



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 2016-2017

The Annual Quality Assurance Report (AQAR) of the IQAC

Part – A

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

2016 – 2017

(21 February 2016 to 20 February 2017)

1. 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 2015-2016 submitted to NAAC on 19/02/2016 (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 (*Specify*)

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 Models, Innovations and Parameters in Management Education” conducted for Faculty Members
- Workshop on “Case Study and Innovative Approaches in Management Teaching” conducted for Faculty Members
- Workshop on “Managing and Developing Effective Team for Effective Administration” conducted 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 suggestions of IQAC were well received by the entrepreneurship committee and conducted programmes accordingly.
- The mentorship committee introduced industry mentors based on the suggestion given by IQAC.
- Placement Training Programmes were improved based on the IQAC suggestions.
- Drinking water facility to the students was improved and internet access in the class rooms was also improved.
- Value addition courses were introduced based on the IQAC suggestions.

- 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	Organised Three FDPs and Two Workshops for faculty members.
Workshops for students	Organised Thirteen Workshops
Value Addition Programmes	<ul style="list-style-type: none"> • SAP course was provided for II year students. • II year students were also provided with Psychometric course. • I semester students were provided with Certificate course on Attitude Development. • I semester students were also provided with Certificate course on MS Office.
Conferences	One National Conference 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.
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. • Two 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	One National level Management Fest and one intercollegiate level drama fest were organised during the year.

Industry Interaction and Placement Training	Every Saturday Placement Training for Second Year Students has been conducted by involving trainers from corporate.
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* 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 AQAR was accepted by the management and suggested to improve the industry interactions.

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*	04	01	04	-
Others	-	-	-	-
Total	06	01	06	-

Interdisciplinary	-	-	-	-
Innovative	-	-	-	-

*Note: Discontinued the existing one Certificate course and introduced new course.

* Certificate courses are offered and jointly certified by the Institute and the partnering training organisation.

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

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
	21	14	02	02	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		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
02	02	-	01	-	-	-	-	02	03

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

11*

04**

-

Note: Guest faculty are invited to deliver the certificate courses.

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended Seminars	-	02	05
Presented papers*	03	23	-
Resource Persons	02	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:

- 1. The Avatars:** This concept has its origin from Hinduism. It is some iconic representation of the type of person, an idea, or a quality. Avatars can range from any incarnation, mythological personalities or characters. Lot of thought and research has to be put in selecting the kind of avatars used for an interactive learning process. Usage of Avatars is easier in terms of entrepreneurship training as one can source Avatars from the Business world. **Examples:** Dhirubhai Ambani, Steve Jobs etc.
- 2. Info graphics:** Info graphics have already established themselves as engaging news and marketing tools, but they are also entering the education space in new and exciting ways. Teachers can find info graphics useful classroom tools in a number of ways. Most prominently, a good graphic makes information easily accessible, as it feeds into many students' natural tendency to learn by seeing and interacting. A good graphic can fit these standards by reinforcing to students that their conclusions should be grounded in evidence and by challenging their ability to organize a hierarchy of systems, a.k.a. the

ability to tell what pieces of information are the most important. Infographics can also offer a rare chance for cross-over between math and language arts, something that many teachers find difficult to do.

3. **Conducting Shark Tanks:** The session features a panel of potential investors, called "sharks," who consider offers from aspiring entrepreneurs seeking investments for their business or product. The entrepreneur can make a deal on the session if a panel member is interested. However, if all of the panel members opt out, the entrepreneur leaves empty-handed.
4. **Chakravyuha Strategy:** The students were explained with what chakravyuha or padmavyuha strategy is. They had to then select one of the character in Mahabharatha. There were no repetitions allowed. The students had to make SWOT analysis of those characters and then had to list their competitive advantages. Using the analysis the students were asked to write how that particular character can overcome Chakravyuha strategy in his or her own way.
5. **Using Flipped Class:** The flipped classroom is a pedagogical model in which the typical lecture and homework elements of a course are reversed. Short video lectures are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions. The students of III Semester C were provided with complete instructions on the implementation plan for flipped class. Accordingly all the 37 students in the class were provided with hand out and instructions to be followed off the class. The videos were carefully sourced and picked from open source You Tube Channel. The class was to prepare more at home. In the class blue books were provided to record all the writings. This method provided a good learning practice and was adopted for two modules.

2.7 Total No. of actual teaching days 190 Note: II & IV semesters – from March, 2016 to June, 2016
during this academic year I & III semesters – from September, 2016 to January, 2017

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

1*	-	-
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*One faculty is member of the Board of Studies, Research Committee and involved in curriculum development during the year.

2.10 Average percentage of attendance of students

92%

2.11 Course/Programme wise distribution of pass percentage:

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass % (Total)
1 st Semester (Batch 2015-2017) February 2016	172	28.66	61.15	10.19	-	91.28
2 nd Semester (Batch 2015-2017) June 2016	173	47.06	50	2.94	-	98.27
3 rd Semester (Batch 2014-2016) February 2016	144	57.64	41.67	0.69	-	100
4 th Semester (Batch 2014-2016) June 2016	143	43.17	56.11	0.72	-	97.20

Three students of 2014-2016 batch secured ranks in University Examination i.e., first, third and fifth rank out of five ranks announced by the Bangalore University. One student has secured three gold medals.

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	-
Faculty exchange programme	-
Staff training conducted by the university	-
Staff training conducted by other institutions	-
Summer / Winter schools, Workshops , etc.	16
Others – MDP	4
Others – Faculty Development Programmes (FDPs) conducted by other institutions and our institution	14

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	01
Technical Staff	04	0	0	0

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.
- Motivating students to write research based papers and to present it in some conferences.
- Institution is willing to sponsor Faculty's selected minor projects.
- Arranging Research based programmes like FDPs, Workshop etc. to the faculty to upgrade their skills in research.

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	--	14*	--	--
Outlay in Rs. Lakhs	--	--	--	--

* All the major projects are undertaken by the faculty members of the institute for the period of 2015-2017 through Institute Research Centre.

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	--	14*	--	--
Outlay in Rs. Lakhs	--	--	--	--

* All the minor projects are undertaken by the faculty members of the institute are for the year 2016 through Institute Research Centre.

3.4 Details on research publications

	International	National	Others
Peer Review Journals	2	2	-
Non-Peer Review Journals	-	-	-
e-Journals	6	1	-
Conference proceedings	-	1	-

3.5 Details on Impact factor of publications: (4 research publications in journals has Impact Factor)

Range Average* h-index Nos. in SCOPUS

(*Average is calculated by considering all 12 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*	6 months	SBM	-	-
Projects sponsored by the University/ College	-	-	-	-
Students research projects (other than compulsory by the University)	--	-	-	-
Any other(Specify)	-	-	-	-
Total	-	-	-	-

*The research project is related to customer satisfaction survey and funding was based on expenses reimbursement directly to the faculty members and students who have involved in the project.

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	--	01	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

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

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	<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="31"/>
NCC	<input type="text" value="-"/>	NSS	<input type="text" value="-"/>
		Any other	<input type="text" value="-"/>

* Activities were 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.	Dates	Events	Particulars
1	8-03-2016	International Women's Day	Poster Awareness and Screening of documentary film
2	15-03-2016	World Consumers Day	Screening of documentary films on Jago Grahak Jago .Assignment based activity to product design and be a role model in waste segregation.
3	22-3-2016	World Water Day	Students of II Semester Section C were instructed to conduct a research on water wastage and water conservation. The work was displayed in the form of info graphics.
4	24-3-2016	World TB Day	Display of posters from World Health Organisation 'United to End TB'
5	2-4-2016	World Autism Awareness Day	On the eve of the campaign three student volunteers visited Apoorva Centre for Autism to interact and play with autistic children. Also a documentary film was screened. On the day coordinator visited a open street for autistic children in HSR Layout.
6	7-4-2016	World Health Day	Student volunteers visited Consumer Fair at RBANMS Grounds to conduct awareness campaign. In the campus all

			the students were interviewed/ interacted to obtain their feedback for the awareness programme.
7	22-4-2016	Earth Day	Green photography was held. Few 8volunteers interacted with little children's in parks to spread the message through stories. A documentary film was screened. Three student volunteers took up gardening.
9	9-5-2016	Unnat Bharat Abhiyan	Visited Hirehalli near Tumkur.
10	22-5-2016	Computer Literacy Programme for Senior Citizens- 25 Batches completed	The achievement was documented to submit to Limca Book of Records
11	31-5-2016	World No Tobacco Day	Goodwill ambassadors reach all the students through colourful posters from World Health Organisation.
12	5-6-2016	World Environment Day	United Nations Environment Programme (UNEP) posters displayed to sensitize all the students on environmental pollution and protection responsibilities.
13	6-7-2016	National Management Week	Mobile communication skills for senior citizens.
14	16-9-2016	World Ozone Day	Poster Publicity and word of mouth discussions to protect ozone layer
15	4-10-2016	World Animal Welfare Day	A documentary film was screened and students expressed their concern towards animal cruelty. A chess competition also was held to mark the event -Dog Team vs. Cat Team
16	15-10-2016	White Cane Day	Mobilization of funds for Indian Association for the Blind by distributing STAMPS/FLAGS Rs.3000/-
17	24-10-2016	UN Day	Documentary film and poster display
18	26-11-2016	Constitution Day	Display of Preamble of Constitution of India
19	1-12-2016	World AIDS Day	Poster presentation on notice boards
20	11-12-2016	UNICEF Day	Posters were displayed in the campus to

			sensitize on various issues relating to SDGs
21	6-1-2017	Road Safety Awareness Programme	Public awareness programme on Road Safety at Yoga Uthsav Stall in National College Grounds
22	12-01-2017	Street Play	Street Play to sensitize gender issues relating women harassment has been enacted through a street play
23	12-1-2017	Workshop on 'Vivekananda's Vision-My Mission with focus on 'Know Yourself, Know Your Country and Know Your Culture'	To create an understanding of Indian heritage, its culture and practice and thereby inculcating BE GOOD AND DO GOOD attitudes.
24	18-1-2017	Story telling on Freedom Fighters	Students were engaged to narrate moral stories to children's in the parks and community centers.
25	18-1-2017	Moral Values	Interaction with senior citizens to understand the moral values and wisdom
26	18-1-2017	Gardening	Inculcating gardening skills and environmental cleanliness-Swachh Bharat
27	18-1-2017	Health Camp	Health camp for senior citizens with the support of Sagar Hospitals. Around 35 senior citizens were benefited from this programme
28	19-1-2017	Use of UPI app for cashless transactions	Public were educated and motivated to use UPI App.
29	19-1-2017	Use of Cloth Bag	Public were motivated to use cloth bags
30	20-1-2017	Rain Water Harvesting	Awareness programme on Rain Water Harvesting in Jayanagar
31	25-1-2017	Road Safety	Creating awareness among vehicle users in Jayanagar

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.	Computers*	215	100		215
	Laptops*	21	01		20
	HD camera	06	04		10
	LCD projector*	15	02		16
Value of the equipment purchased during the year (Rs. in Lakhs)		-	33 lakh		-
Others		-	-		-

* 2 Laptops and 100 computers were discarded during the year. 1 laptop and 1 LCD projectors were purchased in buyback scheme.

4.2 Computerization of administration and library

Administration: Partially computerised
Library: Computerised – circulation, login and logout process are computerised and OPAC has been used.

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	12,244	Rs.27,11,395	416	Rs.82,334	12,660	27,93,729
Reference Books	1,819	Rs.9,30,660	08	Rs.5,011	1827	9,35,673
e-Books	-	-	-	-	-	-
Journals	63	Rs.2,26,035	-	-	63	Rs.2,26,035
Magazines	54		-		54	
e-Journals	07	Rs.28,070 (this value included in the above mentioned Journal value)	-	-	07	Rs.28,070

Digital Database	03	Rs.2,77,394	01	69,000	03	Rs.3,60,148 Annual Subscription
CD Video	1409	-	-	-	1409	-
Others – IIM-B Library	01	Rs.5000	-	-	01	Rs.5000 Annual Membership fee
Others	-	-	National Digital Library, IIT-K		-	-

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	215	04 (174 computers)	16 mbps, dedicated leased line, 1:1	All 4 labs	All 4 labs	07	20 laptops + 19 computers	English & Communication Lab, Digital Library,
Added	100 computers were replaced by computers	-	-	-	-	-	1 laptop was replaced by new laptop	-
Total	215	04	16 mbps dedicated leased line, 1:1	All 4 labs	All 4 labs	07	20 laptops + 19 computers	-

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 MS Office was conducted for students.

4.6 Amount spent on maintenance in lakhs:

i) ICT	Rs.2,07,500
ii) Campus Infrastructure and facilities	Rs.4,17,179
iii) Equipments	Rs.1,12,553
iv) Others	Rs.7,64,253
Total:	Rs.15,01,485

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.
- Awareness has been created through mentorship.
- Information related to curriculum, scholarship, placement, management, cultural, social activities and programmes are displayed on the notice boards and circulars have been sent.
- Messages through mobile and e-Mails are sent to the students informing about any changes in the schedule.
- 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 ragging 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 issues is made available to the students through mentoring, which is offered in the institute at multiple levels. Mentors keep track of his/her academic performance, attendance record, fulfilment of course requirements and so on.
- Examination Committee keep track of the test marks of all the students and updates the same on the SIS so that parents can also know about performance of their wards.

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
-	177	06	-

Note: Given number of PG students were admitted in the year 2016. Six Ph.D. scholars are pursuing their research in different stages at the Institute Research Centre.

(b) No. of students outside the state

14 (2016-2018 batch)

(c) No. of International students

--

Men

No	%
107	60.45

Women

No	%
70	39.55

Last Year (2015-2016)						This Year (2016-2017)					
General	SC	ST	OBC + II B	Physically Challenged	Total	General	SC	ST	OBC + II B	Physically Challenged	Total
65	12	05	94	-	176	47	17	02	111	-	177

Demand ratio

1.3 : 1

Dropout %

2015-2017 Admission: 3.26%
2016-2018 Admission: 2.84%

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 and meeting with students.

No. of students beneficiaries

169

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 basis. Every Saturday is been dedicated to the career training programmes and guidance is provided by the resource persons. The trainers are generally from corporate sector. The Placement Cell provides comprehensive services in the area of training, options regarding higher studies, internships and full-time placements for students.
- Academic and Industry interaction programmes are also organised for students. SWOT Committee has conducted analysis of each student to identify their strengths, weakness etc and provided suggestions to improve in their competencies.
- Placement executives are providing continuous career guidance to the students.
- Mentors also guide their mentees in career related issues and also counselled on other issues of their mentees.
- Industry mentors are also guiding the students in their career development.

No. of students benefitted

127

5.7 Details of campus placement (2014-2016 batch)

<i>On campus</i>			<i>Off Campus</i>
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
81	127	77	42

5.8 Details of gender sensitization programmes

- A street play was enacted by the students on the gender issues and women safety.
- The Bangalore University under the title “SPARSH” has organised Gender Sensitization programme where in the Faculty members and Students attend the programme.
- Video show programmes on issues related women and sexual harassment were viewed by the students as part of the gender sensitization programme.

5.9 Students Activities

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

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	19 ST/ SC 85 OBC	Rs. 11,69,940/- Rs. 23,15,100/-
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

Institute level Business Mania (Fair) 01

National level Management Fest 01

University level Drama Fest 01

5.12 No. of social initiatives undertaken by the students 31

5.13 Major grievances of students (if any) redressed:

- As a part of the III semester curriculum students stated that the institute should permit them to opt for single specialization. This request has been considered and necessary permission is extended for the same.
- The provision for extended time for using computer lab in order to complete the projects and assignments is 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 offered in-house value addition courses for the students. This year the institute offered SAP, MS Office, Psychometric course and Attitude Development course.

These courses were designed and syllabus was framed by a team of faculty members in collaboration with 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 and real time data/information.
- Innovative methods, case study approach 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 of the feedback.
- Faculty Development Programmes and workshops were organized in the institute.
- Regular student workshops and guest lecturers were organized.
- The students were given the opportunity to solve their difficulties in learning, academic facilities etc through their mentors.

6.3.3 Examination and Evaluation

The institute follow and implement the 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 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 to 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.
- For value addition courses examinations were held and evaluation was carried out.

6.3.4 Research and Development

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 papers based on their research and present it at conferences.
- To promote research among Faculty members, Institute is willing to fund selected minor and major projects.
- Conducted workshop on Research.
- Faculty members were encouraged to write books and institute also published the books written by the faculty members.

6.3.5 Library, ICT and physical infrastructure / instrumentation

- Library Committee has developed a scheme to motivate the students to use library and digital library resources.
- Updated the digital library with new data base – Capitaline
- 100 computers were replaced by new higher version computers.
- Physical infrastructure would 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 make them to use their skill and expertise to the best possible extent and they will not feel the job as monotonous.
- Faculty members are continuously reinforced through faculty development programmes and workshops.
- Faculty members are encouraged to undertake projects, present and publish papers by providing required facilities and support.

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 designs programme and activities for the overall development of the students.
- Workshops and seminars were organised to provide further knowledge on subjects and to give them practical exposure.
- Training programmes and value additional programmes were organised to improve their professional skills.
- Students are provided with sponsorship for fests, seminars, workshops, etc.
- Student committees were formed for Management fests, Cultural Fests, conferences etc. Through this they are given the opportunity to develop administrative and managerial skills.
- Students are mentored counselled through effective mentorship process.
- Remedial classes were also conducted for needy students.

Common initiatives

- The achievements of the staff members and students are recognised and appreciated.
- 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 the year. All these will be maintained in the database. Whenever there is need for recruitment they will be called for recruitment and selection process.
- Based on the need, advertisement will be given in the leading newspapers about vacant positions.
- On scrutiny of applications, candidates will be short listed based on their profile and credentials submitted by them. 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 gets through in the process he/she will be selected and sent for Management approval to recruit.
- 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 81 companies have visited the Institute for placement.
- Mentor from industry has been introduced.

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.
- To actively participate in the Educational fairs conducted pan India which will help us in enhancing our brand.
- Participate in the MAT, K-MAT and PGCET.

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.

6.12 Activities and support from the Parent – Teacher Association

—

6.13 Development programmes for support staff

Following sessions were conducted for supporting staff –

- How to lead a quality life
- Care & share

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 used 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.

- Adopted systematic methodology of choosing specialization by students by conducting aptitude test and interview for each stream of specialisation.
- Introduced the concept of prayer meet to impart Spiritual Dimension to Management Education.

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

Major events/programmes Planned at the beginning of the year/semester	Action Taken/Status
Planned for Four Faculty Development Programmes	Organised three Faculty Development Programmes
Planned four Workshops for Faculty Members	Organised two workshops for Faculty Members
Planned thirteen Workshops for Students	Organised thirteen Workshops for Students
Planned for one National Conference	Organised one National Conference
Planned for one Student Conference	Organised one Student Conference
Employment Training	Placement training programmes were conducted as per the plan
Value Addition Courses	Value addition courses were conducted as per the plan
Entrepreneurship Development Programmes	Entrepreneurship Development Programmes were conducted as per the plan
Planned one Management Fest	Organised one Management Fest
Planned one Cultural event and one Drama Competition	Cultural events and Drama Competition were conducted as per the plan
Sports	Sports event was conducted as per the plan
Research Projects	Faculty Members have undertaken Minor and Major Research Projects

Review of the accomplishments for the year indicates that most of the planned activities are conducted during the year systematically well. The smaller deviations in the plans were identified through regular monitoring and necessary measures have been taken.

7.3 Give two Best Practices of the institution

- Imparting customized and structured Training Programmes to make the students Industry-Ready.
- Conducting regular knowledge sharing sessions - Knowledge Café'

**Details are given in the Annexure I*

7.4 Contribution to environmental awareness / protection

RVIM is environment conscious at all levels since its inception. The campus has provided enough green space for garden and indoor plants. Lighting and ventilation are suitably adopted for maximum utilization of direct sunlight and temperature control in interiors. Water conservation techniques are in practice. Some of the green initiatives adopted are:

- ✓ Well maintained ornamental gardens, both inside and outside the Institute building.
- ✓ Water Conservation techniques are adopted.
- ✓ Rain water Harvesting has been implemented to conserve water.
- ✓ Plastic and waste disposal are done after segregation and plastic wastes are provided to recycling purpose.
- ✓ Re-using of paper.
- ✓ Energy saving instruction boards has been displayed in all the class rooms.
- ✓ Institute is well structured with natural illumination and ventilation with minimal usage of artificial illumination.
- ✓ RVIM Garden has been adjudged as the best ornamental garden by the Horticulture Department in its annual competition.
- ✓ Awareness programmes on green initiatives are periodically held in campus to sensitize on various issues relating to climate change.

7.5 Whether environmental audit was conducted? Yes ☒ No ☐

RVIM conducted its Annual Green Audit during the month of January 2017. The report, summary and awareness posters are displayed on the notice board for the entire month of February 2017. This approach is anticipated to move closer to the objectives of being environmental friendly.

RVIM Green Audit was based on GRI Framework Standards with emphasis on sustainability topics relating to education services. Accordingly the audit committee comprising of faculty members and CSR Volunteers collectively worked to conduct green audit.

7.6 Any other relevant information the institution wishes to add.

Unique Centres for Excellence at RVIM

Centre for Social Responsibility

R.V. Institute of Management fulfils its societal obligations by creating and implementing community development programmes and voluntary social service projects through unique centres for excellence i.e., 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.

RVIM-CSR Network:

- South Asia Network for Development and Environmental Economics (SANDEE), Nepal
- Social Science Research Network (SSRN), New York
- Social Responsibility Research Network(SRRN), United Kingdom
- The Corporate Social Responsibility Newswire, United Kingdom
- Earth Day Network, USA

Longest running computer class for Senior Citizens

R.V. Institute of Management, Bangalore has been conducting a free adult education platform “Computer Literacy Programme for Senior Citizens” since 2006. Over 1,000 senior citizens aged between 60-90 years in 26 batches have been taught to use the computer in meeting their needs---sending emails, booking tickets on-line, making on-line payment of bills, etc. Each batch consists of 40 members. The computer literacy programme for senior citizens made its entry into **Limca Book of Records in 2016-2017**.

R V Centre for Attitude Development

R V Centre for Attitude Development was inaugurated on 10 September, 2016. On this occasion, a **Round Table Conference** was organised by RVIM in association with Mission Benevolence, a Bangalore based social service organization. Former Vice-chancellors of various universities, experts from academia, and industry experts were participated in this Round Table Conference. The report on the same was submitted to the Education Department of Government of Karnataka, Karnataka State Higer Education Council, Bangalore University and Skill Development Organisations.

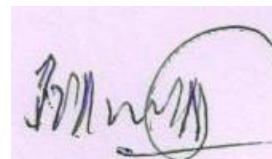
As an initial step under this Centre a course on Attitude Development was designed and offered to MBA students of our Institute.

8. Plans of institution for next year

- To include external experts in the academic audit with more comprehensive approach.
- To undertake office automation.
- To increase the research based publications from the faculty members.
- To continuing with existing student development programmes along with new value addition programmes and training programmes.
- To send students on exchange programme to foreign university with whom we have collaborated.
- To organise more industry interaction programmes and Management Development Programmes.
- To organize more number of Seminars and National Conference.
- To organize Quality Seminar, Workshops and Faculty Development Programmes.
- To introduce outcome based teaching-learning.



Gowrisha
Coordinator, IQAC



Dr. T V Raju
Chairperson, IQAC

Best Practice 1**1. Title of the practice – Imparting customized and structured Training Programmes to make the students Industry-Ready.**

We introduced the concept of providing structured and customized training programmes to the students to make them Industry-Ready. Through such training programme, we illustrate the importance of practical applications of the various theories and concepts learnt. Finally, we present principles for the enhancement of experiential learning in higher education and suggest how this can be applied.

2. Goal:

To fulfil the skill and knowledge gap among the students to make them industry ready.

Objectives are:

- To bridge the academia and industry gap in functional areas of Management.
- To provide hands-on experience to build better career.
- To equip the students with required knowledge and skill to work effectively and efficiently.

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 are 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. It is essential for students to have some industry exposure to enable them to relate what is taught in the classroom. In this direction continuous training will help the students to equip themselves with all the requirements to build better career and improve their confidence level.

4. The Practice:

The process of training goes through SWOT analysis of the students. After the thorough analysis, students are segregated based on the skills that are needed by them to be trained. This provides students opportunities to apply knowledge into practical work, and not only increase students' personal competitiveness, and prepare them for the current market requirements. Qualified and experienced trainers from the corporate are invited to train the students on the skills required. Training sessions will be held on every Saturday.

Topics includes

- i) Corporate communication
- ii) Self- management - Emotional Intelligence
- iii) Interpersonal Relations- Emotional Intelligence
- iv) Effective participation in Group Discussions
- v) Interview skills/ techniques
- vi) Presentation skills & Public speaking
- vii) Problem solving skills
- viii) Decision making skills
- ix) Critical Thinking
- x) Time Management
- xi) Managing emotions and stress

Course Learning Objectives:

This course ensures that the students understand how-

- Managers manage business organizations in the dynamic global environment
- Organizations develop and maintain competitive advantage

The topics for training also include aptitude, soft skills, group discussion, personal interview, and corporate etiquette training. For the first year students training is focused on soft skills, verbal ability and aptitude. For the second year students training emphasizes on group discussion, personal interview and corporate etiquette which would help them to meet the industry skillsets.

The training sessions on the above mentioned topics are imparted to the II Year MBA students. 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 customized for young potential managers who wish to emerge as preferred professionals in the chosen areas of specialization. It also provides regular orientation sessions & skill development programme which enable students to interface with experts in the field and gain a better understanding of the present scenario. It also helps them to gain an edge over the others in terms of their employability and industry-readiness.

5. Evidence of Success:

One of the best practices employed by training and placement department is to seek feedback of the quality of training provided to students and also feedback of performance of the students who are placed in different organizations.

After every session of training program feedback is sought from the students. The feedback is measured with the set objectives and if any deviations, corrective actions are taken immediately in consultation with the head of the institution. Feedback on skill set and other details about the students will be collected from the interview panel members from companies who visit the institute for placement. The same method is employed throughout the semester.

Post-placements of the students to various organizations, a request is sent to the respective HR managers after six months, to get the feedback on the performance of our alumni. The evaluation of the effective training is known when the HR manager gives a feedback stating how successful the candidate is performing his/her task or assignments in their company. We have received few feedbacks based on the students' performance from companies such as ITC, Naukri, Jaro Education, Saint Gobain, Asian Paints, Colgate Palmolive, EY, KPMG, PWC, Deloitte, Godrej, Nestle, Coca-Cola etc.

Further, keeping the needs of corporate bodies, training course is designed for the students to make them confident and update them about the changes in the corporate world.

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 Training Sessions in small groups.

The important resource required to organise such training programme is right resource person. The Institute selected best resource persons from the industry and provided the training to the students. We have created a data base of such resource persons. The other resource required is funds, which was completely sponsored by the Institute.

Best Practice 2

1. Title of the practice: Conducting regular knowledge sharing sessions- Knowledge Café'

The knowledge café aims at providing an open and creative conversation on a topic of mutual interest to surface their collective knowledge, share ideas and insights, and gain a deeper understanding of the subject and the issues involved. At RVIM Knowledge Cafe was implemented to stimulate and to engage collective intelligence through conversations about questions that matter. This knowledge sharing platform was created to cross-pollinate ideas, and surface new insights into questions or issues that are collectively important. It is a technique to evoke and make visible the collective intelligence of internal faculty group at RVIM. Sharinh knowledge and wisdom is the main motto.

2. Goal:

To conduct organizational meetings which aim to provide an open and creative conversation on the topics of common interest to surface collective knowledge, share ideas and insights and gain a deeper understanding of the subject and issues involved.

Objectives are:

- To facilitate effective knowledge sharing among the faculty members
- To serve as a means for building strong interpersonal relations among the peer group.
- To create a successful platform to facilitate individual and institutional development
- To develop a knowledge repository for future use.

3. The Context

Higher learning institutions serve as a reservoir of knowledge and are no longer just providing knowledge to students. Information practices and learning strategies known as knowledge management are gaining acceptance in the field of education. These institutions manage, blend and share knowledge among the faculty members. Thus, knowledge sharing is inevitably challenging and an important concept in higher learning institutions. In this context the Institute started knowledge sharing sessions by faculty members called “Knowledge Café” in the year 2012.

4. The Practice:

The Knowledge Café sessions are conducted twice every month. Every session is conducted for duration of one hour each. The topics selected for discussion are related to upcoming trends in management education, current affairs and news updates, latest corporate case studies, socio-economic issues in India, personal & Professional development, innovative teaching approaches

and methodologies, Management & Mythology, Leadership and its various dimensions. The speaker gets about 30 minutes to put forward his/her perspectives on the topic, followed by discussion sessions on the same by the other members.

5. Evidence of Success:

Research studies have proposed a conceptual framework identifying the independent factors affecting knowledge sharing. These factors are nature of knowledge, working culture and motivation. On the basis of this framework, a questionnaire has been constructed to elicit the opinions of faculty members.

Faculty members have been regularly attend the sessions. The feedback from the faculty members about the sessions conducted has been positive and encouraging. Majority of members find the Knowledge Café sessions to be an encouraging platform through which new knowledge is brought into the institution. They also feel that the topics discussed in these sessions are relevant and useful and that they also create new approaches and initiatives for the organisation's progress. The interpersonal relations with the colleagues have improved and are able to practically apply the learning from these sessions. Knowledge Café has successfully completed 50 sessions.

6. Problems encountered and resource required:

The first challenge was to find a time slot convenient to all the Faculty Members to schedule the Knowledge Café sessions to frame an appropriate structure in accordance to the faculty requirements. The second challenge was selection of appropriate topic for discussion which is of common interest.

The future plan is to make the Knowledge Café sessions more structured by inviting experts to share their knowledge in the areas identified in accordance to the faculty requirements. Hence, there is a need to identify the appropriate resource persons to share their knowledge.

Contact Details

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Annexure II

Rashtreeya Sikshana Samithi Trust
R V INSTITUTE OF MANAGEMENT
Calendar of Events

From March 2016 to February 2017

Department Events

Departments & its Centres for Excellence	Workshop	FDP
	I Semester Students	
Finance Financial Studies	May 4, 2016	April 13, 2016
Marketing Business Development Studies	May 31, 2016	April 26, 2016
Human Resource Leadership and Human Excellence	April 26, 2016	May 14, 2016
General Management Managerial Studies	March 31, 2016	May 28, 2016
Systems Information Technology	April 13, 2016	
Departments & its Centres for Excellence	Workshop	
	I Semester	III Semester
Finance Financial Studies	December 28, 2016	December 20, 2016
Marketing Business Development Studies	December 15, 2016	November 30, 2016
Human Resource Leadership and Human Excellence	December 1, 2016	December 16, 2016
General Management Managerial Studies	January 1, 2017	December 7, 2016

Other Centres for Excellence and Cells

Centre/Cell	Event	Date	Target Audience
Entrepreneurship Development	EDP	May 14, 2016	II Semester MBA Students
	EDP	December 30, 2016	I Semester MBA Students
		January 6, 2017	III Semester MBA Students
Research & Consultancy	Workshop	June 18, 2016	Outside Participants & Internal Faculty Members
	Workshop	February 3, 2017	Outside Participants & Internal Faculty Members
Internal Quality Assurance Cell	Workshop	December 31, 2016	Faculty Members
	Workshop	January 21, 2017	Faculty Members
	Workshop	February 14, 2017	Administrative Staff

Major Events to be organized

Events	Scheduled Dates
Rangothsava	April 16, 2016
Vidyaarthi Adhiveshanam	April 29, 2016
Cultural Evening	May 7, 2016
Sports Day	May 28, 2016
Annual Day / Farewell Day	June 11, 2016
Alumni Meet	May 21, 2016
National Conference	December 3, 2016
Management Fest	December 22 & 23, 2016

Examinations

Examination	I Semester	II Semester	III Semester	IV Semester
I Internal Assessment Test	21 to 24 November, 2016	18 to 21 April, 2016	21 to 23 November, 2016	18 to 19 April, 2016
II Internal Assessment Test	29 December, 2016 to 06 January, 2017	23 to 30 May, 2016	29 December, 2016 to 06 January, 2017	-
University Examination (as per University Calendar of events)	13 to 27 February, 2017	11 to 25 July, 2016	13 February, 2017 to 01 March, 2017	11 to 18 July, 2016

Annexure III

Analysis of Student Feedback

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

Analysis:

- 88% of the students responded that they were able to get the expected depth of the course content.
- 12% 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:

- 43% of the students responded that they are Highly satisfied with the extent of the coverage of course
- 51% 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

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

Analysis:

- 36% of the students rated the efforts made by the faculty in delivering lectures as High
- 55% of the students rated the efforts made by the faculty in delivering lectures as Moderate
- 9% 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:

- 16% 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.
- 58% 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
- 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 Good.

- 8% 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:

- 94% of the students responded that they gained value added inputs along with the curriculum.
- 6% of the students responded that they have not gained value added inputs along with the curriculum.

6. How was the course content?

Analysis:

- 52% of the students responded that the course content is very interesting
- 48% of the students responded that the course content is interesting
- Not a single student said that course content is not interesting.

7. How effective is the teaching?

Analysis:

- 26% of the students rated the faculty as Best.
- 52% of the students rated the faculty as Better.
- 21% of the students rated the faculty as Good.
- 1% of the students rated the faculty as Average.

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

Analysis:

- 32% of the students responded that they were very much inspired by the institutions Infrastructure.
- 31% of the students responded that they were very much inspired by the institution Environment.
- 37% of the students responded that they were very much inspired by the institution 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:

- 15% of the students rated the overall course as Best.
- 40% of the students rated the overall course as Better.
- 41% of the students rated the overall course as Good.
- 4% 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?

- 99% 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:

- 55% of the Alumni are very much satisfied towards the coverage of the course.
- 45% of the Alumni are satisfied towards the coverage of the course.

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

Analysis:

- 58% of the Alumni rated the efforts made by the faculty in delivering lectures as High
- 42% 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:

- 6% of the Alumni responded that they implement the knowledge acquire in this two years course at their work place as best
- 70% 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

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. It means all the alumni said that they got value added inputs.

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

Analysis:

- 12% of the Alumni responded that institute contributed to the higher extent in their improvement.
- 84% of the Alumni responded that institute contributed to the moderate extent in their improvement

- 4% of the Alumni responded that institute contributed to the lower extent in their improvement

7. How was the course content?

Analysis:

- 59% of the Alumni responded that the course content was very interesting
- 41% of the Alumni responded that the course content was interesting

8. How effective is the teaching by the faculty?

Analysis:

- 21% of the Alumni rated that faculty as Best
- 48% of the Alumni rated that faculty as Better
- 31% of the Alumni rated that faculty as Good

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

Analysis:

- 85% Alumni responded that they gained knowledge during their two years course
- 72% Alumni responded that they gained professional skills during their two years course
- 36% Alumni responded that they gained life skills during their two years course

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

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

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

Analysis:

- 75% of the alumni responded towards the communication skill
- 62% of the alumni responded towards the Interpersonal and intra-personal skills development in their ward during the course.
- 42% of the alumni responded towards the Managerial skills
- 91% of the alumni responded towards the level of confidence

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

Analysis of Corporate (Employers) Feedback

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

Analysis:

- 92% of the employers responded that their employees (RVIM students) are well trained in our institution to meet the corporate needs
 - 8% 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:

- 60% of the employers responded that their employees (RVIM students) are highly capable in meeting the customer expectations and satisfying them.
 - 32% of the employers responded that their employees (RVIM students) are moderately capable in meeting the customer expectations and satisfying them.
 - 8% of the employers responded that their employees (RVIM students) are capable in meeting the customer expectations and satisfying them.
3. Are your employees (RVIM students) having potential enough to perform the assigned task?

Analysis:

- 97% of the employers responded that their employees (RVIM students) are potential enough to perform the assigned task.
 - 3% of the employers responded that their employees (RVIM students) are not potential enough to perform the assigned task.
4. Do you agree that the knowledge gained by your employees (RVIM students) during their MBA is useful in their present job?

Analysis:

- 64% of the corporate agreed that knowledge gained by your employees (RVIM students) during their MBA is very much useful in their present job.
- 36% of the corporate agreed that knowledge gained by your employees (RVIM students) during their MBA is useful in their present job.

5. How you rate your employees (RVIM students) about their competency in performing their tasks independently?

Analysis:

- 12% of the employers felt that their employees (RVIM employees) are highly competent.
- 82% of the employers felt that their employees (RVIM employees) are competent.
- 6% of the employers felt that their employees (RVIM employees) are moderately competent.

6. How you rate your employees (RVIM students) about their competency in performing their tasks as team member?

Analysis:

- 21% of the employers felt that their employees (RVIM employees) are highly competent.
- 76% of the employers felt that their employees (RVIM employees) are competent.
- 3% of the employers felt that their employees (RVIM employees) are moderately competent.

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

Analysis:

- 15% of the employers responded that their employees (RVIM students) are highly potential in facing the competition.
- 76% of the employers responded that their employees (RVIM students) are moderately potential in facing the competition.
- 9% 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 criteria
(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"/> Managerial skills | <input type="checkbox"/> Level of confidence |

Any other please specify:

Analysis:

Communication Skills: 36% employers rated as '5' 48% employers rated as '4' 16% employers rated as '3'	Interpersonal and intra-personal skills: 41% employers rated as '5' 51% employers rated as '4' 8% employer rated as '3'
Managerial skills: 34% employers rated as '5' 48% employers rated as '4' 18% employers rated as '3'	Level of confidence: 54% employers rated as '5' 39% employers rated as '4' 7% employer rated as '3'

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

Analysis:

- 37% of the employees are highly satisfied about the work of their employees who have completed their MBA from RVIM.
- 61% of the employees are satisfied about the work of their employees who have completed their MBA from RVIM
- 2% of the employees are not satisfied about the work of their employees who have completed their MBA from RVIM

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

Analysis:

- 8% of the employers assessed their employees(RVIM students) as Best
- 53% of the employers assessed their employees(RVIM students) as Better
- 34% of the employers assessed their employees(RVIM students) as Good
- 5% of the employers assessed their employees(RVIM students) as Average

Analysis of Parents Feedback

1. Do you feel that the course accomplishments are worth for your investment on the course?

Analysis:

- 92% of the parents felt that the course accomplishments are worth.
- 8% of the parents felt that the course accomplishments are not worth.

2. According to you what is the contribution level of institution towards your wards improvement?

Analysis:

- 28% of the parents agreed that institution contributes to the greater extent in their wards improvement
- 65% of the parents agreed that institution contributes to the moderate extent in their wards improvement
- 7% of the parents agreed that institution contributes to the lower extent in their wards improvement

3. Does the course achieve your expectations?

Analysis:

- 83% of the parents strongly agreed that the course achieve their expectations
- 17% of the parents agreed that the course achieve their 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:

- 28% 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
- 72% 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. Do you agree that your ward had value added inputs along with the curriculum?

Analysis:

- 33% of the parents strongly agreed that their ward has benefited with the value added inputs along with the regular curriculum provided by the institution
- 67% 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 ward's corporate requirements?

Analysis:

- 100% of the parents agreed that their wards met the corporate requirements in this two years course of time.

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

Analysis:

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

8. What is your overall rating about the MBA course in R V Institute of Management?

Analysis:

- 11% of the parents rated the MBA course in RVIM as Best
- 44% of the parents rated as Better
- 45% of the parents rated as Good