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Quiklrn LMS Utilization Summary

RV Institute of Management (RVIM), Bengaluru

(Academic Year 2025-26)

Executive Summary

RV Institute of Management has integrated the Quiklrn Learning Management System (LMS) as a key component of its digital teaching-learning ecosystem. The platform supports academic planning, curriculum delivery, content dissemination, attendance monitoring, continuous assessment, and student engagement through a centralized and data-driven framework.

During Academic Year 2025-26, faculty members actively utilized the platform for lesson planning, attendance management, content sharing, quiz administration, and assignment-based evaluations. Students engaged with digital learning resources through regular platform access, self-learning activities, assessments, and academic interactions.

The LMS has enabled the institution to maintain transparent academic records, monitor teaching-learning effectiveness, and strengthen continuous evaluation practices. The utilization data presented in the attached reports serves as evidence of the institution's commitment to technology-enabled education, learner engagement, academic monitoring, and continuous quality enhancement.

Evidence at a Glance

Indicator	Odd Semester	Even Semester	Academic Year 2025-26
Average Student Login Rate	89.2%	89.2%	89.2%
Student Reading Hours	138.93 Hours	175.00 Hours	313.93 Hours
Quizzes & Assignments Conducted	55	29	84
Assessment Attempts (Quiz & Assignment Attempts)	4,198	1,972	6,170
Assignments Submitted	897	317	1,214
Quizzes Attempted	1,603	617	2,220
Average Attendance Percentage	84.0%	85.3%	84.65%
Average Classes Conducted (%)	40.8%	74.5%	57.65%
Average Content Upload (%)	9%	29%	19%

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Institutional Outcomes and Academic Impact

1. **Strengthening Teaching-Learning Processes**
   Faculty members utilized the LMS for lesson planning, content dissemination, attendance recording, and course delivery monitoring, ensuring a structured and transparent approach to curriculum implementation. The platform enabled students to access learning resources beyond classroom hours, thereby supporting blended and learner-centric education practices.
2. **Enhancing Student Engagement and Self-Learning**
   The consistently high student login rate of **89.2%** across both semesters reflects strong student adoption of the digital learning ecosystem. Students collectively spent **over 313 hours** accessing academic resources through the platform, demonstrating active participation in self-directed learning and continuous academic engagement.
3. **Promoting Continuous Internal Evaluation**
   Faculty members conducted **84 quizzes and assignments** during the academic year, generating **6,170 assessment attempts**. The substantial number of assessment interactions highlights the institution's commitment to continuous evaluation, timely feedback, and outcome-oriented learning practices. More than **1,200 assignments were submitted** and **2,200 quizzes were attempted**, indicating active student participation in formative assessments.
4. **Supporting Effective Academic Monitoring**
   The LMS enabled systematic monitoring of attendance, course progression, assessment activities, and student participation. An average attendance level of **84.65%** across the academic year reflects consistent learner participation and effective academic engagement. The availability of real-time analytics supports evidence-based academic reviews and timely interventions wherever required.
5. **Enabling ICT-Integrated Academic Delivery**
   The institution has successfully leveraged digital technologies to support academic administration and teaching-learning processes. Through centralized access to course materials, assessments, attendance records, and academic dashboards, the LMS has strengthened the institution's digital learning infrastructure and promoted technology-enabled education.
6. **Facilitating Data-Driven Quality Assurance**
   The platform provides verifiable records of faculty activities, student engagement, attendance, content utilization, and assessment participation. These analytics support academic audits, institutional reviews, quality enhancement initiatives, and evidence-based decision-making processes.

Key Highlights for Academic Year 2025-26

- Maintained a strong **89.2% student login rate**, indicating sustained engagement with digital learning resources.
- Recorded **313.93 student learning hours** through platform-based reading and academic activities.



- Conducted **84 quizzes and assignments**, promoting continuous learning and assessment.
- Generated **6,170 assessment attempts**, reflecting active student participation in academic activities.
- Achieved an average attendance rate of **84.65%** across the academic year.
- Enabled digital lesson planning, content sharing, attendance management, and assessment administration across the MBA programme.
- Established a centralized mechanism for academic monitoring, student engagement tracking, and quality assurance.

Conclusion

The utilization of Quiklrn LMS during Academic Year 2025-26 demonstrates RV Institute of Management's commitment to fostering a technology-enabled, learner-centric academic environment. The platform has strengthened teaching-learning processes, enhanced student engagement, facilitated continuous evaluation, and supported data-driven academic governance. The attached semester-wise reports provide measurable evidence of these initiatives and their contribution towards academic excellence, institutional effectiveness, and continuous quality enhancement.

For QUIKLRN PRIVATE LIMITED.

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Executive Summary

RVIM , Bangalore

ACY 2025 26

Odd Semester



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Faculty Activity Summary - RVIM, Bangalore

QuikIrn

The chart below demonstrates the lesson plans, attendance and content status for courses across the institute.

4.1% **Average Lesson Plan upload %**

40.8% **Average % of classes taken (of the total classes)**

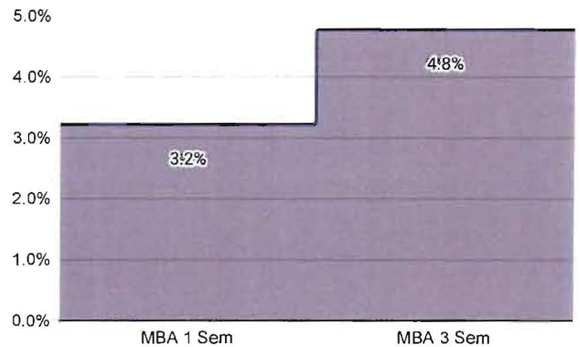
84.0% **Average Attendance % across the institute**

9% **Average Content Upload % completed**

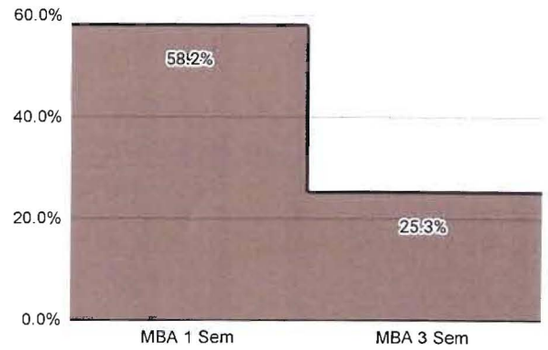
- Assumptions : Theory courses : 1 course packs, other courses : 1 course pack



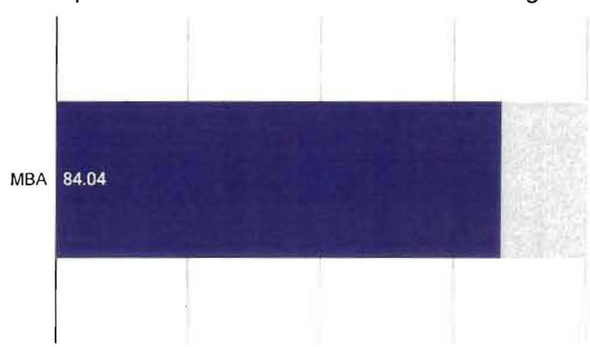
Department-wise Lesson plan upload percentage



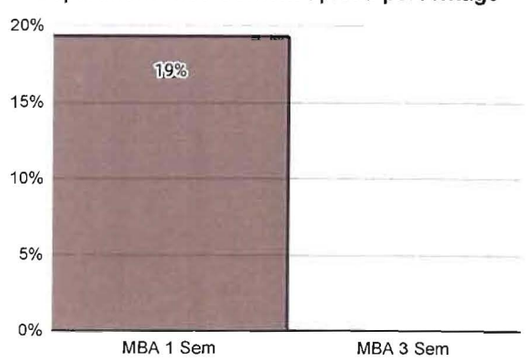
Department-wise % of classes taken



Department-wise Course Attendance Percentage



Department-wise Content upload percentage



Student Engagement Summary - RVIM,Bangalore

The chart below demonstrates the reading hours, login status and quiz & assignments created across the institute.

55 Total # of Quizzes and Assignments Taken

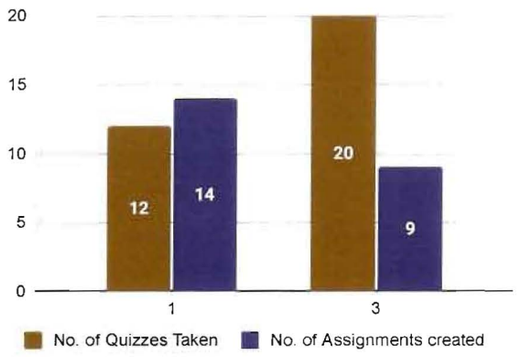
4198 Total # of Quiz and Assignment Attempts

138.93 Reading Hours Clocked by students

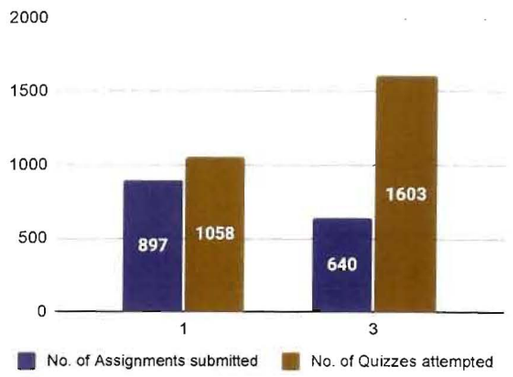
89.2% Average student Login %



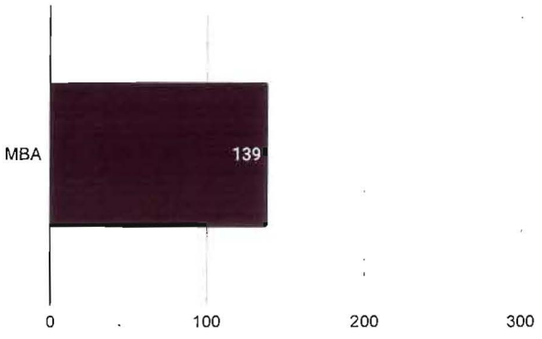
Department-wise Activities created



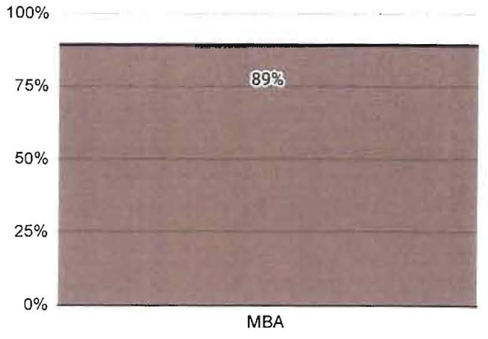
Department-wise Activity attempts



Department-wise student reading hours



Department-wise student Login %



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Executive Summary

RVIM , Bangalore

ACY 2025 26

Even Semester



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Faculty Activity Summary - RVIM, Bangalore

QuikIrn

The chart below demonstrates the lesson plans, attendance and content status for courses across the institute.

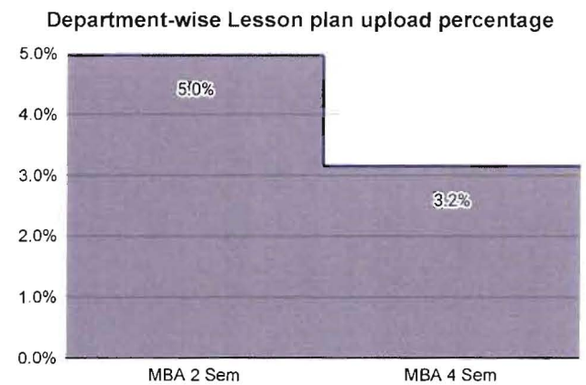
4.3% Average Lesson Plan upload %

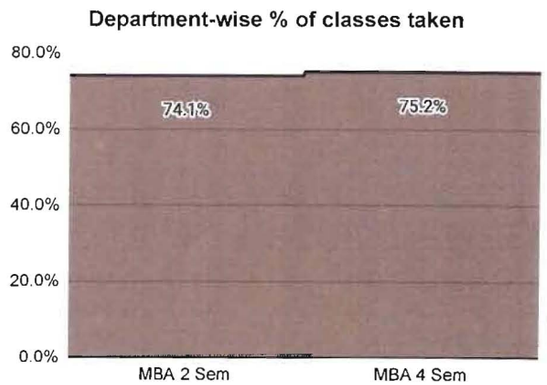
74.5% Average % of classes taken (of the total classes)

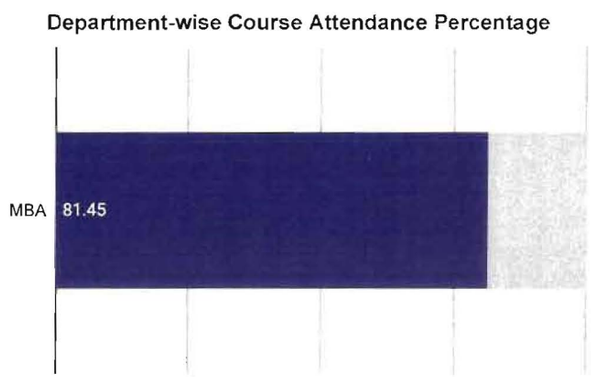
85.3% Average Attendance % across the institute

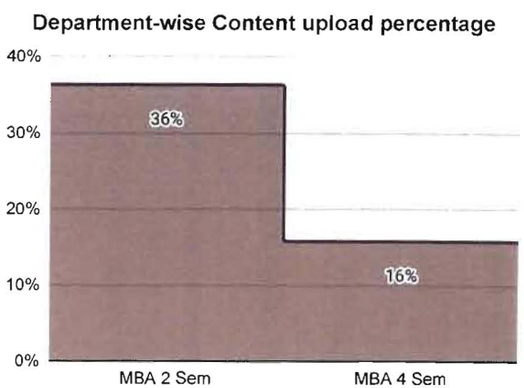
29% Average Content Upload % completed

- Assumptions : Theory courses : 1 course packs, other courses : 1 course pack









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Student Engagement Summary - RVIM,Bangalore

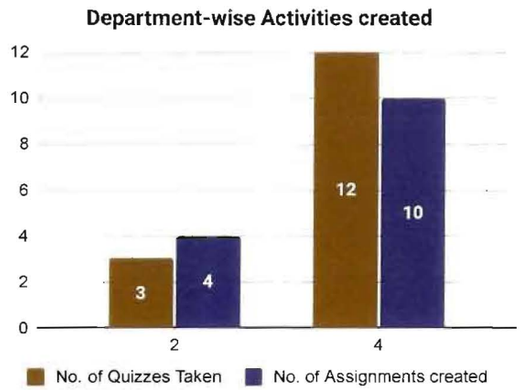
The chart below demonstrates the reading hours, login status and quiz & assignments created across the institute.

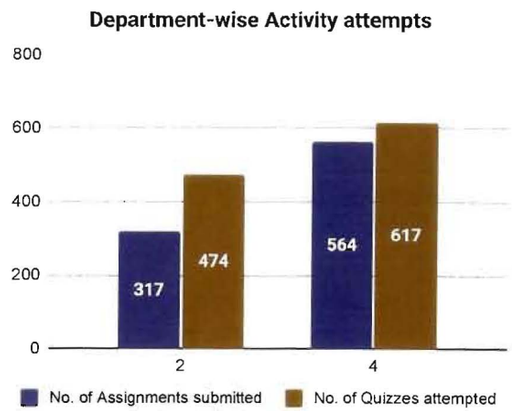
29 Total # of Quizzes and Assignments Taken

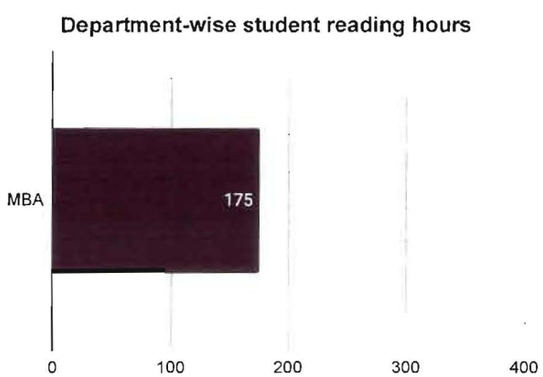
1972 Total # of Quiz and Assignment Attempts

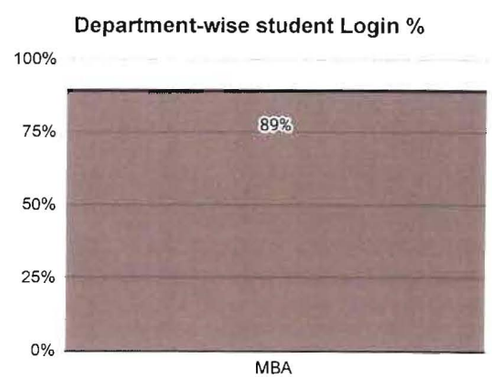
175.00 Reading Hours Clocked by students

89.2% Average student Login %









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RV Institute of Management (RVIM), Bengaluru

(Academic Year 2025-26)

Faculty Feedback Summary Report

Purpose

The Faculty Feedback Survey is conducted to obtain student perceptions regarding various aspects of teaching effectiveness, course delivery, student engagement, evaluation practices, and professional development support. The feedback collected serves as an important input for monitoring academic quality and identifying opportunities for continuous improvement.

Scope of the Survey

The survey evaluates faculty performance across the following dimensions:

1. Punctuality and discipline in class/online sessions
2. Timely completion of syllabus
3. Command over subject matter
4. Facilitation of classroom discussions
5. Linking concepts to real-world applications and cases
6. Integration of current developments in the subject area
7. Use of innovative teaching methods and tools
8. Quality of course materials and course docket
9. Use of case studies and articles for discussion
10. Promotion of value-added learning opportunities such as certifications, MOOCs, and webinars
11. Student support, mentoring, and approachability
12. Development of professional skills among students
13. Fairness in evaluation and timely feedback
14. Promotion of ethical conduct and professional values

Feedback Participation Overview

The effectiveness of the feedback process depends on student participation. A review of the feedback status indicates varying levels of participation across semesters.

Survey Type	Semester	Participation
Summative(Even Semester)	2nd Semester	92.52%
Summative(Even Semester)	4th Semester	98.22%
Formative(Even Semester)	2nd Semester	28.64%

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Survey Type	Semester	Participation
Formative(Even Semester)	4th Semester	99.49%
Formative (Odd Semester)	1st Semester	69.24%
Formative (Odd Semester)	3rd Semester	3.32%

Observations

- Student participation in the feedback process was exceptionally high in Fourth Semester sections.
- Summative feedback recorded strong response rates, providing a comprehensive basis for evaluating teaching effectiveness.
- Participation levels in some formative feedback exercises were comparatively lower, limiting the breadth of feedback available for analysis.
- The feedback instrument covers academic, professional, and behavioural dimensions of teaching, providing a holistic view of the learning experience.
- The inclusion of parameters related to case-based learning, professional skill development, and value-added learning opportunities supports a broader assessment of student engagement and learning outcomes.

Utilization of Feedback

The feedback data can be used to:

- Identify strengths and areas for improvement in teaching practices.
- Support faculty development initiatives and training programs.
- Enhance student engagement and classroom participation.
- Improve course delivery methods and learning resources.
- Strengthen mentoring and academic support systems.
- Monitor the effectiveness of evaluation and feedback mechanisms.
- Promote continuous improvement in teaching-learning processes.

Recommendations

1. Increase awareness among students regarding the importance of providing timely feedback.
2. Implement structured reminder mechanisms to improve participation rates.
3. Review participation trends periodically and provide support to sections with lower response rates.
4. Encourage wider adoption of innovative teaching practices and experiential learning approaches.
5. Use feedback findings as inputs for faculty development programs and academic planning.
6. Continue monitoring student perceptions to ensure ongoing enhancement of the overall learning experience.



Conclusion

The Faculty Feedback Survey provides a structured mechanism for understanding student perceptions of teaching effectiveness and learning support. Regular collection, analysis, and utilization of feedback contribute to informed decision-making, continuous improvement, and enhancement of the overall academic experience.

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