



Rashtreeya Sikshana Samithi Trust

R V INSTITUTE OF MANAGEMENT

**CA 17, 36th Cross, 26th Main, 4th T Block, Jayanagar,
Bangalore – 560041**

Accredited by NAAC with “A” Grade

Internal Quality Assurance Cell (IQAC)

Annual Quality Assurance Report (AQAR)

For the year 2015-2016

The Annual Quality Assurance Report (AQAR) of the IQAC

Part – A

AQAR for the year (*for example 2013-14*)

2015 – 2016

(21 February 2015 to 20 February 2016)

I. Details of the Institution

1.1 Name of the Institution

R V Institute of Management

1.2 Address Line 1

CA – 17, 36th Cross, 26th Main

Address Line 2

4th 'T' Block, Jayanagar

City/Town

Bangalore

State

Karnataka

Pin Code

560 041

Institution e-mail address

contact@rvim.edu.in

Contact Nos.

080-26547048, 080-42540300

Name of the Head of the Institution:

Dr. T V Raju

Tel. No. with STD Code:

080-42540316

Mobile:

09880114446

Name of the IQAC Co-ordinator:

Mr. Gowrisha

Mobile:

09900246239

IQAC e-mail address:

iqac.rvim@gmail.com

1.3 NAAC Track ID (For ex. MHCOGN 18879)

KACOGN15778

OR

1.4 NAAC Executive Committee No. & Date:

EC/66/A&A/075 dated 21-02-2014

(For Example EC/32/A&A/143 dated 3-5-2004.
This EC no. is available in the right corner- bottom
of your institution's Accreditation Certificate)

1.5 Website address:

www.rvim.edu.in

Web-link of the AQAR:

<http://rvim.edu.in/iqac/>For ex. <http://www.ladykeanecollege.edu.in/AQAR2012-13.doc>

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 st Cycle	A	3.01	2014	20/02/2019
2	2 nd Cycle	NA	NA	NA	NA
3	3 rd Cycle	NA	NA	NA	NA
4	4 th Cycle	NA	NA	NA	NA

1.7 Date of Establishment of IQAC:

01/06/ 2011

Note: IQAC is restructured with effect from 01/04/2014 as per NAAC requirements.

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

- i. AQAR **2014-2015 submitted to NAAC on 19/02/2015** (DD/MM/YYYY)
 ii. AQAR _____ NA _____ (DD/MM/YYYY)
 iii. AQAR _____ NA _____ (DD/MM/YYYY)
 iv. AQAR _____ NA _____ (DD/MM/YYYY)

1.9 Institutional Status

University State Central Deemed Private

Affiliated College Yes No

Constituent College Yes No

Autonomous college of UGC Yes No

Regulatory Agency approved Institution Yes No

(eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution **Co-education** Men Women

Urban Rural Tribal

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

Grant-in-aid + Self Financing **Totally Self-financing**

1.10 Type of Faculty/Programme

Arts Science Commerce Law PEI (Phys Edu)

TEI (Edu) Engineering Health Science **Management**

Others (Specify)

1.11 Name of the Affiliating University (*for the Colleges*)

Bangalore University

1.12 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University	----		
University with Potential for Excellence	----	UGC-CPE	----
DST Star Scheme	----	UGC-CE	----
UGC-Special Assistance Programme	----	DST-FIST	----
UGC-Innovative PG programmes	----	Any other (<i>Specify</i>)	----
UGC-COP Programmes	----		

2. IQAC Composition and Activities

2.1 No. of Teachers	06
2.2 No. of Administrative/Technical staff	01
2.3 No. of students	01
2.4 No. of Management representatives	01
2.5 No. of Alumni	01
2.6 No. of any other stakeholder and community representatives	03
2.7 No. of Employers/ Industrialists	01
2.8 No. of other External Experts	01
2.9 Total No. of members	15
2.10 No. of IQAC meetings held	04

2.11 No. of meetings with various stakeholders: Faculty Non-Teaching Staff
 Students Alumni Others

2.12 Has IQAC received any funding from UGC during the year? Yes No
 If yes, mention the amount

2.13 Seminars and Conferences (only quality related)

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

Total Nos. International National State Institution Level

(ii) Themes

- Workshop on “Quality Initiatives in Higher Education in Management” for faculty members and coordinators of IQAC
- Workshop on “Quality Initiatives for Academic Excellence” for faculty members
- Workshop on “Effective Office Administration” for administrative staff

2.14 Significant Activities and contributions made by IQAC

- IQAC organised workshops for faculty members to bring academic excellence.
- IQAC organised workshops for administrative and ministerial staff members.
- The suggestion of IQAC was well received by the research committee with respect to research and publication. Faculty members have taken up major research projects.
- The mentorship committee introduced a new scheme to improve the effectiveness of Mentorship based on the suggestions given by IQAC.
- The English language course was introduced to the students based on the need assessment.

- Measures were taken to bring quality in the projects by students through Projects Committee.
- Tally ERP course was offered to the III semester students through Systems Department.
- Seminars, workshops and trainings were organised for students on regular basis.
- Faculty Development Programmes were organised regularly for the faculty members of our institute and also invited participants from outside.

2.15 Plan of Action by IQAC/Outcome

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

Plan of Action	Achievements
Faculty Development Programmes and Workshops	<ul style="list-style-type: none"> • Organised Twelve FDPs and Four Workshops for faculty members.
Workshops and Seminars for students	<ul style="list-style-type: none"> • Organised Twelve Workshops and Six Seminars for students.
Value Addition Programmes	<ul style="list-style-type: none"> • II year students were provided with Tally ERP course. • II year students were provided with Psychometric course. • I semester students were provided with Certificate course. • II semester students were provided with proficiency course. • SAP course was also provided for II year students (during III and IV semester).
Conferences	Two National Conferences and one state level student conference were organised.
Entrepreneurship Development Programmes	Regular Entrepreneurship Development activities have been conducted for students.
Industry – Academia Interaction Programmes	Regular Industry – Academia Interaction Programmes have been conducted for students by inviting speakers from industry.
Management Development Programme	One MDP was organised during the period.
Research and Publications	<ul style="list-style-type: none"> • Faculty members have undertaken minor and major research projects. • All most all the faculty members have presented their research papers in various conferences and published research papers in Journals.

	<ul style="list-style-type: none"> • Three faculty members have published Books relating to different subjects.
Continuous Student Evaluation	The Committee has carried out continuous student evaluation with many criteria in addition to tests, assignments, presentations and mini-projects.
Management and Cultural Activities	Two Management Fests, one cultural fest and one drama fest were organised during the year.
Industry Interaction and Placement Training	<ul style="list-style-type: none"> • Every Saturday Placement Training for Second Year Students has been conducted by involving corporate trainers. • Every Saturday Communication & Personality Development Training for First Year Students has been provided through experts.
Consultancy	<ul style="list-style-type: none"> • All the faculty members have been encouraged to take consultancy work. Two faculty members have got breakthrough in this effort.

* Academic Calendar of the year is given in the Annexure II

2.15 Whether the AQAR was placed in statutory body Yes No

 Management Syndicate Any other body

Provide the details of the action taken

The Management approved the AQAR and suggested to organise more MDPs and corporate training programmes.

Part – B
Criterion – I
Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	01	-	01	-
PG	01	-	01	-
UG	-	-	-	-
PG Diploma	-	-	-	-
Advanced Diploma	-	-	-	-
Diploma	-	-	-	-
Certificate*	02	02	04	-
Others – Proficiency	-	01	01	-
Total	04	03	07	-
Interdisciplinary	-	-	-	-
Innovative	-	-	-	-

*Note: Certificate courses and Proficiency course are offered and certified by the Institute.

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

(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	01
Trimester	-
Annual	-

1.3 Feedback from stakeholders* Alumni Parents Employers Students
(On all aspects)

Mode of feedback : Online **Manual** Co-operating schools (for PEI)

*Summary of the feedback is given in the Annexure III

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

No (Revised in 2014-15 and implemented in 2015-16 for II year MBA)

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

Nil

Criterion – II**Teaching, Learning and Evaluation**

2.1 Total No. of permanent faculty	Total	Asst. Professors	Sr. Asst. Professors	Associate Professors	Professors	Others
	24	17	03	01	03	-

2.2 No. of permanent faculty with Ph.D.

06

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
02	-	01	-	01	-	-	-	04	-

2.4 No. of Guest* and Visiting** faculty and Temporary faculty

07*

04**

-

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	02	13	02
Presented papers	03	33	-
Resource Persons	02	-	-

Note: Number of papers presented by all the faculty members put together is given in the above table.

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

The institute adopts various different approaches for teaching-learning, which have led the way for advanced practices. The institute faculties engage into various teaching learning methods apart from regular lecture method like role plays, classroom discussions, PowerPoint presentations, Guest lecture series, Cue cards, Case study approach, sharing research findings with the class etc. The students are also required to attend seminars and workshops and placement training organized regularly by the institute.

The students undertake Compulsory Assignments for every subject, Article/Book review, and Minor projects. The institute promote experiential learning by organising and engaging students in guest lecturer where Industry experts share real time experiences and challenges with the students. Along with this the institute provides the students with a platform to enhance their skills and

knowledge by conducting State Level Paper Presentation, Panel Discussions on Public Policy, Boot Camp on Entrepreneurship Development etc.

The students were introduced to adopt Massive Open Online Course (MOOC) for honing their fundamental skills required to apply Projects and Operations Management in real life. Accordingly few students sought recent advances in this learning process and exhibited interest to pursue lifelong learning approach by using MOOC. The platform that supported this learning is EDX.

Extensive use of Webinars was practiced by the teacher to keep updated with recent developments.

Use of multi-colour paper for reporting class assignments supported the use of Japanese 5S in documentation process of Internal Assessments in Projects and Operations Management.

TAT and HSGL test was conducted to students to check their entrepreneurship level and they were categorized based on their results into three groups namely the ones with need for power, need for affiliation and need for achievement. Each group was given different kind of motivation to pursue entrepreneurship based on their need identified

Idea Generation Exercise: The students second semester were divided into groups of 5 to 6 members and each group were given a set of newspapers and A4 sheet paper. The groups were then asked to generate as many ideas as possible from the newspapers in the given time period of 30 minutes. The group that generated highest number of ideas was awarded with a box of chocolates. The ideas were then categorized according to Political, Economic, Sociocultural, Legal, Demographic and Technological factors. The students have generated 2640 ideas in total.

Strategic Implementation: A game called Money, Resources, and Revenue was conducted where the students were given paper currencies as financial resources, team members as human resources and Blank sheets of paper as raw materials. They had to create something productive and had to pay their team members and market and sell the same to generate revenue. During the game they had to note down the challenges they faced at the time of implementation and the solutions to get out.

Revision Marathon: After the completion of the syllabus the students were asked to participate in a revision marathon, where one student starts the explaining a topic and when he/she finishes they nominate the next student in the class to talk about another topic in the subject and so on.

2.7 Total No. of actual teaching days during this academic year 193 Note: II & IV semesters – from February to June, 2015
I & III semesters – from August, 2015 to January, 2016

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

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

-	-	01
---	---	----

2.10 Average percentage of attendance of students 90%

2.11 Course/Programme wise distribution of pass percentage:

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
1 st Semester Jan 2015	149	28.18	62.41	4.69	-	95.30
2 nd Semester June 2015	148	25	64.86	4.72	-	94.59
3 rd Semester Jan 2015	164	16.14	75	7.31	-	98.17
4 th Semester June 2015	158	24.05	69.62	3.16	-	96.83

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

- IQAC provides academic plan along with activities and programmes to be organised by various centres and committees for the year and regularly monitors the same.
- For ensuring effective learning on all subject inputs from industry experts, faculty from top management institutes are consulted by IQAC team.
- IQAC regularly monitors the working of various committees, teams and centres formed with various objectives and also give directives and suggestions for further improvement.
- IQAC helps faculty members in improving upon teaching pedagogy and also motivate them to take up research work and publication.
- IQAC motivates faculty members to take up consulting work.
- IQAC members have suggested having industry mentors for students additional to internal faculty mentors.

- At the end of every semester feedback on subject faculty is collected, analysed and shared with the faculty members for further improvement.
- Regular faculty development program for faculty and workshop for students are arranged.
- For academic research activities quality policy is modified and updated and disseminated through Quality Manual of the Institute.
- IQAC supported experiential learning through outbound training for students.

2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	-
UGC – Faculty Improvement Programme	-
HRD programmes	-
Orientation programmes	06
Faculty exchange programme	-
Staff training conducted by the university	-
Staff training conducted by other institutions	-
Summer / Winter schools, Workshops, etc.	18
Others – MDP	09
Others – Faculty Development Programmes(FDP) conducted by other institutions and our institution	18

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	11	0	0	0
Technical Staff	1	0	0	3

Criterion – III

Research, Consultancy and Extension

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

- Encouraged all the faculty members to undertake minor and major research projects through research committee. The faculty members are presently working on these projects as per the guidelines.
- The institute also initiated to publish books written by the faculty members through RVIM Publications.
- Students are encouraged to present their papers in the conferences.
- Organised Research based programmes like workshops for faculty members to upgrade their skills in research.
- Feedback system: Any faculty if he/she is submitting any research paper for publication or conference presentation is asked to present the same in the institute. The other faculty members and the Director will give feedback and also suggestions for improvement.
- Feedback system is also available for faculty members who are perusing their Ph.D research.
- The institute has active research committee with internal members and advisory body with external experts.
- Motivating the faculty members to publish research papers and present papers in the conferences. The institute reimburse the registration fee and also provides leave facility (OOD) to participate in the conferences and research workshops.

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	--	--	--	16*
Outlay in Rs. Lakhs	--	--	--	--

* All the major projects undertaken by the faculty members of the institute are at the institute level. The approval authority is the Director, RVIM through Institute Research Centre.

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	--	16*	--	--
Outlay in Rs. Lakhs	--	--	--	--

* All the minor projects undertaken by the faculty members of the institute are at the institute level. The approval authority is the Director, RVIM through Institute Research Centre.

3.4 Details on research publications

	International	National	Others
Peer Review Journals	05	01	-
Non-Peer Review Journals	-	-	-
e-Journals	03	01	-
Conference proceedings	01	01	-

3.5 Details on Impact factor of publications: (5 research publications in journals has Impact Factor)

Range Average* h-index Nos. in SCOPUS

(*Average is calculated by considering all 10 papers published in journals.)

3.6 Research funds sanctioned and received from various funding agencies, industry and other organizations -

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects	-	-	-	-
Minor Projects	-	-	-	-
Interdisciplinary Projects	-	-	-	-
Industry sponsored	-	-	-	-
Projects sponsored by the University/ College	-	-	-	-
Students research projects <i>(other than compulsory by the University)</i>	--	-	-	-
Any other(Specify)	-	-	-	-
Total	-	-	-	-

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

ii) Without ISBN No.

3.8 No. of University Departments receiving funds from -NA-

UGC-SAP CAS DST-FIST
DPE DBT Scheme/funds

3.9 For colleges Autonomy CPE DBT Star Scheme
INSPIRE CE Any Other (specify)

3.10 Revenue generated through consultancy

Rs.44,400/-

3.11 No. of conferences

organized by the Institution

Level	International	National	State	University	College
Number	--	02	01	--	--
Sponsoring agencies	--	Self	Self	--	--

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

04

3.13 No. of collaborations

International

--

National

--

Any other

--

3.14 No. of linkages created during this year

--

3.15 Total budget for research for current year in lakhs:

From Funding agency

--

From Management of University/College

Rs.5,00,000/-

Total

Rs.5,00,000/-

3.16 No. of patents received this year

Type of Patent		Number
National	Applied	--
	Granted	--
International	Applied	--
	Granted	--
Commercialised	Applied	--
	Granted	--

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

Total	International	National	State	University	Dist	College
--	--	--	--	--	--	--

3.18 No. of faculty from the Institution
who are Ph. D. Guides
and students registered under them

02

11

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

01

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

JRF

--

SRF

--

Project Fellows

--

Any other

--

3.21 No. of students Participated in NSS events: NA

University level	<input type="text" value="-"/>	State level	<input type="text" value="-"/>
National level	<input type="text" value="-"/>	International level	<input type="text" value="-"/>

3.22 No. of students participated in NCC events: NA

University level	<input type="text" value="-"/>	State level	<input type="text" value="-"/>
National level	<input type="text" value="-"/>	International level	<input type="text" value="-"/>

3.23 No. of Awards won in NSS: NA

University level	<input type="text" value="-"/>	State level	<input type="text" value="-"/>
National level	<input type="text" value="-"/>	International level	<input type="text" value="-"/>

3.24 No. of Awards won in NCC: NA

University level	<input type="text" value="-"/>	State level	<input type="text" value="-"/>
National level	<input type="text" value="-"/>	International level	<input type="text" value="-"/>

3.25 No. of Extension activities organized

University forum	<input type="text" value="-"/>	*College forum	<input type="text" value="32"/>
NCC	<input type="text" value="-"/>	NSS	<input type="text" value="-"/>
		Any other	<input type="text" value="-"/>

* Activities conducted under Centre for Social Responsibility.

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

Sl. No.	Date	Programmes and Activities	Brief Description
1	8.3.2015	International Women's Day	Screening of Documentary Film
2	15.3.2015	World Consumers Day	Awareness programme on Jago Grahak Jago
3	22.3.2015	World Water Day	Sensitizing on water conservation by creating posters and documentary films
4	22.4.2015	World Earth Day	Awareness programme in the campus.
5	5.6.2015	World Environment Day	Awareness programme in the campus on protecting environment.
6	15.6.2015	Elders Abuse Awareness	Participation in the World Elders Abuse awareness day programme and campaign.
7	1.7.2015	Digital India Week	Video and pictures in campus for spreading the objectives of Digital India launched by Honourable Prime Minister.

8	1.8.2015	Visit to Old Age Home	Students visited old age home and home for the disabled. Teaching of drawing and accountancy was carried out. Also contribution in kind (Rice and Oil).
9	2.8.2015	Literacy Programme	Teaching scavengers, sweepers and Pourakarmikas to write their name and sign.
10	3.8.2015	Food Safety Awareness Interview	Students interviewed Deputy Director, Food Safety and Standards (FSSAI). The interview was published in Newsletter to reach 1000 people. Also the video is used to create the documentary on food safety.
11	4.8.2015	AIDS Awareness in School	Educational awareness programme by RVIM-CSR Volunteers .Visited nearby Government school and engaged 1 hour session on Hygiene, Safety and children emergency helpline (1098).
12	5.8.2015	Escorting patients at Cataract Surgery	Helping aged patients to reach to the Operation Theatre at B.W. Lions Eye Hospital. Escorted 80 patients.
13	6.8.2015	Digital India platform usage to Senior Citizens	Provided step by step procedure to identify and open account in digital locker, life certificate and use of Adhaar. 40 senior citizens attended the awareness programme.
14	7.8.2015	Agriculture Support	Student volunteers visited Agriculture Insurance Company to understand the process of Rainfall Insurance, Crop Insurance and National Insurance Scheme. This is to help rural visits.
15	4.9.2015	World Suicide Prevention Day 2015	Organised campus based programmes to sensitize on the subject. RVIM secured 4 th Rank at the All India Level Participation. Street play, film screening.
16	10.10.2015	Job for Senior Citizens	The needs of senior citizens to find a suitable job according to skills. Around 950 senior citizens attended the job fair.
17	15.10.2015	White Cane Day	Students of I Semester MBA distributed the fund raising stamps of Indian Association for the Blind (IAB). A sum of Rupees Three Thousand was remitted to the IAB Trust account.
18	23.10.2015	Field Research	Visited Sagar Ambulance Service, Fire

			Station, Kidwai Cancer Hospital and NIMHANS for obtaining research topics and real experience for planning CSR activities..
19	10.11.2015	Support to Cancer Patient	RVIM Teaching, Non-Teaching, Office and helping staff worked together to contribute a sum of Rupees Fifty Thousand Seven Hundred to extend support to a 12 years boy under treatment for leukemia.
20	11.11.2015	National Education Day	Creating awareness about NED and discussion on the contributions of Maulana Abul Kalam Azad.
21	20.11.2015	School interaction	Interaction with school children- sharing stories and informing safety practices.
22	21.11.2015	Collection of old Clothes	Old Clothes and stationery materials collected and donated to destitute children –inmates of NELE the orphanage.
23	22.11.2015	Blood Donors List	A special data of blood donors was created to help the recipients in nearby hospital. Database of phone numbers is made available.
24	26.11.2015	Constitution Day	RVIM organized programmes to mark Constitution Day to mark the 125th birth anniversary of Dr. B. R. Ambedkar. November 26, is marked as Constitution Day.
25	1.12.2015	Documentary to create AIDS Awareness	The RVIM Sports Football enthusiast grouped together on December 1, 2015 to create awareness in the campus. The football and red ribbon together drew the attention of all the students around and the message was communicated.
26	9.12. 2015	Chennai Flood Relief	Student Volunteers responded to help flood victims and managed rescue operations through telecommunication control centre set up at Jal Bhavan Office, Bhannerugatta Road.
27	17.12.2015	Blood Donation	Visit to Jayadeva Hospital Blood Bank. Students interact with Blood Bank Officer and mobilize blood donors on demand for cardiac surgery patients.
28	19.12.2015	Traffic Awareness	Interview with Dr. M. A. Saleem, Additional Commissioner of Police

			(Traffic).Creating content video and newsletter dissemination. Reached 500 people to practice safe driving.
29	20.12.2015	Participation in Food Safety Walkathon	RVIM- CSR Volunteers participates in – CII Food Safety Walkathon.
30	12.1.2016	Eye Donation	25 students and 1 staff member signed the card for eye donation after their life for Narayana Nethralaya.
31	18.1.2016	Support to Mentally Challenged Orphans	Old clothes and food materials were collected for United Orphanage in Coimbatore. Dispatch through Logistics provider.
32	Throughout the year	Computer Literacy Programme for Senior Citizes	24 batches have completed their training. Presently 25 th batch is pursuing the course.

Criterion – IV Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities		Existing	Newly created	Source of Fund	Total
Campus area		0.7 acre	-	Self	0.7 acre
Class rooms		08	-		08
Laboratories – Computer labs		04	-		04
Seminar Halls		02	-		02
No. of important equipments purchased (\geq 1-0 lakh) during the current year.	Laptops*	24	07		21
	IP camera	--	07		07
	LCD projector*	14	03		15
Value of the equipment purchased during the year (Rs. in Lakhs) (Rs.4,97,692)		-	4.97 lakh		-
Others		-	-		-

* 3 Laptops were discarded during the year. 7 laptops and 2 LCD projectors were purchased in buyback scheme.

4.2 Computerization of administration and library

Administration: Partially computerised
Library: Partially computerised – circulation is computerised and OPAC has been using

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	12,052	Rs.27,99,415	211	Rs.75,690	12,244	27,11,395
Reference Books	1,785	Rs.7,56,709	34	Rs.10,201	1,819	9,30,660
e-Books	-	-			-	-
Journals	56	Rs.2,05,223	07	20,812	63	Rs.2,26,035
Magazines	50		04		54	
e-Journals	06	Rs.24,700 (this value included in the above mentioned Journal value)	01	Rs.1000	07	Rs.25,700
Digital Database	02	Rs.2,58,552	-	-	02	Rs.2,77,394 Annual Subscription

CD Video	1369	-	-	-	1409	-
	40					
Others IIM-B Library	01	Rs.5000 Annual Membership fee	-	-	01	Rs.5000 Annual Membership fee

Note: Price of the some journals and magazines has changed from last year to this year.

4.4 Technology up gradation (overall)

	Total Comput ers	Computer Labs	Internet	Browsing Centres	Compu- ter Centres	Off- ice	Depart- ments	Others
Existing	215	04	4 mbps, dedicated leased line, 1:1	All 4 labs	All 4 labs	07	21 laptops	English & Communi- cation Lab, Digital Library
Added	-	-	12 mbps	-	-	-	7 laptops were replaced with new laptops	-
Total	215	04	16 mbps dedicated leased line, 1:1	All 4 labs	All 4 labs	07	21	-

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

- SAP certification course was conducted for students.
- Workshop on MS Excel 2010 was conducted for students.
- Certificate Course on Tally ERP 9.0 was conducted for students.
- Organised Faculty Development Programme on Solving Operations Research problems using MS-Excel.

4.6 Amount spent on maintenance in lakhs:

i) ICT	Rs.1,97,250
ii) Campus Infrastructure and facilities	Rs.3,31,983
iii) Equipments	Rs.1,62,370
iv) Others	Rs.7,22,454
Total:	Rs.14,14,057

Criterion – V

Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

- Discussion and Interactions with students during the semester related to the quality of facilities being provided to students is initiated in all the IQAC meetings in the Institute.
- Information related to curriculum, scholarship, placement, management, cultural, social activities and programmes are displayed on notice boards and circulars are circulated.
- Messages and e-Mails are sent to the students informing about any changes made in the course, examination and schedules. Also schedule of activities, calendar of events & programmes have been provided.
- Through Student Information System information related to the internal assessment, scholarship, placement and attendance have been communicated to the students.
- Displays are made put on the important places in the institute about anti ranging cell, medical emergency facility and details of student welfare officers.

5.2 Efforts made by the institution for tracking the progression

- Student Evaluation Committee is formed which is not only considers academic performance but also keeps track on overall development of the students.
- Mentors also keep track on the progress made by the mentees. Personal guidance on both academic and non-academic matters is made available to the students through mentoring, which is offered in the institute at multiple levels.
- Each student meets her mentor, on a one-to-one basis. These are out-of-classroom personal meetings in which the mentor gets to know the student personally and keeps track of her academic performance, attendance record, fulfilment of course requirements and so on. They give guidance on matters pertaining to academics and other issues.
- Each mentor has a mentoring booklet in which he/she enters the personal details and updates details of academic performance and curricular progress of the students. Mentors offer academic counselling to students, help them choose elective courses; recommend them for remedial coaching, if necessary, etc.

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
-	176	07	-

(b) No. of students outside the state

No. of students is 25 (2015-2017 batch)

(c) No. of International students

--

Men	No	%	Women	No	%
	110	62.5		66	37.5

Last Year (2014-2015)						This Year (2015-2016)					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
45	14	05	88	01	153	65	12	05	94	-	176

Demand ratio

1.36:1

Dropout %

0.017

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

- Placement cell posts information on competitive exams on notice board
- Faculty members also provide data as well as directions for writing IBPS, NET and IAS UPSC examinations during their sessions.

No. of students beneficiaries

150

5.5 No. of students qualified in these examinations

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

5.6 Details of student counselling and career guidance

- Training programmes are organized by the Placement Department for all the semester students on regular intervals. Ever Saturday is been dedicated to the career training programmes and guidance is provided by the external resource persons. The trainers are generally for corporate sector. The Placement Cell provides comprehensive services in the area of training, options regarding higher studies,

No. of students benefitted

138

5.7 Details of campus placement

<i>On campus</i>			<i>Off Campus</i>
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
76	138	116	22

5.8 Details of gender sensitization programmes

A video programme on the topic issues related girl child was viewed by the students to celebrate International Women's day.

5.9 Students Activities

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

22

11

-

State/ University level

National level

International level

No. of students participated in cultural events

State/ University level National level International level

No. of Students participated in the Management fest

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

Sports: State/ University level National level International level

Cultural: State/ University level National level International level

No. of prizes won in Management Fest

5.10 Scholarships and Financial Support

	Number of Students	Amount
Financial support from institution	-	-
Financial support from government	2014-2015 SC/ST -- 47 students 2015-2016 SC/ ST -- 15 students 2014-2015 OBC -- 80 students	Rs.28,54,310 Rs.9,45,800 Rs.22,24,800
Financial support from other sources	Assistance from BBMP 2014-15 01 Student 2015-16 01 Student	Rs.54,390 Rs.25,000
Number of students who received International/ National recognitions	--	--

5.11 Student organised / initiatives

Fairs : State/ University level National level International level

Exhibition: State/ University level	National level	International level
Business Mania	02	
Organized Management Fest	02	
Organized Cultural Fest	02	

5.12 No. of social initiatives undertaken by the students

15

5.13 Major grievances of students (if any) redressed:

- Provision of photocopying for students have been addressed and under discussion.
- Students' locker and replacement of keys was addressed. It was also noted that continuous maintenance would be taken and if there are any technical issues it would be set right immediately.
- Maintenance of Ladies rest rooms in II floor for all the girls' students and to provide better facilities in terms of number of rest rooms.
- Provide better facilities in hostels were also addressed.

Criterion – VI

Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

Vision: A Premier Institute in Management Education, Training, Research and Consultancy.

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 stakeholders.
- To train and mould our students into professionally committed, ethical and environment friendly managers and entrepreneurs for Indian and global organizations.

6.2 Does the Institution has a management Information System

We have partially implemented MIS.

The Institute has Student Information System (SIS).

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

6.3.1 Curriculum Development

Our Institute offers MBA course affiliated to the Bangalore University hence we follow and implement the curriculum framed by the university.

The institute offer in-house value addition courses for the students. This year the institute offered Tally ERP and Psychometric courses in addition to the SAP.

The institute offered certificate course on “Principles of Management” and English Language course in addition to basic computer course.

These courses were designed and syllabus was framed by a team of faculty members based on the feedback of the alumni and suggestions by the industry experts. This year the institute made tie-ups with some of the organisations to make these value addition courses more relevant and deliver in more professional way. .

6.3.2 Teaching and Learning

- Calendar of academic events was given to all the faculty members at the beginning of the each semester and asked them to plan, prepare and execute accordingly.
- Faculty members were asked to submit Lesson Plan and Work Programme to the Director of the institute at the beginning of the semester and reviewed the same by him.
- Faculty members were also asked to submit Course Material to the Director of the institute at the beginning of the semester and reviewed the same by him along with external experts.
- Faculty members are using computer based technology and online sources to teach in the classroom with updated information.
- Innovative methods and research based teaching were very much encouraged among the faculty members.
- Faculty members were provided with additional learning facility by deputing them to faculty development programmes and workshops.
- Library committee took initiatives to make students to spend quality time in library and digital library.
- Experiential learning through lab based sessions, real time analysis and field visits.
- Case study method of teaching in the classroom and students were involved in writing the cases as part of their assessment.
- Mini projects were given to students for independent learning and to experience the research based learning.
- Students were provided with training to gain and improve their technical and non-technical skills. Their knowledge was also updated with certificate courses.
- Remedial classes were conducted for slow learners.
- Feedback on teaching is taken from students and analysed. The faculty members were given feedback based on the analysis.
- Faculty Development Programmes and workshops were organized in the institute.
- Regular student workshops, seminars and guest lecturers were organized.
- Reformed the mentoring process to make it more effective. The students used the mentorship in solving their difficulties in learning, academic facilities etc. Faculty members were given counselling training so that they can do better as mentor as well as teacher.

6.3.3 Examination and Evaluation

The institute follow and implement regulations and guidelines of the Bangalore University with regard to examination and evaluation.

Following measures have been undertaken by the institute to implement the University guidelines effectively:

- Examination Plan and evaluation guidelines were prepared at the beginning of the semester by the Examination Committee and informed the same to the faculty members and students with the approval of the Director.
- Continuous monitoring and evaluation system is in place.
- The institute conducts two internal assessment tests for III semester students even though University prescribes only one test which must be surprise test. During the semester, students were given regular academic work like case study development, mini project, and subject wise presentations.
- The institute conducts two internal assessment tests, including one surprise test for I semester students. During the semester, faculty will make them work on article review, team assignments and subject wise presentations.
- Based on the test performance and other evaluation criteria, concerned faculty and mentor will provide continuous feedback to the students for their improvement.
- The examination committee uploads test performance of all the students on Student Information System (SIS) which can be viewed by parents (password protected).
- University semester examinations were held systematically well adhering to the norms of the university.
- During the university examinations students were provided with mineral water (individual bottles) and biscuits to keep them healthy while attending examinations.

6.3.4 Research and Development

RVIM firmly believes in inculcating the importance of research among the faculty members and students. The research centre at RVIM has taken various initiatives to create and nurture the research culture in the Institution. Some of the predominant initiatives are as follows:

- Emphasizing upon each faculty member involving in research as a routine and publishing a minimum of 2 papers in each semester.
- Ensuring that each faculty member takes up two minor projects in a year.
- Ensuring that eligible faculty members to get funded/sponsored research projects.
- Ensuring that students also write prepares based on their research and present it at conferences.
- To promote research among Faculty members , Institution is willing to fund selected minor and major projects.
- Arranging interactions with management researchers from other institutions.

6.3.5 Library, ICT and physical infrastructure / instrumentation

- Library Committee has conducted quality improvement programme with respect to library and usage of library resources.
- 7 laptops were replaced with upgraded laptops with i3 processor. 7 IP HD cameras were installed in different places in the institute. 4 LCD projectors were replaced with latest version.
- Physical infrastructure will be created based on need.

6.3.6 Human Resource Management

Faculty Members

- Faculty members are encouraged to pursue Ph.D by providing leaves and other facilities.
- Faculty are provided with sponsorship for conferences and workshops along with leave.
- Each faculty member was given certain roles and responsibilities based on their expertise and experience. Academic Committees were formed for various activities accordingly. These committees promote sharing of responsibilities and good inter personal relationships among the faculty. It makes them dynamic and they will not feel the job as monotonous. It also provides opportunities for faculty to showcase their talent and creativity use their skill and expertise, satisfy their thrust for challenging task and learning.
- Faculty members are continuously reinforced through faculty development programmes, workshops and training.

Office and supporting staff

- Each staff member was given certain roles and responsibilities based on their skill and experience. Administrative Committees were formed for various activities accordingly. It helps to carry-out all the work smoothly with cooperation and coordination.
- They are continuously motivated by the head of the institute in the organisation and reinforced through different assignments and improvement sessions.
- Supported them in their difficult times.

Students

- The institute prepares students not only for examination but also for life which includes professional as well as personal life.
- Workshops and seminars were organised to provide further knowledge on subjects and to give them with practical exposure.
- Training programmes and value additional programmes were organised to improve their professional skills.
- Sessions were also arranged relating to personality development, great personalities, values, yoga and health.
- Students are provided with sponsorship for fests, workshops, etc.
- Student committees were formed for Management fests, Cultural Fests, conferences etc. Through this they are given an opportunity to develop administrative and managerial skills.
- Students are mentored, motivated and counselled through effective mentorship process.

Common initiatives

- The achievements of the staff members and students are recognised with appreciation.
- The performance appraisal system includes self-assessment by the staff, assessment by the Director and final assessment by the management.
- Welfare facilities were provided for all the staff members and students.
- Students and staff members are given opportunity to provide their suggestions and feedback.

6.3.7 Faculty and Staff recruitment

Recruitment of teaching staff:

- The institute receives resumes from interested candidates throughout year. All these will be maintained in the database. Whenever there is recruitment drive or need they will be called for recruitment and selection process.
- Based on the need recruitment advertisement will be given in the leading newspapers about vacant positions.
- On scrutiny of application, profile and credentials submitted by the candidate first level screening will be done. At the second level selection Panel Members will conduct the personal interview and the selected candidates are asked to give a demonstration so as to evaluate their presentation and communication skills in the classroom. If the candidate is get through in the process he/she will be recruited.
- Good referrals are also considered if the recruitment criteria of the institute and regulatory authorities are fulfilled.

Recruitment of non-teaching staff:

In case of recruitment of office staff, the same procedure will be followed except demonstration class.

6.3.8 Industry Interaction / Collaboration

- Professionals and experts were invited to interact with our students.
- Corporates have been invited to deliver lectures and to conduct training programme for our students.
- The Institute has established a good industry network and relationship. In the present year nearly 120 companies have come for placement.

6.3.9 Admission of Students

- The institute actively participates in the B-school ranking surveys conducted by the reputed Media houses such as The Week, Business Standard etc., which in turn helps us to create awareness about our MBA programme in reaching pan India.
- Networking with various corporate bodies to enhance the branding of the institute.
- RVIM Promotional Video.
- Advertisements in various Magazines & Newspapers (Dainik Jagran, Press Diary of Karnataka, All India Management Association, Karnataka Private Post Graduate College Association)
- Planning Guest lectures in various UG colleges.
- Guest lectures to the Parents/Guardians of our students to enhance goodwill among the stake holders.
- To actively participate in the Educational fairs conducted pan India which will help us in enhancing our brand.

6.4 Welfare schemes for

Teaching	<ul style="list-style-type: none"> • Provident Fund • Special leaves to pursue research • Maternity Leave • Yoga and Pranayama classes • Free medical check-up camp at the campus
Non teaching	<ul style="list-style-type: none"> • Provident Fund • ESI • Maternity Leave • Yoga and Pranayama classes • Special leaves to pursue further education • Free medical check-up camp at the campus
Students	<ul style="list-style-type: none"> • Medical/Sick room with first aid facility • Yoga and Pranayama classes for stress free learning • Hostel facility • Fee reduction and fee exemption
Common	<ul style="list-style-type: none"> • Canteen facility • Safe drinking water

6.5 Total corpus fund generated

Nil

6.6 Whether annual financial audit has been done

Yes

No

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

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	--	--	Yes	IQAC
Administrative	--	--	--	--

6.8 Does the University/ Autonomous College declares results within 30 days? Not Applicable

For UG Programmes

Yes

No

For PG Programmes

Yes

No

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

Not Applicable

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

Not Applicable

6.11 Activities and support from the Alumni Association

- Organised Alumni meet called “Sammilana”.
- Alumni are invited as resource persons for workshops, guest lectures and as judges for various competitions and fests held in the institute.
- Alumni are also supporting for placements.
- Alumni are also requested to be guide for projects of current students.
- Alumni are also involved in our conferences and fests to support and assist.
- Alumni who are entrepreneurs are involved in the activities conducted by the EDP Cell.

6.12 Activities and support from the Parent – Teacher Association

- We have RV Employees Association which organises cultural programmes, get-togethers and tours every year.
- It also provides financial assistance (loans) for the member employees.

6.13 Development programmes for support staff

Conducted sessions on health and motivation for supporting staff.

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

- Rain water harvesting
- Energy conservation measures have been adopted
- Green audit have been conducted
- E-waste Management is in place
- Nurturing plants and maintaining greenery, both inside and outside the campus
- Re-using of paper

Criterion – VII

Innovations and Best Practices

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

- Imparting life skills to students through outbound training programmes.
- Emphasizing on conducting Attitude Development Centric Programmes.

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

- Review of the accomplishments for the year indicates that most of the planned activities are conducted during the year systematically well. The deviations in the plans were identified then and there and measures have been taken. The activities which are not taken-up during the year 2015 (specifically from August to December) is rescheduled for the next semester.
- IQAC continuously working towards improvement of quality in the institute. It has initiated many strategies to bring in further excellence in our academic activities and closely monitoring all the activities conducted in the institute.

7.3 Give two Best Practices of the institution

- Imparting Tailor made, customized value added programmes for students.
- Conducting Social Responsibility Activities to bring in social dimension in Management Education.

**Details are given in the Annexure I*

7.4 Contribution to environmental awareness / protection

- ✓ Well maintained ornamental gardens, both inside and outside of the campus.
- ✓ Water Conservation techniques are adopted.
- ✓ Re-using of paper.
- ✓ Institute is well structured with natural illumination and ventilation with minimal usage of artificial illumination.
- ✓ 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.

7.5 Whether environmental audit was conducted? Yes No

RVIM conducted its Annual Green Audit during the month of January 2016. The report, summary and awareness posters are displayed on the notice board for the entire month of February 2016. This approach is anticipated to move closer to the objectives of being environmental friendly.

RVIM-Annual Green Audit 2016 adopted the Energy Audit Checklist of University of Leicester, United Kingdom-to audit lighting, cooling & ventilation, electrical equipment, water use and awareness programmes. A separate green audit questionnaire was designed to summarize the opinions of staff members and students relating to consumption of electricity, water conservation, recycling and usage of blank side of one side printed sheets. This questionnaire was designed to suit the needs with major inputs from the website of New Forest District Council (www.newforest.gov.uk).

The outcome of the audit exercise is disseminated to all stakeholders and the highlights are;

There is sufficient natural lighting provision for all the departments.	All the notice boards are visible through natural lighting and glasses are maintained perfectly clean for best visibility.
Rain water harvest provision is adopted. However utilization is limited.	Waste management methods applied is good. However Segregation of Waste is of concern and suggestion is made to install e waste collection system.
Windows and Sky lights are maintained clean and only 3 skylights are facing problem of accessibility.	Refrigerator in the pantry is defrosted regularly. The thermostat is monitored to suit the needs.
All the water taps are perfect without any leakage. Suggestion to replace 2 tap and control valve is in progress for execution.	The centralized printer is on energy saver mode. However department printer are yet to install power saving features.
Suggested to Label switches for the entire campus. At present labeling of switches is done in classrooms and few departments.	Preference to use recycled paper and one sided sheets is very high among staff and students.
Students are encouraged to actively participate in the campus programmes to mark World Environment Day, Earth Day, and Water Day.	Lot of greenery in the campus and well maintained garden.

7.6 Any other relevant information the institution wishes to add.

The Institution respects and maintains punctuality, regularity and a spirit of total dedication to the cause of education. The Institute also aims at toning up the quality of education by means of co-curricular activities like industrial visits, discussions with the eminent personalities, workshops, seminars, industry interactions, specially designed personality development programmes and value addition courses.

Core Competencies

- ❖ Value based, Culture driven and Quality oriented Management Education
- ❖ Center for Excellence in each specialization area, social responsibility, quality assurance, yoga, Indian heritage, research and consultancy
- ❖ Student Centric Approach
- ❖ Value Addition Courses
- ❖ Industry-Academia Interaction and Corporate Network

Academic Departments at RVIM

The institute has made every specialization area as a department for better academic output.

They are:

- Department of Finance
- Department of Human Resource
- Department of Marketing
- Department of Systems Management
- Department of General Management

Publications

R V Institute of Management since its inception has been a major force in the dissemination of knowledge. Our publications are:

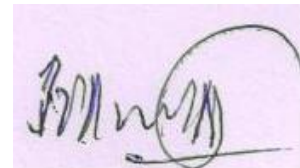
- RVIM brings out its campus news through the bi-monthly Newsletter “RVIM NEWS DESK”.
- RVIM publishes bi-annual, peer reviewed journal titled “RVIM Journal of Management Research” with ISSN 0974-6722.
- The Institute publish books in Kannada through its Kannada forum.

8. Plans of institution for next year

- Planning to apply for Autonomous status for the Institute.
- To establish a centre for Life Skills.
- To increase the research based publications from the faculty members.
- To strengthen consultancy services.
- To continuing with existing student development programmes along with new value addition programmes and training programmes.
- To make collaboration with Foreign University or Institutions for academic and research activities.
- To organise programmes for industry like MDP and other professional development programmes.
- To organize National Seminars and Conferences.
- To organize Quality Seminars and workshops.
- To take-up innovative strategies for better functioning of the institution.



Gowrisha
Coordinator, IQAC



Dr. T V Raju
Chairperson, IQAC

Best Practice 1

1. Title of the practice: Imparting Tailor made, customized value added programmes for students

The institute introduced the concept of providing value added programmes to the students to enable them to enhance their employability quotient. This is to illustrate the importance of practical applications of the various theories and concepts learnt as part of the curriculum. Finally, the institute present principles for the enhancement of experiential learning in higher education and suggest how experiential learning can be applied throughout the educational environment by institutional development programs, including longitudinal outcome assessment, curriculum development, student development and faculty development.

The objectives of the Value Added Programmes are:

- To bridge the academia and industry gap in functional areas of Management.
- To provide additional qualification as a value addition to build better career.
- To equip the students with required knowledge and skill in their respective areas of specialization.

2. Goal:

To fulfil the skill and knowledge gap in the curriculum and the industry requirement.

3. The Context:

Teaching in Higher Education requires multi-dimensional methods and process to impart education and skill development. Though there is no set of rules to teaching methods, it is the teaching environment and college administration that design a suitable method to practice in the campus class rooms. The greatest challenges encountered by the students is that they are not equipped for the expectations and requirements of the fast paced corporate world. It becomes imperative to identify the gap in the curriculum in terms of practical applicability of the subject areas.

4. The Practice:

The various value added programmes that have been offered to the students at different levels help the students in gaining a competitive edge in terms of employment opportunities. For instance, a certificate course has been offered in Principles of management.

Principles of Management is a comprehensive introductory course on the management process from a manager's perspective, with particular emphasis on the skills, competencies, techniques and knowledge needed to successfully manage an organization. It focuses on the entire organization from both a short and long-term perspective to form a strategic vision, setting objectives, crafting a strategy and then implementing it. This course examines the logic and working of organizations. It also investigates how organizations develop and maintain competitive advantage within a changing business environment influenced by political, economic, social, technological, legal and environmental [PESTLE] factors. The course content is organized around the four 'pillars' of management viz. planning, organizing, leading and control [POLC] for systematic understanding of management-related challenges and conceptual tools and techniques in analyzing, evaluating and addressing management issues.

Another example for a value added programme is the PG diploma Programme.

The Post Graduate Diploma is a value addition programme offered to the 2nd year MBA students who have opted for various specializations like Finance, Marketing and Human Resource Management. The objective of the programme is to create ready professionals for the industry, endowed with high expertise, skills and attitude required for the sector through domain knowledge. One has to have good knowledge about the market, major players, and direct exposure to the industry scenario.

The course is tailor-made for young potential managers who wish to emerge as preferred professionals in the chosen areas of specialization. It also provides regular orientation sessions & skills development programme which enable students to interface with experts in the field and gain a better understanding of the sector and the current needs of the industry.

5. Evidence of Success:

The value added programmes offered by the institute for the students is highly beneficial in providing them the requisite knowledge, skill and competitive edge. The students also get an exposure to the practical applications of the various management tools in corporate scenario. The Programme has facilitated the students in gaining the knowledge pertaining to the applied practices in their respective domains. This has also proved to enhance the employment opportunities for the students. The students and alumni have given good feedback about the value added courses.

6. Problems Encountered and Resources Required

The biggest challenge was to frame an appropriate curriculum in accordance to the current industry requirements and to identify competent resource persons for the same. Further, there was another challenge in terms of allocating the sessions for the value added courses in addition to the regular classes for University prescribed curriculum. The important resources required are qualified resource persons, computer labs with internet facility and suitable books for references.

Best Practice 2

1. Title of the practice: Conducting Social Responsibility Activities to bring in social dimension in Management Education

The institute focus on the concept of inculcating the sense of responsibility towards society among the students. For this the institute has Centre for Social Responsibility which takes the various initiatives to organize several programmes directed towards benefiting the society. The centre also conducts a number of programmes to sensitize the students towards social issues and facilitating in bringing a social dimension to Management education, academic activities and curriculum.

2. Goal:

To guide the students on a path of academic, professional and human excellence, imbibe in them a sense of responsibility towards the society and contribute towards its betterment, thereby enabling them to lead a successful personal and professional life.

3. The Context

Student years are the most formative years of intellectual growth. This is when individuals most favourably respond to inputs of learning, unlearning and relearning.

Efforts are made to inculcate in the students the need to contribute towards the betterment of the society at large through a number programmes and events organized by the Institute, which is a unique feature of the institution.

4. The Practice:

R V Institute of Management fulfills its societal obligations by creating and implementing community development programmes and voluntary social service projects through its one of its centre for excellence RVIM Centre for Social Responsibility. The Centre has implemented many programmes covering broad areas relating to Environment & Climate Change, Food Security and Agriculture, Social Inclusion programmes, Philanthropy, Women and Child Welfare, Adult

Education & Literacy Campaigns, Health, Conservation of Power, Water & Natural Resources, Wild Life Protection Campaigns.

Students are invited to join this movement by accepting to be a CSR volunteer for the semester. They are initially trained for 4 hours on various volunteering procedures and general First Aid awareness. Then the student volunteers are allotted to the programmes marked on that date and time. Encouraging responses has been obtained from all the batch of students with faculty support.

5. Evidence of Success:

The programme has been successful. However, the success observed is seen to be more qualitative than purely quantitative. We have seen that the number of students who volunteer to be part of these social initiatives has evidently increased. NGOs and Government organisations have appreciated the initiatives taken by RVIM CSR. To name a few appreciations letter and citation from Indian Association by Blind, Earth Day Network, National Institute of Mental Health and Neurosciences and others. The Centre has been awarded 4th Rank at the National level for conducting innovative programme in and off the campus on mental health to mark World Suicide Prevention Day by NIMHANS.

6. Problems encountered and resource required:

The Challenges faced by the Centre in implementing the Programmes are Viz. 1) Reaching the Society and designated group, 2) Understanding the region communication style, languages and special languages for the physically, mentally & visually challenged children's and adults and 3) Time factor.

The main resource required is students to conduct the activities and funds. The institute has been supporting in all these programmes and encouraging the students to involve themselves.

Contact Details

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Name of the Institution: R V Institute of Management

City: Bangalore

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Rashtreeya Sikshana Samithi Trust
R V Institute of Management

Calendar of Events for February 2015 to January 2016

Departments & its Centres for Excellence	Workshop		FDP
	II Semester	IV Semester	
Finance	May 8, 2015	April 10, 2015	March 26, 2015
Human Resource	March 24, 2015	April 28, 2015	April 8, 2015
Marketing	May 14, 2015	March 4, 2015	April 29, 2015
General Management	April 16, 2015	May 6, 2015	May 20, 2015
Systems	March 30, 2015	April 24, 2015	May 30, 2015
Departments & its Centres for Excellence	Workshop	Seminar	FDP
	I Semester	III Semester	
Finance	November 4, 2015	October 7, 2015	September 4, 2015
Marketing	October 13, 2015	September 8, 2015	October 29, 2015
Human Resource	November 18, 2015	October 20, 2015	September 30, 2015
General Management	October 26, 2015	September 29, 2015	November 25, 2015
Systems	December 7, 2015	November 16, 2015	

Centres for Excellence		Seminar	
		II Semester	IV Semester
Financial Studies		-	March 12, 2015
Leadership and Human Excellence		April 17, 2015	-
Business Development Studies		-	April 1, 2015
Managerial Studies		May 27, 2015	-
Information Technology		May 19, 2015	-
Centres for Excellence	Activities	Date	Date
IQAC	Workshop	March 14, 2015	August 5, 2015
Research & Consultancy	Workshop	April 11, 2015	October 17, 2015
Yoga & Meditation	Talk / Lecture	March 16, 2015	October 9, 2015
Indian Culture & Heritage	Talk / Lecture	May 5, 2015	October 27, 2015
Entrepreneurship Development	Workshop / Activity	March 13, 2015	October 30, 2015
		April 30, 2015	November 28, 2015
MDP	MDP	April 18, 2015	October 10, 2015
Public Policy	Seminar / Discussion	June 20, 2015	December 19, 2015
Social Responsibility	Talk / Lecture	-	December 3, 2015
Development of Human Conscious	Talk / Lecture	-	September 19, 2015

Major Events to be organised by the Institute

Events	Scheduled Dates
Orientation for II Semester Students	February 23, 2015 to February 28, 2015
Rangothsava	March 8, 2015 to March 10, 2015
Samskruthika Uthsava	March 11, 2015
Vidyarthi Adhiveshanam	March 18, 2015
Prestantia - Management Fest for Under Graduate Students	March 19, 2015
Alumni Meet	April 25, 2015
National Conference	Saturday, June 6, 2015
Inauguration of III Semester Classes	August 24, 2015
Inauguration of I Semester Classes	September 2015
Orientation for I Semester Students	September 2015
Imperium	October 15, 2015
National Conference	Saturday, December 12, 2015

Examinations

Examination	I Semester	II Semester	III Semester	IV Semester
I Internal Assessment Test	4 to 7 November, 2015	20 to 24 April, 2015	5 to 7 November, 2015	20 to 25 April, 2015
II Internal Assessment Test	21 to 30, December, 2015	18 to 23 May, 2015	21 to 29 December, 2015	18 to 22 May, 2015
University Examination (as per University Calendar of events)	8 to 22 February, 2016	24 June to 8 July, 2015	8 to 16 February, 2015	22 June to 10 July, 2015

Analysis of Student Feedback

1. Were you able to get the expected depth of the course content?

Analysis:

- 86% of the students responded that they were able to get the expected depth of the course content.
- 14% of the students responded that they were not completely able to get the expected depth of the course content.

2. Are you satisfied with the extent of coverage of course?

Analysis:

- 34% of the students responded that they are Highly satisfied with the extent of the coverage of course
- 57% of the students responded that they are Moderately satisfied with the extent of the coverage of course
- 9% of the students responded that they are satisfied to the Lower level with the extent of the coverage of course

3. Rate the effort made by the faculty in delivering lectures?

Analysis:

- 35% of the students rated the efforts made by the faculty in delivering lectures as High
- 57% of the students rated the efforts made by the faculty in delivering lectures as Moderate
- 8% of the students rated the efforts made by the faculty in delivering lectures as Low

4. To what extent do you think you can apply the knowledge acquired in this two years course at your work place/real life situations?

Analysis:

- 18% of the students responded that they were able to apply the knowledge acquired during the course at their work place/real life situations as Best.
- 56% of the students responded that they were able to apply the knowledge acquired during the course at their work place/real life situations as Better

- 21% of the students responded that they were able to apply the knowledge acquired during the course at their work place/real life situations as Good.
- 5% of the students responded that they were able to apply the knowledge acquired during the course at their work place/real life situations as Average.

5. Did you have value added inputs along with the curriculum?

Analysis:

- 96% of the students responded that they gained value added inputs along with the curriculum.
- 4% of the students responded that they have not gained value added inputs along with the curriculum.

6. How was the course content?

Analysis:

- 31% of the students responded that the course content is interesting
- 40% of the students responded that the course content is Challenging
- 29% of the students responded that the course content developed interest

7. How effective is the teaching?

Analysis:

- 20% of the students rated the faculty as Best.
- 51% of the students rated the faculty as Better.
- 25% of the students rated the faculty as Good.
- 4% of the students rated the faculty as Average.

8. Which one in the below mentioned you like most in the institute?

Analysis:

- 30% of the students responded that they were very much inspired by the institutions Infrastructure.
- 38% of the students responded that they were very much inspired by the institution Environment.
- 32% of the students responded that they were very much inspired by the institutions Faculty.

9. Which of the benefits mentioned below are gained by you in this two years course?

Communication skills Interpersonal and intra-personal skills Behavioural skills
Level of confidence

Analysis:

Students responded that they have gained all the above mentioned skills.

10. How would you rate the institute on the basis of your overall experience?

Analysis:

- 14% of the students rated the overall course as Best.
- 41% of the students rated the overall course as Better.
- 39% of the students rated the overall course as Good.
- 6% of the students rated the overall course as Average.

Analysis of Alumni Feedback

1. Were you able to get the expected depth of the course content?

- 100% of the Alumni were able to get the expected depth of the course.

2. Are you satisfied with the extent of coverage of course?

Analysis:

- 59% of the Alumni are satisfied to the moderate extent towards the coverage of the course.
- 41% of the Alumni are satisfied to the moderate extent towards the coverage of the course.

3. Rate the effort made by the faculty in delivering lectures?

Analysis:

- 64% of the Alumni rated the efforts made by the faculty in delivering lectures as High
- 36% of the Alumni rated the efforts made by the faculty in delivering lectures as Moderate

4. To what extent do you think you can apply the knowledge acquired in this two years course at your work place/real life situations?

Analysis:

- 4% of the Alumni responded that they implement the knowledge acquire in this two years course at their work place as best
- 73% of the Alumni responded that they implement the knowledge acquire in this two years course at their work place as better
- 23% of the Alumni responded that they implement the knowledge acquire in this two years course at their work place as good

5. Did you have value added inputs along with the curriculum?

Analysis:

- 100% of the Alumni agreed that they got value added inputs along with the curriculum.

6. What is the contribution level of institution towards your improvement?

Analysis:

- 9% of the Alumni responded that institute contributed to the higher extent in their improvement.
- 86% of the Alumni responded that institute contributed to the moderate extent in their improvement

- 5% of the Alumni responded that institute contributed to the lower extent in their improvement

7. How was the course content?

Analysis:

- 64% of the Alumni responded that the course content was interesting
- 18% of the Alumni responded that the course content was challenging
- 18% of the Alumni responded that the course content developed interest towards the course content.

8. How effective is the teaching by the faculty?

Analysis:

- 18% of the Alumni rated that RVIM faculty as Best
- 50% of the Alumni rated that RVIM faculty as Better
- 32% of the Alumni rated that RVIM faculty as Good

9. Which one in the below mentioned you like most?

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> Infrastructure | <input type="checkbox"/> Environment |
| <input type="checkbox"/> Faculty | <input type="checkbox"/> Management |

Analysis:

Majority of the Alumni rated for all the above mentioned attributes as they liked most.

10. Were you able to get learning values in terms of

Analysis:

- 90% Alumni responded that they gained knowledge during their two years course
- 64% Alumni responded that they learnt concepts during their two years course
- 48% Alumni responded that they gained Analytical skills during their two years course

(Note: Respondents were allowed to tick more than one)

11. Which of the benefits mentioned below are gained by you in this two years course?

- | | |
|---|--|
| <input type="checkbox"/> Communication skills | <input type="checkbox"/> Interpersonal and intra-personal skills |
| <input type="checkbox"/> Behavioural skills | <input type="checkbox"/> Level of confidence |
| <input type="checkbox"/> Any other: | |

Analysis:

- 81% of the alumni responded towards the communication skills development during their course.
- 54% of the alumni responded towards the Interpersonal and intra-personal skills development in their ward during the course.
- 56% of the alumni parents responded towards the Behavioural skills development during their course.
- 86% of the alumni parents responded towards the Level of confidence development during their course.

(Note: Respondents were allowed to tick more than one)

12. How would you rate this 2 years course as overall?

Analysis & Interpretation:

- 36% of the alumni rated the entire course as best
- 55% of the alumni rated the entire course as best
- 9% of the alumni rated the entire course as best

Analysis of Corporate Feedback

1. Do you feel that your employees (RVIM students) are well trained in our institution to meet the corporate needs?

Analysis:

- 94% of the employers responded that their employees (RVIM students) are well trained in our institution to meet the corporate needs
 - 6% of the employers responded that their employees (RVIM students) little more skill oriented training is required to meet the corporate needs
2. Do you feel that your employees (RVIM students) are able to meet the customer expectations and satisfy them?

Analysis:

- 71% of the employers responded that their employees (RVIM students) are highly capable in meeting the customer expectations and satisfying them.
 - 23% of the employers responded that their employees (RVIM students) are moderately capable in meeting the customer expectations and satisfying them.
 - 6% of the employers responded that their employees (RVIM students) are moderately capable in meeting the customer expectations and satisfying them.
3. Do your employees (RVIM students) have potential enough to perform the assigned task?

Analysis:

- 94% of the employers responded that their employees (RVIM students) are potential enough to perform the assigned task.
 - 6% of the employers responded that their employees (RVIM students) are not potential enough to perform the assigned task.
4. Do you agree that your employees (RVIM students) are able to apply the knowledge they gained in their course?

Analysis:

- 82% of the corporate agreed that their employees (RVIM students) are able to apply their conceptual knowledge at work place.
- 18% of the corporate agreed that their employees (RVIM students) are able to apply their conceptual knowledge at work place.

5. How competent you feel that your employees (RVIM students) are able to perform as a team and as an individual?

Analysis:

- 6% of the employers felt that their employees (RVIM employees) are able to perform best as a team and as an individual as well.
- 82% of the employers felt that their employees (RVIM employees) are able to perform good as a team and as an individual as well.
- 12% of the employers felt that their employees (RVIM employees) are able to perform average as a team and as an individual as well.

6. What is your employees (RVIM students) contribution in building the brand image of your organization?

Analysis:

- 35% of the employers agreed that their employees (RVIM Students) contributed to a greater extent in building the brand image of their organization.
- 65% of the employers agreed that their employees (RVIM Students) contributed to some extent in building the brand image of their organization.

7. How potential your employees (RVIM students) are able to face the current competition?

Analysis:

- 18% of the employers responded that their employees (RVIM students) are highly potential in facing the competition.
- 70% of the employers responded that their employees (RVIM students) are moderately potential in facing the competition.
- 12% of the employers responded that their employees (RVIM students) are not adequately potential in facing the competition.

8. Rate your employees (RVIM students) with the below mentioned skills (1-5 as 1 being the highest and 5 being the lowest)

- | | |
|---|--|
| <input type="checkbox"/> Communication skills | <input type="checkbox"/> Interpersonal and intra-personal skills |
| <input type="checkbox"/> Behavioural skills | <input type="checkbox"/> Level of confidence |

Any other please specify:

Analysis:

<p>Communication Skills:</p> <p>35% employers rated as '5'</p> <p>43% employers rated as '4'</p> <p>22% employers rated as '3'</p>	<p>Interpersonal and intra-personal skills:</p> <p>48% employers rated as '5'</p> <p>46% employers rated as '4'</p> <p>6% employer rated as '3'</p>
<p>Behavioural skills:</p> <p>88% employers rated as '5'</p> <p>12% employers rated as '4'</p>	<p>Level of confidence:</p> <p>58% employers rated as '5'</p> <p>36% employers rated as '4'</p> <p>6% employer rated as '3'</p>

9. How would you rate your employees (RVIM students) contribution towards the organisation?

Analysis:

- 23% of the employees are highly satisfied towards their employees (RVIM students) contribution towards the organization.
- 71% of the employees are satisfied towards their employees (RVIM students) contribution towards the organization.
- 6% of the employees are not satisfied towards their employees (RVIM students) contribution towards the organization.

10. Please rate the overall assessment of your employees (RVIM students)

Analysis:

- 6% of the employers assessed their employees(RVIM students) as Best
- 55% of the employers assessed their employees(RVIM students) as Better
- 33% of the employers assessed their employees(RVIM students) as Good
- 6% of the employers assessed their employees(RVIM students) as Best

Analysis of Parents Feedback

1. Do you feel that the course accomplishments were worth the resources you have invested for your ward?

Analysis:

- 82% of the parents felt that the course accomplishments were worth the resources they have invested for their wards.
- 18% of the parents felt that the course accomplishments were not worth the resources they have invested for their wards

2. What is the contribution level of institution towards your wards improvement?

Analysis:

- 25% of the parents agreed that institution contributes to the greater extent in their wards improvement
- 59% of the parents agreed that institution contributes to the moderate extent in their wards improvement
- 14% of the parents agreed that institution contributes to the lower extent in their wards improvement

3. Does the course achieve yours and your wards expectations?

Analysis:

- 88% of the parents agreed that the course achieve their and their wards expectations
- 12% of the parents agreed that the course achieve their and their wards expectations

4. To what extent do you think your ward can apply the knowledge acquired in the course at their work place/real life situations?

Analysis:

- 35% of the parents accepted to the greater extent that their ward can apply the knowledge acquired during the course at their work place/real life situations
- 65% of the parents accepted to the moderate extent that their ward can apply the knowledge acquired during the course at their work place/real life situations

5. Did your ward have value added inputs along with the curriculum?

Analysis:

- 81% of the parents accepted that their wards are benefited with the value added inputs along with the regular curriculum provided by the institution
- 19% of the parents accepted that their wards are not benefited with the value added inputs along with the regular curriculum provided by the institution

6. Does the course meet your wards corporate requirements?

Analysis:

- 94% of the parents agreed that their wards met the corporate requirements in this two years course of time.
- 6% of the parents did not agreed that their wards met the corporate requirements in this two years course of time.

8. Did the course help your ward to meet competition?

Analysis:

- 91% of the parents agreed that course helped their wards in meeting the current competition
- 9% of the parents did not agreed that course helped their wards in meeting the current competition

9. How effective are the faculty?

Analysis:

- 10% of the parents agreed that faculty at RVIM are Best
- 46% of the parents agreed that faculty at RVIM are Better
- 41% of the parents agreed that faculty at RVIM are Good
- 3% of the parents agreed that faculty at RVIM are Average

10. Which one of the below mentioned attributes you like most about the college?

Analysis:

Majority of the parents agreed and rated the above parameters as below

- Infrastructure of the institution as Best
- Environment of the institution as Better
- Management and the faculty of the institution as Very Good

11. Which of the benefits mentioned below you feel are gained by your ward in the course?

Analysis:

Most of the parents agreed that all the skills developed in their wards during the two years course time.

12. How would you rate your wards overall course?

Analysis:

- 9% of the parents rated the MBA course overall as Best
- 41% of the parents rated the MBA course overall as Better
- 46% of the parents rated the MBA course overall as Good
- 4% of the parents rated the MBA course overall as Average