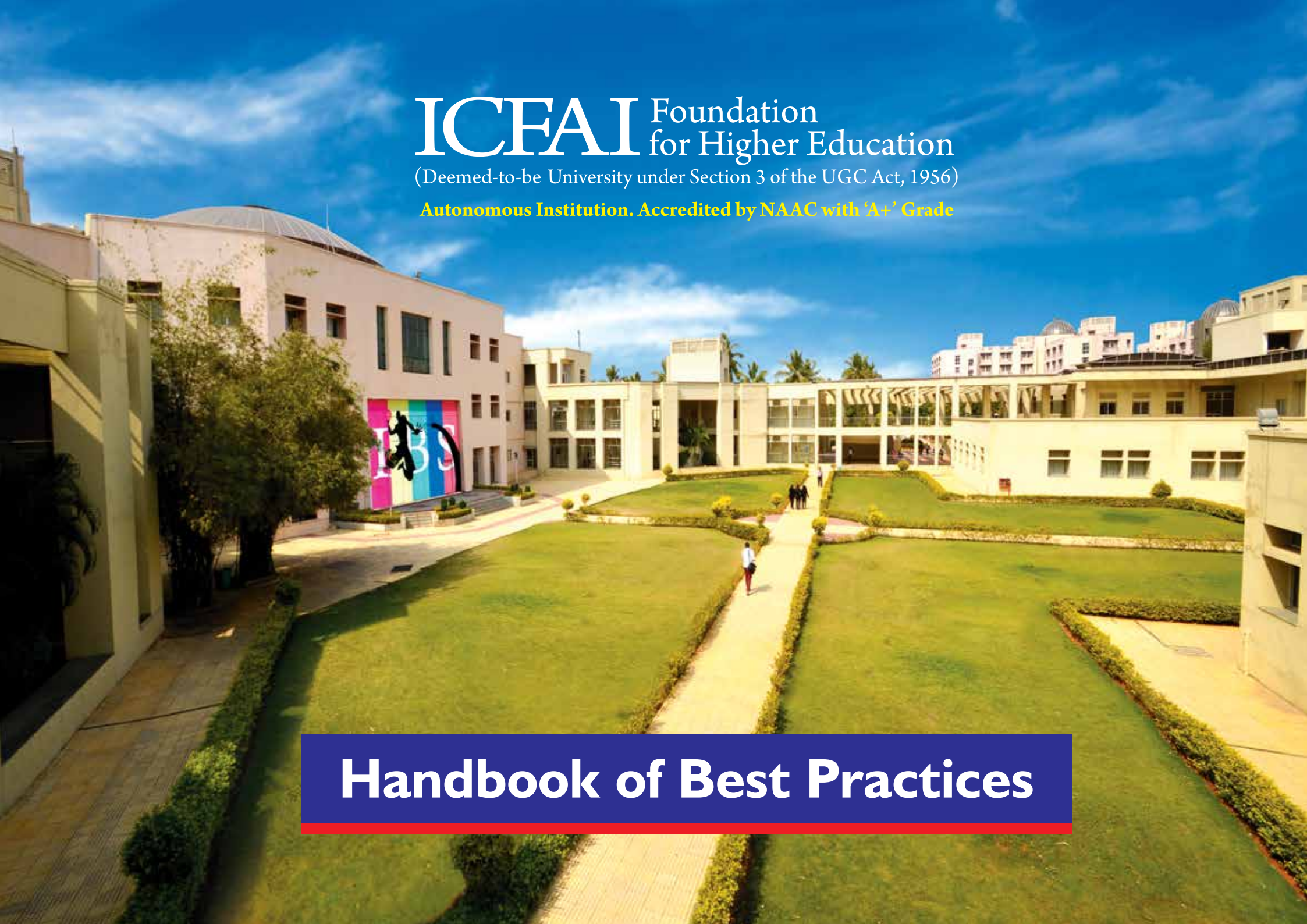


A wide-angle photograph of the ICEAI Foundation for Higher Education campus. The image shows a large, modern, light-colored building complex with multiple wings and a central courtyard. The courtyard is filled with green lawns and a central paved walkway. Several people are walking on the path. In the background, there are palm trees and other buildings under a clear blue sky with some light clouds. The text 'ICEAI Foundation for Higher Education' is overlaid in the top right corner, with '(Deemed-to-be University under Section 3 of the UGC Act, 1956)' below it. A yellow banner with black text is also present below the main title.

ICEAI Foundation for Higher Education

(Deemed-to-be University under Section 3 of the UGC Act, 1956)

Autonomous Institution. Accredited by NAAC with 'A+' Grade

Handbook of Best Practices



Vice Chancellor's Desk

A best practice is one that has been proven to work well and produce good outcomes. It serves as a model by virtue of its success and hence it deserves to be shared for organization-wide application. In fact, best practices can be replicated across organizations as they are tested, validated and found to be effective.

The ICFAI Foundation for Higher Education is a pioneer in developing several best practices concerning student-centric learning and development, faculty-centric professional excellence, strong research culture, effective student services, sustainable practices and processes for managing higher educational institutions, among others.

Shared vision, open learning environment, student and faculty welfare and wellness, innovation and entrepreneurship, institute-industry partnership, university social responsibility, etc. are some of the best practices the University has embraced in its quest for providing quality higher education.

The best practices described in this book have evolved over a period of two decades and the journey continues. The faculty members, students and the leaders of the University are the stakeholders in this endeavor.

J. Mahender Reddy

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Faculty-centric Best Practices

Best Practice # 1: Case Research and Pedagogy

A case is a documented study of real-life situations used as a training tool in business schools and organizations. Learners are encouraged to analyze the prescribed cases and present their perspectives or solutions, supported by reasoning employed or assumptions made. The Case Research Centre (CRC), founded by Late Prof N.J. Yasaswy during the 1990s, is a Center of Excellence which is involved in developing contemporary cases and promoting case pedagogy, both nationally and internationally. During the late 90s, ICFAI pioneered case pedagogy and pursued case development to support this initiative. The Case Research Centre was formally institutionalized in the year 2000, with a vision of building one of the world's top case development centers to be in India and case development activities were initiated at several centers across ICFAI institutions. During the period 2001 to 2010, a large repository of cases was created. Effective from 2010, the case development initiatives were consolidated at IFHE. The Centre has now established itself as one of the top five case developers in the world; both in terms of number



of cases developed and number of cases used by business schools and organizations.

Case Research

As of 2018, the CRC is one of the top case development centres in the world with a repository of more than 6,400 cases. CRC is the central source of cases for all the ICFAI group institutions, including the distance learning programs. The case studies developed by the centre are known for maintaining high quality standards and diversity of subject areas. The focus areas for case development include business strategy, marketing, finance, human resource management, operations & information technology, business ethics & corporate governance, among others.

1. **Digitization of Cases for iPad:** With the extensive use of tablets since 2011, the CRC developed cases with a provision to access them through tablets and iPads. Around four hundred cases used in the MBA program are available in iPad formats. These cases have been enriched with access to additional material through external links and are incorporated in the iBooks that have been developed for all courses in the MBA program.
2. **Access through exclusive Portal:** CRC designed and developed an exclusive Portal (URL www.ibscdc.org) for providing online access to users.
3. **Comic book cases:** CRC has also designed cases as graphic novels, which have attracted the attention of educators nationally and internationally.
4. **Multimedia Cases:** These are cases presented through a combination of media such as, video, text, spreadsheets and /or any other medium suitable for that particular case. CRC has also been developing multimedia cases.
5. **Teaching Notes:** All cases developed by CRC include basic teaching notes with teaching objectives, target audience and discussion questions. For selected cases detailed and elaborate teaching notes are prepared along with analysis. These teaching notes are useful for users both in business schools and organizations.

6. **Case Volumes:** CRC has published several case volumes on specific themes of various disciplines which are purchased by libraries all over the country and abroad.
7. **Reprint services:** CRC provides reprint permissions to publishers of textbooks to print cases as support material for classroom discussions. Several authors and international publishers use these cases in their textbooks.
8. **Training & development programs:** CRC conducts training programs for faculty and research scholars, both in India and abroad, on case writing and case pedagogy to help institutions practice case-based learning. A student handbook is also available for the benefit of students who are invariably new to the case method.
9. **Workshops, FDPs, MDPs & Conferences:** CRC conducts workshops/ FDPs/ MDPs in business schools and organizations regularly. National Academy of Defense Production, TAPMI, IIM Ranchi, IIM Bangalore, etc are notable organizations where CRC conducted workshops.
Internationally, members of CRC have been involved as facilitators/ chairpersons/ organizers in conducting professional development workshops (PDW) at prestigious AOM Annual Meetings in Boston, Philadelphia, Orlando, Anaheim, Vancouver, Atlanta, and Chicago.
CRC organizes an International Case Study Conference annually, to promote the use of case method in the pedagogy and provide a platform for case authors from India and abroad to facilitate collaboration. CRC has also collaborated with institutions such as The Case Centre, AMDISA, Uttara University Malaysia, etc. for organizing such annual conferences.
10. **Case Journal:** CRC provides editorial support for the publication of the quarterly journal 'Case Folio-The IUP Journal of Management Case Studies' which is published by the ICFAI University Press.
11. **Case Repository:** All CRC cases are included in the repository at The Case Centre (formerly European Case Clearing House), which acts as a distribution channel. In addition CRC also distributes cases directly through its own websites icmrindia.org and ibscdc.org.

12. **Institutional licensing:** CRC enters into licensing arrangement with institutions to provide access to cases in the repository.
13. **User Profile:** In the year 2017, more than 870 B-schools across 80 countries used cases developed by CRC. Among them, more than 90% of the B-schools belonged to outside of India mostly from North America and Europe. Prestigious institutions such as London Business School, London School of Economics, Oxford Said Business School, Cambridge Judge Business School, HEC Paris, HEC Montreal, SDA Bocconi, etc have been using cases developed by CRC. In India, top B-schools such as IIMs, TAPMI, ISB, SP Jain Institute of Management, Symbiosis University, etc. use CRC case studies. Multinational organizations such as McKinsey, Boston Consulting Group, KPMG, and Tata Management Training Center regularly use CRC cases.
14. **Thought Leadership:** CRC plays a key role in the case development community through services such as:
 - Editorial Board Member, Case Research Journal (#1 case journal published by the North American Case Research Association)
 - Editorial Advisory Member, The CASE Journal (official journal of The CASE Association, published by Emerald Group, UK)
 - Editorial Advisory Member, Emerald Emerging Market Case Studies (published by Emerald Group, UK)
 - Organizer, Facilitator of Professional Development Workshops - Academy of Management Annual Meetings
 - Jury Member, oikos International (Switzerland)
 - Judging panel member for The Case Centre Annual Competitions
 - Judge for EFMD Case Writing Competition
15. **Accolades, Awards & International Recognition:** The CRC team has been winning prestigious prizes and awards nationally and internationally in recognition of the outstanding cases contributed by them. A few of them are mentioned below:
 - In March 2018, Dr. Debapratim Purkayastha received 'Faculty Research Award' for his contribution in the field of Management. Union Minister of

HRD, Sri Prakash Javadekar gave away the award in the presence of Prof. Anil D. Sahasrabudhe, Chairman, AICTE. This award was constituted by Careers360 to recognize the efforts of India's brightest minds in the field of academic research.

- Dr. Debapratim Purkayastha was declared the #1 bestselling case author for the second consecutive year among 8,000 case authors worldwide, by The Case Centre UK. Other authors in the Top 40 list are from institutes like Harvard, INSEAD, IMD, Stanford, etc.
- Dr. Debapratim Purkayastha won the 'Outstanding Contribution to the Case Method Award' in 2015, from the executive committee of The Case Centre, UK. This award has been received, by a handful of faculty members from top schools like Harvard, INSEAD, IMD, London Business School and Ivey School of Business.

In addition, the CRC team members have won over 100 international awards and prizes from institutions such as Academy of Management (AOM), Association of MBAs (AMBA), The Central and Eastern European Management Development Association (CEEMAN), European Foundation for Management Development (EFMD), Emerald Group Publishing, NACRA, oikos International (Switzerland), The Case Centre UK, John Molson School of Business (University of Concordia, Canada), AESE Business School (Portugal), Project Management Institute (USA), Syracuse University (USA).

- CRC won 24 Awards in oikos Case Writing Competition, Switzerland; 18 Awards in John Molson Case Writing Competition, Montreal, Canada; 10 Awards from Academy of Management – Dark Side Case Writing Competition; 9 awards from The Case Center, U.K; and other international awards from AESE (Portugal), CEIBS (China), NACRA (USA), CEEMANS (Slovenia), E-Parrc, The Maxwell School of Syracuse University, New York, USASBE - Baylor (USA), etc.

16. Collaborations: CRC has collaborated with The Hindu Business Line as Knowledge Partner for the Case Competition for students in management institutions across India which was branded as IBS BLOC Case Competition.

CRC enjoys competence in developing high quality case studies. It has a global presence and is recognized as a leading contributor of cases globally. It is not only well recognized among international publishers but also widely accepted by prominent international and Indian B-Schools.

Case Pedagogy

The case pedagogy compels a student to think through a situation, analyze facts objectively, and choose an optimal solution - putting the gifted mental faculties to best use. The student is encouraged to think and act independently. Unlike the traditional lecture method, the case method dignifies and dramatizes a students' life by opening the way to make positive contributions through thought processing and by doing so prepare them for action. Independent, constructive thinking is encouraged.

Cases involve situations wherein students encounter real life situations, contexts and surrounding information. The complexity built around the situation forces them to think in a holistic manner. This becomes a habit over time and the students learn to appreciate complexity and ambiguity, traits that hold them in good stead in the industry. After going through 300 odd cases in the two year MBA program they are equipped to analyze, think and act like a professional manager.

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

Case studies are also used extensively in the undergraduate programs of the University.

Best Practice # 2: PhD Program

The PhD Program at IFHE is one of the flagship programs of the University. The PhD program is offered in the disciplines of Management, Economics, Science & Technology and Law. The PhD Program is designed with profound attention being given towards course content, pedagogy and research methodology. The intensity of the program demands energy and enthusiasm from the research scholar who is in the pursuit of obtaining a greater insight into the chosen topic and willingness to master all the essential components of academic research.

1) Admission Criteria and Modalities

Eligibility

Candidates seeking admission to the PhD Programs should possess:

A regular, full time Master's degree or a professional degree (declared equivalent to the master's degree by the corresponding regulatory body), with at least 55% marks in aggregate or an equivalent grade in a point scale (wherever grading system is followed) or qualified in the UGC-NET/JRF/CSIR-NET/SLET/GATE examination or a regular, full time M.Phil degree from any recognized University or one year executive PG degree with relevant industry experience (at least 3 years) or one year professional PG degree in Law or a professional qualification like CFA/CA/ICWA/CS with 55% and above marks for pursuing PhD in Management.

Candidates possessing master's degree in allied areas should complete the pre-requisite courses as prescribed by the University.

Modalities

- PhD Entrance Test is conducted by all the Faculties of the University.
- M.Phil degree holders, UGC-NET/JRF/CSIR-NET/SLET/GATE qualified candidates are exempted from the entrance test.
- In case of management discipline, Candidates with GMAT score of 500 & above or CAT percentile of 60 & above or IBSAT qualified are exempted from the entrance test.

- Final selection process consists of three steps which include research aptitude test, micro presentation and personal interview.

2) PhD Program Structure

The PhD program has four phases viz., coursework, qualifying examination, preparation of research proposal and thesis work followed by submission and defence of the thesis. The performance of the students at each stage is continuously evaluated throughout the eight semesters of the four year program.

a) Coursework: Pre-PhD Courses:

Candidates joining the Doctoral program with a post-graduation in disciplines other than management are required to attend 16 courses of MBA program being offered during Semester-1 and Semester-2 as well as a course on Business Strategy as a pre-requisite to proceed to the coursework phase. Candidates are required to secure a CGPA of at least 7.5/10 along with grades as prescribed by the University. Finally, the candidates are required to go through a 12 weeks' summer internship program (SIP) in order to be successfully promoted to the PhD coursework phase.

b) PhD Course work:

The objective of the coursework is to impart scholarship and equip the students with the contemporary developments in the discipline, including the tools of research. The course work paves the way to develop the Doctoral Thesis work of the students.

In the first year, the students undertake eight courses of four credits each spread across two semesters comprising of two courses in Research Methods, one course in Advanced Strategic Management and 5 Doctoral Seminar courses which are conducted in the chosen disciplines.

The student is expected to maintain a minimum CGPA of 7.5/10.0 at the end of every semester. If the CGPA falls below 7.5/10, the student may be required to improve the performance. If a student gets a grade lower than 'C' in any of the course(s), he/she would be required to repeat the course and improve the grade.

c) Summer Research Project:

At the end of Semester II, students are required to undertake a Research Project of about three months in their chosen discipline, applying the techniques learned in the courses on Research Methods. This component is monitored and graded by a mentor at the end of the project.

d) PhD Qualifying Examination:

Students who successfully complete the coursework and the Summer Research Project have to undergo a PhD qualifying examination. This examination tests the student's knowledge in the coursework completed and his/her ability to apply the same in a research project. It consists of written examinations followed by a viva voce.

The qualifying examination is conducted by a committee of examiners appointed by the Vice-Chancellor. Based on the overall performance, the result of the qualifying examination is declared in terms of "Pass" or "Fail". The student may take a maximum of two attempts for clearing the qualifying examination. If a student fails to qualify in two attempts, he/she is discontinued from the program.

3) Formation of Doctoral Advisory Committee and Development of PhD Thesis Proposal

Upon successful completion of the PhD Qualifying examination, the Doctoral Advisory Committee (DAC) will be constituted. The role of the DAC is to guide the research scholar to determinedly focus on the exact area of research and help to formulate the thesis proposal, periodically review and assist in the progress of the research work and also to guide him/her to develop the study design and methodology of research. DAC comprises of one convener and two members.

By the beginning of the third academic year, the research scholars are required to defend their thesis proposals. The research scholars are required to give at least one PhD Proposal preparation seminar in every semester. Proposals cleared by the committee are then scheduled for the defence seminar, attended by the DAC, department faculty members, fellow PhD students and the Screening Committee. Appointment of

Supervisors would be done based on successful completion of the PhD Proposal Defence by the Screening Committee. The DAC exists until the Thesis Proposal is approved by the University. The DAC convener invariably becomes the supervisor; subject to approval by the Screening Committee.

4) Screening Committee for PhD Thesis Proposal:

This committee is appointed by the Vice Chancellor. Each discipline will have its own Proposal Screening Committee. This Committee reviews the thesis proposals submitted by the research scholars and approves the thesis topic of the scholar. A PhD thesis supervisor is appointed only after the student successfully defends his/her thesis proposal. The Screening Committee is bound to check the quality of the PhD Thesis Proposal of the research scholar. Specifically, it will focus on the clarity



of the objectives, thoroughness of the review of literature, proposed methodology and data analysis, and whether the thesis work makes a significant contribution to the existing body of knowledge.

5) PhD Thesis Submission and Viva voce

Upon successful defence of the thesis proposal, full time PhD students are required to give at least one PhD Thesis Progress Seminar in every semester until they submit the thesis for evaluation. The PhD student must publish at least one research paper in a refereed journal before submission of the thesis for adjudication, and produce evidence of the same in the form of acceptance letter and/or reprints. The PhD student must make two paper presentations in conferences/seminars before submission of the thesis for adjudication and produce evidences for the same.

Research scholars who have achieved “Excellent”, “Very Good” or “Good” grade in the thesis will be awarded PhD degree after approval of the results by the Academic Council.

6) Salient Features of the Program

a) Associateship

During the program, the students will be associated with senior faculty members who are engaged in teaching, research, consultancy, and institutional development. The objective of the association is to ensure that each student is thoroughly exposed to all the nuances of teaching, research, consultancy and institutional development.

b) Workshops

Workshops are conducted in various aspects of teaching and research such as soft skills, curriculum design and development, case pedagogy, case writing, management games, institutional development, consultancy and industry interface, teaching aids, student evaluation and feedback, etc.

c) Visiting Scholar Program

After the successful completion of the Ph.D. qualifying examination, that is, in the third year of the program, the students are eligible to spend a semester abroad under the Visiting Scholar Program



(VSP) on a self-supported basis. The main objective of the VSP is to expose the scholars to the teaching and research environment in an international context. Around 60 students have so far benefitted from the Visiting Scholar Program. The University has tied up with McCallum Graduate School of Business, Bentley University, Waltham, MA, USA, Martin J. Whitman School of Management, Syracuse University, Syracuse, New York, USA, Macquarie University, Sydney, Australia, The College of Business Administration, University of Toledo, Toledo, Ohio, USA, University of Memphis, Tennessee, USA, Spears School of Business, Oklahoma State University, USA, Flinders University, Australia, Bangor University, UK among others.

d) Progress Seminars

Research Scholars are expected to give at least one progress seminar every semester in their respective department until he/she submits the thesis. The seminar aims to test the students' knowledge of basic concepts and their ability to apply those concepts, additional knowledge to be acquired, ability to analyse a given problem or

situation, logical development of the subject and effective oral communication.

e) Performance Monitoring and Feedback

The performance of students post PhD qualifying examination is done on a quarterly basis. The DAC Conveners/PhD Supervisors are expected to submit a quarterly Progress Report on the performance of their students in the prescribed format. In case the progress of the PhD student is unsatisfactory, the DAC Convener/Supervisor has to record the reasons for the same and suggest corrective measures.

f) Research/Teaching Internship

After successfully defending their thesis proposals, full time PhD students are required to involve in teaching, research or related academic activities.

g) Fellowship / Stipend for Full-time PhD Program

Pre-PhD students admitted into the first year of the MBA program will be given a fellowship of INR 20,000 per month and free accommodation. All students admitted into the Full-time PhD program will be given a fellowship of INR 25,000 per month and free accommodation for the first year only. After passing the PhD qualifying examination, the students will be paid a fellowship of INR 35,000 till the student defends the thesis proposal. Stipend of INR 40,000 per month will be paid to the student, after successful defence of thesis proposal and up to the completion of four years of PhD Program or completion of PhD Thesis, whichever is earlier. A professional development grant of INR 20,000 per annum is also provided to the students for the four years, for attending conferences, workshops and seminars.

7) Part-time PhD Program in Management and Law

Part-time PhD in Management with specializations in Marketing, Finance, Operations and Human Resource Management are offered by the University for practising corporate executives and faculty members. Similarly part-time PhD in Law is also offered by the University. The Part-time PhD works in a similar manner as the

full-time program. The course work is completed over a period of two years and the candidate is expected to make eight visits to the campus for 9 days each in a quarter during the first two years. The process of the Qualifying Examination, Thesis Proposal and Thesis Defence are the same as the Full-time PhD Program.

8) Alumni of the Doctoral Program

The Doctoral Program is aimed to provide promising careers for those who are endowed with academic aptitude, inquisitive minds, and a passion for teaching, research and consultancy. Our alumni are working as faculty members in premier institutions in the country and abroad. An indicative list where our graduates are working is provided below:

- Indian Institute of Management - Ahmedabad, Calcutta, Kozhikode, Ranchi, Raipur
- Indian Institute of Technology - Kharagpur, Ropar
- Indian School of Business - Hyderabad
- Indian Institute of Foreign Trade - Delhi
- T A Pai Management Institute - Manipal
- IMT Ghaziabad - Hyderabad, Nagpur
- IMI - Delhi
- New Castle University -UK
- Purdue University - USA
- UWA Business School -Australia
- Nottingham University-China
- Cognizant Technology Solutions- Hyderabad

Best Practice # 3: Building Research Culture

The University is research driven and builds processes and systems that promote research in all its disciplines. Various innovative ways through which the University promotes and nurtures research culture are described below:

a. Weekly Departmental Seminars

The aim of this practice is to help develop research respective domains through the integration of multi-disciplinary ideas. It also helps in exploring new perspectives in a particular area. Each individual faculty member of the University is expected to present a seminar from their area of research periodically. This also acts as a platform for exchanging ideas, promoting collaborative research, thereby leading to potential journal publications or conference proceedings. The seminars are presented and attended both by the faculty and the doctoral students.

Each individual faculty member presenting a paper at a conference outside the University is expected to present the same in the weekly seminar and take the feedback and suggestions from the other faculty members to further improvise the presentation.

b. Conferences/Seminars/Workshops

Organizing Conferences/Seminars/Workshops

The University encourages faculty members to organize national and international conferences/seminars/workshops in various disciplines/schools, thus providing a platform for academia and practitioners to share knowledge, practices and to develop an agenda for future research. National conferences are conducted once a year and international conferences once in two years. There is a thrust on conducting the conferences/seminars/workshops in collaboration with reputed national and international universities/institutes.

The flagship conference of the University is the Doctoral Theses Conference organized by the Business School annually. So far eleven such conferences were held.

The outcomes of the conference include publication of research papers, book of proceedings, edited books, etc.

Attending conferences/Seminars/Workshops

In addition to organizing conferences, the faculty members are encouraged to attend national and international conferences/seminars/workshops organized by reputed national and international universities and institutes. The University provides financial assistance to the faculty members to participate in the conferences/seminars/workshops to cover the cost of registration, travel and stay. It is mandatory for the faculty members to present his/her paper in a departmental seminar prior to participation.

c. Incentives for Publications

Valuing the intellectual contribution is critical for attaining quality higher education, therefore the University has formulated a policy to incentivize quality publications. The incentives are applicable across all the disciplines. The policy on incentives for research publications has been designed to motivate the faculty towards writing high-quality publications. Categorization of journals is undertaken with the objective to set standards for quality of research output so as to offer quality-linked incentives for research.

S.No	Journal Category in ABDC Classification / Scopus List	SJR Range	Incentive
1	A*	≥ 2.0	₹ 1,00,000
2	A	1.0-1.999	₹ 75,000
3	B	0.5-0.999	₹ 60,000
4	C/Scopus	<0.5	₹ 50,000

For joint publications, the amount will be distributed as per the UGC norms.

Faculty members are also awarded reward points for quality research. These points are taken into account at the time of their appraisal as well as for funding their participation in international/national conferences.

d. Variable pay

The University has devised a variable pay component to compensate the faculty members. Based on the quality of publications and other academic contributions the faculty is awarded points. The rubrics for variable pay include 60 per cent weightage for research, 20 per cent weightage each for teaching and institution building. For each point earned, a fixed amount of money is paid during the appraisal period that is applicable for a period of one year.

e. Electronic Databases

To promote scholarship among the faculty members, research scholars and students, the University subscribes to high quality electronic databases such as EBSCO, ProQuest, Emerald, Manupatra, American Physical Society Journals, Springer E-Journals (Science & Technology), CMIE, IEEE, among many others.

f. Faculty Exchange

The University has embarked on internationalization and has signed collaboration agreements with many universities in the USA, Australia and other countries. As part of such collaborations, the faculty members are encouraged to teach in collaborating universities and faculty members are invited from collaborating universities.

g. Seed Money Projects

An amount of fifty lakh rupees has been earmarked for seed money to promote research across all the three faculties- The ICFAI Business School, Faculty of Science and Technology and Faculty of Law. The Research Committee allocates money based on the quality of research proposal of the faculty member. The seed money will help promote research in areas of societal relevance and other emerging areas of significance. Till date 21 projects amounting to ₹35.61 lakhs are being funded.



Best Practice# 4 The ICFAI Staff College

Established in 2014, the ICFAI Staff College drives the capacity building initiatives among the teaching and non-teaching staff. Although the Staff College primarily caters to the needs of IFHE, it also caters to the capacity building needs of the ICFAI Group institutions comprising of the eleven ICFAI Universities and the six ICFAI Business Schools located at Ahmedabad, Bengaluru, Gurugram, Mumbai, Kolkata and Pune.

The Staff College has been conducting orientation programs, refresher courses, seminars, workshops, guest lectures, etc. The programs are conceived with a focus on professionally enriching the faculty members, upgrading knowledge and enhancing teaching skills, developing inspiring teachers, quality researchers, institution builders and make them effective in their designated roles.

The goal of the Staff College is to build human capital through inspiring, knowledgeable and skilled teachers, researchers and practitioners who can provide quality higher education, insightful research, and socially useful application of knowledge to the students, the industry and the society.

Objectives of the ICFAI Staff College

- To impart training to teachers and evolve them into inspiring teachers.
- To induct the newly placed teachers by providing inputs on policies, practices and procedures of the university.
- To enhance the research capabilities of teachers and scholars by inculcating sound research methodology.
- To expose teachers to the information communication technologies (ICT) and make them effective in academic delivery.
- To train non-teaching staff to improve their efficiency and effectiveness.
- To nurture leadership capabilities of teachers and non-teachers to prepare them for future responsibilities.

In furtherance of these objectives, the Staff College undertakes the following activities/programs:

- Orientation programs and refresher courses for current teachers.

- Specially designed programs on innovative pedagogies for effective teaching.
- Training programs for the university administrators to enhance administrative skills, inter-personal skills, managerial skills, employee relationship management, statutory compliances, etc.
- Training programs on application oriented teaching-learning processes.
- Training programs on undertaking industrial consultancy works.
- Workshop on use of web-based interactive teaching models.
- Workshops on academic management.
- Workshops on case teaching.
- Workshops on case writing.
- Workshops on conducting successful management development programs.
- Workshops on preparation of project reports for funding.
- Workshops on research methodology and research skills.
- Workshops on teaching skills.
- Any other activity/programs which helps in the furtherance of these objectives.

Programs Conducted

The Staff College conducted a training program for supervisors of doctoral students to familiarise them with the research processes in the University and to increase the rigour.

The Staff College conducted a two-day national seminar on 'Enhancement of Quality in Higher Education' on February 27-28, 2018. The seminar was partly sponsored by NAAC, Bengaluru. The seminar was attended by 70 participants comprising of several Vice-chancellors, Deans, Professors and academic administrators.

The Staff College also conducted a three-day workshop on Open and Distance Learning from September 17-19, 2018 with resource persons from Staff Training and Research Institute of Distance Education (STRIDE), Indira Gandhi National Open University, Delhi. The program was attended by 31 faculty members.

Best Practice # 5: Participative Management

The University practices participative management by involving faculty members in various committees. These committees foster inter-departmental coordination and help in creating a climate of mutual trust and dependence while making decisions and resolving issues.

A. Strategic Management Committee

The committee is chaired by the Vice Chancellor. The members include the Registrar, the Directors of Schools, Deans, Controller of Examinations and heads of other strategic bodies of the University. The committee meets once in a fortnight to discuss matters of strategic importance for the smooth functioning and growth of the University. The Strategic Management Committee plays a crucial role in making recommendations to the Board of Management on strategic matters.

B. Curriculum Review Committee

Each department has a Curriculum Review Committee chaired by the Area Coordinator. The committee has senior executives from the industry as members, who bring in the perspective of industry requirements in designing the curriculum. The committee meets periodically to review and revise the curriculum and the courseware incorporating the current developments in the respective courses.

C. Research Committee

The Research Committee is chaired by the Vice Chancellor. The Research Coordinator and the distinguished professors of the Schools are the members of this committee. The committee reviews the quality of the research output and the papers published. The committee also appraises and approves seed money projects. Any issues or grievances related to research are also referred to this committee.

D. Examination Committee

Chaired by the Controller of Examinations, the committee has the Area Coordinators as its members. The focus areas of the committee are- setting question papers on time; conduction of

exams as scheduled; timely evaluation of answer booklets; uploading of marks; and declaration of results. Question paper review committee is a sub-committee of the examination committee which engages faculty members for review of question papers to maintain quality standards.

E. Faculty Counselling Committee

The Director of respective schools chair this committee. The Departmental Heads or Area Coordinators are the members of the committee. Issues related to faculty performance and behavior are resolved by this committee.

F. Library Committee

The Library Committee is chaired by the Vice Chancellor. The Librarian, Dean Academics, Directors of the Schools are members of the committee. Subscription to various journals, electronic databases, purchase of books and other reference materials are within the scope of this committee.



Best Practice # 6: TRICK Approach to Faculty Excellence

The faculty members have multiple roles and responsibilities. The faculty plays a very important role in building the institution. Faculty members contribute to various facets of the university such as Teaching; Research; Institution building; Community development; and Knowledge sharing (TRICK) which are described below:

1. **Teaching:** Faculty members contribute to the teaching-learning processes in the best possible way. Faculty members continuously innovate teaching methods for effective learning. Teaching contributes to the intellectual development and knowledge capital of students and helps them to advance in their chosen profession. The effectiveness of teaching is assessed by a formal feedback system.
2. **Research:** Faculty members are involved in cutting edge research in various disciplines, thus contributing to the body of knowledge and practice. This is manifested by the publication of research papers and case studies in prestigious journals indexed/ ranked in SCOPUS, Web of Science, Australian Business Deans Council (ABDC), etc. The intensive engagement of faculty in research deepens the knowledge base and generates opportunities for collaboration & consultancy. The research outcomes earn reputation for the university.
3. **Institutional Building:** Faculty members contribute to institutional development activities such as organizing conferences, seminars, mentoring student clubs, generating internships, placing students, etc. Other activities include collaborations with industry and faculty members from other reputed organizations/institutions that also forms part of institutional building activity. Faculty members who contribute effectively to institution building are duly recognized and rewarded.
4. **Community Development:** The research and corresponding practices help the community and society at large. In addition, the faculty members also involve themselves in community activities in the campus surroundings.

5. **Knowledge Sharing:** The University has a congenial environment that supports mentoring and reverse mentoring among the faculty members. The weekly research seminars is one such mechanism that facilitates sharing of research ideas. The University encourages a sense of collegiality amongst members of the academic community and strengthens social bonds.



Best Practice # 7: Centres of Excellence

In its quest for quality, the University has identified certain areas where expertise is available among the faculty members and encourages setting up of centres of excellence for developing research and practice. The University has four centres of excellence, namely- Centre for Innovation & Entrepreneurship, Centre for Cyber Law, Centre for Environmental Law and Centre for Women Development. Each of these centers is headed by a senior faculty member engaged in research in the respective area.

1. Centre for Innovation & Entrepreneurship

The Center for Innovation & Entrepreneurship Development (CIED) was set up in September 2014, with an objective of promoting innovation and entrepreneurship among faculty members and students. They are encouraged to come up with new ideas for incubation between innovation for setting up enterprises. The Centre promotes the entrepreneurial culture by undertaking various activities such as Guest lectures, seminars, workshops, Hackathon competition etc by successful entrepreneurs; conducting E-week; collaborating with organizations involved in entrepreneurship development, etc. The student club Maçon and CIED work together. During September 2018, CIED celebrated an exclusive Women Entrepreneur Day.

Some of the programs where students have participated in relation to innovation and entrepreneurship include INCUBE Program, Memoria, Business Canvas Model, Ideation Workshop, etc. Some of the startup initiatives by the students are listed below:

Start-Up	Nature of Business
Fix-O-Phone	Mobile Repairing
Flywoosh	Online Travel Portal
CardKart	Creative Designing / PaperCraft
Cab Buddies	Cab Sharing
6 Pointer	Accessories
Eu Clean	Dry Cleaning Services
IBS Tshirts	T-Shirt Designing
The Prismatic Window	Graphic Designing and Branding
bBay Connect Team	Online process tracking interface (B to B)
Freaks	Clothing

Courses and Electives in Entrepreneurship:

In order to encourage students to pursue their entrepreneurial passion, the following courses were introduced in the year 2016-17:

- “Entrepreneurship Development” as an elective course in Semester IV of MBA Program
- “Introduction to Entrepreneurship and Family Business” as a compulsory course in Semester III of BBA Program
- “Entrepreneurship in Action: Customer Development” as an elective course in Semester VI of BBA Program

Events Organized

- “Role of women in entrepreneurship and development” was organized on 8th March 2017 in which 50 Women from the surrounding villages participated.

- Dr. Nikhil Chandwani, a young entrepreneur, TEDx speaker & Global Indian of the year, addressed the students on July 25, 2017.
- Maçon held the Start-up Meet on 1st August, 2017, where distinguished industry experts shared insightful ideas and thoughts about the dynamics of startup culture in the country.
- Three entrepreneurs from T-Hub namely, Mr. Vamsi Krishna, Mr. Praveen Dorna and Mr. Surjeet Reddy interacted with the students on 1st September, 2017.

E-Cell Network:

Maçon, under the guidance of CIED has taken the lead to form a network of entrepreneurship cells across the country which include the E-cells of IMT-Hyderabad, NMIMS-Hyderabad, NIT-Trichy, IBS-Pune and IIT-Kharagpur. A student of IFHE Hyderabad is the Secretary General of this network of E-cells.

Incubation Center

INCUBE is a flagship program aimed at encouraging, mentoring and supporting students with basic business ideas and facilitating funding & market support. The center is housed in the Campus and six computers have been installed for this purpose.

2. Centre for Cyber Law

The Center was established in November 2014. The purpose of the centre is to study problems and issues that are emerging due to the growth of information technology and to promote research in this area. The centre is

supported by three faculty members along with a group of students interested in this area of research. The following events were conducted:

Seminars and Workshops Organized

- A training program was conducted for the Army Officers, from 19th to 31st January, 2015. The Session on “Legal Implications of Cyber Laws with Special Emphasis on Cyber Security Issue”, was well appreciated.
- On March 14, 2015 the centre organized a one day refresher course for Advocates of High Courts of Judicature for the State of Telangana and Andhra Pradesh on “Legal Dynamics: A Revisit”.
- On 29th August 2015 the Centre organized a One day Seminar on “Digital India: Cyber Law Dynamics”.
- On 23rd November 2016 the centre along with the Faculty of Science & Technology organized a one day Workshop on “Cyber Security: Techno-legal Issues”. Training programs were Organized.

Recently the Centre initiated negotiations with Telangana State Forensic Lab, Hyderabad for sharing of knowledge.

The faculty members are encouraged to secure consultancy projects in the areas of cyber laws, cyber security and cyber-crimes.

3. Centre for Environmental Law

The Center for Environmental Law was established in November 2014 with the objective of pursuing research and consultancy in the areas concerning environment. Faculty members and

students passionate about pursuing research in this area are encouraged to participate in the centre’s activities.

Seminars and Training Programs Organized

- On February 5 & 6, 2011 a two-day National seminar on ‘Solid Waste Management: Legal Facies’ was organized.
- Training Programs Organized
- A training program for 28 Indian Forest Officers was organized from July 23 to 27, 2018, in association with the Ministry of Environment, Forest and Climate Change, Government of India.

Green Ambassadors Inspiring All, the student Environment club is engaged in promoting Environmental awareness and environment friendly practices not only in the campus but also in the neighborhood villages. The activities that were undertaken were on saving water and electricity, waste management, cleanliness, air pollution, etc.

4. Centre for Women Development

The centre for Women Development was established on 22 January 2014, which aims to take a proactive role towards empowering demands on women both at home and workplace. The centre addresses issues confronted by women and makes a positive contribution for their welfare and wellbeing. The centre conducts several activities to further its goal such as organizing guest lectures, Women leadership conclaves,



interactive sessions with eminent Women Leaders, celebrating International Women’s day, conducting programs on health and nutrition awareness, workshops on gender sensitization, etc.

The centre promotes and undertakes research on women related issues, undertakes research projects with the involvement of both the faculty and students and encourages publications.

Activities

- The centre organized a five day workshop on “Gender sensitization in Management Training” from March 30 to April 3, 2015.
- The centre collaborated with Confederation of Indian Industries and the Indian Women Network in jointly organizing a Women’s Leadership Conclave on 17 March, 2017. The objective of the conclave was to enable women to see things from an empowering new vantage point, help them grow in careers by enhancing physical, emotional, social and financial securities.

Best Practice # 8: Awards and Recognitions

a) Awards

The faculty members are encouraged for performance excellence through various awards and recognitions as detailed below.

- N. J. Yasaswy-Apollo Hospitals Best Teacher Award for overall excellence in teaching, research, industry interface and institution development. The award is presented during the convocation ceremony. The award is given to the best teacher in the University and carries a citation & cash prize of INR 100,000.
- IBS Alumni Federation Best Teacher Overall is given by the Alumni Association annually on September 5th, the Teachers' Day. The award is given to a faculty for overall excellence in teaching, research, and industry interface. The award carries a citation and a cash prize of INR 100,000.
- IBS Alumni Federation Best Teacher Institution Building is given by the Alumni Association annually on September 5th, the Teachers' Day. The award is given to a faculty for excellence in institution building. The award carries a citation and a cash prize of INR 30,000.

b) Monitoring Faculty Performance:

Faculty members submit an annual action plan to their respective Area Coordinators/ Heads of Department comprising the courses they plan to handle, conferences they plan to participate in, research publications in pipeline, research projects they wish to undertake, departmental seminars, conferences the faculty wishes to organize and any other self-development initiatives for the ensuing academic year. They can also enlist the institution building activities they wish to contribute in their plan.

Once the plan is discussed with the Area Coordinator/ Head of the Department and the concerned Director, it is documented and reviewed quarterly. This process enables faculty members to remain focused and excel in their professional pursuits.



Student-centric Best Practices

Best Practice # 9: Summer Internship Program

The Summer Internship Program (SIP) is an important training component of a student in IFHE. It provides the student a unique opportunity to get exposure to real life corporate environment and bridges the gap between classroom theoretical learning and practice. During the SIP, students undergo training at a chosen organization. Usually internships are offered during the intervening period of two consecutive academic years.

The internship, which would be a simulation of real work environment, requires the students to undergo the rigor of professional environment both in form and substance. It exposes them to technical skills, and helps them to acquire corporate skills by drawing them into contact with real professionals.

1. Internship Process

Internship Program is a vehicle for introducing students to real-life situations, which cannot be simulated in the classroom. Therefore, internship assignments must necessarily be those of direct interest to the host organization. Students are encouraged to take up time bound multi-disciplinary and goal-oriented assignments involving team work. Solutions to various problems confronted in the assignment might be open-ended, involving an element of analytical thinking, processing and decision-making in the face of insufficient data parameters and uncertain situations. Students are advised to read the contents of the handbook carefully prior to the commencement of internship.

Every student will be assigned a Faculty Guide at the beginning of the Internship Program. The role of the Faculty Guide is to enable the student to undertake a meaningful project, provide necessary academic guidance, and to facilitate evaluation, with aid of the company executives. The Faculty Guide would be involved at all stages of the Internship Program, beginning from 'definition of the work content' to Internship Program completion.

Every student works under the counsel of a Company Guide, who supervises and evaluates the performance of the student at every

stage of the Internship Program and gives feedback to the Faculty Guide. It is the responsibility of the students to utilize the knowledge and experience of the Company Guide to complete the Internship Program.

Students need to interact with the Faculty Guide and Company Guide regularly to update them about the progress and seek guidance. During these interactions, the student would be informed about his/her performance, progress in the Program, his/her strengths and weaknesses, as observed through various evaluation components and also ways for improvement. During the internship, students are assessed for their intellectual ability, personality, common-sense, professional judgment, responsibility and punctuality, team work, leadership qualities, ability to take initiative, problem-solving and decision-making skills, capability to meet deadlines, oral and written communication, etc.

The faculty members of the University have vast experience in conducting internship programs for the past several years in all the disciplines viz., business management, science and technology, and law.

2. Duration of Internship

Students of business management undergo the internship program for a period of 12 weeks during summer at the end of the first year. It carries a weightage of 12 credits.

Students of Science and Technology undertake two Internship Programs during their four years of study at a professional location lasting 30 weeks. Internship Program-I is of two months duration and is implemented during the summer at the end of Year II and carries a weightage of 5 credits. Internship Program-II is of five and a half months duration and is implemented during either of the two semesters of the final year, which also includes a part of the summer term and carries a weightage of 20 credits.

Students of the law program undergo rigorous internship for a period of six weeks at the end of each academic year during the

five years law program under the guidance of senior advocates, law firms, companies, NGOs, etc.

Discipline and Conduct during Internship Program

The University expects the students to maintain high standards of professional and social conduct during internship and act as ambassadors of the institution. Unprofessional behavior, misconduct, indiscipline, irregularity at work and unsatisfactory performance are viewed very seriously and disciplinary action taken by the concerned authority.

100% attendance is compulsory during the Internship Program. However, if for any genuine reason a student is unable to report to the allotted organization on any day, he/she should obtain a formal permission for leave of absence as per the rules and regulations of the organization. Permission should also be taken from the faculty in-charge of the Internship Program.

3. Evaluation of Internship Program

The evaluation process of the internship program is designed with great care. Various components of evaluation are described below:

Proposal

It is the first report submitted by a student and includes information on the organization as well as the description of the project being pursued and the timelines for various milestones during the course of the project.

Interim Report

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

Project Report

It is a written presentation of the work done by the students during internship. The project report is assessed on -

- Knowledge and comprehension of the problem.
- Ability to analyze and comprehend the subject and aim of the study.

- Logical sequencing, organization and handling of the data in the problem.
- Findings, observations and concluding remarks in terms of the objectives set earlier and the future scope of the project.
- Organization of the report.
- Seminar/Viva-Voce
- The evaluation of seminar on the work done by the students includes the following dimensions:
- Knowledge of basic concepts and physical principles and the ability to apply them.
- Additional knowledge acquired.
- Analytical abilities, logical development of the subject and finding solutions.
- Oral communication.
- Self-reliance, team work & initiative.

Diary

A student is expected to maintain a diary to document that enables him/ her to develop his/her own thought process and reasoning abilities. The faculty guide checks the diary periodically.

Outcomes of Internship Program

Students are encouraged to publish their internship work, subject to the consent of the organization, in the form of articles and case analysis.

In companies having the practice of Pre-placement Model, i.e., hiring students from pre-final year as interns and giving them pre-placement offers, students earn their employment through semester-long internship. This practice is in vogue among companies employing software developers and data analysts.

The interaction of faculty guides with company guides, discussion of practical problems in organizations, providing solutions to the problem by the faculty guides due to their expertise in a chosen field sometimes culminate into consultancy projects.

Best Practice # 10: Syndicated Learning Program

The University believes in developing students as competent resources that will help them add value and transform the organizations in their professional practice. With this objective in mind, the university has embarked on a special focus that goes beyond regular theoretical and conceptual inputs.

The Syndicated Learning Program (SLP) was initiated in the year 2014 with a view to enhance the knowledge about current business practices, impart critical thinking skills required by the organizations, create awareness about opportunities in industry/organizations and prepare students for roles in industry/organizations. This practice is well developed and implemented in the business school.

The SLP sessions are spread across semester I, semester II and semester III, with specific objectives for each semester. The program is compulsory for all students.

Given below are details of activities conducted in each of the semesters with the desired outcomes.

Semester I (Total – 33 sessions)

The focus in semester I is to initiate students to

- Important aspects of Business History - 11 sessions
- Fundamentals of Accounting – 11 sessions
- Fundamentals of Quantitative Methods – 6 sessions
- Fundamentals of Microsoft Excel package – 5 sessions

Semester II (Total – 33 sessions)

The focus in semester II is to help students expand their knowledge horizons through -

- General knowledge, Current affairs and Book reviews - 15 sessions
- Understanding the dynamics of Summer Internship Program (SIP), opportunities available, exploring avenues for internships – 6 sessions

- Understanding Career Choices and Elective courses to be taken in year 2 of the MBA program - 5 sessions
- Advanced Excel, Basics of SAS and SPSS – 7 sessions

Semester III (Total – 33 sessions)

In semester III, SLP is designed to help the students to be 'Placement Ready.'

- SIP Report Presentation - 10 sessions
- Personality profiling exercise to understand individual strengths and weaknesses - 2 sessions
- Workshop on Resume writing, written and oral communication skills- 6 sessions
- Two tests – First test online and second test offline with a gap of one-month are conducted to test students' knowledge of fundamentals and applications - 4 sessions
- Two sessions from the Placement Team, wherein students get the benefit of understanding the Placement scenario and industry expectations – 2 sessions
- Mock GD and Personal Interviews - 4 sessions
- Five debriefing sessions (on the tests, GD and PI) – 5 sessions



Best Practice # 11: Placements

The University is focused on training the students to be industry ready by the time the academic program is completed. To achieve this the University takes several initiatives to assist students for their employment and career development.

The objective is to empower students to define, attain and manage their career goals by providing proactive and responsive programs, services and guidance based on the demands of a diverse marketplace as well as students' individual aspirations. The students are prepared for long-term career management as well as the short term goal of finding suitable employment opportunities

The University partners with employers in achieving their recruitment goals by providing access to our students and alumni in an efficient, transparent and professional manner that ensures that all students are given equal opportunities to present and market themselves.

- **Relationship with Corporates**

The placement department of the University spends a significant amount of time building relationships with current employers and developing new ones to ensure a diversity of job opportunities for students. This helps many organizations to participate in on-campus recruiting.

- **Campus Recruitments**

Many organizations choose to participate in on-campus recruiting. The placement season begins on October 1st and continues till all the students are placed successfully.

- **Career resources**

Students are encouraged to use the library resources and electronic databases for updating themselves on company related information and be placement ready.

- **Career Workshop**

Students are provided with self-assessment programs, soft skills workshops for developing resume writing, group discussion skills, interviewing skills, etc. to increase the scope of placement opportunities.

- **Mock Group Discussions and Personal Interviews**

Students go through a round of mock group discussions and personal interviews prior to the commencement of placements. Experts from industry and faculty members of the university assess the students on various parameters and provide them constructive feedback for further improvement. Students are strongly encouraged to participate in mock interviews so that they experience placement interviews with confidence.

- **Soft-Skills**

All students must participate in these classes, as they provide an opportunity to learn the skills that are required to succeed in one's career. These classes are a blend of theory and practical sessions. Courses have been built around a specific skill such as listening and team building. While skills training is still an important part of the process, the program helps them to understand what skills and competencies are most important on the job, how those competencies develop over time and how those competencies work together. More specifically, it aims to develop the kind of long-lasting behavioral changes that have an impact on their abilities. In addition the courses help them to develop and improve their competency level on an ongoing basis through constant coaching. Developing these skills takes work and practice just like any behavior modification effort.

Best Practice # 12: Student Activities

Co-curricular and extra-curricular activities are very much part of the day-to-day life at the University. Such activities are steered by the students themselves under the guidance of faculty mentors. Student committees, clubs, and societies are formed in the areas of study as well as those related to sports, socio-cultural events and the arts.

a. Student Clubs and Committees

- **Admire & Maverick** are the clubs for students with a focus on marketing and strategy.
- **Money Matters** is for students interested in Finance with its focus on money and banking.
- **FinStreet** is a club focused on the financial markets. Vridhhi Research, a division of FinStreet, is a completely student-run cell whose focus is entirely on learning stock market operations and trading.
- **Eco-Bizz** is a club which focuses on public policy, the economy and the business environment.
- **Convergence** is a club for students interested in Human Resources Management.
- **Kaizen** caters to the interests of the students in the Operations Management.
- **DOT club** organizes events and activities related to technology in general and IT in particular. In addition, they give in-depth training to students interested in SAP, SPSS, SAS, Microsoft Excel and other softwares.
- **Analytics** club focuses on trends of analytics in the industry and constantly shares information with the students. The club works closely with companies like Genpact.
- **Speak-Up** is a club that organizes debates and public speaking competitions and focuses exclusively on personality development and soft skills.
- **Aaina** is a club which encourages students to reflect on empowerment issues of women and children through creative writing and art, social service, educational & medical camps, etc.
- **Gray Matters** is the club which participates and competes in general and business quiz competitions inside and outside the campus.
- **Xpressionz** is the name of the theater society that engages in plays with powerful socio-economic themes and has won competitions inside and outside the university.
- **Nazaria** is the photography club that is actively involved in supporting most of the events organized at the campus and have extended their services to organizations outside the university as well.
- **Infinity Studios** is a film-making club that not only presents critically acclaimed movies on a weekly basis, but also conducts film festivals which are based on movie themes.
- **Samavesh** is the cultural club that takes the lead in celebrating all festivals, national holidays and upholds the multi-cultural spirit of the campus. It has a tie-up with the Society for Promotion of Indian Classical Music and Culture among Youth (SPIC-MACAY).
- **Moving Mannequins** is the fashion society which is involved in grooming the students for professional or corporate life.
- **VAPS** is a sports club that organizes several sports events around the year, most prominent among them being AAVEG, the National B-School sports meet.
- **IBS Blues** is involved in organizing sports events related to swimming, other water sports and a national level triathlon meet.
- **Prakriti** organizes environment related events like trekking, bird watching, rock climbing, rappelling and also sensitizes the students in campus on environmental issues.
- **The Prayaas Club** plays the interesting role of coordinating the participation of students in various external events and fests across the country.
- **Newswire** focuses on the news media and plays the dual role of keeping the campus informed about important events outside, especially in the field of business and finance.
- **Mess Committee** is the official student body responsible for checking and ensuring the hygiene of food preparation and distribution in the mess. It relentlessly works in ensuring that there is no wastage of food.
- **IBS Messengers** is a student body which works continuously in informing the students about all activities on campus and also acts as a smooth communication channel between academic, admin-department and students.
- **Aashayein Foundation** have been active in the field of charity and social service. They have arranged blood-donation camps, free dental check-ups and other such activities. Several clubs support the work of Aashayein Foundation.
- **Sankalp** is a club that promotes social and business leadership and works towards nation

building. Sankalp also takes social initiatives, organizes blood donation camps, conducts eye camps and other health camps.

- **Alternative Dispute Resolution (ADR) Club** of Faculty of Law helps in settling disputes outside the four walls of the court. It provides a forum to the students to develop the skills associated with it like; arbitration, negotiation, mediation and client counselling.
- **Legal Aid Club** by the Faculty of Law provides legal awareness through the camps that are conducted periodically in cooperation with the State Legal Services Authority. It is done especially with regard to the efficacy of provisions of various legislations, explaining to the people the importance of their rights and duties besides suggesting remedies in case of violation of their rights.

Literary and Student Magazine Club

This club primarily cultivates reading habits by providing materials from various genre/discipline, but not limited to it. In addition, photographs, paintings, story writing, handicrafts, movies, documentaries, fashion, blogs and other mediums of expression are considered, that can exhibit as well as involve the students in the creative discourse.

Meraki organizes numerous cultural activities with an ambition of not only exploring latent talents among the students but also encourage student's interest, participation, and responsibility. The club provides inspiration and opportunity to students to work on individual and group activities.

Career Guidance Cell

The Career Guidance Cell is primarily intended to assist the students comprehensively in their career planning by providing the required information that helps to lead to their aspirations, goals and occupational choices of the 21st Century.

b. Student Fests

The biggest event is the national inter-business school management and cultural festival, Trishna, which is organized every year in January. The three day long management fest includes various major, minor and fun events that test managerial, leadership, team-building and entrepreneurial skills of students. Aaveg the sports meet, is held during December, where several participants from across the country compete for glory in ten different events viz, Badminton, Basket Ball, Counter Strike, Football, Squash, Swimming, Table Tennis, Tennis, Throwball and Volleyball. Swachhata Pakhwada – 'Swachhata Pakhwada' the fortnight long initiative under Swachh Bharat Abhiyan, saw the students of IFHE undertake various activities like - Clean Campus Day, Clean Mess Day, Green Campus Day, Clean Hostel Day and Clean Surrounding Day.

c. Societies

Moot Court Society

The Moot Court Society, is a student body comprising of students of all batches of BA.-LLB (Hons.) and BBA.-LLB (Hons.) under the supervision of faculty coordinators. Moot Court Competitions provide the law students a forum to practice the skills of advocacy during



their student life at the law school. During the competition, students will be given a situation and the arguments will be judged by legal professionals from the bar and bench and also by academicians. The students can participate as a team consisting of two speakers and a researcher.

Vox – Populi: Debate Society

Debate society, is a student body comprising students of all batches of BA-LLB (Hons.) and BBA-LLB (Hons.) and supervised by a faculty coordinator. The society encourages students to practice various formats of Debating like Asian Parliamentary Debate, British Parliamentary Debate, Public Forum Debate, Lincoln-Douglas Debate, Legislative Debate etc. The Debate society also organizes Asian Parliamentary Debate Competition annually which addresses global as well as domestic issues that gives young minds a golden opportunity to voice their opinion.

Debate Society aims to foster among students the art of analyzing, criticizing and philosophizing concepts that concern all of us, be it social, political, or legal. It is one of the fundamental skills that must be possessed by the Students especially Law. It prepares and guides students so as to bring them at par with the National Debaters.

Best Practice # 13: Academic Counseling Committee

Students who do not meet the minimum academic requirements come under the purview of the Academic Counseling Committee (ACC). The ACC is chaired by the head of the department / Area Coordinator and has members from different subjects based on the needs of the students.

The ACC reviews the performance of the students and counsels a specific path to redress/rectify his or her weaknesses in overcoming the academic challenges. The ACC also guides the students in selecting courses for the semester, in particular, elective courses and constantly monitors his/her performance and progress.



Best Practice # 14: Mentor-Mentee Program

A mentor is an individual with expertise in developing the career of a mentee. A mentor often has two primary functions to perform. The career-related function, in which, the mentor acts as a coach, provides advice to enhance the mentee's professional performance and development. The non-career functions for the mentor include nurturing the mentee for overall development.

Each student is allocated to a faculty member who not only focuses on the student's education and career goals but also nurtures his/her overall development. Mentorship enables students to (a) stay focused on acquiring knowledge and skills, (b) develop confidence and ability to network and collaborate, (c) gain additional perspectives on their own discipline, specialization and personality, (d) find courage and confidence to deal with difficult situations and (e) improve awareness of the world around them, while staying grounded.



Best Practice # 15: Student-centric Committees

The University has several student-centric committees.

- **Facilities Committees**

The committees addresses the issues relating to facilities in the Hostel for students and in the academic area for faculty members.

- **Campus Ambience Committee**

The committee suggests and implements ideas to improve campus ambience and beautify the campus.

- **Student Disciplinary Committee**

The committee is responsible for enquiring into the allegations against indiscipline in the academic area and unfair practices in examinations.

- **Academic Grievance Redressal Committee**

The committee addresses issues related to any injustice and unfair practices carried out in the student evaluation processes in order to maintain equity.

- **Appellate Authority for student grievances**

Students who are not satisfied with the decisions of disciplinary committee can appeal to this authority seeking remedy.



Best Practice # 16: Scholarships, Awards and Recognition

Scholarships

The University offers merit scholarships in the form of tuition fee concessions for students based on their academic performance. The fee concession is granted for eligible students in each semester. For being eligible for merit scholarships, students should maintain a CGPA of above 8/10, should not have any backlogs and there should be no disciplinary cases pending against them. During the first semester, the merit scholarship is based on the aggregate marks in the qualifying exam for admission along with other conditions as prescribed by the University.

Awards

The University has constituted awards for meritorious students which are given during the convocation ceremony. These awards are given to the toppers in each program and in certain cases, in each subject area. Some of the awards are constituted by the parents of students who deceased during their studies at the University.

Concessions

The University takes a compassionate view and provides full fee waiver when a student loses his parent and if the parent is the sole breadwinner of the family. The fee waiver is given for the study period from the time the unfortunate event takes place till the completion of the program.

Similarly the University takes a compassionate view and refunds full fee paid by a student to his parents if the student dies while being a bonafide student in any program.





Best Practices in Open and Distance Learning

Best Practice # 17: Self Learning Material

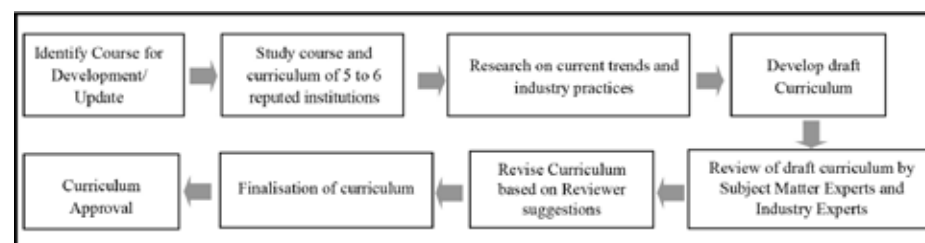
The University offers Open and Distance Learning (ODL) programs by offering quality education with the objectives of (a) contributing to improvement in gross enrolment ration (GER) of the country and (b) providing quality higher education to aspiring students who are unable to enroll in campus-based programs. The University has a team of well qualified and committed faculty and other resources for supporting and nurturing ODL programs. The University implemented various innovative practices in the ODL programs.



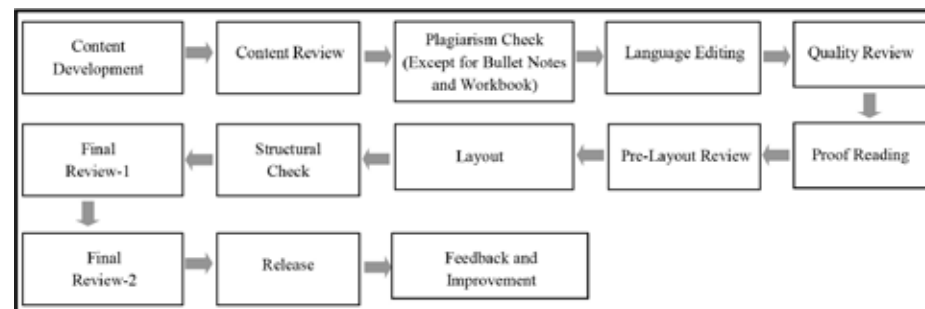
- **Quality Management System for Self Learning Material and Learning Aids**

A structured Quality Management System (QMS) is implemented in the development of the Self Learning Material (SLM) and Learning Aids (LA). The development of SLM and LA is highly process driven. The development of SLM and LA for every course undergoes rigorous review and approval. The Process Flow diagrams for ensuring quality curriculum and content development are depicted below:

Curriculum Development Process Flow:



Content Development Process Flow for SLMs and Learning Aids:



Students of ODL programs are encouraged to send their feedback on the SLM and LA through a dedicated e-mail.

Best Practice # 18: Differentiated Learning Tools

Students in the ODL programs have limitations on the time that they can spend on learning. Typically they are employed fully or partially, pursuing higher studies or have other social and family responsibilities. Hence availability of time is a great constraint to these students.

To facilitate effective learning for such students the University has developed four unique learning tools viz., Bullet Notes, Case Studies, Workbook and PEP Notes, which are described below:

- **Bullet Notes**

Learning is a multi-dimensional process. An overview of the chapter/topic at the beginning helps the learner to identify the most important aspects for suitable emphasis while studying the learning material. Similarly a summary of the chapter/topic at the end helps in critical appreciation and rounding off the course-ware thereby enabling better recall at a later date.

To obtain the above mentioned objectives, the University has introduced Bullet Notes for each course offered in the ODL. The Bullet Notes glean out the key learning points and focus on the 'must know' aspects of every unit. Their visual appeal enables the student to focus and familiarize with the unit before the detailed contents are presented in the SLM. They also allow the learner to browse later either to review after the course is over, before an examination or during preparation for a job placement.

In a discussion, the Bullet Notes also provides an opportunity to raise related questions, bring in related situations and enhance knowledge and understanding of the course.

The learning outcomes of Bullet Notes are:

- To aid in better retention of the important lessons offered by the course at the beginning and at the end.
- To anchor the learning offered in the SLM.
- To act as a ready reckoner before an examination or a work assignment.

- **Case Studies**

Learners in ODL programs are eager to apply theory into practice. They realize that application orientation enhances their learning that may lead to subsequent usage of management precepts and practices. Picking out the principle behind real world events is critical to this learning.

To fulfil this objective the University has introduced the Case Study methodology as a learning tool in ODL programs. A one page case is developed for learning a concept/topic from an illustration of a real world occurrence. The case illustrates a situation pertinent to an individual/a company/an industry or an economy in relation to a concept or issue covered in the curriculum. The illustration is specific to the point being discussed.

In a discussion, the case situation also provides an opportunity to raise related questions, bring in related situations and enhance knowledge and understanding of the subject.

The case depicts the knowledge which can be applied in the real world. These experiences can be distilled to clarify a core principle by the student. While there could be multiple principles, the illustration of each case helps in better understanding of the concept at a very fundamental level.

The learning outcomes of Case Studies are:

- To facilitate connecting the theoretical principles/concepts to real world situations.
- To improve assimilation and retention through application of knowledge.
- To gain perspectives of specific business situations.

- **Workbook**

Students pursuing ODL programs aspire for more application orientation and hence the course delivery requires not only delivery of cutting edge course curriculum, but also exposing them to industry practices. The application orientation, embedded in ODL programs offered by the University, enhances learning and subsequent usage of management concepts, precepts and practices that would benefit

professional advancement. Understanding the principle behind real world events is critical to this learning, as also identifying the alternatives/solutions using the principles. To attain these outcomes, the University has re-engineered an innovative Workbook that empowers the students in the 'do-how' of the various management concepts and theories.

The Workbook comprises of a set of questions that illustrate a real life context from contemporary corporate happenings and then pose a question for reflection. The narration of the question helps the learner to reinforce the concept and facilitates enhancement of his/her abilities in analyzing and interpreting the conceptual frameworks.

The examples depicting the names of existing persons or companies are taken from news clippings/published articles from various public domain websites or websites of respective companies. Since live examples reinforce the understanding of the students, the possible responses are connected to the concepts taught directly or indirectly. In many cases, the alternatives provided are choices in a work situation based on alternative approaches.

The Workbook, through a discussion, also provides an opportunity to raise related questions that enhances knowledge and understanding of the subject. These questions provoke the learner to start thinking from the application side and connect the knowledge to solve. Practitioners can connect better to real life situations thereby improving their learning experience. This form of assessment enhances the learning whereas the conventional form is more about assessment of learning.

The learning outcomes are:

- To develop analytical skills in similar or related situations through the examples given in the workbook which are linked to application of theoretical knowledge in the illustrated real-time situation.
- To improve assimilation and retention through application of knowledge.
- To develop critical thinking skills.
- To understand current happenings in relation to concepts.

- **Practice, Experience and Perspective Notes**

The Practice, Experience and Perspective (PEP) Notes is a collection of annotative notes on practices, experiences and perspectives from industry as appearing in articles from reputed sources such as Harvard Business Review, The Economist, McKinsey Quarterly, Accenture, Bain & Company etc.

- **Practice:** Organizations follow practices based on their past learning.
- **Experience:** Based on changing context, organizations face and create fresh experiences.
- **Perspective:** Organizations learn from experience and practice to gain fresh perspectives.

PEP notes connect these three dimensions of the real world to key concepts in the subject. Each note is brief – about one to two pages and is adapted from an article referred to in the note. The concept underlying the PEP note is highlighted in a box. The concept is also connected to the article through an introductory abstract as a box item at the beginning.

In a discussion, the research situation also provides an opportunity to raise related questions, bring in related situations and enhance knowledge and understanding of the subject.

The learning outcomes of PEP Notes are:

- To absorb and retain knowledge based on real world applications.
- To connect learners to theory through exposure to the current trends and practices with illustrations.
- To gain perspectives from leading sources.

The Case Studies, Workbook and PEP Notes may also be used for Assessment.

Other Best Practices

Best Practice # 19: Technology Initiatives

a. Learning Management System

The University has a robust technology backend that connects different stakeholders in effective management of learning processes among the students. The Student Information Management System (SIS) is so designed that it connects students, faculty, administration and parents. The faculty members monitor various aspects of academics such as internal evaluation component, end semester evaluation, internship details and assessment, student feedback and rating – course wise / semester wise, student mentoring, student attendance and course based resource links.

The students can view their attendance, marks, resource material including course handout by accessing the SIS through internet.

Parents also can view the performance of their wards on dimensions such as attendance, marks, etc.

The Faculty of Science & Technology has adopted Moodle Learning Management System which has the following features.

Project Scope:

The Learning Management System consists of the following modules

- Student Module
- Faculty Module
- Academic Module
- Registration Modules

Student Module:

The following functions are identified under student module

- View/update student personal data
- View the list of registered courses in the current semester (Academic year)
- View attendance and notices of respective courses
- View/Download course handouts and materials
- View FST announcements / Course announcements

- View the Marks of respective courses and Evaluation components
- Technical chat hours with the faculty members (After 7PM in the evening)
- Participate in Online quizzes and Assignments
- View/Down load Grade card of Current Semester (refer appendix I for grade card)
- Last examination day of current semester, the Student can download faculty Feedback form and submit the filled feedback form to director through the official mail of director (otherwise student will not view the Grade card) Refer appendix 2 for feedback form
- View the academic calendar (list of holidays, important events of FST, and registration dates of the current academic year)



- Withdraw the course (on or before 10 weeks of registration date)
- Student can update payment information (after paying semester fee)
- Student can update bus route information/Hostel information

Faculty Module:

The following functions are identified under Faculty module

- View/update Faculty profile
- View list of allotted courses
- View list of students registered under the course
- Create sessions and Marking attendance of students in the respective courses
- Post notices
- View/Upload marks (Only the Instructor In charge can upload the marks other faculties can only view the marks)
- Upload course handouts / Materials
- Create Quiz questions bank
- Upload assignments
- Schedule Quiz exams / Assignments
- View the academic calendar(list of holidays, important events of FST, and registration dates of the current academic year)
- Update the course calendar (Examination dates and other events related to course)
- Store and Access private files (Research papers, Question papers and Solution set etc...)
- Export the students attendance for reports
- Enter grade range after Histogram (only I/C can enter grade range) refer appendix 3
- Export the grade sheet, histogram and consolidated marks to examination department (refer Appendix 4)

Academic Module:

The following functions and reports are required for academic module

- View list of courses in the current semester
- View the faculty load and allotment details branch wise
- View/Upload academic calendar
- Upload invigilation (Test-I, Test-II, Test-III and Comprehensive exams) schedules
- Attendance Reports
- List of students less than 75% attendance course wise
- No of classes scheduled and No of classes completed course wise according to the handout
- Course wise report
- List of absentees (Component wise)
- No of students registered
- Course wise grading report
- How many got more than 1 E's
- How many fall less than average
- How many got valid grades
- ACC students list course wise & semester wise
- Grade summary report

b. MOOCs on SWAYAM

The flagship program of MHRD, SWAYAM which provides opportunity for online learning is adopted by the University in line with the directions of the UGC. The University is involved in promoting the use of courses available on SWAYAM and contributing courses for SWAYAM platform by developing courses through the involvement of faculty members. Over a period of time, the University aspires to offer twenty percent of the courses through SWAYAM. The faculty of Science and Technology actively uses courses available on NPTEL. The Faculty of Law is also aspiring to contribute courses in evolving areas of the disciplines for SWAYAM.

Best Practice # 20: Industry-Academia Interface

Industry-Academia Interface is an interactive and collaborative arrangement between academic institutions and business corporations for achieving pre-determined mutual goals and objectives. This bridges the gap between the current industry needs & expectations and academic aspirations. It is a mechanism used for enabling faculty members and students to engage in issues faced by the industry and find solutions together.

The University actively pursues and encourages industry connect through various initiatives:





a. Industry Conclaves:

The industry conclaves create an interface between industry and academia, that fosters interaction & transfer of knowledge; experience & technology; awareness regarding industry related issues and challenges; development of effective solutions through research and practice; identification of mentors who promote entrepreneurship and innovation; and more importantly internships and employment to students.

1. Business Conclave on Analytics on Jan 30, 2016 was held in collaboration with Genpact on Business Analytics where experts from the fields of Healthcare, Pharma, Supply Chain, Banking Services and Insurance analytics participated to deliberate on the topic 'Preparing Future Business Analytics Professionals'.
2. Business Conclave on Banking and Financial Services Analytics on May 6, 2016 on 'Preparing Analytics Professionals for Banking and Financial Services Industry' was held.
3. A one day Industry- Academia conclave on "What Industry-Academia conclave actually is?" was held on Nov. 21, 2015 which focused on industry expectation from engineering education and industry support modalities to the academia by the Faculty of Science and Technology.
4. Business Conclave on "Emerging Business Models – Opportunities & Challenges for HR on December 19, 2015, where critical aspects of business such as ethics and values of business, and business needs to engage with society were discussed.
5. A one day Industry- Academia Conclave was held on March 4, 2017 on the impact of industry-academia collaboration on quality of engineering education by the Faculty of Science and Technology.
6. A Law conclave on "Legal Education and Legal Profession – A Convergence" was held on November 4, 2017 where experts from various fields such as Legal practitioners, Judges, Members of the Bar Council of India, Solicitor Firms, Officials of Law Department, Vice-chancellors of National Law Schools and State Universities, and other stake holders participated.

b. Guest Lectures

The University conducts guest lectures by Eminent Persons and Distinguished Professors, such as Padma Awardees, members of Planning and Finance Commission, members of NITI Ayog, Governors and Deputy Governors of Reserve Bank of India, Former Chairmen of UGC, ICSSR Chairman, Supreme Court and High Court Judges and members of the Judiciary & Bar along with the CEOs and top leadership of reputed organizations in various disciplines. A partial list of distinguished visitors is presented below:



Distinguished Visitors

Padma Awardees

- | | |
|--|---|
| <ul style="list-style-type: none"> • Prof. C. R. Rao • Prof. C. Rangarajan • Mr. M. Narasimham • Dr. Y. V. Reddy • Dr. Pratap C. Reddy • Prof. T. N. Srinivasan • Dr. Narendra Jadhav • Dr. V. K. Saraswat • Dr. Ch. Hanumantha Rao • Dr. Abid Hussain | <ul style="list-style-type: none"> • Prof. Abhijit Sen • Dr. 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 |
|--|---|

International Visitors

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

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, and Professor (retd.), JNU, New Delhi.
- Dr. D. N. Reddy, Former Member UGC, and Chairman NBA Appellate Committee.
- Mr. Kiran Karnik, Former Member, UGC, Former Chairman NASSCOM.
- Prof. R. Radhakrishna, Chairman, CESS, Former Vice Chancellor, Andhra University, Former Member Secretary, ICSSR and Former Chairman, Madras Institute of Development Studies.
- Prof. K. L. Krishna, (PhD Chicago) Former Prof & Director, Delhi School of Economics, Former Chairman CESS Hyderabad, and currently Chairman, Madras Institute of Development Studies.

Corporate

- Prof. V. Raghunathan, Former Professor of Finance IIM-A and 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 and ASCI.
- Mr. B. K. Mishra, Senior Vice President, Tech Mahindra.
- Mr. Vellayan Subbiah, Managing Director, Tube Investments of India Limited, Murugappa Group

Public Policy

- Arvind Subramanian, Chief Economic Advisor, Government of India.
- Prof. Bibek Debroy, Trinity College, Cambridge, Member, NITI Aayog and Chairman, EAC-PM.
- Prof. Arvind Panagariya, Prof. at Columbia, 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 and 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.
- Prof. S Mahendra Dev, Director & Vice Chancellor, IGIDR, Mumbai and Vice Chairman of the Board of Trustees of International Food Policy Research Institute (IFPRI), Washington D.C., USA; President 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 and 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.

c. Industry Collaborations:

The University has collaborations with several organizations for conducting training for the students; MDPs; guest lectures with industry experts, etc. Partial list of companies is given below:

1. Microsoft
2. IBM

3. The Resource Alliance, UK
4. SAS
5. SAP UCC (University Competency Compliance) with Queensland University, Australia
6. SPSS
7. HDFC Bank Ltd.
8. ICICI Bank Ltd.
9. Genpact
10. Indira Gandhi Institute of Development and Research (IGIDR)
11. C-TARA (Indian Railways)
12. Mize Software Solutions Pvt Ltd, Hyderabad
13. Indian Econometric Society
14. Data wise Management Consultants Pvt Ltd, Hyderabad
15. National Commission for Protection of Child Rights

d. Consulting:

The Centre for Management Development (CMD) is engaged in consulting activities for the industry. As part of this, Management Development Programs (MDPs) as well as Faculty Development Programs (FDPs) are offered as either open programs for any organizations or in-company programs for specific organizations. The CMD has conducted several MDPs among which the major clients include Indian Railways, Ultratech Cement, Kesoram Cement, ITC, etc. These programs are in areas like finance,

project management, transportation management, CRM, business communication, soft skills and general management.

e. Industry Visits:

Students are exposed to industry/professional practices through visits to various organizations. The Faculty of Science and Technology regularly arranges industry visits to various companies for its students.

Students of Faculty of Law visit forensic lab in semester eight and interact with the head of the department of handwriting experts, DNA, Fingerprints and Analysis of Drugs & Poison and others.



Best Practice # 21 Alumni Connect

The University believes in maintaining strong relations with alumni and nurtures these relations through various initiatives and activities. Each of the disciplines has its own alumni association, which is vibrant and functional.

IBS Alumni Federation (IBSAF)

The business school has IBS Alumni Federation (IBSAF) with a very strong and diversified alumni base of 17,000 members who are currently pursuing fast track careers with top companies in India and abroad. Their success in the corporate arena is an eloquent testimony of their skills, abilities, hard work and also the quality and rigor of business education at the University. This extensive and fast-growing alumni network is one of the strengths of the Business School. The alumni are active and regularly associate with the alma mater. The Alumni Relations Cell (ARC) of the Business School conducts various activities for alumni engagement.

The alumni take part in an array of activities like admission process, guest lectures, panel discussions and mentorship programs to MBA students. They attend the Mock Group Discussions and Mock Personal Interviews and offer valuable feedback to final year MBA students. A panel of senior alumni are involved in evaluating the Summer Internship Reports and presentations of top performers. IBSAF presents a cash prize of ₹10,000/- and a Citation to 23 students every year. On the occasion of Teacher's Day, the IBSAF presents two awards to the faculty members viz., Best Teacher-Overall and Best Teacher-Institutional Development. Besides, the alumni also give valuable inputs on curriculum design and development.

The alumni evince keen interest in the three alumni meets organized every year- Nostalgia, Rendezvous and Summit. These three colourful events accord a healthy platform for a better interface between the alumni and the present batch of students. They share a wealth of experience and give suggestions with respect to career guidance.

Reflections from IBS alumni...

- "Icfai was the place I wanted to study because I wanted to pursue my career in Finance Thanks to Icfai for providing me that platform" Mr. Amit Kumar Upadhaya (Class of 2013), Project Manager Delivery, Infosys
- "Icfai provides opportunities for learning and career growth in the form of case studies. Even now I go through case studies. Case Studies help us to know how people have done, developed small organizations into big and even how organizations have failed" - Mr. Hemant Pardesi (Class of 2013), Technical Program Manager – Amazon Development Center
- "I applied the concepts of Finance from Icfai - what we learnt in the classroom into the real world and learnt a lot in return"- Mr. Shrikanth Kaluri (Class of 1998), Senior Project Manager- IBM
- "At Icfai we were well trained for the uncertainties of the world and that really helped in our career going forward" - Mr. Manu Sreenivasan (Class of 1997), Managing Director, Wektra Family Office

The Faculty of Science & Technology and Faculty of Law also have similar alumni associations and nurture relationships with the *alma mater*.







ICEFAI Foundation for Higher Education

(Deemed-to-be University under Section 3 of the UGC Act, 1956)

Campus

Dontanapally, Shankarapalli Road, Hyderabad-501203, Telangana State.

www.ifheindia.org