# Yearly Status Report - 2019-2020

| Part A |
|---|

| **Data of the Institution** |
|---|

| **1. Name of the Institution** | **THE ICFAI UNIVERSITY, DEHRADUN** |
|---|---|
| Name of the head of the Institution | **Prof.(Dr.) Muddu Vinay** |
| Designation | **Vice Chancellor** |
| Does the Institution function from own campus | **Yes** |
| Phone no/Alternate Phone no. | **01353003014** |
| Mobile no. | **9620017915** |
| Registered Email | **vc@iudehradun.edu.in** |
| Alternate Email | **mudduvo23@gmail.com** |
| Address | **Central Hopetown, Rajawala Road Selaqui, Dehradun Uttarakhand** |
| City/Town | **Dehradun** |
| State/UT | **Uttarakhand** |
| Pincode | **248011** |

## 2. Institutional Status

| | |
|---|---|
| University | **Private** |
| Type of Institution | **Co-education** |
| Location | **Rural** |
| Financial Status | **Self financed** |
| Name of the IQAC co-ordinator/Director | **Vidhu Nath Saxena** |
| Phone no/Alternate Phone no. | **01353003004** |
| Mobile no. | **9412348965** |
| Registered Email | **vn.saxena@iudehradun.edu.in** |
| Alternate Email | **iqac@iudehradun.edu.in** |

## 3. Website Address

| | |
|---|---|
| Web-link of the AQAR: (Previous Academic Year) | **https://www.iudehradun.edu.in/AQAR-AY-2019-2020** |

| | |
|---|---|
| **4. Whether Academic Calendar prepared during the year** | **Yes** |
| if yes,whether it is uploaded in the institutional website: Weblink : | https://www.iudehradun.edu.in/IUD-Academic-Calender-2020-21.pdf |

## 5. Accrediation Details

| Cycle | Grade | CGPA | Year of Accrediation | Validity | |
|---|---|---|---|---|---|
| | | | | Period From | Period To |
| **1** | **C** | **1.78** | **2020** | **08-Jan-2020** | **08-Jan-2025** |

| | |
|---|---|
| **6. Date of Establishment of IQAC** | **13-Oct-2016** |

## 7. Internal Quality Assurance System

| Quality initiatives by IQAC during the year for promoting quality culture | | |
|---|---|---|
| Item /Title of the quality initiative by IQAC | Date & Duration | Number of participants/ beneficiaries |
| **Right to Health** | **02-Jun-2020** | **213** |

| | 1 | |
|---|---|---|
| Talk on International Yoga Day | 26-Jun-2020 1 | 84 |
| Stability and Ability through Practice | 15-Jun-2020 7 | 123 |
| Webinar on Intellectual Property Rights | 08-Jun-2020 3 | 78 |
| Corona virus Crisis - Increase of Domestic Violence Cases During Lockdown | 02-Jun-2020 1 | 100 |
| Qualitative Research - Approaches and Methods | 05-Jun-2020 1 | 14 |
| Impact of IoT driven AI- Health care & Manufacturing | 31-May-2020 1 | 112 |
| Corporate Social Responsibility (An Insight): Global view | 21-May-2020 1 | 300 |
| ADR As A Way To Move Forward In Resolving Disputes: A Success | 27-May-2020 1 | 256 |
| [View File](#) | | |

**8. Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.**

| Institution/Department/Faculty | Scheme | Funding Agency | Year of award with duration | Amount |
|---|---|---|---|---|
| No Data Entered/Not Applicable!!! | | | | |
| No Files Uploaded !!! | | | | |

| **9. Whether composition of IQAC as per latest NAAC guidelines:** | **Yes** |
|---|---|
| Upload latest notification of formation of IQAC | [View File](#) |
| **10. Number of IQAC meetings held during the year :** | **7** |
| The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website | **Yes** |
| Upload the minutes of meeting and action taken report | [View File](#) |
| **11. Whether IQAC received funding from any of the funding agency to support its activities during the year?** | **No** |

**12. Significant contributions made by IQAC during the current year(maximum five bullets)**

- Established Artificial Intelligence and Machine learning lab with a ,3D printer.

- Webinars conducted Online, Performance evaluation of the faculty members, and feedback of conduct of online classes during the Covid19, pandemic.

- QS I?GAUGE ELEAD Certified Institutions. (ELearning Excellence for Academic Digitisation) Certificates of Excellence by QS I.GAUGE Indian College University Rating on July 17, 2020 to July 17, 2021.

- WURI the Worlds Universities with Real Impact Ranking 2020 under Industrial Application Ranking for Innovative Universities: World Universities with Real Impact.

- Establishment of Case Research Centre to undertake cases for Social, Industry and Corporate relevance. • A Strong Room established with infrastructure for confidential documents in examination Cell. • Allocation of seed money for research projects undertaken by faculty members. • A 7 Day Spiritual Workshop "Stability and Ability through Practice" conducted from 15 22 June 2020.

[View File](#)

**13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year**

| Plan of Action | Achivements/Outcomes |
| --- | --- |
| Administrative  A manpower auditing will be undertaken to identify under utilized academic and administrative staff. The IQAC cell will look into the existing manpower and need for new recruitments. | The Academic is been given over subject to them interdisciplinary noncore utilize them fully. Similarly the admin staff is performing multiple roles. |
| ? Centre of law | 4No,Centre for Environment Law ,Policy, Education and development(CELPED), Cyber Law Cell, Intellectual Property Rights Cell (IPR), Human Rights And Humanitarian Law |
| ? Facilitate visits by international scholars. | 7 No,Hon'ble Mr. Justice Micheal D.Wilson Supreme Court of Hawaii U.S.A , Barrister Rizwana Yusuf, Institute of Hazrat Mohammad Saw, Bangladesh, Leni Widi Mulyani, Former, Commissioner Ministry of Foreign Affairs, Hong Kong, Mr.Raghu Kuruthi,Vice President, OTSI Techynologies USA, Dr. Kumar Rahul Data Scientist II, Amazon |
| Ø  Periodic review of administration centrally to improve work online and | The database of students 2005 right from has been Library Automation |

| | |
|---|---|
| developing a database of Students, Teaching Non Teaching staff | Software • Entire library is managed by library automation software LIBSYS. • Daytoday book issue return and fine collection is maintained by LIBSYS software. • For library database OPAC software is deployed and library members may retrieve his or her library status from mobile or desktop any were in the campus. • The issue and return information is circulated to the students through email on regular basis. |
| ? Periodic review of administration centrally to improve work online and developing a database of Students, Teaching & Non - Teaching staff | B. Tech Data Science and Artificial intelligence, 2020. B. Tech Data Base Administration and Big Data, 2020. The IUD Research Cell has now been renamed as 'Centre for Intellectual Capital and Institutional Building' (CICIB). Dr. Tapan Kumar Mandal will be looking after the institutional building activities in addition to research publications and research projects |
| Ø Developing multiskilled manpower. | Faculties Staff have been allotted one subject other than their core field area and non teaching list attached. |
| Ø Recruitment procedure will be strengthened and all new applicants will be required to present a research seminar at the department/university level for more effective and objective judgment. A contractual appointment will be offered in the first place at the entry level and only after satisfactory performance a candidate will be inducted in permanent cadre. | The new faculties have been recruited give may conducted demo Classes each online during the Covid19 pandemic period. All of them have been initially appointed on a one year contract. |
| Ø Teaching and research in interdisciplinary areas will be promoted by introducing more interdisciplinary contents in the existing courses starting new courses establishing new centers and by encouraging interdisciplinary seminars/ conferences/ workshops as per the new National Education Policy | MCA BCA from 2022 Four Centres Developed: Centre for Environment Law ,Policy, Education and Development (CELPED), Cyber Law Cell, Intellectual Property Rights Cell (IPR), Human Rights And Humanitarian Law |
| A new budgetary approach will be adopted and financial matters would be managed by professionals. Steps will be taken for facile management of grants received by the faculty for their project work. | A Chartered Accounted has been appointed addition and studing the current finacial procedures and looks maintained and adopt lasted Industry standards. In Addition 220 cr. Project 2019 for Accommodation for VC, Registrar, Faculty, staff and Student Approved, given to MDDA work is going on . |
| Ø Steps will be taken to have healthy environment and improve security on the campus. The University will encourage | 23 CCTV Cameras and 15 Security Guards Improve security on the campus. They have been purchased office to monitor |

| | |
|---|---|
| students to participate more in group based tasks, cultural activities and sports for release of stress and promotion of culture of co-operation. | round the clock activities in the university and the university now boast of and 6 new out of 12 Culture Club Ms.Devanjali Burman Roy Sports , Trekking, Rafting Mr. Avnish Bhatt 08800650772 Cultural club Ms Debanjali 07895903859 Clubs at IUD Campus to corporate, Udaan Ms Aditi Singhal 07830134349 Social and environment club Ms Monika khorala -7017877157 and Dr. V N Saxena-9412348965 |
| [View File](#) | |

| 14. Whether AQAR was placed before statutory body ? | Yes |
|---|---|

| Name of Statutory Body | Meeting Date |
|---|---|
| Academic Council | 07-Dec-2020 |

| 15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ? | No |
|---|---|

| 16. Whether institutional data submitted to AISHE: | Yes |
|---|---|

| Year of Submission | 2020 |
|---|---|

| Date of Submission | 27-Jun-2020 |
|---|---|

| 17. Does the Institution have Management Information System ? | Yes |
|---|---|

| If yes, give a brief descripiton and a list of modules currently operational (maximum 500 words) | The University is obligate to provide higher education with a holistic approach. The quality of higher education we will provide will be characterized by excellent student experience, exceptionally good learning environment, research productivity, high quality of students, and employability of students, wonderful campus environment and committed social responsibility. We shall work towards developing a performance oriented culture and will create an environment that allows creativity, discovery and scholarship, where our competent faculty members are able to respond to changing demands and empowered to find solutions. We picture that the students who graduate with remarkable qualities will show leadership qualities in their |
|---|---|

areas of work and will contribute to knowledge advancement and influence society in a positive manner. We will work towards raising the standard of teaching quality and learning experiences for students. We aim to embrace cultural diversity, and foster values of equality and inclusivity. This will result in upgrading the eligibility criteria for admission of students into various academic programmes of the University. The under mentioned driving forces will give direction to our strategy for excellent teaching, learning and student experience. 1 To introduce innovative teaching learning methods that nurture creativity, innovation both online and offline 2 To take steps for retention of Faculty members by providing better research and oncampus facilities. 3 To keep the academic programmes vibrant by revisiting course curricula at regular intervals with Choice Based Credit System as per the National Educational Policy and introducing topics of contemporary relevance such as pandemic management, water, renewable and non conventional energy, climate change, nano science and technology, ethics in academics, etc. 4 To continually enhance the quality of student experiences through dynamic feedback mechanism and dialogues. 5 To become the destination of choice for the brilliant students for higher learning through sustained quality output. 6 To produce graduates who are highly employable. 7 To provide equal opportunities and accessibilities to students and staff. 9 To provide free thinking space to students, and faculties. Highly qualified scholars will be recruited who have motivation for enhancing student experience. 10 An environment that leads the students towards curiosity driven interactions with mentors and teachers will be maintained. 11 Technical knowledge and work experience in conjugation with research skills will be provided that enhance student employability and overall quality attributes to face the real world challenges. 12 Research will be embedded in teaching and researchbacked teaching will be reinforced 13 Elearning environment will be further enhanced to provide the

latest information and communication technologies. 14 Academiaindustry linkages will be strengthened. 15 All staff and students will be provided with quality accommodation and basic amenities on the campus. 16 Good performance will be recognized and duly rewarded. 17 Introducing the practice of dual degrees. 18 Attracting and retaining the best minds across the globe in each Students. 19 Continuous faculty development programmes and up gradation of infrastructure of international standards. 20 Faculty Inviting eminent scholars as visiting professors for duration ranging from two months to a year. 21 Developing partnership with top ranking universities for teaching, research, training and consultancy. 22 Promoting international exchange of faculty and students. 23 Increasing the problem solving inputs in the courses as per international standards. 24 Undertaking exercise for major restructuring of the courses on regular basis incorporating global changes taking place in respective fields. 25 Attracting more foreign students through cultural exchange programme. 26 Activating already signed Memoranda of Understandings (MoUs) with the foreign universities/institutions and also entering into fresh MoUs in future with international institutions of repute. Academic Administration: This module contains program wise students and their profile details. Faculties are mapped for various programs and allocated the courses. Number of students on rolls, course coordinators and semester calendars uploaded for each semester after registration completed. Registration: In this module student registration can be done for each semester. Registered and Unregistered list students can be downloaded. Registration has been reported on the base date of registration takes place of respective student. Course wise registration list and course count reports also download. Attendance: This module contains the students attendance where subject teacher adds attendance of students for his/her lecture and can maintain the online record of attendance of his/her theory class or practical. Sectionwise

attendance, course wise attendance, student wise attendance and consolidated attendance of program reports obtained from the same. Feedback: This module enabled students to submit their subject wise feedback during the semester whenever required. Activities: This module helps to conduct examinations like quiz, assignment, descriptive examinations and comprehensive examinations to evaluate the students. Examination admits cards can be downloaded. Grading: This module helps in the grading of each course through relative or absolute mode. University results will be declared to students through this module. Session Management: Faculty can upload their study materials like PPT, PDF, Documents, and Video lectures of each session in a particular course. Student Profile: Students can upload their personnel details and edit the same through their login.

<div align="center">

Part B

</div>

## CRITERION I – CURRICULAR ASPECTS

### 1.1 – Curriculum Design and Development

1.1.1 – Programmes for which syllabus revision was carried out during the Academic year

| Name of Programme | Programme Code | Programme Specialization | Date of Revision |
| --- | --- | --- | --- |
| BTech | Mechatronics Engineering | Mechatronics Engineering | 15/05/2020 |
| [View File](#) | | | |

1.1.2 – Programmes/ courses focussed on employability/ entrepreneurship/ skill development during the Academic year

| Programme with Code | Programme Specialization | Date of Introduction | Course with Code | Date of Introduction |
| --- | --- | --- | --- | --- |
| No Data Entered/Not Applicable !!! | | | | |
| [View File](#) | | | | |

### 1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the Academic year

| Programme/Course | Programme Specialization | Dates of Introduction |
| --- | --- | --- |
| BBA | Bachelor of Business Administration (Financial Investment Analysis) | 15/09/2020 |
| BTech | B.Tech Data Science and Artificial intelligence | 03/08/2020 |
| BTech | B.Tech Data Base | 03/08/2020 |

| | Administration and Big Data | |
|---|---|---|
| | View File | |

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective Course System implemented at the University level during the Academic year.

| Name of programmes adopting CBCS | Programme Specialization | Date of implementation of CBCS/Elective Course System |
|---|---|---|
| BBA | Bachelor of Business Administration (Financial Investment Analysis) | 15/09/2020 |
| BTech | B. Tech Data Science and Artificial intelligence | 03/08/2020 |
| BTech | B. Tech Data Base Administration and Big Data | 03/08/2020 |

## 1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

| Value Added Courses | Date of Introduction | Number of Students Enrolled |
|---|---|---|
| CLPD | 09/03/2020 | 156 |
| LL.M – IPR | 09/03/2020 | 13 |
| LL.Bn IV Sem | 09/03/2020 | 123 |
| | View File | |

1.3.2 – Field Projects / Internships under taken during the year

| Project/Programme Title | Programme Specialization | No. of students enrolled for Field Projects / Internships |
|---|---|---|
| MBA | Summer Internship Programs | 111 |
| BTech | Internship Programme | 28 |
| BTech | Internship Programme | 23 |
| BA LLB | Summer Internship Programs | 126 |
| LLB | Summer Internship Programs | 11 |
| | View File | |

## 1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

| Students | Yes |
|---|---|
| Teachers | Yes |
| Employers | Yes |
| Alumni | Yes |
| Parents | Yes |

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

| Feedback Obtained |
|---|
| Students give feedback (on 10 parameters) on the faculty members twice in a semester – once during the mid of the semester and the other towards the end of the semester. This is done through an e-platform. The consolidated report is shared with the faculty members and wherever needed, counseling is done. The feedback parameters are presented below: ICFAI Business School 1. I understood concept gained sound knowledge in this course 2. I got a good perspective of all the important topics covered in the case 3. Discussions in the class stayed on target with minimal deviation 4. I felt free to express and explain my views in the classroom 5. The climate in the classroom was conducive for learning 6. Every student got a fair opportunity to display his/her intellectual capacity 7. I could easily approach the faculty for any help or clarification 8. I got an explanation for my queries/doubts from the faculty 9. The grading and evaluation done by the faculty was fair 10. The internal evaluation test were administered in a fair manner ICFAI Tech School 1. Subject knowledge 2. Communication and presentation skills 3. Preparation for the class 4. Coverage of the syllabus 5. Emphasis on theory 6. Emphasis on problem solving / exercises 7. Punctuality and classroom management 8. Creativity and enthusiasm 9. Rapport with concern for students 10. Accessibility and Mentoring ICFAI Law School 1. I understood concept gained sound knowledge in this course 2. I got a good perspective of all the important topics covered in the case 3. Discussions in the class stayed on target with minimal deviation 4. I felt free to express and explain my views in the classroom 5. The climate in the classroom was conducive for learning 6. Every student got a fair opportunity to display his/her intellectual capacity 7. I could easily approach the faculty for any help or clarification 8. I got an explanation for my queries/doubts from the faculty 9. The grading and evaluation done by the faculty was fair 10. The internal evaluation test were administered in a fair manner The faculty members who receive feedback of less than 5.5 from the students are counseled and monitored |

## CRITERION II – TEACHING- LEARNING AND EVALUATION

### 2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

| Name of the Programme | Programme Specialization | Number of seats available | Number of Application received | Students Enrolled |
|---|---|---|---|---|
| PhD or DPhil | Computer Science Engineering, Data Science & Artificial Intelligence, Database Administration & Big Data, Mechatronics Engineering | 20 | 35 | 12 |
| MBA | HR,Marketing | 240 | 260 | 156 |
| BBA | Dual | 60 | 800 | 25 |
| BA LLB | Law | 240 | 1415 | 211 |
| BBA | BBA.LLB Dual | 240 | 668 | 89 |
| LLB | Law | 60 | 186 | 34 |
| BEd | Education | 100 | 310 | 123 |

| Mtech | Mechatronics Engineering,Civil Engineering | 30 | 44 | 28 |

[View File](#)

## 2.2 – Catering to Student Diversity

### 2.2.1 – Student - Full time teacher ratio (current year data)

| Year | Number of students enrolled in the institution (UG) | Number of students enrolled in the institution (PG) | Number of fulltime teachers available in the institution teaching only UG courses | Number of fulltime teachers available in the institution teaching only PG courses | Number of teachers teaching both UG and PG courses |
| --- | --- | --- | --- | --- | --- |
| 2019 | 1387 | 267 | 53 | 21 | 13 |

## 2.3 – Teaching - Learning Process

### 2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

| Number of Teachers on Roll | Number of teachers using ICT (LMS, e-Resources) | ICT Tools and resources available | Number of ICT enabled Classrooms | Numberof smart classrooms | E-resources and techniques used |
| --- | --- | --- | --- | --- | --- |
| 74 | 74 | 6 | 6 | 8 | 3 |

[View File of ICT Tools and resources](#)

[View File of E-resources and techniques used](#)

### 2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

Innovative processes adopted by the institution in Teaching and Learning: • Online examination • Students' Information Management System • Simulation Modeling • Syndicated Learning Initiative • Mock Interview by Alumni • Pre-Placement Interviews Total No. of actual teaching days during this academic year

| Number of students enrolled in the institution | Number of fulltime teachers | Mentor : Mentee Ratio |
| --- | --- | --- |
| 1654 | 74 | 1:22 |

## 2.4 – Teacher Profile and Quality

### 2.4.1 – Number of full time teachers appointed during the year

| No. of sanctioned positions | No. of filled positions | Vacant positions | Positions filled during the current year | No. of faculty with Ph.D |
| --- | --- | --- | --- | --- |
| 74 | 65 | 9 | 10 | 6 |

### 2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year )

| Year of Award | Name of full time teachers receiving awards from state level, national level, international level | Designation | Name of the award, fellowship, received from Government or recognized bodies |
| --- | --- | --- | --- |
| 2020 | Prof. (Dr.) Muddu Vinay | Vice Chancellor(in-charge) | "Paradox of value Diamond vs Water" |
| 2020 | Prof. (Dr.) Muddu Vinay | Vice Chancellor(in-charge) | Corona Warrior award, Engineering and Management |

| 2020 | Mr. Amit Das | Assistant Professor | Corona Warrior award, Engineering and Management college association, recognized by Ministry of external affairs GOI |
|---|---|---|---|
| 2020 | Dr. V.N.Saxena | Assistant Professor | "Company characteristics and sustainability reporting: |
| 2020 | Dr. Meena Bhandari and Ms. Atulya Verma | Associate Professor | 'Foot prints of Covid-19 on Global Education- The Aftermath' |
| 2020 | Aditi Singhal | Assistant Professor | "Coloring The Academic Landscape: A Contextual Analysis Of Faculty Productivity" |
| 2020 | Dr. Gaurav Bhandari Ms Atulya Verma | Assistant Professor | developed the IEd.S website. |
| 2020 | Dr. Amit Joshi | Assistant Professor | "Sectorial unemployment in India: case of |
| 2020 | Aditi Singhal | Assistant Professor | "An Effective Research Paper Writing Skills" |
| 2020 | Dr. T K Mandal | Associate Professor | "Preparation, characterization and application of nanoporous activated charcoal from plant resources" |

[View File](#)

## 2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

| Programme Name | Programme Code | Semester/ year | Last date of the last semester-end/ year-end examination | Date of declaration of results of semester-end/ year- end examination |
|---|---|---|---|---|
| | | | | |

| BTech | CSE,CC,ME,Mechtronics | IV | 16/12/2019 | 27/12/2019 |
|-------|-----------------------|-----|------------|------------|
| BTech | CSE,CC,ME,Mechtronics | III | 16/03/2020 | 04/08/2020 |
| BTech | CSE,CC,ME,Mechtronics | III | 18/12/2019 | 27/12/2019 |
| BTech | CSE,CC,ME,Mechtronics | IV | 16/03/2020 | 04/08/2020 |
| BTech | CSE,CC,ME,Mechtronics | V | 16/12/2019 | 27/12/2019 |
| BTech | CSE,CC,ME,Mechtronics | VI | 16/03/2020 | 04/08/2020 |
| BTech | CSE,CC,ME,Mechtronics | VII | 13/12/2019 | 27/12/2019 |
| BTech | CSE,CC,ME,Mechtronics | VIII | 16/06/2020 | 08/08/2020 |
| Mtech | CC,RFM,CSE,IV | III | 11/12/2019 | 29/12/2019 |
| Mtech | CC,RFM,CSE, | IV | 16/06/2020 | 08/08/2020 |

[View File](#)

2.5.2 – Average percentage of Student complaints/grievances about evaluation against total number appeared in the examinations during the year

| Number of complaints or grievances about evaluation | Total number of students appeared in the examination | Percentage |
|-----------------------------------------------------|------------------------------------------------------|------------|
| Nill | Nill | 0 |

## 2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

[http://42.104.112.137/iudsz](http://42.104.112.137/iudsz)

2.6.2 – Pass percentage of students

| Programme Code | Programme Name | Programme Specialization | Number of students appeared in the final year examination | Number of students passed in final year examination | Pass Percentage |
|----------------|----------------|--------------------------|-----------------------------------------------------------|-----------------------------------------------------|-----------------|
| Nill | BBA | BBA | 8 | 3 | 37.5 |
| Nill | LLM | LLM | 13 | 13 | 100 |
| Nill | BEd | Education | 9 | 9 | 100 |
| Nill | Mtech | CSE,CC,RFM,ME | 4 | 4 | 100 |
| Nill | BTech | CSE,CC,ME,Mechatronic, | 23 | 18 | 82.6 |
| Nill | BBA | BBA LLB Dual | 145 | 98 | 67.5 |
| Nill | LLB | LLB | 17 | 15 | 88.2 |
| Nill | MBA | | 136 | 129 | 94.8 |

|  | Marketing,HR |  |  |
| --- | --- | --- | --- |

<div align="center">

*View File*

</div>

## 2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

<div align="center">

http://42.104.112.137/iudsz

</div>

# CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

## 3.1 – Promotion of Research and Facilities

3.1.1 – Teachers awarded National/International fellowship for advanced studies/ research during the year

| Type | Name of the teacher awarded the fellowship | Name of the award | Date of award | Awarding agency |
| --- | --- | --- | --- | --- |
| International | Dr. Avnish Bhatt | Eurasia Global 2020 | 02/09/2020 | UNESCO |

<div align="center">

*View File*

</div>

3.1.2 – Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other fellows in the Institution enrolled during the year

| Name of Research fellowship | Duration of the fellowship | Funding Agency |
| --- | --- | --- |
| No Data Entered/Not Applicable !!! | | |

<div align="center">

*View File*

</div>

## 3.2 – Resource Mobilization for Research

3.2.1 – Research funds sanctioned and received from various agencies, industry and other organisations

| Nature of the Project | Duration | Name of the funding agency | Total grant sanctioned | Amount received during the year |
| --- | --- | --- | --- | --- |
| No Data Entered/Not Applicable !!! | | | | |

<div align="center">

*View File*

</div>

## 3.3 – Innovation Ecosystem

3.3.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

| Title of workshop/seminar | Name of the Dept. | Date |
| --- | --- | --- |
| No Data Entered/Not Applicable !!! | | |

<div align="center">

*View File*

</div>

3.3.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

| Title of the innovation | Name of Awardee | Awarding Agency | Date of award | Category |
| --- | --- | --- | --- | --- |
| Awarded Best University in North India for outstanding teaching and innovation at Annual Excellence in education Award- 2019. | The ICFAI University | Uttarakhand Technical University | 10/12/2019 | Awarded Best University in North India for outstanding teaching and innovation at Annual Excellence in education Award- 2019. |

| | | | | |
|---|---|---|---|---|
| Awarded Best State University – 2019 in Uttarakhand by UTU and Divya Himgiri at Uttarakhand Educator's Summit-2019 | The ICFAI University | Uttarakhand Technical University on 10th December, 2019. | 10/12/2019 | Awarded Best State University – 2019 in Uttarakhand by UTU and Divya Himgiri at Uttarakhand Educator's Summit-2019 |
| IUD was awarded the Best State University, 2019 in Uttarakhand, India, The award was presented by Justice Rajesh Tandon, Chairman, Uttarakhand state law commission Prof. Narendra Chaudhary Vice Chancellor, Uttarakhand Technical University on 10th D | The ICFAI University | Uttarakhand Technical University on 10th December, 2019. | 10/11/2019 | IUD was awarded the Best State University, 2019 in Uttarakhand, India, The award was presented by Justice Rajesh Tandon, Chairman, Uttarakhand state law commission Prof. Narendra Chaudhary Vice Chancellor, Uttarakhand Technical University on 10th D |
| Awarded Best Private University for Global Orientation – 2020 at Ahmedabad. | The ICFAI University | ASSOCHAM APETA-2020 | 10/02/2020 | Awarded Best Private University for Global Orientation – 2020 at Ahmedabad. |
| Awarded Best Private University for Industry 4.0 Linked in India – 2020 at Ahmedabad | The ICFAI University | ASSOCHAM APETA-2020 | 10/02/2020 | Awarded Best Private University for Industry 4.0 Linked in India – 2020 at Ahmedabad |
| IUD was awarded E-LEAD (E-Learning excellence for Academic Digitisation) Certificates of Excellence by Rating QS I.GAUGE Indian | The ICFAI University, Dehradun | QS I.GAUGE Indian College University | 17/07/2020 | IUD was awarded E-LEAD (E-Learning excellence for Academic Digitisation) Certificates of Excellence by Rating QS I.GAUGE Indian |

| College University | | | | College University |
|---|---|---|---|---|

<div align="center">

[View File](#)

</div>

3.3.3 – No. of Incubation centre created, start-ups incubated on campus during the year

| Incubation Center | Name | Sponsored By | Name of the Start-up | Nature of Start-up | Date of Commencement |
|---|---|---|---|---|---|
| **No Data Entered/Not Applicable !!!** | | | | | |

<div align="center">

[View File](#)

</div>

### 3.4 – Research Publications and Awards

3.4.1 – Ph. Ds awarded during the year

| Name of the Department | Number of PhD's Awarded |
|---|---|
| **ICFAI Business school** | **1** |

3.4.2 – Research Publications in the Journals notified on UGC website during the year

| Type | Department | Number of Publication | Average Impact Factor (if any) |
|---|---|---|---|
| **National** | **ICFAI Business School** | **8** | **5.6** |
| **International** | **ICFAI Business School** | **6** | **5.2** |
| **National** | **ICFAI Law School** | **7** | **4.2** |
| **International** | **ICFAI Law School** | **5** | **5.2** |
| **National** | **ICFAI Tech School** | **5** | **3.9** |
| **International** | **ICFAI Tech School** | **4** | **4.6** |
| **National** | **ICFAI Education School** | **2** | **5.2** |
| **International** | **ICFAI Education School** | **1** | **5.6** |

<div align="center">

[View File](#)

</div>

3.4.3 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

| Department | Number of Publication |
|---|---|
| **ICFAI Law School** | **3** |
| **ICFAI Business School** | **1** |

<div align="center">

[View File](#)

</div>

3.4.4 – Patents published/awarded/applied during the year

| Patent Details | Patent status | Patent Number | Date of Award |
|---|---|---|---|
| **No Data Entered/Not Applicable !!!** | | | |

<div align="center">

[View File](#)

</div>

3.4.5 – Bibliometrics of the publications during the last academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

| Title of the Paper | Name of Author | Title of journal | Year of publication | Citation Index | Institutional affiliation as | Number of citations |
|---|---|---|---|---|---|---|

| | | | 2020 | Nill | Nill | Nill |
|---|---|---|---|---|---|---|
| Nill | Nill | Nill | 2020 | Nill | Nill | Nill |

*View File*

3.4.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

| Title of the Paper | Name of Author | Title of journal | Year of publication | h-index | Number of citations excluding self citation | Institutional affiliation as mentioned in the publication |
|---|---|---|---|---|---|---|
| Nill | Nill | Nill | 2020 | Nill | Nill | Nill |

*View File*

3.4.7 – Faculty participation in Seminars/Conferences and Symposia during the year

| Number of Faculty | International | National | State | Local |
|---|---|---|---|---|
| Presented papers | 1 | 20 | 1 | Nill |
| Presented papers | 1 | 11 | Nill | Nill |

*View File*

## 3.5 – Consultancy

3.5.1 – Revenue generated from Consultancy during the year

| Name of the Consultan(s) department | Name of consultancy project | Consulting/Sponsoring Agency | Revenue generated (amount in rupees) |
|---|---|---|---|
| **No Data Entered/Not Applicable !!!** | | | |

*View File*

3.5.2 – Revenue generated from Corporate Training by the institution during the year

| Name of the Consultan(s) department | Title of the programme | Agency seeking / training | Revenue generated (amount in rupees) | Number of trainees |
|---|---|---|---|---|
| **No Data Entered/Not Applicable !!!** | | | | |

*View File*

## 3.6 – Extension Activities

3.6.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

| Title of the activities | Organising unit/agency/ collaborating agency | Number of teachers participated in such activities | Number of students participated in such activities |
|---|---|---|---|
| The School of Education at The ICFAI University organized a "run for Unity" from The ICFAI University campus to Selaqui, on the occasion of National Unity Day Oct 31, 2019 | ICFAI Education School | 2 | 134 |

| | |
|---|---|
| | |

3.6.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

| Name of the activity | Award/Recognition | Awarding Bodies | Number of students Benefited |
|---|---|---|---|
| **No Data Entered/Not Applicable !!!** | | | |

3.6.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

| Name of the scheme | Organising unit/Agency/collaborating agency | Name of the activity | Number of teachers participated in such activites | Number of students participated in such activites |
|---|---|---|---|---|
| Extension Activity | Arohnam NGO | IEDS Students participated in a musical skit (dance) on the Theme 'Acid Attack, molestation, rape etc. faced by Women'In collaboration with 'Aarohanam' an NGO and ILS-IUD. Advocate Renu Singh was the chief Guest of the day. | 2 | 165 |
| Extension Activity | CBSE Dehradun | Celebration of National youth Day in the form of Slogan writing (All School of IUD) and speech by Shri Shashi Bhushan Maithani Paras Journalist and Social Activist and Shri Ranbeer Singh RO, CBSE, Dehradun. | 2 | 123 |

## 3.7 – Collaborations

3.7.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

| Nature of activity | Participant | Source of financial support | Duration |
|---|---|---|---|
| Collaboration with University of | University of Durby | University of Durby | 1 |

| Durby,Innovation and Business management | | | | |
|---|---|---|---|---|

<div align="center">View File</div>

3.7.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

| Nature of linkage | Title of the linkage | Name of the partnering institution/ industry /research lab with contact details | Duration From | Duration To | Participant |
|---|---|---|---|---|---|
| Internship | job training, project work, | AIM India Pvt. Ltd. | 01/06/2020 | 21/12/2020 | 12 |
| MOUs | Research and Innovation | Quality Control Of India | 25/08/2020 | 25/08/2020 | 2 |

<div align="center">View File</div>

3.7.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

| Organisation | Date of MoU signed | Purpose/Activities | Number of students/teachers participated under MoUs |
|---|---|---|---|
| SAMDeS, New Delhi for Joint Academic Research. | 25/10/2020 | Academic Research | 3 |
| International Engineering and Technology Institute (IETI), Hong Kong Denver, USA. | 25/08/2020 | Academic cooperation | 2 |
| Quality Council of India (QCI), Ministry of Commerce and Industry, Govt. of India. | 25/08/2020 | Academic cooperation | 2 |

<div align="center">View File</div>

## CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

| Budget allocated for infrastructure augmentation | Budget utilized for infrastructure development |
|---|---|
| 170172747 | 9226307 |

4.1.2 – Details of augmentation in infrastructure facilities during the year

| Facilities | Existing or Newly Added |
|---|---|
| Campus Area | Existing |
| Class rooms | Newly Added |
| Laboratories | Newly Added |
| Seminar Halls | Existing |
| Classrooms with LCD facilities | Existing |
| Classrooms with Wi-Fi OR LAN | Existing |
| Seminar halls with ICT facilities | Existing |
| Video Centre | Existing |
| Number of important equipments purchased (Greater than 1-0 lakh) during the current year | Existing |
| Value of the equipment purchased during the year (rs. in lakhs) | Existing |
| Others | Existing |
| [View File](#) | |

## 4.2 – Library as a Learning Resource

### 4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

| Name of the ILMS software | Nature of automation (fully or patially) | Version | Year of automation |
|---|---|---|---|
| LIBsys | Partially | Nill | 2018 |

### 4.2.2 – Library Services

| Library Service Type | Existing | Newly Added | Total |
|---|---|---|---|
| **No Data Entered/Not Applicable !!!** | | | |
| [View File](#) | | | |

### 4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

| Name of the Teacher | Name of the Module | Platform on which module is developed | Date of launching e-content |
|---|---|---|---|
| Dr. Puneet Kumar Gupta | Screencast-O-Matic | https://www.youtube.com/watch?vqw-AuCMdSiwlistPLejk2zi3q7BZqp9kvkmQLjUz36vOeWEA7index1t1250s | 06/04/2020 |
| [View File](#) | | | |

## 4.3 – IT Infrastructure

### 4.3.1 – Technology Upgradation (overall)

| Type | Total Computers | Computer Lab | Internet | Browsing centers | Computer Centers | Office | Departments | Available Bandwidth (MBPS/ GBPS) | Others |
|---|---|---|---|---|---|---|---|---|---|
| Existin | 450 | 5 | 100 | 1 | 1 | 4 | 4 | 0 | 0 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| g | | | | | | | | |
| Added | 0 | 0 | 100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 450 | 5 | 200 | 1 | 1 | 4 | 4 | 0 | 0 |

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

| |
|---|
| 200 MBPS/ GBPS |

4.3.3 – Facility for e-content

| Name of the e-content development facility | Provide the link of the videos and media centre and recording facility |
|---|---|
| Canova Software, zoom apps | https://www.youtube.com/channel/UCCxl68ob5TAxLyBPuXLBM1Q |
| Screencast-O-Matic | https://www.youtube.com/watch?v=qw-AuCMdSiw&list=PLejk2zi3q7BZqp9kvkmQLjUz36vOeWEA7&index=1&t=1250s |
| Webex | https://www.youtube.com/watch?v=Yb4dl4JiF8Y&list=PLejk2zi3q7BZqp9kvkmQLjUz36vOeWEA7&index=9&t=1749s |

## 4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

| Assigned Budget on academic facilities | Expenditure incurred on maintenance of academic facilities | Assigned budget on physical facilities | Expenditure incurredon maintenance of physical facilites |
|---|---|---|---|
| 132662907 | 4452607 | 28747441 | 43099792 |

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

The ICFAI University, Dehradun has well laid out policies and procedures for maintenance and utilization of physical, academic and support facilities. The Central Library e-journals, licensed software's and magazines subscriptions are periodically renewed as and when the period of subscription is nearing completion by the Chief librarian. The approvals for them as well as for the new Books / Journals / Magazines / Software's recommended by the respective Schools of the University is obtained from the Registrar and subsequent procurement/ renewals are done. Lab technicians are responsible for the upkeep and functionality of the computer and departmental laboratories. Any requirement of hardware and software, apparatus or chemicals is put up to the Departmental faculty coordinator. The requisitions are then consolidated by the respective Schools Deans / In charge with the financials involved and submitted to the Registrar for approval and procurement. Any breakages of furniture, non-functional electrical lights / equipment is reported by students to the Class Representative who files a written complaint in the University Complaint Register. The Assistant Registrar takes note of it on daily basis and gets the repairing / rectification done. The IT Manager, System Administrator along with his team members carry out daily checks of the internet functionally, speed and the LCD's and PA equipment in the Class Rooms. The IT Cell takes up the repairs and maintenance of the Internet facilities, computers, LCD's, Smart Boards, CCTV cameras and monitors. The requirement for the replacement of worn out

sports equipment is given by the students to the Assistant Registrar. The Assistant Registrar verifies the same and gets them replaced. The format of Tenders for housekeeping staff, security staff and gardeners is provided in the IUD website under the link mentioned below

https://www.iudehradun.edu.in/Tenders-&-Notices.pdf

## CRITERION V – STUDENT SUPPORT AND PROGRESSION

### 5.1 – Student Support

5.1.1 – Scholarships and Financial Support

|  | Name/Title of the scheme | Number of students | Amount in Rupees |
| --- | --- | --- | --- |
| Financial Support from institution | Scholarship Based on Past Academic record Scholarship Based on Semester-wise Performance Early Bird Scholarship 2020 Corona Warriors Scholarship | 395 | 17745589 |
| Financial Support from Other Sources |  |  |  |
| a) National | Govt. Scholarship | 13 | 144650 |
| b)International | Nil | Nill | 0 |
| View File | | | |

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

| Name of the capability enhancement scheme | Date of implemetation | Number of students enrolled | Agencies involved |
| --- | --- | --- | --- |
| Mentoring Personal Counselling | 02/11/2020 | 143 | IBS ILS |
| Language Lab | 13/04/2020 | 125 | IBS ILS ITS IEds |
| Yoga, Meditation | 21/06/2020 | 257 | IBS ILS ITS IEds |
| View File | | | |

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

| Year | Name of the scheme | Number of benefited students for competitive examination | Number of benefited students by career counseling activities | Number of students who have passedin the comp. exam | Number of studentsp placed |
| --- | --- | --- | --- | --- | --- |
| 2020 | Details of student counseling and career guidance The university has mentoring | 1258 | 1258 | 438 | 239 |

| system where the faculty regularly conduct personality development session. Apart from this the university has a full time clinical psychologist and the students regula | | | | | |
|---|---|---|---|---|---|

[View File](#)

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

| Total grievances received | Number of grievances redressed | Avg. number of days for grievance redressal |
|---|---|---|
| Nill | Nill | Nill |

**5.2 – Student Progression**

5.2.1 – Details of campus placement during the year

| On campus | | | Off campus | | |
|---|---|---|---|---|---|
| Nameof organizations visited | Number of students participated | Number of stduents placed | Nameof organizations visited | Number of students participated | Number of stduents placed |
| Extramarks Education Pvt.Ltd,upGrad ,Toppers Technologies,ICICI Prudential Life Insurance Company Ltd. ,SearchBourne Consulting Pvt. Ltd.,IDFC First Bank,Prime Opinion Analysis India Pvt. Ltd. ,Centrum Housing Finance Ltd.,ICICI Bank | 337 | 178 | DBIT,TCS,COMPUTERONICS ,Aditya Birla Fashion and Retail,ICICI Securities Ltd.,Hindustan Recruiters ,Ebullient Securities Private Limited, | 11 | 5 |

| | |
|---|---|
| Ltd.,Bandhan Bank | |

<div align="center"><a href="">View File</a></div>

## 5.2.2 – Student progression to higher education in percentage during the year

| Year | Number of students enrolling into higher education | Programme graduated from | Depratment graduated from | Name of institution joined | Name of programme admitted to |
|---|---|---|---|---|---|
| 2020 | Nill | Nill | Nill | Nill | Nill |

<div align="center"><a href="">View File</a></div>

## 5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

| Items | Number of students selected/ qualifying |
|---|---|
| NET | 6 |
| SET | Nill |
| GATE | 3 |
| GMAT | Nill |
| CAT | 9 |
| GRE | Nill |
| TOFEL | Nill |
| Civil Services | 6 |
| Any Other | 2 |

<div align="center"><a href="">View File</a></div>

## 5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

| Activity | Level | Number of Participants |
|---|---|---|
| Open Mic Shaam-e-Sukhan 2 | University Level | 1 |
| Lohri Festival 2 | University Level | 1 |
| Smart India Hackathon 2 | University Level | 1 |
| Cook Fiesta 2 | University Level | 1 |
| Fresher Party 2 | University Level | 1 |
| Vishavakarma pooja 2 | University Level | 1 |
| Speech Competition 2 | University Level | 1 |
| Independence day celebrations 2 | IUD | 1 |
| ICFAI Unity Cup 2019 2 | University Level | 3 |
| The Corporate Art Festival 2020 2 | Inter college Business school | 23 |

<div align="center"><a href="">View File</a></div>

## 5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

| Year | Name of the award/medal | National/ Internaional | Number of awards for Sports | Number of awards for Cultural | Student ID number | Name of the student |
|---|---|---|---|---|---|---|
| 2020 | Nill | Nill | Nill | Nill | Nill | Nill |

View File

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

Each School of The ICFAI University, Dehradun has a Student Counsel to motivate their fellow students and get ideas to be incorporated in the teaching-learning process. These are then taken up by them with their respective Academic Coordinators and Apex Committee Members. The Apex Committee Members act on the innovative suggestions given by the Student Council and incorporate the creative ideas given in the teaching learning processes. This helps in periodically upgrading the academic standards of each School of The ICFAI University, Dehradun.

## 5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

Yes

The ICFAI University, Dehradun (IUD) Alumni Federation gives its alumni access to a vast network of professionals and offers endless opportunities to connect, build relationships, participate and continue to learn from the IBSAF community. The IUD Alumni Federation is for all IUD School's (ICFAI TECH, ICFAI LAW, ICFAI BUSINESS and ICFAI EDUCATION SCHOOL) alumni who seek personal, professional and intellectual opportunities, because the IBS advantage continues beyond graduation. The IUD Alumni Federation is a membership organization comprising more than 340823 alumni pan India. Founded in 1997, the Federation has a diverse and rich history of bringing alumni together to support the Institute, its students and each other. The Memorandum and Article of Association of the IUD Alumni Federation are attached in the SSR.

5.4.2 – No. of registered Alumni:

156

5.4.3 – Alumni contribution during the year (in Rupees) :

1.2

5.4.4 – Meetings/activities organized by Alumni Association :

FourAlumni Speak- IBS Dehradun Question 1: What according to you is the MUST-HAVES required to advance in career? How has been your experience working as a professional in the industry? Must-haves required 1- Work on a Goal that matters 2- Increase your Skill, knowledge, experience mental strength. 3- Maintain Focus on results rather than time. 4- Give time, attention, and move to your network. 5- Be positive demonstrate initiative Journey in the industry - Each day is new learning. Alumni Name: Amit Babul (Class of 2008) Associate Director - Commercial Banking Standard Chartered Bank Activities and support from the Alumni Association • We invite our alumni for giving guest lecturers to students to help them enhance their domain and other skills required for career growth. This is a continuous activity at the University. • The University has a mentorship program. In this program, alumni were invited to share their wisdom and corporate experiences with the current batch and hone their skills to make them corporate ready. The idea is to enhance their skill sets. Each alumnus mentors 10 students. • Alumni are also involved in our admission process. • They are also involved in the pre-placement activity of

mock interviews and group discussions. • Alumni are also invited to participate in the 'Case: it's initiative of our Case Research Centre and shares their experience with the academic community.

## CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

Decentralization: The University has formed various cells headed by proficient faculty members who are free to make decisions regarding their work done under the cell. The Newel created cells are as follows: S. No. Name of Cell Members 1.Centre for Environment Law , Policy, Education and development(CELPED) Mr. Vishal Bera : Convenor Ms. Anushmi Jain: Co-Convenor 2.Cyber Law Cell Ms.Prachi Mishra Dr.Avnish Bhatt 3.Intellectual Property Rights Cell (IPR) Ms. Samridhi Singh Mr. Saurabh Siddharth 4 Human Rights And Humanitarian Law Ms.Prachi Mishra Dr.Avnish Bhatt 5 The IUD Research Cell has now been renamed as Centre for Intellectual Capital and Institutional Building (CICIB). Dr.T.K. Mandol 6 The IUD Case Research Centre (CRC) Dr. Ankita Srivastava 7.The ICFAI University, Dehradun has established an Institution Innovation Council (IIC) with Dr. Raghvendra Sharma as the President. Dr.Raghvendra Sharma Participative management: Fortnightly review meetings are held for each school which are chaired by VC and attended by Deans /In-charge and Academic Coordinator from each school. Inputs and suggestions from members are most welcome and thoroughly discussed and Implemented.

6.1.2 – Does the institution have a Management Information System (MIS)?

Yes

### 6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

| Strategy Type | Details |
| --- | --- |
| Curriculum Development | ? Curriculum Development: The University provides complete autonomy to the departments/faculties to revise or update existing curricula, to incorporate latest developments, and to introduce new courses in tune with the market needs. The department / faculties also have a free hand in dropping obsolete / redundant cases and introduce new case studies in tune with the course requirements |
| Teaching and Learning | ? Teaching and Learning: Student centric learning through use of ICT • Unique pedagogy which includes case methodology and simulation modeling • The students go of MBA Program through 64 and 83 cases in the first and second semester respectively. In the third and fourth semesters, the students go through 260 and 302 cases respectively • The curricula at IBS Dehradun are industry-oriented and end-user driven. The thrust on Case Pedagogy is because globally, well-written and administered |

cases in the classroom are one of the best tools for participative education in the field of management. In fact, this combination of rich and up-to-date curricula, a proven case-pedagogical approach, high industry recognition, and accreditations by national and international institutions/organizations is what makes a unique proposition for our students as well as to our several foreign collaborators. • The B.Tech Program focuses on application-oriented curriculum with greater industry linkage, soft skills, and entrepreneurial skills. The program has a thesis option in place of internship for students interested in pursuing higher education and research. In the BBA-LLB (Hons.) and BA-LLB (Hons.) Program besides normal teaching, students are given opportunities to practice lawyering skills such as negotiation, oral advocacy and communication, interviewing and counseling, drafting and problem solving. The students learn client interactions, problem identification, framing of issues, etc. through their interaction with the public during their active participation in Legal Aid and Lok Adalat Programs. Faculty of Law provides opportunity for the students to observe the Court Processes and Procedures by attending Court Halls while they are in progress, it helps the students to have a life time experiences and real problems. The students are facilitated to take part in Mock Modern United Nations and Mock Parliamentary Debate to understand law making process • Cafeteria approach in selecting the electives • 24 x 7 availability of e-resources • Enrichment of learning through assignments, online examinations and case solving methods • In addition to regular teaching, the internship program also forms an important component of education at the institution. Both undergraduate and postgraduate students participate in research through internship program, where the student is evaluated both by the industry and the faculty member. The internship program is devised in such a way that the student acquires theoretical, analytical and research

| | |
|---|---|
| | skills besides the industry interface • Syndicated learning initiated to prepare the students in facing his/her personal interview with the recruiters and to prepare the students to be in readiness for the industry / company from the day one of his taking up his/her job assignment. • Students are suggested to go through SWAYAM videos for further information and learning. |
| Examination and Evaluation | The objective of classroom education is to awaken the curiosity of the student, generate habits of rational thinking in him, gear his mind to face the unfamiliar and train him to stand on his own. Classroom instruction helps the student in the organization and correlation of facts, comprehension of ideas and the creative use of knowledge. The teacher also has the added responsibility to make the student search for knowledge on his own and induce him to use additional facilities like the library, laboratory and the environment, to optimize his learning process. Self-study by the student would therefore form an important factor in the planning of teaching and evaluation. The student is required to cooperate and respond to this challenge. Every course whether single-section or multi-section is conducted by a member of the faculty called instructor-in-charge, with the assistance, wherever necessary, of the required number of instructors who will be partners with him in meeting the full academic perceptions and organizational needs of teaching the course and evaluating the students. Wherever the instructor-in- charge is mentioned hereafter, it connotes the team of instructors, acting as one entity under his captainship. The instructor-in-charge should make a comprehensive plan in respect of conducting the course even before the semester begins. In a multi-section course, all instructors must remain in continuous interaction in order to ensure a smooth operation of the course. While recognizing variations due to personal attitudes and styles, it is important that these are smoothened out so that the operation and grading in different sections in a course, indeed between courses across the Institute, are free from any |

seeming arbitrariness. At the beginning of class work, the instructor- in-charge/instructor must announce to his class/section through a Course Handout, the necessary information in respect of (i) the operations of the course (its pace, coverage and level of treatment, textbooks and other reading assignments, home tasks etc) (ii) various components of evaluation, such as tutorials, laboratory exercises, home assignment, several quizzes / tests / examinations (announced or unannounced, open book or closed book), regularity of attendance, etc. (iii) the frequency, duration, tentative schedule, relative weightage etc., of these various components (iv) the broad policy which governs decisions about make-up (v) mid- semester grading (vi) grading procedure (overall basis, review of border line cases, effect of class average etc) (vii) Chamber consultation hours and (viii) other matters found desirable and relevant. Teaching and evaluation form a unity of functions and operate in a climate of mutual understanding and trust. The different components of evaluation should be evenly spread out in the semester and would aim to draw out response from the students in regard to various attributes like spontaneous recall, ability to apply known concepts, capacity to work on his own, competence in conceptualized arguments, ability to face unknown situations etc. At least on of the components (examination) must be comprehensive enough to include the whole course and will be held at the end of the semester. All written examinations are conducted at specified venues as per the pre-specified schedules. Examination schedules are announced to the students through course handouts and /or student circulars. The written examinations may consists of various types of question such as multiple-choice questions, problems, short-answer questions, descriptive answer questions may vary depending on the nature of the course. The components and the instruments of evaluation in certain courses like IP, Thesis, Seminar, etc., would follow a different regimen and methodology. Just as evaluation is done in continues manner,

feedback should also be available in a continuous manner. Thus, the answer scripts must be promptly evaluated, shown to the students for them to obtain any clarification on their performance and returned to the students whenever practical. The performance of the students in the examinations should be discussed in the class giving as much details as possible like the highest, lowest and average performances. Mid -semester interim grading for each course will be announced to the students to facilitate them to know their current position relative to other students in that particular course. This grade alert may help the student improve his performance in the remaining components of evaluation. It shall be the responsibility of the individua student to attend all classes and to take prescribed quizzes, tests, examinations, etc., and to submit, properly and promptly all homework. A student must normally maintain a minimum of 75 attendance in each of the campus-based courses without which he shall be disqualified from appearing in the respective examinations. If a student does not maintain requisite attendance by the end of the semester, his registration in that particular course may be cancelled and he would be required to repeat the course. No Makeup is given in any circumstances hence student is advised to maintain 75 attendance. The attendance requirements in the Internship Program (IP) courses conducted at other organizations are more stringent. During these courses 100 attendance is compulsory. However, in genuine cases, the resident faculty member may consider and recommend a few days leave of absence for the approval of the appropriate authority, whose decision would be final in such a matter. During Internship Program, every student must conform to the rules and regulations of the host organization. Any unprofessional behavior, misconduct, indiscipline, irregularity at work or unsatisfactory performance would lead to the cancellation of registration in the course. No Makeup is given in any circumstances hence student is advised to maintain 75 attendance. At the

conclusion of the semester a student is awarded a grade in each of the courses he has taken during that period. The grade awarded to a student in a course will depend on his total performance in all the components of evaluation as designed by the instructor-in-charge and relative to the performance of all the students evaluated for that course. The instructor-in-charge is responsible for holding the examinations, awarding final grades and transmitting the grades/reports to the authorities within the deadline set by him. The list of letter grades, the grade points associated with them and their qualitative meanings are given below: Letter Grade Qualitative Meaning Grade Points attached A Excellent 10 B Good 8 C Fair 6 D Poor 4 E Exposed 2 When a student takes up Thesis/Seminar courses in place of Internship Program (wherever such provision exists), he gets non-letter grades such as Excellent, Good, Fair, or Poor. These non-letter grades have no grade points attached with them. At the end of the course, in certain situations, the instructor-in-charge may report certain events/facts in suitable words, in place of grades discussed earlier. These reports are not to be construed as grades. The various reports listed below are elaborated in the subsequent clauses. (i) Incomplete (I) (ii) Grade Awaited (GA) (iii) Withdrawn (W) (iv) Registration Cancelled (RC): Required to Register Again (RRA), Discontinued from the Program (DP), and (v) Not Cleared (NC). If the instructor-in-charge finds a student to have not fulfilled some of the requirements of a course before the final deadline for transmitting the grade, and he is satisfied that he is able to transmit some grade or a report with or without this particular fulfillment, but at his discretion wishes to give the student an opportunity, he may, within the deadline, send a report 'I' (Incomplete) and also inform the student of the same. It shall be the responsibility of the student to contact the instructor-in-charge in time for replacement of the 'I' report within two weeks after the end of the semester (and within one week after the end of summer term, for a summer term

course) which may be relaxed by the Principal, failing which the instructor-in-charge will communicate whatever grade/report is possible for the situation. Whenever such relaxation is made, the Principal will specify at his discretion, with the consent of the instructor-in-charge, the date by which 'I' report has to be converted. The requirement envisaged in clause 3.4.19 must be completed within the time allowed. If the extra time given goes beyond the registration in the next semester/term is not possible. The student in such a situation should seek permission to stay away. There are many situations where operational and practical difficulties may cause a delay in the communication of a grade. Certain situation which are visualized in this connection are: (i) where a case of unfair means is pending (ii) where a case of indiscipline is pending, and (iii) where the courses are being conducted at an off campus center for IP students, where precise co-ordination between the Institute and these centers may not workout in a timely manner. In these circumstances the Principal may authorize the instructor-in-charge to report GA (Grades Awaited). It shall be the responsibility of the instructor-in-charge to replace GA report by a letter grade or another report within the specified time. Whenever the GA report appears in the grade sheet, permission for further registration of such a student shall be at the discretion of the concerned Principal. Whenever a student is allowed to withdraw from a course, the same is recorded in his grade sheet as W (Withdrawn). The student will have to register for the course when it is offered next and obtain a valid letter grade. If the course with 'W' report is a prerequisite course for another course, the registration to the course is possible only on obtaining a valid letter grade in the prerequisite course with 'W' report. No withdrawal is possible without the approval of the concerned authority. Where a student's registration for a course has to be cancelled, this fact will be reported in the grade sheet as RC (Registration Cancelled). An event will be reported

as RC in the following cases: (i) Cancellation is recommended as a part of disciplinary action for resorting to unfair means during examination or other unprofessional behavior. (ii) A provisionally admitted student fails to submit the proof of necessary documents required for registration and / or does not satisfy the minimum eligibility requirements for the admission within the prescribed time limit. (iii) When a student persistently and/or deliberately does not pay off his dues. RC itself has many meanings and may be reported as the following: (iv) RC1: Registration cancelled and attendance has not met the attendance criteria for appearing in End-Term Examination, When it is clearly known that the student will be required to register again in the same course, the event will be reported as RRA (Required to Register Again). (v) RC2: Registration cancelled due to using UFM during Examination. (vi) If RC amounts to discontinuation from the program it will be reported as DP (Discontinued from the Program). (vii) If the cancellation of registration is not reported either as RRA or as DP but is reported as RC, it does not necessarily mean that it is free from any constraint. The meaning of the constraint has to be construed from the context in which the RC is reported. If a student continued to remain registered in a course but gave the instructor inadequate opportunity to evaluate him by absenting himself from quizzes /tests / examinations / other components of evaluation, or by appearing in the same for the sake of appearance without applying himself to the task in hand or by submitting a blank script (answer book), or has less than the minimum attendance required, this event would be reported as RRA (Required to register again). Whenever a student gets an NC report in a course irrespective of whether he has a grade in the course or not earlier to this event, the following will govern further action. It is to be noted that an NC cannot be ignored, except under the situations described in (b) and (c) below: (a) Whenever a student gets an NC report in a course which is in the compulsory package of his program, he is required to register again in the

same course and get a valid grade therein. (b) If a student has an NC report in a course taken as elective, he can either repeat the course to get a valid grade or ignore it to choose another course. However, a student must get valid grades in at least the prescribed number of electives in his program. (c) Whenever a student's record has an NC in a course which remains unaccounted after a process of transfer has been completed, it will not be possible for him to wipe out the NC report in such a course because this course is not a part of his program anymore and he can graduate with this NC. (d) If a student is reported NC in a project course, it will be administratively converted to RC by the Principal and future registration in project courses will be done only if the Principal is satisfied with the genuineness of the candidate's interest in the course. (e) If a student is reported NC in Thesis or Seminar, he will be required to register in the same for one more semester. Operationally, this is to be achieved by requiring him to register once again in as many units of Thesis or Seminar in which he had registered when he was awarded NC. If these two courses get separated due to NC in one of them, there is no need to register in the other. If a student has already met the attendance criterion for appearing in the comprehensive exam then he/she will not be required to attend classes to re-appear in the comprehensive examination for grade improvement or for any other reason. The student can take exam by self study. In this case, his internal marks and mid-tem marks obtained in the first registration will remain unchanged. Accordingly, NC/GI/RC2 (RC2: Registration cancelled due to using UFM during Examination) cases would fall in this category. A student who has not satisfied the criterion of attendance for appearing in comprehensive exam would be required to attend the Summer/Regular term classes, and meet the attendance requirement to appear in Mid-Term and Comprehensive Examination. In this case, the student will be evaluated fresh in terms of his/her internal marks, Mid-Term marks and End-Term marks. Accordingly, RRA/RC1 (RC1:

| | |
|---|---|
| | Registration cancelled and attendance has not met the attendance criteria for appearing in End-Term Examination) cases would fall in this category. To pass a Course, a student must secure minimum 30 marks in both Comprehensive examination and Grand total. Course in which the number of registered students will be less than 30, absolute grading may be adopted. The grade range of absolute grading will be as follows: Grade Marks range A ?80 B 60 but < 80 C 40 but < 60 D 35 but < 40 E 30 but <35 |
| Research and Development | OUTSTANDING RESEARCH We are aware of the fact that a University with excellent research output is also equipped to meet the needs and aspirations of the students, faculty members and other stakeholders of the society. The University envisages becoming the location for choosing bright and exciting career paths by active researchers. Three driving forces will give direction to our research strategy. 1. To pursue high quality and high impact research of topical importance, for instance, Disaster management non-conventional energy, alternate energy resources, Artificial Intelligence Machine Learning, Nano science technology, Robotics, IPR development,. 2. To motivate, train and support faculty members for conducting cutting edge research. 3. To engage in research activities beneficial to society. Strategy The University will undertake the following research strategies to achieve the above targets: 1. Faculty members with research excellence in the identified key areas of research will be recruited. 2. Faculty will be advised to have minimum of one research project at any point in time. 3. Policy for break from academics for a semester to focus on research will be framed. 4. Research activities will be aligned with approved thrust areas. 5. Two to four clusters of research on leading areas will be set up. 6. Interdisciplinary research will be promoted. 7. Top three research outcomes by faculty members will be hosted on the University website. 8. Innovative projects in B. Tech. and M. Tech. /Management levels will be emphasized. 9. Our research inventions will be commercialized with 50 profits |

| | |
|---|---|
| | to the research team members. 10. The expertise of the University for Consultancy Services will be publicized on university website. The earnings from consultancy by a faculty will be enhanced from the present amount. 11. All Schools will be required to have 1 or 2 consultancy services. 12. IPR Cell of the University comprising of faculty members students will discuss with each School and identify processes/products for patenting. Such identified processes/products will be vigorously taken up. 13. More linkages with government institutions, premiere national and international research laboratories, and industries will be established and maintained. 14. State of the art facilities and equipment will be provided. 15. E-resources will be provided to all faculties students. 16. Research ethics and integrity of the highest order will be maintained. 17. Programmes for mentoring and supporting young faculties will be undertaken. 18. The right environment that attracts and retains faculty who are at the peak of their careers will be created. |
| Library, ICT and Physical Infrastructure / Instrumentation | ? Library, ICT and Physical Infrastructure / Instrumentation The Library is open 12 hours in a day. It can accommodate 300 students at a time • Apart from the Central library the University has two department libraries. • The Library subscribes to all popular Online databases, e-journals, Discussions forums, UGC Inflibnet and Thesis web sites. • Discussion room facility for the students to discuss cases or problems in groups. • Individual cabins. • Separate space allocated for research scholars. • Separate Section for reference books. • Centrally Air conditioned facility. • Periodical addition of books and new databases. • There are 54 classrooms and lecture theatres networked and fitted with audio visual tools to enhance the teaching-learning experience and to facilitate case pedagogy in the Faculty of Management, besides an IT Lab and server rooms. • There are 11 classrooms networked and fitted with audio visual tools to enhance the teaching-learning experience and IT labs for online tests, MOOCs, NPTEL and QEEE in the |

| | Faculty of Science Technology. • Similarly the Faculty of Law too has 5 classrooms networked and fitted with audio visual tools. • The complete academic monitoring and control is done through the intranet - the Campus Net and the Faculty Zone. The Campus Net is the portal of communication for students on academic matters, library, placements, Accounts, hostel etc. • Faculty members download the live data and explain the concepts/ application of concepts. • Additional spaces are also available in the form of Auditoria and Seminar Halls. |
|---|---|
| Human Resource Management | Human Resource Management: University initiated several steps to manage its human resources to meet the changing requirements of the curriculum • Faculty Development Programs are organized, where the faculty participation is need based. • Case pedagogy workshops are organized. • Knowledge sharing workshops are conducted. • Faculty seminars are conducted. • Faculty members with PhD are encouraged to pursue post doctoral fellowships. Faculty members without PhD are encouraged to enrol for doctorate degree at the University or with other Universities. • Faculty members are encouraged to utilize the sabbatical leave for pursuit of higher research in premier institutions within the country and abroad. • Faculty members are encouraged to take up UGC/ DST/ other agency research projects. • Encouraging participation of faculty members in more international conferences by evolving an incentive scheme linked to publication in top quality peer reviewed journals. • Incentive scheme for publishing in peer referred and other quality journals. This apart the University has a policy of recruiting the best faculty all through the year. This is through advertisements, faculty referrals, visits to universities with doctoral programs. |

6.2.2 – Implementation of e-governance in areas of operations:

| E-governace area | Details |
|---|---|
| Planning and Development | The ICFAI University aspires to be among the top 50 Universities in the world by 2030. We will be guided by our motto "Meritum Ethicus" while |

| | |
|---|---|
| | endeavoring to make the University a Centre for high-quality education, strive to create an intellectually stimulating environment for research, particularly into areas bearing on the socio-economic and cultural development of the state and the nation. Strategically, University will strive to attain excellence in the following spheres of inno,vative, career-oriented professional post-graduate and undergraduate programs through inclusive technology-aided pedagogies to equip students with the requisite professional and life skills as well as social sensitivity and a high sense of ethics. While we give value to the activities that lead to the genesis of this University, we shall continue to embrace the values of inclusivity, tolerance, equality, and diversity. Being fully aware of our strengths, we shall continue to explore opportunities to face the challenges ahead to make this University a truly outstanding University in the country. Skill development in socially relevant sectors is one of our strategic priorities which is also implied in the mission. Our strategic vision will be governed by three major goals: ? Excellent teaching, learning, and student experience ? Outstanding research ? Social responsibility. |
| Student Admission and Support | Admission for MBA is through University's own entrance examination - IBSAT. The University also considers CAT and GMAT scores. For admission into B, Tech Programme, the University has its own entrance examination-ATIT. The university also considers the AIEEE and TS EAMCET and AP EAMCET ranks. The admission process is stringent. There is no compromise on student quality. Forty percent of weightage is given to the academic background of the student. This is besides assessing their performance in group discussion and personal interview |
| Examination | The ICFAI University, Dehradun has a continuous internal evaluation system. Student progress is continuously monitored in every course through a system of offline and online evaluation. The Deemed-to-be-University has adopted an internal evaluation system due to its unique case-based |

| | pedagogy, transparency in evaluation, 60 percent internal evaluation component and the need for declaring the results within a time-frame of 15-21 days |
|---|---|

## 6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

| Year | Name of Teacher | Name of conference/ workshop attended for which financial support provided | Name of the professional body for which membership fee is provided | Amount of support |
|---|---|---|---|---|
| 2019 | Dr. Amit Joshi | International Conference on Advances in Business Law, Dubai | University of Dubai | 27000 |
| View File | | | | |

6.3.2 – Number of professional development / administrative training programmes organized by the University for teaching and non teaching staff during the year

| Year | Title of the professional development programme organised for teaching staff | Title of the administrative training programme organised for non-teaching staff | From date | To Date | Number of participants (Teaching staff) | Number of participants (non-teaching staff) |
|---|---|---|---|---|---|---|
| 2020 | Workshop on N.J.Y Memories | Stability and Ability through Practice" at ICFAI University, Dehradun. | 15/06/2020 | 22/06/2020 | 74 | 48 |
| 2020 | State Level Virtual Lab | State Level Virtual Lab | 28/08/2020 | 28/08/2020 | 73 | 3 |
| View File | | | | | | |

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

| Title of the professional development programme | Number of teachers who attended | From Date | To date | Duration |
|---|---|---|---|---|
| Various Panel Discussions and Webinars by renowned Speakers | 14 | 21/09/2020 | 21/09/2020 | 1 |

| | | | | |
|---|---|---|---|---|
| International Workshop on "Effective Academic Writing and Mendeley – Reference Management Tool" by Educate Consulting, Bhopal in collaboration with MIM Cosmos. | 133 | 19/09/2020 | 20/09/2020 | 2 |
| "Stability and Ability through Practice" at ICFAI University, Dehradun. | 133 | 15/06/2020 | 22/06/2020 | 133 |
| "Qualitative Research - Approaches and Methods by IDMBA, Hyderabad via Online Mode. | 197 | 31/05/2020 | 31/05/2020 | 1 |
| "An Effective Research Paper Writing Skills" by CCMS, Bhagwan Mahavir University, Surat | 156 | 13/04/2020 | 16/04/2020 | 4 |
| National Level – "Designing and Development of Massive Open Online Courses (MOOCs)" by National Institute of Open Schooling. | 115 | 06/03/2019 | 06/03/2019 | 1 |
| Training Of Trainers from IIT, Roorkee in collaboartion with NPTEL / Swayam Platforms. | 123 | 01/07/2019 | 31/10/2019 | 90 |
| State Level – "Virtual Labs" | 141 | 28/08/2019 | 28/08/2019 | 1 |

| in collaboration with IIT Delhi. | | | | |
|---|---|---|---|---|
| "Case Method Teaching and Case Writing" by Case Research Society of India, Chennai and School of Management, IMS Unison University, Dehradun. | 116 | 31/05/2019 | 01/06/2019 | 2 |
| [View File](#) | | | | |

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

| Teaching | | Non-teaching | |
|---|---|---|---|
| Permanent | Full Time | Permanent | Full Time |
| 64 | 74 | 36 | 36 |

6.3.5 – Welfare schemes for

| Teaching | Non-teaching | Students |
|---|---|---|
| Leaves (casual, earned, non-earned, sick and maternity), Lien, employment provident fund gratuity, encashment of earned leave, incentivising research, housing quarters facility, fee waiver to spouse /wards, transportation, subsidised canteen facility | Leaves (casual, earned, non-earned, sick and maternity), employment provident fund gratuity, encashment of earned leave, incentivising research, housing quarters facility, fee waiver to spouse /wards, transportation, subsidised canteen facility | Free medical facility, subsidised canteen facility329.56 |

## 6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

Yes, The Institution conducts 06 Time internal and external financial audits regularly.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

| Name of the non government funding agencies /individuals | Funds/ Grnats received in Rs. | Purpose |
|---|---|---|
| ICFAI Management | 210000 | For setting 3 D Printing lab,For setting AI Lab |
| [View File](#) | | |

6.4.3 – Total corpus fund generated

## 6.5 – Internal Quality Assurance System

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

| Audit Type | External | | Internal | |
|---|---|---|---|---|
| | Yes/No | Agency | Yes/No | Authority |
| Academic | Yes | Prof.(Dr.) Ajay Saksena Principal of DAV (PG) College, Dehradun Dr. Poonam Painuly Department of management Studies Kanya Gurukul Campus, Dehradun | Yes | Vice Chancellor Prof. Dr. Muddu Vinay |
| Administrative | Yes | Brig. Rajiv Sethi(Retd) | Yes | Brig. Rajiv Sethi(Retd) |

6.5.2 – What efforts are made by the University to promote autonomy in the affiliated/constituent colleges? (if applicable)

No.the representatives

6.5.3 – Activities and support from the Parent – Teacher Association (at least three)

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

6.5.4 – Development programmes for support staff (at least three)

• vacant posts should be filled on regular basis. • ICT should be increased in the teaching-learning process. • Faculty should be encouraged to undertake F.I.P. • Staff are encouraged to pursue higher education. • Staff are given a special training session on 'Office Automation'. • Step should be taken to have both boys and girls hostel. • The college should have some more smart classes. • Washroom facilities for boys and girls should be improving on a priority basis

6.5.5 – Post Accreditation initiative(s) (mention at least three)

Teaching Pedagogy The COVID-19 crisis is having an unprecedented impact on education. It has posed significant challenges in terms of ensuring the

continui of learning. At IBS, ICFAI University Dehradun we have been quick to respond to these challenges. We have developed our own robust digital learning platform (Student Information System-'SIS') to facilitate online teaching and learning on real-time basis. The information technology (IT) infrastructure has been upgraded at the University. Our efforts are towards seamless integration of various learning modes and to build a unified learning system. The University reconsidered its pre-pandemic delivery and pedagogical methods and restructured its conventional classroom system to online mode. The faculty members have been quick to respond helping in a quick transition. Both theoretical concepts and practical learning have been blended through case studies, role-plays, and management games. The quality benchmarks are established with periodic feedbacks focusing on bringing necessary improvements in online teaching and delivery. The University has also earned the global 'QS I-Gauge E Lead Certification' for its efforts towards ELearning Excellence and Digitization. - Research IBS, IUD has created an environment that encourages research and publications by faculty, scholars, and students. It is reflected in the increased number of publications in Scopus indexed and UGC listed journals. Access to online databases and a proper incentive scheme to boost research is put in place. It has produced encouraging results. There is a Case Research Center established under an MoU with IFHE-IBS CRC so that there can be regular research output which will also help the students in their learning and placements. IBS is one of the very few management schools in India to have a 100 case method focus. Two cases developed at IBS Dehradun have been published in The Case Centre, UK. We are also starting a 'Newton- Bhabha' scholarship to boost research in IBS, IUD in collaboration with University of Derby, U.K. - Summer Internship Placements It gives me pleasure to share with you that we at IBS Dehradun have successfully completed placements and summer internship placements by February 2020, well before the COVID-19 outbreak started disrupting the normal life. Leading companies from diverse sectors like Banking, Financial Services, Manufacturing, Retail, Media, IT ITES, Research and Consultancy participated in the final placements drive of IBS Dehradun. The placements for the class of 2020- which is the 15th batch passing out from IBS Dehradun, have witnessed a significant uptrend both in terms of salary and profiles offered by the leading domestic and global companies that have recruited from IBS.

6.5.6 – Internal Quality Assurance System Details

| a) Submission of Data for AISHE portal | Yes |
|---|---|
| b)Participation in NIRF | Yes |
| c)ISO certification | No |
| d)NBA or any other quality audit | No |

6.5.7 – Number of Quality Initiatives undertaken during the year

| Year | Name of quality initiative by IQAC | Date of conducting IQAC | Duration From | Duration To | Number of participants |
|---|---|---|---|---|---|
| 2020 | IQAC organized "Sexual Harassment of Women at workplace" Ms. Manya Kumar Attorney Of Law | 29/09/2020 | 29/09/2020 | 29/09/2020 | 201 |

| Year | Title | Date | Date | Date | Number |
|------|-------|------|------|------|--------|
| 2020 | Preparation of student satisfaction survey Report | 12/08/2020 | 12/08/2020 | 12/08/2020 | 23 |
| 2020 | A workshop on 'Stability and Ability through Practice' is being convened by the Vice Chancellor, Prof. Dr. Muddu Vinay. | 15/06/2020 | 22/06/2020 | 22/06/2020 | 133 |
| 2020 | Sexual Harassment Workshop Faculty Co-ordinators: Ms. Snigdha Kuriyal and Mrs. Seema Sharma | 28/01/2020 | 28/01/2020 | 28/01/2020 | 113 |
| 2020 | Uploding of college data to the Management information system(MIS) portal of MHRD,Govt.of India | 18/02/2020 | 18/02/2020 | 18/02/2020 | 21 |
| 2020 | Statistics in the college website | 22/10/2019 | 22/10/2019 | 22/10/2019 | 19 |
| View File |||||| 

# CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

## 7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

| Title of the programme | Period from | Period To | Number of Participants | |
|------------------------|-------------|-----------|-------------|------|
|  |  |  | Female | Male |
| Talk on International Yoga Day | 26/06/2020 | 26/06/2020 | 44 | 50 |
| Industrial | 10/01/2020 | 10/01/2020 | 51 | 65 |

| Visit to McNROE Consumer Products, Pvt.Ltd.;SIDCUL, Haridwar, Uttarakhand | | | | |
|---|---|---|---|---|
| Fresher party | 26/09/2019 | 26/09/2019 | 256 | 380 |
| Industry visit to China (Beijing, Shanghai, Singapore) | 09/10/2019 | 16/10/2019 | 13 | 22 |
| Movie Mania (Movie and Management) | 19/10/2019 | 24/10/2019 | 35 | 46 |
| AGNITRAYA 2k19, 6th edition, | 07/11/2019 | 11/11/2019 | 3 | 12 |
| Field Visits to local companies/Factories | 22/11/2019 | 22/12/2019 | 12 | 13 |
| Movie Screening (HR Club Activity) | 12/12/2019 | 12/12/2019 | 24 | 36 |
| Role Play | 13/12/2019 | 13/12/2019 | 7 | 8 |
| Cooking Competition | 10/10/2019 | 11/10/2019 | 34 | 26 |
| Rangoli Making in order to celebrate Women's Day | 03/03/2020 | 03/03/2020 | 13 | 3 |
| Run for Unity in the morning Session. Speeches by eminent academicians on Unity and Integrity of India and Contribution of Sardar Patel | 31/10/2019 | 31/10/2019 | 185 | 215 |
| Garba on the occasion of Navratre | 05/10/2019 | 05/10/2019 | 44 | 36 |

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

| Percentage of power requirement of the University met by the renewable energy sources |
|---|
| • "Save Energy" initiative is taken by Students to switch off lights and fans before leaving the classroom. • Students prepare projects on environmental science as a part of their course curriculum on different environmental issues such as air, water, land and sound pollution, solid waste management, |

ecosystem, and biodiversity.

7.1.3 – Differently abled (Divyangjan) friendliness

| Item facilities | Yes/No | Number of beneficiaries |
|---|---|---|
| Physical facilities | Yes | Nill |
| Provision for lift | Yes | Nill |
| Ramp/Rails | Yes | Nill |
| Braille Software/facilities | Yes | Nill |
| Scribes for examination | Yes | Nill |
| Special skill development for differently abled students | Yes | Nill |
| Any other similar facility | Yes | Nill |

7.1.4 – Inclusion and Situatedness

| Year | Number of initiatives to address locational advantages and disadvantages | Number of initiatives taken to engage with and contribute to local community | Date | Duration | Name of initiative | Issues addressed | Number of participating students and staff |
|---|---|---|---|---|---|---|---|
| 2020 | 3 | 2 | 13/04/2020 | 14 | Food Distribution in Covid-19 Pendemic | Selaqui Purabiya Basti,Selaqui | 43 |

View File

7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

| Title | Date of publication | Follow up(max 100 words) |
|---|---|---|
| MBA Student Handbook | 09/05/2019 | The ICFAI University, Dehradun MBA Student Handbook 2019 consists of Program Structure, Teaching and Evaluation Methodology, Academic Regulations, Student Assistantships, Scholarship and General Regulations |
| IUD Student Handbook | 06/06/2019 | The IUD Student Handbook 2019 consists of Academic Calendar, Program Structures, Academic Regulations, Students Code of Conduct, Internship Program, Academic Administration |

7.1.6 – Activities conducted for promotion of universal Values and Ethics

| Activity | Duration From | Duration To | Number of participants |
|---|---|---|---|
| Gandhi jyanti Celebration with Swatch Bharat Abhiyaan to promote the values and ethics of Mahatma Gandhi 'cleanliness is next to Godiness' | 02/10/2020 | 02/10/2020 | 135 |
| Vishwakarma Puja | 18/09/2019 | 18/09/2019 | 255 |
| Ganesh Chaturthi | 24/08/2020 | 31/08/2020 | 233 |
| [View File](#) | | | |

7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

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

## 7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

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

student demise • Committee approach to decision making. For Example - the Strategic Management Committee consisting of Deans and Directors, as a think tank for the Vice-Chancellor, implements Board decisions, UGC and MHRD communications, etc. It also helps taking issues to the Board of Management after a brainstorm. UGC Circulars such as UGC curriculum on Environment, Disaster Management, Swachh Bharat Pakhwada, Digitization, etc. are discussed for implementation. Provide the details in annexure (annexure need to be numbered as i, ii,iii) The two best practices which have contributed to better academic and administrative functioning of the university are: 1. Case Based Teaching 2. PhD Program Best Practice - 1 3. Title of the Practice : Case Based Teaching 4. Objectives of the Practice What are the objectives / intended outcomes of this "best practice" and what are the underlying principles or concepts of this practice (in about 100 words)? The case method helps the participants take responsibility of learning on them. Unlike the traditional lecture method the case method dignifies and dramatizes student's life by opening the way to make positive contributions to thought and by doing so prepare them for action. Independent, constructive thinking is encouraged. Cases involve situations where students encounter real-life situations, contexts, and surrounding information. The complexity built around the situation forces them to think in a holistic manner. This becomes a habit over time and the student learns to appreciate complexity and ambiguity, traits that hold them in good stead in industry. After going through 400 odd cases in the two year program he/ she is equipped to analyze, think and act like a professional manager. Instead of being a passive receiver the student learns to listen carefully to others' point of view and appreciate criticism and contrarian views. This also helps them develop an open mind about situations, contexts, and others. The case method helps generate new ideas as the discussion is revolving around the students. The teacher is only a facilitator in the process. 5. The Context What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)? The case method as a pedagogy was introduced in the year 2009 and seen as a major departure from the traditional lecture method by creating a highly different learning environment. The experience of global business schools was taken into account and the pedagogy was adopted across all the courses. The first challenge was cases in the quantitative papers were few. Faculty members were motivated to author cases in financial accounting, financial Management, Quantitative methods etc. The next challenge was to train the faculty members. The University invited top academics from leading IIMs as well as senior industry executives to train the faculty members. A third challenge was to create the required trust in students. The first year students were exposed to cases developed in-house which were less complex but descriptive in nature while the second year students were taught through Harvard Business School cases that were complex and more decision oriented in nature. 6. The Practice Describe the practice and its uniqueness in the context of India higher education.What were the constraints / limitations, if any, faced (in about 400 words)? Indian higher education especially in post graduate management education got stuck in age old pedagogies. It did not metamorphose with the rapid pace of change in the environment. The desire to make education globally relevant made the University look at these changes and to overhaul the traditional practice with globally relevant ones. The case method is one such change. The case method of instruction was introduced by taking the help of two Case repositories – our in-house Case Research Center and Harvard. The former cases are developed and written by the faculty members of the Case Research Center in the University and have a mix of Indian as well as global cases and are introduced for the first year students. The Harvard Business School Cases in general have a global flavor and are introduced in the second year. By the second year the student has been exposed to the core concepts and adapting the more complex Harvard cases is not difficult. Indian managers today face

challenges that are more global in nature. With the world increasingly becoming a global village the University believed in beginning the training right in the first year. Decision contexts vary with every situation. The student learns the art of argument, analysis and group behavior. The student also learns to take criticism in his stride. Group learning is enhanced when students present case solutions in the class. Going through the text book enhances the relevance of theory to practice. All these outcomes were not possible if one were to just restrict to traditional pedagogies. There were some minor constraints in its implementation though. Students had to be motivated to take the ownership of learning, a hitherto unheard phenomenon. The evaluation pattern underwent a metamorphosis with greater emphasis on class participation. Students as well as faculty members took time to adjust to this emerging scenario. Despite these constraints the benefits far outweighed the limitations. Occasionally, students found it challenging to cope with three to four cases in a day. This had to be viewed positively. Students learned to cope with stress which benefited them in the long run in preparing them for the challenging corporate profession. 7. Evidence of Success Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words. The case method creates a decision and analytical focus in the student. Going through nearly 400 odd case studies across different core and functional disciplines the student matures in his approach to complex and ambiguous situations. Post implementation of case pedagogy employers observed a visible change in the students in terms of their overall approach to business situations, greater analytical ability, better presentation and team building skills. A small percentage of students found the adaptation to the case method challenging, due to inherent variations in student abilities to grasp the situation and concepts simultaneously. Some recruiters too shared this view. These observations may not be viewed as a critique of the pedagogy but as an inherent challenge to any change scenario. Efforts were being made to identify such students and put greater emphasis on conceptual clarity as well. Consequently, a unique program was initiated called the Syndicated Learning Process. In these sessions that run through the semester, faculty members revisit domain concepts. This intervention yielded immediate results and the minor constraints were ironed out eventually. 8. Problems Encountered and Resources Required Please identify the problems encountered and resources required to implement the practice (in about 150 words). Apart from the issues mentioned in the sections above we have not encountered any major problems. Faculty who join IBS without prior exposure to case teaching are inducted into the system through an orientation program spanning two to three days. This helps them get into the system and integrate with the bigger group. In terms of being more relevant we review every case at the end of the year and through a churning process new cases are introduced. One criterion for replacement is to look at cases which have become redundant or too dated. Faculty members are encouraged to write cases with active help from the IBS Case Research Center. A proof of our prowess lays in the awards the faculty members have won at the global level. 9. Notes Optional. Please add any other information that may be relevant for adopting/ implementing the Best Practice in other institutions (in about

| Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link |
|---|
| https://www.iudehradun.edu.in/ |

### 7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

Keeping in line with the UGC Guidelines, the University strives to attain

Deemed University status and has included environment-related studies in the curriculum. It has also introduced several courses across all the 4 schools. The Case newly created Case Research Center has developed several case studies. The University has started a Center for Environmental Studies to serve as a knowledge centre on key sustainable issues and as a resource base for comprehensive and relevant information through research. It would undertake projects in environmental aspects by conducting seminars in environmental protection, laws, and other related fields.

| Provide the weblink of the institution |
|---|
| https://www.iudehradun.edu.in/ |

## 8.Future Plans of Actions for Next Academic Year

Plans of the institution for next year . • TCS Ion Industry honor Programs: 1) Financial Markets specialization And 2) Banking Insurance specialization are to be included as electives in BBA and started. • Participation in the world ranking such as URI. and compete with Global Business Schools • To Start the Undergraduate BCA program and Postgraduate MCA program. • IPR courses to be included in the BA-LLB, BBA- LLB, and LLM. At least 50 research publications to be done by faculty members and students in ABDC/Scopus/UGC Care listed Journals. • To start Online IUD Journal "ANTARDRISTI". Other Plans ? MOUs: An MOU is to be signed shortly with the Academy of International Dispute Resolution Professional Negotiation (AIDRN), the global academic institute that offers training, defines competency standards, and conducts researches and data analysis for disputes resolution negotiation. ? Started Construction of Girls Boys hostels, Vice-Chancellor, and Staff Accommodations. ? Focus on external funding from Government Organizations and Industry research projects. ? WebEx for online classes to be parched and Internet speed to be increased to 500 Mbps. ? Participate in THE IMPACT RANKINGS ? Participation in QS Times Higher Education Rankings. ? Patent filing for a project on mask detection which is undergoing rigorous trials.