R V Institute of Management

CA-17, 36th Cross, 26th Main, 4th Block,
Jayanagar, Bangalore – 560 041

Self Study Report

Submitted

To

National Assessment And Accreditation Council

Bangalore

Rashtreeya Sikshana Samithi Trust

R.V. Institute of Management

Affiliated to Bangalore University, Recognized by Government of Karnataka, Approved by AICTE, New Delhi

CA 17, 36th Cross, 26th Main, 4th 'T' Block, Jayanagar, Bangalore - 560 041
Ph : 080-42540300, 26547048 Fax: 080-26654920 Email : contact@rvim.in Website : www.rvim.in

Certificate of Compliance

(Affiliated Institutions)

This is to certify that **R V Institute of Management** fulfils all norms

1. Stipulated by the affiliating University – Bangalore University and

2. Regulatory Council/Body - AICTE and

3. The affiliation and recognition is valid as on date.

Date: May 10, 2013

Place: Bangalore

Director

A PREMIER INSTITUTE IN MANAGEMENT EDUCATION, TRAINING, RESEARCH & CONSULTANCY

Preface

R V Institute of Management is one of the 27 leading educational institutions managed by Rashtreeya Sikshana Samithi Trust started in the academic year 1999-2000, with a purpose of providing quality management education to aspiring youngsters. Our aim is to educate & train potential future managers to develop capability to lead business enterprises effectively in reaching their corporate goals, and thus set a benchmark for others to emulate. In this process we believe in value based education and contribute to the society and country at large.

This Self Study Report is a snap shot of all our activities at the Institute. It mainly describes the conscious efforts made by the institute in improving quality in all academic and supporting activities. The faculty team of our institute made their sincere efforts to include each and every activity which we have been conducting to bring academic excellence in the institute. Utmost care has been taken while providing the information and statistical data relating to the institute.

I appreciate all the teaching and non-teaching staff for their contribution in preparation of Self Study Report.

I believe that the of preparation of SSR and accreditation process has motivated us to work continuously with more efforts in perusing new heights of Quality Management Education.

Dr. T V Raju
Director

SWOC Analysis of the Institute

STRENGTHS

✦ RVIM is housed in a modern 2700 sq.mts custom designed building and stand-alone institution in Bangalore offering MBA Programme. The architecture and facilities were planned with adequate space to promote effective and reflective learning.

✦ It emphasizes on Value-based, Culture-driven and Quality oriented education. RVIM believes in training students to meet the requirements of the Industry and Corporates by one-to-one career coaching with the help of professional trainers who have extensive field experience and mentor the students before they are ready to leave the portals of the Institute.

✦ The faculty members have rich experience in the corporate, teaching and research holding diverse portfolios and responsibilities. The teaching and learning process is a unique mixture of theory and 'experiential learning'.

✦ Library in RVIM has all necessary facilities to meet the requirements of MBA Programme. It is well furnished and a good ambience been provided for students to sit and read for necessary reference work.

✦ The Computer centre is housed in a large, well furnished, air-conditioned laboratory with more than 250 computers.

WEAKNESSES

✦ In accordance with the vision to pursue excellence in education and to reach top 10 among the premier management institutes by 2015, RVIM is working hard in achieving the same.

✦ With different background of students' and faculty talents & skill sets, RVIM is trying its best to reach the standards being set and to realise the vision of the institute at the earliest.

✦ RVIM students follow the disciplinary norms but their commitment is not upto our expectations as a result the institute has to work hard to produce better results and placements for students.

Opportunities

✦ To collaborate with foreign universities and offer value-addition programmes, Student exchange programmes and research activities.

✦ To provide need-based training, and research and consultancy.

✦ To get students from overseas countries and provide global perspective of learning. The opportunity to play a major role in developing and training students to be culturally sensitive and capable of working in a multicultural and diverse environment.

Challenges
✦ Good number of institutions are being permitted to offer the PG Courses. The most of them would work on business model and naturally the set standards and goals may not be met with and create an unhealthy competition among the Institutes. Those institutes which work on service model, they have to face not only the unhealthy challenges but to cross all hardships to maintain Values, Quality and Culture to give real knowledge to the students to make them competent in the competitive world.
✦ To retain the highly qualified and talented faculty members.
✦ To introduce soft skills into the curriculum while preserving the more analytical and concept-based courses.
✦ To update advanced information and communication technologies in teaching and learning methods.

B. Profile of the Institute

1. Name and address of the college:

Name: **R V Institute of Management**
Address: CA-17, 36th Cross, 26th Main, 4th Block, Jayanagar
City: Bangalore   Pin: 560041   State: Karnataka
Website: www.rvim.in

2. For communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Principal/ Director	Dr. T V Raju	O: 080-26547048 R:	9880114446	080-26654920	tv_raju@rediff mail.com
Vice Principal	NA	O: R:	-	-	-
Steering Committee Co-ordinator	Gowrisha	O: 080-42540311 R:	9900246239	080-26654920	gowrisha.joshi @gmail.com

3. Status of the of Institution :
    Affiliated College

    Constituent College
    Any other (specify)

√
-
-

4. Type of Institution:
    a. By Gender
        i. For Men
        ii. For Women
        iii. **Co-education**

-
-
√

    b. By shift
        i. **Regular**
        ii. Day
        iii. Evening

√
-
-

5. Is it a recognized minority institution?
   Yes   -
   No   √

   If yes specify the minority status (Religious/linguistic/ any other)
   and provide documentary   evidence.   NA

6. Source of funding:
   Government   -
   Grant-in-aid   -
   Self-financing   √
   Any other   -

7. a. Date of establishment of the college: 15/07/1999………………
   (dd/mm/yyyy)

   b. University to which the college is affiliated /or which governs the
   college (If it is a constituent college)   Bangalore University

   c. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks (If any)
i. 2 (f)	NA	NA
ii. 12 (B)	NA	NA

   (Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act)

   d. Details of recognition/approval by statutory/regulatory bodies
   other than UGC
   (AICTE, NCTE, MCI, DCI, PCI, RCI etc.)

Under Section/clause	Recognition/Approval details Institution/Department/ Programme	Day, Month and Year (dd-mm-yyyy)	Validity	Remarks
i.	Recognised by Government of Karnataka	17/10/2012 2012-2013	One Year	GO. No. ED 175 T.E.C. 2012
ii.	Approved by AICTE	19/03/2013 2013-2014	One Year	F.No. South-West/1-1390953735/2013/EOA
iii.	-	-	-	-
iv.	-	-	-	-

   (Enclose the recognition/approval letter)

8. Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?

Yes ☐√   No ☐

If yes, has the College applied for availing the autonomous status?

Yes ☐   No ☐√

9. Is the college recognized
   a. by UGC as a College with Potential for Excellence (CPE)?

Yes ☐   No ☐√

If yes, date of recognition: ……………NA……… (dd/mm/yyyy)
   b. for its performance by any other governmental agency?

Yes ☐   No ☐√

If yes, Name of the agency …………NA………… and

Date of recognition: …………NA………… (dd/mm/yyyy)

10. Location of the campus and area in sq.mts:

Location *	URBAN
Campus area in sq. mts.	3877
Built up area in sq. mts.	3766

(* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

11. Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.

   • Auditorium/**seminar** complex with infrastructural facilities ☐√
   • Sports facilities
        * play ground - No
        * swimming pool - No
        * **gymnasium** ☐√

   • Hostel
        * Boys' hostel ☐√
                                        ☐ 01

i. Number of hostels
ii. Number of inmates $\boxed{95}$
iii. Facilities (mention available facilities) – Canteen, Indoor games, Audi-video facility

∗ Girls' hostel $\boxed{\sqrt{}}$
  i. Number of hostels $\boxed{01}$
  ii. Number of inmates $\boxed{10}$
  iii. Facilities (mention available facilities) - Canteen, Indoor games, Audi-video facility

∗ Working women's hostel $\boxed{NA}$
  i. Number of inmates
  ii. Facilities (mention available facilities)

- Residential facilities for teaching and non-teaching staff (give numbers available -- cadre wise) - No
- Cafeteria -- $\boxed{\sqrt{}}$
- Health centre – $\boxed{\sqrt{}}$
  First aid, Inpatient, Outpatient, Emergency care facility, Ambulance……. $\boxed{\text{Doctor on Call}}$ $\boxed{\text{First Aid}}$
  Health centre staff –
      Qualified doctor   Full time $\boxed{-}$ Part-time $\boxed{-}$

      Qualified Nurse   Full time $\boxed{-}$ Part-time $\boxed{-}$

- Facilities like banking, post office, **book shops** $\boxed{\sqrt{}}$
- Transport facilities to cater to the needs of students and staff - No
- Animal house - NA
- Biological waste disposal - No
- Generator or other facility for management/regulation of electricity and voltage $\boxed{\sqrt{}}$
- Solid waste management facility $\boxed{\sqrt{}}$
- Waste water management - No
      $\boxed{\sqrt{}}$

- Water harvesting

12. Details of programmes offered by the college (Give data for current academic year)

Sl. No.	Programme Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/ approved Student strength	No. of students admitted
	Under-Graduate	NA	-	-	-	-	-
	Post-Graduate	**MBA**	2 Years	Any Degree with 50% aggregate marks + approved entrance test	English	180	172
	Integrated Programmes P G	NA	-	-	-	-	-
	M.Phil.	NA	-	-	-	-	-
	Ph. D.	Ph.D. - Management	3 years	PG Degree + Entrance Test by BU	English	02	02
	Certificate courses	NA	-	-	-	-	-
	UG Diploma	NA	-	-	-	-	-
	PG Diploma	NA	-	-	-	-	-
	Any Other (specify and provide details)	NA	-	-	-	-	-

13. Does the college offer self-financed Programmes?

Yes ☐√   No ☐

One - MBA

If yes, how many?

14. New programmes introduced in the college during the last five

years if any?

| Yes | | No | √ | Number | NA |

15. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

Particulars	UG	PG	Research
Science	NA	NA	NA
Arts	NA	NA	NA
Commerce	NA	NA	NA
Any Other not covered above -	NA	NA	NA

16. Number of Programmes offered under (Programme means a degree course like BA, BSc, MA, M.Com…)

a. annual system | NA |

b. semester system | 01 |

c. trimester system | NA |

17. Number of Programmes with

a. Choice Based Credit System | 01 |

b. Inter/Multidisciplinary Approach | - |

c. Any other (specify and provide details) | - |

18. Does the college offer UG and/or PG programmes in Teacher Education?

Yes ☐   No | √ |

If yes,

a. Year   of   Introduction   of   the

programme(s)……NA………….. (dd/mm/yyyy)
and number of batches that completed the programme

[   ]

  b. NCTE recognition details (if applicable) NA
   Notification No.: ……………………………………
   Date: ………………………… (dd/mm/yyyy)
   Validity:………………………..

  c. Is the institution opting for assessment and accreditation
   of Teacher Education Programme separately? - NA

  Yes [   ] No [√]

19. Does the college offer UG or PG programme in Physical Education?
  Yes [   ] No [√]

 If yes,
  a. Year of Introduction of the
   programme(s)………NA………. (dd/mm/yyyy)
   and number of batches that completed the programme

[   ]

  b. NCTE recognition details (if applicable) NA
   Notification No.: ……………………………………
   Date: ………………………… (dd/mm/yyyy)
   Validity:……………………

  c. Is the institution opting for assessment and accreditation
   of Physical Education Programme separately? - NA
  Yes [   ] No [√]

20. Number of teaching and non-teaching positions in the Institution

Positions	Teaching faculty						Non-teaching staff		Technical staff	
	Professor		Sr. Assistant Professor		Assistant Professor					
	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F
Sanctioned by the UGC / University / State Government	NA	-	-	-	-	-	-	-	-	-

Positions	Teaching faculty									
Recruited										
Yet to recruit	-	-	-	-	-	-	-	-	-	-
Sanctioned by the Management/society or other authorized bodies *Recruited*	03	-	02	03	07	09	12	13	04	-
Yet to recruit	01	-	-	01	-	-	-	-	-	-

*M-Male *F-Female

21. Qualifications of the teaching staff:

Highest qualification	Professor		Associate Professor (Sr. Assistant Professor)		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.	-	-	-	-	-	-	-
Ph.D.	02	-	-	-	-	-	02
M.Phil.	-	-	02	01	03	02	08
PG	-	-	-	01	04	07	12
Temporary teachers	NA						
Ph.D.							
M.Phil.							
PG							
Part-time teachers							
Ph.D.							
M.Phil.							
PG	02	-	-	-	-	-	02

22. Number of Visiting Faculty /Guest Faculty engaged with the College.

02

23. Furnish the number of the students admitted to the college during the last four academic years.

Categories	Year 1 2009-2010		Year 2 2010-2011		Year 3 2011-2012		Year 4 2012-2013	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	05	05	10	04	07	05	09	06
ST	01	01	01	01	04	-	02	04
OBC	23	13	51	22	43	27	55	38
General	41	25	52	23	55	33	39	17
Others	-	-	-	-	-	-	-	-

24. Details on students enrollment in the college during the current academic year:

Type of students	UG	PG	M. Phil.	Ph.D.	Total
Students from the same state where the college is located		136			
Students from other states of India		036			
NRI students		-			
Foreign students		-			
Total		172			

25. Dropout rate in UG and PG (average of the last two batches)

UG | NA | PG | 03 |

26. Unit Cost of Education

(Unit cost = total annual recurring expenditure (actual) divided by total number of

students enrolled) | Rs.69,103 |

(a) including the salary component

(b) excluding the salary component | Rs.24.666 |

27. Does the college offer any programme/s in distance education mode (DEP)?

Yes ☐   No ☑

If yes,

a) is it a registered centre for offering distance education programmes of another University

NA   Yes ☐   No ☐

b) Name of the University which has granted such registration.

NA

c) Number of programmes offered | NA |

d) Programmes carry the recognition of the Distance Education Council.

NA Yes ☐   No ☐

28.   Provide Teacher-student ratio for each of the programme/course offered | 1:15 |

29.   Is the college applying for
Accreditation :   Cycle 1 ☑   Cycle 2 ☐   Cycle 3 ☐   ☐
Cycle 4
Re-Assessment: ☐
(Cycle 1refers to first accreditation and Cycle 2, Cycle 3 and Cycle 4 refers to   re-accreditation)

30.   Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)
Cycle 1: …………………… (dd/mm/yyyy) Accreditation Outcome/Result…….. Cycle 2: …………………… (dd/mm/yyyy) Accreditation Outcome/Result……..
Cycle 3: …………………… (dd/mm/yyyy) Accreditation Outcome/Result……..
* Kindly enclose copy of accreditation certificate(s) and peer team report(s) as an annexure.   NA

31. Number of working days during the last academic year.

> 289 days (From July 1, 2011 to June 30, 2012)
> 283 days (From April 1, 2012 to March 31, 2013)

32.   Number of teaching days during the last academic year

   (Teaching days means days on which lectures were engaged excluding the examination days)

> 200 days

33. Date of establishment of Internal Quality Assurance Cell (IQAC)
    IQAC …**01/06/2011**… (dd/mm/yyyy)

34. Details regarding submission of Annual Quality Assurance
    Reports (AQAR) to NAAC. - NA
     AQAR (i)   ……………… (dd/mm/yyyy)
     AQAR (ii)   ……………… (dd/mm/yyyy)
     AQAR (iii) ……………… (dd/mm/yyyy)
     AQAR (iv) ……………… (dd/mm/yyyy)

35. Any other relevant data (not covered above) the college would like
    to include. (Do not include explanatory/descriptive
    information)

   The College has a Research Centre approved by Bangalore University.

Criteria-wise Analytical Report

Criterion 1: Curricular Aspects

1.1 Curriculum Planning and Implementation

1.1.1 State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.

The vision, mission and objectives of R V Institute of Management, are stated as follows:

Drishti – Vision

"A premier institute in management education, training, research and consultancy"

Chatushpath – Mission

- To be one of the top institutes in Management education, training, research and consultancy.
- To impart value based education in business administration and provide need based training, research and consultancy.
- To achieve excellence through the involvement of the stakeholders.
- To train and mould our students into professionally committed, ethical and environment friendly managers and entrepreneurs for Indian and global organizations.

Saptarshike – Goals

- Impart state-of-art management education to our scholars with quality and value addition so that they are innovative and creative in their chosen careers.
- To enable the executives from different organizations to continue their education and development of knowledge and skills.
- Promote education and knowledge of faculty from different educational institutions.
- Conduct educational programmes for the public so as to enable them to improve the quality of their lives.
- Create a research base for management education, training and consultancy.
- Provide consultancy services to the organizational customers in a way that exceed their expectations and induce them to revisit us.
- Provide these services to the respective clients so as to gain an edge over our competitors.

R V Institute of Management aims to impart value based education in business administration and provide need based training, research and consultancy. The primary goal of the institution is to train and mould the students into professionally com*mitted and socially responsible managers and entrepreneurs.

o   Display
o   Website
o   Admission and Placement Brochures
o   Quality Manual
o   Through our programmes and activities

The vision, goals and objectives of the institute are transmitted to the students by the efforts of the faculty by means of teaching beyond the classroom, curriculum and also through the student orientation programmes. The vision, mission and objectives of the institution are engraved and displayed in important locations within the premises which help in communication of the same to the stakeholders.

The mission and goals of the institute are also communicated to the students and other stakeholders by means of the institution's website, admission brochure, quality manuals and placement brochures.

1.1.2   How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific examples.

R V Institute of Management offers MBA course recognized by the Govt. of Karnataka and is affiliated to the Bangalore University. It offers specializations like Marketing, Human Resources, Finance and Systems. Being affiliated to the Bangalore University, the syllabus and the overall guidelines are laid down by the university.

o   Subject preference and allotment
o   Work Programme and Lesson Plan
o   Course Material
o   Departmental Plans
o   Faculty meeting and their inputs
o   Action plan by the Head of the institute
o   Regular student feed back and suggestions
o   Training and developmental activities

The institute develops its action plan through participative approach. The head of the institution requests the faculty members to choose the subjects that they are interested in based on their specialization at the beginning of the semester. Post allotment of the subjects the faculty members of the college make their Lesson Plans, Work Programmes and Course Material and submit the same to the Head of the institution for his approval. The compatibility of the course material with the syllabus is checked by the experts and the Head of the institution before commencement of the semester.

The each department (specialization wise departments) in the college shall prepare its activities plan for the entire semester to support the curriculum based on the availability of number of working days. The head of the institute plans for training programmes, student development activities and other academic activities for the semester based on the departmental plans and inputs from the faculty.

The teaching faculties take regular feedback from the students regarding the difficulties faced by them and issues like ambiguity and relevance of the topics in the syllabus and help the students to deal with them.

1.1.3   What type of support (procedural and practical) do the teachers receive (from the University and/or institution) for effectively translating the curriculum and improving the teaching practices?

The University has supported the institution by providing a concrete syllabus to conduct the curriculum. At the same time it also organizes workshops and seminars that offer structured opportunities of acquiring skills on the subject matter for the effective translation of the curriculum by the institution.

> o Regular FDPs
> o Encouragement to attend workshop ect. at university and other institutions
> o Continuous monitoring, feed back and suggestions by the Director

The institution in this regard also encourages the faculty members to participate in such deliberations organized by the University. The institute organizes specialization wise Faculty Development Programmes every year to update the knowledge and improve the teaching skill of the faculty. The head of the institute regularly provides suggestions in the faculty meeting to improve their teaching practices and classroom management.

1.1.4 Specify the initiatives taken up or contributions made by the institution for effective curriculum delivery and transaction on the curriculum provided by the affiliating University or other statutory agency?

Numerous initiatives have been taken by the institution for effective curriculum delivery.

The institution offers support for effective teaching through programmes like in-house pedagogical faculty development programmes or management development programmes where industry persons participate in the training programmes. Such programmes are conducted by the various departments, and the Head of the institution. The institution also encourages the faculty members to attend seminars and workshops that focus on the effective delivery of the curriculum.

> o Library and Digital Library
> o Access to IIM-B and British Library through Institutional Membership
> o Academia - Industry interaction programme
>   Encouragement to undertake research activities in their specialization areas

The institution offers resources like updated library both physical and digital which help the teachers to develop their delivery content and the style. The library at R V Institute of Management extends its support to academic research and general information.

The computer labs of the institution are equipped with SPSS 13.0, Tally 9.0, CollabCAD 1.8.1, EasyLIb, English Lab Software, Career Lab Software which helps the faculty in effective delivery of the curriculum .

1.1.5 How does the institution network interact with the beneficiaries such as industry, research bodies and the university in effective operationalization of the curriculum?

The institution encourages its faculty and students to interact with industry in all possible ways with the spirit of deriving mutual benefit. The major modes of interaction are listed as follows:
- Professional consultancy by the faculty to industries.
- Scope for Joint research programmes and field studies
- Industrial visits and interactions by faculty and students

- Visits of the industry executives to the Institute for discussions and delivering lectures on industrial practices, trends and experiences.
- Human resource development programmes by the faculty for industry personnel.
- Workshops, conferences with joint participation of the faculty and the industry.
- Participation of experts from industry in academic activities.
- Projects/dissertation work in industries under joint guidance of the faculty and experts from the industry.
- Visiting faculties/professors with corporate background.
- Practical training of the students in industries during internships.

1.1.6 What are the contributions of the institution and/or its staff members to the development of the curriculum by the university?

- Our Director is the member of the board of Studies and also the member of the advisory bodies of several institutions affiliated to the Bangalore University.
- Our Director was one of the members when the curriculum development committee was formed four years ago by the Bangalore University Department of Management Studies.
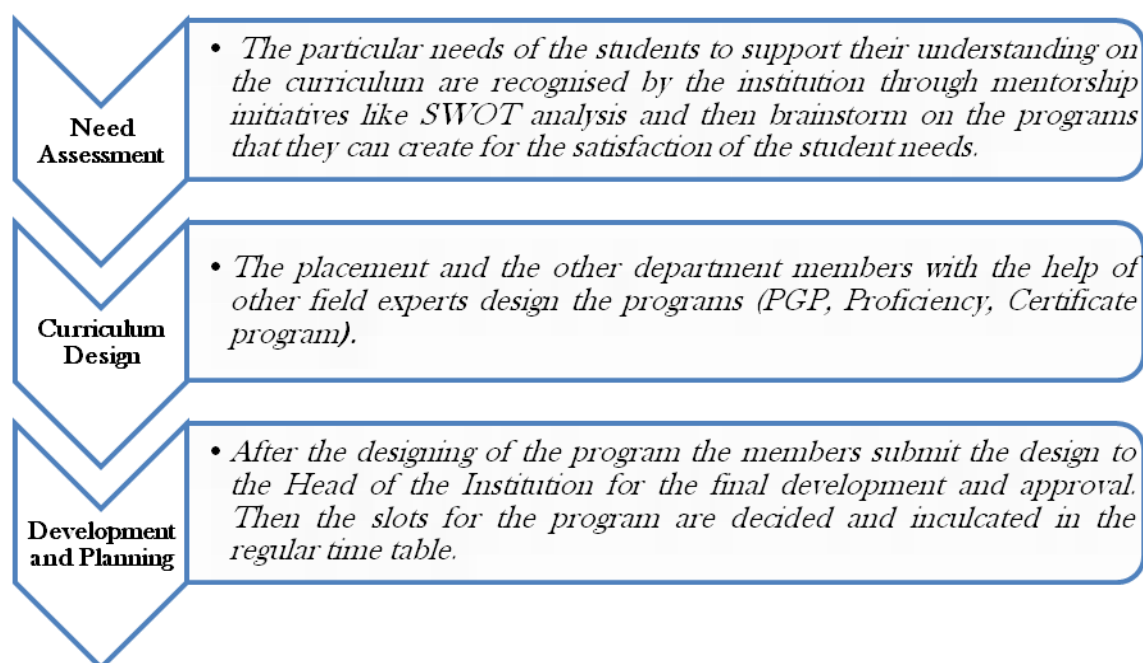
1.1.7 Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university) by it? If 'Yes', give the details of the process (Needs assessment, design, development, and planning) and the courses for which the curriculum has been developed.

> o Post Graduate Programmes
> o Certificate Programmes
> o Workshops

The each department develops curriculum for the PG programmes, workshops, and certificate programmes which are being offered to the students in addition to their regular MBA programme. PG Programmes are designed to make the curriculum more relevant to the present day requirements of the industry. PGP are offered during II year of the programme. For example: PGP in Risk Management (Finance), PGP in Strategic brand management (Marketing), People management (HR), Total Quality management (General management). Workshops are designed to enhance the skill sets of the students in the particular area of their specialization. For example: Workshops on Derivatives, Excel, Learning Finance through Excel etc.

Certificate programmes are offered to the students during the tenure of first semester. These programmes provide students with an opportunity to understand their aptitude to various functional areas of management. These courses offered by the institute add value to the qualifications of the students.
For example: Certificate course on Contemporary Banking, personality Development, Customer Relationship Management etc.

The process of curriculum development for such courses is stated as follows:

Need Assessment
- *The particular needs of the students to support their understanding on the curriculum are recognised by the institution through mentorship initiatives like SWOT analysis and then brainstorm on the programs that they can create for the satisfaction of the student needs.*

Curriculum Design
- *The placement and the other department members with the help of other field experts design the programs (PGP, Proficiency, Certificate program).*

Development and Planning
- *After the designing of the program the members submit the design to the Head of the Institution for the final development and approval. Then the slots for the program are decided and inculcated in the regular time table.*

1.1.8 How does the institution analyze/ensure that the stated objectives of the curriculum are achieved in the course of implementation?

The institution is able to analyze the achievement of the curriculum objectives in the course of implementation of the curriculum by the following ways:

1. **University examination results:** The examination scores of the individual and the consolidated results are analyzed and tabulated.
2. **Internal Assessment:** The students are internally assessed by the subject faculties through internal examinations conducted per semester and other assignments on their curriculum understanding. The subject understanding by the student is also analyzed through mentorship initiatives.
3. **Corporate feedback:** Feedback about our students from the corporate representatives who have recruited our students on the basis of their competencies and curriculum understanding.

4. **Faculty Feedback:** Head of the institution interact with the faculties so as to assess the instructor's feedback and experiences in the curriculum implementation.

1.2 Academic Flexibility

1.2.1 Specifying the goals and objectives give details of the certificate/diploma/skill development courses etc., offered by the institution.

The institution offers fast track short duration Certificate and skill development courses to equip the students with necessary management skills to compete in today's rapidly growing and highly challenging environment. These courses will help to take the career of the students to the next level. The institution has conducted various PGPs and Certificate courses.

- **Certificate Courses:**
The Institute conducts certificate courses during the first semester. The basic objectives of the certificate courses are stated as follows:

1. The Certificate Programme provides the knowledge and skills that are not covered in the curriculum for the students in order to compete effectively in the ever-changing global business environment.
2. To develop, extend and improve the analytical and decision making skills in the functional areas of Finance, Human Resource, Marketing and Systems.

- **Post Graduate Programmes**:
The Institute offers Post Graduate Programmes to its second year students. The PG programme starts in the third semester and extends to the fourth semester. The basic objectives of these Post Graduate Programmes are:

1. To produce Industry Ready Employable Management Graduates.
2. Develop Competencies, Attitudes and Skills so as to increase the effectiveness and efficiency of modern businesses.
3. Cultivate knowledge and skills to compete effectively in the ever-changing global business environment.
4. To emphasize the students more on practical oriented business scenarios.

List of the Post Graduate Programmes and Certificate Courses conducted by various departments:

No.	Programme	Class	2012 – 2013	2011 – 2012
Department name - Finance				
1	Post Graduate Programmes	III & IV Semester	Risk Management	Risk Management
2	Certificate Courses	I or II Semester	-	Contemporary Banking

No.	Programme	Class	2012 - 2013	2011 – 2012	2010 – 2011
Department - Human Resources					
1	Post Graduate Programmes	III & IV Semester	Image Building & Management	People Management	Industrial & Labour Legislations
2	Certificate Courses	II Semester	-	Personality Development	-

No.	Programme	Class	2011 – 2012	2012 – 2013
Department - Marketing				
1	Post Graduate Programmes	III & IV Semester	Strategic Brand Management	Social Media Marketing
2	Certificate Courses	I or II Semester	Customer Relationship Management	-

No.	Programme	2010 – 2011	2011 – 2012	2012 – 2013
Department - Systems				
1	Certificate Courses (III & IV Semester)	SAP	SAP	SAP

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Department name - General Management				
No.	Programme	Class	2011 – 2012	2012 – 2013
1	Post Graduate Programmes	III & IV Semester	Total Quality Management(TQM)	-
2	Certificate Courses	I & II Semester	Self Management	-

1.2.2 Does the institution offer programme that facilitate twinning/dual degree? If 'yes', give details.

AICTE is yet to publish a list of institutions abroad with which the Indian institutions can tie up to offer dual degree/twinning programmes. The institution is waiting for the list of recognized foreign universities to initiate the tie ups.

1.2.3 Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to the students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability.

Range of Core/Elective options offered by the University and those opted by the college

Bangalore University offers five specializations in the areas of Human Resource Management, Financial management, Systems, Operations management and Marketing Management. The institute offers four specializations in the areas of Human Resources, Finance, Marketing and Systems and the syllabi for these specializations are prescribed by the Bangalore University.

Choice Based Credit System and range of subject options

As R V Institute of Management is not an autonomous institution and is affiliated to the Bangalore University hence we are not offering Choice Based Credit System.

Courses offered in modular form
There are no courses offered in the modular form other than the certificate courses and the Post Graduate Programmes.

Credit transfer and accumulation facility
There are no transfer and accumulation facilities offered.

Lateral and vertical mobility within and across programmes and courses
No lateral and vertical mobility within and across programmes and courses offered

Enrichment courses
Enrichment courses on derivatives, Excel applications, digital marketing, personality development, interview skill improvement training etc are offered by the institution.

1.2.4 Does the Institution offer self-financed programmes? If 'yes', list them and indicate how they differ from the other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.

The Institute offers only one prgramme i.e., MBA programme under the Bangalore University which is approved by AICTE. Bangalore University does not permit institutions to offer self financed programmes. Hence the Institute does not offer any self financed programmes.

1.2.5 Does the college provide additional skill oriented programmes, relevant to regional and global employment markets? If 'yes' provide details of such programme and the beneficiaries.

After analyzing and researching the requirements of the industry, R V Institute of Management has understood what a student enrolling into the management program requires and accordingly we have devised an innovative Industry Integrated Program which makes them industry ready to survive and lead in the challenging competitive atmosphere. All the students have mandatory sessions on their weekly schedule for the in-house training in order to enhance employability skills apart from their regular ongoing guest lectures, seminars and workshops.

Regular Training Programme:

Some of the areas covered are stated as follows:

- Working in a Team.
- Making effective presentations.
- Action planning - Techniques to reach self goals.
- Decision making skills.
- Problem-solving skills.
- Time management.
- Commercial awareness.
- Spoken communication.

- Written communication.
- Persuading, influencing and negotiating skills.
- Leadership skills including a leadership styles exercise.
- Language skills.
- Computing skills.
- Striving for excellence.
- Determination.
- Adaptability.
- Assertiveness.
- Lateral thinking.
- Creative job hunting.
- Maintaining morale/coping with unemployment.

Workshops Organized: (Year: 1st April to 31st March)

Workshops Organized for Students		
2012-2013		
II Semester	1	Financial Statement Analysis (April, 2013)
III Semester	2	Learning Finance using Excel
	3	Interview Skills
	4	IT Security and Ethical Hacking
	5	Oracle Database
	6	Advanced MS- EXCEL 2007
IV Semester	7	Real Time Consultancy
	8	IT Security and Ethical Hacking

	9	Working and Configuration WINDOWS 2008 server R2 version
	10	Corporate Valuation (April, 2013)
	11	Merger and Acquisitions (April, 2013)
	12	Real Time Consultancy (April, 2013)
	13	ERP, Storage Cloud Computing (April, 2013)
	14	Advanced MS- EXCEL 2007 (April, 2013)
2011 – 2012		
I Semester	1	Development of Questionnaire
III Semester	2	Demystifying Derivatives
	3	Campus to Corporate
IV Semester	4	IT Security and Ethical Hacking
	5	Industrial Roles and Responsibilities, SQL with simple Case Study
2010 – 2011		
I Semester	1	Understanding Corporate Balance Sheet
III Semester	2	Certification Seminar on Entrepreneurship Development

2009 – 2010		
I Semester	1	Johari Window and its Applications
III Semester	2	Personal Financial Planning
	3	Demystifying Derivatives
	4	Knowing Self and Others
	5	Certification Seminar on Entrepreneur Development

Personality Development Programmes Organised

I Semester Students - October 3, 2011 to October 8, 2011

- ▲ Effective Communication
- ▲ Power of Belief
- ▲ Swami Vivekananda – A Born Leader
- ▲ Yoga and Management
- ▲ Ethics & Values in Management Education
- ▲ Team work in Organisation
- ▲ Time Management
- ▲ Achievement Orientation
- ▲ Goal Setting

IV Semester Students – February 13, 2012 to February 21, 2012

- ▲ Creative Skills
- ▲ Self Analysis
- ▲ Team Building
- ▲ Decision Making & Problem Solving
- ▲ Writing it Right
- ▲ Values for Personal Success

▲ Stress Management & Coping with Emotions

▲ Goal Setting

▲ Leadership

▲ Positive Attitude

▲ Leadership Skills

III Semester Students - September 10, 2012 to September 14, 2012

▲ Workplace Etiquette

▲ Self Branding

▲ Neuro-Linguistic Programme

▲ Career Anchors

▲ Leadership through Simulation

▲ Creative thinking

▲ Skills for effective presentation

▲ Winnner v/s Quitter

II Semester Students – March 14, 2013 to March 16, 2013

▲ Leadership Skills

▲ Stress Management

▲ Ten tenets to Success

▲ Critical Thinking

▲ Positive Attitude

1.2.6 Does the university provide for the flexibility of combining the conventional face- to- face and Distance Mode of Education for the students to choose the courses/combination of their choice? If 'yes' how does the institution take advantage of such provision for the benefit of students?

AICTE and Bangalore University does not permit to provide for the flexibility of combining conventional face- to - face and distance mode of education for the students to choose the courses / combination of their choice. Hence we have to abide by the rules & regulations pertaining to the Universi

1.3 Curriculum Enrichment

1.3.1 Describe the efforts made by the institution to supplement the University's Curriculum to ensure that the academic programmes and Institution's goals and objectives are integrated?

There are various programmes conducted at our Institute which correspond to the goals of the Institution. Programmes like Entrepreneurship Development Courses, Personality Development courses, Certificate Programmes, Post Graduate Programmes, etc that supplement the University curriculum are prepared keeping the institutional goals and objectives in mind. At the same time these programmes are also prepared and implemented in adherence to the subjects suggested by the University.

Illustration:

Goals of R V Institute Of Management	Programmes conducted to achieve these Goals
Impart state-of-art management education to our scholars with quality and value addition so that they are innovative and creative in their chosen careers.	Rural Entrepreneurship Programme (Prerana Sindhu), Entrepreneurship Development Programmes, etc
Conduct educational programmes for the public so as to enable them to improve the quality of their lives.	Senior Citizen Computer Literacy Programme, Womens' Day Workshop, CSR activities, Blood Donation Camps, World Consumers' day Celebration, Environment protection initiatives, AIDS Awareness
Provide these services to the respective clients so as to gain an edge over our competitors.	Certificate programmes and PG Programmes on the specialized areas such as marketing, Human Resources, Systems,
Create a research base for management education, training and consultancy.	Bangalore University approved Research Center, Encouragement for faculty as well as students to take-up research projects and writing papers, develop case studies for classroom use

1.3.2   What are the efforts made by the institution to modify, enrich and organize the curriculum to explicitly reflect the experiences of the students and cater to needs of the dynamic employment market?

The initiatives taken by the institution are listed as follows:

Industry-Academia Interaction Programmes:
The institution believes in imparting practical and industry oriented education. We give more importance to practical exposure and adopt enriching study techniques to accomplish the same.

With an aim to initiate professional interaction amongst the students and top management executives, the institution invites guest speakers from leading companies and institutions who interact with our aspiring students about various issues relating to competitive corporate world as supplement to the classroom teaching.

Eminent speakers from renowned companies like Accenture, BHEL and many more have given the lectures to enlighten students in the areas of Human Resource Management, Marketing, Finance and Information Technology etc.

Entrepreneurship Development Cell
A separate cell for entrepreneurship development is incorporated in the college. This cell creates awareness of need and importance of entrepreneurship as career option among the students thereby strengthening their Entrepreneurship skills.

Value added Courses
The institute offers value added courses and conducts workshops to the students to enrich the curriculum (discussed in detail in 1.1.7 and 1.2.1)

1.3.3   Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc. into the curriculum?

The Institute has organized screening of documentary on environment and climate change. Dr. M B Krishna represented the British Council and interacted with the students on various issues of climate change. Around three documentaries were screened on the occasion.

R V Institute of Management has also celebrated Women's Day to bringout various issues and challenges faced by career oriented women. Smt. Gangabai, Senior Advocate and their team from LAHARI Associates spoke to the students and sensitized on very critical gender issues.

The institution has initiated a network with various organizations like Karnataka State Human Rights Commission, Bangalore. Some of our students have attended a seminar posted on the same issue at National Collge, Jayanagar during the month of December 2012. R V Institute of Management Center for Social Responsibility is drafting a proposal to organize a program on Human Rights for the Scouts and Guides students in Bangalore. Added to this many cross cutting issues were organized and participated by the students to spread awareness.

1.3.4   What   are   the   various   value-added   courses/enrichment programmes offered to ensure holistic development of students?
- **Better career options**
- **Community Orientation**

1. **Moral and Ethical Values:**
   In order to improve the moral and ethical values of the students, the college organizes orientation programmes at the beginning of every semester. Generally this will be for five days. Eminent personalities from different walks of life are invited to deliver lectures on various topics that would enable the students become mentally wiser and morally stronger. For further strengthening of these values the institution generally organizes Yuva Jaagruthi Programme, Sri RamaKrishna Paramahamsa Jayanthi, Sri Sarada Devi Jayanthi, Swami Vivekananda Jayanthi etc. Eminent persons have spoken on management lessons drawn from Mahabharata and Ramayana. Lectures were also organized on the life and teachings of Sri Adi Shankaracharya, Lord Basaveshwara and Dr. B R Ambedkar.

2. **For Employable and Life Skills:**
   The College organizes certificate courses on Self Management, Personality Development and Leadership Skills. Training sessions of the analytical reasoning, presentation skills, self branding etc have also been initiated for student benefit. There have been various programmes conducted specifically in areas of number crunching, investments, marketing skills etc.

3. **Better Career Options:**
   In order to enhance the student's career options the Placement and Training Department has organized various training courses. We have also
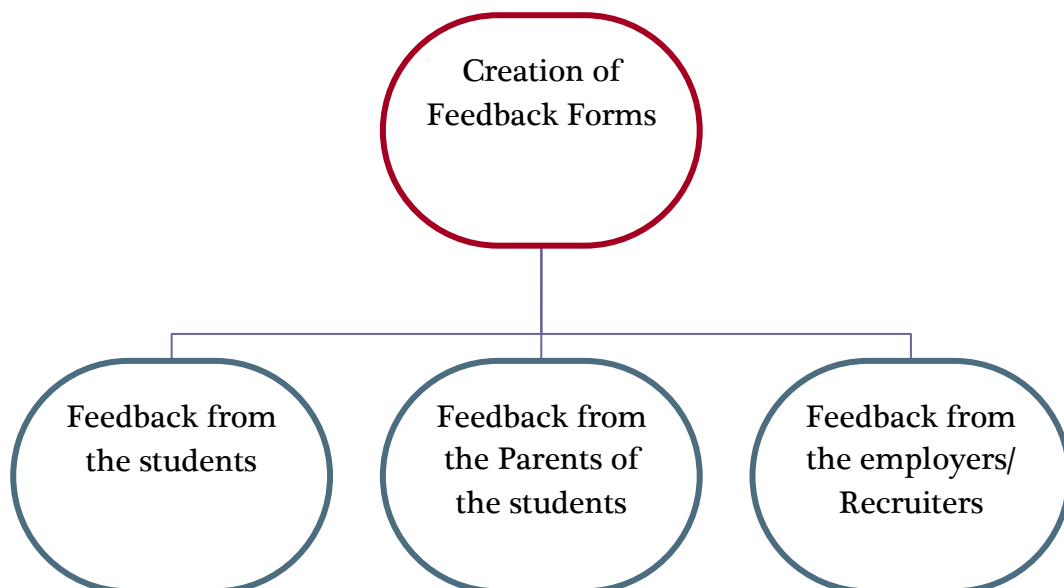
organized a guest lecture on the SSC examinations and posts to encourage the management students to try career avenues in the Government sector.

4. **Community Orientation Programmes:**
   Many community orientation programmes have been undertaken by CSR centre at R V Institute of Management like, blood donation programmes, environmental protection, human rights, etc.

1.3.5 Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum?

Since our institution is not an autonomous institution, we follow the University norms. The process of collecting and utilizing the feedback from our stakeholders is stated as follows:

```
                    Creation of
                    Feedback Forms
          ┌──────────────┼──────────────┐
   Feedback from    Feedback from    Feedback from
   the students     the Parents of   the employers/
                    the students     Recruiters
```

1.3.6 How does the institution monitor and evaluate the quality of its enrichment programmes?

The institution conducts various enrichment programmes. These are constantly reviewed and monitored through the feedback system. The feedback forms for each of such programmes are designed by the committee or departement who organize such programmes. The feedbacks for such programmes are taken on the syllabus, resource persons, and the style/method of programme delivery. This mainly looks for whether stated objectives of the programme are achieved or not.

Students have to fill the feedback forms thus prepared after the sessions of these programmes. Once the feedback forms are collected, they are further evaluated to find the shortcomings of the programme, success of the programme, its quality etc. This feedback is taken into account by the responsible committee, who has organized such programmes for future enhancement and correction.

The institute makes sure that all the value added programmes offered should contribute to the development of the students in terms of skill, knowledge and different type of maturities like mental maturity, intellectual maturity, philosophical maturity etc.

1.4 Feedback System

1.4.1 What are the contributions of the institution in the design and development of the curriculum prepared by the University?

With an aim to improve the effectiveness of the curriculum R V Institute of Management has conducted the 'curriculum evaluation' process. In this process the Institute has collected feedback on the MBA to determine its value and to suggest improvements.

Questionnaires were designed to collect the information on the curriculum from various stakeholders like students, employers, faculty members and parents.

The data so collected was analyzed and interpreted. The conclusions were drawn on the effectiveness of the curriculum and the same was sent to the University to decide at their discretion whether to maintain, modify or eliminate the new curriculum.

1.4.2 Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If 'yes' how is it communicated to the university and made use internally for curriculum enrichment and introducing changes/ new programmes?

R V Institute of Management obtains feedback on curriculum from the stakeholders like students, employers, faculty members, parents and subject matter experts:

The process of the feedback system at R V Institute of Management is illustrated as follows:

1. Aspects of the Curriculum to be evaluated	R V Institute of Management determines on some of the critical aspects of the curriculum to be considered at the time of evaluation. The critical aspects considered can be course accomplishments, contribution level of the institution, value added inputs, extensive faculty services, course content and delivery, etc.
2. Data Collection	R V Institute of Management then identifies the people (stakeholders) from whom data is to be collected. The information thus required is collected through tools like interviews, questionnaires, tests, etc.
3. Analysis of Information	The data so collected is analyzed, interpreted, Data mined and presented in the form of tables and graphs.
4. Reporting of Information	Reports are written describing the findings and interpretation of the data. Based on the findings, conclusions are drawn on the effectiveness of the curriculum. Further to this recommendations are made to the university with regards to the curriculum.

The institute collects feedback from the below stakeholders-

Students and Alumni – A structured questionnaire is designed by the institution to collect the overall feedback from the students. This questionnaire also incorporates some questions on the curriculum. Responses from these questionnaires are collected for analysis. The analyzed data and the findings are then sent across to the affiliating university. The college attempts to resolve the issues (if any discovered during the feedback) at micro level.

Employers/Industry – The process of taking the feedback from employers is similar to the one stated above.

Feedback from the Parents – A feedback form is designed for this purpose. This feedback form contains questions pertaining to the curriculum content, delivery, and the satisfaction of students and their guardians from the

curriculum. The feedback received is analyzed, interpreted, and conclusions are drawn on the same.

Round Table Discussion of Subject Matter experts and Industry Experts– A Round Table Discussion is designed and implemented. This discussion includes various esteemed panelists who are experts from the academic and the industry field. The purpose of the round table discussion is to deliberate on issues relating to present curriculum and develop the new Curriculum for MBA course under Bangalore University.

1.4.3 How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/ programmes?

There are no new programmes or courses introduced by the institution in the last four years.

CRITERION II: TEACHING LEARNING AND EVALUATION

2.1 Student Enrolment and Profile

2.1.1 How does the institution ensure publicity and transparency in the admission process?

The institution ensures publicity in the admission process at various capacities. The list is as follows:

---

a. **Prospectus**
b. **Institutional Website**
c. **B School listing / Rankings**
d. **Advertisements in Regional and National Newspapers**
e. **Letters to prospective candidates**
f. **SMS alert**
g. **Others**

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a. **Prospectus:** The Institute has a prospectus, which gives detailed information about the Trust, Governing Council, Advisory Body, the Institute's Vision, Mission, Goals, Values, Competencies, Academic Centric Infrastructure, Information of Centre for Excellence at RVIM, Collaborations with Foreign Institutions, Learning Resources, Course Content, Information on Personality Development Programme, Mentorship Programme, Management Development Programs, Faculty profile and Faculty Development Programs and other facilities provided by the college. It also gives information relating to Admission criteria, Placement activities, Companies visited in the last few years; value added activities and details of research and consultancy.

b. **Institutional website:** The Institute has its website www.rvim.in which gives information regarding the following aspects:

- Organization profile
- Board of Trustees
- Admission details
- Centres for Excellence
- Faculty profile
- Research
- Publications
- Alumni details
- Library

- Virtual tour of the campus
- Placement information
- E-journal
- National and International Conference Alerts
- And a provision is made for dynamic pages to update any latest information with respect to National and International Conference, Management Development Program, Faculty Development Program, Personality Development Program, Management Fest and student initiatives.

The **admission details** are given with respect to eligibility for the course, selection procedure, management quota seats (contact links for KMAT and MAT), admission procedure and documents to be submitted by the students and the details of the curriculum.

c. **B School Listing and Rankings -** The Institute participates in the Local and National B school listing and rankings. For example S K Publications & R K Publications at local level and Business standard, Business India, AIMA Journal, Edex – Indian express survey at the National level and Alexa world wide raking at an International level.

d. **Advertisements in Regional and National Newspapers:** Advertisements are given in leading national newspapers like Deccan Herald, Times of India and leading national magazines like India Today which gives elaborate information with regard the admission for the MBA course.

e. **Letters to prospective candidates** – Letters are dispatched to the prospective candidates who have cleared MAT / KMAT examinations. The data base is obtained from AIMA.

f. **SMS Alerts:** The short listed Candidates based on the MAT scores are sent SMS alerts regarding admissions.

g. Our students are our Brand Ambassadors' and word of mouth publicity is very strong. This has helped us in bringing a good number of students.

The Institution ensures transparency in the admission process as mentioned below:

o The Institute has recruited a Public Relations Officer (PRO) who is in charge of the admission process. If the student or their parents come in person, the PRO takes the ward and their parents around college. He also explains the rules and regulations of the college and also gives a clear picture about the fee to be paid for the entire course. The admission process is also explained to them in detail.

o The prospectus and the website give the adequate information about the admission process.

o The entire results of the admission process are recorded for future reference.

o The selected candidate list will be displayed on the notice board.

o Each application is processed in a timely manner.

o All candidates are considered without regard to ethnicity, color, religion, sex, disability, age and factors other than academic matters. The Institute considers academic performance only.
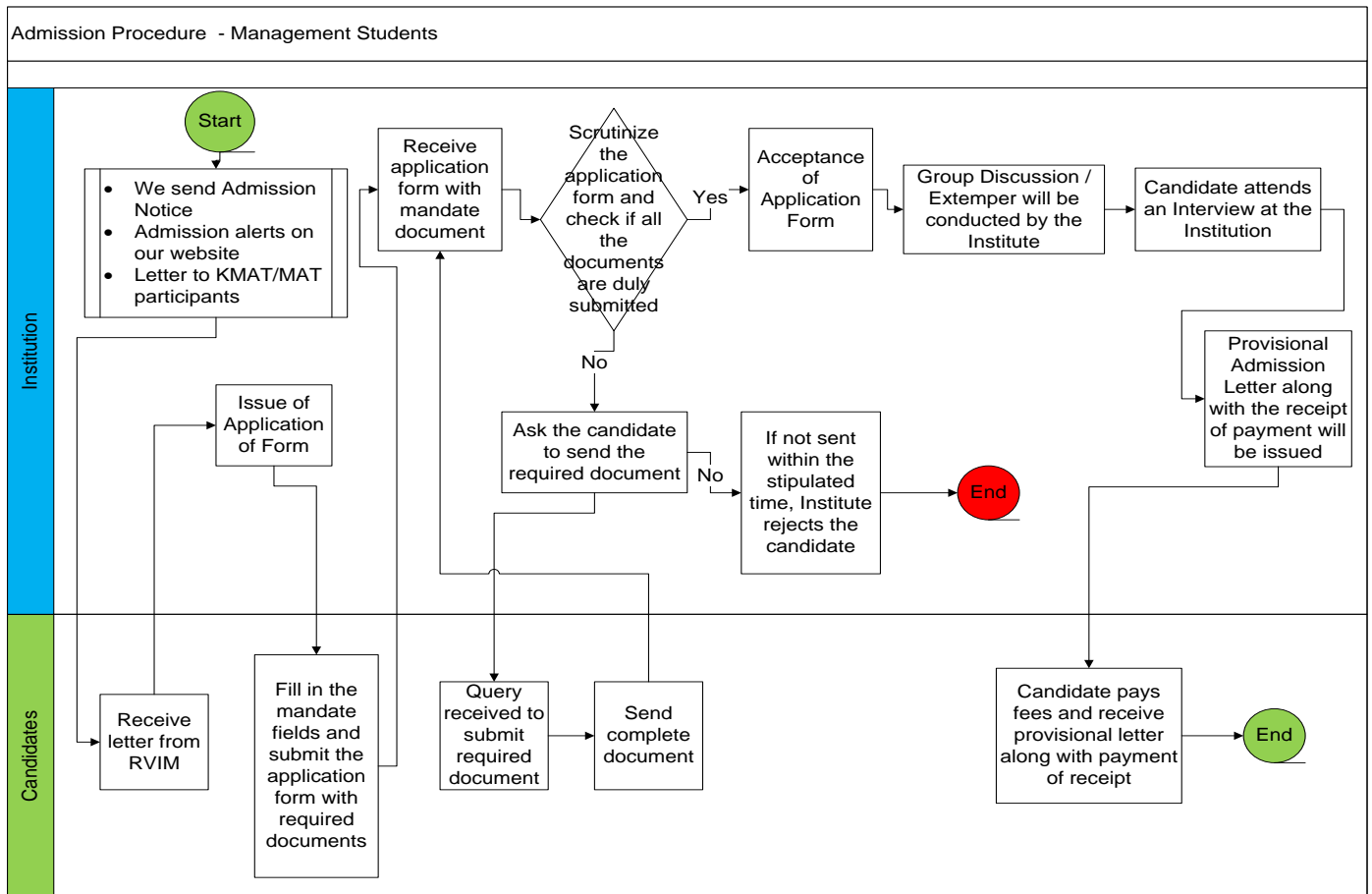
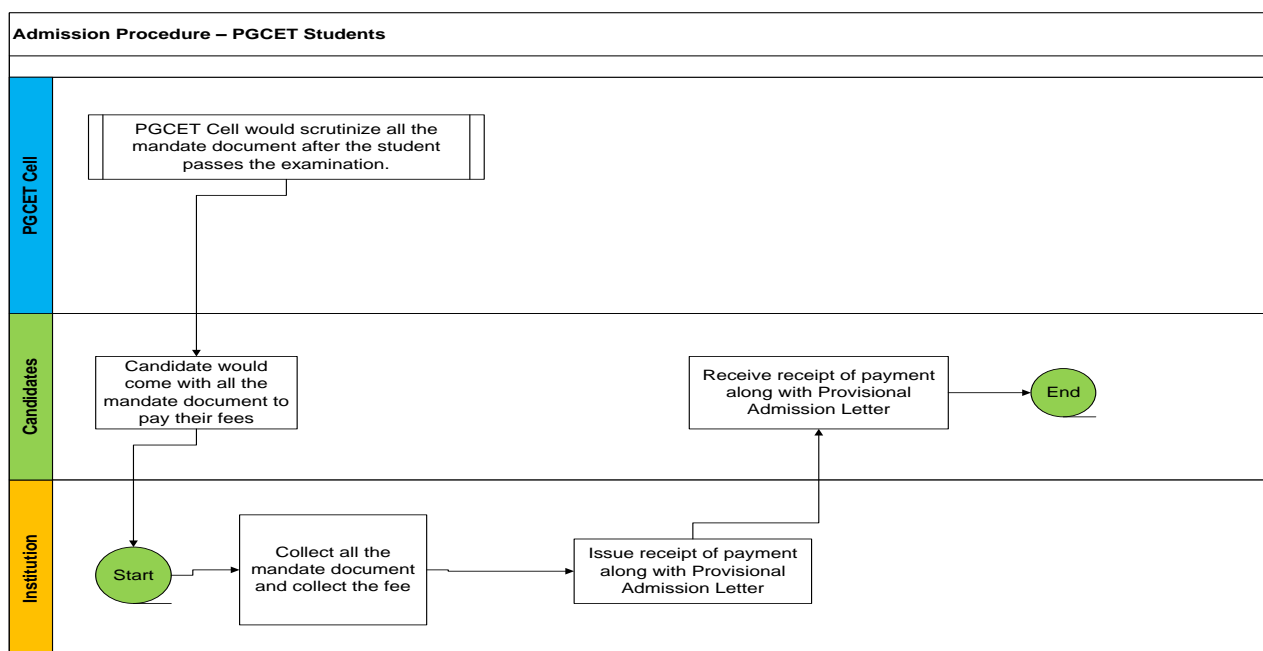**2.1.2   Explain in detail the criteria adopted and process of admission to various programms of the institution.**

The institute offers only one course i.e., MBA which is a professional programme, having 180 seats as intake.

- For Government quota seats: Entrance Test (PGCET)

- For Management Quota seats:

Entrance Test (MAT/KMAT/ CAT/ GMAT/ ATMA/XIT) $\longrightarrow$ GD/Extempore Speech $\longrightarrow$ Written Communication Test $\longrightarrow$ Personal Interview

---

- 90 seats will be filled through Government PGCET as per the State norms. The remaining 90 seats will be filled through the Management quota seats.

- The management quota seats will be filled through MAT/KMAT/ CAT/ GMAT/ ATMA/XIT.

- The cutoff for MAT is a score of 550 and for KMAT it is 60 percentile along with a first class in the UG.

- Students who perform well in the group discussion, written test and personal interview may be considered in spite of a lesser UG, MAT/KMAT score.

- Group discussion/extempore speech and personal interviews are conducted. The students are also asked to write a paragraph on a specific topic, which helps in assessing their writing skills. A SWOT analysis will be chalked out, which would also indicate the candidate's strong and weak areas.

Admission Procedure - Management Students

Flowchart — Admission Procedure for Management Students

Institution lane:

- Start
- We send Admission Notice
- Admission alerts on our website
- Letter to KMAT/MAT participants
- Issue of Application of Form
- Receive application form with mandate document
- Scrutinize the application form and check if all the documents are duly submitted — Yes → Acceptance of Application Form; No → Ask the candidate to send the required document
- Acceptance of Application Form
- Group Discussion / Extemper will be conducted by the Institute
- Candidate attends an Interview at the Institution
- Provisional Admission Letter along with the receipt of payment will be issued
- Ask the candidate to send the required document — No → If not sent within the stipulated time, Institute rejects the candidate → End

Candidates lane:

- Receive letter from RVIM
- Fill in the mandate fields and submit the application form with required documents
- Query received to submit required document → Send complete document
- Candidate pays fees and receive provisional letter along with payment of receipt → End

2.1.3 Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college and provide a comparison with other colleges of the affiliating University within the city/ district.

Highest and Lowest Percentage of Marks at the qualifying examination considered for admission during the academic year 2012-2013

Sl. No	Programmes (UG & PG)	Open category		SC/ST Category		Any Other (OBC)	
		Highest %	Lowest %	Highest %	Lowest %	Highest %	Lowest %
1	BA	65.77	57	-	-	-	-
2	B.Com	76.69	52.83	69.19	55.65	64.68	53.8
3	BBM	81.36	50.96	73.74	61.23	61.47	51.52
4	BBA	67.89	51.4	-	-	70.42	65.36
5	B.Sc	83.56	51.68	76.78	57.06	69.36	54.76
6	BCA	82.92	54.17	-	-	-	-

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7	BE	74.19	53.64	70	52.19	67.5	-
8	B.Tech	-	-	-	-	70.74	57.36
9	BPT	71.66	-	-	-	-	-

Highest and Lowest Percentage of Marks at the qualifying examination considered for admission during the academic year 2011-12

Sl. No.	Programmes (UG)	Open category		SC/ST Category		Any Other (OBC)	
		Highest %	Lowest %	Highest %	Lowest %	Highest %	Lowest %
1	BA	55.06	50.44	-	-	57.66	-
2	B.Com	82.90	50.25	83.47	57.77	68.77	63.75
3	BBM	76.34	53.28	70.89	56.45	68.15	56.02
4	BBA	84.71	55.95	61.28	-	72.74	63.08
5	B.Sc	79.5	74.05	-	-	74.36	65.00
6	BCA	73.57	58.88	-	-	69.08	63.35
7	BE	76.50	54.39	57.67	55.31	68.26	51.14
8	B.Tech	7.49 Gr.	-	-	-	66.96	59.63

Highest and Lowest Percentage of Marks at the qualifying examination considered for admission during the academic year 2010-11

Sl. No	Programmes (UG & PG)	Open category		SC/ST Category		Any Other (OBC)	
		Highest %	Lowest %	Highest %	Lowest %	Highest %	Lowest %
1	BA	61.93	-	-	-	60.45	-
2	B.Com	80.92	51.73	69.92	52.36	68.02	63.93

3	BBM	85.31	51.52	75.22	54.39	63.81	55
4	BBA	80.34	55.83	76.6	63.78	74.05	54.41
5	B.Sc	85.36	67.03	74.34	-	73.18	68.75
6	BCA	82.3	72.95	80.74	69.82	72.31	69.47
7	BE	68.21	55.55	56.54	-	75.25	59.6
8	B.Tech	56.99	-	-	-	74.44	55.84
9	BAMS	62.44	-	-	-	-	-

Highest and Lowest Percentage of Marks at the qualifying examination considered for admission during the academic year 2009-10

Sl. No	Programmes (UG & PG)	Open category		SC/ST Category		Any Other (OBC)	
		Highest %	Lowest %	Highest %	Lowest %	Highest %	Lowest %
1	BA	75.93	65.00	-	-	70.89	52.20
2	B.Com	76.83	50.93	75.33	50.77	59.00	54.44
3	BBM	79.15	55.13	66.76	-	68.54	57.20
4	BBA	81.38	61.02	72.94	64.05	71.85	62.25
5	B.Sc	73.04	52.05	66.52	69.92	73.00	58.84
6	BCA	78.87	71.88	-	-	76.38	61.21
7	BE	76.08	53.28	53.67	52.65	-	58.77
8	B.Tech	-	-	-	-	72.89	60.74
9	Pharmacy	71.66	-	-	-	-	-

The maximum and minimum percentage of marks for admission at entry level for the MBA programme is on par with the other leading educational institutions in the city.

2.1.4 Is there a mechanism in the Institute to review the admission process and student profiles annually? If yes what is the outcome of such an effort and how has it contributed to the improvement of the process?

The Institute has an admission committee, which meets frequently to review, discuss and generate new policy guidelines for the admission process. The committee assesses the overall performance of the students at the end of the year and accordingly it makes changes in the admission process, if necessary.

For example, in the year 2010 –11, it was noticed by the faculty that the students admitted were weak in communication skills. The admission committee jointly with placement department conducted a SWOT analysis of III semester students. Based on the results, the admission committee made changes in the admission process and introduced extempore speech, written communication test and SWOT analysis of the students at the time of admission.

By introducing extempore speech, written communication test and SWOT analysis gave the Admission committee an insight on:

- o Where the students needed more training relating to their skill sets

- o To build awareness on the subject for nurturing their career

- o Led to scope of improvement in academic and behavioral aspects

- o Gave Opportunity for the college to enhance students skills

2.1.5 Reflecting on the strategies adopted to increase / Improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrates / reflect the National commitment to diversify and inclusion

> **SC/ST, OBC, Women, Differently abled, Economically weaker sections, Minority community, Any other**

The student profile demonstrating the National commitment to diversity and inclusion

Admission abstract for the year 2012-2013

Categories	Karnataka		Non-Karnataka		NRI		Total		Grand Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
OBC	3	-	9	4	-	-	12	4	16
CAT I	4	2	-	-	-	-	4	2	6
GM	15	9	13	5	-	-	28	14	42
II A	13	10	1	-	-	-	14	10	24
II B	9	3	1	-	-	-	10	3	13
III A	14	12	1	1	-	-	15	13	28
III B	11	10	1	-	-	-	12	10	22
SC	9	6	-	-	-	-	9	6	15
ST	2	4	-	-	-	-	2	4	6
TOTAL	80	56	26	10	-	-	106	66	172

Admission abstract for the year 2011-12

Categories	Karnataka		Non-Karnataka		NRI		Total		Grand Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
OBC	4	1	2	1	-	-	6	2	8
CAT I	1	5	-	-	-	-	1	5	6
GM	37	25	18	8	-	-	55	33	88
II A	10	6	1	-	-	-	11	6	17
II B	7	2	-	1	-	-	7	3	10
III A	4	6	-	-	-	-	4	6	10
III B	9	4	-	-	-	-	9	4	13
SC	7	4	-	1	-	-	7	5	12
ST	4	-	-	-	-	-	4	-	4
CHRI	3	1	2	-	-	-	5	1	6
TOTAL	86	54	23	11	-	-	109	65	174

Admission abstract for the year 2010-11

Categories	Karnataka		Non-Karnataka		NRI		Total		Grand Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
OBC	4	1	5	3	-	-	9	4	13
CAT I	2	-	-	-	-	-	2	-	2
GM	42	14	10	9	-	-	52	23	75
II A	12	3	-	-	-	-	12	3	15
II B	7	4	1	-	-	-	8	4	12
III A	10	2	-	-	-	-	10	2	12
III B	7	2	1	-	-	-	8	2	10
SC	10	3	-	1	-	-	10	4	14
ST	1	1	-	-	-	-	1	1	2
CHRI	2	7	-	-	-	-	2	7	9
TOTAL	97	37	17	13	-	-	114	50	164

Admission abstract for the year 2009-10

Categories	Karnataka		Non-Karnataka		NRI		Total		Grand Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
OBC	2	1	5	2	-	-	7	3	10
CAT I	-	2	-	-	-	-	-	2	2
GM	27	16	14	9	-	-	41	25	66
II A	6	2	-	-	-	-	6	2	8
II B	4	1	-	-	-	-	4	1	5
III A	1	4	-	-	-	-	1	4	5
III B	5	1	-	-	-	-	5	1	6
SC	4	2	1	3	-	-	5	5	10
ST	1	1	-	-	-	-	1	1	2
CHRI	-	-	-	-	-	-	-	-	-
TOTAL	50	30	20	14	-	-	70	44	114

NAAC for Quality and Excellence in Higher Education

State wise number of Students - Admission abstract for the year 2012-13

State	Boys	Girls	Total
Orissa	4	1	5
Uttarapradesh	1	1	2
Assam	2	1	3
Tamilnadu	3	-	3
West Bengal	2	1	3
Karnataka	78	53	131
Jemshedpur	-	1	1
Arunachala oradesh	-	1	1
Nagaland	-	1	1
BBSR	1	-	1
Manipur	1	-	1
Meghalaya	1	-	1
Jharkhand	1	2	3
Bihar	4	1	5
Rajkot	1	-	1
Andhrapradesh	5	1	6
Surat	-	1	1
Kerala	1	-	1
Madhyapradesh	1	-	1
New Delhi	1	-	1
	107	65	172

State wise number of Students - Admission abstract for the year 2011-12

	Boys	Girls	Total
Andhra Pradesh	1	3	4
Kerala	2	-	2
Bihar	3	1	4
Haryana	1	-	1

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Orissa	-	1	1
Chatisagarh	1	-	1
Jharkhand	3	4	7
Delhi	1	-	1
Ranchi	-	1	1
Tamil Nadu	4	1	5
Karnataka	87	53	140
Calcutta	3	1	4
Total	106	65	171

State wise number of Students - Admission abstract for the year 2010-11

	Boys	Girls	Total
Andhra Pradesh	5	2	7
Kerala	2	1	3
Bihar	1	-	1
Assam	1	-	1
Orissa	3	-	3
Chatisagarh	1	-	1
Madhya Pradesh	1	-	1
Maharastra	-	1	1
Jharkhand	4	-	4
Rajastan	-	2	2
Tamil Nadu	1	-	1
Karnataka	96	41	137
Calcutta	1	2	3
Total	116	49	165

State wise number of Students - Admission abstract for the year 2009-10

	Boys	Girls	Total
Delhi	-	1	1
Himachal Pradesh	1	-	1
Haryana	-	1	1

NAAC for Quality and Excellence in Higher Education

Andhra Pradesh	4	2	6
Kerala	2	-	2
Bihar	7	2	9
Tripura	-	1	1
Jalgaon	1	-	1
Orissa	-	2	2
J&K	1	-	1
Jarkhand	1	4	5
Tamil Nadu	2	-	2
Jhansi	-	1	1
Karnataka	49	29	78
Calcutta	2	-	2
Jamshedpur	1	-	1
Total	71	43	114

The 90 seats, which are filled through the PGCET, follow all the quota requirements as per the State Government rules. For the Management quota students, if any body approaches, the institution would be supportive in encouraging them to apply for the same.

- **SC/ST** – The allotment is done as per the state government rules
- **OBC -** The allotment is done as per the state government rules
- **Women** – As this is Postgraduate programme, the women are considered on par with men. No specific reservations have been made but special consideration will be given on case-to-case basis.
- **Differently abled** – The differently abled students will be immediately considered irrespective of the percentage of marks scored. A fee concession will also be given on case to case basis. R V group also runs its own institution for differently abled students called R V Integrated School for disabled which was established in the year 1990.
- **Economically weaker sections -** No specific reservations have been made but special consideration with fee concession will be given to the students of the economically weaker section.
- **Minority community -** The allotment is done as per the state government rules.

2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends i.e. reasons for increase / decrease and actions initiated for improvement.

50% of the seats are filled through Government PGCET as per the State norms. The remaining 50% seats will be filled through the Management quota seats. The management quota seats will be filled through MAT /KMAT. The break up for the last four years is as follows:

Year 1	Approved intake 2	No of applications received for management Quota seats 3	No of applications received for PGCET seats 4	Total number of Applications received 5	No. of Students Admitted through MQ 6	No. of Students Admitted through PGCET 7	Total No of students admitted 8	Demand Ratio 9= 3/6
2008	120	105	57	162	63	57	120	1:1.66
2009	120	165	56	221	58	56	114	1:2.84
2010	180	158	86	244	78	86	164	1:2.03
2011	180	132	102	234	72	102	174	1:1.83
2012	180	143	90	233	89	83	172	1:1.61

The above table indicates that the demand for the management quota seats has increased in the year 2008, 2009 and 2011, as RVIM delivers quality education. The Institute goes beyond the curriculum and offers various other value added courses for the holistic development of the students. The Institute has a full-fledged placement department with good placement record.

The Institute has decided to actively participate in the B School rakings conducted by various agencies, and also focus more on branding related activities.

Ph.D Programme

Programmes	Number of students admitted
2009	1
2010	1
2011	No admissions being made by the Bangalore University
2012	

The Doctoral programme is affiliated to the Bangalore University and also the allotment is done by the Bangalore University. The University through their entrance test and counseling selects the students for the doctoral programme. The faculty with required qualification who is working at our institution will be allocated as guide. Our Director is recognized as guide for Ph.D programme by the Bangalore University.

2.2. Catering to Diverse Needs of Students

2.2.1 How does the institution cater to the needs of differently abled students and ensure adherence to government policies in this regard?

The institution is well equipped with below mentioned facilities to accommodate differently abled students:

- **Wheel chair –** The institution provided a wheel chair to help movement of the differently abled students with in the campus.

- **Lift -** The institutions maintains a lift to facilitate the movement of differently abled students between the floors.

- **Ramp –** The institution has constructed a ramp to help entry of the students in to the campus.

- **Washroom -** There is a washroom with required style of comfortable fittings exclusively for differently abled students.

The Institute does not discriminate among normal and differently abled students during the admission process and subsequent to the admission,

special care and attention is given to these students. In this regard the institute follows the policy and guidelines of Government and AICTE.

2.2.2 Does the institution assess the students' needs in terms of knowledge and skills before the commencement of the programme? If yes give details on the process.

There is provision to assess the students' knowledge and skills before the commencement of the programme.

In the admission process, the institution conducts group discussion, personal interview, extempore speeches and written communication test and SWOT analysis to assess the overall strengths and weakness and also the skills of the candidates.

Further to this, a pre induction programme is organized by the institution where in an opportunity is given to the students to express his/her expectations on skill enrichment programmes that he/she would require at an individual level.

Students from different graduation programmes are enrolled into the MBA programme namely BE, BA, B Com, BBM, B Sc etc. Based on the graduation the knowledge gaps of the students are identified. For example, it has been noticed that science and arts graduates lack knowledge in accounts and finance. Based on the requirements, the various training sessions are organized by the Institute.

2.2.3 What are the strategies drawn and deployed by the institution to bridge the knowledge gap of the enrolled students to enable them to cope with the programme of their choice? (Bridge / Remedial/ Add-on / Enrichment courses) etc.

Based on the SWOT analysis of the students', the following strategies are built to bridge the knowledge gap of the incoming students-

- Orientation programme provides information with respect to the entire curriculum, the examination process, and information of the various centers for excellence, computer lab, library and other resources available in the institution.

- The orientation programme aims to bridge the knowledge gap with respect to the career opportunities after completion of the course, current trends in the corporate sector, personality development and enhance their exposure to the needs of the industry.

Bridge Programme –

The college has initiated bridge programme on the following:

- Accounting and Business Mathematics for newly admitted students from other verticals of education like BE, BA and B Sc.

- In house corporate trainings are conducted to bridge the gap of understanding and perception from B-School to corporate, to raise the percentage of campus placements and to create a platform for better performance and enhance interpersonal skills.

- Entrepreneur Development Cell came up with an initiative known as 'Idea Generation' to bridge the gap between theory and practice via process.

Remedial Programme -

- Special class on accounting for non-commerce students.

- Training to improve communication skills through English Lab and Communication Lab.

- Personality development programme.

- To enhance the knowledge and the skills, various departments (Finance, Human Resources, General Management and Marketing) organizes various workshops, certificate courses and PG Programmes.

- The Institute has a provision for the tutorial classes for the students. Need based special tutorial classes are conducted in the subjects like Accounting for managers, Bumastics, Production and Operations management etc.

2.2.4   How does the college sensitise its staff and students on issues such as gender, inclusion, environment etc.?

The institution holds the tradition of imparting holistic education with emphasis on the ethical and moral principles. The college which is co-educational institution sensitizes its staff and students on issues such as gender inclusion, environment etc by holding programmes on the relevant topics like women empowerment. Celebration of women's day by teachers and students is also a part of the same tradition. This year the college inaugurated 'Women Empowerment Cell' on 8th March, 2013, on International Women's Day. Drawing and essay competitions are held regarding environment issues to inspire the students. The centre for Excellence in CSR conducts various programs on inclusion and environment related issues every year.

2.2.5 How does the institution identify and respond to special educational/ learning needs of advanced learners?

The slow and advanced learners are identified in the following ways:

- Student SWOT Analysis

- Personal observations by the respective subject teachers

- Class room assignments

- Presentations and group activities

- Internal Assessment Tests

- Feedback from Placement Department after students are rejected during placements

- Career Counseling Cell

Strategies adopted for facilitating the slow learners:

- Counseling

- Tutorials, Discussions, interactions and remedial coaching

- Additional assignments / presentations

- In-depth study material will be provided

- Peer group support from the advanced learners

- Concept clarification and problem solving exercises

- Steps to enhance their communication skills

- Revision of topics and practicals

- Mock Viva before viva examination (more than one round)

Strategies adopted for facilitating the advanced learners:

- Special assignments which is research oriented
  - Involving in Research Projects
  - Guiding to write research papers writing joint papers

- Opportunities to participate in Conferences, seminars, paper presentation competitions

- Opportunity to attend advanced Trainings and workshops like EDP

- Opportunity to participate in Competitions and Management Fests

- To recognize and enhance their leadership organising skills by making them coordinators of programmes at the institute

- Provision of additional learning like books review

- Student Project Work based on theoretical data/practical work/survey data/case studies.

2.2.6 How does the Institute collect, analyse and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc)?

The institution identifies students at the risk of dropout through

- Attendance shortage list

- Academic results (class performance, assignments, test, university results)

- Mentoring process

Once the students are identified, mentor analyse the problem and counsels for refinement. The parents of the identified students are invited to the Institute to discuss the issues with faculty/ mentor/ director and identify the solution for the same.

In case they discontinue, we provide an opportunity to continue with in the university prescribed duration without charging any additional fee.

2.3   Teaching – Learning Process

2.3.1   How does the institution plan and organize the teaching – learning and evaluation schedules? (Academic calendar, teaching plan and evaluation blue print, etc.)

Academic Plan and Academic Calendar

- ❖ The planning process for a given semester is initiated atleast one month before the actual commencement of the semester.

- ❖ The result of the first step is the finalization of the subjects' allotment to respective faculty.

❖ Decision regarding any elective subjects to be offered is taken by the Director in consultation with the faculty members.

❖ The Institute maintains profile of faculty members. The profile would include the qualifications, experience and special training received, subjects taught earlier and area of interest. Based on this information Director assigns academic responsibilities to the faculty members.

❖ The timetable will be announced on the notice board before commencement of the semester for the convenience of the students and faculty members.

❖ The respective departments will provide a plan of action of various activities to be conducted for the academic year along with the budget.

❖ Based on the departmental plans and the University calendar of events, the institution will frame its academic calendar.

❖ Based on the number of working days, teaching days, internal tests and University examinations, semester vise academic plan and plan for value added programmes are prepared.

Teaching Plan

Based on the subjects allotted, the faculty members prepare a work programme, lesson plan, and the course material.

Work Programmes:

- Each faculty member will write a work programme for the subject/s assigned to him/her for the semester. In such cases where two faculty members are teaching the same subject for two sections the work programme will be jointly developed by both of them.

- The work programme shows number of sessions planned for the given subject.

- The Director reviews the work programme and gives a feedback on any modification

- The work programme is the basis for a faculty member to implement the teaching process.

Lesson Plan:

- The Lesson Plan shows in detail the topic covered in each session/student presentation being planned and case analysis planned. The textbooks and reference books are suggested for topics covered.

- As the course is delivered, the faculty members record the details of the actual implementation (date and reason for deviations) in the Lesson Plan.

- The Director reviews the progress of teaching periodically by verifying the actual number of classes/sessions held against the planned ones. If the actual coverage falls short of the planned one in any subject, the director discusses the issue with the staff member concerned to determine the corrective action required. Faculty can record the reason for lag in class and how those sessions are compensated.

- If the faculty member/s plans any special classes, the plan for the same is to be communicated to the Time Table Committee to make necessary arrangements.

Planning for Value Added Programmes

Respective Departments and Committees plan workshops, Faculty Development Programmes, Management Development Programmes, Seminars, Guest Lectures, Industry-Academia Interactions, Industrial visits and tours, National and International conferences, Students activities, Research activities, Certificate courses, Yoga and Meditation classes, Sports and other extra curricular activities for the academic year.

Evaluation Plan

Students:

- The Examination Committee prepares a timetable for the test at the beginning of the semester. The students and faculty members are notified via circular and announced in the notice boards.

- The faculty members should provide the results of the assessment within 10 days from the date of completion of the internal assessment test. The evaluation is done by the respective faculty member. The faculty member records the marks scored by the students for reference.

- Two internal assessments will be conducted for 25 marks each and the better of two assessment marks will be considered for awarding the internal marks. Any other criteria as per Bangalore University norms like assignments, presentations and attendance will be considered for awarding the internal marks (10 marks internal test, 10 marks assignment and 5 marks attendance).

- Students receive feedback after the evaluation of the internal assessment for further improvement.

- At the end of each semester, after submitting the final internal assessment marks, all the faculty members deposit all the blue books to the

examination committee who retains the custody of such blue books on behalf of the Institute, for a minimum period as indicated by the Bangalore University.

- Semester Examination will be conducted as per Bangalore University Time Table.

Faculty:

As part of the measurement and monitoring mechanisms of the teaching process, The Director arranges to have each faulty evaluated by his/her students at the end of the semester. Also, each faculty member is allocated special roles and responsibilities, which they have to perform in addition to the teaching activity. The evaluation data is recorded and is analyzed. The Director examine the analysis and also pursue the feedback forms for any additional comments/information provided by the students and based on all these data and his own observation, advises and counsels the faculty member accordingly for further improvements.

2.3.2 How does IQAC contribute to improve the teaching – learning process?

The Centre for Quality Management was renamed as Internal Quality Assurance Cell for continuous improvement in our academic activities.

Quality Manual – The Quality manual mainly emphasis on the quality system to be followed in the Institute. It describes the process and methodology to be followed in the teaching and other academic activities. It lays down guidelines for the below mentioned activates:

- Work Programme and Lesson Plan
- Course Material
- Departmental activities
- Internal Assessment and Examinations
- Attendance
- Mentorship
- Dissertation
- Placement
- Policies towards FDP, MDP, Conference, Workshop etc.

IQAC provides the development and application of quality parameters for various academic and administrative activities of the institute. It suggests the

different departments or committees to organize faculty development programme, workshops etc to impart knowledge, to update with current market information and to improve teaching skills. It promotes research and publications through Research Centre. It ensures systematic performance appraisal and audit of academic activities in the institute. It regularly monitors quality aspects in all the activities of the institute and plays active roll in continuous improvement.

2.3.3 How learning is made more students centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?

All our activities are aimed at improving the skills and knowledge of the students. In the process, the students are exposed to various programmes like personality development programs, workshops, industry-academia interactions, classroom discussions, presentations and projects.

Student teams are made to share knowledge among them and to have group study. The faculty members monitor these activities. This would enable the students to supplement their classroom learning.

Interactive learning –

- Communication lab
- Simulation exercises
- Well equipped class rooms and computer labs

Collaborative learning –

- Research cell - student e-Journals, faculty and student joint research papers, team projects
- Digital library activities
- Library group assignments

Independent learning –

- Library assignments
- Digital library based assignments
- Projects

Learning is made more students centric

Student is the focus of teaching. Every student is trained to acquire academic, research, management skills. Opportunities required for life long learning is

addressed by organizing workshops, seminars, guest lectures and through continuous education programs.

2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life time learners and innovators?

- **EDP cell** – The institution has a well developed entrepreneurial development cell. It conducts various activities to create awareness about entrepreneurship and to enhance the entrepreneurship skills among the students. The cell also conducts real time workshops where students get an opportunity to meet and interact with entrepreneurs and understand the real life problems. The students also get to discuss their business plans and make improvisations as per the recommendations given by the experts. The students are sent to the training programmes and competitions conducted by other institutions.

- **Research cell -** The students are motivated and guided through the research cell to participate in National and International conferences.

- **Internship and Project Committee** – This committee encourages students to come up with ideas to have real time analysis of the problems at their area of study or industry. This will be done as a value addition for students' dissertation and internship work. It supports the students to develop case studies from their project work. It guides the students to develop model and solutions for the real time problems facing by the system or industry.

- Opportunity is given to students to put forth and discuss their innovative ideas at the institute as well in other forums. Their ideas are also been appreciated and recognized by the institution.

2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching?

LCD - All the classrooms are equipped with LCD. Faculty members use power point presentations to make classroom teaching more effective.

Audio Visual Aids - Audio Visual Aids are available in all the classrooms. Faculties are using video case studies, Movie clippings on management concepts, short films, and advertisements to explain certain topics more effectively.

WI-fi – The campus is WI-fi enabled and has internet connectivity all the time. The faculty members are using internet facility to show real time information on industry, market and economy to the students in the class rooms.

Computer Labs – Computer labs used to make students to work on applications or internet for sourcing information.

TV – Television is installed in each floor of the building. Channels like Business news are played during the working hours. This will help the students to update themselves on the issues.

Digital Library - The faculty gives assignments, which would require students to use the digital library. The digital library enables the students to get research reports, case studies and any other relevant information required to complete the given assignments.

Public Address System – All the classrooms are equipped with the public address system. Each classroom has a hand mike, collar mike, podium mike and speakers. This helps the students and faculty members in their presentations, events like subject quiz and interactions in the classroom.

2.3.6 How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?

Students –

- **Seminars** – students are encouraged to participate in the seminars, symposium and conferences conducted by other institutions. The college provides financial support to the students to attend such programmes to enhance their knowledge base.

- **Workshops** – The Institute organizes workshops for the students on a regular basis in various aspects of their specialization subjects to provide advanced level of knowledge with recent developments in the concerned areas. For example the department of finance organized a workshop on Demystifying Derivatives to enhance the knowledge base of the students in derivatives. In addition to this the various centres for excellence organizes the workshops on personality development and skill development.

- **Guest lectures** – the Institute invites the experts from industry to deliver the lectures on various on going issues and current happenings in the corporate world to provide real time information and knowledge to the students. For example the department of Human Resources organizes the Academia industry interface programmes.

- **Blended learning** – In addition to chalk and talk method of teaching, the faculty members are using the IT enabled learning tools such as PPT, Video clippings , Audio system, online sources, Simulation software, communication lab and decision making games to expose the students for advanced knowledge and practical learning.

Faculty –

To enhance the knowledge and skills of the faculty members, the Institute frequently organizes FDPs, MDPs, Workshops and training programmes on teaching pedagogy, general management and subject related topics.

The Institute encourages and deputes the faculty members to seminars, conferences, workshops, FDPs and other developmental programmes organized by other Institutes and university to get exposure.

2.3.7 Detail (Process and the number of students benefited) on the academic, personal and psycho-social support and guidance services (Professional counseling /mentoring/academic advise) provided to students.

a. Mentoring – The institute has well structured Mentoring system which benefiting the students not only in academic matters but also in their personal life.

   o The objective is to provide supportive care and advice for the students.

   o To help them in their academic and personal problems, if any, from time to time and to counsel them appropriately.

Scope of Mentoring – the procedure is adopted for enabling/motivating the students to excel academically their studies. A mentor should manage the relationship, encourage, nurture, teaches, offer mutual respect, responds to mentee's needs. At our Institute we follow principles of mentoring like synergy, relationship and uniqueness:

Synergy –

1. Mentoring should be enriching for both mentor and mentee.

2. Mentoring is all about learning and not teaching

3. Mentee is empowered to take responsibility of his/her actions

Relationship –

1. Mentorship is a power free partnership between two individuals

2. Focus is to not to make mentee dependent but to develop mentee's independent critical thinking

Uniqueness –

1. Mentoring must provide direction in order to channalize efforts in the right direction

2. Understanding the concept of mentoring and how it is different from coaching and counseling is important.

Skill set required by the Mentor – listening actively, building trust, ability to encourage, identifying goals and current reality, providing corrective feedback, inspiring, developing capabilities in mentees, managing risks, good motivator, people orientation, facilitation.

Methodology

❖ The designated coordinator and other mentors implement the mentorship process. Each faculty acts as the mentor and interacts directly with the students placed in his/her charge.

❖ The newly admitted students of the first semester fill up a student information sheet. Based on this data the co-ordinator will assign the students to mentors.

❖ Each mentor is made responsible to around 15 – 20 students and to the extent possible, the mentor will be teaching some subject/s. in case the assigned mentor does not teach any subject for the assigned students, he/she will consult the faculty member teaching the subjects for them for necessary information.

❖ A mentor assigned to a student in the first semester generally continues to be the mentor for that student until he/she completes the course.

Implementation

❖ The mentors' maintains and updates the student information sheet with the attendance information, performance in the internal assessment, and performance in the University examinations.

❖ The mentor meets all the students under his/her care atleast three times in a semester once each after every internal assessment. He/she may also meet whenever the need arises and discuss their problems. He/she

keeps a record of all such interactions and also keeps the designated coordinator informed of any general problems faced by the students. The mentor will counsel the mentees whenever requires. These problems will be discussed with the Director for corrective actions.

Counseling

Students are counseled on –
  o Career issues
  o Academic issues
  o Personal issues

Students counseling are done by the faculty members through mentoring process. The institute is also has ready access to professional counselors and takes their help whenever requires to provide counseling on both career and personal issues to keep the morale of the students up.

2.3.8   Provide details of innovative teaching approaches /models adopted by the faculty during the last four years? What are the efforts made by the institution to encourage?

The various teaching –learning methods adopted in our Institute are:

Project based teaching:

- Respective faculty members will give minor projects to group of students. This will enable the students to blend both the theory and practical aspects of the organization. On the completion of the projects, the team has to present the same and the faculty will award suitable marks/grades. This will be considered for awarding the final internal marks.

Lab based teaching:

- The Institute has an English / Communication Lab which helps students to enhance their communication skills.

- The Institute also has three computer labs with internet facility. The students are taken to the lab by the faculty members to provide them real time information on subject.

Experiential learning:

- The case study approach is followed in institution to improve the understanding of the subject. Students jointly with faculty build real cases.

- The students are sent on short-term assignments to the industry to have practical experience on working of industry.

Theater based learning: the students are required to enact / explain certain concept through theater performance like role play, drama or short play on the assigned topics.

Simulation games: to give a real time experience of the business problems, simulation games are played in the classrooms. Students get a real feel of decision making, problem analysis and problem solving.

Video case study shot by students: Faculties have assigned students with special projects like making video case studies on specific topics.

Activity based learning: Students are involved in various activities and management games related to the topics from the subject.

Faculty members are demonstrating Execel applications while teaching some of the topics in finance subjects. This will help them to improve their skill and they will be equipped with industry required proficiency.

2.3.9 How are the library resources used to augment the teaching–learning process?

The library is stocked with subject related books, general management books, personality development books, books on competitive examinations, encyclopedias, National and International Journals, Magazines, newspapers both English and local language, CD and research reports. The institution also has digital library with access to journals through online data base like EBSCO and JGATE. These resources are used in the following ways:

a. **Library hour:** One hour per week each for library and digital library is designated as library hour in the timetable. The in-charge faculty members for the library hours introduce the students to various websites wherein students get in-depth information and knowledge about subjects taught in the class room. Students are motivated by the faculty members to understand market, industry, trends through publications, newspapers, journals and other available resources during the library hour.

b. **Library based projects and assignments:** the concerned subject faculty members designs projects and assignments for which the students are required to refer to the resources available in the library.

c. **Simulated learning through digital library:** Students are exposed to the stock market operations and trading through simulated online games like at the digital library.

d. Library based research work: Finance specialization students were taken to the digital library and exposed to various source of online information and instructed to carry out the fundamental and technical analysis practically.

e. The faculty members are extensively using the library and the digital library for class preparation and for research purposes.

2.3.10 Does the institution face any challenges in completing the curriculum with in the planned time frame and calendar? If yes, elaborate on the challenges encountered and the institutional approaches to overcome these.

The institution has not faced any major challenges in completing the curriculum with in the planned time frame. However, there were deviations from plan due to the following reasons –

- Suspension of classes on account of external reasons like Bhandh's, etc. and internal reasons like special programmes (non-planned).

- Some subjects like accounting for managers, Quantitative methods requires more number of hours to complete the prescribed syllabus than the stated number of hours prescribed by the university.

To over come such deviations the concerned faculty members engaged the special classes and the same would be entered in the lesson plan. Normally special classes are scheduled in the morning or evening after the class hours and on special (Sundays or general holidays) days.

2.3.11 How does the Institute monitor and evaluate the quality of teaching learning?

Feedback committee collects feedback from students every semester and reports to the Director. The Institute adopted academic audit system recently which will be carryout by IQAC. Head of the Institute regularly interacts with students and teachers to fill the gap in teaching – learning process. IQAC closely monitors and provides expert advice as and when requires.
(Explained in 2.3.1)

2.4   Teacher Quality

2.4.1   Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resources (qualified and competent teachers) to meet the changing requirements of the curriculum.

Highest qualification	Professors		Sr. Assistant Professors		Assistant Professors		Total
	Male	Female	Male	Female	Male	Female	
Permanent Teachers							
Ph.D.	2	-	-	-	-	-	2
M.Phil.	-	-	2	1	3	2	8
PG	-	-	-	1	4	7	12
Temporary Teachers			NA				
DSc. / D.Litt.							
Ph.D.							
M.Phil.							
PG							
Part-time Teachers							
DSc. / D.Litt.							
Ph.D.							
M.Phil.							
PG or/and Professional Qualification	2	-	-	-	-	-	2

The faculty members are selected as per the AICTE norms. Advertisements will be given in the leading Newspapers. The applications are scrutinized and the short listed candidates will be called for the interviews. The Institute has an interview panel which comprises of subject expert and director to screen the candidates. If they fair well in the interview, they will be asked to give a demo class in their interest areas. This would enable the Institute to assess the candidate's communication ability and subject knowledge. After the demo they are asked to meet the management along with the Director. Later they are given the appointment order indicating the rules and regulations of the Institute and other details.

In addition to the regular faculty, visiting faculty from industry and academia are drawn to boost the knowledge and skills of the students to meet the changing requirement of the curriculum.

The management follows the below mentioned retention strategies to retain the faculty:

- In-house faculty development programme and training programme are organized from time to time to upgrade the knowledge and skills of the faculty to meet the changing requirements of the curriculum.

- The management conducts a yearly felicitation programme and honors the faculty and non teaching staff members for the outstanding achievements during the year.

- The management felicitates faculty members who complete their M.Phil., Ph.D. or any other higher studies during the year.

- Any request for leave to do the research work has been considered on case to case basis.

- The institute provides equal opportunity to all the faculty members to grow with the institute and it provides good professional growth and development opportunities in terms of job enrichment, change in responsibilities, increments and promotions.

- A congenial organizational environment is enforced by the Director in order to maintain a healthy colleagueship and commandership.

- Academic flexibility and professional freedom is given to all the faculty members which helps them to creatively deliver the curriculum.

2.4.2   How does the institution cope with the growing demand/ scarcity of qualified senior faculty to teach new programmes / modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? provide details on the efforts made by the institution in this direction and the outcome during the last three years.

The Institute offers an MBA programme affiliated to Bangalore University. After reviewing curriculum, assessing the students demand and needs of the industry, the Institute has offered value added courses in the following areas:

Specialisation	PG Programme	Certificate Course
Finance	Risk Management	Contemporary Banking
Marketing	Strategic Brand Management	Customer Relationship Management
HRM	People Management	Personality Development, Labour Legislation
General Management	Total Quality Management	Self Management

Systems	----	SAP

For all the above mentioned courses, the faculty members are drawn from the industry and other leading institutions. These programmes have been highly successful and well accepted by the students. These courses helped the students for their placements and also to shape their personality and career.

2.4.3 **Providing details of staff development programmes during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.**

   a. **Nomination to staff development programmes.**

Academic Staff Development Programmes	Number of faculty nominated
Refresher courses	**Nil**
HRD programmes	**Nil**
Orientation Programmes	**Nil**
Staff training programmes	**04**
Staff training conducted by the University (Workshop)	**18**
Staff training conducted by other institutions	**04**
Summer / winter schools, workshops etc	**23**
FDPs and MDPs conducted by other institutions	**10**

   b. **Faculty Training Programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-**

Faculty Development Programmes:

Sl. No	Date of the programme	Topic of FDPs
1	July 1, 6, 7, 8, 9 & 10	**Faculty Quality Improvement Programme**
2	October 1, 2011	Direct & Indirect Taxation
3	October 12, 2011	Teaching Pedagogy in OB
4	October 13,	Accounting for Managers

	2011	
5	October 15, 2011	Financial markets and Intermediaries
6	October 19, 2011	Contemporary Human Resource Practices
7	October 20, 2011	Investment Analysis and Management
8	October 19, 2012	Marketing Effectiveness in the Modern Era
9	November 22, 2012	Investment Analysis and Management
10	December 6, 2012	Accounting for Managers
11	December 14, 2012	Human Resource Initiatives in High Performing Organizations

Management Development Programmes:

Sl. No	Date of the programme	Topic of MDPs
1	November 11, 2010	Re-thinking Risk Management in financial services
2	November 30, 2010	Benchmarking of HRM practices
3	March 25, 2011	Advances In Marketing
4	June 22, 2012	HR for Business Excellence

Training Programmes:

Sl. No	Date of the programme	Topic of Trainings
1	May 30, 2012	Qualities of an ideal Teacher and Good Health
2	August 27, 28 & 29, 2012	Train the Trainer

c. **Percentage of faculty**

- Invited as resource persons in workshops / Seminars/ Conferences organized by the external professional agencies: **Nil**

- Participated in external Workshops / Seminars / Conferences organized by national/ international professional bodies: **32%**

- Presented papers in Workshops / Seminars/ Conferences conducted or recognized by professional agencies: **Nil**

2.4.4 What policies / systems are in place to recharge teachers? (eg. Providing research grants, study leave, support for research and academic publications, teaching experience in other national institutions and specialized programmes, industrial engagements etc.)

The institution follows sound policy guidelines (Quality System Manual) to recharge the teachers in the following manner:

a. Research grants in the form of seed money to undertake research projects.

b. Individual faculty can avail research grant from the institute by submitting their proposal to the Director through research committee.

c. The faculty are given OOD facilities for attending the examinations with respect to the M.Phil and Ph.D , Ph.D review meetings, BOS / BOE for other Universities, FDP, MDP, Seminars , National and International conferences, training programmes, visit to IIM , IISc library and British library for literature survey and so on.

d. The Institute has also sponsored the faculty members for the National and International conferences, FDPs, MDP, Seminars and workshops.

e. The Institute has also got the IIMs library cards (borrowing and reference cards) that is renewed by the Institute every year. The faculty members are free to use the library cards for their references.

2.4.5 Give the number of faculty who received awards / recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance / achievement of the faculty.

- Dr. T.V Raju, Director

  1. He has received prestigious **Eminent Educationist Award** in the year 2009.

  2. He has received prestigious **Kempegowda Award** in the year 2010.

  3. He has received **Jnana Rathna Award** in the year 2013.

- Mr. Narasima Venkatesh, Sr. Asst Professor has received a Certificate of Appreciation and cash award from Madurai Management Association affiliated to AIMA in a National Paper Contest for Management Teachers on "Global Leadership for Excellence" on the occasion of "Golden Jubilee celebrations of AIMA".

2.4.6 Has the institution introduced evaluation of teachers by the students and external peers? If yes, how the evaluation used for improving the quality of the teaching – learning process?

The Institute has teachers' evaluation by the students. The Students feed back committee coordinates the feed back process. The committee is responsible for designing, reviewing and improving the feedback form.

At the end of every semester, the feedback committee administers the complete process starting from student evaluation of the faculty to the analysis of the feedback. The analysed feedback is handed over to the Director. The Director further analyses feedback and communicates to the individual faculty member for further improvements wherever required.

In addition to the above process, the Director also interacts directly with the students and collects first hand feedback and advises the faculty members for improvement.

The Institute identifies certain gaps between the students' expectations and the class room teaching. Based on this feed back to cover gap, the following steps are taken -

  a. Training programmes were organized for the development of the faculty members.

  b. Faculty development programmes were also conducted regularly to upgrade the faculty knowledge.

  c. A group of management experts were called to interact with the faculty members and identify the areas for the improvement. Based on which training programmes are designed and organized to enrich the faculty members.

2.5   Evaluation Process and Reforms

2.5.1   How does the institution ensure that the stakeholder of the institution especially students and faculty are aware of the evaluation processes?

The quality manual of the Institute describes the examination process in detail. The evaluation process is communicated to all the faculty members through staff meetings. A copy of the quality manual is also given to all the faculty members.

The examination committee is taking care of the Internal Tests and University examination.

Internal Tests: Internal assessment of the students is carried out as per the regulations and norms of the University. In consultation with the Director, the examination committee will prepare the schedule of the internal assessment test for the academic year. The schedule contains the dates of the internal test, evaluation process and also about the malpractice. The schedule is circulated among the faculty members and the same is notified to the students on the notice board and the announcement is also made in the class rooms.

University Examination: The University examinations are conducted on as per the rules, regulations and guideless issued by the Bangalore University from time to time. The University communications are put up in the notice board for the students information.

The students are given detailed information regarding the examination and evaluation process in the orientation programme. The same is displayed on the notice board. A copy of the quality manual is maintained in the library, the students can refer the same.

2.5.2   What are the major evolution reforms of the University that an institution has adopted and what are the reforms initiated by the institution on its own?

All evaluation reforms of the University are adopted and effectively implemented as per the guidelines issued by the authority from time to time.

Following initiatives are taken by the Institute for the improvement of evaluation process.

- For the first time, the Institute introduced the blue book in the year 2008 for internal assessment tests.

- A separate examination control room was set up in the year 2010 for better handling of the examination process and to preserve the evaluation documents.

- The Institute used to conduct three internal assessment tests for continuous assessment of the students (CIA), even though the University guidelines insist to conduct two Internal Assessment Tests. (In the year 2013 again two tests system brought back).

- The Institute constituted an Students' Grievance Redressal Cell in the year 2011 to address the student grievances in the evaluation process.

2.5.3 How does the institution ensure effective implementation of the evaluation reforms of the University and those initiated by the institution on its own?

An examination committee comprising of faculty members and office staff was formed to conduct the examinations, to frame guidelines for the evaluation process and also to improve the quality in the process. The committee takes care of the effective implementation of any initiatives regarding the evaluation process. The committee meets regularly to monitor the proceedings with an objective of continuous improvement in quality.

2.5.4 Provide details on the formative and summative evaluation approaches adopted to measure student achievement. Cite a few examples, which have positively impacted the system.

The institution adopts both formative and summative methods of evaluation. Formative approach to evaluation includes measuring the student's achievement through presentations, group discussions and seminars. The evaluation through these approaches gives lot of information about student achievement after teaching a particular unit. The concerned teacher may get some direction about the student and necessary steps regarding his/her improving can be pondered over. The summative evaluation is done during terminal tests. Even if some students don't perform well or clear the eligibility condition, then an extra chance is given to the student for his/her evaluation.

All faculty members follow the formative approach to measure students achievements & performance through 1) Group Discussion 2) Class Test 3) Presentations 4) Assignments 5) Minor Projects. For summative approach two internal tests are conducted.

2.5.5   Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course / programme? Provide an analysis of students results / achievements (programme / course wise for the last four years) and explain the differences if any and patterns of the achievement across the programmes/ courses offered.

Internal Assessment test – The College conducts three internal tests in a semester (prior 2011 - 2 tests only). The evaluated blue books are given to the students to check their performance. Post internal assessments, the respective subject teachers and mentors counsels the week students. If the performance of the students is not up to the mark, the examination committee coordinator will address the weak students and in certain cases, the Director also addressed the students. The progress of the students is sent to the respective parents by post / courier twice in a semester. From 2011 the performance of the students are communicated to the parents through SIS on a continuous basis.

Classroom monitoring - There is a continuous evaluation system through classroom assignments, presentations, group activities, case study analysis and role-play. The concerned subject faculty individually assesses the students on the basis of their subject under standing, communication skill, analytical skills, and creativity. If the performance of the students is not up to the mark, the subject faculty along with the mentor counsels the students.

Attendance – Prior to 2010, the Attendance committee used to prepare the attendance list once in a month and the same is notified to the students. And also the parents were informed through letters about the same.

The students' attendance is tracked on a continuous basis. Since 2010 the attendance committee monitors the attendance through SIS system. At the end of the day through the SIS system, the absentee students and their parents are intimated of their absence in the class through the SMS.

Presently, we have student information system, which gives complete details regarding their attendance, absenteeism, and test marks of the students to their parents who are across the globe. Messages are sent to the parents regarding the same. The parents are given the login ID and the password, through which they have complete access to the Student database.

Semester wise Results Analysis of Bangalore University MBA Examinations

I Semester

Batch	Examination Held	No. of students Appeared	No. of Students Passed			Total No. of Students Passed	No. of Students Failed	% of Pass
			Distinction	First Class	Second Class			
2008–2010	January 2009	119	4	81	22	107	12	89.92
2009–2011	January 2010	111	5	83	16	102	9	91.89
2010–2012	January 2011	162	4	97	40	141	21	87.04
2011–2013	February 2012	170	13	109	16	138	32	81.18

II Semester

Batch	Examination Held	No. of students Appeared	No. of Students Passed			Total No. of Students Passed	No. of Students Failed	% of Pass
			Distinction	First Class	Second Class			
2008-2010	July 2009	118	1	58	50	109	9	92.37
2009-2011	June 2010	108	8	57	35	100	8	92.59
2010-2012	June 2011	160	6	129	16	151	9	94.38
2011-2013	June 2012	168	18	123	18	159	9	94.64

III Semester

Batch	Examination Held	No. of students Appeared	No. of Students Passed			Total No. of Students Passed	No. of Students Failed	% of Pass
			Distinction	First Class	Second Class			
2007-2009	December 2008	112	11	89	11	111	1	99.11
2008-2010	January 2010	117	12	94	8	114	3	97.44
2009-2011	January 2011	107	13	75	15	103	4	96.26
2010-2012	January 2012	157	41	110	4	155	2	98.73

IV Semester

Batch	Examination Held	No. of students Appeared	No. of Students Passed			Total No. of Students Passed	No. of Students Failed	% of Pass
			Distinction	First Class	Second Class			
2007-2009	July 2009	112	10	92	7	109	3	97.32
2008-2010	June 2010	116	9	95	4	108	8	93.10
2009-2011	June 2011	107	29	74	2	105	2	98.13
2010-2012	June 2012	158	26	131	1	158	0	100.00

NAAC for Quality and Excellence in Higher Education

2.5.6   Detail on significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightage assigned for the overall development of students (weightage for behavioral aspect, independent learning, communication skills etc.)

As per the University guidelines, the criteria taken into consideration for awarding the internal marks are Internal tests - 10 Marks, Assignments/ Presentations – 10Marks, Attendance –5 Marks.

Internal test – Three internal tests are conducted out of which best two test marks are considered to award the internal test marks. Post correction of each of the internal assessment, the concerned subject faculty hands over the blue books to the students to verify the marks and sign for the same.

Presentation and Assignment – Individual or group assignments / presentations/ projects / case studies are given to students. The faculty evaluates the students communication skills, ability to work in the group, leadership skills and independent learning. Other factors considered for awarding marks are attitude, discipline and class participation.

Attendance – As per the University guidelines marks are allotted for attendance.

2.5.7   Does the institution and individual teachers use assessment / evaluation as an indicator for evaluating the students performance, achievement of learning objectives and planning? If yes provide details on the process and cite a few examples.

Continuous Student Evaluation includes assessment through internal assessment test, assignments (presentations, case analysis, project etc), class participation and involvement in curricular, co-curricular and extra curricular activities, initiatives and co-ordination of programmes at the institute. This will provide information about the overall development of the students.

- The institution uses assessment as an indicator for planning the academic activities. The head of the institute considers student evaluation results to give proper directions to the faculty members with respect to teaching methodology, mentoring process and other activities for the improvement of student. For example – If performance of the students is poor in any internal assessment test the director will hold a meeting with students to discuss the reasons and to take necessary actions. The issues related to the students' performance will be consider while planning for the next semester.
- The various departments/committees plan activities and student development programmes based on the outcome of the student

evaluation process. For example – It was observed by the faculty that the students not upto the requirement in terms of communication skills. This was identified even during SWOT analysis and mentoring Process. Placement department initiated communication development training programme for all II semester students in two batches.

- The faculty members use students' assessment to take necessary measures to improve the performance. This will also help to find whether learning objectives are achieved or not. Faculty will consider the assessment data to plan for the next semesters in terms of class room activities, assignments and teaching methodology. For example – tutorial classes are conducted by the faculty members based on the performance of the students at internal assessment test and their participation at class.

- Mentors will use assessment data to suggest learning techniques to the mentees for improvement.

Evaluation process helps in selecting students for various intercollegiate competitions (management events, business plan, paper presentation and cultural competitions).

It also helps to initiate some supporting course or improvement programmes to achieve expected learning outcomes.

2.5.8   What are the mechanism for redressal of grievances with reference to evaluation both at the college and University level?

Redressal of grievances at college level - The institution has two levels for redressal for grievances. The student, if dissatisfied with any aspect of the evaluation process can approach the concerned faculty. If the matter is not resolved between the student and the faculty, the matter may be referred by either of the parties to the examination committee for resolution. The examination committee analyses and offer solutions to the problems.

Redressal of grievances at University level –

There is a system and procedure in place at University level which takes care of the students and college grievances with reference to evaluation.

2.6   Student Performance and Learning Outcomes

2.6.1   Does the college have clearly stated learning outcomes? If 'yes' give details on how the students and staff are made aware of these?

The college does have clearly stated learning outcomes. Some of the learning outcomes that college aims to achieve are:

    a) Employability skills
    b) Intellectual capabilities
    c) Values and Character building
    d) Emotional maturity
    e) Social maturity
    f) Business acumen
    g) Professionalism
    h) Subject knowledge

The learning outcomes are clearly reflected in our vision and mission statement. The learning outcomes are clearly made aware to the faculty members during the induction and through staff meeting. The learning outcomes are made aware to the students during the orientation programme, throughout the duration of the course by the faculty members and in any of the student related programme organised by the college.

2.6.2   How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?

The delivery of the content of the programme is aimed at achieving the learning outcomes. All the staff is involved in creation of a learning environment. All students are valued equally during their learning journey with Institute. Accordingly, the curriculum, teaching and learning and assessment at college are student centric. The College has formulated academic committees, centers of excellence that aim at enhancing the quality of learning, teaching and assessment across the Institute by providing academic leadership for the continued development of excellence in academic practice.

- The centre for Leadership and Human Excellence conducts workshop in association with organizations like NHRD who are able to rope in industry experts to enhance the employability skills and intellectual capabilities of the students.
- The Department of Finance conducts workshop like Financial application in Excel, Derivatives and ethical aspects of financial management and accounting to enhance employability skill of the students.

- The centre for Culture and Heritage conducts various discourses and lectures to emphasis the importance of ethics, values, character building and spiritual maturity.
- Management Fest Committee motivates students to participate in the business fests organized by various B-Schools and also trains the students on various aspects of business.

2.6.3   What are the measures / initiatives taken up by the institution to enhance the social and economic relevance (quality jobs, entrepreneurship, innovation and research aptitude) of the courses offered?

The college has taken following initiatives to enhance the social relevance of the course:

- Project on Public Transportation Management in Bangalore
- Student Assignment on Idea generation for Efficient Garbage Management in Bangalore
- Programme on Application of Management Principles in public and social sector.

The college has taken following initiatives to enhance the economic relevance of the course:

- Student activities on innovative business plan creation
- Prerana Sindhu – a programme to enhance entrepreneurship skill and to create awareness about rural entrepreneurship among the students.
- The students have been motivated, guided and financially supported to write, present and publish research papers at the national level.

2.6.4   How does the institution collect and analyse data on student learning outcomes and use it for planning and overcoming barriers of learning?

The Institute collect and analyse feed back in the following manner-

- Employer feed back analysis – The placement department collects feed back about the student performance in the industry during their initial period of employment. This information is analysed to ascertain the industry readiness of the student. If any common deficiencies are noted in the students, training programmes will be undertaken for the consecutive batches.
- Faculty observation – The faculty assess the students through their class participation and involvement in the college activities.

- Mentor process – Monthly reports on student progression is submitted by the mentors and it will be annlysed by the mentorship committee and suggest the faculty with some measures for improvement.

- Internal assessment through assignments – Through various assignments the faculty is able to assess the achievement of the expected learning outcomes.

- Examination Result Analysis – The committee is designated to do the result analysis of every student to see the academic progress of the student and feedback is given. This analysis is used for planning the pedagogy and lesson in the consecutive semesters.

2.6.5 How does the institution monitor and ensure the achievement of learning outcome?

The institution has a clearly defined, set mechanism to monitor the learning outcomes. The student SWOT Analysis is one of the important bases to find about their skill, strengths, interested activities, career objectives and expectations from the institute. This will be used as a reference to monitor the student progress and achievement of learning outcome.

Attendance is compulsorily taken for every lecture, guest lecture, workshops, training and other value added programmes offered to the students by respective departments or committees. In case of regular absenteeism to the programmes the student will be counseled by the faculty members.

Regular internal assessment tests, presentations, case analysis and quizzes are conducted to ensure the subject learning of the students. Post industrial visits, the placement team insists on written report on applicability of theoretical concepts in the real scenario to ensure the expected learning outcome. To assess the positive impact of the trainings on employability skills mock tests are given. Mock interviews are conducted by a team of faculty to check on their readiness of the student to meet the industrial requirements.

The Institute has initiated a mechanism to gauge the maturity level of the students at different stages during the course. During the first stage i.e., in the I semester the students skills are assessed through interactions and group activities. Accordingly the programmes are designed and organized for the students. The second stage of assessment happens when the students are in the III semester with two fold objectives. The students at this stage are gauged firstly on their improvement and secondly to find the gap based on their academic performance and mentorship process. At the final stage before the end of the course the final assessment is done to ensure the overall improvement in students through placement process.

This entire process helps the Institute to ensure the achievement of learning outcomes such as emotional maturity, social maturity, business acumen, professionalism and intellectual capabilities.

2.6.6 What are the graduate attributes specified by the college/affiliated university? How does the college ensure the attainment of these by the students?

The college aspires to create leaders for tomorrow. It aims at overall development of student. The college has specified the below attributes.

1. It aims at preparing the students for life and not for the immediate examinations.
2. It aims at the overall personality development of the student.
3. The college intends to make the students employable.
4. The college aims at creating responsible citizens for the country with social sensitivity.

The college through the faculty members works through the two years to ensure the attainment of these attributes. The faculty arranges for workshops, seminars, guest lectures on the lines of the above mentioned attributes to sensitize the students on the above attributes.

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1   Promotion of Research:
3.1.1   Does the institution have recognized research center / s of the affiliating University or any other agency / organization?

The Institute is a recognized Ph.D. Research Center under Bangalore University. The Director Dr. T.V. Raju is an approved guide who is currently guiding 7 Research Scholars belonging to Bangalore University and other universities too.

3.1.2   Does the Institution have a research committee to monitor and address the issues of research? If so what is its composition? Mention a few recommendations made by the committee for implementation and their impact.

The Institute has constituted a 6-member research committee headed by the Director and committee members include 1 Professor, 5 Senior Assistant Professor to co-ordinate and support all research initiatives of faculty and students.
The committee recommended progress presentation in ongoing research activities of faculty members. The committee also recommended all faculty members should present at least 4 research papers at national and international conferences and should take 1 research project every academic year.

3.1.3   What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes / projects?
*   **Autonomy to the principal investigator**
*   **Timely availability or release of resources**
*   **Adequate infrastructure and human resources**
*   **Time-off, reduced teaching load, special leave etc. to teachers**
*   **Support in terms of providing technology and information needs**
*   **Facilitate timely auditing and submission of utilization certificate to the funding authorities**
*   **Any other**

➢   The management or head of the institute never interfere in the research activities of the faculty members. The researcher or research team will be given required freedom to carry out their work in the right direction.

➢   The head of the institute sanctions the funds on approval of the proposal and also ensures timely payment to the faculty or research team.

- The institute has well planned Research Center with required infrastructure to carry out research activities smoothly. Available facilities are-

    - Cubicles with computers and internet facility to carry out research work
    - Discussion table with adequate sitting arrangements
    - LCD projector, Audi-Video facility and
    - Books for necessary reference, Research Journals etc.

- The workload given to faculty members is designed in such a way to carry out their research activities after completing their given teaching assignments, which is maximum of two sessions of 1.5 Hour each per day.

- Special leaves are being granted to faculty members while writing their thesis.

- The faculty can access online databases such as EBSCO and J-gate for their literature review. For data analysis they can use SPSS at the computer lab.

- The committee extends all possible guidance and support to help faculty to conduct their research activities.

3.1.4   What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?

- Students are encouraged and guided to participate in seminars and conferences.

- Faculty members have been guiding the students in their small research projects and to write papers.

- Faculty members are also involving in student research activities as advisors and co-authors.

- Registration fee for conferences reimbursed by the institute.

- Students are encouraged to carryout their dissertation work with the application of scientific research methodology.

- The students are also given small projects by the faculty members teaching different subjects during the different semesters to inculcate research culture among the students.

- The Institute proposes to bring out a publication with ISSN number for project/dissertation carried out by our faculty and students.

3.1.5 **Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/ collaborative research activity, etc.**

- All faculty members of the institute are permitted to guide maximum of 10 students for-

  a) Internship - organizational study of 6 weeks for III Semester students.
  b) Dissertation - related to the area of specialization for IV Semester students.
- Faculty and students work on collaborative research activities.

- Faculty members will undertake research project individually for which college will provide all types of assistance including financial support.

3.1.6 **Give details of workshops / training programmes / sensitization programmes conducted / organized by the institution with focus on capacity building in terms of research and imbibing research culture among the staff and students.**

The Institute conducts workshop and training programmes for staff and students in the area of research.

- Organised an FDP on "Exploration in Social Science Research" on 2nd September, 2011.

- Organised a Workshop for faculty members on How to Guide Students for Dissertation on 3 March, 2012.

- Organised an FDP on "B-School Assessment and Quality in Research" on 8 September, 2012.

- Organised an FDP on "How to get academic research work published" on 25 May, 2012.

- A student's team from RVIM and IISc presented VISION 2020 – Youth for Public Transport at the Youth Parliament held in Bangalore jointly organized by UITP Belgium and BMTC Bangalore. The presentation was based on survey conducted in Bangalore city.

- Organised two day workshop for students on "Management Consulting" by Consultancy Development Centre, New Delhi.

- The institute organized SPSS workshop for faculty members.

3.1.7 Provide details of prioritized research areas and the expertise available with the institution.

Prioritized research is Functional areas of Management and areas of Social Responsibility.

3.1.8 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students?

The institute continuously takes initiative to invite eminent Professors and experts in the research field of International repute:

- Invited Dr. Srinath Beldona Professor, University of Dallas USA as resource person for an FDP on "How to get academic research work published" on 25 May, 2012.

- Dr. Justin Paul, Professor, University of Washington, interacted with faculty and students on cross country research.

- Dr. R Subramanian, Visiting Faculty, IIM Bangalore interacted with faculty on Research Quality and Organizational Excellence.

3.1.9 What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?

No sabbatical leave being granted so far. Any request for leave to do the research work has been considered on case to case basis. Leave would be normally granted for data collection and also while writing thesis. However the Institute fully extends its support for any kind of research initiatives by the faculty.

3.1.10 Provide details of the initiatives taken up by the institution in creating awareness / advocating / transfer of relative findings of research of the institution and elsewhere to the students and community. (lab to land)

Small research activities relating to social and business issues are undertaken by the students under the guidance of faculty members. The results being taken up in the form of case studies and discussed in the class room.

3.2   Resource Mobilization for Research:

3.2.1   What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization.

A sum of Rs.5 lakhs per year has been earmarked for research related activities.

3.2.2   Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?

The institution has a provision to provide seed money to the faculty for research. The faculty members have to submit their research proposal along with budget to the head of the institution and they have to present the same in front of other faculty members and research committee at Research Centre. On approval of the proposal the seed money will be sanctioned to the faculty.

3.2.3   What are the financial provisions made available to support student research projects by students?

- The registration fee to participate and present research papers at seminars and conferences are reimbursed for students to encourage them to take part in such competitions and events conducted by various other institutions.
- Student and Faculty Collaborative research projects will also get funding from the institute.

3.2.4   How does the various departments / units / staff of the institute interact in undertaking inter-disciplinary research? Cite examples of successful endeavors and challenges faced in organizing inter-disciplinary research.

Encouragement being given and support is extended to write research papers by the faculty on interdisciplinary issues. After the data being collected for the research intensive discussions will be held before the papers being written and extensive research may be taken up on the larger interest.

3.2.5   How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?

The Institute encourages staff and students for research activities;

➢   Digital Library and three well-equipped computer labs are available, all are used by students for various research work.

➢   Research based assignments are given to the students so that they will use the available resources and the faculty monitor the same.

➢   Well-stocked library is available which supports faculty and students in their research.

➢   Free access to Ebsco and J-Gate databases for staff and students are available. Whenever students and faculty are writing papers for conferences are asked to use these data basis.

➢   Faculty members are also using these data bases for their research purposes.

➢   Faculties are insisting on students to refer such data bases for literature survey during the dissertation.

➢   Faculty members are instructed to present the progress of their research work periodically. Fully equipped Research Centre is available in the institute. Faculty member can do their research work in an exclusive atmosphere. Research progress presentation by faculty members happens in this center regularly.

3.2.6   Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If yes give details.

The institute has not received any such grants. It has built the entire research infrastructure and facilities with its own fund and it has well supported by the management.

3.2.7   Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organizations. Provide details of ongoing and completed projects and grants received during the last four years

There is no external funded project and no grants are received during the last four years. Faculty members are encouraged to get funds or grants to take-up research projects. However the institute has provision to financially support the research works of the faculty members.

Certain organizations in the service sector have availed academic support to their research work and for presentation modules and models to be submitted to their authorities to seek support for its application.

3.3   Infrastructure for Research:

3.3.1   What are the research facilities available to the students and research scholars within the campus?

The institute has well planned Research Center with required infrastructure to carry out research activities smoothly. Available facilities are-
- Cubicles with computers and internet facility to carry out research work
- Discussion table with adequate sitting arrangements
- LCD projector, Audi-Video facility and
- Books for necessary reference, Research Journals etc.

3.3.2   What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?

The Research Committee headed by the Director of the institute does strategic planning on infrastructural developments for research. The institute continuously upgrades the infrastructural facilities to meet the needs of the faculty and students to take-up projects on emerging areas in management and societal issues.

3.3.3   Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If yes what are the instruments / facilities created during the last four years.

The institute has not received any such grants. It has built the entire research infrastructure and facilities with its own fund.

3.3.4   Provide details on the library / information research center or any other facilities available specifically for the researchers.

- The institute has access to EBSCO and J-Gate online database for the use of researchers.

- Researchers can avail access to IIM Library and British Council Library where the institute has membership.

3.3.5 What are the collaborative researches facilities developed / created by the research institutes in the college? For ex. Laboratories, library, instruments, computers, new technology etc.

No such collaborative facilities developed at the institute. The institute is offering MBA programme which comes under Social Science. Hence it takes-up research on management problems and social issues. It does not require laboratories, instruments etc.

3.4   Research Publication and Awards:

3.4.1   Highlight the major research achievements of the staff and students in terms of

Patents obtained and filed (process and product)
- Papers written by our faculty on their research work have been adjudged as best papers.

Original research contributing to product improvement
- Models developed have been applied by the Social Service Organisations for which research being done.

Research studies or surveys benefiting the community or improving the services

International Association of Public transport (UITP) and BMTC organized one day seminar on "doubling PT share – a trust to make a PT a choice for every citizen (special focus on youth)" on May 24, 2012. UITP brought out a strategy to double the PT share and ambition to improve the urban environment for citizens.

During this project, the support was extended involving students of RVIM in facilitating the Bangalore Project and the Youth Parliament. The students focused on issues and problems of public transportation system by collecting the data from the commuters of Public Transport System through Field Survey. The student's team from RVIM and IISc presented VISION 2020 – Youth for Public Transport under the guidance of Ms. Alesandra Gorini, UITP Youth Coordinator, Brussels at the Youth Parliament held in Bangalore.

3.4.2 **Does the institute publish or partner in publication of research journal(s)? If yes, indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?**

The institute has its own Research Journal "RVIM Journal of Management Research" with ISSN 0974-6722 published bi-annually.

The **Editorial Advisory Panel** consists following eminent researchers and industry experts:

1. Mr. P B Kotur, Manager – Talent Transformation, Wipro Technologies, Bangalore

2. Mr. Y S Hegde, Consultant – TCS Ltd., Bangalore

3. Dr. S Srikanta Swamy, Additional Director, Center for Research – Christ University, Bangalore

4. Dr. Subhash Sharm, Dean – Indian Business Academy, Bangalore

5. Dr. N S Viswanath, Dean – M P Birla Institute of Management and Director - Bhavan's Management Research Center, Bangalore

6. Dr. R Krishna, Director – PG Studies, Cambridge Institute of Technology, Bangalore

The Director of the institute is the Chief Editor of the Journal and the Editorial Team of the Journal consist faculty who are members of the Journal Committee. The committee ensures quality of the journal. It considers original research papers with respect to functional areas of management, real time case studies and papers on application of management concepts in issues relating to society. It takes maximum care to check plagiarism, scope of the study, methodology and relevance of the topic.

- The Journal Committee invites research papers from academicians, research scholars and researchers from industry in the prescribed format.

- The papers received from the authors will be first reviewed by the committee members based on specialization.

- The selected papers will be sent to the identified reviewers (a list of reviewers is maintained at the institute) for blind review and for suggestions.

- The papers which are accepted by the reviewer will be considered for publication in the Journal. If the reviewer suggests some modifications

then the paper will be sent along with the reviewers comments to make suitable modifications to the paper.

- Once the committee receives the paper with suggested modifications from the author will be considered for publication.

- The authors will be asked to submit the copyright in the prescribed format.

- After editing of the paper for language and format it will be sent to the press for final printing.

3.4.3   Give details of publication by the faculty and students:

- The total research papers published by the faculty members are 21 for last four years.
- Few books on Accountancy are written by our Director along with the co-author. It is well preferred by the faculty and students to teach basics of accountancy.
- Mr. A Chandran, Assistant Professor has written a book titled "How to prepare yourself for examinations"

3.4.4   Provide details (if any) of;

➢ **Research awards received by the faculty**

- Ms. Sowmya D S, Asst. Professor and Ms. Pavithra S.T, Asst Professor presented a paper in the national seminar on the topic "Human Rights and Value for code of living and light of wisdom" and won the best paper ward. The seminar was organized by the Department of Commerce, KLE Nijalingappa College and KLE Society's Law College Bangalore on February 25th 2011.

- Mr. Narasimha Venkatesh, Sr. Assistant Professor has won second best paper award for the paper presented titled "Driving performance through talent management and employee engagement" in the international conference on Managerial Challenges in Contemporary Business organized by the Oxford College of Business Management, Bangalore on September 29 and 30, 2011.

3.5   Consultancy:

3.5.1   Give details of the systems and strategies for establishing institute-industry interface?

- Guest lectures and workshops are being conducted by industry experts on regular basis for students on different management topics related to the curriculum and other contemporary topics.
- Industrial visits happen every semester for students.
- The placement executives in the Placement Department have an extensive data base of industry experts and networking is a continuous process of the Placement Department. A well established corporate communications being adopted to rope in the corporate giants to guide our faculty and students.

3.5.2   What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?

The institute promote consultancy in functional areas of management, quality aspects in educational sector and public utility services with its in-house expertise and own network of experts in the concerned field. The institute even promotes non-fee based consultancy services for educational institutions, NGOs and Public Service Organisations. Faculty members can take-up consultancy services in their area of expertise and we have an internal committee to promote and co-ordinate the research and consultancy activities.

3.5.3   How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?

The internal Committee and the head of the institute encourage the faculty members to take-up consultancy services in their area of expertise. The institute has a policy to share the surplus generated from the consultancy services between faculty involved and the institute. If college takes-up any project it involves faculty members based on their area of expertise.

3.5.4   List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.

Academic Consultancy
Dr. T V Raju, Director, RVIM himself is an academic consultant. He has provided consultancy services to a number of educational institutions on various issues and to improve quality in all aspects of academics. He has

provided consultancy services free of cost with a motto to improve quality in education and developing institutions with excellence for the betterment of the society.

3.5.5 What is the policy of the institution in sharing the income generated through consultancy (staff involved: Institution) and its use for institutional development?

The policy of the institute in sharing the income generated from the consultancy will be in the proportion of 60:40 between staff involved and the institution.

3.6   Extension Activities and Institutional Social Responsibility (ISR)
3.6.1   How does the institution promote institution-neighborhood-community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?

Community development is implemented through extension and outreach activities at RVIM though awareness campaign, health programmes.

- RVIM conducts **computer literacy programmes for senior citizens** in the evening hours to impart basic computer knowledge for citizens aged 60 and above.

   The curriculum contents are basic Ms Word, PPT, and upload and down load of photographs, communication though Email, Skype, networking on social sites such as Facebook, Twitter, access to information particularly relating to the health on search engine like Google, MSN. As on December 21, 2012 RVIM has imparted computer literacy to around 1000 senior citizens in 18 batches. The senior most citizens registered for the programmes was around 89 years.

- The other programmes pertaining to **community involvement is to charity- philanthropic** through faculty and students. Periodically students are encouraged to contribute food grains, clothes, and other stationery materials for nearby orphanage. For the last two consecutive years RVIM has invited an NGO named NELE and Samartanam for all such programmes.

- On special occasions to mark and celebrate the event like world elders' day a group of staff and students visit orphanages and speak to the inmates and also provide them with eatables and fruits and seek their blessings on such occasion.

In the last two academic years RVIM fostered philanthropic attitude among students and staff by organizing visits to surrounding orphanages namely 1) Ashaktha Poshakara Maha Saba, 2) Premanjali 3) Samarthanam and 4) Anatha Shishu Vihara and many such other organizations.

3.6.2 What is the Institutional mechanism to track students' involvement in various social movements / activities which promote citizenship roles?

Students are motivated to take part and associate themselves in various programmes that promote good citizenship and social service to community. Students are to submit a photocopy of attendance, participation certificate soon after they return back to the institution.

In case of non- availability of this certificate a written permission with approval from the director or any senior faculty is to be submitted to treat such programmes as co-curricular activities linking to academic work.

3.6.3 How does the institution solicit stakeholder perception on the overall performance and quality of the institution?

RVIM consistently associates with all its stakeholders frequently as part of continuous improvement programme. Meeting with parents, well wishers and informal conversation with public on many occasions (in campus and off campus) has provided sufficient information for implementing their ideas and suggestions for enhancing the quality of the institution and overall performance. Written documents such as visitors' diary and feedback questionnaire are formal methods that are adopted by the institution for seeking the stakeholders' perception.

3.6.4 How does the institution plan and organize its extension and outreach programmes? Providing the budgetary details for last four years, list the major extension and outreach programmes and their impact on the overall development of students.

Institution Social Responsibility (ISR) activities are planned in the beginning of each semester though a schedule. Important dates, national festivals specific days like world ozone day, world elder's day are marked with a brief activity schedule.

Students and faculty member's work together to meet the objectives of such responsibilities assigned. The financial budget is sanctioned from the office on the approval of the Head of Institution.

Some of the outreach programmes are Transportation study in Bangalore City through UITP programme, Consumer awareness programme though models and exhibition.

The benefits of these programmes have been visualized through student performance in classroom learning and exemplary behaviour.

3.6.5 How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International agencies?

There is no specific provision for post graduate institutions to conduct programmes under NSS, NCC etc. However, RVIM has designed programmes beyond curriculum by setting up a separate Centre of excellence called RVIM Centre for Social Responsibility.

This centre has associated with various national and International agencies in providing extension activities.

The prominent agencies associated at National level are:

1. National foundation for Communal harmony
2. St. John Ambulance Association

While in case of International agencies the institution has associated with United Nation – environment programme.

3.6.6 Give details on social surveys, research or extension work (if any) undertaken by the college to ensure social justice and empower students from under-privileged and vulnerable sections of society?

- RVIM centre for social responsibility is working with Bangalore Electricity Company to measure the impact of Public Awareness campaign on energy conservation in Bangalore City.

- RVIM centre for social responsibility is also working of Health and communicable disease like AIDS and terminally disease like cancer. At present a research is carried out to build a compodium on the title "legislation on AIDS around the world".

- A study of traffic management is also being initiated.

3.6.7   Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students' academic learning experience and specify the values and skills inculcated.

Most of the extension activities are trying to build students leadership skills, communication skills, emotional intelligence and developing organizing skills in addition to make them responsible citizen with concern for society, environment and country at large. Hence student participation in these extension programmes will help them to inculcate better approach in meeting placement and career requirement.

3.6.8   How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities?

- **"SWASAHAYA"** is an association of Senior Citizens in Jayanagar and its surrounding areas. RVIM has provided infrastructure support for all the programmes of Swasahaya.

- Periodically, the community members of surrounding areas are informed about the computer classes for senior citizens through the meetings and programmes.

3.6.9   Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.

RVIM has forged with various Governmental organization, philohtrophic charitable institutions, hospitals and NGO for implementing various outreach programmes and extension programmes. The prominent associations are with-

- Karnataka state pollution control board for environmental awareness campaign
- NELE and Samarathan for charity programme
- ST. John Ambulance for First Aid training
- BESCOM for energy management
- Legal forum for issues relating to Women harassment, prevention and self defence- LAHARI associate.

3.6.10 Give details of awards received by the institution for extension activities and / contributions to the social / community development during the last four years.

Kempe Gowda Award has been received by the Director of RVIM for his services to the field of education.

RVIM centre for social responsibility has been nominated for NAMMA Bangalore 2012 award.

3.7 Collaborations:

3.7.1 How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives – collaborate research, staff exchange, sharing facilities and equipment, research scholarship etc.

The collaboration efforts are under process.

3.7.2 Provide details on the MOUs / collaborative arrangements (if any) with institutions of national importance / other universities / industries / Corporate (Corporate entities) etc. and how they have contributed to the development of the institution.

- The institute has a MOU with Grimsby Institute of Higher Education, UK for M.Sc. programmees for UG students of R V Institutes.

- The institute has MOU with Consultancy Development Centre (DSIR, Ministry of Science and Technology, Government of India), New Delhi for conducting and organizing the contact classes for M.Sc in Consultancy Management offered by BITS Pilani. It includes finalization of the faculty for the Bangalore Centre and other arrangement for smooth conducting of contact classes.

- No arrangements have been made but maintained the cordial relationship for arrange programmes.

3.7.3 Give details (if any) on the industry-institution-community interactions that have contributed to the establishment / creation / up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories / library / new technology / placement services etc.

No such support is received from any of the organization. The industry-institution-community interactions helped us in getting resource persons for various programmes at our institution. It also helped us in establishing network for placement activities.

3.7.4   Highlighting the names of eminent scientists / participants who contributed to the events, provide details of national and international conferences organized by the college during the last four years.

National and International Conferences organized by the Institute

Sl. No.	Conferences	Year
1	National Conference on 'Emerging Business Opportunities & Challenges'	22nd & 23rd March, 2013
2	International Conference on 'Innovative Strategies for Global Competitiveness'	8th, 9th & 10th December, 2011
3	Vidyaarthi Adhiveshanam (Students' Conference) on 'Next Gen Leadership'	29th & 30th March, 2010
4	National Conference on 'Ethics in Management'	8th & 9th December, 2010
5	Vidyaarthi Adhiveshanam (Students' Conference) on 'Innovating Management Strategies in Times of Economic Downturn'	20th March, 2009
6	International Conference on 'Innovative Strategies for Value Creation and Management	10th, 11th & 12th December, 2009

Name of eminent participants who contributed to the events -

In the year 2009

a. Sri N Ganapathy Subramaniam, President & Global Head – Financial Services, TCS, Bangalore

b. Sri Arun Ramu, CEO Govern Nation solutions Pvt. Ltd. Bangalore

c. Prof Daniel, Principal & CEO - Grimsby Institute, UK

d. Sri Atul Pradhan, Partner - Indian Economic Ventures, Bangalore

e. Dr. Kori Rajashekar, Governor, Grimsby Institute, UK

f. Prof. S Raghunath Professor, Corporate Strategic Management & Policy, IIM, Bangalore

g. Prof. U Srinivasa Raghavan, Ex Director General, P & T

h. Sri M D Ranganath, Chief Risk Management Officer, Infosys, Bangalore

In the year 2010

a. Sri V Srinivasan, Chief General Manager, Enterprise Business Planning Office, BSNL, Bangalore

b. Sri R Suresh, Management Consultant and HR Advisor, Sanovi Technologies, Bangalore

In the year 2011

a. Dr. P Balachandra, Principal Research Scientist, Department of Management Studies, IISC, Bangalore

b. Dr. Vasanthi Srinivasan, Chairperson, Centre for Corporate Governance and Citizenship, IIM, Bangalore

c. Sri Meghashyam Karnam, Product Manager, Microsoft, Bangalore

d. Prof. Jay Mitra, Professor of Business Enterprise & Innovation, Essex Business School, UK

In the year 2012

a. Sri Satish Ramaiah, Talent Transformation & Knowledge Management Services Division, Wipro Infotech Ltd., Banaglore

b. Sri K G Umesh, Head – Human Resources, The Himalaya Drug Company, Bangalore

In the year 2013

a. Dr. Nagendra Swamy S.C. – President, Manipal Health Enterprises and Chairman of Quality Council of MHE

b. Sri C N Manjunath, Director, Sri Jayadeva Institute of Cardiovascular Sceinces & Research, Bangalore

c. Dr. Thimappa Hegde, Senior Consultant Neurosurgeon & Director, Narayana Institute of Neurosciences, Bangalore

d. Dr. (Wing Commander) M.D. Marker, Medical Director and Hospital Project Consultant, Bhagwan Mahaveer Jain Hospital, Bangalore

e. Sri Vivek Shenoy, Head, Novel Molecules, Biocon Ltd., Bangalore

f. Sri Ravi C Dasgupta, Vice President - Group HR, Biocon Ltd., Bangalor

g. Group Captain Dr Sanjiv Kumar Saran (Retd.), Certified Lead Auditor ISO 9001:2000 and Partner & Principal Consultant, SKS Healthcare Management Advisors, Bangalore

3.7.5 How many of the linkages / collaborations have actually resulted in formal MOUs and agreements? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and / or facilitated –

We are performing the activities related to Curriculum enrichment, Internship, Placement, Research, Consultancy and Extension, Publication, Value added courses on our own but no collaborations or linkages have been established.

3.7.6 Detail on the systematic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/ collaborations.

A continuous touch with several organizations in different sectors to implement certain plans to bring in academic excellence in students and faculty, basing on which several activities have been taken up to strengthen the skill sets to have better professional approach.

Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 What is the policy of the institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?

The Management is intent in infrastructure facilities required. The institute strictly follows the norms of the AICTE. Based on the requirement, college enhances its infrastructure from time to time so as to facilitate effective teaching and learning.

4.1.2 Detail the facilities available for -

a) **Curricular activities**

Class Rooms: Eight class rooms are available on campus with LCD projectors, internet connectivity and audio-visual facilities.
- Each class room is provided with sufficient number of desks designed for the convenience and comfort of students.
- Lockers are provided outside the class rooms to all the students to keep their belongings.
- Other facilities such as podium, marker boards, black boards and stationery such as marker pens, chalks are available in the class rooms to make the teaching and learning process more effective.

Examination control room: One room is exclusively allotted for exam related work. All the activities related to internal evaluation and semester end examinations are controlled through this cell.

Faculty cubicles: All the faculty members are provided with laptops and separate work stations connected with intranet and internet facilities. In addition to this, printers are available in each department.

Library:
The library has a sitting capacity for 120 members with sufficient reading tables. Library is equipped with books computer, LAN and internet facility.

Digital Lab:
There is a digital library with 60 computers, connected with LAN and internet.

Computer Labs:
There are three state of art computer labs in the institute with 120 computers. These labs are well equipped with Internet facility. All computers are installed with required software and the same is updated on a regular basis.

b) Co-curricular activities

- One air-conditioned **Board Room** is available for conducting meetings, Faculty Development Programmes and all other discussions related to institutional activities. It is well equipped with computer, internet connection and audio-visual facilities.

- One air-conditioned **Conference Hall** is available with a seating capacity of 105 people. It is equipped with a computer, internet connectivity and audio-visual facilities.

- One air-conditioned **Seminar Hall** is available with a seating capacity of 140 with a computer, internet connectivity, audio-visual facilities and smart board.

- One air-conditioned **MDP and EDP/Training Cell** is available with internet connectivity, computer and audio-visual facilities.

- An exclusive **Research Cell** is available with computer systems, internet connectivity and audio-visual facilities. There are six research desks with computer and internet facility to facilitate the faculty to carry on research work and discussions.

c) Extra –curricular activities

- **Sports room**: One sports room is available in the basement with facilities for indoor games such as chess, carom, table tennis and few gymnasium equipments.

- A **yoga and meditation room** is available for boys and girls.

- One **sick room** is available with all first aid facilities.

- A room is available to facilitate **alumni association** activities.

- An **open stage** is available for cultural activities and public speaking.

Placement cell: An exclusive placement department is available with necessary facilities. The placement department is provided with an air-conditioned board room and audio-visual facilities for conducting Group Discussions and presentations from the companies for on-campus placements. Apart from this, two discussion rooms have been provided for conducting personal interviews or any other interactive sessions. Sufficient space and a Television is available in the reception area for the visitors as well as students to wait during the Campus Recruitment process. Clerical support is also provided for the placement activities. Placement staffs are provided with computer and internet facilities and other technical support.

Common Rooms: One common room each for boys and girls is available in the campus.

Separate ladies and gents **rest rooms** have been provided for staff and students in the campus.

4.1.3 How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed/augmented and the amount spent during the last four years (encloses the Master Plan of the Institution/campus and indicate the existing physical infrastructure and the future planned expansions if any).

All the faculty members are encouraged to utilize the available infrastructure in the class rooms and also in the faculty rooms. The resource materials are prepared for effective utilization in the class rooms.

The research cell is optimally utilized by encouraging faculty members to present their research progress every quarter in the research cell. EBSCO the online database is accessible in the research cell. All faculty members utilize this for writing research papers as well as for class room teaching.

Students have access to the digital library for carrying out assignments, minor projects and other research related activities such as final year project dissertation, making papers for students' conferences, national and international conferences.

The board room is utilized for conducting faculty meetings, group discussions and personal interviews for admission process. Conference halls are utilized for conducting workshops, national and international conferences and guest lectures on a continuous basis.

Training rooms are utilized for conducting MDPs, FDPs and Training programmes to industry and academia by every department.

Students and faculty members utilize the gymnasium and sports facilities in their leisure hours. For all other stationery and equipments, log books are maintained to record the utility and thereby optimal utilization is ensured.

Example for new facilities developed last year:
  ➢ Restructured the class rooms at the second floor and made two extra class rooms with audio-video facilities in 2012.
  ➢ Developed an air conditioned fully equipped Conference Hall at third floor with a capacity of 140 seats in 2012.

Table showing amount spent on infrastructure development and other facilities for last four years

Sl. No.	Particulars	2009-10	2010-11	2011-12	2012-13
1	Purchase of A C	****	****	1,85,000	67,000
2	Purchase of A V Equipments	2,76,815	33,100	2,13,138	96,824
3	Purchase of Computers computer tables, I.T.	10,26,244	17,41,520	3,31,108	4,25,966
4	Furniture & fixtures	1,77,393	2,99,856	8,08,256	13,54,020
5	Purchase of Library (Books) & Infrastructure Development	71,071	9,56,674.50	6,25,797	66,978
6	Miscellaneous Expenses	1,89,810	52,777	2,12,836	1,87,324
7	Purchase of Office Equipments	17,740	12,000	900	***
8	Teaching Aids	3,00,000	1,29,116	1,93,000	39,900
9	Sports Equipments	****	26,120	50,861	****
10	Water Purifier	****	****	12,500	****

4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?

- The institute has a ramp for differently able students at the main entrance.
- Wheel-chair is also made available at the institute.
- The campus is equipped with a lift facility and the same can be utilized by physically disabled students.
- Separate rest room with all the amenities is provided to suite the requirements of physically disabled students.

4.1.5 Give details on the residential facility and various provisions available within them:

Hostel facility –
The institution has its hostel, with an accommodation facility for 10 girls and 95 boys. The Hostel has spacious and sufficiently ventilated rooms.

- **Recreational facilities, gym, yoga center, etc. –**
  Recreation hall is provided for exercise and few indoors games are also available in the hostel. A common room with audio-visual equipments (TV) is available.

- **Computer facility including access to internet and Wi-Fi facility in hostel** – Not available

- **Facilities for medical emergencies –**
  The hostel has arrangement for medical assistance in case of emergencies. There is a provision of first aid assistance and doctor on call facility.

- **Library facility in the hostels** – Not available
- **Available residential facility for the staff** - Not available

- **Occupancy, constant supply of safe drinking water** –
  Constant supply of Purified (aquaguard is used) safe drinking water is available in the college hostel.

- **Security** – A security guard will be always at the hostel to ensure security. Watchman shed and Gate-keeper room is made near the gate for proper security round the clock.

4.1.6 What are the provisions made available to students and staff in terms of health care on the campus and off the campus?

A **sick room** is available with all first aid necessities. The institute has MOU with doctors and hospitals to provide emergency medical facilities including doctors on call etc.

4.1.7 Give details of the common facilities available in the campus – space for special units like IQAC, Grievance Redressal unit, Women's cell, Counseling and Career Guidance, Placement unit, Health care, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium. Etc.

Details of the above mentioned Units and Facilities available

Sl. No.	Unit	Details
1	IQAC	Shared facility with Research Cell
2	Grievance Redressal unit, Women's cell, Anti Ragging cell	Separate room is provided
3	Placement unit, counseling and career guidance	Well designed placement cell with state of the art design and facilities

4	Health care	Sick room with first aid facility
5	Seminar hall	One seminar hall, one conference hall and one Board Room is available
6	Safe drinking water	Purified water is available in the institute
7	Canteen	Available in the campus
8	Recreational space	Sports room with indoor games and gym equipments, Yoga centre, TV at I, II and III floors

4.2 Library as a Learning Resource

4.2.1 Does the library have an Advisory Committee? Specify the composition of such committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?

A library advisory committee has been formed which constitutes Director of RVIM, Librarian of the institute, Faculty representatives and librarians from three different institutions each. The committee meets periodically to discuss the issues related to improvement of facilities in the library.

In addition to the advisory committee the library has internal library committee to ensure effective usage of library by students and faculty. The committee meets periodically to discuss the issues related to enhancement and utility of the facilities available.

Initiatives implemented by the Library Committee:
- Extended library hour
- Display of new books in library and suggested reading list for students and staff
- Library slot in the time table

4.2.2 Provide details of following.

- Total area of library: 200 sq. mts
- Total seating capacity: 120 seats
- Working hours:-
    - On working days: 8 am to 6 pm (10 hours per day)
    - During study holidays and examination: 8 to 6 pm (based on the students need library hour is extended)
    - During vacation: 8 am to 6 pm

- **Layout of the library:**

All books are grouped and arranged subject wise and kept in separate racks. Journals and magazines are displayed on display rack at the entrance of the library. The new arrivals are also displayed at the entrance. Chairs and reading tables are neatly arranged to facilitate the library visitors. A desktop computer is kept in the library which facilitates the users in searching the books available in the library easily. This computer has software which facilitates easy searching for books and to check the availability of the books and resources in the library.

4.2.3   How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.

The library is updated constantly with respect to the titles and editions of books, journals and other reading materials. Every year library budget is prepared and submitted to the management for approval.

Newly arrived catalogues of all subjects are circulated among the faculty for their recommendation. Based on their recommendation a comprehensive list of books is prepared. Quotation for these selected books is taken from suppliers. After getting the quotations a comparative statement is prepared. On the basis of comparative statement and quotation, the Director gives approval for purchase of books. After getting approval, library places the order to the selected supplier.

Table showing Books and Periodicals available in Library with investment on Library Resources

Library holdings	Year – 1 (2009-10)		Year – 2 (20010-11)		Year – 3 (20011-12)		Year – 4 (20012-13)	
	Number	Total Cost	Number	Total Cost	Number	Total Cost	Number	Total Cost
Text Books	2221	6,20,868	2497	6,23,903	2277	6,07,338	291	70,643
Journals/ Periodicals	100	1,85,616	110	3,21,885	112	3,33,614	112 JI/Mgs	3,33,614
e-resources	43 ICFAI online journals	67,614	43 ICFAI online journals , Online database - EBSCO	2,57,490	43 ICFAI online journals , Online database - EBSCO & JGATE	3,15,432	43 ICFAI online journals , Online database - EBSCO & JGATE	3,15,432

Reference books: Total 2188 and the total cost is Rs.7,58,707

4.2.4 Provide details on the ICT and other tools deployed to provide maximum access to the library collection?

- **OPAC**
  Online Public Access Catalogue arrangement is considerably more user friendly than a card catalogue since it provides a variety of help to the users and can guide the users in a step by step manner to look for the required information.

- **In-house access to e-publications –**

The students and faculty can access EBSCO and JGATE online databases at digital library. The institution has subscription for ICFAI online journals and magazines from 2005 which are accessible through digital lab and from respective faculty rooms.

* Federated Searching Tools to search articles in multiple Databases is also available.

* Library Website - Not available

* Remote access to e-publication – Not available

- **Library automation**
The library facility is completely computerized. The software used is 'easylib', to make the library process easy and more accurate. The circulation process, verification and other related processes are completely software enabled. The bar coding is used in the library.

   * Total number of computers for public access – Not available
   * Total number of printers for public access – Not available

- **Internet band width/speed**

Internet: 4 MBPS – U-Telecom 1:1 leased line connection, available for 24X7 on campus.

* Institutional Repository – Not available
* Content Management System for e-learning – Not available
* Participation in Resource Sharing Networks/Consortia (INFLIBNET) - Not Available

4.2.5   Provide details on the following items:

• Average number of walk-ins:

	Jan	Feb	Mar	April	May	Jun	July	Aug	Sept	Oct	Nov	Dec	Total	Monthly Average
2009	1877	1544	1454	1496	1228	1356	335	336	1634	1884	1785	1459	**16388**	**54**
2010	1566	1354	1475	1543	340	235	258	293	1693	1786	117	1646	**12306**	**41**
2011	1469	1708	1618	1650	358	181	191	255	1211	1545	1322	1609	**13117**	**43**
2012	1282	1352	1221	1150	1164	428	282	498	798	1321	1411	1323	**11488**	**38**
2013	1101	1401	1201											

• Average number of books issued and average number of books returned:

Year wise	Issued	Returned	Issued Average	Returned Average
2009	2354	2405	15	16
2010	3902	3826	26	26
2011	4860	4844	32	32
2012	6907	6928	23	23

• Ratio of library books to students enrolled:

Year	Books	Students Enrolled	Ratio
2009-10	8515	144	59.13
2010-11	10956	164	66.80
2011-12	13,336	174	76.64
2012-13	13,635	170	80.02

• Average number of books added during last three years: 1688

Year	Books added
2010-11	2497
2011-12	2277
2012-13	0291

• Average number of login to e-resources - Not available
• Average number of e-resources downloaded – Not available

- Number of information literacy trainings organized –
  a) Training on how to use EBSCO
  b) Training on how to use J-gate

- Details of weeding out of books and other materials
  Total 2436 books were discarded. The discarded books are shifted to library at undergraduate course.

4.2.6 Give details of the specialized services provided by the library

- Manuscripts – Not available

- Reference: A separate reference section is available to refer the books in the library

- ILL (Internal Library Loan Services) – Not available

- Information deployment and notification: Whenever need arises circular is sent to the students and faculty members.

- Membership at other libraries
    - Indian Institute of Management Library, Bangalore
    - British Library, Bangalore

- Download: Download of e-resource is available in digital library.

- In-house access to e-resources: Students can access all the e-resources at digital library. Faculty can also access these resources at digital library and from their personal systems in their respective staff rooms.

- User orientation and awareness – Not conducted

- Assistance in searching the Database – Yes, Librarians extends their assistance in searching books and databases both at library and digital library.

- INFLIBNET/IUC facilities – Not available

4.2.7 Enumerate on the support provided by the library staff to the students and teachers of the college.

Whenever users come with a query about the books the library staff helps them in searching the books. The books are issued to faculty and students for a duration of fifteen days and can be renewed twice (if there is no demand for the book from other users) thereafter. All the books have an accession code and also a smart tag (bar code enabled). The circulation process is completely computerized. The users are given card and they have to provide the card during issue of the books and other materials. The computer generates a report of non-returns and books due from the users. Further the programme accommodates the fine collection from the users in case of delayed returns beyond due date.

The faculty can avail 7 books and the students can avail 3 books at a time. Students and faculty can avail back volume of journals. The same regulations are applicable for issue of CD-ROMs from the library. Reference books and student project reports are restricted to be used in the library facility and they cannot be taken out for any purpose.

In the digital library students can access internet for browsing. They can also access online database like EBSCO, JGATE, and also ICFAI online journal.

4.2.8   What are the special facilities offered by the library to the visually/physically challenged persons? Give details.

Librarians assist the visually and physically challenged students for all the library related requirements.

4.2.9   Does the library get the feedback from its users? If yes, how is it analysed and used for improving the library services. (What strategies are deployed by the library to collect feedback from users? How is the feedback analysed and used for further improvement of the library services?

The library recently started to get feedback from its users. The feedback is collected separately from faculty and students through a structured feedback form. These forms will be analysed based on preset criteria by the internal library committee. The analysis of the feedback will be submitted to the director to take necessary action in the areas of deficiency. Based on the suggestions given by the library committee and users, the librarians chalk out plans to improve the services. The strategies are implemented in the best interest of the students and faculty members.

***4*.3 IT Infrastructure**

4.3.1 Give details on the computing facility available (hardware and software) at the institution.

- Number of computers with configuration – 215. All the computer systems are with at least P-IV configuration (details given as below in Table 1)
- Computer-students ratio – 1:2
- Stand alone facility – The need for stand alone facility is not felt by the institution. Only in the Library the stand alone facility is used i.e., "Easylib" – is exclusive to its functioning.
- LAN facility – ensured for all the systems in campus. Wired LAN connectivity is available.
- Licensed software: 10 application software, 6 system software (details given as below in Table 2)
- Number of nodes/computers with internet facility - 215

Table 1 Details of systems with configuration

Sl	Description	Quantity
1	CPU P4. 2.8GHz , 1GB/512MB RAM , 80GB HDD , CD-RW(52x) , POWER-X CRT 15" Monitor	75
2	N-COMPUTRING DEVICE X-300,4no's THIN CLINTS& 1 SYSTEM PENTIUM D , 2.6 GHz 2 GB RAM , 160GB HDD WITH 15'TFT MONITOR	7
4	INTEL CORE2DUO2.66GHZ(E7300) INTEL DG31PR MOTHERBOARD, 2GBDDR2RAM160GBSATAHDD , POWER-X 15" CRT Monitors	3
5	AMD Athlon-2 3.00GHZ Processor Speed, 2GB RAM DDR3 , SATA 250 GB Hard Disk , SATA LG DVD/WR,MONITOR MERCURY 19"LCD 1990 TWA	30
6	Processor AMDX2,240 dual core Processor/2.8GHZ/ASUS mother board/1GB DDR2/Seagate 250GB SATA HDD/Logitech optical mouse and Keyboard/DVD Writer/15.6" ACER TFT Monitor/cabinet with SMPS.	40
7	Processor AMDX2,245 dual core Processor/2.8GHZ/ASUS mother board/1GB DDR2/Seagate 250GB SATA HDD/Logitech optical mouse and Keyboard/SonyDVD Writer/15.6" ACER(40 No's)/AOC-LED TFT Monitors (20No's) /cabinet with SMPS.	60

8	TOTAL NUMEBER OF P4 SYSTEMS	215
9	WIRELESS ACCESS POINTS	8
10	Linksys Broad band Router 2.4Ghz Wireless	1
11	MODEM(motorola)	1
12	Microtech Router	1
13	Mrotek Internet splitter	1
14	SWITCH (D-LINK-8PORT)	4
15	SWITCH (D-LINK-16 PORT)	9
16	SWITCH (D-LINK- 24PORT)	10
17	LAPTOPS	21

Table 2 Details of software available

	Application Software	
Sl. No.	Description	No. of Licenses
1	Oracle 10G	5
2	Statistical Package for Social Science(SPSS) 13.0	1
3	Tally 9.0	1
4	CollabCAD 1.8.1	1
5	Library software – EasyLIb	1
6	Kaspersky Innternet Security 2011	180
7	Jrun 4	1
8	Microsoft Project 2002 Service pack1	1
9	Cyberroam Server9.5.8 build52	1
10	Mircrosoft Office 2000	1
11	English Lab Software	1
12	Career Lab Software	1
	System Software	
Sl. No.	Description	No. of Licenses
1	Microsoft Visual Studio@June .Net 2003	1
2	Microsoft Windows Servers May 2003	1
3	Microsoft Windows XP	80

4	C , C++ Compilers	1
5	JDK 1.3	1
6	LINUX 5	1
	Internet Accessibility	
Sl. No.	**Description**	**Quantity**
1	Bandwidth - 4 MBPS 1:1 U-Telecom Internet connection for 24/7 hrs/Day	1
2	Number of terminals on LAN	215

4.3.2 Detail on the computer and internet facility made available to the faculty and students on the campus and off-campus?

Students:
- Three computer labs with total of 120 systems
- All the systems are connected with internet facility

Faculty:
- Each faculty is provided a laptop or desktop with internet facility.
- Wi-Fi facility is available in the campus for the benefit of staff and students.

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

As per the AICTE norms the institute continuously add IT infrastructure and also upgrades the existing facilities as per the requirements of the day.

4.3.4 Provide details on the provision made in the annual budget for procurement, upgradation, deployment and maintenance of the computers and their accessories in the institution (year wise for last four years). (Annexure: Institutional Budget)

4.3.5 How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching/learning materials by its staff and students?

All class rooms are equipped with an LCD projector with a screen. Audio-visual facility is provided in every class room. There are provisions for usage of computer systems in the class rooms with CD ROM and pen drive usage

facility. The faculty can prepare power point presentations, video cases and other resources. Faculty can show real time information in the class room with the help of internet facility.

Access to EBSCO and J-gate online databases are available for faculty and students, through which journal papers can be accessed and also case studies can be downloaded and shared among the community.

4.3.6   Elaborate giving suitable example on how the learning activities and technologies deployed (access to on-line teaching – learning resources, independent learning, ICT enabled classrooms/learning spaces etc.) by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher.

The teachers liberally take help of the ICT resources to enrich their prescribed curriculum with the help of internet. Faculty members are provided with desktop or laptop with internet facility for preparation of teaching/learning materials in their respective departments. The class rooms are equipped with LCD, audio and video facilities which make the class room delivery more effective. Faculty members are engaging sessions at digital library and computer labs to provide practical exposure to the students. Students are also encouraged to take up small research work; case study analysis with the help of IT enabled resources. The college seminar hall and conference hall are available for all student value added progrmmes such as guest lectures, workshop and training. Internet facility, digital library and library are maintained to facilitate students and faculty members to utilize the learning resources appropriately.

Following are the few examples for the activities and supporting infrastructure facilities which made the teaching-learning process student centered:

Teaching-Learning Method/Activity	Description	Role of Faculty
Computer assisted Learning	Communication and English Lab – Self Learning	Faculty will play the role of Facilitator

Writing & presenting papers at conferences	Student will identify the area of interest and collects the required data to write paper on selected topics. Source can be Digital Library	Faculty will play the role of Guide
Projects	Student will identify the area of interest and collects the required data through field study or secondary sources and prepares the project reports. Source can be Digital Library	Faculty will play the role of Guide
Student presentations and Role play	Students will prepare for the presentations and select their own style and uses their creativity for presentation. Support system: ICT enabled class rooms and Computer Labs	Faculty will play the role of Facilitator and Observer to give inputs and feedback
Management Activities	Student can participate and join the college team in any of the management event based on their interest and skill set. Support: Committees formed at the institute, Technical Infrastructure	Faculty will play the role of Facilitator and Trainer
Choice of specialization and dissertation area	Students can select any subject and area of dissertation within options given by the University Support: Institute has provided wide scope and built its infrastructure accordingly	Faculty will play the role of Guide and Advisor

4.3.7 Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?

The college does not avail the National Knowledge Network connectivity.

4.4 Maintenance of Campus Facilities

4.4.1 How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities?

The institution has made adequate arrangements for the maintenance and upkeep of the college infrastructure. The management ensures that enough funds are allocated and then utilized properly for the maintenance of campus facilities.

Maintenance Expenditure for last four years

Sl. No.	Particulars	2009-10	2010-11	2011-12	2012-13
1	Electricity	10,88,445	11,28,152	12,99,517	9,40,579
2	Water	8,01,612	560,938	7,02,517	8,39,796
3	Security	4,90,328	5,70,440	6,11,633	4,96,266
4	Repairs and Maintenance	1,44,878	3,29,425	2,72,003	5,12,502
5	Garden	5192	*	*	*
6	AMC(Lift, AC, Projector, EPABX, Water Purifier)	99,417	1,70,077	1,52,646	1,14,973
7	Office Maintenance	40,663	46,784	37,227	41,043

Details of the development work done for the past four years –
- Administrative office was bifurcated and General Management Department room (Staff Room) was created.
- Examination control room was provided with bureau for storage of necessary documents.
- Office was renovated and new sitting facility and working tables were provided.
- Placement cell was created with placement staff room, Board Room (with LCD projector), Interaction Rooms and waiting lounge (with good furniture and television).
- Additional classrooms were added by renovating the existing big rooms in the second floor with audio, video and LCD facility.
- Board room was renovated and provided with audio, video and LCD facility.
- A conference hall was created with 140 sitting capacity in the third floor. This hall is fully equipped with modern facilities like cushion seats, AC, audio, video and LCD facility.
- A research cell was created in the third floor with discussion table, computers, audio, video and LCD facility.
- Additional racks were provided for Library.

- Digital Library was created in second floor with all required facilities.
- Training room (MDP, EDP cell) was renovated and provided with audio, video and LCD facility.
- New individual lockers were provided to all the students in the second and third floor of the college building.

4.4.2 What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?

The Director and internal committee prioritize the activities, estimate the cost and submit it to the management of the institution. The management approves and allocates the funds. An effective monitoring system through various committees ensures the optimal utilization of budget allocated.

We have a centralized maintenance department for the entire campus with full time salaried employees. The following mechanisms are followed for maintenance and upkeep of the infrastructure-

- A maintenance engineer is handling the maintenance and engineering department in the college.
- Four Female members are employed for upkeep of cleanliness in the campus.
- One person is employed as scavenger for daily cleaning of rest rooms.
- One person is employed for maintenance of garden.
- AMC's have been given for periodical maintenance of lift, AC's, EPABX systems and for generators.
- Contractor is taking care of any repair and maintenance of electrical work as and when required.
- For any repair and maintenance of civil work, the contractor referred by Trust is engaged.
- For daily water necessity we receive water form BWSSB and it is stored in underground sump and then pumped up to overhead tanks.
- Water purifier is installed in the college to provide safe drinking water to the students and Staff.
- We have backup generator of 82.5KV in case of disturbance in regular power supply from BESCOM.
- **GARDEN** – A gardener has been employed to take care of work related to gardening.
- Pots with different variety of plants have been maintained in the entire college building.
- Our garden has won many prizes from Mysore Horticulture Department for good maintenance of the garden.

4.4.3 How and with what frequency does the institute take up calibration and other precision measures for the equipment/instruments?

Annual maintenance and repair of the infrastructure is taken care by the college in a systematic manner. Day to day maintenance is carried out by the staff appointed for cleaning and maintenance of the building. The computers and electronic devices are maintained and repaired in the institution regularly. We have a team of qualified technical staff for maintaining computers, networking facilities and audio-video equipments.

(Ours is an institution offering programme i.e., MBA under Social Science hence Science Laboratories are not maintained.)

4.4.4 What are the major steps taken for location upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water, etc)

- The college has clear-cut specified places for sensitive equipments like electricity generators and batteries. They are under the supervision of the designated employees. The institution has AMC with companies/agencies for the regular and routine check up and upkeep of the electrical equipments.
- Utmost care is taken to store the water and its constant supply. Water purifiers are installed in suitable locations and students and staff is provided with purified water only. The college Maintenance Department takes care of regular cleaning and maintenance of constant water supply.

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1.1 Does the Institution publish its updated prospectus / handbook annually? If 'Yes', what is the Information provided to the students through these documents and how does the institution ensure its commitment and accountability?

The institute has a prospectus which is updated annually and is provided to the applicants. The institute over the years has always been pro-active and has achieved its objectives stated in the brochure. The institute keeps a track record off all the curricular and co-curricular activities conducted for the students through-out the year. To enhance the image of the institution and for the development of the students new programs are initiated and the brochure is updated accordingly. Through this we are able to comprehend that the management is committed and the stakeholders are benefited.

The Prospectus contains the following details of the Institute -

1. Goal Statement of RSST (Rashtreeya Sikshana Samithi Trust).

2. History about RSST – The Trust was started in the year 1940 by Sri. M.C. Sivananda Sarma and from there the journey started and now about 26 Educational institutions are managed by the Trust.

3. Council and advisory body in the brochure.

4. RV Group of educational Institutions are mentioned in the handbook.

5. Director's message.

6. Vision & Mission statements of our Institute, Goals, Values and Competencies are mentioned in the handbook.

7. Collaborations with Foreign Institutions – Our Institution have made tie up with Grimsby Institute, affiliated to Leeds Metropolitan University in UK.

8. Infrastructure facilities available in the Institute are mentioned.

9. A list of various Centers for Excellence at the Institution is mentioned which consists of

   a) Centre for Leadership and Human Excellence
   b) Management Development Programme
   c) Internal Quality Assurance cell
   d) Yoga & Meditation
   e) Centre for Excellence in Financial Studies
   f) Entrepreneurship Development Programme Cell
   g) Corporate Social Responsibility

    h) Indian Cultural and Heritage
10. Academic Excellence at RVIM – The information about the teaching fraternity is provided in the Prospectus
11. Course Content - The MBA course content for all the 4 semesters. Also the admission criteria and selection process for admission is mentioned.
12. Personality Development Programmes
13. Research and Consultancy programme
14. Career Development and placement

5.1.2   Specify the type, number and amount of Institutional scholarship/ freeship given to the students during the last four years and whether the financial aid was available and disbursed in time?

The financial aid is disbursed to SC/ ST and the students OBC category. The institution maintains a disbursed register which includes the particulars of the students, cheque number, Total amount, and date of payment, student signature and the photograph of each student.

Type: SC/ST

Year	Total number of students during the academic year	No. of Students	Total Amount sanctioned by the Governemnt.
2008 - 09	120	24	12,02,140
2009 - 10	114	20	11,16,000
2010 -11	164	17	09,40,200
2011 -12	174	23	12,92,340
2012 -13	169	19	10,96,480

Type: OBC and other groups

Year	Total number of students during the academic year	No. of Students	Total Amount sanctioned by the Governement
2008 - 09	120	39	4,20,459
2009 - 10	114	28	3,01,868
2010 -11	164	42	-

| 2011 -12 | 174 | 54 | - |

The scholarship for the year 2010-2011and 2011-2012 is on the process of distribution.

5.1.3 What percentage of students received financial assistance from State Government, Central Government and other national agencies?

Type	Year	No. of Students	Total number of students during the academic year	Total percentage of students to receive financial assistantance
SC/ST	2008-09	120	24	20%
	2009-10	114	20	17.54%
	2010-11	164	17	10.36%
	2011-12	174	23	13.21%
OBC & Other Groups	2008-09	120	39	32.50%
	2009-10	114	28	24.56%
	2010-11	164	42	25.60%
	2011-12	174	54	31.03%

5.1.4 What are the specific support services/facilities available for -

- **Students from SC/ST, OBC and economically weaker sections:**

The Institute extends total co-operation and support to the students belongs to SC/ST category. They are made aware of the different types of schemes that are available to students from the Social Welfare Department & Government (State as well Central Government).

OBC students are also eligible for some provisions (scholarships) from the Bangalore University and as well as the Government. The information about the same is made aware to the students & also special care is taken that it reaches to the students.

- o Scholarship

- o Reimbursement of Tuition fees from University

- **Student with physical disabilities:**

The students with Physical disabilities are provided with special support in terms of infrastructure & Learning aid. Learning aid to such students is provided from the University & Institute.

Infrastructure support to Physically Disabled students is provided in the campus such as Ramp to climb, Lift, wheelchair, specially designed rest rooms, Audio & visual medium of Instruction in all the class rooms etc.

- **Students to participate in Various competitions / National and International:**

At the Institute special interest is taken to promote students to participate in various competitions at National & International level.

We have an in-house Training Committees such as: Sports Committee, Management Fest Committee, Cultural Committee and EDP Cell. The respective committees conduct training & provide support to the students. The students are deputed to various events to give maximum exposure & also provide a platform to them to exhibit their talents. Necessary financial support also provided to the students.

- **Medical assistance to students: health centre, health insurance etc:**

The institute has a medical room (Sickroom) where in the Employees/Students can take rest incase of illness. It is fully equipped with stretcher, First-AID medical kit, medicines in case of emergencies. The institute has MOUs with the Hospitals and doctors who will address patients as and when the need arises.

The students & the staff are trained to attend to Medical Emergencies First Aid: The students & staff are trained by St Johns' Ambulance First aid training.

- **Organizing coaching classes for competitive exams:**

The coaching classes for Competitive Exams such as IAS, KAS, UPSC, NET, and SLET is not offered to the students.

- **Skill development (spoken English, Computer literacy:**

The institute has state of art Computer Labs & the entire Campus is   Wi-Fi enabled. The lab has incorporated English Communication software where in the students are put on the training module by which their accent & pronunciation are rectified.

SAP training is provided to the students based on their specializations. The modules provided for HR specialization, Systems & Finance specialization students. Workshops are also conducted on Excel application in functional areas for the benefit of students.

- **Support for "slow learners":**

There are students from different cross sections and a mix from all parts of India. They have various educational backgrounds; hence some students would face difficulty in coping with some new subjects. Such students would be given additional Tutorial sessions to help them to cope with Academic Curriculum.

The students having doubts related to any particular subject can meet the concerned faculty member and seek necessary guidance to understand and to learn concepts.

Added to this the institute has a mentorship programme where in 10 students are allotted to a mentor. The students who have problems related to their academic and personal matters can discuss with their mentor. The mentor

takes initiative and ensures that the problems relating to the student are addressed at the earliest and promote his or her self confidence.

- **Exposure of students to other institutions of higher learning / corporate / Business house etc.:**

The students are provided with ample opportunities to gain exposure in various Corporate and Business houses.

The students are deputed to various Industries/ Corporate/ Business houses for their Internship and Final Projects (Dissertation). Apart from this students are sent to various institutions to participate in Inter-college competitions. The placement department organizes industrial visits regularly.

- **Publication of Student magazines:**

The students are given ample opportunities to contribute in the News Letters and e-journals published by the institute. The students are encouraged to present papers in the National and International Conferences organized by the Institute and other institutions.

5.1.5 Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.

The institution has an Entrepreneurial Development Cell which facilitates progammes for the students. The objective of the Cell includes

1. To create awareness among students about various facets of entrepreneurship.
2. Highlighting the merits of pursuing entrepreneurship as a career option.
3. To acquire practical inputs from successful practicing entrepreneurs.
4. To provide insight in the self-employment opportunities.
5. To enable the students of management to be innovative entrepreneurs.

The list of programmes conducted for the students are as follows:

1. Entrepreneurial Awareness camp-EDII on 20th, 21st, 22nd October 2008

The 3 day entrepreneurship awareness camp conducted by Entrepreneurship Development institute of India at our institute is mainly targeted towards second year MBA students.

2. One day Certification seminar on Entrepreneur Development on 12th September 2008.

3. One day Certification seminar on Entrepreneur Development on 9th November, 2009.

4. **National level Intercollegiate Business Model Competition for students on 20th and 21st April 2011 on the topic "Innovative Model for Contemporary Business".**

5. **One day Certification seminar on Entrepreneur Development on 16th December, 2010.**

6. **Prerana Sindhu 2012 - Rural Entrepreneurship Development Programme on 4th May 2012**

The Institute has hosted a one day Rural Entrepreneurship Development Program "Prerana Sindhu 2012" on May 4, 2012. Prerana Sindhu was an attempt to bring together the young MBA minds and the experience and skill of traditional rural entrepreneurs. It challenged the age-old conventions of management outlook and encouraged an out-of-the-box thought process. The EDP got a satisfactory response from the Business Schools across Bangalore. Around 10 teams participated in the event.

7. **Workshop and Activity on Entrepreneurship Development on 15th and 16th March 2013**

An half- a -day workshop was organized from the EDP- cell , for the II semester MBA students on 'Idea Generation from Newspapers' on 15th March 2013. This was done to emphasize the need for ideas at the start of the business and to look into the external world to get ideas and not at oneself only. The students came up with around 520 ideas in just 15 minutes.

A '100 Rupee Venture' activity was conducted on the 16th March 2013 for the II semester students with a Rs. 100 as capital. The students were able to sell many products and made a profit of Rs.2500 which was given as the 'Student Fund' to the EDP Cell by the participating teams.

5.1.6 Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co-curricular activities such as sports, games, quiz competition, debate and discussions, cultural activities etc.
- **Additional academic support, flexibility in examinations**
- **Special dietary requirements, sports uniform and materials**
- **Any other.**

Management Fest - Competition:
The institution has a separate committee called Management fest committee to train the students and organize the management events. The committee conducts intra -class competitions for the students as a part of college team selection process. Students are selected on the basis of their performance during the competitions. The competitions are conducted both for the 2nd as well as for the 1st year students.

Interclass competitions and support system for the students is as follows:

1. Schedule of inter- class competitions to be conducted to the students is prepared and displayed to the students on the notice boards. Students' participation is important in the events. Students can participate in all the competitions and take maximum benefit for the programme. The committee ensures that the student participate in any one event. The attendance of participation and evaluation sheets will be maintained by the committee.

2. Initial screening of the students will be done by the committee. Those students who have performed well will be put under Category A and students who require training will be placed under Category B.

3. Category A students will be sent for inter-college fest and for other events in the Institute.

4. Students who have won in inter–college competitions will be recognized by the college and a certificate of appreciation is given to them.

5. Category B students will be provided required inputs and slowly they will be included in the college team.

6. The institute will reimburse registration fee to be paid for various events organized by other institutions and other incidental expenses.

7. The Management Fest Committee also organizes Intercollegiate Management Fest – "Imperium".

Cultural Activities:
Interclass competitions and support system for the students is as follows:

1. The committee will list out cultural events to be held in the Institute.

2. Students will be asked to give their names in the events; curricular, extra-curricular or cultural event with which they would like to associate.

3. The committee ensures that every student should participate in any one of the cultural activity.

4. Initial screening of the students will be done and students performing well will be placed under Category A and students who require training will be placed in Category B.

5. Category A students will be sent for inter-college fest and other events in the Institute.

6. Students who have won in inter–college competitions will be recognized by the Institute and a certificate of appreciation will be given to them.

7. Category B students will be provided required training and slowly they will be included in the college team.

8. The institute will reimburse registration fee to be paid for various events organized by other institutions and other incidental expenses.

9. The Committee has also organized "Janapada Mattu Samskrutika Jatre" (Fest) in the year 2013 at our institute.

10. The committee organizes Inaugural function for the newly admitted students. The welcome function for the newly admitted students and farewell function for the outgoing students is also organized by the committee.

11. The committee ensures that the students' take active part in the programmes.

12. The cultural committee also organizes Annual Day Celebration at the end of the academic year.

Sports:
RVIM fosters all activities of sports for overall development of every student and leveraging its benefits for acquiring effective decision making skills in business ventures.
A committee is constituted for sports, which makes necessary recommendations and arrangements required for the institute.
Institute provides all necessary sporting materials for students for indoor games.
Indoor games available for students during leisure are carom, chess and table tennis. The institute also provided gym facilities for students.
The institute conducts annual sports day every year to provide a platform for interested students. As a part of annual sports day celebration the committee organizes various athletic events and games. The winners in these events are awarded with prizes on the annual day celebration. The committee also organizes intercollegiate/B-School Cricket Tournament.
Affiliations:
1. Presently in house RVIM B-School Volleyball Club is been affiliated to Karnataka Volleyball Association.
2. Affiliation to Karnataka Athletic Association is in process.

Additional Academic Support and Sports Materials etc:
Students are provided with flexibility in the attending sports activities. Attendance is taken care off during their participation in the various events. Students are given additional assignments and special test on case to case basis.
Special counseling will be done to the students who have missed classes. Financial support is also provided to the students to participate in the inter-

college events. Expenditure related to the travel and accommodation is reimbursed.

Sports uniform has been provided for the Annual sports day in the form T-shirts or Caps. Regular sports uniform is bought by the students themselves. The students who incur expenses related to special dietary requirement during the time of practice session and participation in sports activities will get reimbursed after the event. College uniform is provided for the students every year.

5.1.7 Enumerating on the support and guidance provided to these students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIR-NET, UGC-NET, SLET, ATE/CAT/GRE/TOFEL/GMAT/Central/State services, Defense, Civil services, etc.

Special support in the form of attendance to the students, contact details of resource persons and institutes who offer such training programmes, books from the library is provided by the college to the students who are appearing for such examinations.

5.1.8 What type of counseling services are made available to the students (academic, personal, career, psycho-social etc)

Academic and personal Counseling:

The institute has a mentoring programme which looks after the counseling of students in the areas related to academic, personal care. Students are free to meet their respective mentor to discuss the issues and seek suggestions from the mentor.

Counseling and Self Development:

Counseling of students on self development is conducted by expert trainers and counselors in the areas of Study Techniques, stress related to study, Emotional disturbances and Relationship Management. Examination Day blues, time management, self management, goal setting etc are some of the areas handled by him. These areas generally come under Academic, Personal and Psycho social areas.

5.1.9 Does the institution have a structured mechanism for career guidance and placement of its students? If "yes", detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during camps interviews by different employers (list the employers and the programmes)

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Training & Placement Department Policy and Procedure

Placement process is an important activity at the Institute. It facilitates On Campus / Off Campus recruitment of its students, including its alumni. The Complexity of this process is in direct relation to the market conditions. Supported by the Director and the faculty members, the Placement Officer has the overall responsibility of implementing the placement process.
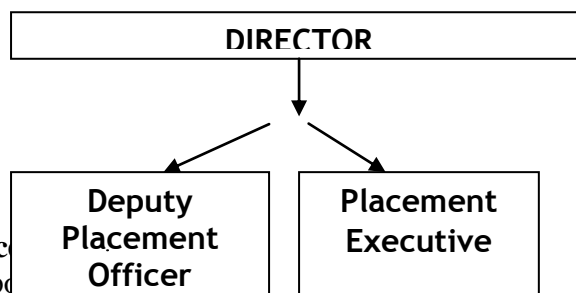
Vision: To Groom, Fine tune all the students and make them "Employable"

Mission: To bridge the gap between the Industry and Academia.

Objectives:
1. To provide Continuous Training & assessments of students
2. To assess training needs as per the industry requirement.
3. To maintain constant rapport with the industry and build up network for the students.
4. To strive towards 100% placement.

Structure of Placement Department

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                    ┌──────────────────┐
                    │     DIRECTOR     │
                    └──────────────────┘
                             │
               ┌─────────────┴─────────────┐
               ▼                           ▼
      ┌──────────────────┐      ┌──────────────────┐
      │     Deputy       │      │    Placement     │
      │    Placement     │      │    Executive     │
      │     Officer      │      │                  │
      └──────────────────┘      └──────────────────┘
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Functions of Plac
1. Building corp
2. Internship Programme and Pre- Placement Offers(PPO)
3. Placement and career Training
4. Industrial Visits and Industrial Tours
5. Final Placements

Building Corporate Relations

Steps Involved:
- ❖ Companies will be categorized into various segments (A, B, C) by the placement office based on various criteria (Package/salary details, job profile, number of students, etc) - A master data base will be generated at this stage.
- ❖ From the above categories the placement cell segregates companies based on the type of the industry, products & services offered.
- ❖ The placement cell sends personalized e-mails.
- ❖ Personal visit to the corporate will be initiated. Placement cell invites companies for on campus recruitment.

Internship

- ❖ Coordinating with the Internship and Projects Committee to prepare eligible list of students.
- ❖ Identifying companies from various sectors for Summer Internships.
- ❖ Sending Mailers, tele-calling, personal visits to companies will be done to get confirmations on the number of vacancies available in each company for internships.
- ❖ A company wise report is generated. The students will be assembled and grouping is done in coordination with the Internship and Projects Committee.
- ❖ Students are sent for internship selections.
- ❖ Take confirmation letters for the students who are selected.

Career training

The placement department will assess the requirements of the companies and make a comprehensive training plan for the students. The training plans consist of modules connected to Attitude, Aptitude, Presentation & Communication Skills, Group Discussions, Team Works, Group Dynamics, and Body Language. The skills are imparted to the students though these modules. The skills include

1. Basic Skills consisting of oral, listening & writing, verbal & arithmetic

2. Higher order thinking which include problem solving, learning skills, Creative, innovative & Decision Making

Affective Skills & Traits such as responsible + attitude, adapt+Ability, motivated+ Self motivated, Honesty + loyal, etc.

Pre-Placement Offers (PPO)

- ❖ Follow up on the internship companies and build rapport with every company, which will help the cell to conduct Pre-Placement Offers for students and Final Placements.
- ❖ If the Pre placement offer is offered, the student will have to accept the offer. The PPO would be treated equivalent to securing a job through the placement cell.
- ❖ If the student does not accept the offer, the company would be notified about their intent. These students will not be allowed to for further placements.

Placement Procedure and Final Placement Offer

❖ Placement Brochure will be prepared by the institute containing the details of the final semester students.
❖ Placement cell contacts the different companies through letters, telephone, fax, e-mails etc.
❖ Placement is offered to only those students who have secured a minimum of 75% attendance in 3rd and 4th semesters and who have completed 1st, 2nd and 3rd semesters in the first attempt.
❖ A student who has registered his/her name with the placement office submits his/her curriculum vitae to the placement office in the prescribed format.
❖ Subject to schedule constraints and convenience of the company, the placement cell fixes date for campus selection activities. This information is displayed on the notice board.
❖ Placement Cell arranges for pre placement talk/test/interview /group discussions as applicable and necessary.
❖ After obtaining selection list from the company, Placement officer informs the same to the students and displayed on the notice board.
❖ The Placement office tries to obtain the general feedback from the visiting companies regarding the performance of students in the interview along with suggestions for improvement.
❖ As a special initiative from the placement cell for those students who have already graduated from the Institute are still registered with placement office, communication is sent regarding campus recruitment as well as off campus job opportunities.

Final Placement Offer

❖ The selected student will be given an offer letter by the company which provides guidelines about joining procedure and other prerequisites.
❖ Students are limited to maximum of 2 offer letter from the company.
❖ The placement office will constantly be in touch with the company and feedback will be collected. This initiative is taken to build good rapport with the Industry.

Formats and Records:
The following record and formats maintained by the placement
   o Curriculum vitae is retained for three years or until the students' gets placement and then discarded.
   o Record of placement status containing the details of the placements.
   o The copies of feedback obtained from business organizations and corporate are maintain

Industrial Visits

- Industrial Visits are very important for every Management student as it provides clear picture of the industry and vital information about the organization for their career growth.
- Students are taken for such industrial visits in which they get the exposure to interact with the management personnel and staff.

The list of Industrial visits organized by the placement cell is given below:

Sl. No	Year	Industry	Dates
1	2010	Infosys Mysore Campus	8th May 2010
2	2010	Bangalore International Airport Limited	28th and 29th December 2010
3	2011	LnT Komatsu	2nd April and 9th April 2011
4	2011	Parle-G	27th and 28th April 2011
5	2011	COCA-COLA	13th and 14th October 2011
6	2011	Toyota	17th December 2011
7	2011	BHEL	16th December 2011
8	2012	Toyota	9th April 2012
9	2012	BHEL	10th April 2012
10	2012	Toyota	4th May 2012
11	2012	Akshayapatra	27th, 28th, 29th September 2012
12	2012	BHEL	28th September 2012
13	2012	Toyota	19th December 2012
14	2013	Bharatiyam Foods and Beverages	25th April 2013

Guest lectures and Workshops

SL. No	Topic	Name of the Person	Date
1	Goal Setting and Motivation	Mr. Raghavendra Suresh	18th September 2010
2	Group Discussion and Debates	Mr. Vijay Padaguri	25th September 2010
3	Innovation and Turning Point	Mr. Suresh	13th November 2010
4	India's Innovations	Mr. George Eby Mathew	13th December 2010
5	Present Job Scenario in the Market	Mr. Chennkeshava Hegde	8th December 2012
6	Rural Marketing	Mr. Prakash	10th December 2012

Consolidated Details of Placements

Batch	No. of Students passed out/Appeared	No. of Students placed in Companies through Placement cell	Opted for Family Business	Started own business	Went abroad	Went back to Native	Percentage
2007-09	112	82	03	05	-	15	73%
2008-10	116	105	02	-	01	08	90%
2009-11	107	99	-	-	02	06	93%
2010-12	159	143	10	02	02	02	90%

Following is the Salary package from the year 2009-2012

Batch	Salary Structure	Companies
2009	Maximum Salary -4L/A Minimum Salary -1.2L/A	J P MORGAN CHASE PANACEA MEDICAL
2010	Maximum Salary -5L/A Minimum Salary -1.8L/A	ORACLE WENGER AND WATSON
2011	Minimum Salary -8.0L/A Minimum Salary -1.8L/A	SUCCESS FACTOR KARUR VYSYA BANK
2012	Maximum Salary – 4.58L/A Minimum Salary -2.0L/A	NAUKRI.COM NANDI TOYOTA

5.1.10 Does the institution have a student grievance redressal cell? If yes, list (if any) the grievance reported and redressed during the last four years.

With a view to promote quality based education and to build up cordial teacher-student relationship, the college has started students' grievances redressal cell. The cell encourages one-to-one/face-to-face discussion with students. The committee members solve the problems through discussion in a cordial manner.

Objectives

The objective of the Grievance Redressal Cell is to develop a responsive and accountable attitude among all the stakeholders in order to maintain a harmonious educational atmosphere in the Institute.

Scope
- **Academic Matters**: Related to timely issue of duplicate Mark-sheets, Transfer Certificates, Conduct Certificates or other examination related matters.

- **Financial Matters**: Related to fee dues and payments

- **Other Matters:** Related to sanitation, food, timing, availability of transport etc.

Functioning
- The cases will be attended promptly if any on receipt of written grievances from the students

- The cell will meet to review all cases, prepare a statistical report about the number of grievances.

- The setting up of the Students Grievance Redressal Cell for students is widely publicized.

- The students are encouraged to put grievance and drop it in the boxes placed at different locations in the Institute.

Student coming to the cell is negligible as various grievances of students are handled and sorted out by the faculties through the mentoring programme.

The structure of the Student Grievance Cell:

Director of the Institution	Head of the grievance redressal Committee.	Meetings conducted Twice in a year
Number of Faculty members who are the members of the committee	Total Number 3 - Teaching faculty members Total Number 2- Non teaching faculty members	

5.1.11 What are the institutional provisions for resolving issues pertaining to sexual harassment?

The Cell has been set up in the institution which handles issues related to prevention of sexual harassment of students and employees. It is Neutral body centered on the employees and students of the institute.

The structure of prevention of sexual harassment cell :

Governing members	2 Representative Members	Meetings
Director of the institution	-	conducted

Teaching staff	2 Representative Members	Once in a year and situational basis
Non teaching staff	01 Representative Member	
Group D category	01 Representative Member	

No cases have been reported so far in the institution related to sexual harassment.

5.1.12 Is there an anti ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

Ragging is strictly banned in the institute. If anybody found indulged in such kind of activities, strict action will be taken irrespective of the extent. In order to prevent such kind of activity in campus, an anti-ragging committee has been formed.

The structure of Anti – ragging committee is as follows:

Head of the Anti- ragging Committee.	Director of the Institution	
Number of students volunteers	06	Meetings conducted Twice in a year and on situational basis
Parents	04	
Teaching staff	03	
Non teaching staff	02	
Representatives from civil and police administration local media, non-government organization involved in youth activities	05	

Incidents related to anti ragging are not there at our institute as students are monitored throughout the college campus, corridors, classrooms, etc by the faculty members, head of the institute and management.

5.1.13 Enumerate the Welfare Schemes made available to students by the institutions.

- Medical/Sick room with first aid facility
- Yoga and Meditation classes for stress free learning
- Hostel facility
- Canteen facility
- Safe drinking water

5.1.14 Does the institution have a registered Alumni association? If yes what are its activities and major contributions for institutional, academic and infrastructure development?

The institute has Alumni Association but it is not registered. The programmes are conducted in the name of "SAMMILANA". Institute also takes initiative to inform the Alumni of our college by inviting them to participate in the College Programmes such as:

1. Management Development Program
2. Entrepreneur Development Program
3. Faculty Development Program
4. Guest Lectures
5. Management Fests
6. Student Conferences
7. National & International Conferences

STUDENT PROGRESSION

5.2.1 Providing the percentage of students progressing to higher education or employment (for the last four batches) highlight the trends observed.

Student Progression	Percentage of Students				
UG To PG	NA				
PG to M. Phil	01				
PG to Ph. D	01				
Employed	2009	2010	2011	2012	
1. Campus Selection	73%	90%	93%	90%	
2. Other than campus recruitment	27%	8.276%	5.291%	8.119%	
PG to MS/IAS/CA/CFA	-	2 students 1.7%	2 students 1.7%	3 students 1.887%	

As per the records and through the feedback given by the Alumni we are able to find some increasing preference of the students towards higher learning

and development. The trend of students who do not opt for jobs through campus placement is declining. In the year 2011, there were larger preferences for the campus placement while in the year 2012 arround 8% of students have opted to stay out of campus placement and have joined their family business or have started their own new ventures.

5.2.2 Provide details of the programme wise pass percentage and completion rate for the last four years (Cohort wise / batch wise as stipulated by the University)?

Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the colleges of the affiliating university with in the city / District

Batch	Total Number of Students Admitted to the MBA Programme	Number of Students completed the Programme	Number of Students Passed out
2007-2009	119	112	109
2008-2010	120	117	115
2009-2011	114	108	107
2010-2012	164	158	155

5.2.3 How does the institution facilitate student progression to higher level of education and /or towards employment?

The programme designed for the students at the MBA level basically comprise of Academic, cultural, Curricular and Co-curricular activities. Some of these programmes are initiated right from the first semester. Exclusive concentration towards personality development, career development and imparting training to the students is facilitated as a part of student progression and higher level of education.

1. The institute provides training on soft skills and aptitude to MBA students for their career growth.

2. Guest lectures and workshops are organized by various industry experts.

3. Industrial visits are organized for students**.**

4. Students are encouraged to present their papers in National and International conferences.

5. Students are encouraged to participate in various competition such as business quiz, product launch, investment analysis, preparing the business model which will give them exposure to real time business situations.

6. EDP cell conducts activities such as Entrepreneurial Awareness Camp, Entrepreneurial Development Programme and competitions for the students.

5.2.4 Enumerate the special support provided to students who are at risk off failure and drop out?

- Students are identified though their performance in the class internal tests. They are given additional coaching by the respective faculties where the students performance is not satisfactory.
- Apart from that these students are also monitored by their respective mentors. Each student is assigned to a mentor. The mentor will also play active role in supporting the students who are at risk of failure and dropout.
- We also have centralized monitoring cell for attendance known as the Student Information System. This center monitors the students' attendance on a daily basis and the same is informed to their respective parents through SMS. The parents of the wards are also called for meeting with Head of Institution in some cases.

5.3 Student   Participation and Activities

5.3.1 List the range of sports, games, cultural and other extra curricular activities available to students.   Provide details of participation and calendar?

Sports

Indoor	Outdoor
Carom Table Tennis Chess	Volleyball Shuttle badminton Football Cricket Hockey Cycling Athletics

Every year the Institute conducts these events.

❖ Gym facility is also provided to students.

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Cultural and Co-Curricular Activities

Co-curricular Events	Cultural Events	Extra-Curricular Events
o Pick and Speak o Debate o Mad Ads o Collage o Business Mania	o Singing – All types (solo and group) o Instrumental Music o Dance – All type (solo and group) o Skit, Play, mime	o Drawing and Painting o Flower Arrangement o Rangoli o Ethnic wear o Mehendi o Photography

Every year the Institute conducts these events.

Management Events

Events
o Business Quiz o Product Launch o Creation of Advertisement o Investment portfolio o Stock Trading o Preparation of Training Model o Role Play o Stress Interview o Extempore

5.3.2 Furnish the details of major student achievement in co-curricular, curricular and cultural activities at different level: University/state/ Zonal/ National/ International etc for the previous four years?

List of Winners at Intercollegiate Management Fest

Institute	Date	Event	Name	Class	Prize
Surana College, Bangalore	28 & 29 October 20	Business Quiz	Raju Golasangi	III Sem	I
			Parker.S.Sharif	III Sem	I
			Srinivas.S	III Sem	I
			Prashanth.G.S	III Sem	I

Institute	Date	Event	Name	Class	Prize
RNSIT, Bangalore	28 October, 2010	Treasure Hunt	Gurudath Kamath	III Sem	II
			Nikhil M.S	III Sem	II
			Sharath Joshi	III Sem	II
		Marketing	Savan Singh	I Sem	III
			Sameer Kulkarni	I Sem	III

Institute	Date	Event	Name	Class	Prize
SIT, Tumkur	13 November, 2010	Case Presentation	Prashanth.G.S	III Sem	I
			Shwetha B Kumar	III Sem	I

Institute	Date	Event	Name	Class	Prize
Mount Carmel Institute of Management, Bangalore	2010	Entrepreneurship	Prashanth.G.S	III Sem	Runners
			Srinivas.S	III Sem	Runners
		Best Manager	Divyashree.S	III Sem	Winner

Institute	Date	Event	Name	Class	Prize
SIT, Tumkur	21 April, 2011	Marketing	Prashanth.G.S	IV Sem	II
			Bharath Kumar Seni	II Sem	II
		Best Manager	Kiran .B.H	II Sem	I
		HR	Sharath Kumar	IV Sem	II
			Noel Abhishek	II Sem	II

Institution	Date	Event	Name	Class	Prize
CMRIMS, Bangalore	11 & 12 November, 2011	Finance	Sameer	III Sem	II
			Bharath Kumr Seni		
		HR	Noel Abhishek	III Sem	III
			Kiran B H		
		Product Launch	Pankaj Kumar T	III Sem	III
			Ashwini S Kumar		
			Akshata		
		Business Quize	Arun Kumar M	III	III

			Kamran M	Sem	
			Navaneeth Shenoy		
		Entrepreneurship	Bharath Kumr Seni	III Sem	III
			Sameer	III Sem	
		Logo Design	Nitin Reddy	III Sem	II
			MD. Shabbir R P	III Sem	
		Best Manager		III Sem	II
			Biswadep atnayak		
Surana College, Bangalore	1 & 2 December, 2011	Marketing	Srivatsa Vivek Vaidya	I Sem	II
			Srikanth S		
		Finance	Vyshnavi Narayan	I Sem	I
			Kaushal		
		HR	Amit Hebbal	I Sem	I
			Nabeel Faraz		
		Best Manager	Umar Shams	I Sem	II
		Overall Championship			
SIT, Tumkur	12 December, 2011	Business Plan	Bharath Kumar S	III Sem	II
			Arun Kumar	III Sem	
		Case Study	Navaneeth	III Sem	II
			Noel Abhishek	III Sem	
MATS Institute of Management & Entrepreneurship, Bangalore	23 & 24 February, 2012	Marketing	Nisha B Megalamani	IV Sem	I
			Noel Abhishek		
		Business Plan	Bharath Kumar S	IV Sem	II
			Kiran B H	IV Sem	
		Operations	Moumita Kar	IV Sem	I
			Vinayashankar	IV Sem	
		Best Manager	Biswadep Patnayak	IV Sem	I
Seshadripuram Institute of Management Studies, Bangalore	2 April, 2012	Group Discussion	Mubarak Ali	II Sem	Won
			Neloth Pal	II Sem	
Indian Academy, Banaloreg	2012	Business Plan	Arun Kumar M	III Sem	I
			Bharath Kumar S	III Sem	
		HR	Moumita Kar	III Sem	I
			Noel Abhishek	III Sem	
		Finance	Avinash Gowda	III Sem	I
			Madhusudan	III Sem	
		Overall Championship			
Cambridge	20 April,	Marketing	Noel Abhishek	IV	II

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Institute of Technology, Bangalore	2012		Nisha B Megalamani	Sem	
		Finance	Avinash Gowda	IV Sem	I
			Sudharani	II Sem	
IFIM	9 & 10 October, 2012	Business Quize	Sandeep Kumar S	IV Sem	II
			Rubin Lewis		
RVCE, Bangalore	15 & 16 March, 2013	Technical Debate	Sandeep Salwadagi	IV Sem	II
IBMR, Bangalore	16 March, 2013	Best Presentation	Rohit Ganesh	IV Sem	Won
Atria Institute of Technology, Bangalore	6 April, 2013	Business Quize	Rubin Louis	IV Sem	II
			Jaffer	II Sem	

List of Winners at Intercollegiate Cultural Competitions

Student Name	Event	Prize
Surana College on October 28 & 29, 2010		
Shruti tiwari	Cultural Event	II
Shivanand		
Anushree		
Ghousia		
Vineet		
Rakesh		
RNSIT On October 28, 2010		
Gurudath Kamath	Treasure Hunt	II
Nikhil M.S		
Sharath Joshi		
Presidency College on March 8 & 9, 2013		
Shruti Srinivasan	Creative Writing	II
Shruti Srinivasan	R J Hunt	I
Rohit Ganesh	R J Hunt	II
Srivatsa Vivek Vaidya	Photography	I
Sandeep Kumar S and Ruben Lewis	Quiz	I
Sneha Prabhu and Vedashree	Tattooing	III
Sneha Prabhu	Sketching	II
Priyadarshini	Kannada Film song-	I

	Solo	
Amit Hebbal	Marketing event	III
Vinutha K V and Surabhi K	Virtual Treasure Hunt	II
Cambridge Institute of Management Studies on March 29 & 30, 2013		
Bachala Saranya and Divya M	Collage	I
Sadiya Rahman and Srilekha	Treasure Hunt	II

Sports Representation:

- RVIM Cricket Team participated and second position in the intercollegiate cricket tournament Sportsville 2009 organised by ISBR, Bangalore.

- Ms. Jyothsna student of III Semester has represented Bangalore University Women Team in Cricket and is been selected in Playing XI for the Inter Zonal Cricket scheduled during December 2009.

- RVIN Basketball team participated in the NBA Mahindra Challenge Tournament during July-September, 2010.

- Mr. Suman T S student of RVIM represented India at LES 3 PISTES Skating Championship held at France from 7 to 9 April, 2012.

5.3.3 How does the college seek and use data and feedback from its graduates, to improve the performance and quality and institutional provisions?

The feedback on teaching quality, class room activities and syllabus completion is taken from the students at the end of each semester. The feedback will be used to enhance the quality in teaching and it gives scope for the faculty members to improve.

Feedback is collected from the employers and is analyzed and corrective measures for improvement programmes are initiated. This may relate to providing training to the students on employability skills, personality development programmes, industrial visits etc. Training Programmes and Faculty Development Programmes are conducted to improve quality of Faculty members.

5.3.4 How does the college involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and

other material? List the publications / materials brought out by the students during the previous four academic sessions?

The students are encouraged to actively participate and contribute to publish materials like e-journals.

- The Finance Department has the E-journal called "Finance Edge" which is brought out by the students.

- The HR department has the E-journal called "Pinnacle – HR Revolution" which is students initiative.

- The students are actively involved in designing the Fest Brochure, Invitations, College Brochures and College News Letters.

5.3.5 Does the college have a Student Council or any similar body? Give details on its selection, constitution, activities & funding?

The college does not have formal Student Council. Although students are part of various committees such as the Fest Committee, Student Conference Committee, Sports Committee, Cultural Committee, National and International Conference Committee etc. The Committees are formed as & when the events are scheduled.

5.3.6 Give details of various academic & administrative bodies that have student representatives on them?

Students represent as volunteers for various programmes on Ad-Hoc basis. Such committees are dissolved once the programme is completed. We have student representatives in the Anti ragging committee, Redressel Forums, Conferences committee, Fests committee, e-journal committee, etc.

5.3.7 How does the Institution network and collaborate with the Alumni and former faculty of the Institution?

Institute takes initiative to re-unite the students of RVIM from every batch who has passed out by conducting Alumni meets named as "Sammilana" every year. Institution networks with the Alumni students by sending E-mails, Post cards, Invitation cards for various programmes at college and also making personal calls to the alumni.

Placement Department takes initiative by contacting the Alumni for placement purpose. They contact the Alumni students by telephone or by mail regarding the placement opportunity available for the junior batches in their organization. Each time we conduct the alumni meet registration/information forms are given to the alumni students to fill their details, so that it would be easy for the Placement department to collect their data and also to know their details as to where they are working and to what position they have grown so that it would be lot easier to contact them at the time of campus placements.

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

6.1.1   State the vision and mission of the Institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.?

Vision and Mission

Drishti - The Vision
To be a Premier Institute in Management Education, Training, Research and Consultancy

Chatushpatha - The Mission

1. To be among the top 25 institutes in India in the field of management education by 2015, meeting the needs of government, corporates and voluntary service organizations.

2. To impart value-based education in business administration and provide need-based training, research and consultancy.

3. To achieve excellence through the involvement of stakeholders.

4. To train and mould our students into professionally committed and socially responsible managers and entrepreneurs.

Description
1. **To be among the top 25 institutes in India in the field of management education by 2015, meeting the needs of government, corporates and voluntary service organizations.**

   ✦ RVIM is housed in a modern 2700 sq. mts custom-designed building in Bangalore.

   ✦ The architecture and facilities were planned with spacious spaces to promote effective and reflective learning.

   ✦ Library in RVIM has all necessary facilities to meet the requirements of MBA Programme. It is well furnished and a good ambience been provided for students to sit and read for necessary reference work.

   ✦ The Computer centre is housed in a large, well furnished, air-conditioned laboratory with more than 250 computers.

✦ Emphasize on value based, culture driven and quality oriented education.

✦ Committed real time and dynamic management, amenable for changes.

✦ RVIM believes in training students to meet the requirements of the Industry and Corporates by one-to-one career coaching with the help of professional trainers who have extensive field experience and mentor the students before they are ready to leave the portals of the Institute.

Government

✦ Compliance with the government, submit all the records required.

✦ Meeting the norms, policies of the government as and when they are amended.

Corporates

✦ Training students in all respects to be employed as required by the corporates.

✦ Training the corporates through Management Development Programmes to enhance their skills in their respective domain thereby helping them to perform effectively and efficiently.

Voluntary Service Organisations

✦ Regularly conducting the awareness programmes on HIV, Consumer Protection, Rain water harvesting, Global warming, Ozone Layer Protection, Health and Safety Measures etc.

✦ Regularly organising Blood donation camp in association with Rotary Club, Rastrothana Blood Bank, Red Cross etc.

✦ Extending the help to few voluntary organisations by providing the facilities available in the institute

2. **To impart value-based education in business administration and provide need-based training, research and consultancy.**

   Value-based education in business administration

   ✦ Teaching management principles through examples from the great epics like Ramayana, Mahabharatha, Bhaghavad Geetha, Vedas, Upanishads etc.

   ✦ Regularly conducting the guest lectures on the sayings of the great poets, scholars and relating the same with today's management concepts.

Need Based Training, Research and Consultancy

- ✦ Regular training sessions will be organised for students based on the needs of the corporate and also to enhance the skills of the students on continual basis.

- ✦ Training sessions are also organised for the Faculty Members of the institute and also to the faculty members of other institutes to equip themselves with the current trends in their specialized domain and to impart effective and efficient teaching.

- ✦ Taking up research activities of the organisation on the basis of their requirement by collecting the information, analysing and suggesting the required changes that can be incorporated for the better functioning of the same. Some of the research activities undertaken by the institute are as follows:

  - ✖ Microfinance Project on evaluation of Management practices of Microfinance institutions in India and South-East Asia in association with VCJ Institute of Financial Service, Research and Development, Pune where RVIM assisted in conducting the survey on major microfinance institutions in Karnataka.

  - ✖ City Road Passenger Transport – UITP and BMTC project where the survey was conducted on how to make the road transport customer friendly, and to double the public transport share by the year 2025.

- ✦ Institute also gives consultancy services to many academic institutions, corporate and voluntary organisations to start a new organisation or to develop the existing.

3. **To achieve excellence through the involvement of stakeholders.**

▲ Staff Members

    ⚔ **Teaching Staff members are involved in the various activities conducted by the institute so as to achieve institutional excellence.**

  - ✖ Involving in Research Projects
  - ✖ Organising and participating in Faculty Quality Improvement Programmes
  - ✖ Industry Academia Interactions
  - ✖ Organising and participating in the International and National Conferences, presenting the research papers

- Inculcating Innovative Teaching Methodology as and when required
- Development of Value addition programmes for students to enhance their skills
- Publication of Research papers in National & International Journals

✦ **Non Teaching Staff members are involved in the various activities to achieve institutional excellence**

- Ensuring infrastructure maintenance on regular basis
- Examination Process
- Admissions
- Salary Disbursements to all the members
- Accounts Maintenance
- Documentation and database management of students & faculty

▲ **Students**
- Participation of students in Management Fests organised by other Institutions
- Organising Management and Cultural Fest
- Organising Student Conferences
- Personality Development Programmes
- Developing Employability Skills for better placements
- Entrepreneurship Development Programmes

▲ **Government, University and AICTE**
▲ Parents – Student Information System
▲ Alumni – Alumni Meet
▲ Companies – Interactions and Placements
▲ Society – Social Responsibility Programmes
▲ Management Trustees

VISION FOR FUTURE

"To be a globally recognized Institute constantly focusing on Innovative Courses, Professional Services and Research & Consultancy"

6.1.2 What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

- The **top management** guides the institution in designing the Quality Policy by considering the current scenario in academics, requirements of the industry and the goals of the Trust – Rashtreeya Sikshana Samithi Trust. They also guide in creating an atmosphere of involved learning, instilling a spirit of enquiry, inducing healthy challenges, encouraging sustainable accomplishment, recognizing achievements and ensuring enriching rewards to every one- students, teachers and associates.
- The **Head of the Institution** plays a very important role in the design of the quality policy. The quality policy is designed by keeping in mind the Vision, Mission, Values and Objectives of the Institution. The decisions will be taken and sufficient guidance is given in the process of implementation.
- **All the Faculty members** play a significant role in preparation & implementation of the quality policy. Work Programme, Lesson Plan, Work Done Diary, Course Material is prepared to ensure quality in course delivery and undergo training programmes to enhance their teaching ability. Each department will plan and design the activities on the basis of quality policy, faculty meetings will be held, proposals are taken to prepare the quality policy and suggestions will be drawn from them for the effective delivery of the curriculum.

6.1.3 What is the involvement of the leadership in ensuring:

  ▲ **Policy statements and action plans for fulfillment of the stated mission**

Action plans are developed on the basis of the stated mission. Such plans are implemented within the time frame.

  ▲ **Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan**

A. Admission Process

The following steps are taken by the institute to complete Admission of the students:-

The admission committee consists of teaching & non-teaching staff and is chaired by the Director. The committee is responsible for formulating the rules and execution of the work.

The intake of RVIM currently is 180 students per year. 90 students are admitted under the management quota and 90 students from the government quota as per Bangalore University norms and Government of Karnataka regulations.

The students admitted under the management quota are first screened from the All India Entrance Exam known as MAT (Management Aptitude test) or any other approved tests. Percentage of 60 and above is considered to be eligible for Admissions to RVIM. The short listed students are sent call letters and are asked to confirm the date and time for the interview.

All telephonic and e-mail enquires are handled by the Admission committee: The telephonic and e-mail confirmation about the interviews are given by Admissions Committee to the selected candidates.

The admissions process consists of the following steps:

+ Screening of the certificates.

+ Filling the admission forms with photograph & testimonial copies.

+ A test consisting of an essay writing, GD / extempore speech & personal interview conduced by the admission committee.

+ The successful candidates are issued provisional admission letters.

+ After all the Admission formalities are completed the students are intimated personally about their joining date to the MBA Programme.

B.   Quality education to students

1. The Institute undertakes a broad range of education, training and development opportunities that encourages continuous professional development and lifelong development of a student.

2. The students are encouraged to define their own training and development needs.

3. Based on the needs of students & the corporates, the Institute imparts employability skills.

4. The Institute is flexible by allowing students to master a broad range of skills.

The students are provided with mandatory trainings during the Induction and Orientation programmes. An orientation programme is conducted by the Institute in the first week of every semester. The topics discussed are as follows:

- Institute overview
- Disciplinary Norms
- Mentorship
- Anti-ragging
- Harassment
- Risk Management
- Time Management
- Stress Management
- Social Responsibility
- Indian Culture & Heritage
- Co-curricular & Extra-curricular

Procedure

1. Students are provided with Bangalore University syllabus to know the learning objectives of the subjects that they learn.

2. The students are well informed in advance about the topics to be discussed for each session. This helps students to understand the subject better and promotes open interaction in the class.

3. To bring in the practical exposure along with the theoretical knowledge, faculty will equip themselves by using different training aids such as case studies, case lets, dilemmas, video clippings, assignments, etc. for effective delivery of knowledge.

4. At the end of each session faculty concludes by providing a recap & answers to the queries of the students.

5. Lastly, students are directed to use the library for content development.

C.   Delivery of the Curriculum

The Institute recognizes that, efficiency and effectiveness in provision of quality services to students relies on the institutes greatest asset "faculty", thus a well trained workforce is fundamental for sustainability, as it will enhance the ability to face challenges brought by an ever changing world.

1. The Institute is committed at creation of learning culture that builds a multi-disciplinary team & ensures each faculty is valued for the contribution they make for Institutional prosperity.

2. The faculty members are encouraged to define their own training and development needs.

3. The Institute allows faculty members to take ownership, accountability and responsibility of their respective subject.

Procedure
1. Faculty Members are allotted the subjects each semester based on their preferences.

2. Once the allotment is done, the faculty members collect relevant information, facts and figures, statistical information, case studies, simulations etc.

3. It is mandatory that each faculty member has to build lesson plan, work programme, course material, for their respective classes. The objective is to ease the faculty to glance at the subject before entering the class.

4. The faculty members imparts his/her knowledge, experience relevant to the subject through various training methods, answers any questions asked by the students.

5. Lastly, after the session they have to update lesson plan, work programme, work done diary for the day.

D.   Personality Development Programme for students

RVIM believes that students must be given exclusive opportunity to expand their horizon of knowledge to enhance their overall development. Hence, RVIM regularly conducts Personality Development Programmes on the following topics:
- Communication and Presentation Skills
- Creative Skills
- Self-Analysis
- Decision Making and Problem Solving
- Stress Management & Coping with emotions
- Goal Setting & Time Management
- Interpersonal relationship skills

- Leadership Skills
- Public Speaking
- Positive Attitude

The importance of Personality Development in RVIM for students:

- By engaging in Personality Development a student can develop his/her professional skills and boost their confidence. Enhanced professional performance will also prepare them for greater responsibilities and accelerate their career prospects.
- Personality Development allows students to become more effective, independent and directed self-learner. Through reflective self assessment and learning, students will gain a clear idea of their strengths and areas for self-development.
- By keeping the students skill set up-to-date, they will be able to cope positively with change, whether it is an alteration to their job role or organisational change.

E. Quality Placement

1. The Training and Placement Department starts the training session in the first semester.
2. The training and placement team creates a SWOT questionnaire.
3. SWOT Analysis is conducted for the first semester students in order to identify each student's Strengths and Weaknesses.
4. The SWOT questionnaire becomes a base for training need analysis.
5. The training and placement team meet each and every student to receive their inputs, preferences and choice.
6. Then, the team documents the SWOT analysis in an MS-Excel sheet, analyses the data and create the training modules that can be provided to students in four semesters.
7. The SWOT analysis creates a base and every semester it is monitored whether the student has come up the learning curve or needs further refresher training on the same.

Training Module -1 for the first semester students

1st Semester Personal Readiness
Logical Thinking and Expressions
Personal Grooming
Planning and Prioritizing
Communication Fundamentals
Making a great first impression
Influencing and Persuasion
Assertive Communication
Evaluation(Assessments-modes-Written, Research, Presentation)

8. In the second semester the following plan is undertaken:-

   a. The students will fill the application form for the Placement Brochure.
   b. **Training Module – 2** for the second semester students is as follows:-

2ⁿᵈ Semester Personal Readiness
Problem Solving
Working in Teams/ Groups
Math and Analytical Skills
Reasoning Skills
Negotiation Skills
Time Management
Practical Creativity
Evaluation(Assessments-modes-Written, Research, Presentation)

   c. At the end of the second semester, the department members help the students for Internship projects by providing reference to the companies for Organizational study.

9. By the time the students are in the third semester, the Placement department will prepare the Placement Brochure and keep it ready for distributing it to the companies.
   a. Counseling and Career Guidance will be given for the students to help them for the campus placements. Placement process will begin in the third semester.

   b. **Training Module - 3** for the third semester students are as follows:-

3ʳᵈ Semester Business Readiness
Customer Centricity
Performance Measures
Performance Management
Receiving Feedback
Presentation Skills
Business Communication(Written, face to face, telephone)
Corporate Etiquette
Understanding Self using Disc 2.0
MS Office(Excel, PowerPoint, Outlook word, Wired to web)
Business Concepts
Evaluation(Assessments-modes-Written, Research, Presentation

10.   a. The department will continue the final Placement to the fourth semester students.

   b. **Training Module - 4** for the fourth semester students are as follows:-

4th Semester Interview Readiness
People Networking Mediums
Resume Writing(email, online, hardcopy)
Finding prospective employers
Writing job applicants
Self Introductions
Handling Interviews
Handling Group Discussions
Keeping the job(work habits, positive attitude)
Evaluation(Assessments-modes-Written, Research, Presentation

   c. All the fourth semester students will be taken for Industrial Visits and Work Shops and Guest Lectures will be organized on topics that will enhance the placement opportunities for students.

Placement Procedure & Final Placement Offer

Steps Involved:

❖ Placement cell contacts different companies through letters, telephone, fax, e-mails etc.

❖ Placement is offered to only those students who have secured a minimum of 75% attendance in the third and fourth semesters and who have completed first, second and third semesters in the first attempt.

❖ A student who has registered his/her name with the placement office submits his/her curriculum vitae to the placement office in the prescribed format.

❖ Subject to schedule constraints and convenience of the company, the placements cell fixes the date for campus selection activities. This information is displayed on the notice board, with a copy to the Director.

❖ Placement Cell arranges for pre placement talk/test/interview /group discussions as applicable and necessary. It also provides facilities to the various visiting companies in terms of hospitality and infrastructure (GD and PI rooms etc).

❖ After obtaining the list of selected students from the company, the Placement officer informs the same to the students and copies are sent to the Director.

❖ The Placement office tries to obtain the general feedback from the visiting companies regarding the performance of the students in the interview along with suggestions for improvement.

❖ In the case of students who have already graduated from RVIM and are still registered with placement office, communication is sent regarding campus recruitment as well as off-campus job opportunities.

Final Placement Offer

❖ Once the student is selected, he / she will be given an offer letter. Company executive may provide guidelines about joining procedure and other prerequisites once the student joins the Organization.

❖ In order to ensure equal chance of placement for all the students the offer letters are limited to a maximum of two for each student.

❖ Thanking Letters will be sent from the Placement Department to the Organization which has recruited the students.

❖ The placement office will do the follow up at regular intervals and feedback will be taken from the organization where the students are placed. This is to ascertain organizations assessment and to build good rapport with the Industry.

A copy of the offer letter is collected from the student once they are placed in the Organization for the placement records.

F. Administration Policy

Administrative Policies have been developed to provide guidelines to office staff to carryout their functions effectively which should promote the quality in their delivery and support the academic activities. The administrative Policy and Procedures addresses the following functions:

- Staff Recruitment
- Student Admission
- Examination
- Scholarships
- Accounts and Cash management
- Staff Welfare
- Affiliation and Approvals from Authorities
- Documentation and Records Keeping

G. Maintenance Policy and Procedure

✗ In order to provide a clean environment of learning, daily maintenance of infrastructure is done by employing required number of Group D staff.

✗ In case of any electrical work, the institute will contact the contractors who have been identified by the Trust.

✗ For maintenance of Lift, Air Conditioners, Generators and EPABX Systems the Institute contacts AMC.

✗ In case of any civil work to be carried out, the nominated contractor from the Trust will be contacted to carry out the required work.

✗ The existing facilities will fulfill the requirement of AICTE and Bangalore University norms. Any additional facilities required will be fulfilled from time to time on the basis of the instructions from the higher authorities.

✗ Internal and External Painting work will be done as and when it is required.

Interaction with stakeholders

The institute organises interactive meetings with all its stakeholders – Management, Parents, Students, Corporate and Alumni.

✗ Management will interact with the employees once in six months in the form of meetings. The opinions and suggestions are drawn towards improving the qualitative aspects of the institution and guide them towards achieving excellence.

✗ Parents-Teachers Meeting will be conducted regularly to update them regarding the progress of their wards.

✗ For students, Mentor meetings are conducted once in a month to interact with their mentees and allow them to express their concerns if any and motivate them in their academic and personal endeavours.

✗ Placement Cell will interact regularly with the employers who recruit our students to know that if there is any requirement to impart additional skills so as to match with their performance in the organisation.

✗ Alumni- Regular interaction with the alumni members is organised through meetings-'Sammilana' once in every six months.

Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders

All the stakeholders of different levels are consulted; suggestions are drawn through their qualitative opinions.

Reinforcing the culture of excellence

Fostering holistic learning and development is the institute's prime responsibility. The institution aims at continuous quality improvement and at imparting value based education to the students. In order to fulfill this objective, the institution provides certain value addition programmes to students which are culture-driven & quality oriented.

a. **Centre for Indian Culture and Heritage**: RVIM, which firmly believes in a harmonious blend of Indian culture and ethos and modern management thoughts and concepts. The Centre takes up the Celebration of Swami Vivekananda Jayanthi, Sri Ramakrishna Paramahamsa Jayanthi, Dr. B R Ambedkar Jayanthi, Lord Basaweshwara Jayanthi, & Shankara Jayanthi Celebration to instill value based, quality oriented & culture driven education.

b. **Vivekananda Study Centre** at RVIM was established with an intention of studying & spreading the teachings of Swami Vivekananda about education, personality development and nation building.

c. **Sinchana Kannada Vedike**: RVIM has initiated a Kannada forum which provides a platform for Kannada literature. Around 20 books have been released under this wing on various topics relating to management like coping with emotions, coping with stress, decision making, problem solving, teachers & ethics etc.

d. **Yoga and Meditation** is offered to the students to enhance the power of concentration. The instructors train the students on various yoga techniques to overcome stress, strain and help them to maintain good physical and mental health.

e. Guest Lectures and Workshops will be designed by keeping in mind the Indian Culture and value ethos.

f. Training programmes are conducted regularly under R V Centre for Learning & Development for teaching and non-teaching staff members of all R V Institutions.

Champion organizational change

Head of the Institution always welcomes change for the growth and development of the institution. Change champions are the early adopters, colleagues who want the change implementation to succeed, act as catalysts for others and believe that the change will be beneficial to the Institution. They will speak positively about the change, show that it can be implemented and support colleagues at an informal level.

According to the needs of the Curriculum, Co-curricular and Extra-curricular activities the following changes have been introduced at RVIM:-

- **Departmentalization** - the Institution has various Departments like Department of Marketing, Department of Finance, Department of Human Resource Management, Department of General Management and Department of Systems Management. Each Department has its own Centre for Excellence to plan and implement activities and programmes like faculty development programmes, management development programmes and entrepreneurship development programmes.
- **Administration Aspects -** In order to ensure effective functioning of the operations in the office, the responsibilities are well defined and shared amongst the non-teaching staff members. In order to ensure effective and timely delivery, computerization of Office operation and systematic record maintenance of all accounts with software packages like Tally has been introduced.
- **Infrastructure Development -** In order to conduct programmes (Guest lectures, Workshops, FDPs, MDPs, EDPs, Seminars & Conferences) a Seminar Hall has been constructed on the third floor with a seating capacity of 140 and is well equipped with state of art technology.
- **Technology Development** -
    a. In order to ensure effective teaching, all the classrooms are well equipped with all the necessary teaching aids like boards, audio system, LCD projectors etc.
    b. Smart Card System has been introduced to ensure punctuality among the staff members.
    c. Biometric machine has been installed to record the log-in time and log-out time of the staff members.
    d. In order to improve the vocabulary and communication skills of the students, the Institution has in place the English and Communication Lab.
    e. In order to encourage research activity among the teaching staff and students, various softwares like Ebsco, JGate and E Books are installed in digital library and Research Centre of the institute.

✖ **Admission -** RVIM has separate committee which takes care of the entire Admission procedure. The Admission committee has its own set of policies and procedures to be followed during the admission process.

✖ **Changes in HR -** The faculty strength has been increased as per the requirement of AICTE. Due to this there has been scope for introducing Division of Labour, Specialization and Accountability of each teaching staff.

✖ **Changes in Content Delivery & Knowledge Sharing**
   a. In order to ensure effective delivery of the curriculum, the faculty members have to prepare the Work Programme, Lesson Plan and Course Material for their respective subject.
   b. In order to ensure that the employees utilize the time effectively, the concept of Work Done Diary has been introduced, where the employees record their day-to-day activities, responsibilities and the duties discharged during the course of the day.
   c. The institution has introduced mentorship programme which aims to establish a supportive relationship between the faculty and the student. Through reflection and collaboration between the mentor and mentee, the mentee can become more self-confident and competent in the integration and application of the knowledge and skills gained during the mentorship programme.
   d. Knowledge Café – To bring in the culture of sharing knowledge and also to build strong interpersonal relations among the peer group the concept of Knowledge Café was introduced and sessions are held regularly on a weekly basis.

6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

The following procedures are adopted to monitor and evaluate policies and plans of the institute:

✦ To transform our students into human capital for augmenting the intellectual equipment of corporate world the institute conducts SWOT Analysis for the students and develops a training plan which is suitable for their career development. The same will be evaluated at each step of training to ensure that the students take the training seriously and groom themselves.

✦ To sharpen the managerial skills of the teaching and non-teaching staff regular training and retraining programmes are organised. These training programmes are under the R V Centre for Learning & Development exclusively to enhance the teaching ability of the teaching staff and for effective classroom management. The same will be evaluated through regular interaction with the staff, taking self-appraisal reports and taking feedback from students.

✦ And non-teaching staff will be trained on effective office management skills, the same will be evaluated through regular interaction with the staff and taking self-appraisal reports and feedback from the administrative officer.

✦ Based on the changing needs and values of the institute, the policies will be framed. Action plans are initiated to implement the decision. RVIM ensures effective control of the plans which have been implemented by getting the feedback and analysing the same. The actual performance will be compared with the standards set and variance if any will be discussed and suitable corrective actions will be taken up.

6.1.5 Give details of the academic leadership provided to the faculty by the top management?

Rashtreeya Sikshana Samithi Trust will constantly strive towards fulfilling the education needs of the society by inclusion and expansion of streams of academics in its institutions and further commits to match infrastructure for its effective enablement.

The Board of Trustees advice the members of the Governing Council to develop policies in order to ensure overall development of the institution. These Policies will be communicated to the Head of the Institution.

The Head of the Institution will then design the system and plan the policies in consultation with the staff members. The implementation of the same will be monitored regularly. The Head of the Institution will guide and provide suggestions in all the activities & the programmes organised in the institution like National and International Conferences, Seminars, Workshops, FDP, MDP and EDPs.

6.1.6 How does the college groom leadership at various levels?

Each faculty member is involved in different committees, centres and activities to coordinate various events organised by the institute both at National and International level.

The following six values with corresponding practices are embedded in the Institute's culture developing the full potential of its faculty members.

1. **Self Responsibility**: Individual takes responsibility of their job, team, function, Institution, the way they wish it to be.
2. **Authentic Communication**: Individual communication is open, honest, transparent and vulnerable.
3. **Trust**: Individuals feel safe enough to try out new behaviors and take risks without fear.
4. **Personal and group process skills**: Individual and the Institution have established protocol's and developed skills which are regularly deployed to resolve interpersonal issues that come across & are resolved quickly and clearly.
5. **Learning and Growing**: Individuals are encouraged and rewarded to work on the real growth issues necessary for professional and personal development within the framework of the organization. Individuals are ever challenging themselves and supporting each other to develop and grow.
6. **Caring**: The organizational leadership demonstrate in tangible ways concern for individual employee well being. Employees feel valued and are inspired to put in their best effort.

Students

The Head of the Institute believes "A complete manager is a true leader, who sets an example with humility for humanity". We at RVIM provide opportunities, learning path to our budding managers. We promote Young Entrepreneurs, through institutionalizing mechanisms, which could act as a support system for technocrat entrepreneurs & inculcate Entrepreneurial qualities in the future managers.

Motivate students to start their own venture by providing them necessary training through workshops, Seminars, Guest Lectures and Field Visits & also provide training by conducting various leadership programmes.

Professors

+ Leadership development can serve as a catalyst for change by introducing new ideas and creating a new perspective. Leadership development fuels both individual creativity and institutional change.
+ To ensure and improve competency, leadership training programmes are organised.
+ Training programmes are also organised to develop the skills, prepare logical plans, realistic estimates and schedule for an activity and on how to make decisions at strategic levels.

Senior Assistant Professors

✦ Provide a platform for discussion of issues, ideas and competing viewpoints to build ownership
✦ Consider team members skills and development needs when assigning activities
✦ Provide team members with a clear sense of direction and understanding of each others' responsibilities.
✦ Identifies and implements improved/innovative work processes in class.
✦ To prepare a logical plan, realistic estimates and schedule for an activity
✦ To use simple and easy to understand frameworks and formats for presenting information and ideas.

Assistant Professors

✦ Leadership development is a shared responsibility of the institution and the Individual, so the management encourages members to attend workshops, seminars, and faculty development programmes and enhance their leadership qualities.
✦ To co-ordinate various events and committees and help in development of leadership qualities.
✦ To enhance skills through training programmes on proper planning, effective communication, self management and thereby develop leadership.
✦ Able to anticipate and handle critical situations
✦ To equip and reorganize self and/or team's activities to respond to changing needs.
✦ Work with others in a positive, co-operative and helpful manner.
✦ Communicates clearly and concisely, using appropriate level of detail, terminology and style.
✦ Identifies and implements improved/innovative work processes in class

Action plan: We are also working to establish a leadership certificate program, through which one can distinguish him/herself among his/her peers as a recognized leader in their areas of specialization.

6.1.7 How does the college delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?

The Institute has been departmentalised based on different areas of specialisation such as Finance, Human Resources, Marketing, Systems Management and General Management. Each department co-ordinator and the members are authorized to plan independently the calendar of events to be

conducted for an year with the approval of the director. Accordingly, the respective departments are responsible to organise such planned activities in the institute.

6.1.8 Does the college promote a culture of participative management? If 'yes', indicate the levels of participative management.

The institute promotes a culture of participative management by involving the staff and students in various activities of the institute; each and every member is given equal importance. Allow them to express themselves of any suggestions to improve the excellence in any aspect of the Institute. So the students are also efficiently involved in decision making relating to their activities in respect of academic excellence.

Strategic Level

✦ Staff members are involved in framing the policies and procedures, guidelines, rules and regulations and effectively implementing the same to ensure smooth and systematic functioning of the institute.

✦ For the various events to be conducted by the institute all the staff members will meet, discuss, share their opinion and plan for the event and later various committees will be formed to coordinate with others.

✦ Staff members are also involved in framing the procedures for admission of students for the course and examinations [Internal & University] to be conducted by the institute.

Functional Level

✦ All the Teaching Staff participate in sharing the knowledge by discussing on the latest trends in their respective area of specialization.

✦ They are also encouraged in writing papers. This ensures enhancement of the research knowledge of the faculty. Faculty members also present their research papers to other members in the institute and discuss and share their knowledge on the various issues relating to the same and suggestions if any are incorporated as value addition.

✦ The co-ordinators and the members of different departments meet together and plan the programmes to be conducted.

✦ Office staff are involved in preparation of annual budget of the institute, fee structure. They also correspond with the Bangalore University,

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Department of Higher Education and AICTE regional office to fulfill their requirements for the smooth functioning of the institute's activities.

Operational level

✦ All the staff members are involved in implementing the policies, procedures, and framework designed by the top management in order to maintain and achieve the quality standards.

✦ Students support in the implementation of the policies and procedures, guidelines, rules and regulations to ensure smooth and systematic functioning of the institute.

✦ They participate in the various programmes organised by different departments and the institute. They also participate in organising various events at the state and national level.

6.2 Strategy Development and Deployment

6.2.1 Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

The institution has a quality policy. The quality policy is as follows:

"We, at R V Institute of Management, Bangalore strive to deliver comprehensive, continually enhanced, global Quality Management education through an established quality management system complimented by the synergistic interaction of the stakeholders concerned. We also strive to communicate this policy to all the persons at all levels, so that this policy becomes working reality within the organization**."**

✦ The quality policy is developed by taking into consideration the management policy, student progress, expectations of the society and the welfare of the employees.

✦ The Quality Policy is communicated to each and every stakeholder through various channels of communication. The Quality policy has been displayed on every floor of the Institution to communicate it to all who visit the institute.

✦ The Quality Policy is deployed by ensuring quality in all the activities and events conducted in the Institute. Quality is also ensured, maintained and given utmost importance in imparting Management Education,

Maintaining the Library and Information Centre, Computer labs, infrastructure, administration, examination, Student Information System and Placements.

✦ For all the activities that take place in the Institute, review of the progress at every stage is done to ensure that quality will be maintained. On the completion of the activity, all the committee members will review the entire event by taking feedback from the participants, experts and internal staff members.

✦ If any flaws are identified, it will be rectified in the next event with modifications and new methods will be implemented.

6.2.2 Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

Perspective Plan – with alignment to our vision and mission statement

The Institution has a perspective plan for institutional development as reflected in its plan proposals which is prepared initially by the faculty members of various departments and finalized by the Head of the institution.

The various aspects considered for inclusion in the plan are as follows:

To monitor the admission process by selecting the students carefully on the basis of their performance in the Group Discussions, Communicative ability and Personal Interviews conducted by the institute.

To identify the students who are facing the difficulties in coping with the course and to impart additional training to them so as to strengthen their knowledge base.

Dynamic and multifaceted individuals are the ones who are taking the world forward. In order to ensure overall development of the students, SWOT analysis of each student have to be conducted and based on the need analysis suitable training will be offered to them.

To help the students to achieve mental maturity and physical maturity, the institute plans to organise personality development programmes, Yoga & Meditation Classes.

To monitor and fulfill the infrastructure needs of the institute on the basis of the changes in the intake of the students, Teaching Staff and Non-teaching staff.

R. V. Institute of Management Strategic Plan presents a clear, compelling path to a future of greater institutional distinction. The plan begins with statements of institutional mission, vision, and core values, followed by an articulation of key strategic issues.

6.2.3 Describe the internal organizational structure and decision making processes.

The Institution has a well-defined de-centralised organisational structure to coordinate the academic and administrative functions.

Organizational Structure Chart (Annexure)

The organisational structure consists of statutory bodies like the Governing Council, Academic Advisory body etc. The Director is the academic head of the Institution. He provides leadership and guidance in planning, organisation and execution of all programmes with the active support and participation of the staff members. He plays a pivotal role in the Governing Council and Academic Advisory Body and all the other statutory and non-statutory committees.

On the basis of the requirements the Head of the Institution takes the decision in consultation with the management. The decision will then be communicated at two levels:

1. To the Co-ordinators of the various departments and through them to the members of the departments.
2. To the Administrative Officer through him to the Office Superintendent and to all the members of non-teaching staff.

6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following :

Teaching & Learning

- The teaching staff will prepare the course material, work programme and lesson plan before the commencement of the semester to ensure a systematic, effective and efficient teaching mechanism.

- To enhance the quality of teaching, regular Faculty Training Programmes and Faculty Development Programmes will be conducted. The faculty members are encouraged to organize and take part in such events.

Learning

The institute organizes Student Development Programmes to equip the students to meet the challenges in their career. Value Addition programmes like Certificate Course and Post Graduate Programme are offered to the students to bridge the gap between the university syllabus and industry requirements, regular industrial visits and industry-academia interactions are organised so as to get the practical exposure about the functioning of the organisation. Apart from the career building activities the institute also conducts Personality Development Programmes in the beginning of every semester to develop their overall personality.

Research & Development

The faculty members are encouraged to write articles for publication in journals and to present papers in National and International Conferences.

The institution extends the support required to take up projects in which both faculty and students are involved.

Community engagement

The Institutes Centre for Social Responsibility fulfills the needs of the community by organising free Computer Literacy Programme for senior citizens and has trained more than 1000 senior citizens till today. The institution organizes blood donation camps in association with Red Cross, Rotary Club, Lions Club, Rashtrothana, TTK Health Care Centre etc. The Institution also organizes social awareness programmes like World Consumers Day, Ozone Day, Aids Awareness, Human Rights, Environment Day, National Communal Harmony, Women's Day etc. The other initiatives like Drawing & Painting Competition for children in & around Jayanagar, creating awareness through skit & street plays on social issues, rain water harvesting, teaching children in the Government Schools etc.,

Human Resource Management

A. Advertisements will be released in the newspapers twice a year for the required positions. The applications received are short listed based on the qualification and experience. Such short listed candidates are called for personal interview.

B. Expert Panel members will conduct the interview and the selected candidates are asked to give a demonstration so as to evaluate their presentation and communication skills in the classroom. Based on these criteria the candidate will be recruited to the institution. In addition, good referrals are also considered.

C. In case of recruitment of non-teaching staff, the same procedure will be applicable except for the demonstration class.

D. Staff members are supported by good infrastructural facilities and positive working environment.
E. Good support is extended by the Institution to the faculty members in taking research and consulting activities and presenting the research papers in various National & International Conferences and articles to be published in the journals.
F. Opportunities are provided to coordinate and organize various programmes such as National and International Conferences, Students Conferences, Professional Development Programmes, Seminars, Workshops, etc.
G. Training and development programmes are also organised regularly for the professional development of the faculty and other staff.

Industry interaction

Industry-academia interaction will be conducted on a regular basis to update the students regarding the latest developments in the corporate enterprises. Students are also taken to the industry to interact with the experts. Students are allowed to work in the organisation for maximum period of 6 weeks to have practical knowledge about the functioning of the organisation as a whole and to study the activities of each functional departments of the organisation, identify the problems if any and to provide the suitable suggestions.

6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

The Head of the institution ensures that adequate information is provided to the Board of Management about the progress of the Institute through regular personal meetings. The university examination results will be analyzed and the same will be communicated to the top management. The members of the statutory bodies like Governing Council, Academic Advisory Body and Trustees participate in the review meet where the Head of the Institute and Coordinators of the departments present the various activities organised by the Institute.

In case of any events organised by the institute, various committees will be formed and regular review meetings will be held before the event, to get adequate information about the preparation for the same. After hosting the event, a report will be prepared and feedback will be collected from the participants to check and match with the plans made. A copy of the same will be sent to the management for their perusal.

Head of the Institution meets students twice a month to interact with them and to get the feedback about academics. Apart from meeting students personally, feedback is also obtained about the teaching process in a prescribed format at the end of each semester and Institutional feedback at the end of the course to know about their overall campus experience.

During the admission process, the committee members interact with parents and provide necessary information about the institute. The performance of the students will be intimated regularly to their parents through Student Information System.

6.2.6   How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

The management supports and involves the staff in different events so as to improve the effectiveness and efficiency. Each and every individual in the institution will be made responsible to attend to certain duties assigned by the Head of the Institution. Both Teaching and non-teaching members will be involved in different institutional process like Admissions, Recruitment of the staff, correspondence with University, Representatives in Governing body, organising different events in the institution like Conferences, fests, etc.

6.2.7   Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.

The following are resolutions taken by the Management Council in the last year:
    A. To recruit the faculty members as per the AICTE Norms.
    B. To develop the existing infrastructure i.e extension of existing Library, adding reference section, journals and periodicals and Administrative Office.
    C. To obtain NAAC Accreditation for the Institute.

Statuses of the implementation of such resolutions are:
    A. As per the norms of AICTE additional faculty members were recruited.
    B. Plans and the process for developing the infrastructure needs as mentioned are in progress.
    C. NAAC Accreditation process is in progress.

6.2.8   Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If 'yes', what are the efforts made by the institution in obtaining autonomy?

The affiliating university makes provision for according the status of autonomy to an affiliating institution.   Since NAAC Accreditation is mandatory to obtain autonomy status, the institute is in the process of fulfilling the same.

6.2.9   How does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyse the nature of grievances for promoting better stakeholder relationship?

The Institution aims at maintaining good stakeholder relationship by maintaining an exclusive Grievances Redressal Cell to develop a responsive and accountable attitude among all the stakeholders in order to maintain a harmonious educational atmosphere in the Institute.

The mechanism to analyse the grievances are as follows:
   + The grievances / complaints can be expressed to the members of the Grievances Redressal Cell as & when they come across such situations, either orally or in writing.
   + The members segregate the grievance / complaint received on the basis of the nature of the grievance / complaint.
   + The members of the cell formally meets to review all the cases, collect the related information, analyse, receive the opinion from other members and provide positive feedback to the stakeholder. If the feedback is not accepted by the stakeholder the grievance / complaint will be escalated to the Head of the Institute for final decision.
   + Each case is documented and a statistical report will be prepared.

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these?

No instances of court cases have been filed by and against the institute.

6.2.11 Does the Institution have a mechanism for analyzing student feedback on institutional performance? If 'yes', what was the outcome and response of the institution to such an effort?

The institution has the mechanism for analysing student feedback on institutional performance.

The factors considered for Institutional feedback is as follows:

- Instructional Effectiveness
- Director's Office
- Academic Support of Systems
- Library Facility
- Computer Lab Facility

- Placement and Training Centre
- Cultural
- Activities
- Sports and Games
- Overall feedback of the institution
- Miscellaneous facilities

Action Plan
- To enhance the instructional effectiveness the institution has initiated many training programmes like Train the trainer, Faculty Quality Improvement Programmes.
- To enable the students to express any of their concerns to the Head of the Institute, specific time slot has been provided for the students.
- Academic Support System- English Lab and Communication lab to improve the vocabulary, communication and presentation skills of students.

6.3   Faculty Empowerment Strategies

6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and non teaching staff?

A.   The Institution believes in the value-based, culture oriented and quality education.   Every year proper planning and adequate budget allocations are made to organise various programmes such as National / International Conferences, Faculty and Management Development Programmes, Seminars, Workshops, etc.

B.   Allocations are also made to provide sponsorship to attend seminars, conferences, workshops, faculty development programmes organised by other institutions.

C.   Allocations are made to take up research projects in various fields of interest.

D.   Institution also encourages the staff to have membership of professional bodies like AIMA, BMA, IIMM, IIPM, IIMB, ISTD, etc., and also to become members of various national and international journals, and other professional associations.

E.   Regular Training programmes are organised for non-teaching staff in their respective field of work. Workshops and Seminars are conducted to enhance their skills so as to perform effectively and efficiently. They are also motivated and encouraged to take up higher education in the field of their interest and required support from the institution is extended for the same.

6.3.2   What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

Training Needs Analysis is a systematic process of understanding training requirements. It is conducted at different levels as shown below-

Stage 1 – Recognizing the need from three different views

Institute - The Institution analysis is aimed at short listing the focus areas for training within the Institute and the factors that may affect the same. Institution's mission, vision, goals, people inventories, processes, performance data are analysed which gives cues about the kind of learning environment required for the training.

Individual - is concerned with who needs the training and in which particular area. Here performance is taken out from the performance appraisal data and the same is compared with the expected level or standard of performance. The individual analysis is also made on the basis of the feedback collected from the students. Apart from the above mentioned Institute also make use of attitude surveys, critical Incidents and Assessment surveys to understand training needs analysis.

Job - aims at understanding what type of training to be developed. The faculty approach identifies key behaviour and asks for what is required. The oriented approach identifies the activities to be performed in a certain job. The former is useful in deciding the intervention and the latter in content development and program evaluation.

Stage 2 – Analysing the type of training required and implementing the same

Once the data is collected the Head of the Institute decides on what kind of training programmes are required for faculty members. It can be Team based training or Individual training. The Institute conducts team based training workshop for faculty to enhance their communication skills, presentation skills, new training methods, classroom management, interpersonal relationship skills, and more. For Individual training, the Institute identifies the expert in the field to impart training based on the individual ability of the faculty.

The objective of the Institute is to continuously enhance the skills of the faculty members so as to update themselves and deliver the content effectively.

Stage 3 – Evaluation and Feedback

Post training, an evaluation is done; formal feedback will be provided by the Head of the Institution to the respective faculty member. The faculty member then exhibits his/her learning from training in his/her class. The objective is to provide efficient transfer of learning.

Stage 4

Post the semester; the Head of the Institution takes 360 degree feedback about the faculty member. If there is any discrepancy, the faculty member is asked to take retraining so as to up skill his/her knowledge on the same and motivates to overcome their weakness. Beyond, retraining if the faculty member does not perform, the Head of the Institution would take necessary actions.

At all times, faculty members needs to be motivated. At RVIM the following are the points that are taken in to consideration to motivate the faculty members to perform their duties effectively and efficiently.
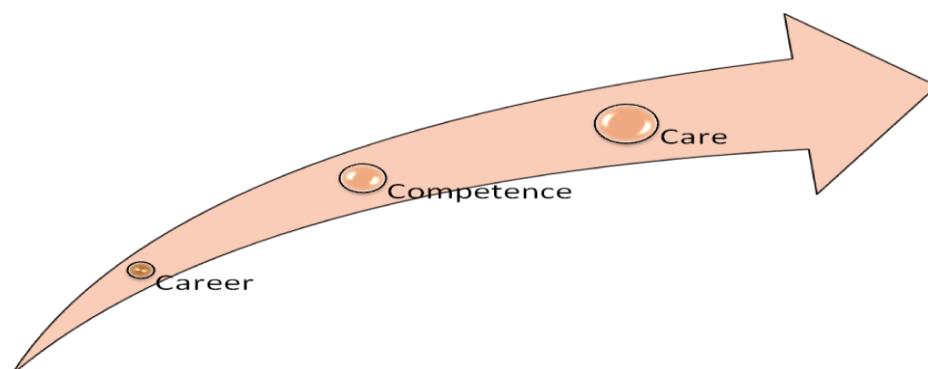
Career

+ The Institute provides a path to build a career in their respective field when a faculty member joins in. The Management and the Head of the Institute

spend their valuable time and support in shaping the careers of their faculty members. This approach make faculty members to feel that they belong to this Institute

✦ The Head of the Institution assigns each employee with new roles, authority to delegate and to make right decisions at the right time.

✦ The Management appreciates the creativity and new ideas that are implemented and recognizes the efforts put in by the faculty members.

Competence
✦ Management provides regular workshops, training sessions which help faculty members acquire a higher level of skills and competencies.

✦ Competence is the ability to grow using the opportunities provided by the Institute through which faculty members can see the actual growth in their career in terms of position, salaries, incentives and authority.

Care
✦ The 'art' of our Head of the Institution is the 'Care' by which he makes faculty members to feel as indispensable part of the Institution.

✦ The Head of the Institution spends time with each faculty member to understand their personal problems and issues they face in their day-to-day work.

✦ Small gestures everyday towards faculty member by the Head of the Institution makes faculty members feel they belong to the Institute and Institute belongs to them.

Apart from the above, the Institute also provides the following benefits to the faculty members to motivate them in career development.

✗ Induction programme for new employees to acquaint themselves to the environment.
✗ Motivational talk by eminent guest speakers at regular intervals.
✗ Social activities like family gathering, celebration of festivals.
✗ Employee suggestion systems and quick responses.
✗ Faculty member may contribute articles for Newsletters, Journals, Conferences, & Seminars.
✗ Annual staff recognition by the Management.
✗ Leadership development activities.

- Conducting soft skills training programme as well as required training programmes to enhance their confidence levels.
- Provide faculty members long term strategic vision for career growth.
- Indoor games as well as Outdoor games, like chess, cricket, badminton etc.
- Celebrating employee's birthday by providing motivational books.

Strategies adopted by the Institute

Recognition
- The Management recognizes the performance and achievements of the faculty members and honours them in annual get-together.
- The Institute creates enthusiasm through challenging their employees to improve new processes for performing their job functions and rewarding employees whose suggestions for improvement save the Institutes money, time and other resources.

Motivation
- The Institutes motivates its employees through promotions, advancement or assigning more complex duties who demonstrate expertise.
- The faculty members who receive recognition for their expertise are often motivated to perform at even higher levels.
- Institutes strategy for improving engagement includes creating opportunities for leadership roles for deserving employees whose performance exceeds the Institution's expectations.

Value Input
- The faculty members provide feedback about infrastructure, working conditions, workplace interactions. Therefore, an effective strategy

includes enabling a method for faculty members to voice their opinions and concerns.

✦ The most important component of faculty opinion survey is an action plan. The Head of the Institution takes personal care to implement the action plan.

6.3.3   Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

A.   At the end of each semester, a filled-in feedback form will be collected from the students about the faculty engaging the class, which evaluates about teaching methodology, creativity and level of understanding.

B.   The self-appraisal form will be filled in by the staff by providing the details of teaching, results obtained in internal examination and varsity examinations, books and papers published, conferences, seminars, workshops, training programmes, research, consultancy and academic administration carried out during the academic year.

C.   In the appraisal form, the Head of the Institute gives the feedback about the overall performance of the faculty on the basis of the information provided by the staff members in their self-appraisal form and also through regular presentations where the faculty contributes the information and ideas in the improvement.

6.3.4   What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

The institution utilises such evaluations to improve teaching/research of the faculty. The information helps the faculty to know the areas of improvement. They will be further motivated to attend Faculty Development Programmes, Management Development Programmes and encouraged to conduct and participate in National and International Conferences, Seminars and Workshops.

The faculty are also encouraged to pursue their higher education and take up research activities such as projects in the areas of Finance, HR, Marketing and General Management.

Through written communication, the decisions will be communicated to the appropriate stakeholders.

6.3.5 What are the welfare schemes available for teaching and non teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

The employee welfare schemes can be classified into two categories viz. statutory and non-statutory welfare schemes. The statutory schemes are those schemes that are compulsory to provide by an organization as compliance to the laws governing employee health and safety. The non statutory schemes differ from organization to organization.

The **statutory welfare schemes** provided for all the employees are as follows:

✦ **Drinking Water:** At every floor of the institute safe & hygienic drinking water is provided.

✦ **Infrastructure and other facilities to carry out their work effectively:** Well furnished and spacious cabins are provided to each employee to work comfortably. Each employee is provided with a Laptop / desktop having access to the internet facilities, audio-visual aids for effective presentations and other important software being updated. General Library and Digital Library facilities are extended to all the staff. National and International journals are available online. Also, services of other libraries like British Library, IIM Bangalore can be utilized regularly. Computer Lab facilities are supported with special software packages such as SPSS for research analysis and interpretation. EBSCO and J-gate Online databases are also available.

✦ **First aid appliances:** First aid appliances are provided and are readily accessible so that in case of any minor accident initial medication can be provided to the needed employee.

✦ **Canteen facilities:** Canteen facility is available so as to provide hygienic and nutritious food to the employees.

✦ **Lighting & Ventilation:** Proper and sufficient lighting & ventilation facilities are provided for employees so that they can work safely.

✦ **Safety & Security:** Adequate safety & security measures are adopted by the institute in order to ensure that there will be no unpleasant activities taking place.

✦ **Rest rooms:** Adequate numbers of restrooms are provided with provisions of water supply, wash basins, toilets, bathrooms, etc.

The **non-statutory welfare schemes** include the following facilities:

+ **Employee Assistance Programmes:** Various assistant programmes are arranged like counseling service so that employees can get counseling on various matters.

+ **Maternity Leave:** Employees can avail maternity leaves.

+ **ESI Scheme:** This insurance scheme provides adequate insurance coverage of employees whose monthly salary is below Rs. 15,000/- for expenses related to hospitalization due to illness, disease or injury or pregnancy.

+ **Free Medical Camps:** Free medical check-up and eye camp programmes are organised so that all the employees avail the benefits from the same.

+ **Employee Referral Scheme:** Employee referral scheme is implemented to encourage employees to refer friends and relatives for employment in the organization.

All the staff members have availed **statutory welfare schemes** in the last four years. The percentage of staff who have availed **non-statutory welfare schemes** in the last four years are as follows:

Year	%
2009 – 2010	4.65
2010 – 2011	8.10
2011 – 2012	6.98
2012 - 2013	6.82

6.3.6 **What are the measures taken by the Institution for attracting and retaining eminent faculty?**

A. Staff members are supported by good infrastructural facilities and positive working environment.

B. Good support is extended by the Institution to the faculty members in taking research and consulting activities.

C. Opportunities are provided to coordinate and organize various programmes such as National and International Conferences, Students Conferences, Professional Development Programmes, Seminars, Workshops, etc.

D. Training and development programmes are also organised for the professional development of the faculty.

E. Monetary benefits are granted by the Management as per the norms of AICTE.

F. Parking Facilities, Canteen Facilities, Yoga & Meditation, Indoor & Outdoor Games facilities are provided to the faculty members.

6.4 Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?

Systematic Financial Planning process is in place at the Institute. The institute estimates its expenditure and prepares budget every year. For any expenditure the staff members has to take prior approval of the head of the institute and they have submit proper bills or necessary proof for such expenditure. After necessary scrutiny of work and documents by the head of the institute amount will be released. At the end of the each financial year a comparative statement of Budgeted amount and actual amount spend is prepared to see the deviations in utilization of the funds. This will helps to monitor efficient and effective use of financial resources in the institute.

6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

Day to day maintenance of accounts will be done by Accountant in Tally ERP. Quarterly Internal Audit will be conducted by **Internal Auditors**. The institutional mechanism for internal audit is:

+ Vouching of receipts
+ Vouching of postings to ledger
+ Vouching of TDS deductions and quarterly filing
+ Vouching of payments made to suppliers, creditors, University, AICTE etc and verifying the fulfillment of statutory obligations (i.e., TDS deduction) based on the quotations, comparative statements prepared and approval given by the management.
+ Vouching of petty expenses bills
+ Checking of Tally ERP software
+ Scrutiny of scholarship disbursement register
+ Preparation of receipts and payments
+ Submission of Audit report

Half yearly audit will be done by the **External Auditors**. The institutional mechanism for external audit is:

- Thorough scrutiny of payments and receipts
- Verification of head of accounts in the Tally ERP
- Capital expenditure verification with bills, quotations received comparative statements.
- The finalization of Balance Sheet will be done by External Auditors after examination of books of accounts.

6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.

Our Institute is a self financed institution, the major sources of receipt is the fee collected. In case of deficit, Management will fund the Institution.

6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any)

Management supports for additional funds required.

6.5 Internal Quality Assurance System (IQAS)

6.5.1 Internal Quality Assurance Cell (IQAC)

a. Has the institution established an Internal Quality Assurance Cell (IQAC)? If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?

The Centre for Quality Management is one of the important centres formed for the enhancement of quality education. On June 1, 2011 the centre was renamed as Internal Quality Assurance Cell [IQAC] with the objective to realise the goals of quality enhancement and improve the performance of the institute.

Structure of IQAC
- Chairperson - Head of the Institution
- Coordinator (Faculty of RVIM)
- Members (Selected Faculty and Administrative staff of RVIM)

The quality policy is as follows:

"We, at R V Institute of Management, Bangalore strive to deliver comprehensive, continually enhanced, global Quality Management education through an established quality management system complimented by the synergistic interaction of the stakeholders concerned. We also strive to communicate this policy to all the persons at all levels, so that this policy becomes working reality within the organization."

The cell primarily focuses on the maintenance and improvement of the following three areas:
+ Academic
+ Administrative
+ Infrastructural

✗ **Academic** –
The Institute is committed in the provision of quality teaching and learning process. It also believes in regular Personality Development programmes, Certificate & PG Programmes, and Training programmes that the students must be given exclusive opportunity to expand their horizon of knowledge for their overall development. The students are individually tested and examinations are conducted systematically.

In addition to curricular activities, extra-curricular and co-curricular events are also organised to strengthen the overall personality of the student.
The Institute ensures all the measures in upbringing discipline and good character-building in the students. This also strengthens mental maturity of the students and focus on holistic development.

Academic Policy
Quality Management Education to Students: As the business world is filled with challenges and risks, the purpose of management education is to prepare students thoroughly to face these challenges and take up the risk with courage.

✗ **To enhance Teacher's Quality:** To enhance the quality of teaching, regular Faculty Training Programmes and Faculty Development Programmes should be conducted. The faculty members will be encouraged to organize and take part in such events.

✗ **Strengthening of Research Activities:** The faculty members should be encouraged to write articles for publication in journals and to present papers in National and International Conferences. The institution will extend the support required to take up projects in which both faculty and students are involved.

✗ **Delivery of the Curriculum:** In order to ensure effective delivery of the curriculum, the faculty members have to prepare the Work Programme, Lesson Plan and Course Material for their respective subject.

✗ **Personality Development Programme for students:** Student Development Programmes are important to equip the students to meet the challenges in their career. Value Addition programmes like Certificate Course and Post Graduate Programme should be offered to the students to bridge the gap between the university syllabus and industry requirements, regular industrial visits and industry-academia interactions should be organised so as to get the practical exposure about the functioning of the organisation.

✗ **Orientation Programmes:** Apart from the career building activities the institute should conduct Personality Development Programmes in the beginning of every semester to develop the overall personality of the students.

✗ **Additional Academic Support in order to ensure Holistic Development:** Teaching management principles through examples from the great epics like Ramayana, Mahabharatha, Bhaghavad Gita, Vedas, Upanishads etc. To regularly conduct guest lectures on the sayings of the great poets, scholars and relating the same with current management concepts. To involve students in the celebration of Swami Vivekananda Jayanthi, Sri Ramakrishna Paramahamsa Jayanthi, Sri Shankara Jayanthi, Sri Basaveshwara Jayanthi etc.

✗ **Mental Maturity and Skill Development Courses:** Yoga and Meditation should be offered to the students to enhance the power of concentration and to ensure mental maturity. The instructors should train the students on various yoga techniques to overcome stress, strain and help the students to maintain good physical and mental health.

Quality Placement

5. The Institute should undertake a broad range of education, training and development opportunities that encourages continuous professional development and personal development of the student.
6. The students should be encouraged to define their own training and development needs and based on the needs of students & the corporate, the Institute imparts employability skills.

The students are provided with mandatory trainings during the Induction and Orientation programmes. An orientation programme is conducted by the Institute in the first week of every semester. The topics discussed are as follows:

- Institute overview
- Disciplinary Norms

- Mentorship
- Anti-ragging
- Harassment
- Training on Risk Management
- Time Management
- Stress Management
- Social Responsibility
- Indian Culture & Heritage

Quality in Administration – The administrative system support the institution in the development and enhancement of the quality education. The different committees set up by the institution always respond to the administrative needs. The Advisory Board and the Governing Council body are set up with the members from the industry and academia. The different committees constituted to administer and are well equipped for effective maintenance of quality assurance of the institution's administration.

b. How many decisions of the IQAC have been approved by the management/ authorities for implementation and how many of them were actually implemented?

The Quality manual mainly emphasises on the quality system to be followed in the institute. The respective department conducts Faculty Development Programmes, Management Development Programmes every semester as knowledge sharing and acquisition for faculty members. Also, the institute organises National and International Conferences every alternative year. These events are well supported and all decisions of the IQAC have been approved by the Management Trust and implemented the same.

c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.

The Centre for Quality management has internal members both academic and administration leading the centre with the goal of quality enhancement and sustenance. The primary function is to develop a system for conscious, consistent and catalytic improvement in the performance of the institution.

At present, IQAC has plans to involve external members on its committee.

d. How do students and alumni contribute to the effective functioning of the IQAC?

The alumni effectively contribute to the enrichment and enhancement of the quality of education by associating and involving in fostering professional,

academic and social links with the institution. The alumni as a stakeholder are significant during different stages of Quality cell.

They are instrumental in gaining valuable insights about various industries, employers and society. They assist in identifying the skills required by the students to obtain specific positions in the companies. They regularly provide feedback to the faculty members through which the institution up-dates academic programmes and value added programmes most relevant to the current requirements.

e. How does the IQAC communicate and engage staff from different constituents of the institution?

IQAC communicates and engages staff from different constituents of the institution by conducting meetings and workshops regularly. Such a system involves performance follow-up, precise identification of learning deficiencies and obstacles, suggestions for development and enhancement, policies, modification and needs-oriented priorities re-ordering and following-up the identification and implementation of development policies. Lot of quality initiatives have been taken up by IQAC. In order to ensure systematic delivery of the curriculum Faculty members are advised to prepare Lesson Plan and Work Programme. Workshops are organised on effective classroom management and creative teaching methodology.

6.5.2   Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If 'yes', give details on its operationalisation.

The institution has an integrated framework for Quality assurance of the academic and administrative activities.
The integration of academic and administrative activities can be witnessed at three levels:-

Strategic Level: Staff members (both teaching and non-teaching staff) are involved in framing the policies and procedures, guidelines, rules and regulations and effectively implementing the same to ensure smooth and systematic functioning of the institute. Staff members are also involved in framing the procedures for admission of students for the course and examinations [Internal & University] to be conducted by the institute.

Functional Level: All the Teaching Staff participate in sharing the knowledge by discussing on the latest trends in their respective area of specialization. The co-ordinators and the members of different departments meet together and plan the programmes to be conducted. Office staff is involved in preparation

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of annual budget of the institute, taking in to consideration the approved fee structure. They also correspond with the Bangalore University, Department of Higher Education and AICTE regional office to fulfill their requirements for the smooth functioning of the institute's activities.

Operational level: All the staff members are involved in implementing the policies, procedures, and framework designed by the top management in order to maintain and achieve the quality standards.

6.5.3   Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If 'yes', give details enumerating its impact.

The academic as well as the administrative working is further realised by providing regular training sessions being organized by the Institute for its teaching as well as non-teaching staff. All the departments organise Faculty Development Programmes, Management Development Programmes, Lectures and workshops to give more thrust on pedagogy so that the innovations across the field are practiced in the teaching methodology. Informally, many experts and renowned professors interact with the faculty members to facilitate more on enhancement of the performance. In addition, attending outreach programmes by faculty members also enriches them in bench marking services of the institution.

The Head of the institute also interacts with faculty members through faculty meetings and shares his ideas and explains how quality initiatives of the institute have to be implemented.

6.5.4   Does the institution undertake Academic Audit or other external review of the academic provisions? If 'yes', how are the outcomes used to improve the institutional activities?

The institution has engaged in a faculty-driven model enduring self-reflection, collaboration, teamwork and experts feed-back. The Management receives the feed-back about each faculty member in the form of self appraisal to know their teaching and learning performance. The details of the subjects handled, percentage of pass and students' performance in the tests & examinations, programmes attended such as training programmes, participation in the conferences or seminars, Books or papers published and programmes organised are well mentioned in the self appraisal form by the faculty members.

The purpose of an academic audit is to evaluate the **"education quality processes"** – the key faculty activities required to produce, assure, and

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regularly improve the quality of teaching and learning. This helps to know how faculty approach educational decision-making and how they organize their work, using the resources available to them and working mutually respectfully to provide a quality education in the best interests of the discipline and student learning. The institute recently adopted Academic Audit process. At present we have only internal audit system.

6.5.5   How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?

Internal quality assurance mechanisms are aligned with the requirements of the AICTE and Bangalore University norms. The institute complies with the university and submits all the records required. Meeting the norms, policies of the regulatory authorities as and when they are amended is a regular practice by the institute.

6.5.6   What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

The institution has a structured mechanism to continuously review the teaching learning process.

Review of the teaching process
- Allotment of subject to teach in the area of specialization based on the preferences given by the faculty
- Preparation of Work Programme, Lesson Plan in detail, & Course Material of the subject and submission of the same to the Director for experts' evaluation.
- The Head of the Institute interact with students and faculty members regularly; collect the feedback about the faculty teaching and functioning of the classes.
- Formal structured feedback forms are distributed to the students at the end of the semester classes in order to know the faculty teaching performance.
- The reviewed performance analysis will be communicated to the faculty members by the Head of the Institute and advised suitably for further improvement.

✦ The faculty members are also undergo training programmes in teaching pedagogy and attend workshops, seminars and lectures in their areas of specialization.

Review of the Learning Process

✦ The Head of the Institute interact with students and faculty members regularly; collect the feedback about the faculty teaching and functioning of the classes.

✦ The students are given three internal tests in a semester to evaluate the performance of their learning.

✦ The institute has a strong mentoring process where students are attached to faculty members thereby continuous monitoring of student development is achieved. During this process, the mentors also interact about their learning process and problems if any. The major problems identified are reported to the Head of the Institute by the Mentorship committee with a consolidation report containing common issues of students.

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

The institute organises interactive meetings with all its stakeholders in order to communicate its quality assurance policies, mechanisms and outcomes. The following are the stakeholders of the institute:-

✖ Management/Governing Council will interact with the employees once in six months in the form of meetings. The opinions and suggestions are drawn towards improving the qualitative aspects of the institution and guide them towards achieving excellence.

✖ Parents-Teachers Meeting will be conducted regularly to update them regarding the quality initiatives taken up in the institution and to tell them about the progress of their wards.

✖ For students, the institute conducts Student Orientation Programme at the beginning of every semester to make them understand their role in achieving quality and to reinforce the culture of excellence in all aspects. Mentor meetings are conducted once in a month to interact with their mentees and allow them to express their concerns if any and motivate them in their academic and personal endeavours.

- ✗ Placement Cell will interact regularly with the employers who recruit our students to know that if there is any requirement to impart additional skills so as to match with their performance in the organisation.

- ✗ Alumni- Regular interaction with the alumni members is organised through meetings-'Sammilana' once in every six months to provide a platform for the alumni to share their experience.

CRITERIA VII: INNOVATIONS AND BEST PRACTICES

7.1 Environment Consciousness

Yes, the Institute is very conscious towards conservation and safety of the environment. It has undertaken various measures to have a green outlook.

- ✓ Nurturing plants and greenery, both inside and outside of the campus.
- ✓ Institute is well structured with natural illumination and ventilation with minimal usage of artificial illumination.
- ✓ Water Conservation techniques are adopted.
- ✓ Re-using of paper.
- ✓ Inspiring and continually reminding the students and staff to conserve energy in the form of placards placed in every department, classrooms and corridors.
- ✓ Celebrating any significant occasion by linking it with a noteworthy cause.
  - ✦ A lecture and screening of films on environment was organised in the Institute campus for students and staff, to mark Teachers Day celebrations at RVIM in 2010. (Photos attached for reference)
  - ✦ Supporting the conservation of environment and joining the movement against pollution / ozone layer depletion. This has been done by student participation and representation in press meets, rallies etc., organised by NGO's, Government agencies and so on**.**
- ✓ Awarded a prize by the Horticulture Department for 8 years consecutively for the Best Maintained mini garden.
- ✓ Participating in exhibitions at Lalbagh, together with the Pollution Control Board.
- ✓ Organizing a walkathon / procession together with the forest department for the cause of environment conservation.
- ✓ Provision of vehicle parking space for student is made outside of campus, being a move to persuade and encourage the usage of public transport and vehicle pooling.
- ✓ A cycling club has been instituted within RVIM.

7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?

Yes. There is inspection and supervision of the campus and facilities done internally by the Head of Institution, maintenance engineer and gardener on a regular basis to ensure that we remain a green campus. Also an annual inspection and certification is done by the Horticulture Department.

7.1.2 What are the initiatives taken by the college to make the campus eco-friendly?

Energy conservation: Ample provision is made for natural illumination and ventilation across the campus therefore the usage of power will be to the minimum.

Use of renewable energy: we have initiated the process

Water Harvesting: Water Harvesting provision has been made with the capacity of 1.5 Lakh Litres (One Lakh Fifty Thousand Litres) and is functional as well.

Check dam construction: Provisions have not been made

Efforts for Carbon neutrality: No initiative has been made in this direction

Plantation: Maintained in Small Scale basis.

Hazardous Waste Management: No initiation has been made in this direction

E-waste Management: E-waste is accumulated and periodically handed over to the vendors of electronic equipment for safe and proper disposal.

7.2 Innovations

- The institute has put in place a three internal assessments system per semester in place, instead of the standard two test model prescribed by the university.
- The institute has a system of maintaining individual Blue Books for students on a semester wise basis to record their performance in academic tests and internal assessments.
- As in any corporate, smart access cards have been given to staff and students alike, to be used for recording movement, entry and exit.
- First Aid Training and Certification Programme has been conducted in the Institute, in association with St. John's National Academy of Health Sciences.
- Vidyaarthi Adiveshanam, a student conference is an initiative of ours to encourage research aptitude and work amongst the student fraternity.

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

+ The institute has initiated different Centres for Excellence to organise exclusive programmes based on the themes related to the area of excellence.

+ CSR activities are organised regularly on social issues, environmental issues where students and staff take part actively to sensitize the public & Computer Literacy Programme for Senior Citizens.

+ Mentorship Process has been initiated by the institute and the meetings are held periodically where each student is attached to the faculty Mentor to guide, coach and train them in all respects to enhance their personality through out their stay in the institute.

+ Departmentalization on the basis of specialisation to organise the activities for those students who have chosen their specialisation in different fields like Finance, Marketing, Human Resource and Systems.

+ Centre for Indian Culture and Heritage celebrates and organises talks on the teaching of Spiritual leaders, Social Reformers etc.

+ EDP Cell – organise various workshops and training programmes to inculcate the spirit of entrepreneurship among the students. Rural entrepreneurship was one of the innovative programmes organised by the institute by inviting farmers to share their knowledge and experience.

+ Cultural Activities are organised periodically so as to showcase and nurture the talents of the students.

+ Sports − Cricket Ten-Ten B-School Tournament, Annual Sports, and weekly time slots are allotted to the students and faculty. Excellent gym facilities are also provided.

7.3 Best Practices

Centers for Excellence, Mentoring, Departments on the basis of specialization.

NAAC for Quality and Excellence in Higher Education

7.3.1 Elaborate on any two best practices as per the annexed format (see page ..)
   Which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college?

<div align="center">

Best Practice 1

</div>

1. **Title of the practice - Mentoring Programme:**
   Mentoring is a process adopted by the institution through which a mentor (faculty member) takes care of mentees (student's) career interest and well being. As our students in the institution are from different educational backgrounds, diversified cultures and practices, facing different issues and problems, accommodated in different parts of the city, mentoring acts as a platform for the students to discuss and interact with faculty members, seek advice, develop judgment skills and strive to achieve their long term goals effectively.

2. **Goal:**
   1. To encourage the students for regular interactions with the mentor so as to build a good rapport with the mentor and the institution, thereby all the care, advice and support can be provided by the mentor to the mentee.
   2. To provide an opportunity for the management student to express and share the feelings with the mentor, discuss conflicting issues faced by them and seek solutions on a regular intervals

3. **The Context:**
   Mentoring has been initiated after analyzing certain issues of the students such as issues related to communication in English language as many students had less exposure in communication. Moreover, there were students especially for non - commerce background who had difficulty in understanding the management subjects. Some of the students who stayed in private accommodation had certain issues of adjusting to the hostel or paying guest accommodation. All this led to the process of adopting mentoring programme for the students so as to instill confidence and enhance quality.

4. **The practice:**
   The institution has taken an extra effort to schedule Mentoring twice in a month in the time table. The students alloted to each mentor will meet and interact with the mentor during the scheduled time on an individual basis. Forms like student personal data sheet, mentee goals work sheet, Mentee Schedule form are maintained by the mentor. During the process both the mentor and mentee fill in the necessary information required

into the forms, discuss issues, generate solutions, information is exchanged and   healthy environment is built up. The quarterly evaluation of mentoring is also carried out for building up quality approach. Frequent meetings are difficult to schedule as the number of students are more and constraint of time which was overcome by scheduling the meetings in the time table. Also, during the spare time the mentee has opportunity to meet the mentor for discussions.

5. **Evidence of success:**
Mentoring has helped the students to take up challenges, overcome obstacles and difficulties in their day to day life. Mentoring has helped the mentor to know and relate with the students better, develop judgment skills and build a better rapport with the students. Parents, guardians and all other relevant stakeholders are aware and appreciative of the help the students get through the mentoring programme.

6. **Problems encountered and resource required:**
The scheduling of time for mentoring the students had been challenging, owing to the tight academic schedule. It was also a challenge to schedule training sessions for the faculty members, so as to make them familiar with mentorship as a concept, in understanding the system and the various forms to be filled in, which act as an important tool for recording and disseminating the information of the mentoring process.

The entire mentoring approach is built on personal interactions with the students. Many students are inherently reserved and have to be focused upon a great deal more by their respective mentors, so as to be given better guidance and support

Best Practice 2

1. **Title of the practice: Performance Based Rating of Students and Faculty**

2. **Goal:**
    1. To achieve teaching excellence amongst all the members of faculty, such that they instill in the students a thirst, a passion, a love for learning, thereby moulding their lives and careers to suit the requirements of the contemporary knowledge based society.

    2. To guide students on to a path of academic, professional and human excellence, imbibe in them application based life skills, thereby enabling them to lead a successful personal and professional life.

NAAC for Quality and Excellence in Higher Education

3. The Context:

Contextual Features for Student Rating:
Student years are the most formative years of intellectual growth. This is when individuals most favorably respond to inputs of learning, unlearning and relearning.

Knowing the individual interests, capabilities, past performances and achievements even as we categorize them under different grades, would enable us to provide better guidance, support and relevant inputs to the students, thus bringing about an all round development in them.

Contextual Features for Student Rating:
Faculty members, who shoulder the responsibility of shaping the lives and careers of thousands of students greatly benefit in understanding their current academic and research ratings, developing an action plan towards bridging the gap between expectations set and performance delivered.

The institution may draw up promotion / incentive plans, training and development plans, long and short term performance improvement programmes on the basis of various categories of faculty members and students.

Challenging Issues: There is no practice that is evolved without the facing and overcoming of some initial hiccups and challenges. Some of the potential and actual challenges faced by the Institute in planning and executing this practice were:

1. **Designing of Parameters:** The context and evaluative criteria of this practice being very comprehensive, the designing of the parameters and assigning of weights to the same proved to be a stimulating challenge.

   The challenge was overcome by forming a faculty panel to garner the inputs required and the same were then validated by a team of experts (both internal and external).

2. **Planning and Executing of SWOT Analysis**: SWOT Analysis when being designed and executed for individuals, is a long and subjective process with potential pitfalls of bias, time constraints, accuracy of perception and information etc.

   This potential hurdle was crossed by extensive planning and preparations, forming numerous Faculty Teams to execute the SWOT analysis and even providing them with the basic training required in conducting a SWOT analysis objectively and effectively.

3. **Perceived Risk of Resistance from Faculty**: The concept of performance rating / grading has sometimes a tinge of negativity attached to it, owing to it being a measure of performance, productivity. It can become a tool not only for promotion, performance improvement but also comparison, disciplinary action, humiliation and even ridicule.

   This perceived risk was overcome by means of a meeting between the Head of Institution and Faculty Members, wherein the true purposes and working of the rating mechanism was elaborately addressed by the Director. The usage of all such ratings being for pure learning and developmental purposes, performance improvement purposes was reiterated, together with an assurance that the same would remain confidential and bound by non disclosure.

4. The Practice:

Faculty Rating: The faculty members are rated on the basis of the following criteria.

1. **Student Feedback:** The feedback of students taught by the faculty member is collected by means of a structured, close ended questionnaire at the end of every semester. The questionnaire takes into consideration various aspects such as syllabus completion, interactions, relevance and effectiveness of teaching, motivation provided to students etc.

2. **Faculty Research, Paper Presentations and Publications:** The contributions made by the faculty members towards research, textbooks authored / co-authored, number of papers presented and published at the National and International Level conferences, seminars, journals and by reputed publishing houses are considered on the basis of pre-assigned weights.

3. **Awards and Achievements:** Received by the faculty in recognition of services rendered in the arena of teaching / research, by national or international level bodies / associations or for their contribution to the organizing / facilitating of various events.

4. **Additional Responsibilities:** Shouldered within the institution or at the University Level. Effective performance of assignments given in terms of co-curricular or extra curricular activities.

5. **Involvement in Value Addition Programmes** - Extent of initiative taken, uniqueness and industry fit of initiative taken, commitment to the designing, implementation and control of the programme.

6. **Performance Rating by the Head of Institution:** A robust and objective rating mechanism which serves as a weighted parameter as well.

Student Assessments and Rating: The students are rated on the basis of following criteria.

1. **SWOT Analysis:** A detailed and in-depth Strengths - Weaknesses - Opportunities- Threats (SWOT) analysis of individual students is conducted by a team of faculty members.

2. **Performance in Internal Assessments:** Is observed and tracked to observe the weak links and also to monitor the consistency of student performance.

3. **Previous Semesters' (MBA) Exam Results:** Performance at the University semester exams is taken into consideration when the ratings are to be improvised upon in the MBA 3rd / 4th semester.

4. **Curricular, Co curricular and Extra-curricular Achievements:** Is duly noted and updated by the respective mentors of the students and the same is made use of, in understanding the overall interests / capabilities of a student.

5. **Involvement in Value Addition Programmes (If applicable) -** Attendance, enthusiasm, initiative, exams taken / written and seriousness exhibited towards the programmes.

6. **Mentor Inputs:** In terms of all perspectives **-** academic, non academic, confidence levels exhibited, training needs identified are taken into consideration.

5. **Evidence of Success:**

The programme has been successful, yes. However, the success observed is seen to be more qualitative than purely quantitative. Some measures of success have been:

Success of Student Rating mechanism has been observed in aspects of:
   - Increased placement percentages
   - Better feedback received from industry / individual companies on the quality and attitude of students / trainees / interns /

- Higher confidence levels, communication skills and life skills observed to be ingrained among student fraternity
- Increased participation in management fests, co-curricular and extra-curricular activities at intra and inter college levels.
- Higher number of wins / visibility in management fests, co-curricular and extra-curricular activities at intra and inter college levels.
- Imbibing of the competitive spirit and graceful acceptance of small failures by the students.

Success of Faculty Rating mechanism has been observed in aspects of:

- Enhanced communication, inter personal relationship skills and decision making skills among members of faculty.
- More receptive to suggested changes in teaching methodology, adoption of creative teaching techniques
- Better equipped to deal with crises and lead a team under pressure and stress
- Increased number of paper presentations and publications
- An active increase in number of events and initiatives taken up during any academic year
- Better co-ordination, co-operation and team spirit observed among the faculty members

6. <u>Problems Encountered:</u>

- **The large amount of data involved:** Makes the practice very difficult to document and synthesize into a simpler format, mining of data is complicated.
  This is being continuously worked on, in terms of integrating the processes such that duplication and redundancy of data is made negligible.

- **Subjective bias is involved** - No matter the objectivity brought in; a small amount of subjective bias does remain in the system.
  It is being ensured that this subjectivity does not mar the accuracy of the rating by providing for a small error in the course of computing the ratings.

- **The dynamism of data:** The nature of data captured within the practice being very dynamic, the ratings will need to be revised periodically or the practice is at the risk of becoming redundant.

- **The lack of dedicated resources:** Especially in terms of human resources, makes it difficult to assign responsibility for the betterment of the design and implementation of the practice.

R.V.INSTITUTE OF MANAGEMENT
CA-17,36TH CROSS, 26TH MAIN, 4TH T BLOCK, JAYANAGAR, BANGALORE – 560 041

Organisational Chart

Director

Academics

- Finance
  - Professor
  - Senior Asst. Prof.
  - Asst. Prof
- HRM
  - Professor
  - Senior Asst. Prof.
  - Asst. Prof
- Marketing
  - Professor
  - Senior Asst. Prof.
  - Asst. Prof
- Systems
  - Professor
  - Senior Asst. Prof.
  - Asst. Prof
- General Mgt.
  - Professor
  - Senior Asst. Prof.
  - Asst. Prof

Administration
- Admn. Officer
- Asst. Office Superintendent
- Office Assistants
- Accts.& Finance
- Examination
- Correspondence
- Gen. Admn

Placement
- Placement Officer
- Deputy Placement Officer
- Asst. Placement Officer
- Public Relations Officer

Library
- Librarian
- Library Assistant
- Office Assistant

Maintenance
- Maintenance Engineer
- Maintenance Assistants

SECOND FLOOR PLAN

THIRD FLOOR PLAN

PROJECT		DRAWING NO:	TITLE:
PROPOSED INSTITUTE OF MANAGEMENT & COMPOSITE COLLEGE FOR		LICENCE DWG 04/05	SECOND FLOOR PLAN & THIRD FLOOR PLAN
RASHTREEYA SIKSHANA SAMITHI TRUST AT			CLIENT: RASHTREEYA SIKSHANA SAMITHI TRUST RV ROAD, BANGALORE.
CA SITE NO : 17 , 4th T BLOCK JAYANAGAR , BANGALORE		REVISION NO: SCALE : 1: 200 DATE : 14.6. 2003, DEALT : CHD :	YALAVIGI CONSULTANTS ARCHITECTS, ENGINEERS & INTERIOR DESIGNER # 242, 6th Main, 4th Block, Jayanagar Bangalore 560 011

RASHTREEYA SIKSHANA SAMITHI TRUST

R.V.INSTITUTE OF MANAGEMENT, 4th T Block, Jayanagar Bangalore

BUDGET ESTIMATES FOR THE YEAR 2012-13

INCOME	B.E.-2011-12	Actuals-2011-12	B.E.-2011-12		Explanations for nonspending/excess spending/variation in income anticipated
Application & Prospectus	125,000	117,630	125,000		Sale of 250 applications at Rs. 500/- per application anticipated
Tuition fee	57,840,000	53,036,040	59,183,460		1st MBA fee estimated on the intake of 180 students, for 2nd MBA the students strength is 170
Sale of Newspapers	4,000	8,365	10,000		
Interest from Bank	250,000	315,406	300,000		
International conference	150,000	251,217	150,000		This year National conference will be conducted.
EDP/FDP/MDP	30,000	40,000	50,000		
Subscription of Journal	10,000	3,500	5,000		
Industrial Tour	100,000	-	100,000		
Management & cultural Fest	200,000	6,000	20,000		The same will be conducted in April 2012
Fine etc	500,000	885,753	1,000,000		Includes cancellation of admissions/fine from students/online exam fee etc.
Total	**59,209,000**	**54,663,911**	**60,943,460**	.	
EXPENDITURE			REVENUE EXP	CAPITAL EXP	
Advertisement & MAT AIMA	300,000	397,792	400,000		Includes participation fee in AIMA MAT Bulletin
Establishment	21,100,000	11,676,381	23,316,447		Teaching staff salary calculated as per 6th pay commission
Printing & Stationery	300,000	340,462	500,000		Placement brouchers & RVIM Journals included in 2011-12. Printing of MBA applications & prospectus included in 2012-13.
Maintenance expenditure	1,875,000	1,443,125	4,400,000		Hither to the expenses were shared by all the institutions in the campus. From 01.04.2012 it has been decided all the common expenses are to be met by RVIM only
University Affiliation/Admn approval	1,150,000	1,284,658	1,400,000		Approval fee estimated for 350 students (180+170) Affiliation fee calculated for 3 sections (60x3=180)
Guest Lectures	150,000	80,550	150,000		
Industrial visits	50,000	-	50,000		
Project Guidence Fee	376,000	265,720	350,000		Estimated for 330 students.
Furniture & Fixtures	800,000	808,256		1,000,000	Includes seating arrangements for 3rd floor conference hall.
Teaching Aids	500,000	193,000	100,000	400,000	Recruitment of new faculty members for the year 2011-12 was not done, recruitment process is under progress.
Computer Lab/Digital waves	600,000	717,254	500,000	2,300,000	Purchase of UPS & Computers, AMC for computers paid during 2011-12.
Sports Equipments	100,000	102,965	50,000	50,000	
Library	1,720,000	625,797		1,750,000	10% of Tuition fee

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Contigency	250,000	234,571	250,000		
Papers & Periodicals	30,000	31,962	35,000		
Audit fee	28,000	47,472	50,000		
Post & Telephones	175,000	161,084	175,000		
Conveyance charges	150,000	141,348	150,000		
Functions/Momentos/gifts	250,000	172,419	250,000		Alumini Meet & Decennial Function was held in 2011-12
Membership & Subscriptions	150,000	158,273	175,000		
Office Equipments	115,900	22,650		100,000	
Personality Development Progm)	400,000	-	400,000		Regular training programmes are scheduled in 2012-13
Outbound activities	400,000	-	400,000		Not conducted during 2011-12
Name Plates & Boards	100,000	75,635		50,000	
AICTE Renewals	150,000	150,000	200,000		
News letters	400,000	475,753	500,000		Includes EBSCO online Data base (Journal) and J-Gate online Data Base as per AICTE norms.
Property tax	250,000	107,096	125,000		
Research Center Exp	500,000	10,000	500,000		
Paper presentation/workshop for students/staffseminar	100,000	149,121	175,000		This includes workshop for Faculty & Administrative staff for NAAC accredition purpose.
Travelling expenses	150,000	-	150,000		
EDP/FDP/MDP	200,000	47,718	200,000		More number of programmes are planned during 2012-13
Industrial Academic Interaction	150,000	-	150,000		Not conducted during 2011-12
International conference	300,000	296,406	300,000		
Management & cultural Fest	200,000	55,399	200,000		
Vedio Conferencing system	700,000	-			
Audio & Video systems				700,000	This includes installation of TV sets in all floors, Equip audio & video system in Placement center, Yoga & Mediation Room
Activities of centres of excellance.			700,000		The Institution has 10 centers for excellance.
Excess of income	25,039,100	34,391,044	18,292,013		
Total	**59,209,000**	**54,663,911**	**54,593,460**	**6,350,000**	

Summary

Estimated Income	60,943,460
Estimated Exp: Revenue	36,301,447
Capital	6,350,000
Net surplus	**18,292,013**

HON SECRETARY

RSST

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RASHTREEYA SIKSHANA SAMITHI TRUST

R.V.INSTITUTE OF MANAGEMENT, TATA SILK FARM, BANGALORE-28

BUDGET ESTIMATES FOR THE YEAR 2011-12

INCOME	B.E.-2010-11	Actuals-2010-11	B.E.-2011-12		Explanations for nonspending/excess spending/variation in income anticipated
Application & Prospectus	100,000	122,610	125,000		Anticipated sale of 250 application at Rs. 500/-per application
Tuition fee	49,460,000	44,359,600	57,840,000		The Estimation fee to be collected is made on the basis of intake/strength/and fee decided.
Sale of Newspapers	6,000	3,475	4,000		Reasonably estimated
Interest from Bank	200,000	249,857	250,000		Same as above
International conference	150,000	125,000	150,000		Same as above
EDP/FDP/MDP	30,000	25,000	30,000		Same as above
Subscription of Journal	10,000	7,600	10,000		Same as above
Workshops	20,000	-	-		
Outbound Training Progm	55,000	-	-		
Paper presentation/seminar	25,000	-	-		
Industrial Tour	100,000	-	100,000		It is intendent to collect from the students.
Management & cultural Fest	200,000	-	200,000		Same as above
Fine etc		631,014	500,000		Indues fine from the students/cancellation of admission/online exam etc
Total	50,356,000	45,524,156	59,209,000	-	
EXPENDITURE			REVENUE EXP	CAPITAL EXP	
Advertisement & MAT AIMA	250,000	291,038	300,000		Including participation fee in AIMA MAT Bulletin.
Establishment	11,800,000	9,555,268	21,100,000		Teaching staff salary is estimated as per 6th pay commission.
Printing & Stationery	290,000	308,740	300,000		Reasonably estimated.
Maintenance expenditure	1,260,000	1,910,357	1,875,000		Same as above
University Affiliation/Admn approval	1,200,000	1,082,598	1,150,000		Approval fee estimated for 344 students.
Guest Lectures	100,000	81,270	150,000		More guest lectures will be conducted for all the students.
Industrial visits	200,000	-	50,000		It is planned to have industrial visits this year.
Project Guidence Fee	272,500	258,106	376,000		Estimated for 344 students.

RVIM BUDGET ESTIMATES FOR 2011-12

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Furniture & Fixtures	100,000	477,335		800,000	The actuals exceeded due to purchase of required furnitures as per AICTE norms, and fresh estimation is for seating arrangement in 3rd floor Conference Hall.
Teaching Aids	50,000	129,116	100,000	400,000	The estimation is required for new faculty members & purchase of Projector, Audio visual equipments.
Computer Lab/Digital waves	1,900,000	2,424,684	600,000		New Computers/UPS purchased and estimation is required for payment of AMC
Sports Equipments	150,000	71,793	50,000	50,000	Reasonably estimated.
Library	1,250,000	879,490		1,720,000	As per AICTE norms 10% of tuition fee is to be spend for library purpose.
Contigency	250,000	187,867	250,000		Reasonably estimated.
Papers & Periodicals	28,000	27,833	30,000		Same as above
Audit fee	28,000	23,383	28,000		Same as above
Post & Telephones	150,000	155,686	175,000		Same as above
Conveyance charges	160,000	133,519	150,000		Same as above
Functions/Momentos/gifts	100,000	305,621	250,000		Actual is exceeded due to conducting of Alumni Meet & Decennial Valedictory Function held during 2010-11
Membership & Subscriptions	125,000	143,078	150,000		Based on actuals it is estimated.
Office Equipments	100,000		15,900	100,000	Estimated to purchase required equipment on requirment basis.
Personality Development Progm)	400,000	118,171	400,000		Estimation is required, as only one PDP was conducted during 2010-11 and more PDP is planned for 2011-12 years.
Outbound activities	580,000	.	400,000		Previous year not conducted, and planned for 2011-12 year hence, estimation is required.
Name Plates & Boards	45,000	54,022		100,000	Estimation is required for already approved display board at plancement dept.
AICTE Renewals	150,000	100,100	150,000		Estimation is required for renewal of AICTE affiliation.
News letters	200,000	-	400,000		Estimation is required for EBSCO online Data base Journal.
Property tax	475,000	237,564	250,000		Property tax payable to the BBMP on intimation from the Trust.
Research Center Exp	510,000	10,000	500,000		Estimated as on the basis that expenditure is to be incurred this year.
Paper presentation/seminar	50,000	54,954	100,000		More no of seminars/workshops are planned for 2011-12 year.
Travelling expenses	150,000	129,938	150,000		Reasonably estimated
EDP/FDP/MDP	100,000	38,441	200,000		More no of programmes planned to be conducted during 2011-12
Industrial Academic Interaction	100,000		150,000		It is planned to have interactions
International conference	200,000	172,939	300,000		Reasonably estimated
Management & cultural Fest	300,000	126,086	200,000		Same as above

RVIM BUDGET ESTIMATES FOR 2011-12

NAAC for Quality and Excellence in Higher Education

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Vedio Conferencing system	600,000			700,000	Estimation is required as the work is under process and the expenses estimated for 2011-12
Excess of income	26,732,500	26,035,159	25,039,100		
Total	**50,356,000**	**45,524,156**	**55,339,000**	**3,870,000**	

Summary	
Estimated Income	59,209,000
Estimated Exp: Revenue	30,299,900
Capital	3,870,000
Net surplus	**25,039,100**

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RVIM BUDGET ESTIMATES FOR 2011-12

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RASHTREEYA SIKSHANA SAMITHI TRUST
BUDGET ESTIMATES FOR THE YEAR 2010-11
R.V.INSTITUTE OF MANAGEMENT, 4th T Block, Jayanagar, Bangalore.

Income	B.E. 2009-10	Actual 2009-10	B.E. 2010-11	Expenditure	B.E. 2009-10	Actual 2009-10	B.E.2010-11 Revenue	B.E.2010-11 Capital
Balalnce c/f	32,047,000	29,881,314	50,356,000	Balalnce c/f	26,235,000	14,688,802	18,763,500	2,850,000
				Research Center Exp	500,000	10,000	10,000	500,000
				Uniforms Expenses	720,000	-	-	-
				Paper presentation/seminar	25,000	42,106	50,000	
				Travelling expenses	200,000	144,762	150,000	
				EDP/FDP/MDP	100,000	2,254	100,000	
				Industrial Academic Interaction	100,000	-	100,000	
				International conference	400,000	520,343	200,000	
				Management & cultural Fest	300,000	326,723	300,000	
				Vedio Conferencing system	600,000	-		600,000
				Conversion of seminar hall	1,200,000	-		
				Board room falase ceiling	100,000	-		
				Excess of income	1,567,000	14,146,324	26,732,500	
	32,047,000	29,881,314	50,356,000		32,047,000	29,881,314	46,406,000	3,950,000

Summary	
Estimated Income	50,356,000
Estimated Expenditure :	
Revenue	19,673,500
Capital	3,950,000
Net surplus	26,732,500

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RASHTREEYA SIKSHANA SAMITHI TRUST

BUDGET ESTIMATES FOR THE YEAR 2009-10

R.V.INSTITUTE OF MANAGEMENT, 4th T Block, Jayanagar, Bangalore.

Income	B.E.	Actual	B.E.	Expenditure	B.E.	Actual	B.E.2009-10	
	2008-09	2008-09	2009-10		2008-09	2008-09	Revenue	Capital
Application & Prospectus	100,000	270,650	100,000	Advertisement	200,000	87,149	500,000	
Tuition fee	19,992,800	20,118,000	30,874,000	Establishment	10,748,779	7,596,295	10,250,000	
Sale of Newspapers	3,000	2,122	3,000	Printing & Stationery	100,000	208,321	900,000	
Interest from Bank	100,000	211,286	200,000	Maintenance expenditure	1,400,000	1,061,394	6,550,000	
Internal conference			400,000	University Affiliation	1,020,000	683,752	825,000	
EDP/FDP/MDP			50,000	Guest Lectures	150,000	59,442	100,000	
Subscription of Journal			25,000	Industrial visits	25,000	-	200,000	
Workshops			25,000	Project Guidence Fee	300,000	316,610	350,000	
Outbound Training Progm			100,000	Furniture & Fixtures	200,000	180,493		100,000
Paper presentation/seminar			20,000	Teaching Aids	300,000	291,000	300,000	
Industrial Tour			100,000	Computer Lab/Digital waves	1,020,000	2,407,262	1,500,000	
Management & cultural Fest			150,000	Sports Equipments	25,000	52,526	75,000	
				Library	1,200,000	198,736		1,200,000
				Contigency	150,000	261,046	300,000	
				Papers & Periodicals	20,000	21,578	30,000	
				Audit fee	40,000	24,494	40,000	
				Post & Telephones	75,000	105,434	200,000	
				Conveyance charges	150,000	184,999	250,000	
				Functions/Momentos/gifts	100,000	248,658	300,000	
				Membership & Subscriptions	50,000	159,686	200,000	
				Office Equipments	125,000	23,600		50,000
				Personality Development Progm)	200,000	360,000	1,000,000	
				Outbound activities	600,000	202,216	600,000	
				Name Plates & Boards	25,000	70,684	150,000	
				E.T.Club	15,000	-	15,000	
				AICTE Renewals	50,000	50,000	100,000	
				News letters	50,000	64,720	150,000	
				Badges & ID Cards	42,000	-		
	20,195,800	20,602,058	32,047,000		18,380,779	14,920,095	24,885,000	1,350,000

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RASHTREEYA SIKSHANA SAMITHI TRUST

BUDGET ESTIMATES FOR THE YEAR 2009-10

R.V.INSTITUTE OF MANAGEMENT, 4th T Block, Jayanagar, Bangalore.

Income	B.E. 2008-09	Actual 2008-09	B.E. 2009-10	Expenditure	B.E. 2008-09	Actual 2008-09	B.E.2009-10 Revenue	Capital
Balalnce c/f	20,195,800	20,602,058	32,047,000	Balalnce c/f	18,380,779	14,920,095	24,885,000	1,350,000
				Research Center Exp	500,000	64,502	500,000	
				Uniforms Expenses	600,000	582,001	720,000	
				Paper presentation/seminar			25,000	
				Travelling expenses		129,904	200,000	
				EDP/FDP/MDP			100,000	
				Industrial Academic Interaction			100,000	
				International conference			400,000	
				Management & cultural Fest			300,000	
				Vedio Conferencing system				600,000
				Conversion of seminar hall				1,200,000
				Board room falase ceiling				100,000
				Excess of income	715,021	4,905,556	1,567,000	
	20,195,800	20,602,058	32,047,000		20,195,800	20,602,058	28,797,000	3,250,000

Summary	
Estimated Income	32,047,000
Estimated Expenditure :	
Revenue	27,230,000
Capital	3,250,000
Net surplus	1,567,000

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6. It is impressed upon the Heads of the Institutions and the staff that observance of strict

All India Council for Technical Education
(A Statutory body under Ministry of HRD, Govt. of India)

7th Floor, Chandralok Building, Janpath, New Delhi- 110 001
PHONE: 23724151/52/53/54/55/56/57 FAX: 011-23724183 www.aicte-India.org

F.No. South-West/1-1390953735/2013/EOA   Date: 19-Mar-2013

To,
The Principal Secretary (Hr. & Tech Education)
Govt. of Karnataka, K. G.S., 6th Floor,
M.S. Building, R. N. 645,Dr. B. R. Ambedkar Road,
Bangalore-560001

Sub: Extension of approval for the academic year 2013-14

Ref: Application of the Institution for Extension of approval for the academic year 2013-14

Sir/Madam,

In terms of the provisions under the All India Council for Technical Education (Grant of Approvals for Technical Institutions) Regulations 2012 notified by the Council vide notification number F-No.37-3/Legal/2012 dated 27/09/2012 and norms standards, procedures and conditions prescribed by the Council from time to time, I am directed to convey the approval to

Regional Office	South-West	Application Id	1-1390953735
		Permanent Id	1-8623695
Name of the Institute	R.V. INSTITUTE OF MANAGEMENT	Institute Address	CA-17, 36TH CROSS, 26TH MAIN 4TH T BLOCK, JAYANAGAR, BANGALORE -560 041, BANGALORE, BANGALORE URBAN, Karnataka, 560041
Name of the Society/Trust	RASHTREEYA SIKSHANA SAMITHI TRUST	Society/Trust Address	R.V. TEACHERS' COLLEGE PREMISES R.V. ROAD, II BLOCK, JAYANAGAR, BANGALORE,BANGALORE,BANGALORE URBAN,Karnataka,560011
Institute Type	Unaided - Private		

Opted for change from Women to Co-ed	No	Opted for change of name	No	Opted for change of site	No
Change from Women to Co-ed approved	Not Applicable	Change of name Approved	Not Applicable	Change of site Approved	Not Applicable

to conduct following courses with the intake indicated below for the academic year 2013-14

Application Number: 1-1390953735*   Page 1 of 3

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All India Council for Technical Education
(A Statutory body under Ministry of HRD, Govt. of India)

7th Floor, Chandralok Building, Janpath, New Delhi- 110 001
PHONE: 23724151/52/53/54/55/56/57 FAX: 011-23724183 www.aicte-India.org

Application Id: 1-1390953735

Program	Shift	Level	Course	Full/Part Time	Affiliating Body	Intake 2012-13	Intake Approved for 13-14	NRI	PIO	Foreign Collaboration
MANAGEMENT	1st Shift	POST GRADUATE	MASTERS IN BUSINESS ADMINISTRATION	FULL TIME	Bangalore University, Bangalore	180	180	No	No	No

- Validity of the course details may be verified at www.aicte-india.org>departments>approvals

The above mentioned approval is subject to the condition that R.V. INSTITUTE OF MANAGEMENT shall follow and adhere to the Regulations, guidelines and directions issued by AICTE from time to time and the undertaking / affidavit given by the institution along with the application submitted by the institution on portal.

In case of any differences in content in this Computer generated Extension of Approval Letter, the content/information as approved by the Executive Council / General Council as available on the record of AICTE shall be final and binding.

Strict compliance of Anti-Ragging Regulation:- Approval is subject to strict compliance of provisions made in AICTE Regulation notified vide F. No. 37-3/Legal/AICTE/2009 dated July 1, 2009 for Prevention and Prohibition of Ragging in Technical Institutions. In case Institution fails to take adequate steps to Prevent Ragging or fails to act in accordance with AICTE Regulation or fails to punish perpetrators or incidents of Ragging, it will be liable to take any action as defined under clause 9(4) of the said Regulation.

(Dr. Kuncheria P. Isaac)

Member Secretary, AICTE

Copy to:

1. **The Regional Officer,**
   All India Council for Technical Education
   Health Centre Building
   Bangalore University Campus
   Bangalore - 560 009, Karnataka

2. **The Director Of Technical Education,**
   Karnataka

3. **The Registrar,**
   Bangalore University, Bangalore

4. **The Principal / Director,**

Application Number: 1-1390953735*   Page 2 of 3

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All India Council for Technical Education
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PHONE: 23724151/52/53/54/55/56/57 FAX: 011-23724183 www.aicte-India.org

R.V. INSTITUTE OF MANAGEMENT
CA-17, 36TH CROSS, 26TH MAIN 4TH T BLOCK, JAYANAGAR,
BANGALORE -560 041,
BANGALORE,BANGALORE URBAN,
Karnataka,560041

5. **The Secretary / Chairman,**
    RASHTREEYA SIKSHANA SAMITHI TRUST
    R.V. TEACHERS' COLLEGE PREMISES
    R.V. ROAD, II BLOCK,
    JAYANAGAR,
    BANGALORE,
    BANGALORE,BANGALORE URBAN,
    Karnataka,560011

6. **Guard File(AICTE)**

Application Number: 1-1390953735*   Page 3 of 3

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ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ

ಸಂಖ್ಯೆ:ಎಸಿಎ–3/ಎ.3/ಎಂ.ಬಿ.ಎ/ಎಂ.ಸಿ.ಎ/ಸಂ.ನ/2012–2013

ಜ್ಞಾನಭಾರತಿ
ಬೆಂಗಳೂರು–56

ದಿನಾಂಕ: 14–02–2013.

ಅಧಿಸೂಚನೆ

ವಿಷಯ: 2012–13ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿಗೆ ಎಂ.ಬಿ.ಎ ಮತ್ತು ಎಂ.ಸಿ.ಎ
ಕೋರ್ಸುಗಳಿಗೆ ಸಂಯೋಜನೆ ನವೀಕರಿಸುವ ಬಗೆಗೆ.

ಉಲ್ಲೇಖ: ಸರ್ಕಾರದ ಅಧಿಸೂಚನೆ ಸಂಖ್ಯೆ: ಇಡಿ 175 ಟಿ.ಇ.ಸಿ. 2012
ದಿನಾಂಕ:25–09–2012/17–10–2012.

*   *   *

ಕರ್ನಾಟಕ ರಾಜ್ಯ ವಿಶ್ವವಿದ್ಯಾಲಯಗಳ ಅಧಿನಿಯಮ 2000ದ 59ನೇ ಪ್ರಕರಣದ 17ನೇ ಉಪಬಂಧದಲ್ಲಿ ಪ್ರದತ್ತವಾದ ಅಧಿಕಾರದನ್ವಯ ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯವು ಈ ಕೆಳಗೆ ನಮೂದಿಸಿರುವ ಕಾಲೇಜುಗಳಿಗೆ ಅಪುಗಳಲ್ಲಿ ಅಸ್ತಿತ್ವದಲ್ಲಿರುವ ಎಂ.ಬಿ.ಎ ಮತ್ತು ಎಂ.ಸಿ.ಎ ಕೋರ್ಸುಗಳಿಗೆ ಈ ಕೆಳಕಂಡ ಪರತ್ತಿಗೊಳಪಟ್ಟು 2012–13ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿಗೆ ಸಂಯೋಜನೆಯನ್ನು ನವೀಕರಿಸಿ ಮುಂದುವರಿಸಿದೆ.

ಕ್ರ.ಸ	ಕಾಲೇಜಿನ ಹೆಸರು ಮತ್ತು ವಿಳಾಸ	ಕೋರ್ಸು	ವಿದ್ಯಾರ್ಥಿ ಪ್ರಮಾಣ
1.	ಆಚಾರ್ಯ ಇನ್ಸ್ಟಿಟ್ಯೂಟ್ ಆಫ್ ಮ್ಯಾನೇಜ್ಮೆಂಟ್ ಅಂಡ್ ಸೈನ್ಸ್, 1ನೆ ಅಡ್ಡರಸ್ತೆ, 1ನೇ ಹಂತ, ಪೀಣ್ಯ, ಕೈಗಾರಿಕಾ ನಗರ, ಬೆಂಗಳೂರು –58	ಎಂ.ಬಿ.ಎ	120 (ನೂರ ಇಪ್ಪತ್ತು)
2.	ಆಚಾರ್ಯಾಸ್ ಬೆಂಗಳೂರು ಬಿ ಸ್ಕೂಲ್,ಲಿಂಗದೀರನಹಳ್ಳಿ, ಮಾಗಡಿ ಮುಖ್ಯರಸ್ತೆ, ಬೆಂಗಳೂರು–091	ಎಂ.ಬಿ.ಎ.	240(ಇನ್ನೂರ ನಲವತ್ತು)
3.	ಎವಿಕೆ ಇನ್ಸ್ಟಿಟ್ಯೂಟ್ ಆಫ್ ಮ್ಯಾನೇಜ್ಮೆಂಟ್, ಎಸ್.ವೈ ನಂ.69, ಪೈಪ್ ಲೈನ್ ರಸ್ತೆ, ಬಿಡಬ್ಲ್ಯೂ ಎಸ್.ಎಸ್. ಕಾಲೋನಿ, ಚಿಕ್ಕಗೊಲ್ಲರಹಟ್ಟಿ, ವಿಶ್ವನೀಡಂ ಅಂಚೆ, ಮಾಗಡಿ ಮುಖ್ಯರಸ್ತೆ, ಬೆಂಗಳೂರು –560 091	ಎಂ.ಬಿ.ಎ.	60 (ಅರವತ್ತು)
4.	ಬೆಂಗಳೂರು ಇನ್ಸ್ಟಿಟ್ಯೂಟ್ ಆಫ್ ಇಂಟರ್ನ್ಯಾಷನಲ್ ಮ್ಯಾನೇಜ್ಮೆಂಟ್, ನಂ.76/6, ಆರ್.ವಿ.ಸಿ.ಇ ಎದುರು, ಬೆಂಗಳೂರು –60	ಎಂ.ಬಿ.ಎ.	120(ನೂರ ಇಪ್ಪತ್ತು)
5.	ಬೆಂಗಳೂರು ಇನ್ಸ್ಟಿಟ್ಯೂಟ್ ಆಫ್ ಮ್ಯಾನೇಜ್ಮೆಂಟ್ ಸ್ಟಡೀಸ್, ನಂ.8/35, ಆರ್.ವಿ. ಇಂಜಿನಿಯರಿಂಗ್ ಕಾಲೇಜು ಎದುರು, ಮೈಸೂರು ರಸ್ತೆ, ಬೆಂಗಳೂರು–65.	ಎಂ.ಬಿ.ಎ.	180(ನೂರ ಎಂಭತ್ತು)
6.	ಪ್ರೆಸಿಡೆನ್ಸಿ ಕಾಲೇಜ್, 33/2, ಕೆಂಪಾಪುರ, ಹೆಬ್ಬಾಳ, ಯಲಹಂಕ ಹೋ., ಬೆಂಗಳೂರು–24	ಎಂ.ಬಿ.ಎ.	240(ಇನ್ನೂರ ನಲವತ್ತು)
		ಎಂ.ಸಿ.ಎ.	60 (ಅರವತ್ತು)
7.	ಆರ್.ಕೆ. ಇನ್ಸ್ಟಿಟ್ಯೂಟ್ ಆಫ್ ಮ್ಯಾನೇಜ್ಮೆಂಟ್ ಅಂಡ್ ಕಂಪ್ಯೂಟರ್ ಸೈನ್ಸ್, 10, ಅಂಬಲಿಪುರ , ವರ್ತೂರ್ ಹೋಬಳಿ, ಬೆಂಗಳೂರು–37.	ಎಂ.ಬಿ.ಎ.	180 (ನೂರ ಎಂಭತ್ತು)
8.	ಆರ್.ಎಸ್. ಕಾಲೇಜ್ ಆಫ್ ಸೈನ್ಸ್ ಅಂಡ್ ಮ್ಯಾನೇಜ್ಮೆಂಟ್, ನಂ.43(ಪಿ1), ದೊಡ್ಡಬಾಳ, ಬೆಂಗಳೂರು ಉತ್ತರ ತಾಲ್ಲೂಕು	ಎಂ.ಬಿ.ಎ.	60 (ಅರವತ್ತು)
		ಎಂ.ಸಿ.ಎ.	40 (ನಲವತ್ತು)

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ಕ್ರ.ಸ	ಕಾಲೇಜಿನ ಹೆಸರು ಮತ್ತು ವಿಳಾಸ	ಕೋರ್ಸು	ವಿದ್ಯಾರ್ಥಿ ಪ್ರಮಾಣ
9.	ಆರ್.ಆರ್. ಇನ್ಸ್ಟಿಟ್ಯೂಟ್ ಆಫ್ ಅಡ್ವಾನ್ಸ್ಡ್ ಸ್ಟಡೀಸ್, ಚಿಕ್ಕಬಾಣಾವಾರ, ಹೆಸರುಘಟ್ಟ ರಸ್ತೆ, ಬೆಂಗಳೂರು –560 090.	ಎಂ.ಬಿ.ಎ.	60 (ಅರವತ್ತು)
10.	ಆರ್.ವಿ. ಇನ್ಸ್ಟಿಟ್ಯೂಟ್ ಆಫ್ ಮ್ಯಾನೇಜ್ಮೆಂಟ್, ನಂ.17, 26ನೇ ಮುಖ್ಯರಸ್ತೆ, 36ನೇ ಅಡ್ಡರಸ್ತೆ, 4ನೇ ಟಿ ಬ್ಲಾಕ್, ಜಯನಗರ, ಬೆಂಗಳೂರು –41.	ಎಂ.ಬಿ.ಎ.	180(ನೂರ ಎಂಭತ್ತು)
11.	ವಿ.ವಿ.ಎನ್. ಇನ್ಸ್ಟಿಟ್ಯೂಟ್ ಆಫ್ ಮ್ಯಾನೇಜ್ಮೆಂಟ್, ನಂ.3, ವಾಣಿವಿಲಾಸ್ ರಸ್ತೆ, ವಿ.ವಿ. ಪುರಂ, ಬೆಂಗಳೂರು–04.	ಎಂ.ಬಿ.ಎ.	120(ನೂರ ಇಪ್ಪತ್ತು)
12.	ವಿವೇಕಾನಂದ ಪದವಿ ಕಲೆ, ವಿಜ್ಞಾನ ಮತ್ತು ವಾಣಿಜ್ಯ ಕಾಲೇಜು, ರಾಜಾಜಿನಗರ 2ನೇ ಹಂತ, ಬೆಂಗಳೂರು –55.	ಎಂ.ಬಿ.ಎ.	120 (ನೂರ ಇಪ್ಪತ್ತು)
13.	ಸಂಬ್ರಮ್ ಅಕಾಡೆಮಿ ಆಫ್ ಮ್ಯಾನೇಜ್ಮೆಂಟ್ ಸ್ಟಡೀಸ್, ಅಂಬಾಭವಾನಿ ಟೆಂಪಲ್ ರಸ್ತೆ, ಜ್ಯೋತಿನಗರ, ವಿದ್ಯಾರಣ್ಯಪುರ, ಬೆಂಗಳೂರು–97.	ಎಂ.ಬಿ.ಎ. ಎಂ.ಸಿ.ಎ.	120 (ನೂರ ಇಪ್ಪತ್ತು) 60 (ಅರವತ್ತು)
14.	ಶೇಷಾದ್ರಿಪುರಂ ಪ್ರಥಮ ದರ್ಜೆ ಕಾಲೇಜು, 26, ಯಲಹಂಕ, ಬೆಂಗಳೂರು–64	ಎಂ.ಬಿ.ಎ.	120 (ನೂರ ಇಪ್ಪತ್ತು)
15.	ಶುಶ್ರುತಿ ಇನ್ಸ್ಟಿಟ್ಯೂಟ್ ಆಫ್ ಮ್ಯಾನೇಜ್ಮೆಂಟ್ ಸ್ಟಡೀಸ್, ನಂ.68, ಶುಶ್ರುತಿ ನಗರ, ಅಂದ್ರಹಳ್ಳಿ ಮುಖ್ಯರಸ್ತೆ, ಪೀಣ್ಯ 2ನೇ ಹಂತ, ಬೆಂಗಳೂರು –91.	ಎಂ.ಬಿ.ಎ.	60 (ಅರವತ್ತು)
16.	ಪದ್ಮಶ್ರೀ ಇನ್ಸ್ಟಿಟ್ಯೂಟ್ ಆಫ್ ಮ್ಯಾನೇಜ್ಮೆಂಟ್ ಅಂಡ್ ಸೈನ್ಸಸ್, ಕೊಮ್ಮಘಟ್ಟ ಗ್ರಾಮ, ಕೆಂಗೇರಿ ಹೋಬಳಿ, ಬೆಂಗಳೂರು–560 060.	ಎಂ.ಬಿ.ಎ	120 (ನೂರ ಇಪ್ಪತ್ತು)
17.	ಸೈಂಟ್ ಜಾರ್ಜ್ ಕಾಲೇಜ್ ಆಫ್ ಮ್ಯಾನೇಜ್ಮೆಂಟ್ ಅಂಡ್ ಸೈನ್ಸಸ್, ಓಎಂಬಿಆರ್ ಬಡಾವಣೆ, 3ನೇ ಮುಖ್ಯರಸ್ತೆ, 4ನೇ ಕ್ರಾಸ್, ಬಾಣಸವಾಡಿ, ಬೆಂಗಳೂರು–43.	ಎಂ.ಬಿ.ಎ	120 (ನೂರ ಇಪ್ಪತ್ತು)
18.	ಎಂ.ಎಸ್. ರಾಮಯ್ಯ ಕಲೆ, ವಿಜ್ಞಾನ ಮತ್ತು ವಾಣಿಜ್ಯ ಕಾಲೇಜ್, ಎಂ.ಎಸ್.ಆರ್.ಐ.ಟಿ. ಅಂಚೆ, ಎಂ.ಎಸ್.ಆರ್ ನಗರ, ಬೆಂಗಳೂರು–54.	ಎಂ.ಬಿ.ಎ.	60 (ಅರವತ್ತು)

ಮುಂದುವರೆದು, ಎಂ.ಬಿ.ಎ. ಮತ್ತು ಎಂ.ಸಿ.ಎ. ಕೋರ್ಸುಗಳ ಬಗ್ಗೆ ಹೊರಡಿಸಲಾದ ಸಮ ಸಂಖ್ಯೆ: ಅಧಿಸೂಚನೆ ದಿ: 29–01–2013 ಮತ್ತು 06–02–2013ರ ಉಲ್ಲೇಖಿಸಲಾದ ಸರ್ಕಾರದ ಅಧಿಸೂಚನೆ ಸಂಖ್ಯೆಯನ್ನು 'ಇಡಿ 176' ರ ಬದಲಾಗಿ 'ಇಡಿ 175' ಎಂದು ಓದಿಕೊಳ್ಳತಕ್ಕದ್ದು.
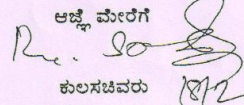
ಷರತ್ತುಗಳು:

1. ಪ್ರತಿ ಶೈಕ್ಷಣಿಕ ವರ್ಷದ ಎ.ಐ.ಸಿ.ಟಿ.ಇ ಯ ವಿಸ್ತರಣಾ ಅನುಮೋದನೆಯನ್ನು ಕಡ್ಡಾಯವಾಗಿ ಪಡೆದುಕೊಳ್ಳತಕ್ಕದ್ದು.

2. ಎ.ಐ.ಸಿ.ಟಿ.ಇ, ನವದೆಹಲಿ, ಕರ್ನಾಟಕ ಸರ್ಕಾರ, ಹಾಗೂ ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯದ ವಿಧಿಸಿರುವ /ವಿಧಿಸುವ ಷರತ್ತು ನಿಬಂಧನೆಗಳನ್ನು ಕಟ್ಟುನಿಟ್ಟಾಗಿ ಪಾಲಿಸತಕ್ಕದ್ದು.

3. ನಿಗಧಿತ ವಿದ್ಯಾರ್ಥಿ ಪ್ರವೇಶ ಪ್ರಮಾಣವನ್ನು ಮೀರಿದುದಲ್ಲಿ ಹೆಚ್ಚುವರಿ ಪ್ರವೇಶ ಪ್ರಮಾಣಕ್ಕೆ ವಿಶ್ವವಿದ್ಯಾಲಯವು ಅಂಗೀಕಾರ ನೀಡುವುದಿಲ್ಲ.

4. ಯಾವುದೇ ಕೋರ್ಸಿಗೆ ವಿಶ್ವವಿದ್ಯಾಲಯದ ಪೂರ್ವಾನುಮತಿ ಇಲ್ಲದೆ ಶಾಖೆಗಳನ್ನು ಹೆಚ್ಚಿಸಬಾರದು.

5. ಕೋರ್ಸಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಪ್ರವೇಶವನ್ನು ಕರ್ನಾಟಕ ಎಂ.ಬಿ.ಎ. ಮತ್ತು ಎಂ.ಸಿ.ಎ. ಕೋರ್ಸುಗಳ ಅಭ್ಯರ್ಥಿಗಳ ಆಯ್ಕೆ ನಿಯಮಗಳನ್ವಯ ಮಾತ್ರ ಪಡೆಯತಕ್ಕದ್ದು.

ಎಂ.ಬಿ.ಎ/ಎಂ.ಸಿ.ಎ/ಸಂ.ಸ/2012–13

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6. ಕಾಲೇಜು/ಆಡಳಿತ ಮಂಡಳಿ ಶೇ.50ರಷ್ಟು ವಿಶ್ವವಿದ್ಯಾಲಯ ಕೋಟಾವನ್ನು (ಎಲ್ಲಿ ಅನ್ವಯವಾಗುತ್ತದೆಯೋ ಅಲ್ಲಿ) ವಿಶ್ವವಿದ್ಯಾಲಯದ ನಿಯಮಾವಳಿಯ ಪ್ರಕಾರ ನಿಗದಿಪಡಿಸತಕ್ಕದ್ದು; ಮತ್ತು ಕಾಲಕಾಲಕ್ಕೆ ವಿಶ್ವವಿದ್ಯಾಲಯವು ನಿಗದಿಪಡಿಸುವ ಶುಲ್ಕವನ್ನು ಮಾತ್ರ ವಸೂಲುಮಾಡತಕ್ಕದ್ದು. ವಿಶ್ವವಿದ್ಯಾಲಯವು ನಿಗದಿಪಡಿಸಿದ ಶುಲ್ಕ/ಮೊತ್ತಕ್ಕಿಂತ ಬೇರೆ ಹೆಚ್ಚಿನ ಮೊತ್ತವನ್ನು ವಸೂಲು ಮಾಡತಕ್ಕದ್ದಲ್ಲ.

7. ವಿಶ್ವವಿದ್ಯಾಲಯವು, ಕಾಲೇಜಿನ ವಿದ್ಯಾರ್ಥಿಗಳು, ಬೋಧಕರು ಹಾಗೂ ಬೋಧಕೇತರ ನೌಕರರ ಬಗ್ಗೆ ಕಾಲಕಾಲಕ್ಕೆ ಹೊರಡಿಸುವ ನಿಯಮಾವಳಿ/ಪರಿನಿಯಮಾವಳಿ ಮತ್ತು ಆದೇಶಗಳನ್ನು ಕಾಲೇಜು ಪಾಲಿಸತಕ್ಕದ್ದು. ಕಾಲೇಜು, ವಿಶ್ವವಿದ್ಯಾಲಯದ ಸಂಯೋಜನಾ ಅಧಿಸೂಚನೆಗನುಗುಣವಾಗಿ ಕೋರ್ಸುಗಳಿಗೆ ನಿಗದಿಪಡಿಸಿರುವ ವಿದ್ಯಾರ್ಥಿ ಪ್ರಮಾಣವನ್ನು ಮೀರದಂತೆ ಹಾಗೂ ವಿಶ್ವವಿದ್ಯಾಲಯವು ಕೋರ್ಸುಗಳಿಗೆ ನಿಗದಿಪಡಿಸಿರುವ ಅರ್ಹತಾ ನಿಯಮಾವಳಿಗಳನ್ನು ಉಲ್ಲಂಘಿಸದಂತೆ ಕೋರ್ಸುಗಳಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಪ್ರವೇಶವನ್ನು ಮಾಡಿಸಿಕೊಳ್ಳತಕ್ಕದ್ದು. ಕೋರ್ಸುಗಳಿಗೆ ನಿಗದಿಪಡಿಸಿರುವ ವಿದ್ಯಾರ್ಥಿ ಪ್ರಮಾಣವನ್ನು ಮೀರಿ ವಿದ್ಯಾರ್ಥಿಗಳ ಪ್ರವೇಶವನ್ನು ಮಾಡಿಸಿಕೊಂಡಲ್ಲಿ ಸಂಯೋಜನೆಯನ್ನು ರದ್ದುಪಡಿಸಲಾಗುವುದು.

8. ವೈಶಾಖ v/s ರಾಜಸ್ಥಾನದ ರಾಜ್ಯ ಸರ್ಕಾರದ ಮೊಕದ್ದಮೆಗೆ ಸಂಬಂಧಿಸಿದಂತೆ, ದಿನಾಂಕ:13-8-1997ರ ಸರ್ವೋಚ್ಚ ನ್ಯಾಯಾಲಯದ ತೀರ್ಪಿನಂತೆ, ಕಾಲೇಜು ಅಥವಾ ಕಛೇರಿ, ಕೆಲಸ ನಿರ್ವಹಿಸುವ ಸ್ಥಳಗಳಲ್ಲಿ, ಯಾವುದೇ ವ್ಯಕ್ತಿ/ವಿದ್ಯಾರ್ಥಿ, ಗಲಭೆಯನ್ನು ಉಂಟುಮಾಡುವುದಾಗಲೀ ಅಥವಾ ಯಾವುದೇ ವ್ಯಕ್ತಿಯಿಂದ(ಬೋಧಕ/ ಬೋಧಕೇತರ/ ಆಡಳಿತಮಂಡಳಿ) ಅಥವಾ ವಿದ್ಯಾರ್ಥಿಯಿಂದ ಮಹಿಳೆಯರಿಗೆ/ವಿದ್ಯಾರ್ಥಿನಿಯರಿಗೆ ಯಾವುದೇ ರೀತಿಯ ಕಿರುಕಳ, ಲೈಂಗಿಕ ಕಿರುಕಳ ನೀಡುವುದು ಶಿಕ್ಷಾರ್ಹ ಅಪರಾಧವಾಗಿದೆ. ಯಾವುದೇ ವ್ಯಕ್ತಿ/ವಿದ್ಯಾರ್ಥಿ ಈ ರೀತಿಯಾದ ಚಟುವಟಿಕೆಗಳಲ್ಲಿ ಭಾಗಿಯಾಗಿದ್ದಲ್ಲಿ ಅಂತಹವರನ್ನು ಕೆಲಸದಿಂದ/ ವಿದ್ಯಾರ್ಥಿದೆಸೆಯಿಂದ ವಿಮುಕ್ತಿಗೊಳಿಸಬಹುದಾಗಿದೆ. ಕಾಲೇಜು ಈ ರೀತಿಯ ಅಪರಾಧಗಳನ್ನು/ಚಟುವಟಿಕೆಗಳನ್ನು ಮಟ್ಟಹಾಕಲು ಸರ್ವೋಚ್ಚ ನ್ಯಾಯಲಯದ ಆದೇಶದಂತೆ ದೂರು ಸಮಿತಿಯನ್ನು ಸ್ಥಾಪನೆ ಮಾಡತಕ್ಕದ್ದು, ಇಂತಹ ಚಟುವಟಿಕೆಗಳನ್ನು ನಿಯಂತ್ರಿಸಲು ಕ್ರಮ ಜರುಗಿಸತಕ್ಕದ್ದು.

9. ಕಾಲೇಜು, ಕೋರ್ಸುಗಳ ಶಿಕ್ಷಣ ಕ್ರಮವನ್ನು, ವಿದ್ಯಾರ್ಥಿಗಳ ಶೈಕ್ಷಣಿಕವಾಗಿ ಅಭಿವೃದ್ಧಿಗೊಳಿಸುವ ಮಟ್ಟಕ್ಕೆ ಉತ್ತಮಪಡಿಸತಕ್ಕದ್ದು. ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು, ಸೇವೆಯಲ್ಲಿರುವ ಬೋಧಕರುಗಳನ್ನು ಪ್ರಾಂಶುಪಾಲರು/ಆಡಳಿತ ಮಂಡಳಿಯವರು ಸಹಾನುಭೂತಿಯಿಂದ ನೋಡಿಕೊಳ್ಳತಕ್ಕದ್ದು.

10. ಕಾಲೇಜು ವಿನಾಕಾರಣ ವಿದ್ಯಾರ್ಥಿಗಳ ಅಂಕಪಟ್ಟಿ ಹಾಗೂ ಇತರೇ ದಾಖಲೆಗಳನ್ನು ಆರು ತಿಂಗಳ ಅವಧಿ ಮೀರದಂತೆ ತಮ್ಮಲ್ಲಿಯೇ ಇಟ್ಟುಕೊಳ್ಳತಕ್ಕದ್ದಲ್ಲ, ಪ್ರವೇಶ ಅನುಮೋದನೆಗಾಗಿ ಸಲ್ಲಿಸಿರುವ ಅಂಕಪಟ್ಟಿ ಹಾಗೂ ಇತರೇ ದಾಖಲೆಗಳನ್ನು, ಪ್ರವೇಶ ಅನುಮೋದನೆಯಾದ ನಂತರ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ತ್ವರಿತವಾಗಿ ಅವರಿಗೆ ವಿತರಣೆಯನ್ನು ಮಾಡಿ ವಿಶ್ವವಿದ್ಯಾಲಯಕ್ಕೆ ತಿಳಿಸತಕ್ಕದ್ದು.

11. ವಿದ್ಯಾರ್ಥಿಗಳು, ವರ್ಗಾವಣೆ ಪತ್ರವನ್ನು ನೀಡುವ ಬಗ್ಗೆ ಮನವಿ ಸಲ್ಲಿಸಿದಲ್ಲಿ, ಕಾಲೇಜು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಯಾವುದೇ ತೊಂದರೆ ನೀಡದೆ, ವರ್ಗಾವಣೆ ಪತ್ರವನ್ನು ನೀಡತಕ್ಕದ್ದು. ಈ ಬಗ್ಗೆ ಆ ವರ್ಷದ/ಸೆಮಿಸ್ಟರ್‌ನ ಪೂರ್ಣವಾಗದ ಅವಧಿಯ ಬೋಧನಾ ಶುಲ್ಕವನ್ನು ಹೊರತುಪಡಿಸಿ, ಯಾವುದೇ ಹೆಚ್ಚುವರಿ ಶುಲ್ಕವನ್ನು ವಸೂಲಿ ಮಾಡಲು ನಿಯಮಾವಳಿ ಪ್ರಕಾರ ಅನುಮತಿ ಇರುವುದಿಲ್ಲ.

12. ಯಾವುದೇ ರೀತಿಯಾದ ಕ್ಯಾಪಿಟೇಶನ್ ಶುಲ್ಕವನ್ನು ಕಾಲೇಜು ವಸೂಲಿ ಮಾಡತಕ್ಕದ್ದಲ್ಲ.

13. ಪ್ರವೇಶಾತಿಯಲ್ಲಿ ರೋಸ್ಟರ್ ಪದ್ಧತಿಯನ್ನು ಕಟ್ಟುನಿಟ್ಟಾಗಿ ಪಾಲಿಸತಕ್ಕದ್ದು.

14. 2013–14ನೇ ಸಾಲಿಗೆ ಸದರಿ ಕೋರ್ಸಿನ ಸಂಯೋಜನಾ ನವೀಕರಣಕ್ಕಾಗಿ ಅರ್ಜಿಯನ್ನು ತಪ್ಪದೇ ಸಲ್ಲಿಸತಕ್ಕದ್ದು.

ಆಜ್ಞೆ ಮೇಲೆಗೆ

ಕುಲಸಚಿವರು

ಗೆ,

ಸಂಬಂಧಪಟ್ಟ ಕಾಲೇಜುಗಳ ಪ್ರಾಂಶುಪಾಲರುಗಳಿಗೆ,

ಪ್ರತಿ
1. ಕಾರ್ಯದರ್ಶಿಯವರು, ಶಿಕ್ಷಣ ಇಲಾಖೆ , ಕರ್ನಾಟಕ ಸರ್ಕಾರ, ಬಹುಮಹಡಿ ಕಟ್ಟಡ, ಬೆಂಗಳೂರು–1
2. ನಿರ್ದೇಶಕರು, ಕಾಲೇಜು ಶಿಕ್ಷಣ ನಿರ್ದೇಶನಾಲಯ, ಬೆಂಗಳೂರು–1.
3. ಕುಲಸಚಿವರು (ಮೌಲ್ಯಮಾಪನ), ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಂಗಳೂರು–1.
4. ಕೋ–ಆರ್ಡಿನೇಟರ್, ಕರ್ನಾಟಕ ಪರೀಕ್ಷಾ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು.
5.ಸಹಾಯಕ ಕುಲಸಚಿವರು : ಅಧೀಕ್ಷಕರು ಶೈಕ್ಷಣಿಕ ವಿಭಾಗ–4, ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಂಗಳೂರು–56.

ಎಂ.ಬಿ.ಎ/ಎಂ.ಸಿ.ಎ/ಸಂ.ನ/2012–13   – 3 –   182

GOVERNMENT OF KARNATAKA

No.ED 175 TEC 2012

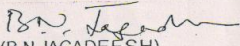Karnataka Government Secretariat
M.S.Buildings, Bengalooru
Dated: 25.9.2012.

NOTIFICATION

The All India Council for Technical Education has accorded approval to MBA and MCA courses conducted in various affiliated engineering colleges/institutions/Universities for the academic year 2012-13. Various Universities in Karnataka which conduct MBA/MCA courses in their Universities/Regional/Extension centres have also requested to include the MBA/MCA courses in the seat matrix.

In exercise of the powers conferred under Rule 9 of the Karnataka Selection of Candidates for admission to Master of Business Administration and Master of Computer Application Courses Rules, 2005, Government of Karnataka hereby publishes seat matrix for MBA/MCA courses conducted in various affiliated engineering colleges/institutions/Universities for the academic year 2012-13 as shown in Annexure A, B, C, D, E and F.

The government quota seats would be filled by Karnataka Examinations Authority (KEA) for the year 2012-13 in accordance with the Karnataka Selection of Candidates for admission to Master of Business Administration and Master of Computer Application Courses Rules, 2005 (as amended). The seats surrendered by the Institutions would be taken for allotment by KEA as general merit seats.

By Order and in the name of the
Governor of Karnataka

(B.N.JAGADEESH)
Under Secretary to Government
Education Department
(Technical Education)

To
The Compiler, Karnataka Gazette, for publication in the extra-ordinary gazette 26.9.2012 and supply 200 copies

1. The Chairman, All India Council for Technical Education, 7th Floor, Chanderlok Building, Janpath, New Delhi-110 001
2. The Registrar, Visveswaraya Technological University, "Jnana Sangama", Belgaum
3. The Registrar, Bengalooru University, Bengalooru
4. The Registrar, Mangalore University, Mangalore.
5. The Registrar, Kuvempu University, Shimoga.
6. The Registrar, Mysore University, Manasa Gangothri, Mysore.
7. The Registrar, Karnataka University, Dharwad.
8. The Registrar, Tumkur University, Tumkur.
9. The Registrar, Women's University, Bijapur.
10. The Registrar, Davanagere University, Davanagere

PRESIDENCY COLLEGE , NO.33/2C, 33/2D, KEMPAPURA, HEBBAL,BANGALORE (UNAIDED)

MBA	MASTERS IN BUSINESS ADMINISTRATION	240	120	120
		240	120	120

PROUDHADEVARAYA INSTITUTE OF TECHNOLOGY , SHAH BHAVARLAL BABULAL NAHAR CAMPUS,HOSPET (UNAIDED)

MBA	MASTERS IN BUSINESS ADMINISTRATION	60	30	30
		60	30	30

R K INSTITUTE OF MANAGEMENT & COMPUTER SCIENCE , #13, SY NO. 19,SARJAPUR ROAD,BANGALORE (UNAIDED)

MBA	MASTERS IN BUSINESS ADMINISTRATION	180	90	90
		180	90	90

R S COLLEGE OF MANAGEMENT & SCIENCE , #43(P-1), DODDAJALA, BANGALORE NORTH, BANGALORE - 562157 (UNAIDED)

MBA(IM)	MASTERS IN BUSINESS ADMINISTRATION (INFORMATION MANAGEMENT)	60	30	30
		60	30	30

R.R. INSTITUTE OF ADVANCED STUDIES , # 67, RAJAREDDY LAYOUT, NEAR CHIKKABANAVARA RAILWAY STATION, HESARAGHATTA MAIN ROAD, BANGALORE-

MBA	MASTERS IN BUSINESS ADMINISTRATION	60	30	30
		60	30	30

R.T.E.SOCIETY'S, RURAL ENGINEERING COLLEGE, R.T.E.SOCIETY'S, RURAL ENGINEERING COLLEGE, HULKOTI (UNAIDED)

MBAM	MASTERS IN ADMINISTRATIVE MANAGEMENT	60		30
		60		30

R.V. INSTITUTE OF MANAGEMENT , CA-17, 36TH CROSS, 26TH MAIN 4TH T BLOCK, JAYANAGAR,BANGALORE (UNAIDED)

MBA	MASTERS IN BUSINESS ADMINISTRATION	180	90	90
		180	90	90

NAAC for Quality and Excellence in Higher Education