Rashtreeya Sikshana Samithi Trust

R V INSTITUTE OF MANAGEMENT

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

Accredited by NAAC with "A" Grade

Internal Quality Assurance Cell (IQAC)

Annual Quality Assurance Report (AQAR)
For the year 2017-2018

The Annual Quality Assurance Report (AQAR) of the IQAC

Part – A

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

> 2017 – 2018
> (21 February 2017 to 20 February 2018)

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. Purushottam Bung

Tel. No. with STD Code:

> 080-42540316

Mobile:

> 07411339344

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:**
   (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)

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

1.5 Website address:

www.rvim.edu.in

Web-link of the AQAR:

http://www.rvim.edu.in/iqac.htm

For ex. http://www.ladykeanecollege.edu.in/AQAR2012-13.doc

Note: IQAC web-link is given (AQAR can be find in the IQAC link)

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	**1st Cycle**	**A**	**3.01**	**2014**	**20/02/2019**
2	2nd Cycle	NA	NA	NA	NA
3	3rd Cycle	NA	NA	NA	NA
4	4th 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 2010-11submitted to NAAC on 12-10-2011*)

    i.   AQAR 2014-2015 submitted to NAAC on 19/02/2015 (DD/MM/YYYY)
    ii.   AQAR2015-2016 submitted to NAAC on 19/02/2016 (DD/MM/YYYY)
    iii.   AQAR2016-2017 submitted to NAAC on 20/02/2017 (DD/MM/YYYY)
    iv.   AQAR_____ NA _____ (DD/MM/YYYY)

1.9 Institutional Status

University   NA   State `-`   Central `-`   Deemed `-`   Private `-`

Affiliated College   **Yes** `√`   No `-`

Constituent College   NA   Yes `-`   No `√`

Autonomous college of UGC   NA   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 | 02 | Non-Teaching Staff | 02 |

Students | 02 | Alumni | 01 | 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. | 03 | International | - | National | - | State | - | Institution Level | 03 |

(ii) Themes

- Seminar on "Developing World class Management Teachers"

- Guest Lecture on "Attributes of Teacher" conducted for Faculty Members

- Workshop on "New Methodology of Assessment and Accreditation by NAAC" conducted for Faculty Members

2.14 Significant Activities and contributions made by IQAC

- IQAC organised workshop for faculty members.

- The suggestions of IQAC Members were well received by the mentorship committee and connected with industry mentors.

- Industry Consultants were appointed to train and support faculty members.

- Skill Development Training Programmes were provided for the students through placement department.

- New Value Addition courses were introduced to the students.

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 and Seminars for students	Organised Eleven Workshops and Four Seminars for Students
Value Addition Programmes	• SAP-FICO course was provided for II year students. • Certificate Course on Capital Market (Dealers) Module (CMDM) for III semester Finance specialization students • Certificate Course on Digital Marketing for III semester Marketing specialization students. • Certificate Course on Advanced MS Excel 2013 for I semester students.
Orientation Programme and Guest Lectures for Students	• Orientation Programme was conducted for I semester students • Four Guest Lectures were organised
Conferences and Seminars/Expert Meet	• Organised One National Conference and one student conference • Organised Two Seminars for faculty members and heads of institutions
Entrepreneurship Development Programmes	• The Institute has initiated to arrange for fair every Saturday in order to showcase the produces or products of our students. This fair is called as "Startup Santhe". • Entrepreneurship Awareness Sessions for 1st Semester Students. • Established Incubation Centre • A group of 25 III semester students at RVIM have formed an Entrepreneurship Club.
Research and Publications	• 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.
Industry Interaction and Placement Training	Every Saturday Placement Training for Second Year Students has been conducted by involving trainers from corporate/practitioners

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, faculty publications and quality of placement.

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**	06***	06	-
Others	-	-	-	-
Total	06	06	08	-

Interdisciplinary	-	-	-	-
Innovative	-	-	-	-

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

**Discontinued the Certificate courses offered in the previous year.

***Introduced new courses during the year.

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 (University has not revised the syllabus during the year)

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	11	02	04	04	--

Note:

2.2 No. of permanent faculty with Ph.D.

08

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

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
-	-	02	-	01	-	-	-	03	-

2.4 No. of Guest* and Visiting** faculty and Temporary faculty | 04* | | 05** | | - |

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

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	-

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

The Six Thinking Hats Scrap Book for Strategic Solutions

Six Thinking Hats is a system designed by Edward de Bono which describes a tool for group discussion and individual thinking involving six colored hats. "Six Thinking Hats" and the associated idea parallel thinking provide a means for groups to plan thinking processes in a detailed and cohesive way, and in doing so to think together more effectively.

- Managing Blue – what is the subject? what are we thinking about? what is the goal? Can look at the big picture.
- Information White – considering purely what information is available, what are the facts?
- Emotions Red – intuitive or instinctive gut reactions or statements of emotional feeling (but not any justification)
- Discernment Black – logic applied to identifying reasons to be cautious and conservative. Practical, realistic.
- Optimistic response Yellow – logic applied to identifying benefits, seeking harmony. Sees the brighter, sunny side of situations.

- Creativity Green – statements of provocation and investigation, seeing where a thought goes. Thinks creatively, outside the box.

Related Strategies

- Initial Ideas - Blue, White, Green, Blue

- Choosing between alternatives - Blue, White,(Green), Yellow, Black, Red, Blue

- Identifying Solutions - Blue, White, Black, Green, Blue

- Quick Feedback - Blue, Black, Green, Blue

- Strategic Planning - Blue, Yellow, Black, White, Blue, Green, Blue

- Process Improvement - Blue, White, White (Other people's views), Yellow, Black, Green, Red, Blue

- Solving Problems - Blue, White, Green, Red, Yellow, Black, Green, Blue

- Performance Review - Blue, Red, White, Yellow, Black, Green Red, Blue

Student Work:

With this background the students were given different existing strategic situations to the students and ask them to make a scrap book based on the colors. They had to apply the six thinking approach to the strategic situation given to them and complete the scrap book.

Outcome

The students applied the six thinking hats and also identified the benefits and limitations of each hat. They also came up with unique strategic solutions for popular cases and derived a sequence of decision making through these hats.

Reaching through TED Lesson

The examples during class lectures are not just enough to create a visual perception among the students on the topic of discussion. It is essential to carry instructional information, lesson brief and few supporting videos beyond class hours and off the campus. In this direction extensive use of TED Platform to create TED Lessons in the subject 'Economics for Managers'.

Learning Any Time

The students engaged with the lessons beyond class hours to critically analyze the problems and in general to learn a subject with additional video support.

2.7	Total No. of actual teaching days during this academic year	167

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

Electronic form of 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

2	-	-

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)
1st Semester (Batch 2016-2018) February 2017	177	58.19	37.85	0.56	-	96.6
2nd Semester (Batch 2016-2018) June 2017	177	57.63	36.72	-	-	94.35
3rd Semester (Batch 2015-2017) February 2017	171	35.67	56.73	0.58	-	92.98
4th Semester (Batch 2015-2017) June 2017	169	61.54	37.87	-	-	99.41

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.

➢ 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 encourages faculty members to adopt ICT and innovative teaching methodology and motivate them to take up research work and publication.

➢ IQAC motivates faculty members to involve in extension activities.

➢ IQAC suggested improving the process of mentorship.

➢ 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 programmes were organised.

➢ Regular workshops and seminars for students were organised.

2.13 Initiatives undertaken towards faculty development

Faculty / Staff Development Programmes	*Number of faculty benefitted*
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.	08
Others – Faculty Development Programmes (FDPs) conducted by other institutions and our institution	10

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 in a year.
- Motivating students to write research based papers and to present it in some conferences.
- Institution is willing to sponsor selected research projects taken up by the faculty members.
- Arranging Research Workshop to faculty through research centre.

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	-
Non-Peer Review Journals	-	-	-
e-Journals	3	-	-
Conference proceedings	2	2	-

3.5 Details on Impact factor of publications: (3 research publications in journals has Impact Factor)

Range $5.82 - 6.32$ Average* 4.04   h-index -   Nos. in SCOPUS -

(*Average is calculated by considering 3 publications at e-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*	3 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.   04   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   03

3.13 No. of collaborations   International 02   National --   Any other --

3.14 No. of linkages created during this year   02

3.15 Total budget for research for current year in lakhs:

From Funding agency   --   From Management of ~~University~~/**College**   Rs.5,00,000/-

Total   Rs.5,00,000/-

3.16 No. of patents received this year

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

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

Total	International	National	State	University	Dist	College
04	--	04	--	--	--	--

3.18 No. of faculty from the Institution
    who are Ph. D. Guides   03
    and students registered under them   15

3.19 No. of Ph.D. awarded by faculty from the Institution   01

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

JRF   --   SRF   --   Project Fellows   --   Any other   --

3.21 No. of students Participated in NSS events: NA

University level   -   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 | - | *College forum | 17 | | |
| NCC | - | NSS | - | Any other | - |

* 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

R.V. Institute of Management has been conducting a free adult education platform **'Computer Literacy Programme for Senior Citizens'** since 2006. Over 1,500 Senior aged between 60-90 years in 30 batches have been taught to use the computer in meeting their needs like sending emails and photographs to their children, booking tickets online, basics of MS word etc.

Guest lecture on the topic "To keep good health and happiness for senior citizens" was organized for 28th Batch for Senior citizens of CLPSC (Computer Literacy Programme for Senior Citizens) on May 19, 2017. Resource person for the lecture was Mr. Gururaj, Family Counselor Bangalore.

Organised sports for Senior Citizens (participants of CLPSC) on 28th May, 2017. Around 25 senior citizens took part in the event.

A free Medical Camp was organized for participants of CLPSC (Senior citizens) in association with Sagar Hospitals on June 02, 2017. Around 65 members including Senior Citizens and RVIM staff members took part in the programme. Doctors specialized in different areas from Sagar Hospitals visited the Campus.

Other Major Activities conducted during the year

Sl. No.	Date	Programmes and Activities	Brief Description
1	25-1-2017	Road Safety	Creating awareness among vehicle users in Jayanagar
2	1.8.2017	Identification of Voluntary Blood Donors	Initiated Blood Donors Network. Provided awareness and basic education. A total of 60 prospective donors were identified and provided

			to Cancer Hospital Kidwai Memorial Institute of Oncology and Sri Jayadeva Institute of Cardiovascular Sciences and Research.
3	2.8.2017	Etiquettes to Auto Drivers	Volunteers Tilak Kumar and Amrutha educated auto drivers on ethics, etiquette and safe driving practice. Reached 16 drivers in Jayanagar.
4	3.8.2017	Road Safety to School Children	CSR Volunteer Pallavi.U addressed students in L.R. Cambridge School on road safety. Awareness to 500 students.
5	3.8.2017	Teaching Chess in Government School	Volunteers Nischith.H.G and Sunil C.H.provided chess game skills to Government School children in Jayanagar 9th Block.
6	5.8.2017	Designing Road Safety Programmes	A team of experts from NIMHANS working in the areas of Traffic and Road Safety held a discussion with RVIM –CSR volunteers in RVIM campus. Also the student volunteers were provided with research information and presentation content to analyze the causes of accidents on the road.
7	6.8.2017	Visit to Orphanage	CSR Volunteers Pavithra, Namratha, Pallavi, Priyanka and Meghana visited the Child Fund Association- an orphanage located in Puttenahalli. The student volunteers interacted with the inmates of the orphanage listened to their poems, added activities.
8	7.8.2017	Reaching Support to Blind School	Volunteers Wernher Peter D'Silva ,Shaun Joshua D'Souza ,faculty members Prof. Suresh and Chandran visited Sree Ramana Maharishi Academy for the Blind in J.P.Nagar. The support for a cause was established and philanthropist was identified for the support.
9	7.8.2017	Fund Raising for Indian Association for the Blind	RVIM has been contributing for the organization since many years. This year the sale of flags commenced on Aug 7, 2017 with collection of Rs.2500.
10	7.8.2017	Digital Literacy for Senior Citizens	CSR Volunteers Suprada and Suma provided the basic training to use banking services, travel and other essential services on mobile phone to senior citizens. The senior citizens aged 60 years - 80 years attended the session in the campus.

11	8.9.2017	International Literacy Day	RVIM-CSR Volunteers Team Rachana Saraswat, Shraddha Gugale & Priyam Chirania visited Cancer Hospital and Blind School.At blind school they helped students to read and enhance the capability to use computer and mobile phones. At Kidwai Memorial Institute of Oncology they interacted with children in pediatric ward.
12	9.9.2017	World Suicide Prevention Day	Student volunteers cycled 16 kms on the eve of WSPD. The CSR Team addressed the Press Meet at Press Club of Bangalore.
13	11.9.2017	World Suicide Prevention Day	Street Play conducted at RVIM entrance and near Bus stop
14	13.9.2017	World Suicide Prevention Day	Painting of posters and display in campus to create awareness.
15	24.11.2017	Communal Harmony Campaign Week	Organised street play to spread the message of National Integration. A film 'Ray of Hope' was screened on November 19, 2017 to start the week programme. The Fund raising for Flag Day was carried out as per the instructions of National Foundation for Communal Harmony (NFCH) Guidelines.
16	1.12.2017	World AIDS Day	Awareness programme through poster and streetplay

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 (≥ 1-0 lakh) during the current year.	Computers	215	-		215
	Laptops*	21	05		21
	HD camera	10	12		22
	LCD projector	16	01		17
Value of the equipment purchased during the year (Rs. in Lakhs)		33 lakhs	7.13 lakh		40.13 lakhs
Others – **Created Digital Studio**		-	01		01

* 5 laptops 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. Installed DSPACE.

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	12,660	Rs. 27,93,729	143	Rs.35,646	12,811	Rs.28,29,375
Reference Books	1,819	Rs.9,30,660	-	-	1827	Rs.9,35,673
e-Books	-	-	-	-	-	-
Journals	63	Rs.2,26,035	19	47,800	82	Rs.2,73,835
Magazines	54		01		55	
e-Journals	07	Rs.28,070	19	-	26	Rs.28,070 (this value included in the above mentioned Journal value)

Digital Database	03	Rs.3,60,148	-	-	03	Rs.4,32,364 Annual Subscription
CD Video	1409	-	33	-	1442	-
Others – IIM-B Library Membership	01	Rs.5000	-	-	01	Rs.5000 Annual Membership fee
Others	National Digital Library, IIT-K					

4.4 Technology up gradation (overall)

	Total Computers	Compu ter Labs	Internet	Browsing Centres	Compu- ter Centres	Off- ice	Depart- ments	Others
Existing	215	04	16 mbps, dedicated leased line, 1:1	All 4 labs	All 4 labs	07	20 laptops + 19 computers	English & Commun -ication Lab, Digital Library,
Added	-	-	16 mbps	-	-	-	-	-
Total	215	04	32 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.
- Certificate course on MS Excel 2013 was conducted for students.
- Conducted training programmes on J-gate, EBSCO and Capitaline.

4.6 Amount spent on maintenance in lakhs:

i) ICT — Rs.2,69,600

ii) Campus Infrastructure and facilities — Rs.3,45,344

iii) Equipments — Rs.1,13,790

iv) Others — Rs.1,94,641

Total: Rs.9,23,375

Criterion – V
Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

- IQAC of the institute arranges quarterly meetings where discussions and interactions take place with Students, Alumni, and Parents to bring in newer dimension to the existing learning process. These meetings mainly consist of discussion with students related to academic interest, quality of facilities being provided, Career opportunities, workshops to be planned in the Institute.

- Information related to curriculum, scholarship, placement, Management fest, and Cultural competitions, social activity programmes are displayed on notice boards and Circulars are circulated.

- 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. The institute sends messages and e-Mails to the students informing them about any modifications that are to be made in the course, examination and schedules. Also plan of activities, calendar of events & programmes information will be provided.

- Throughout the campus the boards are displayed at 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

- Students' academic progress is recorded by the examination committee and the same is informed to the students as well as the parents. Student Evaluation Committee of the institute considers academic performance of the students and also keeps track on general and complete development of the students.

- Personal guidance on both academic and non-academic matters is made available to the students through mentoring, which is offered in the institute at multiple levels. Mentors also keep track on the progress made by the mentees. Each mentor (faculty member) has a mentoring programme book for each student where the personal details of the mentee are entered.

- Under Academics (test performance, presentation assignments, class behaviour are noted). Under Discipline the class attendance, following institutional norms, attendance for other programmes are entered. Under career development training, additional courses, networking are entered. Under personality development, grooming, leadership skills, interpersonal skills, clarity of purpose, cognitive ability details are noted. So also curricular progress and extra-curricular activities are noted in the programme book. Mentors offer academic counselling to students, help them choose elective courses, recommend them for remedial coaching, if necessary, and also meet parents to update them on their progress.

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
-	172	05	-

Note: Given number of PG students were admitted in the year 2017 and 5 Ph.D. scholars are pursuing their research in different stages at the Institute Research Centre.

(b) No. of students outside the state

14

(c) No. of International students

--

Men

No	%
102	59.30

Women

No	%
70	40.70

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
47	17	06	107	-	177	46	14	05	106	01	172

Demand ratio

1.35:1*
2.77:1**

Dropout %

05	2015-2017 batch

*Calculated based on number of application received and students admitted

**Calculated based on number of admission enquiries and students admitted

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

- The Placement cell posts any information related to competitive exams received on the notice board.
- The institute Library acquires material, books, soft copy of material required by the students.
- Career Development and orientation programmes are initiated for the students where in information about the various Competitive examinations conducted are being provided.
- Few of the faculty members also provide data as well as directions for writing IBPS, NET and IAS UPSC examinations during their regular class sessions.

No. of students beneficiaries

323

5.5 No. of students qualified in these examinations

| NET | - | SET/SLET | - | GATE | - | CAT | - |

| IAS/IPS etc | - | State PSC | - | UPSC | - | Others | - |

5.6 Details of student counselling and career guidance

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

• Academic and Industry interaction programmes are also organised for students. Career opportunities available for management students in the field of specialization, various skills required matching industry standard and the competency of each student required are analysed and imparted during such programmes.

• SWOT Committee has conducted analysis of each student to identify their strengths, weaknesses etc and provided suggestion to improve in their competencies.

• The Placement Cell of the Institute had good placements. To mention Deloitte, Ernst and Young, ITC, COLGATE, KPMG, Asian Paints, Berger Paints, Himalayawelness etc, have visited and recruited students during the year. Placement officer attended meets organized by Wipro, EY, Tesco, Unisys, Aspiring minds etc. 96.6 % of the students registered have been placed on jobs.

No. of students benefitted   323

5.7 Details of campus placement (2014-2016 batch)

On campus			Off Campus
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
64	155	93	58

5.8 Details of gender sensitization programmes

- A programme related to women safety in the topic "**Give a thought to bring that Light"** was organised by the students. Students from 3rd and 1st semester were part of this programme. The topic for debate includes:
- Whether the news of molestation should be published in media
- Are women still terrified of lodging a complaint against molestations?
- Are women in some way responsible for the molestations happening on them?
- The debate was successfully completed and around 50 students participated in this programme.

5.9 Students Activities

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

State/ University level   08   National level   -   International level   -

No. of students participated in cultural events

State/ University level   12   National level   -   International level   -

No. of Students participated in the Management fest   78

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   40

5.10 Scholarships and Financial Support

	Number of Students	Amount
Financial support from institution	-	-
Financial support from government	SC-18, ST-04, 2017-2018 OBC45+38=83 2017- 2018	Total= Rs.8,14,770/- Total= Rs.22,60,480/-
Financial support from other sources	KMDC Loan: 17 Nos CMC : 01 Nos 2017-2018	Total: Rs.5,68,060/- Total: Rs.10000/-
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 EDP Sante (Fair)   `04`   Institute Level Sports Meet   `01`

Institute level Green Marketing Exhibition   `01`   Institute Level Talents Day & Cultural Fest   `02`

5.12   No. of social initiatives undertaken by the students   `16`

5.13   Major grievances of students (if any) redressed:

- The students expressed their distress towards the Assignments received for all subjects piled together at same time which became cumbersome and challenging to complete. This issue has been addressed and the assignments are segregated and given on a timely basis.

- Women Students confronted the problem of non-availability of sanitary napkins in the campus. This issued has been addressed and a vending machine and incinerator have been installed in the institution.

- The Library books were not issued by the library during the examination time. This issue has been addressed and books are issued during the examination time also.

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).

The Trust (sponsoring body) is implementing **ERP-SAP** at the Institute.

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 university curriculum.

The institute offered in-house value addition courses for the students. This year the institute offered SAP-FICO, Advanced MS Excel, Capital Market (Dealers) Module and Digital Marketing course.

These courses were designed and syllabus was framed by a team of faculty members in collaboration with industry experts or partnering organisations.

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 the experts. Faculty were asked to revise the course material according to the suggestions given by the experts.

- Faculty members are using ICT and online sources to teach in the classroom with updated and real time data/information.

- Innovative methods, case study approach and experience 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.

- Faculty members were supported and guided by the industry consultants/mentors. This was introduced for faculty members in Department of Human Resource and will be extended to other departments also.

- 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 and Mini projects were given to students for independent learning.

- Students were provided with training and value added courses (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 seminars were organized.

- The students were given the opportunity to solve their difficulties in learning, academic issues, resources and facilities 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 internal assessment tests as per University norms. During the semester, students were given regular academic work like case study development, mini project, 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 students and 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 as per the set criteria. Certificates were issued to the successful students.

6.3.4 Research and Development

The institute has Research Centre recognised by Bangalore University. Some of the important initiatives are as follows:

- Emphasizing upon faculty research and publications. Faculty members were asked to publish minimum of 2 papers in each semester. Even though set target was not achieved, we are able to improve our publications.
- Ensuring that each faculty member takes up two minor projects in a year.
- Involving and guiding students to write papers based on their projects/dissertations.
- To promote research among Faculty members, Institute is willing to fund selected minor and major research projects.
- Conducted workshop on Research.
- Faculty members were encouraged to write books and institute has a scheme to publish 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 effectively.
- Three data bases are made available to faculty members and students.
- Digital Audi-Video Studio was established with latest equipment and software.
- Internet speed improved from 16 mpbs to 32 mpbs during the year.

6.3.6 Human Resource Management

Faculty Members
- Faculty members are encouraged to pursue their Ph.D by providing access to data bases 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 provide opportunity to use their skill and expertise to the best possible extent and keep them always active.
- Faculty members are continuously reinforced through faculty development programmes and workshops.
- Faculty members are encouraged to undertake research projects, attend FDPs and Conferences, present and publish papers by providing required funding and facilities.

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.
- Extended welfare facilities like PF, ESI etc.

Students

- The institute organises programme and activities for the overall development of the students.
- Workshops, seminars and guest lectures were organised to provide further knowledge on subjects and to give them practical exposure.
- Regular Training programmes and value additional progammes (certificate courses) were organised to improve their professional skills.
- Students are provided with sponsorship for management and cultural fests, seminars and workshops etc.
- Student committees were formed for Management fests, Cultural Fests, Conferences etc. Through this they are given the opportunity to develop organising and managerial skills. It gives scope for exhibit their creativity and innovations.
- Students are mentored and counselled through effective mentorship process.
- Remedial classes were also conducted for needy students.
- Students are provided with very good placement services.

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 is in place.
- 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 Committee will conduct the personal interview and the selected candidates are asked to give a demonstration so as to evaluate their teaching abilities and communication skills. 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.
- Consultants from industry have been introduced to mentor and support faculty members.

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 and promote about our MBA programme in reaching pan India.
- 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.
- Sending call letters to candidates who have scored equal or more than cut-off point prescribed by the institute in the various entrance examinations.

6.4 Welfare schemes for

Teaching	• Provident Fund • Sponsorship for Conferences and Workshops • Special leaves to pursue research • Maternity Leave • Health Insurance
Non teaching	• Provident Fund • ESI • Maternity Leave
Students	• Medical/Sick room with first aid and doctor on call facility • Sponsorship for fests and seminars • Hostel facility • Fee reduction for needy students
Common	• Canteen facility • Safe drinking water

6.5 Total corpus fund generated

> The corpus fund is managed by the Trust and on need basis the Trust will provide the financial support to the Institute.

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

- Made special efforts to connect with every alumni of the Institute since its establishment.
- Organised Alumni meet.
- 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

> Workshop was organised to support the work of the supporting staff

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

- Rain water harvesting
- Energy conservation measures have been adopted
- Green audit have been conducted
- E-waste Management is in place
- Nurturing plants and maintaining greenery, both inside and outside the institute building
- Re-using of used paper
- Energy saving instructional/awareness boards

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.

- **Faculty members are provided with industry related inputs** based on the areas of specialization through **corporate consultants/ Industry experts.**

- **Digital Audio Video Studio** is established with adequate equipment and software for recording, editing, shooting and screening.

- **Innovation Lab**
  - RVIM Innovation Lab is presently working in to build an App for reducing the food wastage in Jayanagar and a part of the work has been initiated in the Economics For Managers Classes.
  - The practical implementation is been carried out in Innovation Lab Now. The Prototype model is to be launched during second week of March 2018

- **Out Reach Programme**: Use of Social Media for Live Coverage of Seminar and reaching to Public through Facebook Live. Programme on Facebook Live reached 262 viewers for Live Video. The post event reach had reached 457 people.

- **Online Proficiency Course (MOOC)** on Big Data for Better Performance conducted for the third semester MBA Marketing specialization students. The online classes were held during October-December 2017 from Open2study website of Open Universities, Australia.

- **A Certificate Course on Capital Market (Dealers) module (CMDM)** is offered to III semester Finance specialization students. After successful completion of the course, the certificate will be issued by the Inarch. A certificate will also be issued by NSE Academy Certification in Financial Markets after successfully completing the online examination conducted by NSE India.

- **Collaboration with KPMG for offering Lean and Six Sigma Green Belt certification course:** The institute has entered into an agreement with KPMG for offering a Green Belt certification course in Lean and Six Sigma. The course was delivered by experts from industry, at the end of which assessment was conducted and students were awarded certificates. A total of 23 students underwent the training and certification.

- **Industry Integrated Learning opportunities/real time experience for students**

  - **On job training** at **Flipkart** for selected students on every Friday and Saturday for two months.

  - Experience on live project at IIM-B for selected projects on every Saturday and Sunday for two months.

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 three Workshops for Faculty Members	Organised two workshops for Faculty Members
Planned nine Workshops for Students	Organised eleven Workshops for Students
Planned six Seminars for Students	Organised four Seminars for Students
Planned for one National Conference	Organised one National Conference
Planned for two Seminars	Organised two Seminars
Planned for one Student Conference	Organised one Student Conference
Placement and Skill Development Training	Placement training programmes were conducted as per the plan
Value Addition Courses	Four certificate courses were conducted as per the plan
Entrepreneurship Development Programmes	Entrepreneurship Development Programmes were conducted as per the plan
Student Activities	Cultural and Sports event were 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 deviations in the plans were identified through regular monitoring and necessary measures have been taken.

7.3 Give two Best Practices of the institution

- Assessment of suitability of MBA student before opting for any specialization

- Integrated Approach in senior citizens computer literacy programme.

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:

- ✓ Nurturing plants and greenery, both inside and outside of the campus.
- ✓ Institute is well structured with natural illumination and ventilation with minimal usage of artificial illumination.
- ✓ Water Conservation techniques are adopted.
- ✓ Re-using of paper.
- ✓ Inspiring and continually reminding the students and staff to conserve energy in the form of placards placed in every department, classrooms and corridors.
- ✓ Awarded a prize by the Horticulture Department for 8 years consecutively for the Best Maintained mini garden.
- ✓ Participating in exhibitions at Lalbagh, together with the Pollution Control Board.
- ✓ Organizing a walkathon / procession together with the forest department for the cause of environment conservation.
- ✓ A cycling club has been instituted within RVIM.

7.5 Whether environmental audit was conducted?　　Yes | √ |　　No | - |

RVIM conducted its Annual internal Green Audit. Being 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 greenhouse 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.

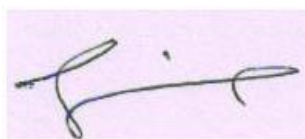7.6 Any other relevant information the institution wishes to add.

> **Digital Audio-Video Studio**
>
> Created a state of the art Digital Audio-Video Studio with adequate equipment and software for recording, editing, shooting and screening. The purpose is to support and nurture the creativity among the students. It can be used for the following purposes:
>
> - To Create Documentary films on management and social concepts.
> - To create video lectures of faculty members.
> - To develop video case studies.
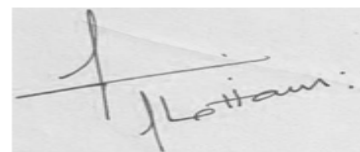
8. Plans of institution for next year

> - To conduct strategic re-treat exercise to revisit vision, mission and objectives of the Institute.
> - To strengthen collaborations with new Professional and Institutional bodies.
> - To increase the research, consultancy and extension output of the institute.
> - To continuing with existing student development programmes along with new value addition programmes and training programmes.
> - To organise more industry interaction programmes and Management Development Programmes.
> - To strengthen incubation centre.
> - To strengthen Alumni relations.
> - To improve the course docket.
> - To introduce outcome based education practices in our teaching-learning-evaluation process.

Gowrisha
Coordinator, IQAC

Dr. Purushottam Bung
Chairperson, IQAC

Best Practice 1

Title of the practice – Assessment of suitability of MBA student before opting for any specialization

Facilitating proper choice of specialization

We introduce the concept of assessment as a framework for understanding the interface between student ability/aptitude for a particular area of specialization and the institutional academic performance. We illustrate the use of assessment of students 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.

Context

Teaching in Higher Education requires multi-dimensional methods and process to impart education and skill development. Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. When it is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education.

"An assessment is a tool designed to observe students' behavior and produce data that can be used to draw reasonable inferences about what students know".

As an Institution, we perform assessment in many forms. We assess student performance by measuring student development and providing feedback for improvement. We establish program goals and student learning outcomes and assess the effectiveness of our programs in relation to the stated goals. Through course evaluations and review, faculty reflect on the success of their semester and determine what changes need to be enacted. Regardless of the objective for assessment, the process works most successfully when it is cyclical. The following is an illustration of an effective assessment plan:

The goal for all assessment is to close the loop and view assessment as a continuous process that employs the following steps:

Plan: determine the desired outcomes and how best to assess successful completion of these goals;

Implement: conduct the cours(es) and assess learning;

Evaluate: consider the results of the assessments to determine the success toward meeting the goals;

"Closing the Loop": review current practice and consider what changes, if any, need to occur.

We want to know what our students have learned, the means by which they learned, and the effectiveness of the learning process.

The process of assessment, of using what is known to drive pursuit of what is possible, is a strong component of the "commitment to excellence" ingrained in our approach to impart quality education.The contemplation of the program's goals and outcomes, as well as the analysis of assessment results for program improvement, represent reflection, another important component of transformative education.

Aside from the overarching necessity for assessment as a means of meeting both institutional and programmatic accreditation requirements, there are two main reasons that assessment is important in higher education.

Accountability

To students and their families

As the economy declined, students and their families became increasingly smarter consumers of higher education, looking for data and evidence to back claims of academic excellence. It is not enough for an institution to say that they are providing a solid educational experience; today's prospective students expect to see what they can expect from an institution, how the institution knows it is successfully delivering on stated outcomes, and demonstrations of successfully meeting these outcomes.

Program Improvement

Once an assessment is completed, the results are evaluated to determine how well student learning outcomes and program goals are being met, among other factors. In the final step of the assessment process, known as "closing the loop," the results should be used as part of a reflection on the program's mission, goals, outcomes, and processes.

Decisions about program improvement should not be made in a vacuum. Without data intentionally collected to measure outcomes, decisions about programmatic changes can be made without sound evidence to serve as a guide. A change that may seem necessary and beneficial may have no evidence-based support after reviewing the assessment results, resulting in unnecessary and potentially expensive alterations.

Evidence-based program improvement soundly answers questions such as:

How well are student learning outcomes being met?

Which outcomes need to be revised?

Goal

The need to understand the suitability of every student for a particular area of specialization is necessary for better academic performance.

Practice

The students are given an opportunity to appear for an assessment test in all the areas of specialization. In each of the specializations a set of 25 MCQs are administered to test the basic knowledge of the students in the concerned subject. These are evaluated by the faculty members of the respective departments. The next step is to conduct an interview to know about their career goal, professional interest and future plans. All these 3 parameters together with the marks scored in the assessment test are taken for a total score of 100. Every department prepares an elibility list by taking 60% as the qualifying marks for choosing the area of specialization.

Evidence of success

All the faculty members in the respective departments are involved in the process. This has helped the students in understanding their strengths in a particular area of specialization. This will facilitate their better academic performance. The process has ensured transparency in the system of providing specializations to the MBA students.

Problems encountered

The process of conducting the assessment test is time consuming and it is a challenge to convince and counsel the students as to why a particular specialization is not offered to them since they are usually driven by peer pressure.

Best Practice 2

Title of the practice: Integrated Approach in senior citizens computer literacy programme.

R V Institute of Management has successfully completed a major community Programme – titled "Computer Literacy Programme for Senior Citizens" for Twenty Eight batches to impart basic computer skills for senior citizens 60 years and above in Bangalore. The trainees included Doctors, Lawyers, Retired Bank Mangers, Retired Income Tax Officers, and Retired personnel from Armed Forces and from all walks of life.

This philanthropic project was conceived by Dr. T. V. Raju, Director, RVIM during 2006, with first training session batch of 20 members under guidance of Prof.N.Nagasubba Reddy. The great response received from the senior members made RVIM to plan and execute as many as 28 batches with a total of 1,300 members in the succeeding years. The total beneficiaries of this programme includes 870 men and 430 women. 90% of the trainees were in the age group of 60 to 80 years and the rest 10% were in the age group of 55 to 60 years.

Computer training with adequate importance to contemporary advancements is provided to the senior citizens. Further the activities are strengthened by various events conducted by the Systems Department in association with Centre for Social Responsibility, RVIM. Guest lectures are organised regularly in the areas of health care, stress management ,etc. Regular health camps are conducted for the senior citizens. Another important feature is that one day tours are organised. This will foster oneness among the members. Sports activities are organised regularly so as to promote team spirit among the members.

Goal:

The focus of the course was to impart the basic knowledge of computer operations and internet concepts to empower Senior Citizens to become computer savvy in a short period.

The Context

After the advent of Computer Literacy Programme for senior and its introduction in RVIM apart from imparting teaching Computer fundamentals and internet concepts to make the senior citizens more competent in the present day digitalized economy, we have also been conducting various other activities keeping in view to motivate them as also to keep them physically and mental fit such as lectures on various subjects useful to senior citizens and health camps and sports activities

to ensure their physical fitness and to rejuvenate their mental faculties to fit and fine, a day's tour in and around Bangalore to places of importance with historical and spiritual.

A unique feature of this initiative of RVIM is organizing a job fair for the senior citizens where more than 450 members were offered jobs.

Evidence of Success:

The programme has been successful. However, the success observed is seen to be more qualitative than purely quantitative. Some measures of success have been:

Success of this programme has been observed in aspects of:

- Higher confidence levels, communication skills and life skills observed to be ingrained among the senior citizens
- Imbibing of the competitive spirit and graceful acceptance of small failures
- Opportunity for post-retiment placementof senior citizens.

THIS ACHIEVEMENT HAS BEEN LAUDED AND HAS ENTERED INTO THE "LIMCA BOOK OF RECORDS" IN THE YEAR 2016.

Problems encountered

The biggest challenge that is encountered in implementing all the aspects as part of integrated education , like co-curricular activities, extra-curricular activities, sports, events pertaining to Indian Culture and Heritage, etc, within the short duration of each batch .

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

2017 - 2018

Department Events

Departments & its Centres for Excellence	Workshop	FDP
	II Semester	
Finance Financial Studies	May 4, 2017	April 12, 2017
Marketing Business Development Studies	May 31, 2017	May 4, 2017
Human Resource Leadership and Human Excellence	April 26, 2017	May 24, 2017
General Management Managerial Studies	March 31, 2017 [Seminar]	June 14, 2017
Systems Information Technology	April 19, 2017	
Departments & its Centres for Excellence	Workshop	Seminar
	I Semester	III Semester
Marketing Business Development Studies	October 29, 2017	November 28, 2017
Human Resource Leadership and Human Excellence	December 12, 2017	November 8, 2017
Finance Financial Studies	December 6, 2017	November 16, 2017
General Management Managerial Studies	November 13, 2017	December 14, 2017
Systems Information Technology	December 1, 2017	December 27, 2017

Other Centres for Excellence and Cells

Research & Consultancy	July 1, 2017	Outside Participants & Internal Faculty Members
MDP	June 24, 2017	Outside Participants
Industrial Visit	March 20, 2017 April 10, 2017	II Semester A Section Students
	March 21, 2017 April 11, 2017	II Semester B Section Students
	March 22, 2017 April 12, 2017	II Semester C Section Students
	March 23, 2017 April 13, 2017	II Semester D Section Students

Major Events

Events	Scheduled Dates
Rangothsava & Samskurthika Uthsava	April 6 & 7, 2017
Vidyaarthi Adhiveshanam	April 21, 2017
Cultural Evening	May 20, 2017
Annual Sports Day	June 17, 2017
Annual Day / Farewell Day	June 24, 2017
Alumni Meet	May 13, 2017
H R Seminar	March 21, 2017
Cultural Activities / Competitions	March 27 to 31, 2017

Analysis of Student Feedback

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

Analysis:

➢ 86% of the students responded that they were able to get the expected depth of the course content.

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

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

Analysis:

➢ 38% of the students responded that they are Highly satisfied with the extent of the coverage of course

➢ 54% of the students responded that they are Moderately satisfied with the extent of the coverage of course

➢ 8% 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:

➢ 32% of the students rated the efforts made by the faculty in delivering lectures as High

➢ 57% of the students rated the efforts made by the faculty in delivering lectures as Moderate

➢ 11% 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:

➢ 14% 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.

➢ 59% 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

➢ 15% 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.

➢ 12% 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:

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

➢ 8% of the students responded that they have not gained value added inputs along with the curriculum.

6. How was the course content?

Analysis:

➢ 49% of the students responded that the course content is very interesting

➢ 46% of the students responded that the course content is interesting

➢ 5% of the students responded that the course content is interesting

7. How effective is the teaching?

Analysis:

➢ 22% of the students rated the faculty as Best.

➢ 44% of the students rated the faculty as Better.

➢ 32% of the students rated the faculty as Good.

➢ 2% of the students rated the faculty as Average.

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

Analysis:

➢ 27% of the students responded very much liked the institutions Infrastructure.

➢ 39% of the students responded very much liked the institution Environment.

➢ 34% of the students responded very much liked 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:

- ➢ 12% of the students rated the overall course as Best.
- ➢ 36% of the students rated the overall course as Better.
- ➢ 45% of the students rated the overall course as Good.
- ➢ 7% 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?

> ➢ 95% 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:

> ➢ 51% of the Alumni are very much satisfied towards the coverage of the course.
> ➢ 49% of the Alumni are satisfied towards the coverage of the course.

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

Analysis:

> ➢ 54% of the Alumni rated the efforts made by the faculty in delivering lectures as High
> ➢ 46% 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:

> ➢ 5% of the Alumni responded that they implement the knowledge acquire in this two years course at their work place as best
> ➢ 68% of the Alumni responded that they implement the knowledge acquire in this two years course at their work place as better
> ➢ 27% 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:

> ➢ 96% 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:

> ➢ 10% of the Alumni responded that institute contributed to the higher extent in their improvement.
> ➢ 78% of the Alumni responded that institute contributed to the moderate extent in their improvement

> ➤ 12% of the Alumni responded that institute contributed to the lower extent in their improvement

7. How was the course content?

Analysis:

> ➤ 53% of the Alumni responded that the course content was very interesting
>
> ➤ 47% of the Alumni responded that the course content was interesting

8. How effective is the teaching by the faculty?

Analysis:

> ➤ 18% of the Alumni rated that faculty as Best
>
> ➤ 44% of the Alumni rated that faculty as Better
>
> ➤ 38% of the Alumni rated that faculty as Good

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

Analysis:

> ➤ 81% Alumni responded that they gained knowledge during their two years course
>
> ➤ 68% Alumni responded that they gained professional skills during their two years course
>
> ➤ 46% 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?

☐ Communication skill ☐ Interpersonal and intra-personal skills
☐ Managerial skills ☐ Level of confidence
☐ Any other:

Analysis:

> ➤ 65% of the alumni responded towards the communication skill
>
> ➤ 59% of the alumni responded towards the Interpersonal and intra-personal skills development in their ward during the course.
>
> ➤ 37% of the alumni responded towards the Managerial skills
>
> ➤ 92% 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:

➢ 86% of the employers responded that their employees (RVIM students) are well trained in our institution to meet the corporate needs

➢ 14% 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:

➢ 54% of the employers responded that their employees (RVIM students) are highly capable in meeting the customer expectations and satisfying them.

➢ 33% of the employers responded that their employees (RVIM students) are moderately capable in meeting the customer expectations and satisfying them.

➢ 13% 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:

➢ 92% of the employers responded that their employees (RVIM students) are potential enough to perform the assigned task.

➢ 8% 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:

➢ 61% of the corporate agreed that knowledge gained by your employees (RVIM students) during their MBA is very much useful in their present job.

➢ 39% 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:

- 11% of the employers felt that their employees (RVIM employees) are highly competent.
- 84% of the employers felt that their employees (RVIM employees) are competent.
- 5% 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:

- 17% of the employers felt that their employees (RVIM employees) are highly competent.
- 74% of the employers felt that their employees (RVIM employees) are competent.
- 9% 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:

- 13% of the employers responded that their employees (RVIM students) are highly potential in facing the competition.
- 79% of the employers responded that their employees (RVIM students) are moderately potential in facing the competition.
- 8% 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 1being the highest and 5 being the lowest)

   ☐ Communication skills   ☐ Interpersonal and intra-personal skills

   ☐ Managerial skills   ☐ Level of confidence

   Any other please specify:

Analysis:

Communication Skills:	Interpersonal and intra-personal skills:
34% employers rated as '5'	37% employers rated as '5'
45% employers rated as '4'	54% employers rated as '4'
21% employers rated as '3'	9% employer rated as '3'
Managerial skills:	**Level of confidence:**
31% employers rated as '5'	52% employers rated as '5'
43% employers rated as '4'	42% employers rated as '4'
26% employers rated as '3'	6% employer rated as '3'

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

Analysis:

> ➢ 39% of the employees are highly satisfied about the work of their employees who have completed their MBA from RVIM.
>
> ➢ 57% of the employees are satisfied about the work of their employees who have completed their MBA from RVIM
>
> ➢ 4% 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:

> ➢ 7% of the employers assessed their employees(RVIM students) as Best
> ➢ 51% of the employers assessed their employees(RVIM students) as Better
> ➢ 31% of the employers assessed their employees(RVIM students) as Good
> ➢ 11% 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:

➢ 87% of the parents felt that the course accomplishments are worth.

➢ 13% 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:

➢ 26% of the parents agreed that institution contributes to the greater extent in their wards improvement

➢ 69% of the parents agreed that institution contributes to the moderate extent in their wards improvement

➢ 5% of the parents agreed that institution contributes to the lower extent in their wards improvement

3. Does the course achieve your expectations?

Analysis:

➢ 77% of the parents strongly agreed that the course achieve their expectations

➢ 13% 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:

➢ 25% 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

➢ 75% 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:

➢ 29% of the parents strongly agreed that their ward has benefited with the value added inputs along with the regular curriculum provided by the institution

➢ 71% 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:

  ➢ 96% of the parents agreed that their wards met the corporate requirements in this two years course of time.

7. Are you getting updates about your ward performance and attendance regularly?

Analysis:

  ➢ 100% of the said that they were getting regular updates on their wards performance and attendance.

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