

SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

THE OXFORD COLLEGE OF BUSINESS MANAGEMENT

THE OXFORD COLLEGE OF BUSINESS MANAGEMENT, 32, 17TH B MAIN,
SECTOR IV, HSR LAYOUT, BANGALORE

560102

www.theoxford.edu

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BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Oxford College of Business Management, Bangalore is one of the foremost Business Management and Commerce higher degree educational institution in India. The College which is NAAC accredited with A grade since April 2012 is acclaimed for its academic excellence, curriculum execution and development, research activities and leadership. It is a name to reckon with in academics, student progression, governance and leadership. The Oxford College of Business Management, Bangalore as a Higher Degree educational Institution came into existence in 1994. The College owes its origin to the foresight and sagacity of its founder Patron, Late Shri S. Narasa Raju.

Today The Oxford College of Business Management, Bangalore is one of the largest and oldest Higher Degree Educational Institution in the State of Karnataka, affiliated to Bangalore University, functioning under the management of The Oxford Educational Institutions, Children's Education Society ably led by the late founder's son, President and Chairman, Shri S N V L Narasimha Raju.

With the aim of establishing a Center for Academic Excellence and Achievement, Children's Education Society (Regd.), was established in the year 1974, by the visionary Educationist, Founder Chairman Vidyashree S. Narasa Raju. In its glorious journey of over four decades, the society has established under its wings more than 32 Educational Institutes in Bengaluru, from Pre-Nursery to Post-Graduate & Doctoral courses in a variety of domains including Medical, Dental, Engineering, Management, Commerce, Nursing, Pharmacy, Physiotherapy, Education, Life Sciences and Law.

Vision

The Vision of The Oxford College of Business Management is 'To provide global standard educational opportunities for ethical and competitive professional management and unparalleled range of expertise across the field of business education and to achieve the status of a world class educator'

The Oxford College of Business Management began functioning in 1994 with the Bachelor of Business Management Course. The Bachelor of commerce degree course was subsequently introduced. With 02 undergraduate courses, 02 postgraduate courses including the Master's in Business Administration and Master's in Commerce courses and Bangalore University research center, The Oxford College of Business Management is indeed a front runner in the field of higher education.

Throughout its history, the College has enjoyed the vision and the benevolent services of late founder Sri. S. Narasa Raju and present Chairman Sri. S N V L Narasimha Raju. The College continues to reach new heights of academic excellence. In 2012 the college was awarded A grade with CGPA of 3.10 out of 4 by NAAC. The college has been ranked and rated among the best colleges in India and Karnataka consistently by India Today and reputed magazines and newspapers.

The institution's distinctive characteristics mainly address the needs of the society, the students it seeks to serve, its own traditions, value orientations and vision for the future. The vision of the college is to be a centre of excellence through the process of self-evaluation and continual renewal in all its endeavors, namely,

learning, teaching, research, consultancy and other related services.

Mission

‘Developing global knowledge leaders in the field of management through high quality business education programmes’

The mission of the institution takes inspiration from the Founder Sri. S Narasa Raju and the Chairman Sri. S N V L Narasimha Raju, and the college strives towards equipping young people to meet the challenges of these modern times by providing an all- round formation. The college exists for students and does its best to provide them with a participative and growth oriented ambience. The College does everything to ensure excellent standards that would secure them leadership in tomorrow’s challenging world. The college aims to ensure excellent standards that would secure its students international acclaim and leadership in tomorrow’s challenging world. The college has been consistently rated as one among the best Colleges in the City by Nielsen- India Today survey. The institution has played a pivotal role in the development of the curriculum by taking part in the Bangalore University curriculum design and revision processes. The faculty members are involved in interesting research activities as part of their research writing interests as also for their M Phil , PhD research especially in the areas of Data analytics, Finance, Financial markets, Accounting Standards, Digital marketing, SME challenges, Startups, Entrepreneurship, HRM, Quality and Education domains.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- High ranking 3.10 CGPA in NAAC accreditation that ensures continuous change and quality progression.
- High rating in the national surveys – Times of India, India Today Surveys 2015, 2016.
- Qualified, committed, and experienced faculty.
- Transparent Governance and Administration.
- Very warm and healthy relation among the management, the principal, the faculty and the students.
- Continuous upgrading of infrastructure and leveraging of technology catalysed by a pro-active management.
- Promotion of an intellectual culture through innovative pedagogies and dialogue.
- Rich student support and progression programmes and activities.
- Emphasis on the development of soft skills of the students.
- Strong and recognized contribution in programs that focus on women’s empowerment, community development, counselling, and child rights.
- Rich exposure to eminent personalities and centres of excellence.
- Significant employability enhancement, Skill Development courses.
- High Teacher-student ratio. (1:21)
- Importance given to issues such as Gender, Environmental Education, Human Rights into the teaching-learning programme.
- Scholarships for socio-economically backward students through The Oxford College of Business Management processes.
- Integration of ICT and its upgradation in the teaching-learning processes.
- Good Library & updated ICT facilities and e-resources - library automation.

- Periodic & continuous acquisition of books/journals.
- High computer-student ratio.
- Support of Alumni in placements.
- Calm and quiet ambience of the college premises; Green audited campus
- Membership and active participation in professional organizations, HR&IR society and BOE
- Rigour, transparency, and objectivity in internal assignments.
- Significant extension activities with NSS and NCC.
- Residential facilities and WiFi-enabled campus.
- Optimum use of facilities.
- Differently-abled friendly campus.

Institutional Weakness

- Restricted by University statutory and curriculum framework.
- Lack of International Academic Collaboration.
- Sharp fluctuations in salary packages in placements.
- Underutilization of Renewable energy sources.
- Inadequate scholarships and funding for disadvantaged students.
- Inadequate funding from Alumni, community and philanthropists

Institutional Opportunity

- Collaboration and networking with Universities abroad.
- Strong research focus exists for enhancing research activities.
- Opportunity for establishment of an Incubation Centre.
- Scope for improving Alumni philanthropy.
- Opportunities exist to improve the employability skills of the students
- To provide more intense research , consultancy and training services to Industries, Governmental and Non-Governmental organizations
- Technology and ICT enhancements provide opportunities for better quality of student engagement

Institutional Challenge

- To utilize the goodwill of our brand through effective Public Relations to consolidate and expand our network.
- Equip students to become intellectually liberated, self-reliant, socially responsible, and emotionally mature.
- Students coming from economically challenged background.
- Develop a culture that emphasizes the responsibility of the students in the learning process.
- Challenging to instill values and systems and develop a social responsive culture in today's volatile environment amongst students.
- Expand networks and collaborative initiatives with Governmental and Non-Governmental Organizations at the local, national and international levels.
- Leverage the strengths and network of the alumni to the fullest potential.
- Kindling innovation in a fund-starved environment.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

1. Curricular planning enhancements through lesson plans every new term for UG/PG commerce and management programs of study.
2. Syllabus design and revision related orientation programs include our faculty & administrators who have suggested inclusion of new specializations, new contemporary themes /topics in such areas as entrepreneurship, SAP, finance, IND-AS, GST, HRM, Analytics, Marketing.
3. Faculty appointed to board of examiners, Bangalore University.
4. **Curriculum Planning:** Lesson Plans, Calendar of Events, Time Table.
5. **Syllabus Design and Revision:** Suggestions, Recommendations for new topics relevant to industry such as IND-AS GST, SAP, Skill development Business Analytics, Experiential Learning Entrepreneurship, New specializations in MBA- Health Care, Startup & SMEs Development, Banking, Finance & Insurance Services Management.
6. **Curriculum Implementation:** CBC Semester Scheme Continuous Assessment Awareness & Exposure through Non-Core subjects - Indian Constitution, Environmental Science, Awareness, Write it Right, Social Movement in India , Human Rights, Human Health & Hygiene.
7. **Curriculum Value Addition & Enrichment Certification Programs:** Balance Score Card, MS Excel, Tally, Merges & Acquisitions, Derivatives, Business Analytics & Decision Making Entrepreneurship & Skills Development, Financial Literacy Goods & Services Tax.
8. **ICT Integration:** Video / Movie based Case study Exposure, Power point Presentations by Faculty and Students, Application for Academic Management through Android app POSTO- Teaching Feedback Assignments, Online Courses.
9. **Membership with University Bodies:** Faculty is members of BOS and BOE of BU, VTU, PES University, Christ University
10. **Enhancement in exposure & enrichment Programs:**Field surveys and field visits to KAIGA Nuclear Power Plant, Karwar.

Teaching-learning and Evaluation

1. The ERP solution incorporated at TOCBM also provides awareness for students to take up online courses, get certifications in their areas of interest.
2. Classrooms are equipped with appropriate ICT which enable students & faculty to interact and intervene academically and pursue their academic goals in the most professional manner.
3. The college taken critical steps to regulate and monitor student attendance and participation in academics and cultural.
4. **Courses:** 2 UG, BBA BCom , 2PG ,MBA, MCom, 1 Diploma,PGDHA, 1 PhD in Management, 1608 Students
5. **Faculty Statistics:** 06 PhD, 10 M.Phil / KSET, 06 NET /Qualified/ KSET qualified
6. **Admissions UG:** Group Discussion, Interviews Eligibility as per BU guidelines
7. **Admissions PG:** Enhance Test, Eligibility 50 % in the aggregate in graduation as per BU guidelines Counselling sessions are conducted in consultation with HODs and Principal.
8. **Diversity:** 30 % students from other states and countries.
9. **Teaching & Learning:** Methods/ Pedagogy Orientation Programs at the beginning of the term , Lesson Plans Field Surveys, Movie based case studies, Business games, Business Quizzes, Student

presentations, Chalk board teaching/ problem solving , power point presentations, Seminars, Workshops, Conferences, Field visits, Simulations, Smart Boards assignments.

10. **Assessment/Evaluation Methods:** Class Tests, Continuous Assessment system through Class Tests, Assignments, Student presentations, Group Discussion, Internal written examination, Online assessment.
11. **Learning Strategies:** Online research assignments, Case Studies , assignments, class discussions, Presentation, Seminars, field visits, Simulations Role plays, Management Games, Case Studies, Business Quiz, Roundups, debates, library assignments, Book reviews, ICT based learning management system LMS

Research, Innovations and Extension

The Oxford College of Business Management, Bangalore is one of the few Bangalore University affiliated colleges to be accorded Research Centre status by the university.

The College has taken significant initiatives in encouraging staff and students to be research oriented by doing field studies, writing seminar papers, undertaking surveys and publishing papers in UGC approved research journals.

The college provides special incentives to faculty for quality national and international publications. Faculty are encouraged to register for PhD and MPhil programs and to qualify for State level and National level eligibility tests.

Research Projects - 07 UGC Minor Projects. Project Proposals submitted to Indian Council of Social Studies Research (ICSSR)

Memorandum of Understanding (MOU) - 21 MOU's with National Entrepreneurship Network, University of Malta, K2 Learning Resources India, Question Pro, APTECH, Best in Town Analysis Pvt Ltd Educesta Global Services, FINARC Institution.

Innovation Eco- System -Innovative Teaching & Management Games, Movie based Case studies, Online research, Use of ICT, Library assignments.

Campus Ventures - Accessories, Custom designed T-Shirts, Hoodies Recycled products, Food Products, Oregami Paper Art, Nail Art, Entrepreneurship cell

Innovative Exercises - Business Plan exercises Entrepreneurship Mela, 100 Rupee exercise, Entrepreneurship Certification, Research project participation with JPAC South Asia.

Research Journal -VIDYANIKETAN JOURNAL OF MANAGEMENT AND RESEARCH (VJMR) ISSN NO. 23203951.

Extension Activities -NSS -46 including 7 residential camps, Eye checkup, Blood donation, Women's Rights, Literacy programs, Training Life saving skills, Health programs, Swachh Bharat Abhiyan.

Research Centre Bangalore University Accredited - One among three affiliated college accredited Research Center of Bangalore University.

Infrastructure and Learning Resources

The institute's infrastructure contributes towards academic growth in the form of Technology enabled classrooms, Seminar halls, Tutorial spaces, State of the Art Computer Labs, Auditorium, Language Lab, Gym, Library, Boys Room, Girls Room. The IT Infrastructure, The institution functions from a well developed and spacious college building. Also, care is being taken to provide with ramps with rails, drinking water and toilet facilities for students with physical disabilities. A medical unit is also available in collaboration with the Oxford medical College and Hospital. Facilities like Counseling and Career Guidance, Canteen, Parking System, Waste segregation system enhance the quality of campus life at The Oxford College of Business Management. The college emphasizes the importance of extra-curricular activities as well to improve the physical and mental health of the students through sports, outdoor and indoor games, gymnasium, NSS, NCC, cultural festivals, yoga, health and hygiene programmes.

Facilities Available: Smart Board Classrooms-04 , Classrooms 25, LCD Classrooms -15,

ICT Enabled Classrooms -Seminar Halls-03, LCDs, Audio- Visual Podiums ,Air- Conditioned Classrooms, Gymnasium and indoor- Outdoor Sports facilities.

Auditorium- 600 seating Capacity, Air- Conditioned, Complete Audios-Visual Facilities

Library: Library Textbook: 1441, Reference: 2399, Titles: 6032, National Journals: 28, E Journals: EBSCO & JGATE : 4798, Computer Lab 420 Workstation, High-speed Net/WIFI Connectivity,64mbps. Issue and return of books is done online.

Student Support and Progression

The college provides specific support services/facilities that are available for students from SC/ST, OBC and other economically weaker sections in the form of reservation, fee concession, scholarships, and remedial coaching. The college also has an SC/ST monitoring Cell/ Equal Opportunity Cell and provides coaching for Entry Into Service. Assistance is given in various forms for participating in various National and International competitions. Coaching for competitive exams, English speaking skills, Support for slow learners, Interaction with institutes of higher learning and business houses, Entrepreneurial skill development are also provided.

Counseling facilities are available and a full- fledged career guidance cell is operational. A general grievance cell functions under the guidance of the Principal and precautions are in place for the overall safety of students.

A general grievance cell functions under the guidance of the Principal and precautions are in place for the overall safety of students. The college has a very active alumni association Student progression records are maintained across all departments and regular feedback is sought from the students.

Capability Enhancement and developments schemes: English Language Lab, Orientation programs, Bridge courses, Tutorial and Remedial classes, Mentoring Sessions, Mock Tests and Class sessions for CA-CPT,CAT,KMAT,exams,

Vocational Education and Training(VET): TALLY,EXCEL,Accounting Software, Etiquette, Communication Skills.

Major Recruiters: Wells Fargo, JARO Education, Wipro, Ernst & Young, Ultratech, ICICI, AXIS Bank, ICICI securities, HDFC, Orange County and Square Yards, Infosys, Accenture, Honeywell, Thomson Reuters, Deutsche Bank, RBS, HGS, Northern Trust

Alumni : Alumni Association Membership, Alumni Sponsorship, Alumni Referrals, Alumni Interaction, Sessions, Industry Exposure.

Governance, Leadership and Management

The College follows a decentralized democratic leadership model. The departments of undergraduate and postgraduate studies function in consultation with the Principal. The Governing Council, IQAC are also consulted. Welfare schemes are executed by the college under the guidance of the Principal and the Governing Council.

Progression in research through MPhil /PhD qualifications, NET, SLET, examinations, research writing, development of case studies, research publications, attending FDPs, conferences, workshops, seminars and incorporating subsequent learning's is emphasized and pushed for at TOCBM.

Strategic Systems Portfolio Academic Quality Improvement Processes Key performance Indicators: Helping student learn, Accomplishing distinctive objectives, Understanding students and stakeholders needs, Valuing people, Leading and communicating, Supporting institutional operations Measuring effectiveness, Planning and Continuous improvement and Building collaborative partnerships.

IQAC -Workshops seminars, symposiums, FDPs, Assessment and Feedback ,Execution and Monitoring of Strategic Systems Portfolio, Planning, Implementation of Academic Lesson Plans, Calendars, Timetable, Assignments, Academic, Administrative, Gender and Green Audits, Psychometric Profiling for delivering strength and weakness , Student Quality Circles.

E-Governance Initiatives Campus Technology- Academic administration, Planning and Development, Attendance, Assessment, Examinations, Assignments, Campus Technology LMS - Online courses, Lesson plans, BB Soft and TALLY Finance & Accounting software, TOCBM Website-Admissions/Information.

Welfare: Transportation, Health Card, Dental Checkup and Treatment , Contributory Provident Fund, ESI Facility, Canteen, Maternity Leave benefits, School admissions for children of employees. Incentives for research publications Financial help, Staff Quarters

Finance & Resource Mobilization: Admission and Tuition fees, Hostel Fee, FDPs, Fests, The Oxford Endowment fund, UGC minor projects, Non-governmental philanthropic Contributions.

Institutional Values and Best Practices

Innovative practices have been introduced in the college such as Student presentations, intra course competitions, movie based case studies, business plan exercises, entrepreneurship mela, online skills , field surveys, participation in international research projects, and campus ventures.

The Oxford College of Business Management, therefore, is an educational institution which stands for quality, professionalism and humanity, imparting holistic education and serving society by moulding citizens to successfully challenge the status quo.

Gender Sensitivity Initiatives: Security Personnel, CCTV Surveillance, Equal Opportunities, Mentoring cell, Counseling Cell.

Book bank facility: For SC/ST students

Waste Management- Initiatives:- Segregation of Waste, Dustbin for Wet & Dry waste

Rain Water – Harvesting: Catchment System,-Licensed by BWSS, Watering of plants and Disposal of waste

Green Practices: Bicycles in use, Plastic free campus, ERP online, less dependence on usage of papers, Landscaping, Gardener available

Divyangjan Friendliness Resources: Ramps, Lifts

Code of Conduct: HR Manual for Staff & Code of Conduct for Students on Website

Institutional Celebrations: Festivals, Karnataka Rajyothsava Anniversaries, Ethnic Day, International Student Day

Best Practices: Performance Based Quality Improvement- Strategic Systems Portfolio based on Key Performance Indicators, Experiential Learning & Innovative Pedagogy.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	The Oxford College Of Business Management
Address	The Oxford College of Business Management, 32, 17th b main, Sector IV, HSR layout, Bangalore
City	Bangalore
State	Karnataka
Pin	560102
Website	www.theoxford.edu

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Monoo John	080-30266353	9916192177	080-30266349	principalbmgmt@theoxford.edu
Associate Professor	Pratibha M R	080-30266328	9686230847	080-8030266349	profpratibhamr@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes
If Yes, Specify minority status	
Religious	
Linguistic	Telugu
Any Other	

Establishment Details				
Date of establishment of the college	01-01-1994			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Karnataka	Bangalore University	View Document		
Details of UGC recognition				
Under Section	Date			
2f of UGC	12-01-2011			
12B of UGC	01-12-2014			
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	30-03-2017	12	

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	The Oxford College of Business Management, 32, 17th b main, Sector IV, HSR layout, Bangalore	Urban	4046	5435

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BBA,Department Of Management Studies	36	XII PU	English	240	240
UG	BCom,Department Of Commerce	36	XII PU	English	200	200
PG	MBA,Department Of Management Studies	24	Graduation	English	180	171
PG	MCom,Department Of Commerce	24	Graduation	English	60	40
PG Diploma recognised by statutory authority including university	PG Diploma, Department Of Management Studies	24	Degree Bsc	English	40	0
Doctoral (Ph.D)	PhD or DPhil,Department Of Research	48	Master degreeMPhil	English	2	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	2				7				29			
Recruited	2	0	0	2	1	6	0	7	6	23	0	29
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				21
Recruited	6	14	0	20
Yet to Recruit				1

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	3	0	0	3
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	1	1	0	0	0	0	4
M.Phil.	2	0	0	0	3	0	2	8	0	15
PG	2	0	0	0	5	0	8	29	0	44

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	2	0	0	0	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	2	0	0	0	0	11	17	0	30

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		12	18	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
UG	Male	100	150	2	1	253
	Female	120	20	3	3	146
	Others	0	0	0	0	0
PG	Male	120	50	0	0	170
	Female	40	20	0	0	60
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	23	32	38	39
	Female	15	14	21	21
	Others	0	0	0	0
ST	Male	2	6	4	5
	Female	2	2	0	10
	Others	0	0	0	0
OBC	Male	75	51	20	12
	Female	18	21	8	5
	Others	0	0	0	0
General	Male	241	164	139	88
	Female	100	52	65	36
	Others	0	0	0	0
Others	Male	76	186	189	263
	Female	17	48	78	110
	Others	0	0	0	0
Total		569	576	562	589

3. Extended Profile

3.1 Programme

Number of courses offered by the institution across all programs during the last five years

Response : 06

Number of self-financed Programmes offered by college

Response : 06

Number of new programmes introduced in the college during the last five years

Response : 02

3.2 Student

Number of students year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1541	1513	1511	1499	1398

Number of seats earmarked for reserved category as per GOI/State Govt rule year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
340	340	340	340	340

Number of outgoing / final year students year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
487	438	474	469	488

Total number of outgoing / final year students

Response : 487

3.3 Academic

Number of teachers year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
69	56	47	65	59

Number of full time teachers year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
45	36	38	50	42

Number of sanctioned posts year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
45	36	38	50	42

Total experience of full-time teachers**Response : 775****Number of teachers recognized as guides during the last five years****Response : 5****Number of full time teachers worked in the institution during the last 5 years****Response : 119****3.4 Institution****Total number of classrooms and seminar halls****Response : 28****Total Expenditure excluding salary year wise during the last five years (INR in Lakhs)**

2016-17	2015-16	2014-15	2013-14	2012-13
105.28	117.84	102	102.83	92.38

Number of computers

Response : 420

Unit cost of education including the salary component(INR in Lakhs)

Response : 46318

Unit cost of education excluding the salary component(INR in Lakhs)

Response : 17879

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The institution ensures effective curriculum delivery through a well planned and documented process

Response:

The involvement of the faculty in curriculum development and execution is significant in the following details:

1. Curriculum design is majorly undertaken by Bangalore University on a regular basis . The University invites faculty from all major domains to suggest modifications, upadations, introduction of new topics and revisions from time to time.The faculty of TOCBM attend syllabus revision meetings, project planning sessions and recommended changes to the curriculum.
2. The TOCBM IQAC meets to plan and execute various academic programs at the beginning of the term. lessons plans are prepared, subject allocations are recommended and consent obtained from faculty, time table and calendar of events are ratified by the IQAC.
3. Once the IQAC ratifies the academic plans , the departmernts of UG and PG are tasked with the responsibility of executing the academic agenda. The HOD and Coordinators alongwith faculty ensure smooth delivery of the curriculum through application of Lesson plans, calendar of events and Time table.
4. The Department Administrators are also responsible for effective implementation, regulation and review of the curriculum delivery.

File Description	Document
Any additional information	View Document

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 1

1.1.2.1 Number of certificate/diploma programs introduced year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	1	0	0

File Description	Document
Details of the certificate/Diploma programs	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 2.69

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3	1	0	2	0

File Description	Document
Any additional information	View Document
Details of participation of teachers in various bodies	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years

Response: 33.33

1.2.1.1 How many new courses are introduced within the last five years

Response: 02

File Description	Document
Details of the new courses introduced	View Document
Any additional information	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 83.33

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 5

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Any additional information	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years

Response: 23.44

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
501	389	268	284	312

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

Response:

The Oxford College of Business Management, Bangalore is affiliated to Bangalore university and follows the University curriculum for all the courses in UG and PG. The curriculum continues to emphasise learning and awareness on all relevant societal issues including gender, environment and sustainability, human values and professional ethics.

Environmental Science (EVS) is a regular subject offered in all undergraduate courses of study. The subject coverage includes water conservation methods, rain water harvesting, awareness about green initiatives, waste segregation, use of solar and wind energy sources, vehicular pollution and remedies such as electricity and CNG driven vehicles, tree plantation, etc.

Subjects such as business ethics, corporate law, legal aspects of business, business regulations, value education and personality development which are integral to the university and college curriculum continue to impart learning and exposure amongst students on a regular basis.

The college has a very active equal opportunity committee which monitors and vets any issue related to

recruitment, academics, research and development and curriculum related matters.

The curriculum adopted and executed in this institution is alert to matters related to Intellectual property rights and conducts orientation programs and sessions. In specific areas such as entrepreneurship development and Innovation management, IPR and related content is dealt with in a comprehensive manner.

Gender sensitisation is given primacy and due importance in the course curriculum followed at The Oxford College of Business Management. This is evident in subjects such as , entrepreneurship development, ethics, cultural diversity, organisational behaviour, , organisational culture , Human Resource Management, labour Laws, Compensation Management, Business Strategy and indian Constitution. Issues of concern such as gender equality, sexual harassment, education rights for women, Government incentives for Women Entrepreneurs, Womens' rights and equal opportunities for the Girl Child are emphasised in the curriculum.

The IQAC also organises programs and events through committees on womens' empowerment, sexual harassment elimination cell and grievance redressal forum.

File Description	Document
Any Additional Information	View Document
Link for Additional Information	View Document

1.3.2 Number of valued added courses imparting transferable and life skills offered during the last five years

Response: 27

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 27

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Any additional information	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 19.28

1.3.3.1 Number of students undertaking field projects or internships

Response: 310

File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Structured feedback on curriculum obtained from 1) Students 2) Teachers 3) Employers 4) Alumni 5) Parents For design and review of syllabus semester wise/ year wise

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 2.95

2.1.1.1 Number of students from other states and countries year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
33	20	53	51	61

File Description

Document

Institutional data in prescribed format

[View Document](#)

List of students (other states and countries)

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 84.91

2.1.2.1 Number of students admitted year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
589	562	576	555	605

2.1.2.2 Number of sanctioned seats year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
680	680	680	680	680

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per

applicable reservation policy during the last five years**Response:** 80.94

2.1.3.1 Number of actual students admitted from the reserved categories year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
328	250	303	300	195

File Description**Document**

Institutional data in prescribed format

[View Document](#)**2.2 Catering to Student Diversity****2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners****Response:**

An inclusive teaching environment enables students to learn better. Our students are from diverse cultural backgrounds and nationalities. We ensure that different cultural backgrounds and learning abilities are an integral part of our learning and teaching environment and that students are part of an academic community that treats its members with respect and creates equal opportunities to succeed.

We create a conducive learning environment through the following programs:

- **Orientation Program:** The objective of the orientation program is to motivate the new students to become good professionals and inculcate the attributes and values of management professional and to develop integrity, transparency, independence and excellence in the profession. The program is designed to give students a macro perspective of business and build basic competencies in business areas such as Finance, Marketing, Human Resources Management, Strategy & Operations management.
- **Bridge Course:** A bridge course for newly admitted students is conducted every year to bridge the gap between subjects studied at Degree level and the subject they will be studying at Post Graduate level. The program aims to enhance the knowledge levels of non-commerce background students in order to bring them on par with commerce students by organizing bridge courses in Financial Accounting, Business organization and Management and Economics.
- **Remedial classes for weak learners:** The strength of our relationship with the students is our ability to assess their strengths & weaknesses. Orientation programs and Bridge courses are an effort from our side to fill up the gaps. In spite of these programs there are some students who find it difficult to cope with the requirement of the program due to their backgrounds, either with respect to the

medium of instruction or the subjects they have studied in their undergraduate program. Remedial classes are conducted for weak learners after class hours to enable them to perform better.

- Special classes for advance learners: Students who are categorized as fast learners are provided with ample opportunities to enroll in programs like Business Analytics, Digital Marketing, Supply chain management etc. They are encouraged to present papers ,attend seminars & conferences conducted by other institutions.
- Tutorial Classes: Tutorial classes conducted for groups of students help students to gain a through comprehension on the subject matter in their discipline, develops students basic academic skills & enables students to pursue their individual academic interests within the context of their subject. Additionally it fosters a good relationship between students & teachers over the course.

Psychometric tests: Psychometric test is administered for the students at different stages over the course of the programme. This helps professors to supervise the students' progress and identify the areas that need improvement. Personality tests are also a very important part of these tests to equip the students to face the corporate world.

File Description	Document
Any additional information	View Document

2.2.2 Student - Full time teacher ratio

Response: 20.62

File Description	Document
Institutional data in prescribed format	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.06

2.2.3.1 Number of differently abled students on rolls

Response: 1

File Description	Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

Students Centric Methods:

The students centric or learner centered methods adopted by the faculty members encompasses methods of teaching that shift the focus of instruction from the teacher to the students. These methods focus on empowering students with skills and practices that enable continuous learning and independent problem solving. The learning process also lays emphasis on each student's interest, abilities and learning styles, placing the teacher as facilitator of learning for individuals rather than for the class as a whole. The following are some of the methods adopted:

Seminar Presentations:

Course content is used as a starting point for stimulating intellectual exploration in students. Students are encouraged to take topics for presentations, thereby creating space for inquiry, discussion and other spontaneous learning experiences in the classroom. Regular presentations help them to become both knowledgeable individuals and persuasive speakers.

Simulations, Games and Role Plays:

Simulations, games and role plays create learning environments which facilitates interaction among students, solve problems and work collaboratively. These activities have been successful in changing classroom dynamics and contributing to the development of an effective learning community.

Case Studies:

The cornerstone of the pedagogy used are case discussions. Students are encouraged to analyze many cases in groups which gives them opportunity to gain indepth understanding of the concepts and enhance their decision making skills.

Field Surveys, Projects and Internships

Students undertake **Field Surveys, Projects and Internships** under the guidance of faculty members. It is a powerful source of gaining practical managerial insights, validation of management concepts and valuable market knowledge.

Business roundups: Students are encouraged to regularly read business news papers like economic times, Mint, Business Standard, Business Line etc to update their business knowledge. Presentations and discussions are organised on current issues.

Language Labs: Helps the students to improve their English language and become better and more confident speakers.

File Description	Document
Any additional information	View Document

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 78

File Description	Document
List of teachers (using ICT for teaching)	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 40.2

2.3.3.1 Number of mentors

Response: 40

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

Innovation and Creativity in Teaching and Learning:

The following are the innovative processes adopted by the institution in Teaching and Learning. The programs are designed as an integrated whole to generate maximum synergy among the following components:

1. Movie Based Case Study Learning: It helps in creating a great learning experience and plays a very important role in training and inspiring learning in an engaging and entertaining way.

2. Business Plan Contest: Provides a platform to the students to nurture their entrepreneurship and creative skills. It also enables to students to build leadership skills and team spirit.

3. Creativity Exercise: The creative activities conducted for students helps in building their critical thinking skills, strengthening problem solving activities, stimulating inauguration and refining their emotional skills.

4. Business Roundups: Faculty and students have regular discussions and presentations on current business topics. This helps students to keep themselves abreast of the latest developments in business.

5. Business games: Focus on tapping into students' natural aptitude and improving their business acumen by using experiential learning.

6. Book Reviews: Provides opportunities for students to express their ideas and opinions through writing and develop his or her ability to communicate effectively.

7. Debates: Are very useful tools to engage students and liven up class room learning. We have been successful in fostering abstract learning, clarity, persuasion, public speaking, research and teamwork.

8. Industrial visits: It helps students gain real time experience on how industry operations are executed and bridge the gap between theoretical learning and practical training. It broadens the outlook of the students to different work cultures of different industries.

9. Orientation Programme: It is organised for the I semester students. The aim of this programme is to introduce the students to the various aspects of management and provide them with the necessary skills for personality development.

10. Case Study Learning: Effective use of case studies in teaching has enabled students to explore how the theoretical concepts they study are applied in real world situations. It develops their problem solving, analytical and decision making skills.

11. Workshops: The department has made significant progress in improving Industry- Academia interface by arranging guest lectures by industry experts at regular intervals.

12. E-campus: The E-campus initiatives adopted by the college provides a platform for the faculty to upload study materials (PPT, study notes, case studies etc) for enabling a better learning environment.

File Description	Document
Any additional information	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years**Response:** 15.69**2.4.2.1 Number of full time teachers with Ph.D. year wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
6	6	6	8	7

File Description**Document**

Any additional information

[View Document](#)

List of number of full time teachers with PhD and number of full time teachers for 5 years

[View Document](#)**2.4.3 Teaching experience of full time teachers in number of years****Response:** 9.94**File Description****Document**

List of Teachers including their PAN, designation,dept and experience details

[View Document](#)**2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years****Response:** 2.85**2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
2	1	1	1	1

File Description**Document**

e-copies of award letters (scanned or soft copy)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years**Response:** 29.28**2.4.5.1 Number of full time teachers from other states year wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
19	15	13	07	06

File Description

List of full time teachers from other state and state from which qualifying degree was obtained

Document[View Document](#)**2.5 Evaluation Process and Reforms****2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level****Response:****Reforms in Continuous Internal Evaluation (CIE) system at the Institutional level**

Good quality education has become indispensable for educational institutions throughout the world. This requires effective teaching and learning environment, inside and outside the classrooms. It is a challenging task to create such an environment, which needs effective planning in partnership with the entire stakeholders. An effective learning environment drives and encourages students' learning.

This is achieved by gaining the students' attention and transmitting the knowledge, while maintaining the interest of the students and using assessments to examine and evaluate the process of learning. Active participation and interaction between the student and teacher is given importance to achieve the latter by implementing learning-centric strategies with existing classroom pedagogy.

“Student-Centered” teaching and learning evaluation process is a continuous rather than being an event in the entire teaching-learning process. Regular assessments, frequent tests, analysing the learning gaps, using corrective measures and regular feedback to students and teachers are an integral part of our process to make the teaching more effective. Conventional event examination based process leads to memory based preparation rather than learning continuously (regularly). At The Oxford College of Business Management , we plan the evaluation process evenly across the academic session.

Assessment or Evaluation of a student at TOCBM is done using:

- **Project Work**

Mini-Projects are undertaken by the students at the end of each chapter or important topics that gives a first-

hand experience of the subject knowledge applied in real world scenario and analysing the same.

- **Internal Exams**

Conducted twice every semester according to the Bangalore University Internal examination process regulations.

- **Instant Tests**

Assessment conducted instantly (surprise) by the teacher weekly in their subject to evaluate the student attentive process and teacher feedback to the topics covered in a span of time.

- **Seminars and Presentations**

Conducted at regular intervals to improve presentation skills, public speaking, use of ICT and deeper understanding of the subject.

- **Group and Expert discussions**

Conducted Bi-Weekly or once a month on the current affairs of National or International importance in Economics, Social and Business fields which gives students the thought to critically analyse the topic and to reinforce the knowledge learnt in the classrooms.

- **MCQs**

Helps the students to develop analytical and logical thinking and leads to better understanding of concepts. MCQs are regularly administered by the teachers.

- **Assignments**

Are given at the end of each topic or chapter to make sure the learning does not stop at the classroom level and the students are given the opportunity to explore the various sources available in learning the subject knowledge.

- **Quizzes**

Conducted at regular intervals to reinforce learning. It is also a very useful tool to gain a good understanding of the learning process of the students.

The effect of the above practices has resulted in

- Improved learning and overall development of students
- Improved results and pass percentage in University examinations
- Reduced backlogs and detention
- Improved quality of projects

File Description	Document
Any additional information	View Document

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

Every department organizes a orientation program with parents on the first day of the starting a new semester. Head of the departments communicate about the subjects and specialisation to the students, parents in the semester Orientation Programs. The semester syllabus and lesson plans and the calendar of events are handed over to the students after the orientation program and college website link is also provided simultaneously.

Internal assessment in the institution is so transparent that every student has an idea about the standard internal evaluation process of the theory & practical subjects. The institute follows the regulations of Bangalore University Calendar of events. As per Bangalore university calendar of events two internal Assessment Tests will be conducted for 50 marks each in each Semester. Marks obtained in both the internal examination are grouped and is considered for the Final Internal Assessment. The final Internal Assessment test marks shall be sent to the custodians of the examinations, Bangalore university one week prior to start of final Examinations. Principal and Heads of the departments are fully empowered to suggest the re-assessment of the total marks by the approval of concerned faculty.

The college prepares an Academic Calendar in line with university calendar prior to the commencement of the academic year in consultation with the Heads of the Departments. Then the College organizes orientation programs to the students to make them acquainted with the rules and regulations of the affiliating university. The details of examinations, evaluation process are highlighted in the induction programme.

The internal Assessment test are conducted and supervised by the Dean Examinations. One of the department faculty is made incharge every semester to conduct Internal Assessment test. The concerned faculty shall frame the time table with the help of Dean Examinations and HOD and shall be approved by the head of the Institution.

The Faculty incharge of various subjects shall send the question paper to the Concerned faculty who inturn with strict confidence shall photostat the question papers . On the day of the Examination, the question paper bundles are strictly and confidentially opened in front of the HOD andf Principal and shall be distributed to the respective class rooms.

Prior to start of Internal Assessmnet test seating arrangements are made with the help of Office Asisstants. In each class room 40 students are made to sit for the Internal Assessment. Prior to start of Internal Assessment, The concerned faculty incharge shall prepare an invigilation Schedule for the Internal Assessment Test. Faculty members concerned shall signed against their Schedule. Any Changes shall be made in consultations with HOD.

The Students shall sign the Attendance statement during the Internal Assessment test for future correspondence purposes.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

The Examination related grievances are handled by the Grievance Redressal Cell to make it time bound & transparent. The Internal examination answer scripts are distributed to the students for their understanding and for any clarifications. The marks awarded for the internal examination which constitute the internal assessment component are displayed on the notice board.

The Quality Policy regarding Examination grievance is as follows:

- 1) Student approaches his mentor for clarifications related to any Examination issues.
- 2) Student issues related to the above will be perceived by the mentor in a time bound manner .
- 3) Student mentor cross checks the same issue with the Grievance Redressal Cell.

4) Issues will be identified & sorted. Recommendations will be forwarded to the Dean-Examination .

6) The entire process is monitored by the Dean Examination and then the final details will be forwarded to Bangalore University.

Grievances related to the university external examinations will be addressed by the chief superintendent, Examination Department of Bangalore University.

The students who wants revaluation shall make the payment to the college authorities in prescribed format which will be forwarded to the university Examination cell for revaluation process. The revaluation results shall be sent by the university to the college in due course.

Any other examination related problems will be addressed to the Registrar of Evaluation, Bangalore university.

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

The institution adheres to the academic calendar for the conduct of CIE. The committee consisting of Principal and Head of the Department will prepare the academic calendar well in advance before the commencement of the semester. The calendar outlines the semester classes, activity schedule, internal examination schedule and external examination schedule.

The faculty members of the concerned department gathers the lists of courses for the coming semester. The head of the department finalizes the subject allocation for the faculty members based on their choice and area of interest / expertise. The faculty members prepares the lesson plan before the commencement of semester, indicating the topics and activities to be covered subject wise including the evaluation process for each subject and approved by the head of the department and the Principal. It is then, made available to the students. Timetable in-charge of each department prepares the timetable as per the guidelines of university for the number of credit hours for each subject prior to the commencement of the semester. Time-table is displayed in the respective department notice boards.

The performance of the students is assessed on a continuous basis by conducting two internal exams as per the Bangalore University norms per semester, where the average is taken as final Internal marks scored for the examination criteria. In addition to the tests, assignments, mini-projects and quiz are also the part of Continuous Internal Evaluation. The evaluated answer books are returned to the students and an opportunity is given to the students to discuss the evaluation with the teacher. The teacher rectifies any error on the spot, if any. Finally the Internal Assessment is carried out for 30 marks.

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File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

The program outcomes and Program Specific outcomes are assessed with the help of course outcomes of the relevant courses through direct and indirect methods.

Direct methods are provided through direct examinations or observations of student knowledge or skills against measurable course outcomes.

The knowledge and skills described by the course outcomes are mapped to specific problems based on Bangalore University Examination, internal examinations and assignment. Throughout the semester the faculty records the performance of each student on each course outcome.

Average attainment in direct method = University Examination (70%) + Internal assessment (20%) + Assignment (10%)

Indirect assessment strategies are implemented by embedding them in Student Exit Survey, Employer Survey and Alumni Survey. Few of the POs are assessed based on relevant developed rubrics. Finally, program outcomes are assessed with above mentioned data and Program Assessment Committee concludes the PO attainment level.

Average attainment in indirect method = Average(Alumni survey + Employer survey + Exit survey)

The following scoring function is used to calculate the average attainment of each PO.

$PO/PSO \text{ Attainment (\%)} = (\text{weightage: } 80\%) \times (\text{Average attainment in direct method}) + (\text{weightage: } 20\%) \times (\text{Average attainment in indirect method})$

According to the above depictions, each POs/PSOs are assessed and finally found the attainments.

File Description	Document
COs for all courses (exemplars from Glossary)	View Document
Link for Additional Information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The tools used for the assessment of POs/PSOs and their frequency are given below

Sl.No	Assessment Tool	Descriptions	Mode	Freq
1	End Semester University Examination	At the end of each semester university conducts examinations based on the result published by university the course outcomes are measured on the basis of course attainment level fixed by the program	Direct	End seme
2	Assignment	Assignments are given at the end of each module. The assignments are provided to students, such that students will refer the text books and good reference books to find out the answers and understand the expected objective of the given problem. The questions asked in assignments are aligned with Course Outcome of the respective subject According to the performance of the student in answering each question, mapping is carried out with the respective COs for assessing the attainment level of the specific CO of the subject.	Direct	End mod
3	Internal	Two internal examinations are	Direct	Twic

	Examination	<p>conducted per semester for the following purposes:</p> <p>To ensure that students have achieved desired level of competencies at module level.</p> <p>To evaluate, whether corresponding COs are achieved or not.</p> <p>According to the performance of the student in answering each question, mapping is carried out with the respective COs for assessing the attainment level of the specific CO of the subject.</p>		seme
4	Alumni Survey	<p>Alumni survey is an important assessment tool to find out following important factors:</p> <p>Level of relevance of the curriculum with the expected skills of the industries.</p> <p>The level of attainment of goal for the specified program</p> <p>In the survey, specific questions are prepared by keeping in the view to support the assessment of level of attainment of POs.</p> <p>After receiving the response, the answer to the specific question are assessed and mapped with the corresponding POs to find out level of attainment of POs</p>	Indirect	Once
5	Employer Survey	<p>Employer survey are conducted for finding out whether the knowledge, skill and attitude learned from this institution is adequately satisfying</p>	Indirect	Once

		<p>their expectation or not.</p> <p>Every year end the questionnaire is sent to the list of employers who have recruited to our students.</p> <p>After receiving the response, the answer to the specific question are assessed and mapped with the corresponding POs to find out level of attainment of POs</p>		
6	Student Exit Survey	<p>The objective of the survey is to identify following factors for future strategy framing:</p> <p>To understand the impact of training they have just completed.</p> <p>To understand the strength and weakness of various value added courses, pre-placement training imparted.</p>	Indirect	Once

File Description	Document
Any additional information	View Document

2.6.3 Average pass percentage of Students	
Response: 76.8	
2.6.3.1 Total number of final year students who passed the university examination	
Response: 374	
2.6.3.2 Total number of final year students who appeared for the examination	
Response: 487	
File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Database of all currently enrolled students	View Document

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years

Response: 43

3.1.1.1 Total Grants for research projects sponsored by the government/non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
17	8	6	7	5

File Description	Document
Any additional information	View Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document

3.1.2 Percentage of teachers recognised as research guides at present

Response: 2.56

3.1.2.1 Number of teachers recognised as research guides

Response: 2

File Description	Document
Any additional information	View Document
Institutional data in prescribed format	View Document

3.1.3 Average number of research projects per teacher funded by government and non government agencies during the last five years

Response: 0.06

3.1.3.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 7

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Any additional information	View Document
Funding agency website URL	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

The Oxford College of Business Management has consciously created an atmosphere of creativity and innovation in the campus. Innovations in Teaching methods as well as learning process is visible in a number of Programs, and activities in the class room. They include, student presents case studies, debating, brain storming sessions, management games, quiz programmes and business plan exercise. Teacher use ICT to sustain interest during class sessions by using videos and Power Point Presentation.

Innovative teaching methods also includes encouraging students to refer material on various topics from World Wide Web, conduct surveys using online survey portal, encouraging them to write and present research papers, organizing management games and simulations.

Students are given opportunities to ideate and to think creatively through business plan exercises, E-mela as well as to innovate in their learning methods. Students get a lot of support from the college to develop their ideas and set up campus ventures. Incubation centre process which include ideation, design, development and execution strategies are employed to enable students to successfully run campus ventures.

The institution has created research culture among faculty members and students and encouraged faculty members to undertake minor and major research projects from various funding agencies such as UGC, ICSSR etc.,

The College has number of functional MOUs with various training institutions, industries and corporate houses.

Guided faculty members and students for publication of papers/articles in reputed national and International journals and has organized skills development and awareness programs for Corporates, Academicians and the student community through Management Development Programmes, Faculty Development Programmes and Value added Certification programs .

	Highlights	Summa
1	Grants from Govt & Non Govt Sources	Govt Rs 4.33 Non Govt Rs 2
2	Research Guides	Dr. Tharaka Rami Reddy K - Dr. Shivaraja B E - Kannad
3	Research Projects	07 UGC Minor 12 Project Proposals submitted to Indian cour
4	Memorandum of Understanding (MOU)	21 MOU's with National Entrepreneurship Ne Business Solutions, K2 Learning Resources Ind Analysis Pv Educesta Global Services,
5	Innovation Eco- System	Innovative Teaching & Management Games, M ,use of ICT,Library
6	Computer Ventures	Accessories,Custom designed T-Shirts,Hood Oregami Paper Art,Nail Art
7	Innovative Exercises	Business Plan exercises Entrepreneurship Mel Certificati Research project participation
8	Research Journal	VIDYANIKETAN JOURNAL OF MANAG
9	Infrastructure	E Class rooms,LED bulbs,LAN co
10	Publications	International-56 (UGC recognis
11	Extention Activities	NSS -46 including 7 residential campus,Eye Ch Literacy programs, Traning Life saving s Abhiyan,Cleanin
12	Linkeges	With 21 age
13	Research Centre Bangalore University Accredited	One among three affilated college accredited E

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years**Response:** 130

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
32	27	23	21	27

File Description	Document
Report of the event	View Document
List of workshops/seminars during the last 5 years	View Document
Any additional information	View Document

3.3 Research Publications and Awards**3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research****Response:** Yes

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards**Response:** Yes

File Description	Document
List of Awardees and Award details	View Document
e- copies of the letters of awards	View Document
Any additional information	View Document

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

Response: 0.2

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 1

File Description	Document
Any additional information	View Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI web site	View Document

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years**Response: 0.23**

3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3	4	8	14	20

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

3.3.5 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years**Response: 0.32**

3.3.5.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
17	7	13	24	8

File Description	Document
Any additional information	View Document
List books and chapters in edited volumes / books published	View Document

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

Extension programs play a major role in making the presence of the institution felt in the community. Learning activities have a observable component for increasing sensitivities towards community issues, gender discrepancy, social unfairness etc. and in inculcating values and commitment to society. Mutual benefit from affiliation and interaction with groups or individuals who have an interest in the activities of the institution and the ability to influence the actions, decisions, policies, practices or goals of the organization

Impact on students:

- Makes students to understand the neighborhood community.
- Develops a sense of social and civic responsibility in students.
- Develop competence required for community participation and sharing
- Helps in acquiring leadership qualities, to find practical solutions to individual and community problems

NSS Unit has undertaken programmes under regular and special camping activities as per guidelines issued by BUB from time to time. In this regard our NSS Unit has conducted different type of activities according to local needs such as

- Eye check up camp
- blood donation camp
- Awareness program on women rights and menstrual hygiene
- Literacy programme at Harohalli Anekal Tq, Special campaigns
- various developmental issues of National importance such as rural reconstruction.
- Training on “Life saving skills- First-Aid”
- 100 Rupee Investment Exercise
- Health Program on "Stop Chikungunya and Dengue" Rajapura at Anekal Tq
- Literary Program On PLAY and LEARN
- Swachh Bharath
- Visit to Snehadaam & Sneha Care Home Camillan Care and Support centre for PLHIV
- Vanamahotsava week
- Swachatha Andolana at Cintala Madival Village, Anakal Taluk, Bengalure Rural District.
- Cleaning Agara Lake
- Rajyotsava Celebration

- The NSS unit has undertaken SHRAMADAANA activities around HSR layout to revive Agara lake, Muneshwara temple premises , Ring road Junction, BDA park and around college premises .More than 50 volunteers swung into action & cleaned the above premises.
- The college had also organized a 7 day residential camp at Rishi Vignana Vikasa Kendra opp National Park Kaiwara Chintamani Tq. The camp was organized for keeping environment neat and clean & also popularizing save grain.

The programmes have special appeal to students as it provides unique opportunities to students for group living, collective experience sharing & constant interaction with the community .it also provides opportunities to students to play their due role in implementation of various developmental programmes by planning and executing these programmes. It encourages students to work with adults in rural area thereby developing their character, social consciousness ,commitment ,discipline, healthy and helpful attitude towards the community.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 13

3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
4	2	2	2	3

File Description	Document
Any additional information	View Document
e-copy of the award letters	View Document
Number of awards for extension activities in last 5 years	View Document

3.4.3 Number of extension and outreach programs conducted in collaboration with industry,

community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc., during the last five years**Response: 46**

3.4.3.1 Number of extension and outreach programs conducted in collaboration with industry,community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc.,year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
11	11	7	7	10

File Description	Document
Reports of the event organized	View Document
Any additional information	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years**Response: 26.55**

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
535	565	272	253	361

File Description	Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document
Report of the event	View Document
Any additional information	View Document

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 20

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
10	2	5	2	1

File Description	Document
Number of Collaborative activities for research, faculty etc.	View Document
Any additional information	View Document
Copies of collaboration	View Document

3.5.2 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 21

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
8	1	5	7	0

File Description	Document
Details of functional MoUs with institutions of national, international importance, other universities etc. during the last five years	View Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Any additional information	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

Our aim is to ensure the highest quality and standard for the College, therefore the Institution is equipped with state of art facilities . The College has Lecture halls, Seminar halls and auditorium. Four Classrooms are gallery type classrooms with 60 seater capacity and comfortable seating arrangement. Some of the lecture halls are with 80 and 90 seating capacity. There are 25 lecture halls and 4 tutorial rooms with ICT learning facilities. Four lecture halls are fully air conditioned with smart boards and data projection systems as well as internet connectivity.

Three Seminar halls are completely air conditioned with interactive podiums; Audio visual facilities and Wi-Fi connectivity for conducting events like seminars , workshops and corporate interaction. They have a seating capacity of 150. The seating arrangement in the Seminar Hall is conducive to conduct case-studies and group discussions alongwith data projection and audio visual facilities, Students are encouraged to make use of this infrastructure and to include them in their academic pursuits.

The college has always emphasised the best of teaching learning facilities and this is evident in the Board Room which is utilised for case study discussions.

The English Language Lab incorporates forty workstations and has an integrated software called Wordsworth which students practice upon to improve their fluency in the english language.

The College has a fully functional studio with the best of infrastructure . This facility is utilised innumerable times for recording training sessions and for play back and review.

Along with academics the college also conducts co-curricular activities like Management Fests, Business Quiz, Symposiums and Seminars, Alumni meet which are held in the Auditorium which has a capacity for seating six hundred . The auditorium is well equipped with Air Conditioning system and Audiovisual facilities.

The Institution also has modern computer labs equipped with four hundred workstations and internet connectivity for learning support and advanced computing facilities. Statistical softwares such SPSS and 'R' are available to assist students in project work and research related activities.

and The Library is utilised by the student and teaching fraternity for advancing their knowledge also for research. The library houses extensive collection of reference books both in hard copy and soft copy. The library also caters to textbook requirements of students and also provides access to e books and e -journals.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.1.2 The institution has adequate facilities for sports, games (indoor, outdoor) gymnasium, yoga centre etc. and cultural activities

Response:

A Healthy Mind can only live in a Healthy Body and many youngsters and adults are falling prey to various problems such as high stress levels, anxiety, obesity and related health issues. We at Oxford give due emphasis to Sports and Physical activities with the objective of enhancing an individual's personality and attitude. The college has a permanent Physical Educational Director who supervises all Sports, games outdoor, Indoor and Gym activities

The college has indoor and outdoor sports facilities and a state of the art gym facility. The gym has Treadmill, static cycling, Cardio Elliptical, Circuit training, dumbbell, weight plates, bench press and related equipments.

The Institution motivates students to participate in Intercollege, University level, State level and National level sports and games events and provide them with training facilities., The College conducts annual sports day event during which excellent performance is recognised and applauded.

Outdoor sports activities like Cricket, Volley ball, Throwball, Tug of war, Foot ball, students are regularly conducted and training is provided by the College to all students who are interested. We have student teams which regularly compete in various intercollegiate, State and National level competitions.

Indoor sports facilities include table tennis, chess and carrom facilities. for which adequate equipment is readily available to students during free hours and after classes.

Alongwith sports to provide relaxation for the students and give talents likescope to the students Music, Dance, Debate the College organises Talents and Cultural day in the auditorium. The auditorium has 600 seater capacity with comfortable seats. It is fully airconditioned and has got modern sound and light effects to make dance and music have an impact on the audience and makes the event enjoyable and memorable.

The college takes regular initiatives in imparting the benefits of Yoga amongst our students and teaching fraternity. Senior faculty such as Prof Vijayanand and Physical Education director are qualified practitioners of Yoga and students are motivated to participate in events such as Yogathon.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc**Response:** 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 28

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
any additional information	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.**Response:** 46.4

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
65	55	40	40	42

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document

4.2 Library as a Learning Resource**4.2.1 Library is automated using Integrated Library Management System (ILMS)****Response:**

The library makes an essential contribution to the teaching and learning and research undertaken. In addition to its function as the primary source of course texts, books for reference and journals library provides the comprehensive range of electronic subscription.

The library at The Oxford College of Business Management is fully computerized and automated with

bar code system enabling easy and quick transactions. An Open Access help desk facility is available for staff and students for access to the library catalogue.

The library has subscribed to DELNET , IIMB and Shodhganga membership which has helped the faculty in enhancing their research knowledge and skills. With more than 14,441 books , the library of The Oxford College of Business Management is one of the best library where not only the number of volumes is one of the highest.The Library is a repository of 6082 titles and also has comprehensive collection of books for competitive exams.

Apart from the book volumes available the library administration regularly procures National & International journals. The institution also subscribes to E-journals, EBSCO with 2670 full text journals and J-Gate with 2128 full text journals. Users are provided with WI-FI enabled computers. The reading section has a capacity of around 150 seats. Readers can approach the library staff for information and assistance regarding how to use the library collection and services. The library maintains a varied reference collection.

Library has a reprography facility to print and scan the material from books, journals and E-resources. The library also has INFLIBNET's membership to provide access to faculty to e-journals and e-books.

The College library has a separate book bank facility for SC/ST and economically disadvantaged student fraternity. The department library has a good collection of reference books which can be accessed by students and staff alike whenever required.

The library committee comprising of librarian, nominated faculty members and student representatives takes decisions on procurement of books, renewal of subscriptions etc. Members are issued books from the library against Library Cards

Lockers are provided to the students at the entrance to the library for safe keeping of personal belongings.

The library has R F Facility for security purposes.Accession register is also available.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

At present the library does not have any manuscripts, special reports and rare books.

We have downloaded certain books from the website Rarebooks Society of India and a softcopy of the rare

books is maintained.

The list of the rare books is as follows:

List of Rare Books:

1. A Cultural History of India, Edited by A.L. Basham
2. Ancient India, 2000 B.C.- 800 A.D. by Romesh Chunder Dutt (1848-1909)
3. Indian Sculpture by Calambur Sivaramamurti
4. Light on Yoga - Yoga Dipika by B.K.S. Iyengar
5. Maharaja Bhojaraja's Sringeri Prakasha- the great 10th century work on poetry and rhetoric, First Eight Chapters Manuscript collated by Late His Holiness The Yatirajaswami of Melkote Edited by G.R. Josyer
6. Mistress of Men - A novel on life of Nurjahan by Flora Annie Steel
7. Philosophy of Gorakhnath with Goraksha-Vacana-Sangraha by Akshaya Kumar Bannerjea
8. RAMAVIJAYA - The mythological history of Rama, Published by Dubashi & Co., Bombay – 1891
9. Rishis in Indian Art and Literature by Calambur Sivaramamurti
10. The Child in Ancient India by Kamalabai Deshpande
11. The Coins of India by C.J. Brown
12. The Economic History of India under early British Rule - from the rise of the British power in 1757 to the accession of Queen Victoria in 1837. by Romesh Chunder Dutt
13. The Ramayana of Valmiki - Rendered into English with exhaustive notes by C.R. Sreenivasa Ayyangar
14. The Setu and Rameswaram by N Vanamalai Pilli
15. The Wonder That Was India - A survey of the Indian history and culture of Indian sub-continent before the coming of Muslims by Arthur Llewellyn Basham

File Description	Document
Link for Additional Information	View Document

4.2.3 Does the institution have the following:

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above**Response:** A. Any 4 of the above

File Description	Document
Any additional information	View Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc.	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)**Response:** 5.76

4.2.4.1 Annual expenditure for purchase of books and journals year wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
5.05	7.22	5.59	7.89	3.06

File Description	Document
Audited statements of accounts	View Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document

4.2.5 Availability of remote access to e-resources of the library**Response:** Yes

File Description	Document
Details of remote access to e-resources of the library	View Document

4.2.6 Percentage per day usage of library by teachers and students**Response:** 8.9

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 150

File Description	Document
Any additional information	View Document
Details of library usage by teachers and students	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The Oxford College of Business Management updates its IT facility very regularly. It has a tie up with Reliance communications for its telecommunication and IT facility and also for its Wifi facility. The institution has an internet bandwidth of 8 mbps and its currently being upgraded to 64mbps by Reliance Communications.

The institution has a Firewall (quickheal terminator) to protect websites blocking and enabling.

The institution has a centralized domain network.

The institution has digital class rooms (smart classrooms) and digital seminar halls. The seminar hall is completely equipped with Audio and video facilities. and Wi-fi connectivity.

The institution has information security and IT service management Security, Network Security

The central facility of IT centre has the following Computers:

First Floor					
Lab No 1	Lab Name	Capacity		Configuration	
Comp Lab No 1 Wing A	Research Lab.	Lab/ALP60	Motherboard	T5000 Thin Client Model	
			Processor	AMD Geade NX 1500	
			RAM	1GB	
			Video Card	AMD Geode NX 1500	
			Keyboard	HP PS/2	
			Mouse	HP PS/2	
Comp Lab No 1 Wing B	SunSolaris Lab	Lab/Unix60	Motherboard	Sun Microsystems	
			Processor	Sun Microsystems	
			RAM	Sun Microsystems	
			Keyboard	Sun Solaris USB Keyboard	
			Mouse	Sun Solaris USB Mouse	

			Monitor	17 inch TFT Tilt monitor
Second Floor DELL Lab				
Lab No 2	Lab Name	Capacity		Configuration
Comp Lab No 2 Wing A	DBMS/SQL lab	60	Motherboard	Intel Q33 Express Chipset
			Processor	Intel CoreTM 2 Dup E7400,2.80GHz, 2MB Cache, 800MHz FSB
			RAM	4GB DDR2
			HDD	160 GB SATA 7200 RPM
			Keyboard	DELL USB keyboard
			Mouse	DELL Laser USB Mouse
			Monitor	V185w 18.5 inch wide TFT
Comp Lab No 2 Wing B	Core Language Lab	60	Motherboard	Intel Q33 Express Chipset
			Processor	Intel CoreTM 2 Dup E7400,2.80GHz, 2MB Cache, 800MHz FSB
			RAM	4GB DDR2
			HDD	160 GB SATA 7200 RPM
			Keyboard	DELL USB keyboard
			Mouse	DELL Laser USB Mouse
			Monitor	V185w 18.5 inch wide TFT
Second Floor HP Lab				
Lab No 3	Lab Name	Capacity		Configuration
Comp Lab No 3 Wing A	Java Lab	60	Motherboard	HP Compaq DC5800 microtower
			Processor	E7400 @ 2.80GHz, 2800 MHz, 2MB Cache, 800MHz FSB, 2 Logical Processor(s)
			RAM	2.00 GB
			HDD	160GB
			Keyboard	HP PS/2 keyboard
			Mouse	HP PS/2 mouse
			Monitor	HP v185e
Comp Lab No 3 Wing B	HDL Lab	60	Motherboard	HP Compaq DC5800 microtower
			Processor	E7400 @ 2.80GHz, 2800 MHz, 2MB Cache, 800MHz FSB, 2 Logical Processor(s)

			Logical Processor(s)	
		RAM	2.00 GB	
		HDD	160GB	
		Keyboard	DELL USB keyboard	
		Mouse	DELL Laser USB Mouse	
		Monitor	HP v185e	

SN	Software	Licensed/Unlicensed
1	Microsoft OS	Licensed
2	English Wordsworth	Licensed
3	Startboard Software	Licensed
4	SQL Server 2005/2010	Open Source
5	Turbo C C++	Open Source
6	JAVA /Eclipse	Open Source
8	Oracle	Open Source
9	Visual Studio	Open Source
10	Visual Basic 6.0	Open Source

File Description	Document
Any additional information	View Document

4.3.2 Student - Computer ratio

Response: 3.83

File Description	Document
Student - Computer ratio	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

<5 MBPS

5-20 MBPS

20-35 MBPS

35-50 MBPS

Response: >=50 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 100

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
105.28	117.84	102	102.83	92.38

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

The Institution has a fully functional Maintenance Department with adequate staff consisting of a team of System Administrators, Security Personnel, Electricians, Carpenters, Plumbers and other personnel who provide round the clock maintenance service.

The Institution has Housekeeping staff who are allocated different tasks and territories for upkeep and maintenance on a daily basis. A record of the work allocation and completion is maintained for reference.

A team of Attenders are permanently employed with the Institution and they have the specific responsibility of the upkeep and maintenance of classrooms and staffrooms, seminar halls, auditorium, labs, library, offices, administrative wings such as admission, accounts, control rooms, fee collection centres, placement centre, corridors and lifts.

The Institution has full time staff for repair and maintenance of infrastructure facilities, ICT facilities. The staff also takes care of service for electrical and electronic equipments.

The maintenance section has Additionally many departments like maintenance and repairs of air-conditioners in auditorium, class rooms & seminar halls the Institution has annual maintain contract with the company.

The Institution also has AMC for repair and maintenance of lifts and all air conditioners in the campus. computer in computer lab dedicated technicians on a regular basis.

To improve the physical ambience of the campus, several initiatives are taken from time to time. Some of these are:

- Periodic painting and white washing of building and labs.
- Skilled people to maintain the lawns and upkeep of plants.
- Adequate housekeeping staff for general cleaning and cleaning of rest rooms supervised by a supervisor appointed by a company called Adept....
- The power generation by DG set and distribution in the campus is taken care of by a team of efficient electricians.
- Management information systems including computers, all the stand alone and dedicated computers, network systems connecting these computers are taken care of by the system Administrators.

File Description	Document
Any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 6.82

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
177	141	127	10	59

File Description

Document

Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

[View Document](#)

Upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 0.65

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
12	10	11	10	6

File Description

Document

Number of students benefited by scholarships and freeships besides government schemes in last 5 years

[View Document](#)

Any additional information

[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

File Description	Document
Any additional information	View Document
Details of capability enhancement and development schemes	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 6.65

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
112	23	232	15	113

File Description	Document
Any additional information	View Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 23.15

5.1.5.1 Number of students attending VET year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
540	500	235	288	180

File Description	Document
Any additional information	View Document
Details of the students benefited by VET	View Document

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Any additional information	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 46.38

5.2.1.1 Number of outgoing students placed year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
254	205	201	243	189

File Description	Document
Details of student placement during the last five years	View Document
Self attested list of students placed	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 14.58

5.2.2.1 Number of outgoing students progressing to higher education

Response: 71

File Description	Document
Details of student progression to higher education	View Document
Any additional information	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: NET/SLET/GATE/ GMAT/CAT, GRE/ TOFEL/ Civil Services/State government examinations)

Response: 27.38

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT, GRE/TOFEL/Civil Services/State government examinations) year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3	2	1	2	1

5.2.3.2 Number of students who have appeared for the exams year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
10	7	5	6	4

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document
Upload supporting data for the same	View Document
Any additional information	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) during the last five years.

Response: 4

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
4	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

The College creates a platform for the active participation of the students in various academic and

administrative activities, inculcating in them leadership skills. The Student Council is represented by the President, Vice-President, Secretary, Joint-Secretary and the Treasurer. The Student Council is elected based on voting system from all registered students of the institution. Any one who is interested to contribute to the students and the college growth shall contest for elections. Initial screening is done by the office bearers on the basis of a presentation. The election day is finalised by the Principal. Students are given ample time to campaign for the elections within the rules and regulations of the institution. On the day of election the students cast their respective votes, later in the day votes are counted and the results are declared jointly by the Principal and Heads of the Departments.

The Student Council brings forward the views and suggestions of the entire classes with respect to faculty, subjects, syllabus and other aspects related to the course. The Student Council helps students share ideas, interests and concerns with the faculty and the Principal. They help raise funds for college activities, social events and community projects. Paper presentations, Workshops and seminars are organised by this council every year.

File Description	Document
Any additional information	View Document

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 17.4

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
29	14	14	21	09

File Description	Document
Number of sports and cultural activities / competitions organised per year	View Document
Any additional information	View Document
Report of the event	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

The Institution receives a significant number of referrals from Alumni which has helped the institution to provide better quality placement opportunities every year.

The Alumni are regularly invited to interact with the student community and to share their experiences at work. Students getting ready to enter the industry get a realistic view of the challenges and opportunities and how to prepare to succeed in such a competitive environment. Students also get valuable inputs on required skills, technical and human resources skills.

Alumni also contribute and support by accepting guest speaker roles at seminars and conferences which organised by the College. They have also assisted the college with guest faculty sessions and industry exposure events.

The institution ensures that Alumni are invited to important events and felicitated. The institution values its relationship with Alumni who are located abroad as well as in India and towards that end the college keeps a record of alumni visiting the campus as also to update contact details, employment details, etc.

The vibrant alumni college relationship is also evident in siblings cousins and relatives joining a course at The Oxford College of Business Management.

5.4.2 Alumni contribution during the last five years

<1 Lakh

1 Lakh - 3 Lakhs

3 Lakhs - 4 Lakhs

4 Lakhs - 5 Lakhs

Response: 1 Lakh - 3 Lakhs

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 6

5.4.3.1 Number of Alumni Association /Chapters meetings held year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	2	1	1

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document
Any additional information	View Document

MAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

Response:

Effective Leadership is visible in the quality of education at The Oxford College of Business Management and in its governance. The Oxford College of Business Management is proud to be part of a pioneers's dream for quality education for the common man. The Late Founder Chairman's vision of bringing Oxford like quality in education to the common man was the critical factor in providing the werewithal to achieve and to be counted as one amongst the best today.

The vision of the Institution, which is 'To provide global standard educational opportunities for ethical and competitive professional management and unparalleled range of expertise across the field of business education and to achieve the status of a world class educator' is amply structured and etched into the governing body plans, strategies and executions is reflected in :

Academics through- emphasis on lesson plans, orientation programs, bridge courses,calendar of events, work diary, tutorials and special sessions, remedial classes, continuous assessment systems, student centric seminars, case study discussions, business plan activities, entrepreneurial fests, workshops, industry academia linkages, student seminars, presentations, feedback mechanisms, counselling, mentoring programs, felicitations for university ranks, field visits and field studies such as visits to the Kaiga nuclear power plant, Karwar.

Administrative excellence at The Oxford college of Business management is reflected in The Admissions process which is well defined, transparent which also adheres to the University norms; faculty and staff recruitment processes which lays emphasis on a good balance between qualifications and experience both at the teaching and industry levels.

The Governance process is also visible in value added programs and events, industry institution linkages, research centre activities namely UGC projects, data analytics certifications, conferences, MOUs with Government and non government agencies such as with NEDC, New Delhi.Excellence in Governance and adminisration is also evident in the conduct of examinations maintaining discipline, decorum and punctuality. There are variuos committees established in the campus which have managed various supporting aspects of the institution including welfare, empowerment and regulation of all stakeholders.This is in turn moderated by The IQAC and the Governing Council.

The mission of the Institution is primarily to realise our vision and which is expressed as 'Developing global knowledge leaders in the field of management through high quality Business Education Programmes'

The Principal in consultation with Management and governing Council formulate a quality policy, integrating it with the perspective plan statement which is encapsulated in the following:

- Providing opportunities for faculty development to keep in pace with the changing demand in

education.

- To enable faculty to enhance their research skills and inculcate research orientation among the students.
- Special focus on developing pedagogical skills in various subjects.
- Instilling values in our students through its curricular co-curricular and extracurricular activities conducted all the time.
- Focus on promoting entrepreneurship amongst the young students.
- Integrate leadership skills amongst the teaching faculty.
- Build strong and skilled administrative personnel.

File Description	Document
Any additional information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

The college follows the policy of decentralization

The governing body involves management representative and academic council member, Principal, heads of the departments. The governing council delegates the academic and nonacademic decisions. The Principal and chairman of IQAC is assisted by four deans Dean Academics, Dean administration Examination and Human Resource.

The head of the Institution is both academic and administrative head. He is accountable for achieving excellence in the college. He is appropriately empowered and has autonomy to achieve the objectives. He acts as a bridge between management and faculty and nonteaching staff.

He is assisted by Head of Departments along with Dean Academics manage day today academic activities of the departments and keep a regular track of co-curricular and Extracurricular activities of the college.

Other units of the college like sports, library, accounts and admission departments have operational autonomy under the guidance of Principal/HOD/Deans/Committees. Students are involved in various decision making processes especially student centric activities through student council. Student council will take advice from Principal and HODs.

There are two departments(UG&PG) headed by Head of the departments. The HOD's are assisted by program coordinator for each program. For smooth functioning of academic activities management regularly reviews the function of the institution and appropriately interact with principal/stakeholders for institutional excellence.

To support IQAC chairman, there are various committees to plan and execute the various activities of IQAC.

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The Oxford College of Business Management Performance Based Strategy Systems Portfolio is a plan of action for performance based Academic Quality Improvement Processes creating the means for the Institution to measure the quality of our performance. The institution measures quality in all its processes and systems by examining the key performance indicators (KPI) included in the AQIP Systems Portfolio. The KPIs represent a set of measures focusing on those aspects of organizational performance that are the most critical for current and future success.

The KPIs under the Strategy Systems Portfolio at TOCBM demonstrate performance excellence for the nine categories: (a) Helping student learn; (b) Accomplishing distinctive objectives; (c) Understanding students' and other stakeholders' needs; (d) Valuing people; (e) Leading and communicating; (f) Supporting institutional operations; (g) Measuring effectiveness; (h) Planning continuous improvement; (i) Building collaborative relationships and overall performance.

Category 1, *Helping Students Learn*, encompasses the teaching-learning process in both classroom experience and student development activities.

Category 2, *Accomplishing Other Distinctive Objectives*, focuses on the institution's goals, which are linked to the institution's mission. These distinctive objectives differentiate TOCBM from other colleges in such areas as research and collaborations.

· Category 3, *Understanding Students' and Other Stakeholders' Needs*, examines how TOCBM evaluates, identifies, and meets the needs of its various sub-groups of its student population and other identified stakeholders.

· Category 4, *Valuing People*, focuses on developing all employees and how all the employees of an organization contribute to the success of the organization.

Category 5, *Leading and Communicating*, focuses on the structure of the organization, how institutions set priorities, and how institutions make decisions, along with how the institution improves in these areas.

Category 6, *Supporting Institutional Operations*, examines the systems and process that support teaching, learning, and other day-to-day operations of the institution such as safety, and facilities.

Category 7, *Measuring Effectiveness*, examines the systems institutions use to collect and analyze data in across the entire institution. This category focuses on the entire organization not just the subsections identified in the other categories.

Category 8, *Planning and Continuous Improvement*, identifies how institutions prioritize and utilize action plans to help achieve the mission, visions, and goals of the organization. In addition, this category analyzes how institutions utilize their strategic planning process.

Category 9, *Building Collaborative Partnerships*, encompasses both internal and external stakeholders that

contribute to the mission and the goals of TOCBM

File Description	Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

The organisational structure of The Oxford College of Business Management, Bangalore is a dynamic one and integrates various substructures which form the many pillars on which the college functions in a variety of ways. All stakeholders have a role to play in the administrative functions of the college and this is visible in its administrative setup.

The organisational structure comprises the Board of management/ Governing Council represented by the Chairman, The Oxford Educational Institutions and Principal, The Oxford College of Business Management as Secretary of the Board. The Governing Council/ Board meets once a year to review and approve academic, developmental and cultural programs.

The Principal who also heads the IQAC at TOCBM is the academic and administrative head of the Institution and represents the Board/ Governing Council as well as all stakeholders. The Principal oversees the academic and administrative functions of the two departments (UG/PG) through HODs and various committees through Coordinators. The Principal is also responsible for coordinating with regulatory agencies such as UGC, AICTE, LIC and Bangalore University. There are a number of internal committees such as academics, research, discipline, examinations, welfare, Anti ragging, women's empowerment, library, NCC, NSS, Hostels management, Placements, Admissions and others which come under the direct supervision of the Principal's Office.

Support departments such as Maintenance, housekeeping, fee payment counters, Canteen, Sports & Games, Security, Labs upkeep and Accounts, Records & Documentation management are administered by the Principal's Office

File Description	Document
Any additional information	View Document

6.2.3 Implementation of e-governance in areas of operation: 1.Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5.Examination

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: A. All 5 of the above

File Description	Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

The College is effectively and professionally empowered to carry out its functions through its supporting pillars in the form of the following bodies:

Board of Management/Governing Council- For review and approval of academic, developmental and strategic action plans. The governing council meets once a year.Minutes of the meetings are meticulously maintained.

IQAC- The Institutional Quality Assurance Committee meets regularly to discuss programs both academic and developmental as per the perspective plan document as well as to endorse events and course corrections wherever required. The basis objective of the IQACwhich is enumerated in the perspective plan document is evident in implementation reports of various successful programs and benchmarks achieved.

Departmental Academic Committees- The departments of Undergraduate and Postgraduate Studies function on the basis of specific guidelines as enumerated in the Bangalore University statutes and curriculum. Internally, the departments are governed by well defined and standardised set of rules & regulations in consultation with the Governing Board and IQAC.Lesson plans, work diaries, Time table, Attendance registers, continuous assessment formats, remedial and tutorial sessions, student council activities, assembly, dress code management and developmental programs are planned and executed according to departmental committee Heads and their teams.

Institutional Committees- Committees for issues of special concerns such as empowerment of women, anti sexual harassment, welfare, discipline, NSS, NCC, Library, Hostels Management and other relevant concerns are also maintained and sustained under the purview of the IQAC. Meetings are conducted on a regular basis and if required meetings are scheduled for specific emergencies.

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

The institution has effective welfare measures for teaching & non-teaching staff.

The institution has following welfare measures.

- Free Bus facility for employees.
- Free Dental checkup.
- Free medical and health checkup facility.
- School facility for employee children.
- Contributory provident fund facility.
- Staff quarters for few employees.
- Concession for employee children at The Oxford Institution.
- ESI facility for Non-teaching staff.
- Canteen at the subsidized rates.
- Free uniforms for bus drivers and security personnel.
- Maternity leave for women employees.
- Sabbatical leave for employees for pursuing Ph.D.
- Incentives and rewards for faculties who publish research articles in national and international journals.
- Financial help for needy employees on conditional basis.

File Description	Document
Any additional information	View Document

6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 23.09

6.3.2.1 Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
21	14	00	09	05

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 6.6

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
10	6	6	6	5

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers attending professional development programmes viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programme during the last five years

Response: 97.6

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
45	36	38	44	42

File Description	Document
IQAC report summary	View Document
Details of teachers attending professional development programs during the last five years	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

The Performance Appraisal System at TOCBM is effective and efficient, the appraisal is done twice a year at the end of every semester. The various appraisals carried out in the institution with respect to curriculum, institution, library, 360 degree (self, peers, Principal, students), employer, alumni, parents, course exit and workshop/ event feedback. Evaluation of feedback is a confidential process and the person being evaluated is appreciated and encouraged to improve upon their performance.

The criteria for faculty assessment by the students are:

Knowledge base: Evaluation areas include soundness of concepts, awareness of successes and failures of the concepts, application orientation, and interest in research.

Communication : Teaching and Non teaching staff are expected to be precise, simple and clear in their communication. Teachers are assessed on their ability to share and transfer knowledge content effectively amongst students

Sincerity: The assessee is evaluated on the efforts made to prepare for class, sincerity towards performing additional responsibilities, sincerity in evaluating assignments, having case study discussions, simulations, guiding projects, conducting exercises, presentations, seminars, role plays, commitment towards syllabus completion.

Interest generated by teacher: the faculty is evaluated for the methods of pedagogy adopted in the class to generate enthusiasm and interest amongst the students.

Ability to integrate course material with the environment: this criteria evaluates the ability of the faculty to relate with the current business environment.

Ability to integrate content with other courses: the evaluation is done to check the holistic approach of the faculty with respect to all the management subjects.

Accessibility of teacher in and out of the class: evaluates the teachers availability for personal coaching/ mentoring besides the regular classroom teaching.

Ability to design tests, quizzes, assignments and projects to evaluate students' understanding .

Provision of sufficient time for feedback: evaluates the openness of the faculty in necessary suggestion and feedback about the pedagogy adopted by the teachers in the classes.

Overall rating: helps in giving an overall assesment of the faculty by the student.

The result is analysed using an online software. as a part of the analysis competency score is calculated as the average of Principal, peers and student feedback. competency score is compared with self feedback score.

Non teaching staff are evaluated by Principal on progression and performance in their respective areas of responsibility. Skills developed , initiative taken, commitment to responsibilities, punctuality, sense of loyalty to the organisation are major factors of evaluation.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The instituion regularly conducts both internal and External financial audit every year. The Internall Audit is done during the first half of the financial year. The internal Audit for the Oxford College of Business Management is done by the the instituion Accounts team lead by leading Accountants.

The instituion follows the vertical system of Accounts statement as per the latest laws. The institution Financial Accounts contains the details of all the schedules.

The institution has two different Accounts for UG and PG departments.

Once the final statements are made by the Accounts department it is certified by the Chartered Accountants after thorough verification processes and External Audit is done by S.Venkatesan M.No.9676.

Internal Audit.

1.The internal Audit for The Oxford College of Business Management is done by the institution Accounts team lead by leading Accountants. Details are as follows:

Ser	Year	Date of Conduct	Remarks
1	2016-2017	May 2017	Internal Audit
2	2016-2017	December2016	Internal Audit
3	2015-2016	May 2016	Internal Audit
4	2015-2016	December 2015	Internal Audit
5	2014-2015	May 2015	Internal Audit
6	2014-2015	December 2014	Internal Audit

7	2013-2014	May 2014	Internal Audit
8	2013-2014	December 2013	Internal Audit
9	2012-2013	May 2013	Internal Audit
10	2012-2013	December 2012	Internal Audit

1. External Audit.

1. Details of conduct of external audit are as follows: -

Ser	Year	Date of Conduct	Remarks
1	2016-2017	26/10/2017	Audited
2	2015-2016	25/11/2016	Audited
3	2014-2015	15/10/2015	Audited
4	2013-2014	23/1/2015	Audited
5	2012-2013	20/09/2013	Audited

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III)

Response: 2.25

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0.40	0.50	0.40	0.45	0.50

File Description

Document

Details of Funds / Grants received from non-government bodies during the last five years

[View Document](#)

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The Oxford College of Business Management has a well planned and executed system for effective and efficient financial resource mobilisation . This is evident in the following processes:

1. Admissions and Tuition fees: The College receives an over whelming response from aspirants to various courses every year.This is evident in the colleges filling up all its sanctioned intake for UG courses and PG courses.

2.Fees from Hostel- boarding and Lodging and Transport facilities:A significant number of students are utilising our hostel and transport facilities for which a fee is charged.Auditorium facilities are also available for renting out.

3.The college regularly organises faculty development programs,Management fests, management development programs, symposiums, seminars and certification programs for which a participation fees is charged which also generates sufficient revenues to the college.

4. The institution applies annually to various government and non government projects and such projects have also generated revenues to the college.

5. Campus ventures and ideation events such as entrepreneurship mela, cultural competitive fests, business plan presentations also generate sponsorships and funding. `

6. The Oxford endowment fund is an asset for the institution which recognises and rewards meritorius and financially disadvantaged students. The endowment fund receives significant funds from alumni, philanthrophers, sponsorships.`

The funds generated through these sources are utilised primarily for quality improvement programs for all stakeholders in such areas as academic, infrastructure, library, transportation, ICT enhancements, Canteen facilities, sports and games.

File Description	Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

Internal Quality Assurance Cell has contributed significantly for institutionalizing the quality assurance strategies and processes.

The Oxford College of Business management has taken concrete steps for the development of students and faculty members. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institutions.

The primary goals of IQAC are:

- The promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.
- To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.
- Sharing of research findings and networking with other institutions in India and abroad.
- Equitable access and affordability of academic programmes for various sections of society.
- Optimization and integration of modern methods of teaching and learning.
- The credibility of evaluation procedures.

IQAC Initiatives:

Workshops seminars, symposiums, FDPS, Assessment and Feedback ,Execution and Monitoring of Strategic Systems Portfolio, Planning, Implementation of Academic Lesson Plans, Calendars, Timetable, Assignments, Academic, Administrative, Gender and Green Audits, Psychometric Profiling for delivering strength and weakness , Student Quality Circles.

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

The institution reviews its teaching and learning processes, structures and methodologies of operations and learning outcomes at periodical meetings through IQAC setup as per norms.

IQAC monitors the teaching learning process regularly through their committee members. The Head of the departments are the members of it. IQAC conducts an annual meeting every year in the month of December to check the learning process, structures & methodologies of operations and learning outcomes. These annual meetings are intended to check the overall result analysis and to check the planned goals and achievements of IQAC.

- In every tri quarterly meeting of IQAC few decisions and modifications will be taken in the regular process.
- Each departments conducts workshops, training programs and guest lecturers periodically addressed by the eminent persons from industry, Academic and Research Institutions. Eminent experts of National reputed people are invited from academia/organization/industries for seminars and conferences related to the subjects in course curriculum, hands on experience fundamental and advance topics as planned in the IQAC.

Class Teachers, Class Representatives, HODs and Staff meetings are conducted periodically to review teaching and learning process.

The teaching learning process is reviewed by seminar and expert members ever month.

A detailed report is prepared and assessed with necessary actions for the annual meeting.

In the annual meeting all the Head of the departments present a detail presentation report about the planned agendas & achieved goals for the year.

Principal and the Management Committee plans for what else can be added for the improvement and suggests the modifications to it.

The following are the roles and responsibilities carried by IQAC:

- To coordinate the distribution of information on various quality parameters of higher education.
- To coordinate the documentation of the various programmes / activities leading to quality improvement.
- To coordinate the quality-related activities of the institution.
- To coordinate the timely and efficient of the decisions of IQAC committee.

File Description	Document
Any additional information	View Document

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 6.8

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
6	6	8	8	6

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document

6.5.4 Quality assurance initiatives of the institution include:

1.Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual

Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements

2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document

6.5.5 Incremental improvements made during the preceding five years (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles)

Response:

Incremental improvements in the last five years:-

- The Oxford College of Business management has set a new milestone by implementing activity based learning through Case-studies, Role plays, simulation exercises., Live projects, Surveys, Field visits and Industrial visits.
- The Institution focused on improving Industry Institution linkages which created platform for better corporate academia interface through workshops, Guest lectures, Experiential learning.

Quality improvement in academic and delivery system: At the beginning of every semester, the faculty plan on preparation of Lesson plans, Workshops, Seminars, Case studies and is successfully implemented in all semester to sustained quality of education through effective teaching.

- Value Added Programs conducted
- More Workshops and Seminars , Symposiums.

Faculty Development

College believes in increasing intellectual capital and continuous improvement in teaching methodology

the faculty were deputed for attending faculty development programs.

Pedagogy

- Teaching methods have increasingly adopted strategic learning and experiential learning systems.
- They include Visual Imagery, online research or live research, and transformational leadership influencers.

Administrative Improvements

- Planning and development in the College introduced ERP systems through Pupil pod software by Thought Net and Campus technology Solutions.

Research Orientation.

- The College was given Research Centre of Bangalore University in the year 2013-2014.
- Motivating faculty to undertake quality research work by paper presentations and publishing papers in Journals with ISSN numbers.
- The College started a Journal of Management and Research Vidyaniketan with ISSN Numbers 2320-3951 published.
- Faculty were encouraged to publish papers in National and International Journals and cash rewards were given for the same.

Entrepreneurship

- Promote innovation, Creativity and Team Building by establishing entrepreneurial culture in the campus.
- Students prepared Business plan exercises, E-mela campus venture were organized.

Extension Activities

- As a part of corporate social Responsibility the students conducted lot of extension activities like Blood donation camps, Lake cleaning Planting of trees, Eye checkup, free Health checkup camps.

Performance based Quality improvement Strategies Systems (PBQISSP) implemented

Ten categories of quality Indicators in higher degree education with indicative KPIs in each category defines the quality framework for academic and administrative processes. The Performance based Strategic Improvement System has been implemented in the Institution since early 2017 and the results of continuous assessment and evaluation leading to corrective action has produced positive results.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 16

7.1.1.1 Number of gender equity promotion programs organized by the institution year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
04	03	04	03	02

File Description	Document
Any additional information	View Document
List of gender equity promotion programs organized by the institution	View Document
Report of the event	View Document

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

1. The institution has a team of security guards who ensure the safety and security of the students and ensure that no untoward incidents happen within and outside college premises. They regularly go on rounds to ensure the safety and security of staff and students. The security keeps a check on visitors every day. A visitors' diary is maintained at the reception.
2. The CCTV surveillances camera is installed throughout the campus such as parking lot, reception, entrance of the institutions, corridors, meeting room and auditorium. This ensures safety for the stakeholders. This deters the students to involve in any unlawful activities.
3. To ensure the safety of hostel residents (particularly girls) exclusive transport facilities is arranged by the institution. The transportation facility is available to teaching and non-teaching staff.

The institution has Equal opportunity cell and Mentoring/ Counseling cell. Student counseling is a confidential service that supports and guides student to find ways of dealing with issues, in order to get the most from their learning experience.

Issues generally include stress, depression, anxiety, confidence and objective and goal setting. The mentoring cell assists students in learning difficulties, behavioral development and adjustment problems.

The equal opportunity cell emphasizes to the deprived groups for learning and creating space for them to come to main stream.

A book bank facility is provided exclusively for SC/ST students in the library.

A separate common room for boys and girls have been set up with adequate seating arrangement, drinking water, magazines and indoor games like carom, chess, etc.

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 0

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

7.1.3.2 Total annual power requirement (in KWH)

Response: 2052

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 58.04

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 1191

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 2052

File Description

Document

Details of lighting power requirements met through LED bulbs

[View Document](#)

7.1.5 Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

The institution has a Solid waste management system where the solid and dry wastes are segregated separately . The BBMP vehicle comes everyday to collect the segregated waste from the college premises.

The college also encourages for e waste management where the students are asked not to use CD's for submission of projects . Instead students are encouraged to do online submission of their project reports which shall reduce e- wastes.

The institution has separate bins for solid waste and dry waste. this mechanism ensures proper removal of wastes from the college premises.

The institution follows a liquid waste management system where the waste from the rest rooms are connected to the underground sewerage system of the corporation.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Rainwater harvesting co?exist with and provide a good supplement to other water sources and utility systems, thus relieving pressure on other water sources. Rainwater harvesting provides a water supply buffer for use in times of emergency or breakdown of the public water supply systems, particularly during natural disasters. Rainwater harvesting reduces storm drainage load and flooding. The Institution operates

and manages the catchment system, hence, they are more likely to exercise water conservation because the institution knows how much water is in storage and will try to prevent the storage tank from drying up. Rainwater harvesting technologies are flexible and can be built to meet almost any requirements.

The rain water harvesting also helps during the construction where the stored rain water is used for construction and building purposes. The institution has rain water construction and has been licensed by BWSSB.

The rain water harvesting also helps to use the stored water for watering plants and trees in and around the campuses thus reducing the dependency on the borewells. The stored water is used for toilets in case of emergencies.

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Students are encouraged to commute to the college by bicycles. Initiatives are taken to create awareness about use of bicycles, public transport and electric vehicles.

The institution has ensured plastic free campus by discouraging the staff and students from using plastic products and polythene bags. This has resulted in a plastic free campus.

The college has adopted an ERP software in collaboration with Campus Technologies which has reduced usage of paper and thereby reducing carbon foot prints. The substitution encourages most of the communication through e-mails.

The college has a well maintained garden with full time skilled gardener appointed exclusively for the college. The institution has a variety of potted plants which creates a green environment.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary

component during the last five years**Response:** 5.64

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
6.1	6.12	5.62	5.78	5.60

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Green audit report	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above**B. At least 6 of the above****C. At least 4 of the above****D. At least 2 of the above****Response:** C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years**Response:** 9

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
5	1	1	1	1

File Description**Document**

Number of Specific initiatives to address locational advantages and disadvantages

[View Document](#)**7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)****Response:** 9

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
05	01	01	01	01

File Description**Document**

Details of initiatives taken to engage with local community during the last five years

[View Document](#)

Report of the event

[View Document](#)**7.1.12****Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff****Response:** Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website	
Response: Yes	
File Description	Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations	
Response: Yes	
File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document

7.1.15 The institution offers a course on Human Values and professional ethics	
Response: Yes	
File Description	Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions	
Response: Yes	
7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years	
Response: 15	

File Description	Document
List of activities conducted for promotion of universal values	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

The Oxford College of Business Management organizes national festivals on regular basis. The institution organizes Makar Sankranti/Pongal festivals in the month of January. The students of various departments come together to celebrate the event by organizing putting rangoli, traditional dance and song competitions.

The students also celebrate Ugadhi/ Vishu/Tamil New Year day/ Bighu in a grand manner.

The students celebrate Onam festival in great manner by organizing Poo kolam and distributing adaprudhaman payasam a sweet dish from kerala . It's a beautiful scene on that occasion. The poo kolam is organized in the quadrangle of the institution. Its a great sight for the eyes.

The traditional festival oif navaratri is celebrated on all ten days concluding with Vijaya Dashami. The students and faculty wear different color dress on each day of Navaratri. Also students from Bengal involve themselves in celebrating kali poojas by dance and song.

The Karnataka Rajyotsava Day is celebrated in a big way by organizing Dol kunitha and reciting Kannada poems and naada geethegalu. the students also wear traditional Karnataka dress and wear Karnataka flag tags on them.

The birth and death anniversaries of great personalities are observed in our institution.

The institution organizes Christmas festival every year during the month of December. Students play the role of Santa by distributing surprise gifts to students community.

The Birth anniversary of Mahatma Gandhi, Sarvapalli Radhakrishnana wich is celebrated as teachers day are celebrated by organizing department wise events. The death Anniversary of various personalities like Mahatma Gandhi, Indira Gandhi etc is organized by offering a minute silence on those days.

On occasion of birth anniversary of great personalities the students will be given an exposure about those personalities by a small movie which showcases about their life and their achievements. Students also are involved in Quiz competition on selected days.

File Description	Document
Any additional information	View Document

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

The institution maintains complete transparency in its financial, academic, administrative and auxiliary function, through participative management.

The chairman of the institution conducts meeting regularly with the Principal/ HOD/ Deans and discusses important issues. He encourages all the participants to put forth their views and suggestions regarding various issues.

The balance sheet of the institution is made available on the public domain to ensure transparency in its financial activities.

The institution ensures transparency in the academic activities through ERP software. The students can access the attendance and their internal assessment through the ERP portal. The vacancy notification published in the newspapers ensures that there is a complete transparency in recruitment system.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Title of the Practice

Performance Based Quality Improvement Strategic Systems Portfolio (PBQISSP)

Objectives of the Practice

· The Performance Based Quality Improvement Strategic Systems Portfolio (PBQISSP) is meant to measure performance quality on ten Parameters of Higher Degree Educational Institutions.

- To determine and implement strategic action steps to sustain and strengthen Strong KPIs and to Improve performance in Weak key performance indicators.
- To identify strong and weak areas of performance through the use of key performance indicators.
- To prioritise resources and align institutional systems and processes to achieve quality results.

Underlying principles or concepts of these practices:

- Higher Degree educational institutions require strategic vision to overhaul systems and processes for quality outcomes.
- Key performance Indicators in such categories as teaching, learning and evaluation, understanding stakeholders needs, Governance and leadership, extension activities, student progression and research can accurately help in directing the institution to higher level quality goals and objectives.

The Context

- It is increasingly felt that higher degree educational institutions need professional tools to examine all aspects of their management and governance systems and to improve their critical processes and results.
- There is an urgent need for educational institutions to stress upon experiential student learning and employability.
- To incorporate excellence in performance in the domain of Higher Degree Education a well conceived and well executed assessment strategy, annual improvements in key measures and indicators of performance and demonstrated leadership in performance.

The Practice

- The Oxford College of Business Management, Bangalore has implemented a well planned Strategy Systems portfolio in ten categories of systems and processes.

- A number of areas were identified for measurement of performance .
- Each area generated a number of KPIs (Key Performance Indicators) which were evaluated qualitatively in order to determine Strong and Weak KPIs.
- Finally strategic action steps were defined and implemented. Monitoring is an ongoing process and the cycle is repeated to ensure continuous progression.

Evidence of Success

- Success is evident in better placements, improved academic performances, and recognition of Institution among its peers as a quality centre in the educational sphere and enhanced degree of influence of students and faculty in industry.

Problems Encountered and Resources Required

- Higher degree educational institutions in India are still traditional in nature. The concept and practice of professionalism in these institutions is largely restricted. Therefore the idea of self evaluation through the identification of KPIs and subsequent strategic action steps is not immediately acceptable.

Title of the Practice

Experiential Learning and Innovative Pedagogy.

Objectives of the Practice

- To expose students to events, situations and experiences in the business domain in order to enhance and improve business management skills in students.
- To improve effectiveness of teaching and learning methods and processes.
- To enhance learning experiences and results.

Underlying principles or concepts of these practices:

- Learning by doing enhances quality of outcomes.
- Increasing interaction and collaboration between teacher, student and event improves strategic and decision making skills.

The Context

- In contemporary times, the critical challenge facing education and industry is the widening mismatch between skills imparted or developed and skills required among students.
- In this context, it has become imperative on the part of educational institutions to bring events into the classroom and to stimulate experiential learning among students.
- Further, there is urgent need to transform behavior through innovative pedagogy since industry expects its new breed of employees to transform organizations they work for.

The Practice

- The Oxford College of Business Management, Bangalore as strategically implemented a carefully planned, teaching, learning and assessment portfolio which includes, effective lesson plans, case study and discussions, workshops, surveys, projects, presentations, certifications, training programs, classroom tests, assignments, skills enrichment programs, research orientation programs, entrepreneurship development programs and feedback mechanisms.

Evidence of Success

- Success is evident in better placements, improved academic performances, and recognition of Institution among its peers as a quality centre in the educational sphere and enhanced degree of influence with students and faculty.

Problems Encountered and Resources Required

- Being a self aided higher degree institution, financial resources remain a challenge and a constraint.
- The absence of effective monitoring mechanisms for experiential learning and teaching processes also pose challenges in determining effectiveness and impact of such processes.

File Description	Document
Link for Additional Information	View Document

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

The institution has effectively integrated student centric methods into the teaching curriculum to empower the students with the necessary skills and enables continuous learning.

The faculty play the role of facilitators in the process of various learning activities like seminar presentation, Simulation exercises, Business games, Role play, Case studies and projects.

This has resulted in delivery of excellent quality education which is reflected in excellent placements.

The college organizes many certification programs, value added programs/ enrichment programs to sharpen the skills of the students and equip them to face the realities of the industry.

The college familiarizes the students to the culture, the program and specific subjects through bridge courses and orientation programs. These activities enable the students to comprehend the realities of the corporate world better.

The institution takes initiative in imparting pre placement training for III and IV semester students which helps them in better performance in placements.

Teachers are provided opportunities to update their knowledge by attending refresher programs and faculty development programs. They are encouraged to hone their research skills by presenting papers in seminars/ conferences and publishing in reputed journals. The E subscription repository is a valuable resource for achieving the same.

5. CONCLUSION

Additional Information :

The Oxford College of Business Management, bangalore is looking at enhancing its role in the following areas:

- Strategic systems for higher Degree Institutions
- Incubation centers in a variety of domains including education.
- Research initiatives in such areas as Data Analytics, Big Data science.
- Collaborations with International Universities and Research Centers.

Concluding Remarks :

The Self-Study Report of The Oxford College of Business Management of the 2nd cycle of accreditation is an honest reflection of our efforts at sustaining and enhancing quality in our systems, processes and strategies. Through this report we have portrayed a comprehensive picture of our academic and administrative programmes and activities of the institution. The report also reflects the vision, mission, values and objectives of the institution.

This Self-Study Report seeks to present the *inputs, processes, outcomes* involved in our quest for quality sustenance and enhancement. To this effect, we have tried to describe our systems, processes, strategies and achievements in teaching, learning, evaluation processes, curriculum implementation, research, innovation and extension activities, governance, leadership and management systems, student support and progression, institutional values and best practices.

This exercise, though very intensive has been a rewarding and fulfilling experience. We are grateful to NAAC, UGC, Teaching fraternity, Staff, Parents, our Students, sister institutions, Community and Alumni.