



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 2014-2015

The Annual Quality Assurance Report (AQAR) of the IQAC

Part – A

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

2014 – 2015

(21 February 2014 to 20 February 2015)

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.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

(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.in

Web-link of the AQAR:

www.rvim.in/AQAR.pdf

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 on 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 _____ NA _____ (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 | 03 |

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 “Curriculum Enrichment and Capacity Building”
- Focused Group Discussion on “Quality Enhancement of RVIM Library” (organised through Library Committee)
- Workshop on “Effective Mentoring” (organised through Mentorship Committee)
- Workshop on “Office Automation” for administrative staff

2.14 Significant Activities and contributions made by IQAC

- IQAC organised workshop for faculty members to improve quality in their teaching.
- IQAC initiated Academic Audit.
- IQAC initiated Green Audit at institution level.
- Faculty Performance Review Meetings and Presentations.
- Consultants to provide with industry related inputs based on the areas of specialization.
- Research Projects by Faculty members and Paper Publication – initiative through Research Committee.
- Orientation Programme for I semester students in a new way (through Orientation Programme Committee)

- Internship Orientation and workshops to the students at each stage of the internship training (through Internship Training and Projects Committee)
- Intensive Computer Training for I semester students through System Department
- Value Addition Courses for students through all the departments

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 five FDPs and two workshops for faculty members |
| Workshops and Seminars for students | <ul style="list-style-type: none"> • Each department has organised workshops, seminars, guest lecturers for students |
| Value Addition Programmes | <ul style="list-style-type: none"> • II year students (during III and IV semester) were provided with PG Diploma course in their respective area of specialisation • I semester students were provided with Certificate course • II semester students were provided with proficiency course • SAP course also provided for II year students (during III and IV semester) |
| Conferences | Two National Conferences 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. |
| Academic Audit | Initiated during the year |
| Research and Publications | <ul style="list-style-type: none"> • Faculty members were encouraged to apply for projects from various funding agencies and they have applied also. • All most all the faculty members have presented their research papers in various conferences. • Faculty members also published papers in Journals. |

| | |
|---|---|
| Continuous Student Evaluation | A Committee is formed to carry out continuous student evaluation and SWOT analysis in a more systematic way. |
| Management and Cultural Activities | Two Management Fests and two cultural fests were organised during the year. |
| Library | <ul style="list-style-type: none"> • Separate Reference section was made • Library Committee undertook Library Quality Enhancement Programme |
| Industry Interaction and Placement Training | <ul style="list-style-type: none"> • Every Saturday Placement Training for Second Year Students have been conducted. • Every Saturday Communication & Personality Development Training for First Year Students have been conducted. |

** 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 conduct some specific programmes in the area of research and student development.

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 | 03 |
| UG | - | - | - | - |
| PG Diploma* | - | 03 | 03 | - |
| Advanced Diploma | - | - | - | - |
| Diploma | - | - | - | - |
| Certificate* | 01 | 01 | 02 | - |
| Others – Proficiency* | 01 | 03 | 04 | - |
| Total | 04 | 07 | 11 | 03 |
| Interdisciplinary | - | - | - | - |
| Innovative | - | - | - | - |

*Note: Value Added Programmes, PG Diploma, Certificate course 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.

Yes, MBA course Regulations and Syllabus were revised by Bangalore University.

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 | Professors | Others |
| | 24 | 14 | 04 | 03 | 03 |

2.2 No. of permanent faculty with Ph.D.

05

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

| Asst. Professors | | Sr. Asst. Professors | | Professors | | Others | | Total | |
|------------------|---|----------------------|---|------------|---|--------|---|-------|---|
| R | V | R | V | R | V | R | V | R | V |
| - | - | 01 | - | 01 | - | 02 | - | 04 | - |

2.4 No. of Guest and Visiting faculty and Temporary faculty

17

02

-

2.5 Faculty participation in conferences and symposia:

| No. of Faculty | International level | National level | State level |
|------------------|---------------------|----------------|-------------|
| Attended | 09 | 20 | 01 |
| Presented papers | 07 | 19 | - |
| Resource Persons | 01 | 01 | - |

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

- Real time market analysis
- Learning through Surveys and Projects
- Learning through Newslets preparation by the students using the news papers and discussion regarding the subject based on the newslets
- Review of Research Articles related to the topic and discussion on the same
- Learning through corporate videos developed by students on specific topics from the subject
- Learn by Teaching
- Business Games and simulations

- **Visualise your future:** Every entrepreneurship subject class starts with visualization exercise. Students have to stay calm for few minutes and then faculty gives them a situation to visualize. For example: “Think that you have no more jobs left in any of the companies. The only way you have to survive is by starting something on your own. What is it that you think you will start after MBA to earn for your living?” Students will be given sufficient time to visualize the entire situation and then they have to share their inputs with the class. Faculty keep ask questions intermittently to get full details about their visualization and to take hints from their inputs to start topics. Situations for visualization are based on the topics to be taken up in the class.
- **Thinking Black Board:** Similar to brainstorming technique. The students are called randomly to the board and given a word or term or sentence like; sole proprietorship. They have to quickly write any word connected to sole proprietorship on the board and others have to think the connection between the word on the board and sole proprietorship. They have to then make note of the connection on a sheet of paper or their books.
- **Question Relay:** This method is used to check the understanding of the student from the class. Faculty asks a question related to the subject to the class or one student. In case the student answers it right he/she asks another question related to the subject to one of the classmates of their choice. In case the student fails to answer he/she have to nominate any other person in the class to answer the question on their behalf.

| | |
|--|------------------|
| 2.7 Total No. of actual teaching days during this academic year | 182 |
| 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 | - - 02 |
| 2.10 Average percentage of attendance of students | 95% |

2.11 Course/Programme wise distribution of pass percentage:

| Title of the Programme | Total no. of students appeared | Division | | | | |
|------------------------------|--------------------------------|---------------|-----|------|-------|--------|
| | | Distinction % | I % | II % | III % | Pass % |
| I Semester – Jan 2014 | 163 | 21 | 118 | 07 | - | 89.5 |
| II Semester – June 2014 | 161 | 15 | 109 | 16 | - | 86.95 |
| III Semester – December 2013 | 164 | 26 | 123 | 12 | - | 98.17 |
| IV Semester - June 2014 | 158 | 39 | 109 | 05 | - | 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.
- Internal Academic Audit also initiated from IQAC.
- For academic and research activities quality policy is made and process and procedures are set and disseminated through Quality Manual of the Institute.
- At the end of every semester feedback on subject faculty will be collected from the students and analysed. The summary of the feedback analysis will be given to faculty members for improvement.
- Faculty Development Programmes and workshops for students
- IQAC has developed a system for approval before the programmes and reporting after the programme along with feedback analysis from the participants.
- Various committees were also formed to monitor different activities and programmes in the institute for effective implementation of the plan and to achieve excellence.
- The Director of the institute regularly interacts with students and faculty members to get feedback and to give suggestions.

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 | 11 |
| Faculty exchange programme | - |

| | |
|---|----|
| Staff training conducted by the university | 01 |
| Staff training conducted by other institutions | - |
| Summer / Winter schools, Workshops, etc. | 02 |
| Others – Seminars | 03 |
| Others – Faculty Development Programmes(FDP) conducted by other institutions and our institution | 22 |

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 | 08 | - | 01 | - |
| Technical Staff | 03 | - | 01 | - |

Criterion – III

Research, Consultancy and Extension

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

- Emphasizing upon faculty to publish a minimum of 2 papers per semester and to take up two minor projects in a year.
- Motivating students to write research based papers.
- Involvement of students in faculty research.
- Institution is willing to fund Faculty's selected minor projects.
- Organising Research based programmes like FDPs, Seminars etc for the faculty to upgrade their skills in research

3.2 Details regarding major projects

| | Completed | Ongoing | Sanctioned | Submitted |
|---------------------|-----------|---------|------------|--------------|
| Number | -- | -- | -- | 01 |
| Outlay in Rs. Lakhs | -- | -- | -- | 12 -15 lakhs |

3.3 Details regarding minor projects -Nil-

| | Completed | Ongoing | Sanctioned | Submitted |
|---------------------|-----------|---------|------------|-----------|
| Number | -- | -- | -- | -- |
| Outlay in Rs. Lakhs | -- | -- | -- | -- |

3.4 Details on research publications

| | International | National | Others |
|--------------------------|---------------|----------|--------|
| Peer Review Journals | 04 | - | - |
| Non-Peer Review Journals | - | - | - |
| e-Journals | 01 | - | - |
| Conference proceedings | - | 02 | - |

3.5 Details on Impact factor of publications:

Range Average h-index Nos. in SCOPUS

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

| 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

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

3.13 No. of collaborations International National Any other

3.14 No. of linkages created during this year - Nil

3.15 Total budget for research for current year in lakhs:

From Funding agency From Management of University/College

Total

3.16 No. of patents received this year

| Type of Patent | | Number |
|----------------|---------|--------|
| National | Applied | 01 |
| | 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 |
|-------|---------------|----------|-------|------------|------|---------|
| 04 | -- | 04 | -- | -- | -- | -- |

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

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

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 State level
National level International level

3.22 No. of students participated in NCC events: NA

University level State level
National level International level

3.23 No. of Awards won in NSS: NA

University level State level

National level International level

3.24 No. of Awards won in NCC: NA

University level State level

National level International level

3.25 No. of Extension activities organized

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

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

1. Computer Literacy programme for Senior citizens
2. World Environment Day organized on 5th June 2014
3. Training on Fire Fighting was held for the students on 22nd Dec 2014
4. Concern for Ozone Layer Depletion through painting competition was held on 14th September 2014
5. World Aids Day was organized on 1st December 2014
6. Oral Helper Programme –Dental Check up was organized on 28th and 29th April 2014
7. Students participated in the various CSR programmes organized by other organizations.
8. Swasth Bharat Programme conducted during 5th & 6th December 2014
9. Safety guidelines to the Government school students held on 5th & 6th December 2014
10. Students were taken to water recycling plant in Cubbon Park to create positive attitude and awareness towards grey water recycling and to understand the importance of water conservation on 1st Aug 2014
11. Student group formed to initiate research on recycling of grey water with student leader Mr. Shivayaogi Jotawar, MBA III Semester under the guidance of Prof. Chandran, Faculty in General Management and Coordinator RVIM Centre for Social Responsibility. To further this efforts a interview was conducted with the Chairman, Karnataka State Pollution Control Board on 2nd Aug 2014

12. A group of students from III Semester MBA were sensitized on various issues of cruelty towards animals by taking them to an animal shelter in Koramangala on 3rd Aug 2014 .
13. Visit to cancer hospital was organised at Kidwai Memorial Institute of Oncology. Faculty and student team entertained the little children with computer –rhymes, animation and helping them to paint using crayons on art/activity book at the inpatient unit ,Pediatric Block. Many of the faculty and students donated drawing books and crayons for this programme on 4th Aug 2014
14. Eye camp to screen and identify ophthalmic problems by qualified optometrists was organised in the R.V. Institute of Management campus. Around 80 people of all age groups were benefited by the camp. TITAN EYE supported the optometrists service by providing free service on invitation to the campus on 5th Aug 2014
15. Nele, an Orphanage was invited to the Campus to collect used cloth, stationers, food items and dry eatables for the destitute children in their home on 6th Aug 2014.
16. Safety precaution lesson on harassment especially highlighting on various forms of good touch and bad touch and information about police help line for children 1098 is also provided to the school children conducted on 6th Aug 2014
17. Pollution awareness programme was held on 7th Aug 2014.
18. Energy Conservation initiative – The student volunteers of RVIM conducted interview with Mr. Y B Rama Krishna, former chairman and Director, Karnatka Bio Fuel Board on 11th January 2015 and report also published in RVIM NewsDesk to create awareness.

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 | - | Fee collected from students | 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. | Computers | 210 | 75 | | 210 |
| | Air conditioners | 20 | 02 | | 22 |
| | Audio video | 16 | 02 | | 18 |
| | LCD projector | 20 | 02 | | 22 |
| | Laptop | 24 | 04 | | 24 |
| Value of the equipment purchased during the year (Rs. in Lakhs) (Rs.30,64,877) | | - | 30.65 lakh | | - |
| Others | | - | Reference section | - | |

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 | 13,706 | Rs.35,11,447 | 121 | Rs.44,677 | 13,837 | Rs.35,56,124 |
| Reference Books | 1,785 | Rs.5,58,707 | - | - | 1,785 | Rs.5,58,707 |
| e-Books | - | - | - | - | - | - |
| Journals | 56 | Rs.2,05,223 | - | - | 106 | Rs.2,05,223 |
| Magazines | 50 | | | | | |
| e-Journals | 06 | Rs.24,700 | - | - | 06 | Rs.24,700 |
| Digital Database | 02 | Rs.2,58,552 | - | - | 02 | Rs.2,58,552 |
| CD | 1369 | - | - | - | 1409 | - |
| Video | 40 | | | | | |
| Others – IIM-B Library Membership | 01 | Rs.5000 Annual fee | - | - | 01 | Rs.5000 Annual fee |

4.4 Technology up gradation (overall)

| | Total Computers | Computer Labs | Internet | Browsing Centres | Computer Centres | Office | Departments | Others |
|----------|--|---------------|-------------------------|------------------|------------------|--------|--|--|
| Existing | 210 | 04 | 4 mbps Leased line, 1:1 | All 4 labs | All 4 labs | 10 | 24 laptops | English & Communication Lab Digital Library |
| Added | 75 old computers were replaced with new i3 computers | - | - | - | - | - | 4 old laptops were replaced with new laptops | - |
| Total | 210 | 04 | - | All 4 labs | All 4 labs | 10 | 24 | - |

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

| |
|---|
| <ul style="list-style-type: none"> • Training conducted on EBSCO and JGATE online databases for faculty and students • SAP certification course conducted for students • OFFICE 2007 certificate course conducted for students • Organised Faculty Development Programme on Social Science Research using SPSS 20.0 and AMOS. • Organised Faculty Development Programme Mediation and Moderation using SPSS 20.0 and AMOS. |
|---|

4.6 Amount spent on maintenance in lakhs :

| | |
|--|-------------|
| i) ICT | Rs.1,41,200 |
| ii) Campus Infrastructure and facilities | Rs.2,35,565 |
| iii) Equipments | Rs.1,33,430 |
| iv) Others | Rs.1,70,706 |
| Total : | Rs.6,80,901 |

Criterion – V

Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

- Interactions with students
- Involvement of student member 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.
- Repeated 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, management, cultural, social activities and programmes and attendance have been communicated to the students.
- Displays were made put on the important places in the institute about anti-raging 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 of the students but also keeps track on overall development of the students.
- Mentors also keep track on the progress made by the mentees.

5.3 (a) Total Number of students

| UG | PG | Ph. D. | Others |
|----|-----|--------|--------|
| - | 318 | 08 | - |

(b) No. of students outside the state

| | |
|-----------|-----------------------|
| 2013-2014 | No. of students is 25 |
| 2014-2015 | No. of students is 20 |

(c) No. of International students

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

2013-2014

| | | |
|-------|-----|-----|
| | No. | % |
| Men | 113 | 68 |
| Women | 52 | 32 |
| Total | 165 | 100 |

2014-2015

| | | |
|-------|-----|-----|
| | No. | % |
| Men | 99 | 65 |
| Women | 54 | 35 |
| Total | 153 | 100 |

| Last Year (2013-2014) | | | | | | This Year (2014-2015) | | | | | |
|-----------------------|----|----|-----|-----------------------|-------|-----------------------|----|----|-----|-----------------------|-------|
| General | SC | ST | OBC | Physically Challenged | Total | General | SC | ST | OBC | Physically Challenged | Total |
| 56 | 23 | 02 | 84 | - | 165 | 45 | 14 | 05 | 89 | - | 153 |

Demand ratio (2014-15)

Dropout % (2014-15)

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

- Career Development and orientation programmes are initiated for the students where in information about the various Competitive examinations being provided.
- Faculty members also provided data as well as directives for writing IBPS, NET and IAS examinations during their sessions.

No. of students beneficiaries

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

- Ann
- Training programmes are organized by the Placement Department for the III semester students on regular intervals. Ever Saturday is been dedicated to the career training programmes and guidance is provided by the external resource persons.

• Academic and Industry interaction programmes are also organised for students. Career

No. of students benefitted $161 + 149 = 310$

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 |
| 64 | 162 | 56 | 70 |

5.8 Details of gender sensitization programmes

- A programme on Women assault awareness and sensitizing the severity of such issue was initiated for the girl students.
- A campaign was organized to understand from the student community as to importance of gender sensitization and repeated behavioral issues.

5.9 Students Activities

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

State/ University level 18 National level 01 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 | 12 | Rs.13,15,000 |
| Financial support from government | 29 SC/ST students | From April 2014 to January 2015 amount is Rs.17,37,310 |
| Financial support from other sources | - | - |
| 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

Organised Green Marketing Exhibition

Organized Management Fest

Organized Cultural Fest

5.12 No. of social initiatives undertaken by the students

5.13 Major grievances of students (if any) redressed:

- Students are over burdened with Assignments: The grievance committee came to a consensus that there should be only two assignments per subject during the semester. First Assignment should be in the written form based on primary data which could be given either for individual students or for groups. Second Assignment should be based on the secondary data which is subject based and to be submitted within the prescribed time individually.
- Students Losing Locker keys and replacement: A circular is being sent to all students to communicate the office when their locker keys are lost and if lockers are having any problems.
- Provision for Parking of vehicles has been completed so that the students can park their vehicles in the assigned vicinity inside the campus.
- It was discussed that all girl students of RVIM should be allotted to one hostel rather than two hostels for better supervision.
- Mentorship committee should make a presentation and create awareness among all faculty members with reference to the common grievances voiced by the students.

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 MIS partly.

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. Following strategies have been undertaken by the institute:

- The Director of the Institute was member of the syllabus revision committee of Bangalore University.
- Our faculty members attended syllabus orientation programme organized by Bangalore University in association with other institutes.

An

- We have organized one day Faculty Development Programme on Accounting for Managers as per new syllabus.

- The institute offers value addition courses to the students. These courses were designed and syllabus was framed based on the feedback of the alumni and suggestions by the industry experts.

6.3.2 Teaching and Learning

- Calendar of events was given to all the faculty members and informed to adhere to the same.
- Faculty members were asked to submit Lesson Plans and Work Programmes to the Director of the institute at the beginning of the semester and reviewed the same by him with the assistance of invited external experts.
- 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 technical aids and teaching the students with latest information.
- Innovative method of teaching was very much encouraged.
- Faculty members were provided with additional learning facility by deputing them to advanced learning programmes.
- Faculty members were provided with industry inputs by organizing specialization wise interaction with experts and professionals.
- Library quality improvement initiatives and measures to increase usage of library and digital library. Library based assignments and activities for learning.
- Experiential learning through lab based sessions and field visits.
- Case study method of teaching and students were involved in writing the cases.
- Remedial class.
- Feedback on teaching is taken from students, analysed and informed to the faculty members for improvement.
- Faculty Development Programmes were organized.
- Regular student workshops, seminars and guest lecturers were organized.

An

- Students were given mini projects to encourage self learning among themselves.
- Mentoring was used to make students comfortable in learning process by giving suggestions, solving their difficulties and counselling in the matter of concern.

6.3.3 Examination and Evaluation

We follow and implement regulations and guidelines of the Bangalore University. Following strategies have been undertaken by the institute:

- 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.
- Two internal assessment tests for III semester students, regular assignments, subject wise presentations and real time work.
- Two internal assessment tests, one among them was surprise test for I semester students, article review, regular assignments, subject wise presentations and mini projects.
- Evaluation and Feedback by subject faculty and constant performance monitoring and suggestions for improvement by mentor.
- Uploading of test performance information 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.
- Eligible faculty members have attended examination and evaluation duty.
- For value addition courses examinations were held and evaluation was carried out as per the guidelines issued by the IQAC.

6.3.4 Research and Development

Annu

- The Institute has Research Centre recognised by Bangalore University.
- Faculty members were encouraged to write, present and publish research papers.
- Research Committee prepared guidelines and informed the same to the faculty

6.3.5 Library, ICT and physical infrastructure / instrumentation

- Library Committee has initiated quality improvement programme.
- Reference section is created during the year.
- 73 computers were replaced with upgraded computers with i3 and planning to upgrade all the systems.
- Physical infrastructure will be created based on need.

6.3.6 Human Resource Management

- The human resources of the institute managed in a free and democratic manner.
- Faculty members are provided opportunity for their individual growth along with the organisational development.
- Human resource planning is done based on workload need and statutory requirements and accordingly recruitment is made.
- Both teaching and non-teaching members are encouraged to higher studies by providing leaves and other facilities.
- Staff and students are provided with sponsorship for conferences, workshops, fests etc.
- Subjects allocated based on the preferences given by the faculty members and according to their specialisation.
- Committees are made for various activities of the institute and staff members provided an opportunity to work in these committees.
- The achievements of the staff members and students are recognised with appreciation and by honouring them.
- Staff members have equal opportunity to get challenging assignments, promotion and increments.
- Faculty members are always updated and supported through training programmes.
- The performance appraisal system includes self assessment by the staff, assessment by the Director and finally assessment by the management.
- Staff members are continuously motivated and reinforced through developmental programmes, workshops and counselling.

6.3.7 Faculty and Staff recruitment

Recruitment of teaching staff:

- Advertisement will be given in the leading news papers.
- Selection 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. If the candidate is get through in the process he/she will be recruited.
- Good referrals are also considered.

Recruitment of non-teaching staff:

In case of recruitment of non-teaching staff, the same procedure will be applicable except demonstration class.

6.3.8 Industry Interaction / Collaboration

At

- Professionals and experts were invited to interact with our students.
- Corporates have been invited to deliver lectures and train our students.
- The Institute has established good industry relationship as many of the companies are visiting campus for placement every year.

6.3.9 Admission of Students

- The students seeking admission under the management quota are first appeared from the All India Entrance Exam known as MAT (Management Aptitude test) or any of the approved National level Entrance Test such as KMAT, CAT, CMAT etc. Percentage of 60 and above is considered to eligible for Admissions to RVIM. The short listed students are sent call letters & are asked to confirm the date and time for the screening (GD, personal interview).
- The Government quota seats will be filled through PG CET conducted by Government of Karnataka.
- The Admission Committee is formed to plan and implement the strategies for admission.
- The members of the Admission committee form teams & visit the various UG colleges & address the students of the final year to create awareness about the MBA programme offered by. The Institute.
- We actively participate in the B-school ranking surveys conducted by the reputed Media houses which in turn help us to create awareness about our MBA programme all over India.
- RVIM Promotional Video is created.
- Actively participating in the Educational Fairs conducted pan India.

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

6.5 Total corpus fund generated

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

Initiated during the year

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?

Annual

6.11 Activities and support from the Alumni Association

- Alumni meet “Sammilana” will be conducted twice a year.
- 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.

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

Nil

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

- Rain water harvesting
- Energy conservation measures have been adopted
- Green audit
- Organising events to mark Environment Day, Ozone layer protection awareness day, etc
- E-waste Management
- Nurturing plants and greenery, both inside and outside of the campus
- Re-using of paper
- Sensor type urinals are being provided to maintain hygienic environment.

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.

- Involvement of students in faculty research projects.
- Integrating CSR activities with the prescribed curriculum so as to enable students to understand and appreciate the social dimension in Management Education.
- Faculty members are provided with industry related inputs based on their area of specialization from corporate consultants.

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 achievements of the compliance of proposed actions for the current year indicates that most of the planned activities are having achieved during the year. 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 2014 (during third semester) is rescheduled for the second and forth semesters.

7.3 Give two Best Practices of the institution

- Assessment of student **Learning Styles and SWOT Analysis** carried out for students for better assessment and planning.
- Culture based **Holistic Management Education** with **Social, Entrepreneurial** and **Corporate** orientation.

**Details are given in the Annexure I*

7.4 Contribution to environmental awareness / protection

The Institute is very conscious towards the conservation and safety of the environment. It has undertaken the following measures:

- ✓ Nurturing plants and greenery, both inside and outside of the campus.
- ✓ Enough care was taken while constructing the building to have natural light and ventilation for the entire building.
- ✓ 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.
- ✓ Awarded a prize by the Horticulture Department for 8 years consecutively for the Best Maintained garden.
- ✓ Participating in exhibitions at Lalbagh, in association with the Pollution Control Board.
- ✓ Organizing a walkathon / procession together with the forest department for the cause of environment conservation.
- ✓ A cycling club has been initiated within RVIM.

7.5 Whether environmental audit was conducted? Yes No

Green Audit at RVIM

RVIM is predominantly an academic institution and the scope of the audit limits to the campus environment and the people footprints. The people group formed is faculty, students and visitors. The material coverage shall include papers, covers, plastic and metal stationeries, calculators, computer laptops and food containers and accessories for materials carriage to name a few. The food and pantry utensils are audited to provide a usage pattern. Few important aspects of health and medical disposals of the Health Room/Sick Room are also made.

The areas of present audit coverage are:

- Waste minimization and recycling
- Greening the environment
- Animal welfare
- Water conservation
- Energy conservation

Carbon footprint calculator is used to measure an estimate of how many tons of carbon dioxide and other green house gasses are created each year.

The use Calculator of Santa Clara University, Markkula Centre for Applied Ethics is done to arrive at the consumption pattern and equation of transportation vehicles, mobile phones and I pods.

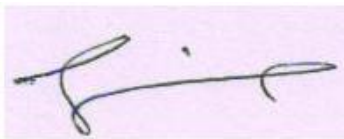
The student volunteers of Centre for Social Responsibility in RVIM Campus are utilized for basic assessment purpose and to sensitize the students on various issues of Green Audit. The audit is Internal Audit.

7.6 Any other relevant information the institution wishes to add. **Unique practices**

- Organised demonstration of fire fighting drill from professionals to students and staff members of the Institute.
- To make the students comfortable during the examination, the institution provides individual mineral water bottles and biscuits to the students.
- Faculty participation and performing in cultural activities conducted in the institution.
- Knowledge Café - Regular knowledge sharing sessions for the faculty members.

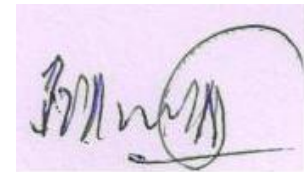
8. Plans of institution for next year

- To strengthen the research and consultancy activities in the Institute.
- To continuing with existing student development programmes along with new initiatives to face the new challenges in the competitive world.
- To make collaboration with Foreign University or Institutions for academic and research activities.
- To have collaborations with industry and professional organizations to enhance the industry interaction and to conduct joint programmes.
- To organize National Conferences.
- To organize Quality Seminars and workshops.
- To take initiatives towards total quality management.
- To take-up innovative strategies for academic and institutional excellence.



Gowrisha

Coordinator, IQAC



Dr. T V Raju

Chairperson, IQAC

Best Practice 1

1. Title of the practice: Assessment of student **Learning Styles and SWOT Analysis** carried out for students for better assessment and planning.

Teaching to suit Student Learning Styles

We introduce the concept of learning space as a framework for understanding the interface between student learning styles and the institutional learning environment. We illustrate the use of the learning space framework in three case studies of longitudinal institutional development. Finally, we 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.

2. Goal:

To understand the learning style of every student is necessary for effective class interaction.

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 faculty members could be to understand-What my student learning method is? How can I adapt my teaching method to suit my student needs?

Students preferentially take in and process information in different ways: by seeing and hearing, reflecting and acting, reasoning logically and intuitively, analyzing and visualizing, steadily and in fits and starts. Teaching methods also vary. Some instructors lecture, others demonstrate or lead students to self-discovery; some focus on principles and others on applications; some emphasize memory and others understanding.

When mismatches exist between learning styles of most students in a class and the teaching style of the professor, the students may become bored and inattentive in class, do poorly on tests, get

discouraged about the courses, the curriculum, and themselves, and in some cases change to other curricula or drop out of school.

Many people recognize that each person prefers different learning styles and techniques. Learning styles group common ways that people learn. Everyone has a mix of learning styles. Some people may find that they have a dominant style of learning, with far less use of the other styles. Others may find that they use different styles in different circumstances.

4. The Practice:

Online sources are available in plenty. Not all are effective and reliable of result. After careful research in internet search engines the following website was suitable to our needs: (URL:<https://www.engr.ncsu.edu/learningstyles/ilsweb.html>).

It provided instant results with description. This online evaluation was designed by Richard M. Felder and Barbara A. Soloman at **North Carolina State University**. Dr. Richard M. Felder is Hoechst Celanese Professor Emeritus of Chemical Engineering at North Carolina State University, Raleigh, North Carolina.

RVIM Computer Lab is engaged to conduct the evaluation. The online tool will be administered to the students which provide a score sheet at the end of the process. The students are informed to send the same to a common e-mail id.

5. Evidence of Success:

The result sheet presented some of the suggested methods of learning based on their style of learning Viz.

- **Visual:** You prefer using pictures, images, and spatial understanding.
- **Verbal:** You prefer using words, both in speech and writing.

6. Problems encountered and resource required:

The process of learning style assessment is time consuming and it is a challenge to accommodate the assessment sessions in the computer labs. Further this has to be done for small groups, generally section wise.

It requires computer lab with uninterrupted internet facility and a competent tool administrator for administering the test.

SWOT Analysis

SWOT is an important planning tool that helps students of the Institute to identify in a systematic and organized way, their strength and weaknesses. It helps to identify the best opportunities available for a student - to enhance and achieve their set goals, to overcome the challenges that they may encounter. This SWOT Framework is been adopted for the student community in order to understand, evaluate and channelize the students potential, thereby they are able to develop their skills, to become competent and be a good citizen.

2. Goals:

1. To identify various traits within the student.
2. To synergize students traits with the environment.
3. To build their strength, dilute their weaknesses, exploit the opportunities around and overcome their challenges.
4. To channelize their skills sets (strength) and rise above their weaknesses through training & development programme.

3. The Context:

SWOT Analysis 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 the area of communication. Moreover, there were students especially from 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 knowing the strengths and weaknesses of the students so as to facilitate them to work on their strengths for better academic performance.

4. The practice:

The SWOT Process:

- Create form which contains basic questions to identify students strengths and weaknesses.
- This form will be given to individual students to duly fill in and return the form within two working days.
- To prepare a faculty group of two in a team. This grouping is done on the bases of faculties who engage 1st semester and 4th semester classes.
- The form will be provided to the respective Faculty members four days in advance to know the student better.

- On the day of the event, the faculty will have SWOT Analysis Sheet, Student Awareness Form and the student to analysis his/her strength and weakness.
- To collect the feedback from the faculty groups, analysis it and document it.
- Finally, prepare a brief report and submit the same to the Director for his perusal.

5. Evidence of success:

SWOT Analysis has helped the students to identify their own strengths, take up challenges, overcome obstacles and difficulties in their day to day life. Parents, guardians and all other relevant stakeholders are aware and appreciative of the help the students get through this process.

6. Problems encountered and resource required:

It was a challenge to schedule the entire SWOT process and give adequate guidelines to the faculty members regarding the parameters that need to be considered for this process. Further, these parameters are only indicative and give a cursory picture of the students' strengths and weaknesses. It does not take into consideration the finer aspects of the student abilities.

The main resource required is competent human resources to effectively conduct SWOT analysis.

Best Practice 2

1. Title of the practice: Culture based **Holistic Management Education** with **Social, Entrepreneurial** and **Corporate** dimension.

2. Goal:

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.

3. The Context:

Contextual Features for Student Development

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.

Efforts are made to inculcate in the students the various values and ethical conduct through a number programmes and events organized by the Centre for Indian Culture and Heritage, which is a unique feature of our institution.

4. The practice:

Career training with adequate importance to Entrepreneurship Development programmes are organised. CSR activities are conducted regularly and integrated with curriculum. Further the activities are strengthened by various events conducted by the Centre for Indian Culture and Heritage. Management Fests are conducted on a regular basis as also cultural events and more importantly sports activities. These activities which have been carried out regularly have yielded consistent results by way of students gaining an edge in the placement season.

5. Evidence of Success:

The programme has been successful, yes. However, the success observed is seen to be more qualitative than purely quantitative.

Success of the practice has been observed in the following aspects:

- ⤴ 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 students 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.

Problems encountered and resource required

The biggest challenge that is encountered in implementing all the aspects as part of holistic education, like co-curricular activities, extracurricular activities, sports, events pertaining to Indian Culture and Heritage, Entrepreneurship development activities and so on along with the University prescribed curriculum. Another big challenge is the time constraint.

The primary resource required for imparting holistic education is the initiative and skill on the part of faculty members in organising the various events and activities.

Annexure II

Rashtreeya Sikshana Samithi Trust

R V Institute of Management**Calendar of Events for 2014 - 15**

| Departments | Seminar | | Workshop | | | | FDP (For Faculty Members) |
|--------------------|--------------------|------------------|-------------------|--------------------|----------------|----------------|--|
| | I Semester | III Semester | I Semester | III Semester | II Semester | IV Semester | |
| Finance | November 25, 2014 | October 10, 2014 | October 30, 2014 | November 14, 2014 | May 8, 2015 | April 10, 2015 | 1. September 26, 2014 2. March 26, 2015 |
| Human Resource | September 29, 2014 | November 6, 2014 | November 18, 2014 | October 15, 2014 | March 24, 2015 | April 28, 2015 | 1. October 29, 2014 2. April 8, 2015 |
| Marketing | November 10, 2014 | December 1, 2014 | October 11, 2014 | September 30, 2014 | May 14, 2015 | March 4, 2015 | 1. October 29, 2014 2. April 29, 2015 |
| General Management | October 15, 2014 | October 30, 2014 | December 4, 2014 | November 24, 2014 | April 16, 2015 | May 6, 2015 | 1. November 15, 2014 2. May 20, 2015 |
| Systems | | | | | March 30, 2015 | April 24, 2015 | 1. November 15, 2014 2. May 30, 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 |
|------------------------------|--------------------|--|
| Research & Consultancy | Workshop | April 11, 2015 |
| Yoga & Meditation | Talk/Lecture | March 16, 2015 |
| Indian Culture & Heritage | Talk/Lecture | May 5, 2015 |
| Entrepreneurship Development | Workshop | 1. March 13, 2015 2. April 30, 2015 |
| MDP | MDP | April 18, 2015 |
| Public Policy | Seminar/Discussion | June 20, 2015 |

Major Events to be organised by the Institute for the year 2014 - 15

| Events | Scheduled Dates | Scheduled Dates |
|---|---|--|
| Orientation | For I Semester Students' September 8 to 13, 2014 | For II Semester Students' February 23 to 28, 2015 |
| Alumni Meet | September 27, 2014 | April 25, 2015 |
| Vidyaarthi Adhiveshanam – Conference | October 16, 2014 | March 18, 2015 |
| Management Fest "Imperium" | October 17, 2014 | ** |
| Management Fest "Prestantia" | ** | March 19, 2015 |
| Savi Sanje - Cultural Fest | ** | ** |
| Rangothsava | ** | March 8 to 10, 2015 |
| Samskruthika Uthsava - Cultural Fest | ** | March 11, 2015 |
| National Conference | December 6, 2014 | July 6, 2015 |

Examinations

| Examination | I Semester | III Semester |
|--|-------------------------|--------------------------|
| I Internal Assessment Test | 3 to 7 November, 2014 | 5 to 10 November, 2014 |
| II Internal Assessment Test | 15 to 20 December, 2015 | 15 to 19, December, 2015 |
| University Examination (as per University Calendar of events) | From 19 January, 2015 | From 19 January, 2015 |

**Rashtreeya Sikshana Samithi Trust
R V Institute of Management**

Analysis of Student Feedback

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

Yes No

Analysis:

- 84% of the students responded that they were able to get the expected depth of the course content
- 16% of the students responded that they were able to get the expected depth of the course content

Interpretation:

From the above analysis it can be inferred that majority of the students are able to get the expected depth of the course content.

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

High Moderate Low

Analysis:

- 42% of the students responded that they are Highly satisfied with the extent of the coverage of course
- 52% of the students responded that they are Moderately satisfied with the extent of the coverage of course
- 6% of the students responded that they are satisfied to the Lower level with the extent of the coverage of course

Interpretation:

Form the above analysis it can be inferred that majority of the students moderately satisfied towards the course coverage and there also more number of students highly satisfied towards the course coverage.

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

- High Moderate Low

Analysis:

- 68% of the students rated the efforts made by the faculty in delivering lectures as High
- 30% of the students rated the efforts made by the faculty in delivering lectures as Moderate
- 2% of the students rated the efforts made by the faculty in delivering lectures as Low

Interpretation:

From the above analysis it can be inferred that majority of the students are highly satisfied towards the efforts made by the faculty in delivering the lectures.

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?

- Best Better Good Average

Analysis:

- 34% 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
- 38% 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
- 22% 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
- 6% 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

Interpretation:

From the above analysis it can be inferred that majority of the students were able to apply the knowledge they acquired during the course at their work place/real time situations as Better and many more students also rated the same as Best.

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

- Yes No

Analysis:

- 92% of the students responded that they gained value added inputs along with the curriculum.
- 8% of the students responded that they gained value added inputs along with the curriculum.

Interpretation:

From the above analysis it can be inferred that majority of the students agreed that they gained value added inputs along with the curriculum.

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

- Best Better Good Average

Analysis:

- 36% of the students rated the contribution level of institution towards their improvement as Best.
- 42% of the students rated the contribution level of institution towards their improvement as Better.
- 16% of the students rated the contribution level of institution towards their improvement as Good.
- 6% of the students rated the contribution level of institution towards their improvement as Average.

Interpretation:

Form the above analysis it can be inferred that majority of the students rated best that institutions contribution level towards their improvement.

7. How was the course content?

- Interesting Challenging Developed interest

Analysis:

- 40% of the students responded that the course content is interesting
- 30% of the students responded that the course content is Challenging
- 30% of the students responded that the course content developed interest

Interpretation:

8. How effective are the extensive faculty?

- Best Better Good Average

Analysis:

46% of the students rated the faculty as Best

32% of the students rated the faculty as Better

18% of the students rated the faculty as Good

4% of the students rated the faculty as Average

Interpretation:

From the above analysis it can be inferred that majority of the students rated their faculty as bets and few more students rated as Better.

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

- Infrastructure Environment
 Faculty Management

Analysis:

- 28% of the students responded that they were very much inspired by the institutions Infrastructure.
- 36% of the students responded that they were very much inspired by the institution Environment.
- 28% of the students responded that they were very much inspired by the institutions Faculty.

- 8% of the students responded that they were very much inspired by the institutions Management.

Interpretation:

From the above analysis it can be inferred that majority of the students liked the institution environment most and then infrastructure and faculty.

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

- Knowledge Concepts Analytical abilities

Analysis:

- 46% of the students responded that they are able to get learning values in terms of Knowledge.
- 46% of the students responded that they are able to get learning values in terms of Concepts.
- 8% of the students responded that they are able to get learning values in terms of Analytical Abilities.

Interpretation:

From the above analysis it can be inferred that majority of the students are able gain knowledge and Concepts during the course.

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

(Tick more than one if applicable)

- | | | |
|---|--------------------------|---|
| <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 & Interpretation:

Students responded that they gained all the above mentioned skills during their course two years course of time.

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

Best Better Good Average

Analysis:

- 26% of the students rated the overall course as Best
- 32% of the students rated the overall course as Better
- 34% of the students rated the overall course as Good
- 8% of the students rated the overall course as Average

Interpretation:

From the above analysis it can be inferred that majority of the students rated the overall course as Good and Better. Many more students rated the course as Best.

Rashtreeya Sikshana Samithi Trust
R V INSTITUTE OF MANAGEMENT
ANALYSIS OF ALUMNI FEEDBACK

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

- Yes No

Analysis:

- 92% of the Alumni were able to get the expected depth of the course.
- 8% of the Alumni were not able to get the expected depth of the course.

Interpretation:

From the above analysis we infer that majority of the Alumni were able to get the expected depth of the course.

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

- High Moderate Low

Analysis:

- 80% of the Alumni are satisfied to the greater extent towards the coverage of the course.
- 16% of the Alumni are satisfied to the moderate extent towards the coverage of the course.
- 4% of the Alumni are satisfied to the lower extent towards the coverage of the course.

Interpretation:

From the above analysis it can be inferred that majority of the Alumni are satisfied towards the coverage of the course.

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

- High Moderate Low

Analysis:

- 60% of the Alumni rated the efforts made by the faculty in delivering lectures as High
- 32% of the Alumni rated the efforts made by the faculty in delivering lectures as Moderate
- 8% of the Alumni rated the efforts made by the faculty in delivering lectures as Low

Interpretation:

From the above analysis it can be inferred that majority of the Alumni rated the efforts made by the faculty in delivering lectures as High.

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?

- Best Better Good Average

Analysis:

- 36% of the Alumni responded that they implement the knowledge acquire in this two years course at their work place as best
- 28% of the Alumni responded that they implement the knowledge acquire in this two years course at their work place as better
- 24% of the Alumni responded that they implement the knowledge acquire in this two years course at their work place as good
- 12% of the Alumni responded that they implement the knowledge acquire in this two years course at their work place as average

Interpretation:

From the above analysis it can be inferred that most of the Alumni could apply the knowledge acquired in this two years course at your work place/real life situations

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

- Yes No

Analysis:

- 92% of the Alumni agreed that they got value added inputs along with the curriculum.
- 8% of the Alumni agreed that they did not got value added inputs along with the curriculum.

Interpretation:

From the above analysis it can be inferred that most of the Alumni got value added inputs along with the curriculum.

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

- High Moderate Low

Analysis:

- 56% of the Alumni responded that institute contributed to the higher extent in their improvement.
- 36% of the Alumni responded that institute contributed to the moderate extent in their improvement
- 8% of the Alumni responded that institute contributed to the lower extent in their improvement

Interpretation:

From the above analysis most of the Alumni accepted that the contribution level of institution towards their improvement is high.

7. How was the course content?

- Interesting Challenging Developed interest towards the course content

Analysis:

- 56% of the Alumni responded that the course content was interesting
- 24% of the Alumni responded that the course content was challenging
- 20% of the Alumni responded that the course content developed interest towards the course content.

Interpretation:

From the above analysis it can be inferred that most of the Alumni felt that course was more interesting.

8. How effective are the extensive faculty?

- Best Better Good Average

Analysis:

- 56% of the Alumni rated that RVIM faculty as Best
- 24% of the Alumni rated that RVIM faculty as Better
- 12% of the Alumni rated that RVIM faculty as Good
- 8% of the Alumni rated that RVIM faculty as Average

Interpretation:

From the above analysis it can be inferred that many of the Alumni rated faculty as best.

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

- Infrastructure Environment
 Faculty Management

Analysis & Interpretation:

Majority of the Alumni 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

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

- Knowledge Concepts Analytical abilities

(Tick more than one if applicable)

Analysis:

- 92% Alumni responded that they gained knowledge during their two years course
- 68% Alumni responded that they learnt concepts during their two years course
- 40% Alumni responded that they gained Analytical skills during their two years course

Interpretation:

From the above analysis it can be inferred that most of the Alumni agreed that they gained all the above learning values during their two years course time.

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

(Tick more than one if applicable)

- | | | |
|---|--------------------------|---|
| <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:

- 80% of the alumni responded towards the communication skills development in their ward during the course.
- 60% of the alumni responded towards the Interpersonal and intra-personal skills development in their ward during the course.
- 54% of the alumni parents responded towards the Behavioural skills development in their ward during the course.
- 90% of the alumni parents responded towards the Level of confidence development in their ward during the course.

Interpretation:

From the above analysis it can be inferred that most of the Alumni agreed that all the skills developed during the two years course time.

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

- Best Better Good Average

Analysis & Interpretation:

- 72% of the alumni rated the entire course as best
- 22% of the alumni rated the entire course as best
- 6% of the alumni rated the entire course as best

Interpretation:

From the above analysis it can be inferred that majority of the Alumni rated the overall course as best.

**Rashtreeya Sikshana Samithi Trust
R V Institute of Management**

Analysis of Corporate Feed Back

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

Yes No

Analysis:

- 100% of the employers responded that their employees(RVIM students) are well trained in our institution to meet the corporate needs
- None of the employers responded that their employees(RVIM students) are not well trained in our institution to meet the corporate needs

Interpretation:

From the above analysis it can be inferred that all the employees agreed that RVIM provides extensive training in order to meet the corporate needs.

2. Do you feel that your employees (RVIM students) are able to meet the customer expectations and satisfy them?

High Moderate Low

Analysis:

- 70% of the employers responded that their employees (RVIM students) are highly capable in meeting the customer expectations and satisfying them.
- 30% of the employers responded that their employees (RVIM students) are moderately capable in meeting the customer expectations and satisfying them.

Interpretation:

From the above analysis it can be inferred that most of the employees agreed that RVIM students (their employees) are capable enough in identifying the clients' needs and satisfying them.

3. Do your employees (RVIM students) have potential enough to perform the assigned task?

Yes No

Analysis:

- 95% of the employers responded that their employees (RVIM students) are potential enough to perform the assigned task.
- 5% of the employers responded that their employees (RVIM students) are not potential enough to perform the assigned task.

Interpretation:

From the above analysis it can be inferred that most of the employers agreed 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

- Yes No

Analysis:

- 95% of the corporate agreed that their employees (RVIM students) are able to apply their conceptual knowledge at work place.
- 5% of the corporate agreed that their employees (RVIM students) are able to apply their conceptual knowledge at work place.

Interpretation:

From the above analysis it can be inferred that employers agreed that their employees (RVIM students) are capable enough in implementing 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?

- Best Good Average

Analysis:

- 50% of the employers felt that their employees (RVIM employees) are able to perform best as a team and as an individual as well.
- 40% of the employers felt that their employees (RVIM employees) are able to perform good as a team and as an individual as well.

- 10% of the employers felt that their employees (RVIM employees) are able to perform average as a team and as an individual as well.

Interpretation:

From the above analysis it can be inferred that RVIM students are able to work as a team player and as an individual as well

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

Great Extent Some Extent Nil

Analysis:

- 75% of the employers agreed that their employees (RVIM Students) contributed to a greater extent in building the brand image of their organization.
- 20% of the employers agreed that their employees (RVIM Students) contributed to some extent in building the brand image of their organization.

Interpretation:

From the above analysis it can be inferred that employers agreed that their employees (RVIM students) contributed to a greater extent in building the brand image of their organization.

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

High Moderate Low

Analysis:

- 55% of the employers responded that their employees (RVIM students) are potential enough in facing the competition.
- 45% of the employers responded that their employees (RVIM students) are potential enough in facing the competition.

Interpretation:

From the above analysis it can be inferred that employers agreed that their employees (RVIM students)

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

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

Any other please specify:

Analysis:

| | |
|---|--|
| <p>Communication Skills:</p> <p>30% employers rated as '5'</p> <p>50% employers rated as '4'</p> <p>20% employers rated as '3'</p> | <p>Interpersonal and intra-personal skills:</p> <p>50% employers rated as '5'</p> <p>45% employers rated as '4'</p> <p>5% employer rated as '3'</p> |
| <p>Behavioural skills:</p> <p>90% employers rated as '5'</p> <p>10% employers rated as '4'</p> | <p>Level of confidence:</p> <p>60% employers rated as '5'</p> <p>35% employers rated as '4'</p> <p>5% employer rated as '3'</p> |

Interpretation:

From the above analysis it can be inferred that most of the employers rated in a positive way about their employees (RVIM students) skills.

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

- Highly Satisfied Satisfied Dissatisfied

Analysis:

- 60% of the employees are highly satisfied towards their employees (RVIM students) contribution towards the organization.
- 40% of the employees are satisfied towards their employees (RVIM students) contribution towards the organization.

Interpretation:

- From the above analysis it can be inferred that most of the employers are satisfied towards their employees (RVIM students) contribution towards the organization.

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

Best Better Good Average

Analysis:

- 50% of the employers assessed their employees(RVIM students) as Best
- 30% of the employers assessed their employees(RVIM students) as Better
- 20% of the employers assessed their employees(RVIM students) as Good

Interpretation:

From the above analysis it can be inferred that most of the employers assessed their employees (RVIM students) as Best, few employers assessed as Better and very few assessed as Good.

**RASHTREEYA SIKSHANA SAMITHI TRUST
R V INSTITUTE OF MANAGEMENT**

ANALYSIS OF PARENTS FEEDBACK

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

- Yes No Any other _____

Analysis:

- 85% of the parents felt that the course accomplishments were worth the resources they have invested for their wards.
- 15% of the parents felt that the course accomplishments were not worth the resources they have invested for their wards

Interpretation:

From the above analysis we infer that majority of the parents accepted that the course accomplishments were worth the resources they have invested for their wards.

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

- High Moderate Low

Analysis:

- 23% of the parents agreed that institution contributes to the greater extent in their wards improvement
- 61% of the parents agreed that institution contributes to the moderate extent in their wards improvement
- 15% of the parents agreed that institution contributes to the lower extent in their wards improvement

Interpretation:

From the above analysis it can be inferred that majority of the parents accepted that contribution level of institution towards their ward is moderate and few parents also accepted that that contribution level of institution towards their ward is done at a greater extent.

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

- Yes No

Analysis:

- 92% of the parents agreed that the course achieve their and their wards expectations
- 8% of the parents agreed that the course achieve their and their wards expectations

Interpretation:

Most of the parents accepted that the MBA course achieved 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?

- High Moderate Low

Analysis:

- 31% 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
- 69% 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

Interpretation:

From the above analysis most of the parents moderately accepted that their wards can apply the knowledge gained during course at their work place and very few accepted that their wards can apply the knowledge gained during course at their work place to a greater extent.

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

- Yes No

Analysis:

- 85% of the parents accepted that their wards are benefited with the value added inputs along with the regular curriculum provided by the institution
- 15% of the parents accepted that their wards are not benefited with the value added inputs along with the regular curriculum provided by the institution

Interpretation:

From the above analysis it can be inferred that majority of the parents accepted that their wards are benefited by the value added inputs provided by the institution along with the regular curriculum. Very few accepted that accepted that their wards are not benefited by the value added inputs provided by the institution along with the regular curriculum.

6. Does the course meet your wards corporate requirements?

Yes No Any Comments: _____

Analysis:

- 92% of the parents agreed that their wards met the corporate requirements in this two years course of time.
- 8% of the parents did not agreed that their wards met the corporate requirements in this two years course of time.

Interpretation:

From the above analysis it can be inferred that majority of the parents accepted that their wards met with the corporate requirements and very few did not accepted that that their wards met with the corporate requirements.

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

Yes No

Analysis:

- 92% of the parents agreed that course helped their wards in meeting the current competition
- 8% of the parents did not agreed that course helped their wards in meeting the current competition

Interpretation:

From the above analysis it can be inferred that most of the parents agreed that course helped their wards in meeting the current competition.

9. How effective are the faculty?

- Best Better Good Average

Analysis:

- 8% of the parents agreed that faculty at RVIM are Best
- 46% of the parents agreed that faculty at RVIM are Better
- 31% of the parents agreed that faculty at RVIM are Good
- 2% of the parents agreed that faculty at RVIM are Average

Interpretation:

From the above analysis it can be inferred that most of the parents felt that RVIM faculty are effective and efficient.

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

(rate the below mentioned from 1-5, 1 being the least and 5 being the best)

- Infrastructure Environment
 Faculty Management

Any other please specify:

Analysis & Interpretation:

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?

(Tick more than one if applicable)

- Communication skills Interpersonal and intra-personal skills
 Behavioural skills Level of confidence
 Conceptual Knowledge
 Any other please specify _____

Analysis and Interpretation:

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?

- Best Better Good Average

Analysis:

- 8% of the parents rated the MBA course overall as Best
- 46% of the parents rated the MBA course overall as Better
- 31% of the parents rated the MBA course overall as Good
- 2% of the parents rated the MBA course overall as Average

Interpretation:

From the above analysis it can be inferred that majority of the parents rated the course in a positive way.

13. Indicate anything, which inspired your ward in this two years course?

Analysis & Interpretation:

Many of the parents indicated the below points which inspired them in the course

- Brand image of the institution
- Discipline followed
- Professional treatment
- Teaching style
- Management Fests conducted by the institution
- Various programmes organized by the institution