

## **M. S. Ramaiah Institute of Management Academic Regulations & Guidelines for Faculty**

### **Introduction**

The Academic Regulations and Guidelines for faculty comprises of the following broad areas, such as – Academic Regulations, Guidelines for determining faculty work schedule along with classification of faculty (based on Teaching, Research and Service-Admin scheme), Guidelines on Team Teaching and the GEF Institutes (Engg & General Sciences) Conduct Rules. All the aspects have been detailed below.

### **1.1 About Ramaiah Institute of Management (RIM)**

Ramaiah Institute of Management (RIM) was established in 1995 by the Gokula Education Foundation (GEF) and is a part of the Ramaiah Group of Institutions, Bengaluru ([www.ramaiah-india.org](http://www.ramaiah-india.org)). Driven by the core values set by its visionary founder, Late Dr. M S Ramaiah, the Ramaiah Group of Institutions, has forayed into the field of medical care and medical education, Engineering sciences and General sciences. The Group symbolizes quality education and competence and is well entrenched in the fields of Healthcare and Education in India with over 29 Institutions under its fold.

Ramaiah Institute of Management promulgates management education to create and offer to the nation a stream of professionally competent and value-oriented management graduates. It enables students to go beyond limited managerial roles and evolve as leaders. The Institute encourages students to think innovatively in analysis and problem solving to function effectively in the dynamic national and international business environment. The Institute has built its reputation through its dedicated goal of instilling professional values in its students and staff. The Institute is part of a broader ecosystem comprising of industry, academia and community.

## **1.2 Vision & Mission, Institutional values and Quality Assurance**

### **Vision**

To be a globally recognized Management Institute nurturing and empowering leaders.

### **Mission**

- Dissemination of Management Knowledge through a right blend of a contextually relevant curriculum, innovative pedagogy and transparent assessment.
- Building a research culture to augment critical thinking and analytical abilities among students and faculty.
- Sensitizing students to become professional, ethical and socially responsible individuals by inculcating leadership skills through holistic and value-based learning.
- Creating an ecosystem that provides exposure to global cultures.
- Igniting the entrepreneurial spirit among students to establish organizations that create value.

### **Institutional Values**

Integrity, Proactive, Innovative, Open to Learning, Social Concern

## **1.3 Quality Assurance**

The institute has adopted standard practices to ensure quality is maintained in all its endeavours. Establishment of the Internal Quality Assurance Cell, adoption of best practices in curriculum design and development, course delivery and a reflective assessment are few measures that speak about the institute's constant effort towards imparting quality management education.

### 1.4 Program Educational Objectives (PEOs)

<b>PEO Code</b>	<b>Program Educational Objectives (PEOs)</b>
<b>PEO 1</b>	Management graduates will be capable of integrating knowledge and skills through experiential learning and emerge as empowered leaders
<b>PEO 2</b>	Be able to understand the opportunities and challenges in the local, regional, national and international environment in order to gain a holistic view and develop feasible solutions
<b>PEO 3</b>	Management graduates acquire critical thinking, problem solving, analytical skills and apply technology seamlessly to address organizational and social challenges
<b>PEO 4</b>	Management graduates will be able to demonstrate professionalism, exhibit ethical, value-based, and socially responsible behaviour in their pursuits and career.
<b>PEO 5</b>	Management graduates will espouse the culture and spirit of entrepreneurship in organizations they choose to serve as well as in the society

### 1.5 Program Outcomes

<b>PO Code</b>	<b>Program Outcomes (POs)</b>
<b>PO1</b>	Apply knowledge of management theories and practices to solve business problems
<b>PO2</b>	Foster analytical and critical thinking abilities for data-based decision-making
<b>PO3</b>	Ability to develop value-based leadership ability
<b>PO4</b>	Ability to understand, analyze and communicate global, economic, legal, and ethical aspects of business

<b>PO5</b>	Ability to lead themselves and others in the achievement of organizational goals contributing effectively to a team environment
<b>PO6</b>	Assess business opportunities and develop effective business models to augment growth or establish business entities.

### 1.6 Academic Calendar for 2022-24 Batch

Program Commencement		Orientation Program	
<b>Inauguration</b>	08th August 2022		
<b>Semester – 1</b>		<b>Semester – II</b>	
<b>Commencement Date</b>	07 <sup>th</sup> September 2022	<b>Commencement Date</b>	23 <sup>rd</sup> January 2023
<b>ILP-I</b>	26 <sup>th</sup> November 2022	<b>ILP-II</b>	08th April 2023
<b>End-Term Examinations</b>	26 <sup>th</sup> December 2022 to 14 <sup>th</sup> January 2023	<b>End-Term Examinations</b>	8 <sup>th</sup> May 2023 to 27 <sup>th</sup> May 2023
<b>Internship (SIP)</b>			
<b>Semester – III</b>		<b>Semester – IV</b>	
<b>Commencement Date</b>	01st August 2023	<b>Commencement Date</b>	11 <sup>th</sup> December 2023
<b>End-Term Examinations</b>	13 <sup>th</sup> November 2023 to 02nd December 2023	<b>End-Term Examinations</b>	25 <sup>th</sup> March 2024 to 20 <sup>th</sup> April 2024
<b>SIP</b>	25th September 2023		
<b>Empirical Study: 31<sup>st</sup> January 2024</b>			

### **1.7 Outcome Based Education**

Outcome based education is an form of teaching learning evaluation process, where in everything is organized around a set of goals (outcomes). Students should achieve their goal by the end of the process. OBE focuses on measuring student performance through outcomes. The OBE maps & measures students' performance at every step. The OBE model aims to maximize student learning outcomes by developing their knowledge & skills. Further, each of the courses have their respective Course Objectives (CO's) and Learning Outcomes (LO's). The teaching methodology in the classes is based on Bloom's Taxonomy (of different outcomes and skills that educators set for their student; the Internal Assessment tests, along with the final exams of the semester, is also based on the assessment of the Learning Outcomes of the students. Lastly, All Course Outcomes are aligned with the Mission, Vision and Program Outcomes. Faculty members share the curriculum with the students before the semester is initiate.

### **1.8 CBCS Structure**

As per UGC guidelines, Choice Based Credit System (CBCS) has been introduced in RIM. The main feature of CBCS is to make education, student centric rather than system centric or teacher centric. The CBCS provides the students the flexibility in Education system, so that they can choose, inter-disciplinary, intra-disciplinary and skill based courses of their interest. Core Courses, Discipline Specific Electives (DSC), Generic Electives (GE), Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC) form part of the curriculum.

SEC courses are value based courses and/or skill based and are aimed at providing hands-on-training, competencies, skills etc. Project work / dissertation is a special course involving application of knowledge in solving/analyzing/exploring a real life situation/difficult problem.

Each course is allotted credits based on number of hours assigned for teaching/tutorial/practical etc. One credit is allotted for one theory period of one hour per week or one tutorial period of one hour per week or one practical period of two hour per week over a semester. Upper limit of credits allotted for a course is six. A total number of hours for teaching, tutorial and practical will be in the range of 24 to 30 hours per week and total number of credits will be in the range of 22 to 25 per semester. The system not only offers opportunities and avenues to learn core courses but also to explore the additional avenues of learning beyond the core courses for holistic development of an individual.

## **2.0 PGDM Program**

The Institute adopts an innovative approach to management education and the focus is on the changing dynamics of the corporate sector. The two year full time PGDM program is designed to provide a learner centric environment, develop critical thinking and empower students to transform as leaders. The program focuses on making students proactive and believes in leading the change.

The unique course curriculum of the PGDM program is reviewed annually and approved by industry and academic experts to incorporate the constant evolution of new thoughts and practices in management and address the emerging needs of the industry.

The Post Graduate Diploma Program is a well-thought-out mix of classroom sessions and experiential learning. It also involves learning through case discussions and exercises, simulated games, field-based specific project work, etc. The program aims to equip the student with a judicious mix of hard and soft skills. To ensure a value-based holistic development of the student's personality, the Institute conducts yoga in the first semester and self-defence techniques for girls in the second semester. Further, the Institute offers additional certification courses that cater to students' diverse interests and enhance a student's employability potential.

The PGDM program comprises two semesters totalling four semesters over two years. During the First semester, the students will learn from common/core courses that form the foundation of the Management discipline. The Second semester will expose the students to all the functional management areas, such as Marketing, Finance, HR, OM, etc. The syllabus of the courses offered in the first year is in the Handbook.

The **exposure to real time business culture** is initiated in the second semester through **Integrated live projects**. In the 2<sup>nd</sup> semester students are allotted to specific Start-up companies to work in a real time start up culture. The aim is to **develop critical thinking** to solve real time business problems and **develop strategies** for startup growth.

The objectives of the Integrated Live Project are:

- Apply the knowledge gained in various functional courses.
- Apply the knowledge of research methods to translate the business problem into identifiable parameters.
- Develop critical thinking and analytical abilities for data-driven decision-making to solve business problems effectively.
- Develop team building, leadership, and communication skills.

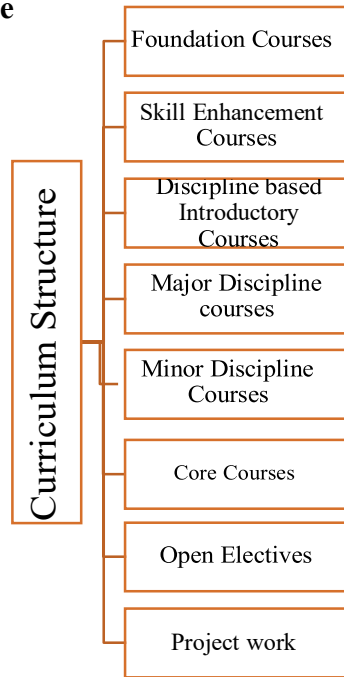
The III and the IV semesters provide in-depth knowledge of the elective courses on the specializations selected. The Institute offers dual specialization to its students. The student is required to choose the two preferred specialization streams by the end of the II semester. The Institute provides the specialization stream and its combination of specialization streams after considering the fair/feasible minimum number of students opting for a specific domain. The core courses of III & IV semesters are common to all students, while the elective courses vary based on the specialization stream.

The institute will provide the second-year courses' syllabus after the second year's commencement. Additionally, the student must undergo summer internships to complete the first year and undertake an Empirical study during their second year.

A summer Internship is an organizational study that enables the student to become familiar with the practical aspects of management functions in Business Organizations. Students must intern in any reputed manufacturing or service organization or start-up for eight weeks.

An empirical study will be carried out in the selected specialization area where students investigate a problem/issue scientifically and systematically to apply the conceptual knowledge management theories/models to resolve the said problem/issue. These projects provide an insight into real-life.

### 3.0 Program Architecture



**Fig. 1.0. Curriculum structure**



Nature of Courses integrated in the Curriculum for the Academic Year 2021-22 (Batch 2020-22 and 2021-23)

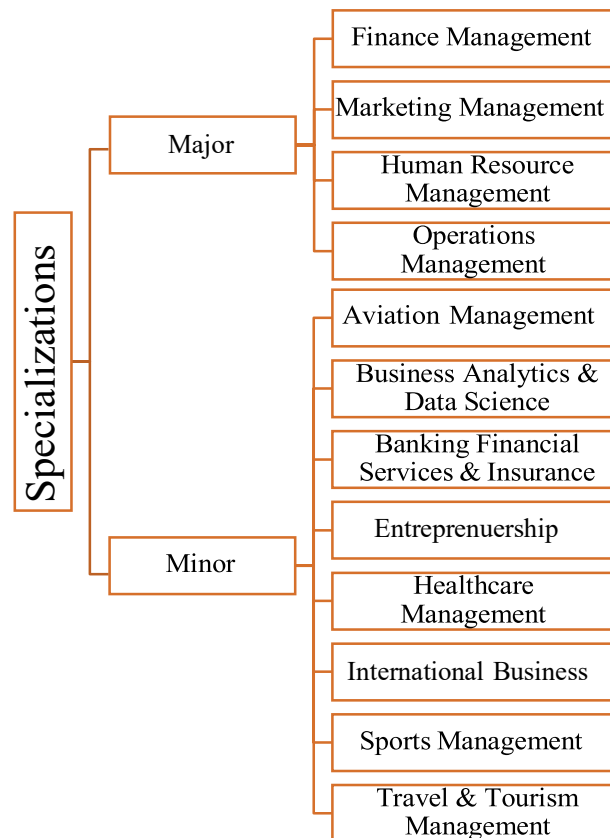
Nature of the Course	Details
Foundation Courses	<p>Foundation Courses enable understanding of how to integrate knowledge to application into a society.</p> <p>These courses in the PGDM curriculum form the foundation courses:</p> <ul style="list-style-type: none"> <li>• <b>Fundamentals of Management and Organization Behavior,</b></li> <li>• <b>Legal Elements of Business,</b></li> <li>• <b>Accounting for Managers,</b></li> <li>• <b>Managerial Economics,</b></li> <li>• <b>Macro Economics,</b></li> <li>• <b>Business Statistics,</b></li> <li>• <b>Management Information System, and</b></li> <li>• <b>Business Research Methods with SPSS</b></li> </ul>
Skill Enhancement Courses	<p>Skill Development courses are to promote skills pertaining to a particular field of study. The purpose of these courses is to provide students life-skills in hands-on mode so as to increase their employability/ Self-employment.</p> <ul style="list-style-type: none"> <li>• <b>Advanced Excel,</b></li> <li>• <b>Business Communication,</b></li> <li>• <b>Personal Growth Lab,</b></li> <li>• <b>Personal Effectiveness and</b></li> <li>• <b>National Entrepreneurship Network Courses highlight the skill development aspect of the curriculum.</b></li> </ul>
Discipline based Introductory Courses	<p>Introductory courses bridge the gap for a student if he/she has not got a basic groundwork in management discipline. The Institute has students from diverse UG educational backgrounds.</p>
	<p>Courses like</p> <ul style="list-style-type: none"> <li>• <b>Marketing Management,</b></li> <li>• <b>Corporate Finance</b></li> <li>• <b>Human Resource Management</b></li> <li>• <b>Operations Management</b> bridge the gap between their <b>UG program and</b></li> </ul>

	<b>their management aspirations.</b>
Major Discipline Courses	A Major discipline is the field in which a student focuses during the PGDM program. <b>One major discipline courses from Finance, Marketing, HR and Operations specializations has to be opted by the student in the second year.</b>
Minor Discipline Courses	A Minor Discipline is a secondary specialization that one may choose to pursue in addition to a Major Discipline. These courses give broader exposure to students <b>The following discipline courses are offered as minorspecialization</b> <ul style="list-style-type: none"> <li>• <b>Business Analytics</b></li> <li>• <b>Banking Financial Services &amp; Insurance</b></li> <li>• <b>Entrepreneurship</b></li> <li>• <b>Healthcare Management</b></li> <li>• <b>International Business</b></li> <li>• <b>Sports Management</b></li> <li>• <b>Travel &amp; Tourism Management.</b></li> </ul>
Core Courses	The purpose of these is to offer the students the benefit of exploring disciplines of interest beyond the choices they make in Discipline Specific Elective Courses. <ul style="list-style-type: none"> <li>• <b>International Business</b></li> <li>• <b>Business Ethics and Corporate Governance</b></li> <li>• <b>Managerial effectiveness and Leadership</b></li> <li>• <b>Strategic Management</b></li> <li>• <b>Entrepreneurship Development</b></li> </ul>
Project/Research work	Project work are also credit courses involving application of knowledge in solving / analyzing / exploring a real-life situation / difficult problem/ data analysis. It enables to acquire advanced knowledge through a project work in real time industrial environment. Candidates shall carry out project work on his/her own with guidance by a faculty member to produce a project report. <ul style="list-style-type: none"> <li>• <b>Integrated Live Project I and Integrated Live Project II</b></li> <li>• <b>Summer Internship Project and</b></li> <li>• <b>Research study are all Project work</b></li> </ul>

- During the first semester, students are introduced to the **fundamental concepts** of management.

The Second semester exposes the students to all the **functional areas** of management such as Marketing, Finance, Human Resource, Operations, and International Business etc.

- The III and the IV semesters provide **in-depth knowledge of the elective courses** offered under **each specialization** stream. The core courses of III & IV semesters are common to all students while the elective courses vary based on the specialization stream **chosen by the student**.
- The Institute offers diverse specialization areas for the students. The students have the option of choosing any two specializations enabling **Major and Minor** Specialization. A student must choose courses with credits totaling to **24 credits** for Major Specialization and **12 credits** for Minor Specialization in the third and fourth semesters.



**Fig. 1.1. Specializations offered**

- The institute follows **choice-based credit system** to provide choice in the course of learning and to evaluate students on their performance in the program. The choice-based credit system has been adopted to make the curriculum **‘student centric’** rather than ‘system centric’ or ‘teacher centric’. It is aimed at having a holistic approach to assess students in various dimensions.
- Open electives are offered in diverse areas to increase scope of learning and to bring a **multidisciplinary perspective towards management**. Choice is also provided to students for opting open electives. These open electives are offered by specialized faculty members from sister institutions such as RIT, RUAS, RCL and MSRCASC.

Open electives offered by the Institute are:

- Design Thinking
- Indian Ethos and Business Ethics
- Industry 4.0
- Income Tax for All
- Intellectual Property Rights
- Artificial Intelligence
- Public Policy
- Basic Japanese Language and Work Culture
- The **exposure to real time business culture** is initiated in the second semester through **Integrated live projects**. In the 2<sup>nd</sup> semester students are allotted to specific Start-up companies to work in a real time start up culture. The aim is to **develop critical thinking** to solve real time business problems and **develop strategies** for startup growth.
- End of Second Semester the students undergo eight weeks Summer Internship Program in industry. This helps to **bridge the gap** between classroom learning and the practical aspects of the corporate world. This is aimed to provide organizational exposure and to apply tools to understand and analyze organizations and culture. The SIP also enables students to get **preplacement offers** from the organizations where they have interned.
- In the second year the students undertake a research study in their area of specialization. The research study is carried out individually by each student under the guidance of faculty member. The research study provides the student with an opportunity to investigate a

problem/issue in a **scientific and systematic manner** with the intention of applying the conceptual knowledge of management theories/models to resolve the said problem/issue. The student are encouraged to **present and publish the outcomes** of the research study in conferences and through publications in journals.

Thus, in addition to dedicated focus on a discipline through core papers, elective papers have been added which will give students the **freedom to choose the allied/applied/broad areas** of their discipline and the areas of other disciplines of their interest. Further, special emphasis has been given to **ability enhancement and skill development courses**. **A basket of courses** is included in each area for the students to choose based on their interest and inclination.

### **3.1 Credit & Credit Structure of the Program**

One credit = 12 teaching hours for core and specialization courses,

One credit = 12 hours for project /Fieldwork/Live project

### Credit Structure

Semester	Courses	No. of courses	No. of Credits
<b>Semester I</b>			
1	Core Courses	8	26
2	SWAYAM	1	1
	Integrated Live Project	1	2
		<b>Total</b>	<b>29</b>
<b>Semester II</b>			
1	Core Courses	8	26
2	SWAYAM	1	2
	Integrated Live Project	1	1
		<b>Total</b>	<b>29</b>
<b>Semester III</b>			
1	Core Courses	2	6
2	Summer Internship	1	3
3	Major Electives	F/M/H/O/BA	12
4	Minor Electives	BA/BFSI/SM/HM/IB/ EN/T&T/AvM/LSCM	6
5	Open Electives	1	2
6	NeN	1	1
		<b>Total</b>	<b>31</b>
<b>Semester IV</b>			
1	Core Courses	2	4
2	Empirical Study/Project	1	3
3	Major Electives	F/M/H/O/BA	12
4	Minor Electives	BA/BFSI/SM/HM/IB/ EN/T&T/AvM/LSCM	6
5	Open Electives	1	2
		<b>Total</b>	<b>27</b>
	Total number of credits		116

### **3.2 Core Courses:**

The PGDM program consists of two semesters each year. During the first semester, students will learn core courses emphasizing the management discipline's foundation. The second-semester courses focus on functional management areas such as Finance, Human Resources, OM, Marketing, and Analytics. Students must take two core subjects each semester and specialization courses in the second year.

### **3.3 Specialization Courses:**

The third and fourth semesters provide in-depth knowledge of the elective courses relating to the specializations opted. The Institute offers dual specialization as major and minor to its students. The majorspecialization comprises four domains, and the minor specialization shall consist of twelve domain subjects. Institute will provide open electives in the third and fourth semesters. Students must choose preferred specialization streams by the end of the second semester.

Note:

1. The core and specialization subjects list is indicative (refer to Appendix). Institute has the right to change the courses depending on the industry requirements and trends.
2. Electives offered are subjected to a minimum enrollment of 10 students.

### **3.4 Guest Lectures/Seminars/ Panel Discussions**

Guest lectures/ Seminars/ Panel Discussions are organized in RIM by inviting industry experts and practitioners to provide students with real-world use cases and experiences. The insights of guest speakers will help and affect young minds' thinking and learning process. The guest lecturers, resource persons, and panelists are eminent personalities from the industry and academia to develop studentsvisualizing skills.

### **3.5 Student's Personality Development courses**

These courses aim to develop a student's personality, thought process, feelings, behaviour, and multidimensional facets. At RIM, we provide various platforms to discover and nurture the holistic personality development of students. These courses are pointing at enabling students to discover

their talents and cultivate them through different initiatives. We provide opportunities to our students to develop their skills in these areas.

The Personality Development courses are focused on training students in the areas of: Communication Skills; Life Skills and Soft skills; English Language Proficiency and Corporate Skills. In Personality Development Courses, student assessments are through Psychometric tests, Personality tests, Aptitude tests, etc.

### **3.6 Certifications Courses**

These certification courses provide cutting-edge knowledge in the functional areas through experienced faculty and researchers, enabling students to advance their executive skills to higher levels. The contents of the certification courses are thoroughly examined and designed to provide industry insights and deliver through popular and modern pedagogical practices in Management Education.

#### **Certification courses offered at RIM are as follows:**

1. Kaizen "Key to Success"
2. Lean Manufacturing - Basics
3. Lean Manufacturing - Advanced
4. Value Stream Mapping
5. 5S - Japanese way of Housekeeping
6. Basic 7 Quality tools
7. HR Analytics
8. Artificial Intelligence for all
9. Digital Marketing
10. Options Trading
11. Understanding financial markets and investing
12. Blockchain
13. Data Analytics using R
14. Python Programming for Data Science
15. Social Media Marketing



16. Agile HR.
17. People Management
18. Positive Psychology
19. Disability Competency

#### **4.0 Course Pedagogy**

The course covers the study of the subject, live projects, and fieldwork. The following are some of the pedagogies followed by faculty members at RIM.



#### **4.1 Summer Internship and Project work**

After the second-semester examination, students will undertake a summer internship in an industry of their choice. They will work on a project under the assigned faculty guide. The student prepares a report and submits the same before the specified date. Presentation and viva-voce to be given to the panelist of the Academics Department. The students must develop an empirical research proposal (based on specialization) by the end of the third semester in consultation with the assigned faculty guide. Further, the empirical project/study will be in the fourth semester. The presentation, along with viva-voce for a student, is taken by an external panel.

## 4.2 Assessment Criteria

RIM believes that assessment is a part of the learning process and supports the autonomy of the faculty in using their assessment methods to evaluate students' learning. The assessment objectively evaluates the student's knowledge, skills, and application ability as intended learning outcomes. The process helps in the overall development of the students. It motivates them to achieve the PGDM program's expected learning outcomes, emphasizing the last four levels of Bloom's taxonomy: Application, Analysis, Evaluation, and Creation. The assessment and evaluation system in the Institute is a transparent and inclusive process. Student performance evaluation has two components: Continuous Comprehensive Evaluation and End Term Assessment.

## 4.3 Continuous Comprehensive Evaluation (CCE)

Continuous Comprehensive Evaluation includes those assessment tools used by the faculty during the teaching-learning process. The faculty are given the option to select a minimum of three components in the continuous assessment conducted from the following:

1. Assignments 2. Solving Case Studies 3. Case study Presentation 4. Individual Projects 5. Group Projects 6. Role plays 7. Participation in classes 8. Research paper presentations 9. Writing Research papers 10. Seminars 11. Field Study 12. Live projects 13. Quiz 14. Class tests 15. Open book tests

## End Term Examination (ETE)

The Evaluation Department conducts an End-term examination at the end of each semester.

### Marks Distribution between CCE and ETE:

Component	Particulars	Marks	Weightage & Final marks
Continuous comprehensive evaluation	Faculty designed Assessments	≥ 50	50

End-term evaluation	End-term exam	100	50
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For courses such as Personal Growth Lab (I sem.), Personal Effectiveness (II Sem.) Integrated Live project, etc., the Continuous Comprehensive Evaluation method is adopted for 100 marks.

#### **4.4 Declaration of Results**

##### **Minimum Pass**

A student should score a minimum of 50% in the Comprehensive Continuous Evaluation and a minimum of 50% in the End Term Examination. Thus, the student should have secured 25 marks in both the components (CCE & ETE) independently to complete the course successfully. For courses where only CCE is adopted, i.e., there is no ETE component, the student has to score 50marks in the CCE component.

##### **Failure to Pass the Regular Exam**

If the student fails in the End Term Exam, the CCE score shall be carried forward, and the student will have to write the supplementary End Term Examination. If a student fails in CCE, the student will have to repeat the CCE and then write the End term exam.

##### **Supplementary Examination**

Supplementary examinations will be held along with the end-term examination of the subsequent semester. Students with 'F' grade or 'Absent' are allowed to take the supplementary exams. Such students have to pay the prescribed fee and avail the rewrite opportunity as per the schedule announced by the Evaluation Department. The student will have to complete all four semesters within four years from the commencement of the program.

## Relief Measures

Description	Fee amount payable per course
<b>Supplementary Examination</b>	
1 <sup>st</sup> Attempt - Supplementary exam fee for I/II/III/IV Semester courses	Rs 2,000/-
2 <sup>nd</sup> Attempt - Supplementary exam fee for I/II/III/IV Semester courses	Rs 3,000/-
3 <sup>rd</sup> Attempt - Supplementary exam fee for I/II/III/IV semester courses	Rs 4,000/-
4 <sup>th</sup> Attempt - Supplementary exam fee for I/II/III/IV semester courses	Rs 5,000/-
5 <sup>th</sup> Attempt - Supplementary exam fee for I/II/III semester courses	Rs 6,000/-
6 <sup>th</sup> Attempt - Supplementary exam fee for I/II semester courses	Rs 7,000/-
7 <sup>th</sup> Attempt - Supplementary exam fee for I semester courses	Rs 8,000/-

### 4.5 Grading System

The Scores will be converted into letter grades based on the weightage of credits for each of the courses by adopting the Absolute Grading system. Semester Grade Point Average (SGPA) will be declared at the end of each semester, and the Cumulative Grade Point Average (CGPA) will be declared at the end of the PGDM program. The marks secured in each course will be converted to a letter grade using a statistical tool. The letter grades are A+, A, B+, B, C+, C, D+ & F.

SGPA (Semester Grade Point Average) is a weighted average of the grade points earned by the student in all the prescribed courses of that semester.

SGPA = Grade points of all courses Divided by Total no. of credits prescribed

**Example:**

Prescribed courses = 8

Total credits of 8 courses (3 credits per course for 5 courses and 4 credits per course for 3 courses)  $15+12=27$

Total weighted score in 8 courses =  $(5.7*4 + 7.70*4 + 7.0*3) = 174$  SGPA =  $174/27=6.44$

The **minimum SGPA** has to be **4.00 points with no 'F' grades** for declaring a student to have successfully completed the semester. Students with 'F' grade will have to rewrite the courses in which they have 'F' grade, and Students who have secured an SGPA of less than 4.00 points without any 'F' grades will have to improve their grades by appearing for supplementary exams.

**Course Grading**

Marks Secured	Letter Grade	Grade Point
85 – 100	A+	10.00
75 – 84	A	9.00
65 – 74	B+	7.70
60 – 64	B	7.00
55-59	C+	5.70
51-54	C	5.00
50	D+	3.70
<49	F	0.00
Absent	Absent	0.00

### Semester/Cumulative Grading

<b>SGPA/CGPA</b>	<b>Letter Grade</b>	<b>Legend</b>
<b>9.00 - 10.00</b>	<b>A+</b>	<b>Outstanding</b>
<b>7.70 - 8.99</b>	<b>A</b>	<b>Excellent</b>
<b>7.00 - 7.69</b>	<b>B+</b>	<b>Very Good</b>
<b>5.70 - 6.99</b>	<b>B</b>	<b>Good</b>
<b>5.00 - 5.69</b>	<b>C+</b>	<b>Above Average</b>
<b>4.40 - 4.99</b>	<b>C</b>	<b>Average</b>
<b>4.00 - 4.39</b>	<b>D+</b>	<b>Satisfactory</b>
<b>&lt; 3.9</b>	<b>F</b>	<b>Fail</b>

The next section is regarding the Guidelines for determining faculty work schedule along with classification of faculty and is based on Teaching, Research and Service-Admin scheme

## **Guidelines for determining faculty work schedule along with classification of faculty (based on Teaching, Research and Service-Admin scheme)**

**1.0 Faculty work schedule :** This refers to all faculty activities that contribute to the accomplishment of allotted role and responsibilities, which consists of Teaching-Learning process, Student Mentoring, Research, Consultancy, Administration, and community outreach.

**2.0 Definition of Teaching Learning process:** All activities related to teaching credit-based courses, whether on-line or off-line, with regularly enrolled students, along with student guidance and advise. Further, details regarding various activities of teaching have been detailed below.

- Development of literature for new courses, its syllabus / curriculum
- Teaching a credit based class in a formal setting
- Preparation of Course File / Lesson Plan (of the concerned course)
- Supervision of students in such formal courses (based on their learning needs)
- Preparation of evaluation tools (internal assessments, exams, quizzes, assignments, etc.)
- Grading and Evaluation of student based presentations / Assignments / Internal Tests / Exams / student-prepared documents and/or creative works.
- Interacting and supervising students during office hours
- Updating the details of the courses engaged in the Learning Management System (E.g., Dhi)

### **3.0 Definition of Co-Curricular Activity:**

- Number of Conferences / Seminars / Workshops /Symposia and related activities conducted
- Number of Conferences / Seminars / Workshops etc, attended.
- Number of Field Visits / Industrial Visits / Educational Tour conducted

### **4.0 Definition of student Mentoring and Counseling:**

- Help and support in making appropriate career choices
- Personal counseling related to student (issues / areas of concerns)

- Liaison and coordination with all the other stakeholders concerned with regards to the growth and development of the student.

### **5.0 Definition of Research Activity:**

These are specific activities associated with research / experimentation aimed at

- The discovery and/or interpretation of facts or ideas, through library research, data collection, data analysis, interpretation and write ups for publication in professional journals, technical reports, other similar professional outlets (e.g., electronic media) or presentations at professional meetings.
- Research work involves the preparation of grant proposals for funding;
- The management of grant based activities;
- The supervision of doctoral research scholars and research associates.
- Activities associated professional / academic Journals and related publications.
- Beginning a new line of research
- Supervision of students in their dissertation / live project / summer internship and other related research based work

### **6.0 Definition of Consultancy:**

These are specific activities focusing on

- Consultancy assignments and activities with other Higher Educational Institutions (HEIs), Consultancy Organizations, Governmental Organizations, that have significant impact and contribution, across local, regional, national and global arena.
- Appropriate dissemination of Consultancy findings through publications in indexed journals, books and book chapters for the subject specialist and peer reviewed conference proceedings

### **7.0 Definition of Administrative Activity:**

- Activities related to serving or chairing the Departments / Centers / Cells / Committees
- Activities that relate to the administration of personnel such as recruitment and hiring of faculty and staff and administration of employee programs.
- Development of Institute's / Department's Manual/s, Policies, Standard Operating



Procedures, Rules, Regulations, and so forth.

- Number of Chaired Committees
- Number of Committees (presently working in)

### **8.0 Definition of Community outreach / Extension:**

- This involves generating, transmitting, applying and preserving knowledge for the direct benefit of external audiences / community.
- Outreach activities contribute to public welfare or the common good, call upon faculty members' academic and/or professional expertise and directly address or respond to real-world problems, issues, interests or concerns. In short, the organized application of a faculty member's professional expertise to problems and tasks both on-campus and outside the campus.
- Activities related to maintaining the existing grounds and facilities, providing utility services, facilities and space management and health and safety services for all concerned.
- Leadership in professional organizations or activities (Presidencies, chairmanships, committee activities, etc.)

### **9.0 Aim and Purpose of the guideline**

The purpose of this guideline statement is twofold. First, it provides guidance to the Faculty, HoD's and the Director in making assignments of work schedule to Faculty. Second, it assists in an effort to equitably distribute role /s and responsibilities across the Institute Faculty. As there is rich diversity across Departments and individual faculty members, and that simplistic approaches to equity in work schedule do not suffice, hence this guideline.

These guidelines should assist all personnel involved to make more equitable work schedule decisions through discussion, negotiation, and resource allocation. That is, this guideline and its implementation shall assure that full-time faculty members have comparable total effort, although individual distributions of Teaching, Research, Administration, Community outreach, and other areas may vary across faculty members.

## 10.0 Scope

1. The guideline encompasses the total faculty role; is flexible and responsive to the needs of the faculty.
2. The guideline allows for differentiated staffing.
3. This guideline informs an individual Faculty's performance evaluation too.
4. The guideline takes into account the Department's / Units / Institute's objectives / Mission / Vision / as well as the individual Faculty member's goals/needs.
5. It is the chair's responsibility to strive for equity in faculty total effort over time.
6. A faculty member's work schedule will be consistent with tenure and/or promotion and annual evaluation guidelines.
7. Any Faculty must teach a minimum of 2 courses per academic semester.
8. It is generally expected that a faculty member's work schedule shall be relatively stable from year to year, unless there is reasonable justification for change"
9. Faculty Work Schedule management by the Director seeks to best serve student interests, faculty interests, and meet departmental responsibilities by maximizing the application of faculty expertise.
10. Any change in the Faculty work schedule cannot be made unilaterally by administrators or by faculty members.
11. The faculty member's work schedule shall be reviewed periodically.

## 12.0 Objectives of the guideline

The objectives are listed below.

- To encourage and support a culture of focusing on the core strengths of the faculty and thereby allowing it to grow and sustain, keeping in focus the organizational good.
- To enable meaningful contribution to literature and knowledge / skills / Competency base through Teaching Learning process, Student Mentoring and Counseling, Research, Consultancy activities and latter by the publication of the same by the faculty.

## 6.0 Guidelines : Work schedule norms for Faculty

### 6.1 Working Hours:

The working hours of the Institute are from 9am to 5pm, i.e. 8 hours including 30 minutes of Lunch Break on weekdays. All Saturday's are half days, i.e., 9am to 1pm.

### **6.2 Flexibility in working hours:**

- RIM has introduced Biometric punching system for keeping time records. All employees of RIM shall mark their attendance through biometric attendance system.
- Uniform timing for all employees of RIM will be followed with the provision of 60 minutes grace period in daily reporting time and such delay needs to be compensated in the same calendar week by working extra hours or at least the same amount of time has to be compensated by staying back after the regular working hours so that the total working hours as envisaged are completed.
- Provided that the teaching staff while availing the flexibility in reporting time, shall ensure that no class which was scheduled to be engaged by him remain unattended and the faculty shall make alternate arrangement for engaging the class.

### **6.3 Norms for Faculty work schedule :**

The work schedule norms shall be as per the following table given below.

<b>Sl No</b>	<b>Issue / Work per week / per semester</b>	<b>Minimum duration</b>
1	Number of working days in a week	6 days
2	Number of hours of working per day and per week	8 hours (excluding 30 mns for lunch) 41 hours and 30 minutes per week
3	Days of actual teaching during the semester	90 days (15 weeks approximately per semester)
4	Direct teaching hours	Depends on the designation and the classification of the faculty
5	Administrative, examination & non-instructional activities, during the semester	40 days (approximately)
6	Public holidays & Restricted Holidays	As Notified by Government of Karnataka (GoK), Bengaluru
7	No. of Casual Leaves / Earned Leaves	15 / 30 (Annual)
8	Vacation (Annual)	3 weeks
9	Sick Leave	Must produce the letter of approval from the MS, RMCH (based on the treatment obtained in the concerned hospital)

## 7.0 Categories of Faculty members

- 7.1 Faculty – Teaching (along student mentoring and minimum research allocation)
- 7.2 Faculty – Research (along student mentoring and minimum teaching learning allocation)
- 7.3 Faculty – Consulting (along with student mentoring and minimum teaching learning allocation)
- 7.4 Faculty – Administration (along with student mentoring and minimum teaching learning, research and consulting allocation).

## 7.1 Faculty – Teaching (along with a minimum research and student mentoring components)

Designation	No. of direct teaching hours per week	No. of Courses to be taught	Total number of Course credits	Research Component per semester	Student mentoring	Others specify (Consultancy / Admin)
Asst Prof	16	4	12	1 paper in UGC	20 students to be mentored	This varies as per the faculty
Assoc Prof	14	3	10	-do-	-do-	-do-
Prof	12	3	10	-do-	-do-	-do-

## 7.2 Faculty – Research (along with a minimum teaching and student mentoring components)

Designation	No. of direct teaching hours per week	No. of Courses to be taught	Total number of Course credits	Research Component per semester	Research Project (External funded project per semester)	Student mentoring
Asst Prof	8	3	8	1 papers in ABDC / Scopus; 3 papers in UGC care	----	5 students to be mentored
Assoc Prof	6	2	6	2 papers in ABDC / Scopus; 2 papers in UGC care	1 project (Less than Rs 3 lakh)	-do-
Prof	6	2	6	2 papers in ABDC / Scopus; 2 papers in UGC care	1 project (Less than Rs 3 lakh)	-do-

## 7.3 Faculty – Consulting (along with a minimum teaching and student mentoring components)

Designation	No. of direct teaching hours per week	No. of Courses to be taught	Total number of Course credits	Consulting Component per semester	Student mentoring
Asst Prof	8	3	8	----	5 students to be mentored
Assoc Prof	6	2	6	1 consulting assignment (less than Rs 2 lakhs)	-do-
Prof	6	2	6	1 consulting assignment (less than Rs 2 lakhs)	-do-

#### 7.4 Faculty – Administration (along with a minimum teaching, research and student mentoring components)

Designation	No. of direct teaching hours per week	No. of Courses to be taught	Total number of Course credits	Consulting Component per semester	Student mentoring
Asst Prof	8	3	8	-----	5 students to be mentored
Assoc Prof	6	2	6	1 consulting assignment (less than Rs 2 lakhs)	-do-
Prof	6	2	6	1 consulting assignment (less than Rs 2 lakhs)	-do-

#### 8.0 Process of work schedule and its allocation

All the faculty work schedule and its allocations will be determined to the mutual satisfaction of the faculty member and the Director (through the HoD of the concerned faculty). A bi-annual review meeting would serve as the basis of this allocation. This meeting should adhere to the definitions, principles and guidelines provided in the Faculty work schedule guidelines. In the spirit of continuous quality improvement, all the faculty, the HoDs, and the Director will participate in an orientation during May to June, each year. The purpose of the orientation is to acquaint all faculty with the Faculty Work Schedule Guidelines, Appeals Process, and examples of work schedule allocations across the Institute.

The next section focuses on the rules of faculty conduct, which have been issued by the GEF Management (Engg & Gen Sciences).

## **Guidelines on Team Teaching**

### **1.0 Introduction**

RIM, in a constant and sustained effort to create flexible teaching-learning processes, has made team-teaching arrangements for its faculty and junior teaching staff, with regard to its departments and the programs being offered. Teaching in teams provides numerous possibilities for inter and cross-disciplinary learning in various departments and programs of a Higher Educational institution. The primary motivation for team teaching to be set as a process, is to bring in an allowable breadth of expertise, and also build the knowledge and skills of the faculty members, over a period of time and across courses and disciplines.

### **2.0 Team Teaching and its components**

Team teaching is built on a platform on which faculty members work with a purpose, on a regular basis, and cooperate with each other, to help students learn better. Faculty work together to set up a vision for a course, structure a curriculum (around a syllabus), construct the course, lesson, micro, and assessment plans, along with delivering concepts, teaching students, along with evaluating the results.

Teams members get to share insights, debate and academically argue, and provoke the students to work out to understand as to which path is better. Young and newly recruited teachers are paired with senior teachers. Further, Creativity is encouraged, and so do the modifications in the methodology of delivery of concepts, evaluation and so on.

Teams' focus is on the growth of the student and the faculty; check and balance the activities along with sharing of the responsibility, along with their areas of specialization, and thus broadening their respective horizons.

### **3.0 Complementing and Supplementing activities and tasks**

Team members come to structure the course objectives, its outcomes, its content, the sequence of the concepts and topics to be taught using a particular methodology, along with the suitable and relevant reading literature material; and based on all these develop evaluation mechanisms and tests and exams for all their students. The agreement amongst the team members focusing on course objectives and outcomes, it's likely that there will be better coordination, focused on the achievement of tasks and thus providing better outcome.

Junior faculty members get to handle tutorials, and flipped classrooms, and go about clearing

doubts. They help and support the senior faculty, in the evaluation of the internal assessments, classroom based topic presentations, in teaching learning processes.

#### **4.0 Planning the Team teaching**

The HoD together with departmental faculty, (before the allocation of the courses to the faculty), would have completed evaluating the new and young faculty regarding their areas of competency and methodology of teaching and such related aspects vis-à-vis, the senior faculty members in terms of their abilities to handhold and supervise youngsters.

During the course allocation, those subjects which do need the presence of teams, are given the preference and the teams are formed. Meetings based on such teams are conducted and the issues concerning the course/subject, the duration, and the teaching methodology are discussed and finalized.

Such team works independently and develop their respective course, micro, and assessment plans based on the time / duration available, along with internal assessments, including the mapping of the course outcomes with the program outcomes, along with such assessments. On the set date, the course gets to be initiated and sustained as per the time table/schedule.

#### **5.0 Outcomes of Team Teaching**

Teamwork betters the teaching outcomes as experts' approach to the topics are from different perspectives, along with differences in theoretical and practice perceptions, along with past and present, gender, and ethnic background contribute to better learning among students.

During the process of teaching, strengths and opportunities are combined, along with findings and solutions to the weaknesses. Further, teachers can be observed, and given real-time inputs, which when provided by a member, in a non-judgmental and supportive manner, goes a long way to help and support the faculty.

A team of teachers' comprehensive evaluation is bound to be deeply insightful and balanced in comparison to that of introspection and self-evaluation made by an individual teacher. Lastly, working in teams makes one to be responsible and creative, forges bonds and friendships, and builds resilience and a community feeling among teachers.

The Director (ARA) of the Institute, reserves the right to decide the team composition, the allocation of the subject, and all other matters relating to the course.



## **GEF Institutes (Engg & General Sciences) Conduct Rules**

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- 1) Every Staff shall at all times
  - (i) Maintain absolute integrity
  - (ii) Maintain devotion to duty and
  - (iii) Do nothing which is unbecoming of a teacher or staff member of the institutions under the Gokula Education Foundation.
- 2) Every employee holding a responsible post shall take all possible steps to act in the best interests of the institution they are employed in.
- 3) An employee exercising any authority beyond the powers entrusted shall submit a written report of the power exercised and seek to obtain the approval of the immediate superior for the exercise of such authority as soon as possible. The report shall describe the circumstances and reasons for exercise of such authority.
- 4) Taking part in politics and election is not permissible for all employees.
- 5) Joining of Associations other than academic and professional is prohibited.
- 6) Every employee shall endeavour to remain clean and keep one's operational area tidy.
- 7) Demonstration and Strikes are not allowed and will result in termination of employment.
- 8) Criticism of Institution without offering constructive remedies will attract disciplinary action.
- 9) Unauthorised communication of information is regarded as a misconduct and will attract disciplinary action.
- 10) Conduct of any business, lending and borrowing money is not allowed on campus.
- 11) Insolvency and Habitual indebtedness will invite removal from employment.
- 12) Consumption of intoxicating drinks and drugs in the campus or entering the campus in any state of intoxication or under the influence of any drug will attract dismissal.
- 13) Prohibition of Sexual harassment: Any staff member reported to be indulging in sexual harassment will be suspended immediately without salary if the explanation given, when sought, is found to be indifferent or unsatisfactory. The matter will be immediately reported to the appropriate authority. Restoration of salary and status will take place only when the appropriate authority pronounces complete innocence.
- 14) Failure to carry out the legitimate orders of a superior will result in a show cause notice being issued. Any failure to render a satisfactory explanation shall lead to imposition of a penalty that would range from a warning, at the very least to the dismissal from service when the

disobedience is serious.

- 15) Regularity of attendance and punctuality is expected of all employees. An employee may communicate inability to arrive on time or attend work by telephone or by sending a written note to the superior or assistant so that alternate arrangements can be made. Habitual irregularity or neglect of punctuality shall attract disciplinary action.
- 16) All employees shall desist from damaging or misusing GEF equipment and material.
- 17) Criticism of one's colleagues, senior or junior, will constitute a misconduct.

### **DISCIPLINARY ACTION**

- 1 Disciplinary Action ensues upon the report of any violation of the above mention conduct rules.
- 2 Upon receipt of a report of any act of an employee that is unbecoming of an employee of the Gokula Education Foundation, a chance will be given to the employee to explain or confirm, in writing or orally, whether such an act was perpetrated or not, the reasons why such an act was done and to provide material that would substantiate the employee's contention.
- 3 If the explanation is sought to be given in writing, the employee will have a maximum of seven days to render such explanation. If the explanation is sought to be given orally, the same may be done in three days from the date of being issued a show cause notice.
- 4 The authorities competent to conduct a disciplinary enquiry are Registrar Administration, Head of Department, Principal and Chief Executive.
- 5 An appeal on a ruling given by a disciplinary authority shall be decided by a level appointed by the Chief Executive.
- 6 The full Board of the Gokula Education Foundation shall have the complete power to review and decide on a case and its decision will be final.

### **PENALTIES**

- 1) The following penalties in order of gravity of the misconduct from the least serious to the most serious shall be applied as the cases may emerge:

- Warning
  - Reprimand
  - Imposition of monetary fine
  - Recovery from salary
  - Denial of salary for a specified period
  - Denial of next increment or increments
  - Demotion/Reduction in scale of pay
  - Break in service
  - Removal from employment
  - Termination of Employment
  - Dismissal
- 2) An employee may be kept under suspension by the order of the Principal or the Chief Executive.
- 3) Suspension shall mean that an employee shall report to his station of duty but be denied the opportunity to discharge any duties until the case against the employee is decided by the disciplinary authority.
- 4) An employee under suspension shall be paid only half the normal salary. If guilt of misconduct is confirmed after enquiry, the half salary shall be sustained and if proved innocent of the charge full salary will be restored.
- 5) Suspension, per se, is not a punishment.

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