సంయుక్త ఆధ్వర్యంలో నాణ్యమైన ఉన్నత విద్యాభివృద్ధి అనే అంశంపై రెండు రోజులపాటు నిర్వహించిన జాతీయ సదస్సు బుధవారం ముగిసింది. ఈ కార్యక్రమానికి న్యాక్ సలహాదారుడు మధుకర్ ముఖ్య అతిథిగా పాల్గొని మాట్లాడుతూ విద్యాభివృద్ధిపై దేశ నలుమూలల నుంచి వచ్చిన పేరొందిన విశ్వవిద్యాలయాలకు చెందిన 150మంది ప్రతినిధులతో పలు అంశాలను చర్చించారు. ఈ సందర్భంగా ఆయన మాట్లాడుతూ ఉన్నత విద్యా సంస్థల్లో గ్రేడింగ్ కేటాయించే విషయంలో న్యాక్ ఎంతో కృషి చేస్తున్నదన్నారు. ఎన్నో సంవత్సరాలుగా అమలులో ఉన్న పద్ధతుల్లో సవరణలు చేసి నూతన విధానాన్ని ప్రవేశపెట్టడం జరుగుతుందని తెలిపారు. ఉన్నత విద్యా రంగంలో కొత్త ఆవిష్కరణలు తీసుకురావడం వల్ల విద్యార్థులకు మేలు జరుగుతుందని పేర్కొన్నారు. విద్యా సంస్థలు డిజిటలైజేషన్ డేటాను ఆన్‌లైన్‌లో సమర్పించాల్సి ఉంటుందని తెలిపారు. పరిమాణాత్మకం, గుణాత్మకమైన సమాచారంతోపాటు విద్యార్థుల అభిప్రాయాన్ని కూడా ఆన్‌లైన్ ద్వారా సేకరించి గ్రేడింగ్‌ను కేటాయిస్తారని చెప్పారు. కార్యక్రమంలో ఇక్ఫాయి కళాశాల కులపతి మహేందర్‌రెడ్డి, ఇక్ఫాయి సొసైటీ చైర్‌పర్సన్ యశస్వి, ఉస్మానియా విశ్వవిద్యాలయం మాజీ కులపతి తిరుపతిరావు పాల్గొన్నారు.



సదస్సులో మాట్లాడుతున్న న్యాక్ సలహాదారుడు డా.బి.ఎస్ మధుకర్

Thu, 01 March 2018
epaper.ntnews.com//c/26676148

Monday, March 5, 2018
Telangana Today
EducationToday

Seminar on quality of education



Delegates during the national seminar on 'Enhancing Quality in Higher Education' at IFHE campus

CITY BUREAU, HYDERABAD

The ICFAI Foundation for Higher Education (IFHE) Deemed University, Hyderabad, and National Assessment and Accreditation Council (NAAC) have jointly organised a two-day national seminar on 'Enhancing Quality in Higher Education' at IFHE campus. Dr BS Madhukar, Adviser, NAAC in his inaugural address elucidated the technicalities of NAAC accreditation process. Madhukar mentioned that henceforth the new accreditation process will give weightage to qualitative (20 percent), quantitative (70 percent) assessments and student satisfaction survey for the remaining 10 percent. Dr J Mahender Reddy, Vice Chancellor, IFHE highlighted the context of organising the seminar in the light of Government of India's initiatives for promoting quality in higher education. About six technical sessions have been conducted in two-day event. Over 150 delegates from across the country and colleges attended the seminar.

S. Vijaya Lakshmi

REGISTRAR
ICFAI FOUNDATION FOR HIGHER EDUCATION
(Deemed-to-be-University establishes under section 3 of UGC Act 1956.)

ICFAI FOUNDATION FOR HIGHER EDUCATION ★ HYDERABAD

ICFAI Staff College
The ICFAI Foundation for Higher Education
(Deemed to be University under section 3 of the UGC Act, 1956)
Hyderabad

Round Table on Draft National Education Policy 2019

Date : June 26, 2019
Time : 10.00 am
Venue : Main Conference Hall, Academic Block, IBS, IFHE, Hyderabad
Coordinator : Dr. M. Bhaskara Rao, Coordinator, ICFAI Staff College
(Phone 9908102340/7799168111)

Participants

1. Dr. C. Rangarajan, Chancellor, IFHE, Chairman, Madras School of Economics, President, C. R. Rao Advance Institute of Mathematics, Statistics and Computer Science, former Governor, Reserve Bank of India and former Chairman, Prime Minister's Economic Advisory Council
2. Dr. B. Janardhan Reddy, IAS, Secretary, Education, Government of Telangana, Hyderabad
3. Mrs. N. Sobha Rani Yasaswy, Chairperson, ICFAI Society
4. Shri V. R. Sankara, President, ICFAI Society
5. Shri E. N. Murthy, Member Secretary, ICFAI Society
6. Dr. J. Mahender Reddy, Vice Chancellor, The ICFAI Foundation for Higher Education
7. Prof. V. N. Rajasekharan Pillai , former Vice Chairman, University Grants Commission, New Delhi; Member, Board of Management, IFHE
8. Prof. R. P. Kaushik, former Ambassador to Turkmenistan, Member, Board of Management, IFHE
9. Prof. V. Venkataramana, Vice Chairman, Telangana State Council of Higher Education, Hyderabad
10. Prof. T. Tirupati Rao, former Vice Chancellor, Osmania University, Member, Board of Management, IFHE
11. Prof. B. Sitarama Rao, Vice Chancellor, Dr. B. R. Ambedkar Open University, Hyderabad
12. Prof. V. S. Prasad, Former Director, NAAC & Former Vice Chancellor, Dr. B. R. Ambedkar Open University, Hyderabad
13. Dr. G. Srinivas, Joint Secretary & Head, University Grants Commission, South Eastern Regional Office, Hyderabad
14. Prof. V. R. K. Prasad, Chancellor, ICFAI University, Mizoram
15. Prof. O. R.S. Rao, Vice Chancellor, ICFAI University, Jharkhand
16. Dr. Jagannath Patnaik, Vice Chancellor, ICFAI University, Sikkim
17. Prof. Biplav Haldar, Pro-Vice Chancellor, ICFAI University, Tripura
18. Dr. U. Yugandhar, Director, Management Services, C. R. Rao Advanced Institute of

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19. Prof. Y. Lakshman Kumar, Dean & Director, GITAM University, Hyderabad
20. Prof. R. Prasad, Director, Academic Wing, ICFAI Group, Hyderabad
21. Prof. S. Vijayalakshmi, Registrar, The ICFAI Foundation for Higher Education
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Welcome address by the Vice Chancellor, Prof J Mahender Reddy in the Round Table on Draft National Education Policy 2019 on June 26, 2019

1. Drawing inputs from TSR Subramanian Committee repot and MHRD, the Kasturi Rangan committee has produced a comprehensive report. This round table will focus only on Higher Education.

2. The focus is on Liberal Education. The report draws this observation from "Indian Universities such as Takshashila and Nalanda which were the oldest universities in the world and of the very highest quality. These ancient universities definitely emphasized the liberal arts and liberal education tradition. Students from across the world came to study grammar, philosophy, medicine, politics, astronomy, mathematics, commerce, music, dance, and much more. Among the eminent graduates and scholars of Takshashila and Nalanda were the philosopher and economist Chanakya, the Sanskrit grammarian, mathematician and discoverer of generative grammar, Panini, the leader and statesman Chandragupta Maurya; and the mathematician and astronomer, Aryabhata" (Page 224, chapter 11).

   What the report suggests is the liberal education makes a person more creative and they suggest that a holistic and liberal education is needed for future India. IITs should move to a more liberal education integrating arts, and humanities while arts and humanities students must aim to learn more science – while all must make the effort to learn more vocational subjects.

   Thus the policy advocates the crucial importance of liberal arts (it recommends setting up five Indian institutes of Liberal Arts offering four-year courses) and the study of modern and classical languages (Pali, Prakrit and Persian).

The issue is how this Indian centered education system can contribute to getting some of the Indian institutes of Higher Education to the top 200 universities in the world and to top 100 during the next 10-15 years. This is essential for India to compete globally. The MHRD focused on this point during the last three years, under the title of "Institutions of Eminence".

3. The aim is to double the Gross Enrolment Ratio in higher education from 25% to 50% by 2035 and make universities the hubs of research (with Type I Universities / Institutions devoted primarily to research and some teaching, Type 2 universities devoted to teaching and some research, and Type 3 institutions comprising mainly colleges by focusing only on teaching at undergraduate levels. All such institutions will gradually move towards full autonomy – academic, administrative and financial.

   The greatest challenge is restructuring the present 41,000 institutions to about 15,000. Abolition of affiliated college system sounds fine in theory but due attention should be paid to implementation. Very few colleges in the country got autonomy so how do we meet this challenge needs attention.

4. The overarching theme in National Education Policy is high quality, innovation and equity. The move is on outcome and not just input and processes. Move from rote learning to 'knowledge transfer' and continuously adopt to changing needs of time i.e socially relevant curriculum and pedagogy. We suggest entrepreneurship should be given high priority and we must work towards developing budding entrepreneurs as part of higher education system that will contribute to employment and growth of the country. Employment is the greatest challenge in the next 10-15 years.

5. Regulatory Structure:

   The functions of standard setting, funding, accreditation and regulation will be separated and be carried out by independent bodies.

The National Higher Education Regulatory Authority (NHERA) will be the only regulator for all higher education including professional education.

All the other current regulatory authorities such as NCTE, AICTE, MCI, BCI, etc. shall transfer their regulatory function to NHERA which shall become the sole regulator for higher education. These bodies may transform themselves into Professional Standard Setting Bodies (PSSBs).

Role of the Higher Education Grants Council: The UGC shall transition into the HEGC, continuing with the responsibility for funding. The funding role of AICTE may also be transferred to the HEGC. It shall also not fund any research, which shall be done entirely by the NRF.

Accreditation: Accreditation of HEIs shall be the lynchpin of the regulatory system. NAAC shall be reinvented and separated from the UGC into a completely independent, autonomous body and be given the responsibility of overseeing accreditation of all institutions of higher education, across all disciplines and field. It is suggested that some 150 accredited institutes will be in operation. This may lead to dilution. A gradual process is recommended, keeping credibility and quality in mind.

6. NRF: India lags behind many nations in number of researchers per lakh population, patents and publications. The draft policy recommends establishment of a national research foundation an autonomous body for funding, mentoring, building the capacity for quality research in India. The foundation will consist of four major divisions – sciences, technology, social sciences and arts and humanities with the provision of additional divisions. The foundation will be provided with an annual grant of rupees twenty thousand crores (0.1% of GDP).

The NRF will catalyze research in universities and colleges, institutions that were hitherto not big players in the research scene of the country and help build the capacity to do the research through an institutionalized mentoring mechanism, involving expert researchers from premier institutions. It is a good idea but implementation challenges have to be kept in mind. The role clarity between NRF and existing institutions ICSSR, ICHR, DST, DBT should be spelt out.

7. Private and public institutions will be treated on par by the regulatory regime which is a healthy sign for the growth of higher education. This must be implemented in letter and spirit eg. Research project funding, GIAN.

8. It suggests abolishing of M.Phil degree. This is ok. But we should develop a four year Ph.D program with rigorous course work in the first year, followed by PhD qualifying examination and then seminars every semester. The PhD course work paves the way for doctoral dissertation. The seminars every semester helps the student progress gradually. We should also give an opportunity to a doctoral student go abroad. That exposure to teaching and research in an international context further enhances the quality. It is focused on such reforms which will result in a high quality Ph.D program which is very important to solve the problem of faculty shortage, which is the most crucial factor in transforming Indian higher education.

9. The draft education policy reaffirms the commitment of 6% of GDP for education. The first National Education Policy 1968 had recommended public expenditure in education at 6% of GDP which was reiterated by the second National Education Policy in 1986. In 2017-18 public expenditure on education was 2.7% of GDP. Is the target of six percent achievable?

10. Rashtriya Shiksha Aayog is an apex body to be headed by the Prime Minister, to create necessary authority and synergies. The membership will include some of the

ministers whose ministries impact education directly, as well as a few chief ministers of states, the principal secretaries to the Prime Minister, Cabinet secretary, vice chairperson of NITI Aayog and senior bureaucrats / administrators, researchers and leading professionals from various fields. This body will be responsible for developing, implementing, evaluating and revising the vision of education in the country on a continuous basis. It will oversee the implementation and functioning of several bodies including the National Council of Educational Research and Training (NCERT), proposed National Higher Education Regulatory Authority and National Research Foundation with the presence of the Prime Minister. Education Sector will receive a lot of attention of the nation and may pave the way for flow of more funds to education. There must be a good representation of private sector in in the composition of various committees such as executive council, standing committees, advisory council etc. also distinguished academicians should get due representation.

11. List of themes to be discussed in the Round Table:
    1. Towards a more liberal education
    2. Quality in Higher Education including Faculty Development.
    3. Institutional Restructuring and Consolidation
    4. Governance and Leadership
    5. National Research Foundation
    6. Regulatory System including Accreditation and Ranking
    7. Rashtriya Shiksha Aayog (National Education Commission)
    8. Professional Education
    9. Optimal Learning environment and support for students (ODL, MOOCS, Internationalization)
    10. Institutions of Eminence

Comments on Draft National Education Policy 2019

1. Multidisciplinary approach

P 9.1 "This move towards large multidisciplinary HEIs will be carried out as swiftly as possible and in a systematic and thoughtful manner, by consolidating and restructuring existing institutions."(p 207)

Comment: The emphasis on multidisciplinary approach is well taken. However, this should not be pushed too far as it may defeat the quality of specialized technical education. This was the purpose why institutions like IITs came into existence. Institutes of technology, engineering or management should be told to widen the number of courses offered in the humanities. Making them compulsorily a part of a university may defeat the very purpose of improving quality. It is neither the lack of inter disciplinary approach nor the silo approach that has led to the deterioration of the quality of higher education. The lack of quality faculty, infrastructure, funding, and examination system are the main causes for deterioration in quality.

2. Towards a more Liberal Education

The focus of Chapter 11 is on liberal education. It draws its observation from the fact that Indian universities in the past like Nalanda and Takshasila had education in sciences, mathematics, philosophy, politics, astronomy, commerce, music, dance, etc. The report says that by exposing to this liberal education, students could become more creative. IITs should move to a more liberal education integrating arts and humanities. While arts and humanities students must aim to learn more science.

Comment 1: Integrating liberal education with the existing education system is a great idea. It also needs to be examined as to how the liberal education system can contribute to elevating some of the Indian universities to the top 200 Universities in the world in the next few years, and into the top 100 universities in the world in the next 10-15 years.

Core purpose of establishing specialized institutes should not be diluted. There should be ample opportunities to include the components of liberal education in such specialized institutions.

P11.2.1 "All Doctoral students will take a unit on communication in at least one Indian language other than English (e.g. as part of their course on teaching) in order to develop the capacity to communicate their discipline/field in that language. This is considered important to e.g. write newspaper articles and conduct interview in Indian languages, and to visit and speak in areas (e.g. at schools) about their subject where that language is prevalent." (p 233)

Comment: This language requirement is fine for Indian nationals. However, for foreign nationals, this can be dispensed with. But what is important is to produce excellent quality

Ph.Ds who will at a future date become faculty members. Every university should aim to address the problem of faculty shortage, which is the greatest challenge for higher education in the country. We wish to point out that the doctoral program should include rigorous coursework in research methodology and the domain area, followed by PhD qualifying examination. Further seminar presentation every semester, PhD proposal defense before a competent committee, data seminar, and subsequently the final thesis defense should constitute the core of the program. In addition, there could be a visiting scholar program, where students get an exposure in internationally reputed institution (for a semester or a year). This will help produce quality PhD scholars and could contribute to solve the problem of faculty shortage.

Further the PhD scholars should get an exposure to teaching pedagogy by means of a number of workshops, such as, teaching aids, curriculum design and courseware development, student counselling and mentoring, content development and delivery, student evaluation and feedback, etc.

11.3. "The four-year Bachelor of Liberal Arts / Education will provide the full range of liberal education with choice of major and minors. The three-year program will lead to a Bachelor's degree. Multiple exit options, with appropriate certification, will be available." (p 235)

Comment: For those who want to specialize in the liberal education subjects, the suggested four-year program of Bachelor of Liberal Arts and the provision for an exit after three years is a good option. However, if the BOG so desires, some of the colleges may continue to have three year undergraduate program with a proper balance between liberal arts and other disciplines.

P11.4.2.c "Research and teaching in the culture and history of India's neighbors: Research and teaching in the languages, culture, and history of India's neighbors should be strongly encouraged, such as the culture and civilization of China. Understanding and knowledge of our neighbors contributes to regional peace and mutual economic growth." (p 236)

Comment: This is a good idea. We may give these as elective subjects in colleges and universities, so that the interested students may opt for it. Under the choice-based credit system this should work well. But this requires adequate training of faculty.

3. Quality in Higher Education including Faculty Development

P13.1.2 "Every institution must have adequate faculty, ensuring that all programs, subject and field needs are met, a desirable student-teacher ratio (not more than 30:1) is maintained and diversity is ensured." (p 259)

Comment: Maintain status quo regarding the student-teacher ratio (not more than 20:1) in order to maintain quality in higher education.

P13.1.5. "An enabling and participative culture characterized by equality, and respect for the value and dignity of each member will prevail in every institution. The environment should be open with new ideas being encouraged, with a commitment to dialogue even in the face of dissent. A sense of ownership will be fostered through shared institutional vision and goals. Faculty must be informed about their roles and responsibilities, and should be accountable for fulfilment of the same, while contributing to the furtherance of the larger goals of the institution. Space must also be accorded for them to share challenges and to seek support for professional development. The most important element of the empowering culture must be **academic freedom** for the faculty, including **the freedom to pursue their research, write, and adopt innovative pedagogical and curricular practices**. Developing such a culture would be one of the most important facets of the role of the institutional leaders, including the Vice Chancellor/Director." (p 260)

Comment: This is an excellent observation and touches the core of the value system to be developed in HEIs. This is a leadership skill and requires specific training. Government may consider setting up of National Academic Leaders Institute for training and nurturing leadership talent for HEIs. This should train academic leaders and administrators in both public and private HEIs.

It should be noted that faculty freedom is relevant only when we have good quality faculty.

P13.1.11. "Faculty recruitment and development, career progression and compensation management to be part of the Institutional Development Plan: All matters pertaining to faculty, from number of faculty to be recruited to recruitment criteria and processes, to career progression, and compensation determination will be part of the IDP, and will be owned by the BoG." (p 263)

Comment: The challenge is in implementation. We must ensure that the BOG of every institution has a good representation of distinguished academicians and men of high integrity to meet this challenge.

4. Institutional Restructuring and Consolidation

Preamble: The aim is to double the Gross Enrolment Ratio in higher education from 25% to 50% by 2035 and make universities the hubs of research (with Type I Universities / Institutions devoted primarily to research and some teaching, Type 2 universities devoted to teaching and some research, and Type 3 institutions comprising mainly colleges by focusing only on teaching at undergraduate levels. All such institutions will gradually move towards full autonomy – academic, administrative and financial.

P10.3. **New institutional architecture for higher education:** "To make quality higher education accessible to all who desire to pursue it and to foster high quality research, a new institutional architecture with three kinds (or Type) of institutions shall be developed. These three kinds of institution will differ in their focus of goals and work, but will have equal

commitment to ensuring high quality education. All HEIs, by 2030, will develop into one of three types of institutions." (p 213)

Comment: The greatest challenge is restructuring the present 41,000 institutions to about 15,000 including abolition of affiliated college system. It is a stupendous challenge. We need robust mechanisms to implement. It should be noted that only about 600 colleges have got autonomous status during the last quarter century.

5. Empowered Governance and Effective Leadership for Higher Education Institutions

P17.1.1.d. As per this policy, the governance structure for central, state and private universities is clear. However, the governance structure of deemed to be universities is not specified. (p 313)

Comment: The governance structure of existing deemed-to-be universities is to be specified. All the universities, irrespective of their status (deemed, aided, non-aided) should have a uniform nomenclature, i.e; 'university'.

6. National Research Foundation

The objective of National Research Foundation is to catalyze and energize research and innovation across the country in all the academic disciplines, with a special focus on seeding and growing research at universities and colleges. It is also aimed at creating a conducive ecosystem for research through competitive peer-reviewed funding, mentoring and facilitation. A new NRF will be an autonomous body to fund, mentor, incentivise, and build capacity for quality research across the country in all disciplines, primarily at universities and colleges, both public and private.

P 14.1.10. "Institutions that currently fund research at some level, such as DST, DAE, DBT, ICAR, ICMR, UGC, as well as various private and philanthropic organizations, will continue to independently fund research according to their priorities and needs." (p 272)

Comment: There should be role clarity between NRF and other funding agencies such as ICSSR, ICHR, DST, DBT, UGC, etc. in the allocation of funds and monitoring of research.

7. Accreditation as the basis for regulation

The functions of standard setting, funding, accreditation and regulation will be separated and be carried out by independent bodies.

P18.2.1. "For the next 10 years, the graded accreditation (GA) of HEIs with concomitant graded autonomy, as per the system already in place, will continue. This will be reviewed for improvement by 2020. After 10 years (by 2030) there shall only be a "Yes or No" accreditation - Binary Accreditation (BA). It is this step that shall fully empower HEIs and

give them autonomy. The BA system should be introduced at the earliest, certainly by 2022. Till 2030, HEIs would be free to choose between the GA or BA regime." (p 328)

Comment: The direction for moving from GA to BA is clear and is a positive move. As there would be large number of accredited institutions it will be difficult to distinguish among them. Therefore, to differentiate and to foster healthy competition among the HEIs, we suggest continuing ranking of HEIs by the regulators (such as NIRF).

P18.2.1. "The institutional accreditation norms shall pay specific attention to the matter of ODL, which in the past has been marred by inadvertent and advertent misuse and questionable quality. Accreditation of the HEI shall include an assessment of the capacity of the HEI to offer high quality ODL, which may lead to accreditation without ODL". (P 328)

Comment: Keeping the objective of doubling the GER by 2035, the policy needs to be flexible in the offering of ODL. The current policy is to allow HEIs, which have secured A++ grade only to offer ODL programs. But this restricts the offering of ODL programs. Keeping the enrolment challenges in mind, we suggest that all HEIs which have secured 'A' grade by an AI should be allowed to offer ODL in the programs offered by the HEI in campus mode up to 2030. The new norms for accreditation (after 2030), namely Accreditation of HEI which includes assessment of capacity to offer high quality ODL would be applicable thereafter.

P18.2.4. There shall be Accreditation Institutes (AIs) under NAAC. NAAC shall issue licenses to these AI to function as accreditation institutes for a period of 5-7 years. NAAC shall train these AIs in accreditation process. NAAC also acts as a regulator to resolve disputes arising between AIs and HEIs. (Summarized from page 329)

Comment: Easier said than done. It is a tall order for NAAC to bring the element of 100% objectivity across the 150 Accreditation Institutes (AIs). It is suggested that initially NAAC may start with 10 AIs and gradually increase to 20 to 30 AIs by 2030 by providing required training and other resources.

P18.3.1 "Accreditation of programs may be made available. However any such accreditation by *Professional Standards Setting Bodies (PSSBs) viz AICTE, COA, BCI, MCI* shall be entirely voluntary for the HEIs." (p 330, para 4)

Comment: The role of the PSSBs shall be to set minimum standards. All HEIs shall have the autonomy to maintain standards over and above it. Make BoG accountable for implementation of standards set by Professional Standards Setting Bodies (PSSBs). The PSSBs should not be involved in accreditation process at all.

8. Rashtriya Shiksha Aayog (RSA)/ National Education Commission (NEC)

Preamble: An apex body, RSA/NEC to be constituted. The RSA will be responsible for developing, articulating, implementing, evaluating, and revising the vision of education in the country on a continuous and sustained basis. It will also create and oversee the institutional

frameworks that will help achieve this vision. It will be chaired by the PM. Union Minister of HRD will be the Vice Chairman. NEC will comprise eminent educationists, researchers, union ministers, representation of State CMs, eminent professionals from various fields.
p 23.5 "The RSA will consist of approximately 20-30 members. Membership will include some of the Union Ministers, in rotation, whose ministries impact education directly (e.g. health,

woman and child development, finance), as well as a few Chief Ministers of States, in rotation, the Principal Secretary to the Prime Minister, the Cabinet Secretary, Vice-Chairperson of the Niti Aayog, the senior-most Secretary in the Ministry of Education, and other such senior bureaucrats/administrators as the government may deem appropriate. At least 50% of the members will be eminent educationists, researchers and leading professionals from various fields such as arts, business, health , agriculture and social work. All these members will be people of high expertise, unimpeachable integrity and independence." (p 393)

P23.6. "A RSA Appointment Committee (RSAAC), consisting of the PM, the Chief Justice of India, the Speaker of the Lok Sabha, the leader of the opposition in Parliament, and the UME, will be constituted to enable the appointments to the RSA and to other key related roles and structures." (p 393)

Comment: While RSA Appointment Committee (RSAAC) includes the leader of opposition in parliament as a member, the RSA itself does not include the leader of opposition. RSA can be made more representative and democratic by including representatives of Industry Professional Bodies and promoters of private higher education institutions.

P23.9. "The EC will have 10-15 members who will be nominated by the RSA for five-year terms which will be renewable just once. All members of the EC will be people with expertise, integrity, and distinction in their respective fields. Two-thirds of the members of the EC will be people from education and research. One-third of the members of the EC will be people who have significant leadership roles in administration, policy, and other fields of development. This will also include senior bureaucrats from the Ministry of Education, the Secretary from the Ministry of Finance, and the Chief Executive Officer of the Niti Aayog." (p 394)

Comment 1: There should be balanced representation from Deemed-to-be Universities, especially self-financed Deemed Universities and State Private Universities.

Comment 2: The contemplated structure of Rashtriya Shiksha Aayog *(RSA) is too big comprising of executive council, standing committees, joint review and monitoring board, advisory council, etc. This may lead to bureaucracy and red-tapism. The policy repeatedly talks about the autonomy of the individual HEIs. There is a need to relook at the multiplicity of regulatory institutions, starting from RSA to include National Higher Education Regulatory Authority (NHERA), Higher Education Grants Commission (HEGC),*

Professional Standard Setting Bodies (PSSB), General Education Council (GEC), National Higher Education Qualifications Framework (NHEQF), National Accreditation and Assessment Council (NAAC) and so on. This is conflicting with the objective of more autonomy to HEIs.

There should be greater representation in these committees of distinguished academicians of national and international repute.

9. Professional Education

Comments: Professional education *One of the greatest challenges in Indian economy now and in the next 10-15 years is employment. For this purpose, we must establish a center for innovation, entrepreneurship and incubation in every institute of higher education. Further, these centers should encourage entrepreneurial spirit among all students and work closely with the industries and also with the Government institutions. This must be made popular in professional as well as in undergraduate programs. We should give entrepreneurship high priority and must work towards developing budding entrepreneurs as part of the higher education system. This will contribute to employment and economic growth in the country.*

10. Optimal Learning Environment, Student Support, ODL and MOOCs

P12.3.5. **Online digital repository:** "To ensure efficient utilization of resources and to avoid unnecessary duplication of effort, all content developed for ODL will be included in an online digital repository. An appropriate mechanism will be put in place for creating and continually reviewing content to ensure their quality. The content will be available freely to all students and faculty across the country." (p 247)

Comment: ODL must play a significant role in increasing GER from 25% to 50%. To facilitate this, the distribution of ODL content may be free for users, but HEIs accredited for ODL programs may be fully funded for production of the content to meet their cost of development.

11. Internationalization of Higher Education

P12.4.6. "**Student Exchange**: Indian students will be supported to have 'a global immersion' experience through short-duration visits to reputed universities abroad." (p 251)

Comment: The short duration programs (one semester) can also be extended to PhD students. Students working on their PhD in the Indian universities may be given opportunity to spend a semester abroad to sharpen their skills of research and get international exposure, where such exposure is necessary. We believe it will enhance the quality of the PhD programs well as the quality of the faculty. We suggest including ***Ph.D. research scholars*** *also in the student exchange program.*

P12.4.11. & P12.4.8. "The policies propose that select universities (i.e. those from among the top 200 universities in the world) will be permitted to operate in India. It also encourages strategic partnerships between universities in India and abroad." (p 252)

Response: We feel that to start with top 200 is a good number. However, the government should ensure only not-for-profit institutions offering multiple programs to set up campuses in the country. In course of time the number of foreign universities could go up to top 500.

12. Institutions of Eminence

The draft of National Education Policy report is silent on the scheme of "Institutions of Eminence" a concept given lot of importance by the Government during the last three years, to empower the Higher Educational Institutions and to help them become world class teaching and research institutions. The aim is to first get into the top two hundred institutes of the world and over the period of next 10 to 15 years to get into the top 100. Currently, 3 private and 3 public universities have been granted the tag "Institutions of Eminence" by the HRD Ministry.

Comment: Getting into the top 100 universities in the world is very difficult. Institutes from all over the world compete for this. We should therefore try hard to achieve this goal. It is true that Nalanda and Takshasila were top Institutions in the world. But how do we achieve the old glory? Those institutes existed more than 1000 years ago. What is needed is to look at the best universities in the world today and see how we can reach their quality. To conclude, we should continue with the idea of "Institutes of Eminence" and encourage them so that they get into the top 100 universities in the world. It may be a good idea to upgrade 50 existing institutions with excellent track record into institutions of eminence to be provided with funds of Rs.100 crores per year, each for ten years in a phased manner.

P9.4 Rote learning: examination system should test the analytical ability of the students rather than memory. It is the overhaul of the assessment system which will be the driving force for improving the quality of education. This is apart from quality faculty and other factors.(p.208)

13.1.1 Finance: the report mentions about the financial autonomy. What does it mean? Does it mean giving away the required finance to the government funded HEIs but there will be no interference by the government including the appointment of vice chancellors and staff.

13.1.2 The policy talks of concessions and scholarships. The burden of providing scholarships to private HEIs may result in substantial hike in the fee. How do we balance?

13.1.3 The draft education policy reaffirms the commitment of 6% GDP for education. The first National Education Policy 1968 had recommended public expenditure in

education at 6% of GDP which was reiterated by the Second National Education Policy in 1986. In 2017-18 public expenditure on education was 2.7% of GDP. The roadmap to achieving the 6% target by 2030 may be spelt out.

14. Implementation challenges: No one can deny that the policy is ambitious in its goals. But the road map, by taking the ground realities into account, is not clear. For example the report mentions abolition of affiliated colleges which are in several thousands. But so far during the last 30 years only 600 colleges have got the autonomous status.

Round Table on Draft National Education Policy 2019

Vote of thanks

Distinguished Chancellor Prof. Rangarajan, Vice Chancellor Prof. Mahender Reddy, Guest of Honor Prof. Papi Reddy, Chairperson of ICFAI Society Madam Shobha Rani Yasaswy, Shri VR Shankara, President and Shri EN Murthy, Member Secretary of ICFAI Society, members of the Board of Governors, IFHE, distinguished Chancellors, Vice Chancellors, Registrars, Directors and Deans, Area Coordinators, invitees, professors, scholars and staff, ladies and gentlemen, it is my pleasant duty to propose this vote of thanks.

This is a very special and memorable event. The best of the educationists, educational administrators and policymakers, policy analysts and policy advocates, experts and leaders are amongst us this morning.

In fact round table on educational policy is an unusual event. The new draft national educational policy 2019 presented us with this opportunity. We, at IFHE, are happy to be a part of this discourse in organizing this event. I, on behalf of the ICFAI Staff College, The ICFAI Foundation for Higher Education and on my own behalf, thank all the distinguished speakers and participants for making it convenient to participate in this round table and make it a success despite your busy schedule. You have shown your concern and commitment for the education policy in general and for Higher Education in particular.

At the outset, I profusely thank our Chancellor Prof. Rangarajan for readily accepting to deliver the inaugural address. Sir, you have provided us great insights on the draft NEP 2019 which are very useful

in preparing our response to the Ministry. We express our deep gratitude for your support and guidance to this event as well as the rich insights provided by you. Sir, you have set the tone right for the discussion of the day.

Sir, I am reminded of our meetings with late Shri NJ Yasaswy where he used to provide us perspectives on existing education policy and the need for reforms. Many of the 'out of box' provisions in the new draft policy were foreseen or envisioned by him more than a decade ago.

I express my gratitude to Professor Papi Reddy for being with us this morning and sharing his views and perspectives on the draft education policy. Sir, you have been steering more than a dozen universities. The inputs provided by you with your vast experience would immensely be helpful to us in crafting our response. Thank you for your time and valuable inputs.

I respectfully show my gratitude to madam Shobha Rani Yasaswy for her august presence. We feel honored by your esteemed presence madam.

I am indeed grateful to Shri VR Shankara and Shri EN Murthy who readily supported the idea of conducting a round table on this theme and encouraged us to plan and implement by providing guidance and funds. Sir, I express my sincere gratitude to both of you.

The presence of Dr. Janardhan Reddy and Prof. Appa Rao made this day special for us. Sir, you have enlightened us on many dimensions of the new education policy.

I am indebted to Prof. Rajasekharan Pillai, who with his rich and valuable experience in various spheres of higher education has shared his in depth analysis on the new policy. Your guidance would be very useful in accomplishing our task.

My gratitude is due to Prof. Kaushik for his presence amidst us for this round table. His views on this policy are immensely useful in shaping our thoughts in preparing our response.

Big thanks to Prof. Tirupathi Rao for sharing his views and suggestions on the policy.

We are indeed grateful to a galaxy of Chancellors, Vice Chancellors, Directors and Deans for their august presence here. I profusely thank Col. VRK Prasad, Prof. Venkata Ramana, Prof. V S Prasad, Prof. Ramachandram, Prof. ORS Rao, Prof. Seenaiah, Prof. Rajarathnam, Prof. R. Prasad, Prof. Sikandar and Prof. Lakhman Kumar. My deepest gratitude is due to Dr. Srininvas from UGC, Hyderabad for sharing his views on the policy.

I have no words to express my gratitude to the members of Strategic Management Committee (SMC), IFHE for their constant support and guidance. My gratitude is due to Prof. Venkata Seshaiah, Prof. Srinivasa Reddy, Prof. Narasimha Rao, Prof. Cheedi Srinivas and Col. Vishwanath for being with us all the time and providing timely inputs and resources. I thank Prof. Shylajan for his encouragement and guidance whenever needed.

The energy and inspiration for this event is provided by our enthusiastic and dynamic Vice Chancellor Prof. Mahender Reddy. His planning is immaculate, attention to detail is paramount and he is

humane in all his dealings. But for his inspiring leadership, a program of this magnitude in such a short time would not have been possible. I express my deepest gratitude and respect for his endeavors in making this round table a grand success.

I will fail in my duty if I do not express my deep appreciation for the untiring efforts of our core team comprising of Prof. TSRK Rao, Prof. Deb Pratim Purkayastha, Prof. Hemalatha Devi, Prof. Pratap Reddy, Prof. Sindhuja, Sreya Roy, Nandan Dey and Harvinder Singh and for their valuable contributions. It is this team's effort that made us feel confident in planning and conducting this Program.

A special thanks to the Area Coordinators and members of faculty of Architecture for their unstinted support in making this program successful.

I specially thank all the administration for being a part of this team effort in making this program a success. Thank you Madam Prof. Vijayalakshmi, Col. Vishwanath, Mr. Samad, Mr. Srinivas and other staff members for their hard work and unstinted support. They have always been willing and cheerful to work and make this program a great success. Their planning, execution and dedication are commendable.

I would like to thank all our honored guests for their presence and participation today.

Last but not the least; I would like to thank the members of branding team, for their support. I particularly thank Mr. Sudhakara Rao and his team for the speed at which they provided required services. I also thank the staff at headquarters who have provided us various services on time.

Any successful program is a team work. I thank all members of the team that relentlessly worked for the success of this round table.

We have had a grand feast of ideas for feeding our intellectual curiosity and appetite. It is time for all of us to have feast to celebrate this occasion. I invite you all to join us for lunch in Seminar Hall.

Once again I thank one and all for sparing your valuable time and making this round table a grand success.

ICFAI FOUNDATION FOR HIGHER EDUCATION HYDERABAD

S. Vijayalakshmi

REGISTRAR
ICFAI FOUNDATION FOR HIGHER EDUCATION
(Deemed-to-be-University establishes under section 3 of UGC Act 1956.)

Program Overview

The FDP on "Supply Chain management" is aimed at addressing the contemporary challenges faced by academicians while teaching Supply Chain Management in Classrooms. The faculty development program conducted by IBS Hyderabad is an attempt to help faculties gather the requisite knowledge and skills to be able to deliver the content and lecture effectively. The five Day program is an introductory course on some of the pertinent pedagogical topics.

About Program

IBS Hyderabad is dedicated to offer research and teaching skill enhancement programmes for fellow faculty of business schools in India. IBS Hyderabad Faculty Development Programmes (FDPs) are equipped to bridge the gap in quality research and teaching skills required by modern management educators in India.

ICFAI Foundation for Higher Education
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Autonomous Institution. Accredited by NAAC with "A+" Grade

AACSB ACCREDITED

FACULTY DEVELOPMENT PROGRAM

Supply Chain Management

11/10/2021 - 15/10/2021

Organized by

IBS
ICFAI Business School
HYDERABAD

ICFAI FOUNDATION FOR HIGHER EDUCATION HYDERABAD

REGISTRAR
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Program Content

- Introduction to Supply Chain Management,
- Teaching Supply Chain Management Effectively,
- Supply Chain Risk Management,
- Supply Chain Tracebility

About the University

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About the B School

ICFAI Business School (IBS) is a constituent of the IFHE. Established in 1995, IBS is one of the consistently top-ranked business schools in India. The school has been re-accredited by South Asian Quality Standards (SAQS), rated A** by CRISIL, EB2 IN by ICRA and as an Excellent Business School by Eduniversal. The programs offered at IBS include PhD, MBA and BBA. IBS faculty members have published several research papers in reputed International and National journals. IBS has a dedicated Case Research Centre (CRC) which is managed by a team of knowledge workers having years of academic and corporate experience. Case studies developed by IBS Hyderabad are used by the elite B-schools and premier consulting firms around the world. The institution has regularly won many awards and recognition in some of the most prestigious global Case Writing Competitions such as the EFMD Case Writing Competition, the Oikos Global Case Writing Competition, the John Molson Case Writing Competition, Dark Side Case Writing Competition, Baylor-USASBE Student Case Research Competition, etc. Some of the cases have also regularly figured in the list of The Case Centre's best sellers.

Program Overview

The online FDP on "Case Teaching" is aimed at addressing the contemporary challenges faced by academicians while teaching through cases in Classrooms. The faculty development program conducted by IBS Hyderabad is an attempt to help faculties gather the requisite knowledge and skills to be able to deliver the content and lecture effectively. The five Day program is an introductory course on some of the pertinent pedagogical topics.

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FACULTY DEVELOPMENT PROGRAM

Case Teaching

26/4/2021 - 30/4/2021

Organized by

IBS
ICFAI Business School
HYDERABAD

Program Content

- Prerequisites of Case Teaching,
- General Management: Business Strtagy,
- Organizational Behaviour and Human Resource Management,
- Finance, Accounting and Economics,
- Operations Management,
- Marketing Management

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Program Overview

The FDP on "Innovative Marketing Technologies" is aimed at addressing the contemporary challenges faced by academicians while teaching Marketing Management & Marketing Technologies in Classrooms. The faculty development program conducted by IBS Hyderabad is an attempt to help faculties gather the requisite knowledge and skills to be able to deliver the content and lecture effectively. The five Day program is an introductory course on some of the pertinent pedagogical topics.

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FACULTY DEVELOPMENT PROGRAM

Innovative Marketing Technologies

15/2/2021 - 19/2/2021

Organized by

IBS
ICFAI Business School
HYDERABAD

Program Content

- Briefing,
- Use of Eye Tracking in Market Research,
- Using Substack for Knowledge Sharing,
- Robotics in Service Marketing,
- Increasing B2B Customer Engagement with Social Media

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Program Overview

The FDP on "Corporate Finance" is aimed at addressing the contemporary challenges faced by academicians while teaching Corporate Finance in Classrooms. The faculty development program conducted by IBS Hyderabad is an attempt to help faculties gather the requisite knowledge and skills to be able to deliver the content and lecture effectively. The five Day program is an introductory course on some of the pertinent pedagogical topics.

About Program

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FACULTY DEVELOPMENT PROGRAM

Corporate Finance

5/10/2020 - 9/10/2020

Organized by

IBS
ICFAI Business School
HYDERABAD

Program Content

- Briefing,
- History Evaluation and Contribution to Society,
- Financial Control of Manufacturing Management,
- Equity and Bond Portfolio,
- Management Strategies, Credit Risk Management

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Program Overview

The online FDP on "Online Education" is aimed at addressing the contemporary challenges faced by academicians while teaching in online platforms like Google Meet, WebEx, Zoom etc. The faculty development program conducted by IBS Hyderabad is an attempt to help faculties gather the requisite knowledge and skills to be able to deliver the content and lecture effectively. The five Day program is an introductory course on some of the pertinent pedagogical topics.

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FACULTY DEVELOPMENT PROGRAM

Online Education

11/5/2020 - 15/5/2020

Organized by

IBS
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Program Content

- Online Education : An Evolving Paradigm,
- Multimodal Literacies for the Classroom,
- Planning Digital Pedagogies,
- Designing Online Courses ,
- Delivery Modes and Platforms Managing Participation,
- Motivation and Engagement Assessment Strategies,
- Teaching with Cases in Virtual Platforms,
- Using Games/ Simulations Online,
- Effective Communications in the Virtual Classrooms

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Program Overview

The FDP on "Case Teaching in Operations & IT" is aimed at addressing the contemporary challenges faced by academicians while teaching Operations Mamagement and Information Technology Management in Classrooms. The faculty development program conducted by IBS Hyderabad is an attempt to help faculties gather the requisite knowledge and skills to be able to deliver the content and lecture effectively. The five Day program is an introductory course on some of the pertinent pedagogical topics.

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FACULTY DEVELOPMENT PROGRAM

Case teaching in Operations & IT

17/2/2020 - 21/2/2020

Organized by

IBS
ICFAI Business School
HYDERABAD

Program Content

- Briefing, Case 1 - Excel Printers - A Start Up Company's Capacity Planning,
- Case 2 - Webvan: Groceries on the Internet,
- Case 3 - Dabbawallahs of Mumbai,
- Case 4 - Customer Analytics at Big Basket Product Recommendation.

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Program Overview

The FDP on "Case Writing" is aimed at addressing the contemporary challenges faced by academicians while writing a teaching or a research based case studies. The faculty development program conducted by IBS Hyderabad is an attempt to help faculties gather the requisite knowledge and skills to be able to write and deliver the content effectively. The five Day program is an introductory course on some of the pertinent case writing topics.

About Program

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FACULTY DEVELOPMENT PROGRAM

Case Writing

7/10/2019 - 11/10/2019

Organized by

IBS
ICFAI Business School
HYDERABAD

Program Content

- Briefing,
- The Art of Case Writing,
- Art of Writing Teaching Notes,
- The Art of Writing Primary Cases,
- Writing an Award Winning Case

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Program Overview

The FDP on "Marketing Analytics" is aimed at addressing the contemporary challenges faced by academicians while teaching Marketing Analytics in Classrooms. The faculty development program conducted by IBS Hyderabad is an attempt to help faculties gather the requisite knowledge and skills to be able to deliver the content and lecture effectively. The five Day program is an introductory course on some of the pertinent pedagogical topics.

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FACULTY DEVELOPMENT PROGRAM

Marketing Analytics

25/2/2019 - 1/3/2019

Organized by

IBS
ICFAI Business School
HYDERABAD

Program Content

- Briefing,
- Analyzing Contexual Data with Organge,
- Advanced Visualization using Excel,
- Retail Analytics,
- Technocal Anaytics,
- General Discussion

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The FDP on "Financial Analytics" is aimed at addressing the contemporary challenges faced by academicians while teaching Financial Analytics in Classrooms. The faculty development program conducted by IBS Hyderabad is an attempt to help faculties gather the requisite knowledge and skills to be able to deliver the content and lecture effectively. The five Day program is an introductory course on some of the pertinent pedagogical topics.

About Program

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ICFAI Foundation for Higher Education
(Deemed-to-be University under Section 3 of the UGC Act, 1956)
Autonomous Institution. Accredited by NAAC with 'A+' Grade

FACULTY DEVELOPMENT PROGRAM

Financial Analytics

15/10/2018 - 19/10/2018

Organized by

IBS
ICFAI Business School
HYDERABAD

Program Content

- Briefing,
- Excel for Finance,
- Financial Modelling Using SAS,
- Fintech Assenstials, Blockchain

About the University

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About the B School

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Program Overview

The FDP on "Data Analytics" is aimed at addressing the contemporary challenges faced by academicians while teaching Data Analytics, Business Analytics, Business Intelligence and General Analytics in Classrooms. The faculty development program conducted by IBS Hyderabad is an attempt to help faculties gather the requisite knowledge and skills to be able to deliver the content and lecture effectively. The five Day program is an introductory course on some of the pertinent pedagogical topics.

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FACULTY DEVELOPMENT PROGRAM

Data Analytics

19/2/2018 - 23/2/2018

Organized by

IBS
ICFAI Business School
HYDERABAD

Program Content

- Breifing,
- R Studio and Python for Data Analytics,
- Healthcare Analytics,
- Markov models,
- Sentiment Analytics

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Program Overview

The FDP on "Teaching Marketing with Case Studies" is aimed at addressing the contemporary challenges faced by academicians while teaching Marketing Managament and allied subjects like Product Management, Brand Management, Sales and Distribution Management, Rural Marketing Management etc. in Classrooms. The faculty development program conducted by IBS Hyderabad is an attempt to help faculties gather the requisite knowledge and skills to be able to deliver the content and lecture effectively. The five Day program is an introductory course on some of the pertinent pedagogical topics.

About Program

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FACULTY DEVELOPMENT PROGRAM

Teaching Marketing with Case Studies

9/10/2017 - 13/10/2017

Organized by

IBS
ICFAI Business School
HYDERABAD

Program Content

- Case Teaching in Marketing,
- Case Study for Teaching Brand Management,
- Case Study for Teaching Rural Marketing,
- Business Ethics: Teaching with Case Studies,
- Strategy: Teaching with Case Studies

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Program Overview

The FDP on "Teaching Finance Through Seminal Papers" is aimed at addressing the contemporary challenges faced by academicians while teaching Finance in Classrooms. The faculty development program conducted by IBS Hyderabad is an attempt to help faculties gather the requisite knowledge and skills to be able to deliver the content and lecture effectively. The five Day program is an introductory course on some of the pertinent pedagogical topics.

About Program

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FACULTY DEVELOPMENT PROGRAM

Teaching Finance through Seminal Papers

20/2/2017 - 24/2/2017

Organized by

IBS
ICFAI Business School
HYDERABAD

Program Content

- Breif on Seminal Papers,
- Option Pricing,
- Agency Theory,
- Capital Structure Theories,
- Agency Problems

REGISTRAR
ICFAI FOUNDATION FOR HIGHER EDUCATION
(Deemed-to-be-University establishes under section 3 of UGC Act 1956.)

ICFAI FOUNDATION FOR HIGHER EDUCATION ★ HYDERABAD

About the University

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