



Rashtreeya Sikshana Samithi Trust

## **R V Institute of Management**

### **Report on Institutional Academic Audit by Prof. J R Sharma conducted on 13<sup>th</sup> and 14<sup>th</sup> August, 2018**

Dr. Noor Firdoos Jahan, Coordinator, NBA Committee of RVIM took initiative and organized an Institutional Academic Audit by Prof. J R Sharma on 13th and 14th August, 2018 to understand the area of improvement and excellence of our institute from an expert.

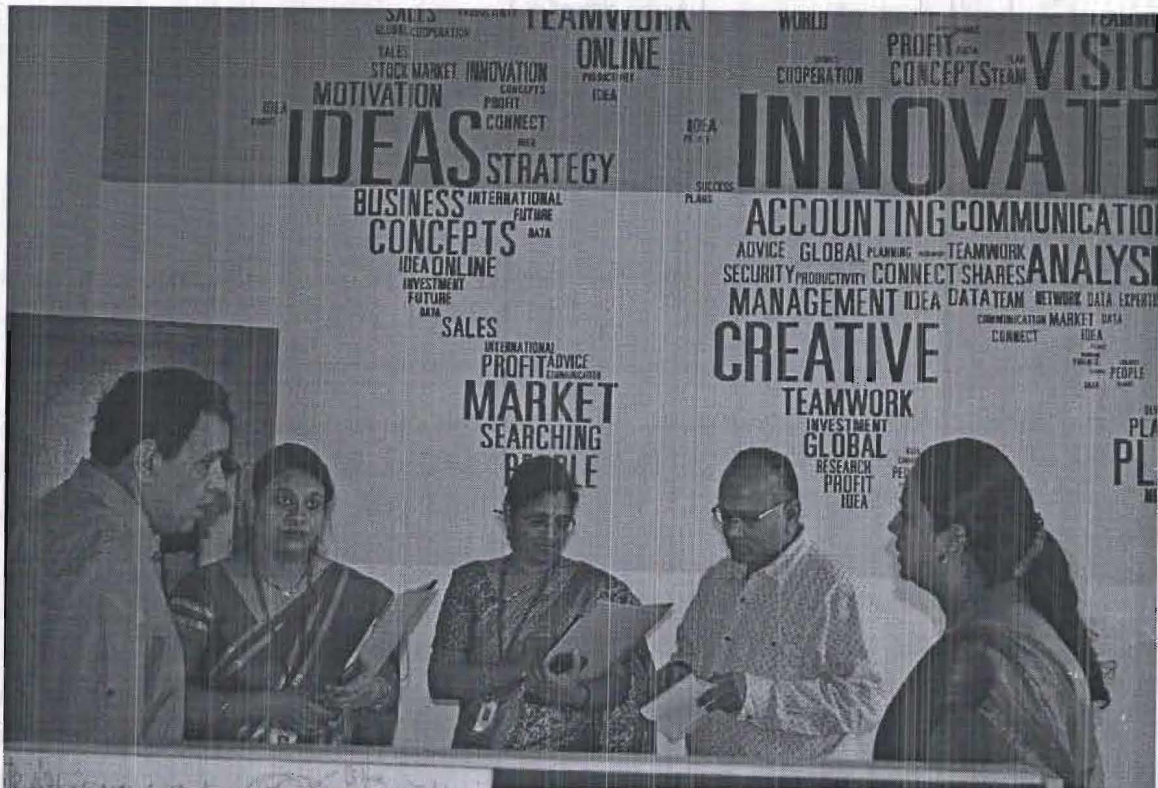
The audit started on Monday, 13<sup>th</sup> August, 2018 in the board room with the presentation about the institute by Dr. Noor Firdoos Jahan to the auditor. Followed with this a campus tour and interaction with the concerned faculty was arranged. During this Prof. Sharma was giving his inputs on various aspects of our institutes. Dr. Purushottam Bung, Director, Dr. Noor Firdoos Jahan and Dr.K Anupama Malagi accompanied the auditor and writing down all the inputs from the auditor.

Prof. Sharma interacted with the faculty members, students, parents and Alumni of our institute and took their feedback about RVIM and how institute can be improved.

On 14<sup>th</sup> August, the second day of the audit started with the presentation from Dr. Noor about NBA preparation and accordingly the auditor evaluated our institute readiness for NBA and told us the areas of improvement. Soon after this the auditor started verifying the documents of NAAC criteria wise, wherein each criteria coordinator presented their criteria and took inputs for improvement in their respective criteria.

At the end in the exit meeting Prof. Sharma shared his experience during the audit and told us to work on NAAC preparation at present and nurture the Outcome based education system at the institute. Overall the whole process was very enriching and eye opener for all of us.

## Photos



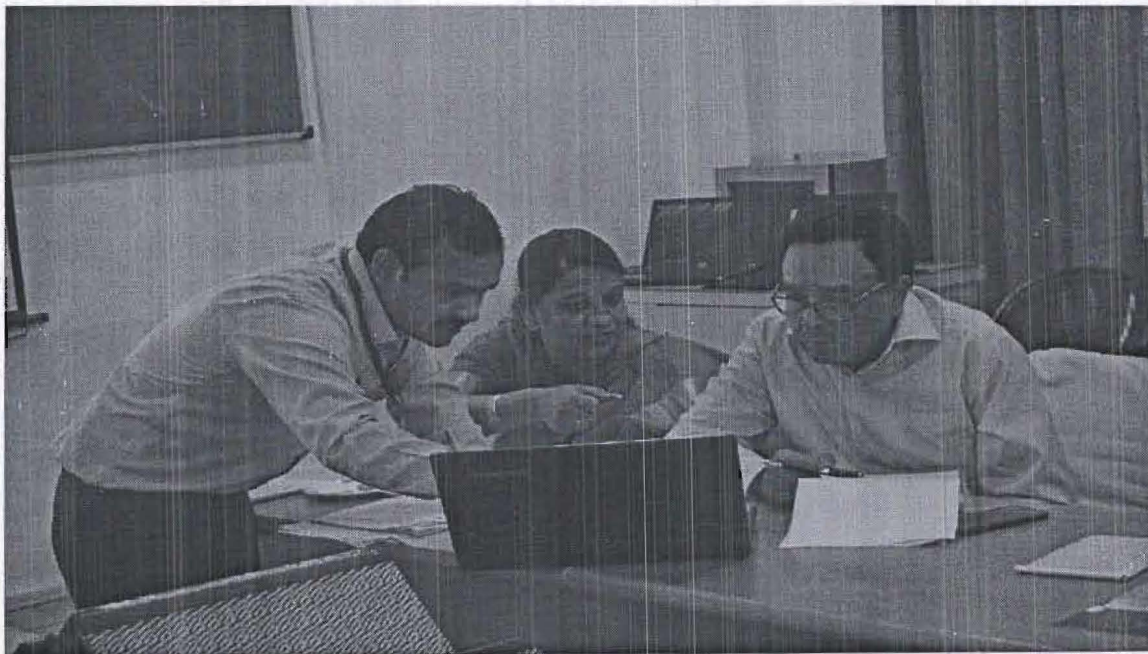
Prof. J R Sharma and Dr. Purushottam Bung, Director of RVIM during his campus tour



Prof. J R Sharma interacting with the faculty in the Board room



Group photo of all the Faculty with the Auditor, Prof. J R Sharma and Dr. Purushottam Bung, Director of RVIM



Prof. J R Sharma verifying NAAC documents in IQAC

A handwritten signature in blue ink, located in the bottom right corner of the page. The signature is stylized and appears to be the initials of the person who signed the document.



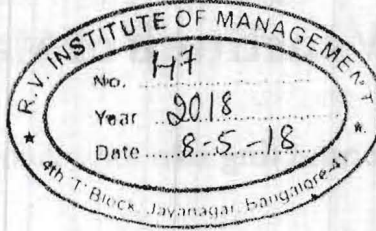


Rashtriya Sikshana Samithi Trust  
**R.V. INSTITUTE OF MANAGEMENT**  
CA-17, 36<sup>TH</sup> CROSS, 26<sup>TH</sup> MAIN, 4<sup>TH</sup> T BLOCK, JAYANAGAR, BANGALORE - 41  
Ph: 080-26547048 Fax: 26654920; URL: [rvim.edu.in](http://rvim.edu.in); Email: [contact@rvim.edu.in](mailto:contact@rvim.edu.in)

Ref : 114/RVIM/MBA/2018-19

Date: 07/05/2018

**The Hon. Secretary,**  
RSS Trust,  
II Block, Jayanagar,  
Bangalore



Respected Sir,

Sub: Proposal to conduct Academic Audit  
Ref: Verbal Communication held with your good self

With reference to the above subject, I wish to inform you that we are planning to undergo two days academic audit of our institute by Prof. J R. Sharma, a professional Academic Consultant, who is presently consulting BITS Pilani group of institutions for accreditations.

It is mandatory for us as per NAAC guidelines to undertake Academic Audit once in a year. Approximate expenditure involved in this audit is estimated at Rs. 45000/- including honorarium to the consultant.

The proposal for this is attached here for your kind approval.

Thanking you

Truly yours

*A. Kottam*  
07.05.2018

**(Dr. Purushottam Bung)**  
Professor and Director



*Approved*  
*AB*  
*7/5*

Encl:

1. Detail Proposal including the profile of the consultant is enclosed herewith for your kind reference.

*Alce*  
*give one copy to*  
*Prof. Noss*  
*A.*



Rashtreeya Sikshana Samithi Trust

## **R V Institute of Management**

### **Proposal for conducting two days Academic Audit of the institute**

#### **About the Audit:**

RV Institute of Management aspires to go for NBA for its MBA program, in the next 2 years. The academic audit visualizes to develop a very strong basis of academic competence and capacity before applying for the same with an aim to score the Highest Grade.

The 2-day Academic Audit of the Institute is a preliminary due diligence and fitness check of its current status to ascertain the improvements needed to be done in the institute to apply for NAAC second cycle and also to start with the process of applying for NBA.

#### **Date of the Audit:**

The audit is tentatively planned on the 19th and 20th June, 2018

#### **Faculty coordinators:**

1. Dr. Noor Firdoos Jahan, Professor, RVIM
2. Mr. Gowrisha, Assistant Professor, RVIM

#### **Profile of the Resource person :**

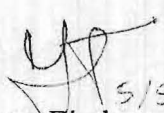
Prof JR Sharma is into building blocks of academic excellence in India for over a decade. He has guided over 70 universities and colleges of engineering and management in the field of Indian and foreign accreditations. Currently, he is the Managing Director of STEMVOGEL CONSULTANCY, a company immersed in developing higher education institutes' academic competence and capacity in STEM (Science, Technology, Engineering and Management) and assisting institutes score top grade in various accreditations. He is both an Engineering and Management expert. Prof Sharma has proven credentials as Chief

Operating Officer Chimes Group, sponsors of Punj Llyod. He worked as Professor teaching Management to IAS and IRS officers' senior batch in National Institute of Financial Management.

Prof Sharma was invited by the National Board of Accreditation to address the World Summit (WOSA-3), with presence of over 1200 delegates across 18 countries with Minister of HRD, as its Chief Guest. Currently, he is guiding BITS Pilani's four programs of engineering in Bangalore.

**Cost of the Audit:**

Item	Expenditure
Fees for the Consultant (for two days at Rs. 18000 per day)	36,000
Local Conveyance	2,000
Lunch and Dinner	4,000
Miscellaneous	3,000
Total	45,000 ✓

  
5/5/18  
Dr. Noor Firdoos Jahan  
Professor, Department of Marketing  
R V Institute of Management



The first part of the paper is devoted to a discussion of the  
 general principles of the theory of the structure of the  
 crystal lattice. It is shown that the structure of the  
 lattice is determined by the balance of the forces  
 acting on the atoms. The forces are of two kinds: the  
 attractive forces between the atoms and the repulsive  
 forces between the atoms. The attractive forces are  
 of the van der Waals type and the repulsive forces  
 are of the Coulomb type. The balance of the forces  
 determines the equilibrium distance between the atoms  
 and the equilibrium volume of the crystal.





Good Afternoon to every one present here and welcome to this session on NBA.

To add value to the discussions and deliberations we had in the last two weeks related to Graduate attributes, PEOs and PO, today we have among us an eminent personality Prof JR Sharma, a leading consultant for accreditation and our mentor for NBA process at our institute.

It is my privilege to introduce Sir.

Prof JR Sharma is into building blocks of academic excellence in India for over a decade. He has guided over 70 universities and colleges of engineering and management in the field of Indian and foreign accreditations. Currently, he is the Managing Director of STEMVOGEL CONSULTANCY, a company immersed in developing higher education institutes' academic competence and capacity in STEM (Science, Technology, Engineering and Management) and assisting institutes score top grade in various accreditations. He is both an Engineering and Management expert. He worked as Professor teaching Management to IAS and IRS officers' senior batch in National Institute of Financial Management.

Prof Sharma was invited by the National Board of Accreditation to address the World Summit (WOSA-3), with presence of over 1200 delegates across 18 countries with Minister of HRD, as its Chief Guest. Currently, he is guiding BITS Pilani's four programs of engineering in Bangalore.

Sir it is indeed an honor to have you amongst us for today's session. I request our director sir to welcome Prof JR Sharma with a bouquet

I also welcome our Director Dr. Purushotham Bung, for this session. A very hearty welcome to all my colleagues for this session.

Sir I request you to start the session.

on the social site "Facebook". It has been observed that the image which company has put on its Facebook fan page is acting as one of the major bottleneck to attract main grocery buyers under the age of twelve years.

After analysing the key problem, an analysis of consumer behaviour has been done and recommendations have been on how company can come out with the solutions for the problems which they are facing.

### **The Key Problem**

The main problem rather issue which Nestle is facing to promote its chocolate on social media site "Facebook" has exaggerated since the time the company has posted an image of a bear which is quite similar to the icon which has been used to avoid paedophiles.

To promote Kit Kat bars on Facebook page, the company started using a nut-brown coloured bear which looks quite similar to the bear that is being used to create awareness for paedophiles and is popularly known as "Pedobear". This picture has is being considered inappropriate overtones towards minors. An Instagram photo of the brown bear at a drum set and with two Kit Kat chocolate bars in its paws in the place of drumsticks and with a message "'Drum roll please ... Kit Kat is on Instagram" was posted of Facebook.

The key problem here is not of putting an image on a social media site but of inappropriate understanding of symbolism which has been used for branding. Lens of corporate standards cannot be used to look at the social media. It is very essential for marketing team to understand that while doing promotion through social media sites, company is entering in consumer's domain and have to think accordingly to avoid any kind of polemic situation.



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Date: 07/08/2018

**The Director,**  
R V Institute of Management,  
Bangalore.

Respected Sir,

Sub: Request for the release of amount to conduct Academic Audit  
Ref: Approval letter Ref. No. 114/RVIM/MBA/2018-19 dated 07/05/2018

With reference to the above subject, I wish to inform you that the academic audit of our institute is scheduled on 13<sup>th</sup> and 14<sup>th</sup> August, 2018. The audit visualizes to develop a very strong basis of academic competence and capacity before applying for the same with an aim to score the Highest Grade in NAAC and NBA. Prof. J R Sharma, a leading consultant for higher education accreditation process will be conducting the audit in our institute.

The approval for this expenditure is taken earlier. In view of this I request you to release an amount of Rs. 45, 000 sanctioned for the audit.

The details of the planned expenditure:

Item	Expenditure
Fees for the Consultant Prof. J R Sharma (for two days at Rs. 18000 per day)	36,000
Local Conveyance	2,000
Lunch and Dinner	4,000
Miscellaneous	3, 00
Total	45,000

(Rupees forty five thousand only)

Thanking you

Truly yours

  
**(Dr. Noor Kirdoos Jahan)**  
Professor

Encl: Approval letter

*Alce*

*Pl. process it further*

*L*

- (i) The quantum of funds that can be raised through public deposits is limited to a maximum of 35 percent of paid up capital and free reserves (25 percent from general public and 10 percent from share holders, directors etc) as per the provisions of the companies (Acceptance of Deposits) Rules.
- (ii) The maturity period of public deposits is very short.
- (iii) Raising funds through public deposits is not a reliable and definite source of finance. Only companies enjoying good reputation can attract public deposits.
- (iv) The Govt. has restricted the growth of public deposits through imposing ceilings on rates of interest, rates of brokerage and the amounts of deposits.

## 2. Investor's Point of View.

It is not only the company which is benefited from public deposits, the investors also find certain advantages in public deposits. We can evaluate the advantages of public deposits from the investor's point of view in terms of rates of interest and the maturity period.

### (a) Rate of Interest.

The rates of interest payable on public deposits are usually higher than the alternative sources of safer investments such as banks, post offices, etc. In spite of the ceiling on maximum rate of interest, it is still fairly reasonable. Although, income from interest on public deposits is taxable for the investor and tax is deducted at source if the income exceeds Rs.1000, it has not reduced the effective rate of return on public deposits in many cases as investors have been avoiding tax on such income due to loopholes in the system.

### (b) Maturity period

Short maturity period of public deposits offers another advantage to the investors. However, the risk of the investor in public deposits is much higher than investment in bank deposits, post offices, insurance companies, etc; as no security of asset is offered by companies on public deposits. Further, unlike bank deposits, public deposits are neither covered by any insurance nor or guaranteed by the government. In many cases companies have not paid interest on due dates and even repayment schedule of public deposits has not been honored,. Many investors do not prefer public deposits because of non-exemption of interest income for income tax purposes. Moreover, public deposits are not as liquid asset as bank deposits. An investor can easily withdraw his deposit from a bank but not from a company. In addition to these limitations from the investors point of view, public deposits, in many cases, encourage non-priority sectors of production and defeat the very purpose of the restrictive credit policy of the Reserve Bank of India.

Risk ↑



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Ph: 080-26547048 Fax: 26654920; URL: [rvim.edu.in](http://rvim.edu.in); Email: [contact@rvim.edu.in](mailto:contact@rvim.edu.in)

Date: 21/08/2018

**The Director,**  
R V Institute of Management,  
Bangalore.

Respected Sir,

Sub: Requesting for the reimbursement of expenses incurred towards conducting of  
Academin Audit

Sir, with respect to the above subject, the expenses incurred towards the lunch for the resource person and for faculty coordinators and other expenses involved in conducting of Academin Audit on 13<sup>th</sup> and 14<sup>th</sup> august, 2018 is listed below for your perusal:

Sl. No	Particulars		Amount
1	Lunch for the resource person	300 320 141 214 110 120 34 10	1249/-
2	Stationery purchased		650
	Total		1899

(Rupees three hundred and fifty two only)

I request your goodself to kindly approve the expenses and reimburse the amount.

Thanking you

Truly yours

**(Dr. Noor Firdoos Jahan)**  
Professor

Atc

*Pl. verify & settle*  
*l.*

Encl: Bills





Rashtreeya Sikshana Samithi Trust  
**R.V. INSTITUTE OF MANAGEMENT**

## Schedule of Academic Audit

Name of the Resource Person: Prof.J.R. Sharma

Date: 13<sup>th</sup> & 14<sup>th</sup> August, 2018

DAY 1

Time	Activities	Faculty Incharge	Venue
9.15 am to 10.15 am	Big Presentation about RVIM & General Discussion	Dr. Noor Firdoos Jahan Dr. K. Anupama Malagi Mr. Dileep	Board Room
10.15 am to 11.00 am	Campus Tour & Interaction with the concerned faculty	All Faculty Members guided by Director/Dr. Noor Firdoos/IQAC	Full Campus
11.00 am to 11.30 pm	Interaction with Faculty	All Faculty Members	Board Room
11.30 am to 12.00	Interaction with Non-teaching staff	AO	Board Room
12.00 to 12.30 pm	Visit to Office/Administration	AO	Office
12.30pm to 1.00 pm	Lunch	Dr. Noor Firdoos Jahan	Board Room
1.00 pm to 2.00 pm	Visit to IQAC and Verification of documents	IQAC Committee	IQAC Cell
2.00 pm to 2.30 pm	Interaction with Students/Alumni/Parents	Prof.Chandran - Students Dr.A. Narasima Venkatesh - Alumni Mr.S.K. Manjunath - Parents	Conference Hall
2.30 to 3.30pm	Our preparation towards NBA	Dr. Noor Firdoos Jahan	Board Room
3.30 to 4.00pm	Any other Discussion	Director	Board Room







Rashtriya Sikshana Samithi Trust  
**R.V. INSTITUTE OF MANAGEMENT**

**Schedule of Academic Audit**

Name of the Resource Person: Prof.J.R. Sharma Date: 13<sup>th</sup> & 14<sup>th</sup> August,2018

**DAY - 2**

Time	Activities	Faculty Incharge	Venue
9.15 am to 9.45 am	NAAC Criteria -1 Preparation , Showing documentation & Review	Dr.Maruthi Ram Mr. Mahesh	Placement Board Room
9.45 am to 10.45 am	NAAC Criteria -2 Preparation, Showing documentation & Review	Mr.Manjunath SM, Mr. Suresh N ,Mr.Dileep & Ms. Pavithra ST	Placement Board Room
10.45 am to 11.15 am	NAAC Criteria -3 Preparation ,Showing documentation & Review	Prof. Noor Firdoos Dr.D.R. Rajashekhara Swamy, Mr.A Chandran	Placement Board Room
11.15am to 11.45 am	NAAC Criteria -4 Preparation ,Showing documentation & Review	Mr.Reddy & AO	Placement Board Room
11.45am to 12.15 pm	NAAC Criteria -5 Preparation ,Showing documentation & Review	Dr.A.Narasima Venkatesh & Mrs.Anitha B M D'Silva	Placement Board Room
12.15 pm to 12.45 pm	NAAC Criteria -6 Preparation ,Showing documentation & Review	Mrs.Sowmya & Ms.Ramya	Placement Board Room
12.45pm to 1.15 pm	Lunch Break		
1.15pm to 1.45pm	NAAC Criteria -7 Preparation ,Showing documentation & Review	Dr.Anupama K Malagi & Mrs.Rashmi Shetty	Placement Board Room
1.45pm to 2.30pm	Discussion about our preparation towards NAAC Re-accreditation	All staff	Board Room
2.30pm to 3.30pm	Recording of observation by Auditor	Auditor	Board Room
3.30 pm to 4.00 pm	Exit Meeting	Director & All the Faculty Member	Board Room

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## **ACADEMIC AUDIT REPORT RVIM: AUG 2018**

A two-day academic audit of RVIM was carried out by Prof J R Sharma, CEO 'Accreditation Edge', supported by the two internal faculty members from the Institute on 13 and 14 August 2018.

The said audit was requested by the institute through a written commission and undertaken by the Principal Auditor with two members, as per format provided to the institute, well in advance.

The following members comprised the audit board:

- Prof. JR Sharma- Principal Auditor
- Dr. Noor Firdoos Jahan- Member
- Dr. Anupama K. Malagi- Member

The audit proceedings include the following:

1. SWOC Analysis- **Annexure-1**
2. Evaluation sheet on NBA Accreditation Fitness- **Annexure-2**
3. Feedback from Faculty, Staff, Students, Parents and Alumni- **Annexure 3**
4. Comprehensive list of points - (Dictated to the institute's internal members of the board)

## SWOC ANALYSIS

### Strengths

1. Qualified faculty.
2. Good admissions even in challenging times.
3. Good students' academic results.
4. Good placements.
5. Good physical infrastructure.
6. Good academic infrastructure.
7. Good students', parents and alumni perception and feedback.
8. Good planning and governance of the institute by the Leadership.
9. IQAC meets periodically and drives the quality, systems and processes in the institute.
10. Funds are adequate and well-invested in improving the academic life.

### Weaknesses

1. Research, particularly funded research is very low.
2. Consultancy, MDPs and industry liaison is very low.
3. An urgent need for an 'Outcome-based education' process immersion commencing from the current academic year, particularly assessment and evaluation process.
4. Finding gaps in curriculum and projecting the same to the university, periodically.
5. 'Internal assessment' of students requires robustness. It needs a review. Online quiz/assessments leveraging technology and rubrics may be introduced.
6. Students' mentoring by industry leaders is absent. Students have limited industry exposure. Institute to find enabling opportunities for students internships and demonstration of projects to the MSMEs at least.
7. There is a very limited collaboration with institutes of eminence, institutions abroad and industry. This is resulting in limited engagement in accelerators, a few students/faculty exchanges and low entrepreneurial outcomes.

8. Limited exposure to social extension and activities in the past 5 years.

9. A need for establishing "One-data source" facility-technically driven that takes care of AISHE, NAAC, NBA, NIRF, AICTE, University requirements of data.

10. Need to establish Faculty Council with a clear charter. There is also a requirement of regular and seamless functioning of various academic and admin committees. A good number of policies, guidelines and standing operating procedures are yet to be formulated for efficient governance. Documentation of Minutes of Meetings, events and proceedings on Chapters of professional societies etc. should be ensured. It is currently at a low operational mode.

### **Opportunities**

1. Score minimum 3.26 in NAAC accreditation for the brand-building, graded autonomy and also becoming an Autonomous institute as part of short-term goals. The current level of preparations are below the required effort to attain 3.26 score on the scale of 4.

2. Go for the NBA accreditation with full preparations with an aim to score 6 -year full accreditation. Thereafter, add a Ph D program and then apply for AACSB, EQUIS or AMBA accreditation.

3. Keep focus on parameters for superior NIRF ranking and improve ranking every year.

4. Head-hunt 2 to 3 faculty with strong research and consultancy credentials and support them to build capacity and competence for MDPS and consultancy to corporate, particularly in the emerging areas of business analytics, data science, lean management and management in disruptive business environment etc.

5. Faculty and Director to enhance their further outreach, beyond the confines of the city and regional limits, and thus build brand.

6. Need to build a high public perception, solicit Nobel laureates, Padam Shri in academic and research celebrities proactively to the campus, not just for ceremonial occasions but invite them frequently for faculty and students mentoring, and if feasible teaching students as Adjunct faculty.

7. Website needs a complete revamping. In its current form, it is missing of a wow effect. It looks quite ordinary, devoid of quality content, planning and placement. Student's visual vibrancy on the website, a hallmark of an institute's website, is largely missing.

8. Alumni contacts need to be leveraged for students internships, placements, projects and collaborations on large number of initiatives. There is a need to set into operation, a number of Alumni-led committees which would meet periodically and contribute to the funding and growth of the institution.

9. Emerging programs on data analytics, business intelligence etc. should be introduced. Location advantage must be leveraged to hire superior teaching talent in the emerging fields.

## **Challenges**

1. Foresight into the future, planning ahead of the curve and repositioning RVIM suitably is critical in the ever evolving and challenging VUCA world.
2. Get your Centers of Excellence truly regional if not national, for the time being. Let these attract students from various management colleges for research and project presentations. Keep well-being of society ahead in priority while preparing proposals and projects.
3. Institutes which deliver on quality education where the future jobs lie, will sustain the competition. Make students increasingly hands-on with managerial skills of the future and place high reliance on practical applications than a mere theory.
4. The challenge would always be to reach a level where graded autonomy by the regulatory authorities would allow RVIM to choose its own path of progress to attain its vision.
5. Private institutes of our time are using marketing as a tool to attract prospective students for admissions. A large amount of fund gets earmarked for the purpose. It pushes even the good institutes which believe in true credentials on a lower visibility. A good balance of marketing and inclusive superior capacity would perhaps be an answer.

## EVALUATION SHEET ON NBA ACCREDITATION FITNESS

## VERIFYING WHETHER PRE-VISIT QUALIFIERS ARE BEING MET

S. No.	Pre-Visit Qualifiers	Current Status	Compliance Status Complied/Not Complied
1	Whether 3 batches have been graduated for the program under consideration	✓	
2	Whether number of available PhDs in the program is greater than or equal to 33% of the required number of faculty for previous two academic years including current academic year	✓	
3	Whether admissions in the program has been more than or equal to 60% of Sanctioned Intake average of the previous three academic years including the current academic year	✓	
4	Whether the institution has Professor(s) and Associate Professor(s) equal to the Management Programs being offered by the institution for previous two academic years including current academic year	✓	
5	Whether the placement ratio (Placement + Higher Studies + Entrepreneurship) is greater than or equal to 60% average of the previous three academic years	✓	
6	Whether the faculty retention rate is greater than equal to 50% averaged during the period of assessment keeping CAYm3 as base year	✓	
7	Whether student faculty ratio in the department under consideration is better than or equal to 1:20 averaged over the previous three academic years including current academic year	✓	

*ba*  
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## AUDIT EVALUATION SHEET

S. No.	Criteria	Weightage $W_i$	Major points to be seen on ground for compliance	Marks			
				PC	$M_1$	$M_2$	Avg
1	Vision, Mission & Program Educational Objectives (50)		<ul style="list-style-type: none"> <li>• <b>Vision and Mission statements (5)</b> <ul style="list-style-type: none"> <li>A. Availability of the Vision &amp; Mission statements (2)</li> <li>B. Appropriateness/Relevance of the Statements (3)</li> </ul> </li> </ul>	2			
			<ul style="list-style-type: none"> <li>• <b>PEOs statements (5)</b> <ul style="list-style-type: none"> <li>A. Listing of the Program Educational Objectives (3 to 5 PEOs) (5)</li> </ul> </li> </ul>	1			
			<ul style="list-style-type: none"> <li>• <b>Dissemination among stakeholders (10)</b> <ul style="list-style-type: none"> <li>A. Adequacy in respect of publication &amp; dissemination (2)</li> <li>B. Process of dissemination among stakeholders (2)</li> <li>C. Extent of awareness of Vision, Mission &amp; PEOs among the stakeholder (6)</li> </ul> </li> </ul>	3			
			<ul style="list-style-type: none"> <li>• <b>Formulation process (15).</b> <ul style="list-style-type: none"> <li>A. Description of process involved in defining the Vision and Mission (5)</li> <li>B. Description of process involved in defining the PEOs of the program (10)</li> </ul> </li> </ul>	1			
				1			
				1			
			<ul style="list-style-type: none"> <li>• <b>Consistency of PEOs with the mission (15)</b> <ul style="list-style-type: none"> <li>A. Preparation of a matrix of PEOs and elements of Mission statement (5)</li> <li>B. Consistency/justification of co-relation parameters of the above matrix (10)</li> </ul> </li> </ul>	3			
			<ul style="list-style-type: none"> <li>• <b>Consistency of PEOs with the mission (15)</b> <ul style="list-style-type: none"> <li>A. Preparation of a matrix of PEOs and elements of Mission statement (5)</li> <li>B. Consistency/justification of co-relation parameters of the above matrix (10)</li> </ul> </li> </ul>	7			
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<b>Total</b>		<b><math>W_i = 50</math></b>		<b>Average</b>			
2	Governance, Leadership & Financial Resources (100)		<ul style="list-style-type: none"> <li>• <b>Governing Structure (10)</b> <ul style="list-style-type: none"> <li>A. List the governing, senate, and all other academic and administrative bodies; their memberships, functions, and responsibilities; frequency of the meetings; and attendance therein, details of monitoring of performance done by the BoG. (10)</li> </ul> </li> </ul>	4			
			<ul style="list-style-type: none"> <li>• <b>Service Rules (5)</b> <ul style="list-style-type: none"> <li>A. The published service rules, policies and procedures with year of publication (5)</li> </ul> </li> </ul>	4			
			<ul style="list-style-type: none"> <li>• <b>Policies (5)</b> <ul style="list-style-type: none"> <li>A. Well defined and implemented policies of governance with stakeholders participating in the development of these policies. Extent of awareness among the faculty and students (5)</li> </ul> </li> </ul>	3			
			<ul style="list-style-type: none"> <li>• <b>Strategic Plan (5)</b> <ul style="list-style-type: none"> <li>A. Availability and implementation (5)</li> </ul> </li> </ul>	1			
			<ul style="list-style-type: none"> <li>• <b>Faculty Development Policies (5)</b> <ul style="list-style-type: none"> <li>A. The institution should have a well-defined faculty development policy to ensure that faculty continues to meet high standards (5)</li> </ul> </li> </ul>	0			
			<ul style="list-style-type: none"> <li>• <b>Decentralization, delegation of power and Collective Decision Making (10)</b> <ul style="list-style-type: none"> <li>A. List the names of the faculty members who have been delegated powers for taking administrative decisions. Mention details in respect of decentralization in working (1)</li> <li>B. Financial and administrative powers delegated to the Principal, Heads of Departments and relevant in-charges (1)</li> <li>C. Demonstrate the utilization of financial and administrative powers for each of the assessment years (5)</li> </ul> </li> </ul>	0			
			<ul style="list-style-type: none"> <li>• <b>Decentralization, delegation of power and Collective Decision Making (10)</b> <ul style="list-style-type: none"> <li>A. List the names of the faculty members who have been delegated powers for taking administrative decisions. Mention details in respect of decentralization in working (1)</li> <li>B. Financial and administrative powers delegated to the Principal, Heads of Departments and relevant in-charges (1)</li> <li>C. Demonstrate the utilization of financial and administrative powers for each of the assessment years (5)</li> </ul> </li> </ul>	1			
			<ul style="list-style-type: none"> <li>• <b>Decentralization, delegation of power and Collective Decision Making (10)</b> <ul style="list-style-type: none"> <li>A. List the names of the faculty members who have been delegated powers for taking administrative decisions. Mention details in respect of decentralization in working (1)</li> <li>B. Financial and administrative powers delegated to the Principal, Heads of Departments and relevant in-charges (1)</li> <li>C. Demonstrate the utilization of financial and administrative powers for each of the assessment years (5)</li> </ul> </li> </ul>	0			



			D. Procedure for decision making on issues such as strategic development and resourcing with respect to educational provision and management of educational resources (3)	0			
			<ul style="list-style-type: none"> <li>• <b>Grievance redressal Mechanism (5)</b> <ul style="list-style-type: none"> <li>A. Specify the mechanism and composition of grievance redressal cell (2)</li> <li>B. Action taken report as per 'A' above (3)</li> </ul> </li> </ul>	2			
			<ul style="list-style-type: none"> <li>• <b>Transparency (5)</b> <ul style="list-style-type: none"> <li>A. Information on the policies, rules, processes is to be made available on web site (2)</li> <li>B. Dissemination of the information about student, faculty and staff (3)</li> </ul> </li> </ul>	1			
			<ul style="list-style-type: none"> <li>• <b>Leader and Faculty Selection Process(5)</b> <ul style="list-style-type: none"> <li>A. Effective implementation (3)</li> <li>B. A well-defined and followed selection process should be there for leader and faculty selection process. Institute should provide sufficient proofs of such process being inexistence (2)</li> </ul> </li> </ul>	3			
			<ul style="list-style-type: none"> <li>• <b>Stability of the academic leaders Retention of HoD and Dean (5)</b></li> </ul>	5			
			<ul style="list-style-type: none"> <li>• <b>Adequacy of Budget allocation (15)</b> <ul style="list-style-type: none"> <li>A. Quantum of budget allocation for three years (7)</li> <li>B. Justification of budget allocated for three years (8)</li> </ul> </li> </ul>	7			
			<ul style="list-style-type: none"> <li>• <b>Utilization of allocated funds(15)</b> <ul style="list-style-type: none"> <li>A. Budget utilization for three years (15)</li> </ul> </li> </ul>	15			
			<ul style="list-style-type: none"> <li>• <b>Availability of the audited statements on the institute's Website (10)</b> <ul style="list-style-type: none"> <li>A. Availability of Audited statements on website (10)</li> </ul> </li> </ul>	10			
		<b>Total</b>	<b>W<sub>i</sub> = 100</b>		<b>Average</b>		
3	<b>Program Outcomes and Course Outcomes (100)</b>		<ul style="list-style-type: none"> <li>• <b>Describe assessment tools and processes used to gather the data upon which the evaluation of Program Outcome is based (15)</b> <ul style="list-style-type: none"> <li>A. List of assessment tools &amp; processes (3)</li> <li>B. The quality/relevance of assessment tools/processes used (12)</li> </ul> </li> </ul>	1			
			<ul style="list-style-type: none"> <li>• <b>PO attainment levels (35)</b> <ul style="list-style-type: none"> <li>A. Verification of documents, results and level of attainment of each PO (25)</li> <li>B. Overall levels of attainment (10)</li> </ul> </li> </ul>	5			
			<ul style="list-style-type: none"> <li>• <b>Describe the assessment processes used to gather the data upon which the evaluation of Course Outcome is based (10)</b> <ul style="list-style-type: none"> <li>A. List of assessment processes (2)</li> <li>B. The quality /relevance of assessment processes &amp; tools used (8)</li> </ul> </li> </ul>	7			
			<ul style="list-style-type: none"> <li>• <b>Record the attainment of Course Outcomes of all courses with respect to set attainment levels (40)</b> <ul style="list-style-type: none"> <li>A. Verify the attainment levels as per the benchmark set for all courses (40)</li> </ul> </li> </ul>	10			
		<b>Total</b>	<b>W<sub>i</sub> = 100</b>		<b>Average</b>		
4	<b>Curriculum and Learning Process (125)</b>		<ul style="list-style-type: none"> <li>• <b>State the process used to identify extent of compliance of the University curriculum for attaining the Program Outcomes (10)</b></li> </ul>	0			
			<ul style="list-style-type: none"> <li>• <b>Appropriateness of the gaps identified and actions taken to bridge the gap (15)</b></li> </ul>	0			
			<ul style="list-style-type: none"> <li>• <b>Describe the Process followed to improve quality of Teaching Learning (40)</b> <ul style="list-style-type: none"> <li>A. Adherence to Academic Calendar (5)</li> <li>B. Improving instructional methods and using pedagogical initiatives (10)</li> <li>C. Methodologies to support weak students and encourage bright students (10)</li> <li>D. Quality of classroom teaching (Observation in a Class) (10)</li> </ul> </li> </ul>	5			
				7			
				6			
				7			

			E. Student feedback of teaching learning process and actions taken (5)	3			
			<ul style="list-style-type: none"> <li>• <b>Quality of continuous assessment and evaluation processes (40)</b></li> <li>A. Process for internal semester question paper setting and evaluation and effective process implementation (10)</li> <li>B. Process to ensure questions from outcomes/learning levels perspective (10)</li> <li>C. Evidence of COs coverage in class test / mid-term tests (10)</li> <li>D. Quality of Assignment and its relevance to COs (10)</li> </ul>	6 6 0 7			
			<ul style="list-style-type: none"> <li>• <b>Quality of student reports/dissertation (20)</b></li> <li>A. Identification of projects and allocation methodology to Faculty Members (2)</li> <li>B. Types and relevance of the reports and their contribution towards attainment of POs (5)</li> <li>C. Process for monitoring and evaluation (5)</li> <li>D. Process to assess individual and team performance (5)</li> <li>E. Quality of dissertation (3)</li> </ul>	1 0 2 2 2			
Total		<b>W<sub>i</sub> = 125</b>			<b>Average</b>		
5	<b>Students' Quality and Performance (1.00)</b>		<ul style="list-style-type: none"> <li>• <b>Enrolment Ratio (20)</b></li> <li>A. <math>\geq 90\%</math> students enrolled at the First Year Level on average basis during the previous threeyears starting from current academic year (20)</li> <li>B. <math>\geq 80\%</math> students enrolled at the First Year Level on average basis during the previous threeyears starting from current academic year (16)</li> <li>C. <math>\geq 70\%</math> students enrolled at the First Year Level on average basis during the previous threeyears starting from current academic year (12)</li> <li>D. <math>\geq 60\%</math> students enrolled at the First Year Level on average basis during the previous threeyears starting from current academic year (8)</li> <li>E. Otherwise '0'.</li> </ul>	17			
			<ul style="list-style-type: none"> <li>• <b>Success Rate (Students clearing in minimum time) (10)</b></li> <li>S.I. = Number of students completing program in minimum duration/ Number of students admitted</li> <li>Average SI = Mean of Success Index (SI) for past three batches</li> <li>Success rate = <math>10 \times \text{Average SI}</math></li> </ul>				
			<ul style="list-style-type: none"> <li>• <b>Academic Performance (Percentage marks scored) (10)</b></li> <li>A. Academic Performance = Average API (Academic Performance Index)  <math>\text{API} = ((\text{Mean of final Year Grade Point Average of all successful Students on a 10 point scale})</math>  or <math>(\text{Mean of the percentage of marks of all successful students in final year}/10) \times (\text{number of successful students}/\text{number of students appeared in the examination})</math>  Successful students are those who have passed in all final year courses.</li> </ul>	9			
			<ul style="list-style-type: none"> <li>• <b>Placement, Higher studies and Entrepreneurship (40)</b></li> <li>Assessment Points = <math>40 \times \text{average of three years of } [X+Y+Z]/N</math></li> <li>Where,</li> <li>N is the total no. of students admitted in first year,</li> <li>X is No. of students placed in companies or Government Sector,</li> <li>Y is No. of students pursuing Ph.D. / Higher Studies,</li> <li>Z is No. of students turned entrepreneur (In the areas related to management discipline)</li> </ul>	30			
			<ul style="list-style-type: none"> <li>• <b>Student Diversity (5)</b></li> <li>Diversity may include Experience, Gender diversity, Qualification, Geographic diversity (withinstate, outside state, outside country) (5)</li> </ul>	4			

			<ul style="list-style-type: none"> <li>• <b>Student's participation in professional societies / chapters and organizing management events (5)</b> A. Availability &amp; activities of professional societies/chapters (3) B. Number, quality of engineering events (organized at institute) (2) (Level - Institute/State/National/International)</li> <li>• <b>Student's Publication (10)</b> List the publications along with the names of the authors and publishers, etc. (10)</li> </ul>	3			
<b>Total</b>		<b>W<sub>1</sub> = 100</b>		<b>Average</b>			
6	<b>Faculty Attributes and Contributions (220)</b>		<ul style="list-style-type: none"> <li>• <b>Student-Faculty Ratio (10)</b> Marks to be given from a maximum of 10 to a minimum of 5 for average SFR between 15:1 to 20:1, and zero for average SFR higher than 20:1 (Refer calculation in SAR) as given below: 15.00 - 15.50 - 10 marks 15.51 - 16.50 - 09 marks 16.51 - 17.50 - 08 marks 17.51 - 18.50 - 07 marks 18.51 - 19.50 - 06 marks 19.51 - 20.00 - 05 marks</li> <li>• <b>Faculty Cadre (20)</b></li> <li>• <b>Faculty Qualification (15)</b></li> <li>• <b>Faculty Retention (15)</b> A. greater equal to 90% of required Faculties retained during the period of assessment keeping CAYm3 as base year (15) B. greater equal 75% of required Faculties retained during the period of assessment keeping CAYm3 as base year (10) C. greater equal to 60% of required Faculties retained during the period of assessment keeping CAYm3 as base year (8) D. greater equal to 50% of required Faculties retained during the period of assessment keeping CAYm3 as base year (5) E. Otherwise (0)</li> <li>• <b>Faculty Initiatives on Teaching and Learning (10)</b> A. The work must be made available on Institute Website (2) B. The work must be available for peer review and critique (2) C. The work must be reproducible and developed further by other scholars (2) D. Statement of clear goals, use of appropriate methods, significance of results, effective presentation and reflective critique (4)</li> <li>• <b>Faculty Performance, appraisal and development system (10)</b> A. A well -defined performance appraisal and development system instituted for all the assessment years (3) B. Its implementation and effectiveness (7)</li> <li>• <b>Visiting/Adjunct/Emeritus Faculty etc. (10)</b> A. Provision of Visiting /Adjunct/Emeritus faculty etc.(1) B. Minimum 50 hours per year interaction (per year to obtain four marks : 3 * 3 = 9)</li> <li>• <b>Academic Research (75)</b> A. Faculty Paper Publication (List of Publications in referred journals, reputed conferences, books, book chapters, case studies in public domain etc.) B. List of Ph.D. /Fellowship titles(FPM) awarded during the assessment period while working in the institute</li> <li>• <b>Sponsored Research (25)</b> Funded research from outside; considering faculty members contributing to the program Funding Amount (Cumulative for CAYm1, CAYm2 and CAYm3): Amount &gt;= 30 Lacs - 25 Marks</li> </ul>	10			
				20			
				5			
				8			
				7			
				25			
				0			

			Amount $\geq$ 25 Lacs and $<$ 30 lacs – 20 Marks Amount $\geq$ 20 Lacs and $<$ 25 lacs – 15 Marks Amount $\geq$ 15 Lacs and $<$ 20 lacs – 10 Marks Amount $\geq$ 10 Lacs and $<$ 15 lacs – 5 Mark Amount $<$ 10 Lacs – 0 Mark				
			• Preparation of teaching Cases (30)				
<b>Total</b>		$W_1 = 220$		<b>Average</b>			
7	<b>Industry &amp; International Connect (130)</b>		<ul style="list-style-type: none"> <li>• <b>Consultancy (from Industry) (25)</b>                Amount <math>\geq</math> 25 Lacs - 25 Marks,                Amount <math>\geq</math> 20 and <math>&lt;</math> 25 Lacs - 20 Marks,                Amount <math>\geq</math> 15 and <math>&lt;</math> 20 Lacs - 15 Marks,                Amount <math>\geq</math> 10 and <math>&lt;</math> 15 Lacs - 10 Marks,                Amount <math>\geq</math> 5 and <math>&lt;</math> 10 Lacs - 5 Marks,                Amount <math>&lt;</math> 5 Lacs -0 Mark</li> </ul>	0			
			• Faculty as consultant of the industries (15)	0			
			• Initiatives related to industry, interaction including industry internship/summer training/study tours/ guest lectures (15)	10			
			• Participation of Industry professionals in curriculum development, projects, assignments as examiners, in summer Projects(10)	7			
			• Initiatives related to industry including executive education, industry sponsored labs, and industry sponsorship of student activities (15)	0			
			• Involvement of industry professional as members of various academic bodies/board (10)	7			
			• MoUs/Partnerships and its effective implementation (10)	5			
			• Student Exchange Programs (10)	5			
			• Faculty Exchange Programs (10)	5			
			• Collaborative Research Projects (10)	0			
<b>Total</b>		$W_1 = 130$		<b>Average</b>			
8	<b>Infrastructure (75)</b>		<ul style="list-style-type: none"> <li>• <b>Classrooms &amp; Learning facilities (10)</b>                A. Adequate well-equipped classrooms to meet the curriculum (5)                B. Availability of E-learning facilities, utilization; initiatives to ensure students learning (5)</li> </ul>	5			
			<ul style="list-style-type: none"> <li>• <b>Library (10)</b>                A. Availability of relevant learning resources including e-resources and Digital Library (7)                B. Accessibility to students (3)</li> </ul>	5			
			<ul style="list-style-type: none"> <li>• <b>IT Infrastructure (15)</b>                A. Availability of composite hardware, software, network resources and services required for the existence, operation and management of an institutions IT environment (15)</li> </ul>	12			
			<ul style="list-style-type: none"> <li>• <b>Learning Management System (10)</b>                A. Use of software application for the administration, documentation, tracking, reporting and delivery of electronic educational technology (also called e-learning) courses or training programs (10)</li> </ul>	5			
			<ul style="list-style-type: none"> <li>• <b>Hostel (10)</b>                If for 100% students – 10 marks                100% - 75% - 8 marks                50% - 75 % - 6 marks                25% - 50% - 4 marks                15% - 25 % - 2 mark</li> </ul>	7			
			• Indoor Sports Facilities (5)	4			
			• Outdoor Sports Facilities (5)	4			
			• Medical Facility (10)	3			

Total		$W_i = 75$		Average		
9	Alumni Performance and Connect (50)		<ul style="list-style-type: none"> <li>Alumni association (10)               <ul style="list-style-type: none"> <li>A. Duly formed (5)</li> <li>B. Registered (5)</li> </ul> </li> </ul>	5		
			<ul style="list-style-type: none"> <li>Involvement of alumni (25)               <ul style="list-style-type: none"> <li>A. Alumni meet, visit to institution and interaction with students, involvement in curriculum development, project guidance, assistance in entrepreneurship, mentoring of students, assistance in placement, resources raised, etc. (25)</li> </ul> </li> </ul>	5		
			<ul style="list-style-type: none"> <li>Methodology to connect with Alumni and its implementation (15)               <ul style="list-style-type: none"> <li>A. Alumni portal, database, alumni meet, frequency of meets, alumni chapters, newsletter (15)</li> </ul> </li> </ul>	7		
Total		$W_i = 50$		Average		
10	Continuous Improvement (50)		<ul style="list-style-type: none"> <li>Actions taken based on the results of evaluation of each of the POs (20)</li> </ul>	0		
			<ul style="list-style-type: none"> <li>Academic Audit and actions taken during the period of Assessment (10)</li> </ul>	0		
			<ul style="list-style-type: none"> <li>Improvement in Placement, Higher Studies and Entrepreneurship (10)               <ul style="list-style-type: none"> <li>Assessment is based on improvement in: (Refer placement index 5.4)                   <ul style="list-style-type: none"> <li>A. Improvement in Placements (5)</li> <li>B. Improvement in Higher Studies (3)</li> <li>C. Improvement in number of Entrepreneurs (2)</li> </ul> </li> <li>(Marks to be given proportionately considering nos. in the base year CAYm2)</li> </ul> </li> </ul>	7		
			<ul style="list-style-type: none"> <li>Improvement in the quality of students admitted to the program (10)</li> </ul>	7		
Total		$W_i = 50$		Average		
<b>Grand Total</b>		<b>1000</b>		<b>424</b>		

## **FEEDBACK FROM FACULTY, STAFF, STUDENTS, ALUMNI AND PARENTS**

### **Faculty Feedback:**

1. Students need more industrial visits.
2. Require seed money, incentives for research and freedom of the house for researchers.
3. Concede proposal writing deficiency and ability to review in most cases.
4. Require one central data cell that would reduce mining of data by faculty.
5. Required clarity on department library.

### **Admin Staff Feedback**

1. Largely satisfied. ESI and PF being paid.
2. Require a better cashless health insurance policy extended to the family as well.

### **Students' Feedback:**

1. Need better learning through practical application of theory which is inadequate at present.
2. Required institute to provide additional internet connectivity to their laptops in the class.
3. Good teaching-learning and fair exposure to the futuristic areas of managerial challenges.
4. Good and helpful faculty that inspires, helps in guiding projects and internships.
5. Satisfied with the placement support.
6. Opportunities for realizing entrepreneurial dreams exists.
7. Required better quality of case studies in relevance and appropriateness.

### **Alumni Feedback**

1. Let students be prepare for multi-tasking work environment in the industry and hence a need for value added courses and elective courses which build multi skills.
2. Students should be prepared to challenge themselves, accept failures and learn from mistakes.
3. Alumni were happy with the learning they had at the Alma mater.

### **Parents Feedback**

1. Parents felt that their wards have had a tough time in the initial settling-down both academically as well as due to peer pressure.
2. That the real confidence in their wards was seen only after the internship.
3. They expected that a Counselor be present in the institute and mentor to remain engaged with the student on continuous basis, at least in the first two semesters.
4. Parents felt that teachers should assist their students in selecting the major and minor.
5. They were happy with the institute's teaching-learning, campus life and discipline.





# Academic Audit

13<sup>th</sup> and 14<sup>th</sup> August 2018

## Observations:

### Planning stage:

1. Minute-to-minute planning to be done.
2. One person to be identified for briefing
3. Complete plan of visit to be prepared

### Campus tour:

1. Seminar Hall: Person in-charge to give the details about the seating capacity, utilization briefly explain about the technical details.
2. Outside the seminar Hall: Display boards with famous quotes to match the board showing vision statement.
3. To display a picture of Nobel Prize winners outside the seminar hall.
4. Board showing vision and mission statements should include values and not goals.
5. Board showing Quality policy of the Institution should be displayed.
6. Standardization to be ensured- All 3 boards should be uniform.

### Marketing Department: ( Suggestions common for all departments)

1. Individual cabins to be more organized
2. Vision, mission and PEOs to be displayed in the co-ordinator's cabin.
3. All faculty cabins should have vision and mission statement.
4. Brochures of important events to be displayed in the faculty cabins.
5. Department library to be maintained – to have 2 cupboards- one with books and materials helping in research, case studies and another one with student project reports. Issue register to be maintained.
6. To showcase the industry linkages



IQAC and Research & Consultancy centre:

1. To improve the quality of newsletters- plan and layout should look very professional and should have more content. It should contain research based articles.
2. Almirah having research books should have a visible board which reads “ Research Ideas Generate Here”
3. Boards in the IQAC – one board should include upcoming events and another board should have monthly tracker points ( IQAC Charter points)
4. To have research corner – to have details about various research projects and also books related to the research projects.

Placement Department:

1. To display the progression graph for the last 3 years.
2. Graph showing increase in average salary package.
3. Student photos and alumni achievers details to be displayed
4. 2 Information boards- one showing placement schedules and the other displaying “ where do the future jobs lie?” and connect this information to the various training programmes offered.

Library:

1. To have a research corner “ Research Repository of Knowledge”
2. To display a board having AICTE norms written in terms of books, journals, etc.
3. Reading room to be provided close to the main library

Incubation Centre:

1. To encourage more alumni contributing to the centre- as mentors, investors ( Both Financial and Intellectual contribution)
2. Alumni meet to be organized for the purpose of strengthening incubation centre activities.



MDP Hall:

1. Board to be changed.
2. Sick room to be improvised
3. Emergency medical stores

Computer Labs:

1. To offer courses in design
2. To have display boards showing the courses offered
3. To conduct more of online quiz tests.

Sports room:

1. To have a big display board.
2. To showcase the achievements of students

Digital studio:

1. To highlight the students' achievements using this facility.
2. To encourage more number of students for making short movies.

Digital Library:

1. To have a display board showing outcomes regarding the number of research papers
2. Faculty research attainments
3. Student research papers
4. Virtual Lab Connectivity- To display a board



Day 2: 14.08.2018:

1. To organise open day for parents once in a semester/ year
2. To form a faculty council
3. Minutes of the meeting to be pasted in a book
4. To maintain minutes of the meeting for GC Meeting, placement committee, sports committee
5. To have a policy manual- and review the policies every year
6. To constitute an Internal Board of Studies.
7. To organize Faculty Council Meetings regularly

