



Yearly Status Report - 2019-2020

Part A

Data of the Institution

1. Name of the Institution	CENTRAL INSTITUTE OF BUSINESS MANAGEMENT RESEARCH AND DEVELOPMENT, NAGPUR
Name of the head of the Institution	Dr. Amishi Arora
Designation	Principal
Does the Institution function from own campus	Yes
Phone no/Alternate Phone no.	0712-2289913
Mobile no.	9422114958
Registered Email	cibmrd@gmail.com
Alternate Email	amishi.arora@cibmrd.edu.in
Address	CENTRAL INSTITUTE OF BUSINESS MANAGEMENT RESEARCH AND DEVELOPMENT, PAWANBHUMI, WARDHA ROAD, NAGPUR
City/Town	Nagpur
State/UT	Maharashtra

Pincode	440025																		
2. Institutional Status																			
Affiliated / Constituent	Affiliated																		
Type of Institution	Co-education																		
Location	Urban																		
Financial Status	Self financed																		
Name of the IQAC co-ordinator/Director	Dr. Yogita Sunil Sure																		
Phone no/Alternate Phone no.	07122289913																		
Mobile no.	9923038591																		
Registered Email	yogita.sure@cibmrd.edu.in																		
Alternate Email	yogitasure@gmail.com																		
3. Website Address																			
Web-link of the AQAR: (Previous Academic Year)	http://cibmrd.edu.in/uploads/images/Decalaration_for_AQAR-.pdf																		
4. Whether Academic Calendar prepared during the year	Yes																		
if yes,whether it is uploaded in the institutional website: Weblink :	http://cibmrd.edu.in/uploads/images/academic_calender_19-20-.pdf																		
5. Accrediation Details																			
<table border="1"> <thead> <tr> <th rowspan="2">Cycle</th> <th rowspan="2">Grade</th> <th rowspan="2">CGPA</th> <th rowspan="2">Year of Accrediation</th> <th colspan="2">Validity</th> </tr> <tr> <th>Period From</th> <th>Period To</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>B+</td> <td>2.68</td> <td>2020</td> <td>14-Feb-2020</td> <td>13-Feb-2025</td> </tr> </tbody> </table>						Cycle	Grade	CGPA	Year of Accrediation	Validity		Period From	Period To	1	B+	2.68	2020	14-Feb-2020	13-Feb-2025
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				Period From	Period To														
1	B+	2.68	2020	14-Feb-2020	13-Feb-2025														
6. Date of Establishment of IQAC	05-Mar-2018																		
7. Internal Quality Assurance System																			
<table border="1"> <thead> <tr> <th colspan="3">Quality initiatives by IQAC during the year for promoting quality culture</th> </tr> <tr> <th>Item /Title of the quality initiative by</th> <th>Date & Duration</th> <th>Number of participants/ beneficiaries</th> </tr> </thead> <tbody> <tr> <td colspan="3"> </td> </tr> </tbody> </table>						Quality initiatives by IQAC during the year for promoting quality culture			Item /Title of the quality initiative by	Date & Duration	Number of participants/ beneficiaries								
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IQAC		
Academic Administrative Audit (AAA) conducted and its follow up action	20-Jun-2020 1	13
Regular meeting of Internal Quality Assurance Cell (IQAC)	17-Feb-2020 1	13
One day workshop on Entrepreneurship and Innovation as a career opportunity at CIBMRD	28-Sep-2020 1	70
Outbound training for personality development at Sahas	12-Feb-2020 2	26
Women's day celebration	06-Mar-2020 1	80
Specialization selection Seminar	07-Jul-2020 1	60
Union Budget 2020 Analysis & Quiz	05-Feb-2020 1	120
Industrial visit	07-Mar-2020 1	40
Faculty development program on the theme the virtual teacher- to adopt online & blended learning environment	10-May-2020 5	11
Workshop on outcome based education for faculties	21-Sep-2019 1	11
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8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
MBA	NIL	NIL	2020 0	0
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9. Whether composition of IQAC as per latest NAAC guidelines:	Yes
Upload latest notification of formation of IQAC	View File
10. Number of IQAC meetings held during the year :	3

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website	Yes
Upload the minutes of meeting and action taken report	View File
11. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
12. Significant contributions made by IQAC during the current year(maximum five bullets)	
1. IQAC has initiated process for implementing Outcome Based Education System. 2. Modification in the Feedback System of the Institute 3. Conducted Academic training programmes for teaching and administrative training for non teaching staff. 4. IQAC had taken steps towards strengthening Alumni Relations. 5. IQAC has supported ED cell activities for developing Entrepreneur skills of the students	
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13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year	
Plan of Action	Achivements/Outcomes
Implementation of Outcome Based Education System	Outcome based syllabus is implemented successfully
Encouraging online platform based learning for students and faculties	Faculties & students enrolled for courses on Swayam/NPTEL
Development & upgradation of the faculty and staff of the college	All Faculties attended FDPs organised by various renowned institutions
Encouraging faculties to write cases	4 teaching cases were developed by the faculties.
Developing the Entrepreneur skills of the students	ED workshops organised
Value addition of students with certificate courses	40 students registered for Swayam courses
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14. Whether AQAR was placed before statutory body ?	Yes
Name of Statutory Body	Meeting Date
College Development Committee	04-Jan-2021
15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to	Yes

assess the functioning ?	
Date of Visit	28-Jan-2020
16. Whether institutional data submitted to AISHE:	Yes
Year of Submission	2020
Date of Submission	09-Jul-2020
17. Does the Institution have Management Information System ?	Yes
If yes, give a brief description and a list of modules currently operational (maximum 500 words)	The Institute uses the following MIS modules: 1. Admission 2. Accounts 3. Library 4. Establishment 5. Store

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

The institute has an MBA program(Master of Business Administration) and a BBA (Bachelor of Business Administration)program. The new syllabus on CBCS pattern was implemented in August 2016. onwards. Prior to August 2012 to June 2016 we had CBS pattern. The university has again revised the syllabus for MBA for the session 2019 onwards there exists a foolproof and transparent system for effective curriculum delivery. The institute has the expertise as far as the subjects are concerned. Before the start of the session the the academic calendar is displayed on the notice board, and a CD containing the details of the Academic Planner, Course Planner etc. is given to the students at the time of admissions. . The planner clearly indicates the activity undertaken for theory papers and also for internal assessment marks. of the student during a particular semester. We also distribute inventory including proformas, answer sheets, attendance sheets and student's groups etc. well in advance to the faculties to monitor effective implementation of assessment of internal marks. Faculty meetings: We continuously hold faculty meetings for better interaction. We also hold brain storming sessions for effective delivery of curriculum implementation. For distribution of the subjects we hold a separate meeting and allot the subjects as per the interest of the faculties. We have different committees and some committees for deliberation which ultimately results in effective implementation of curriculum. The faculties are given the autonomy for experimentation in the curriculum delivery. Academic Calendar: Once the subjects are allotted to the faculties each faculty prepares course planner of their respective subjects. All course planners are kept in the library for knowledge of the students more over we provide C.D.'s to the students for the same. Academic monitoring: We have a full proof academic monitoring system for every semester. We conduct academic audit at the end of the University semester examination. This audit is conducted by 3rd party academic auditor, who is preferably of the rank of the Professor. This help maintain uniformity in our academic implementation. The suggestion given by the auditor are discussed with

the faculty freely for further improvement. We have as our academic quotation "We do not speak but our notices do". We ensure 100% curriculum in delivery through a well-planned process. We regularly invite industry experts to conduct lectures on some of the contents of the syllabus. The faculties are given the liberty to invite such experts and they themselves decide the topic to be allocated to an Industry expert.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employability/entrepreneurship	Skill Development
Business Statistics	NIL	01/01/2020	84	employability	Analytical Skills
Modelling and Analytics for Supply Chain Management	NIL	01/01/2020	84	employability	Analytical Skills
Business Analytics For Management Decision	NIL	01/01/2020	84	entrepreneurship	Analytical Skills
Managerial Skills for Interpersonal Dynamics	NIL	01/01/2020	84	entrepreneurship	Interpersonal skills
Six Sigma	NIL	01/01/2020	84	employability	Operational Skills
Financial Institutions and Markets	NIL	01/01/2020	84	entrepreneurship	Operational Skills
Production and Operation Management	NIL	01/01/2020	84	employability	Operational Skills

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
MBA	MM, FM, HRM, OM ED, BA, IB,	01/08/2019
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1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
MBA	MM, FM, HRM, OM ED, BA, IB,	01/08/2019

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	47	Nil

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
Effective communication skills	01/08/2019	130
Aptitude Skills Development	07/10/2019	130
Soft skill development	19/02/2020	105
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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
MBA	FM, MM,HRM, OM, Service sector management	53
BBA	MM, FM HRM,	12
MBA	MM, FM, HRM, OM ED, BA, IB,	103
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	Yes
Parents	Yes

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained
<p>Feedback from each stakeholder is very important in order to understand if the course of action adopted is correct. Also, each stakeholder is unique at their position and contributes differently towards development of the institution through its students. To serve this purpose, the institute has clearly defined norms, standards, systems and procedures to obtain structured feedback from all its stakeholders. A feedback policy is in place to ensure a transparent and structured mechanism for obtaining the feedback and also in analysing the feedback received. The feedback and its analysis is recorded and based on this, desired corrections are made to the expressed concerns. The mode of collecting feedback from various stakeholders is flexible enough to suit them. Feedback forms are available in both, physical and electronic forms. The feedback form designed is simple and easy to record information upon. It is ensured that the information solicited from stakeholders conforms to the vision and mission of the institute and is also transparent. The feedback is taken at different time</p>

periods for different stakeholders at end of semester, at midsemester, during alumni meets and during interactions for placements. Once feedback from stakeholders is obtained (online or offline), it is analysed by the designated authorities of the institute. A 'Feedback Analysis Report' is prepared within 15 days of receipt of information and key observations and specific suggestions of various stakeholders are noted. Based on the suggestions from different stakeholders, inferences are drawn and implemented for the development of students and institution as a whole. Appropriate actions for improvement are initiated and noted. The actions taken on the basis of feedback received from stakeholders prove to be of extreme importance in terms of meeting certain expectations of the stakeholders on quality improvement. 'Feedback Analysis Report' 'Action Taken Report' are presented in the meeting of the 'College Development Committee' of the institute, by the Director. These reports are also made available to all the stakeholders by putting them up on the institute's official website.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BBA	Marketing, Finance, Human Resource ,	60	100	55
MBA	Marketing, Finance, Human Resource , Operations, Business Analytics, ED, International Business	90	150	89
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2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2019	105	141	2	9	2

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Numberof smart classrooms	E-resources and techniques used
13	13	10	5	1	5
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2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

The Institute has a very effective system of student support and mentoring. Upon admission of the students, they are grouped according to a healthy mixture of gender, background, educational qualifications and a mixed group is allotted to each of the members of the faculty who has been assigned as a mentor. The role of the mentor is to ensure that the students remain disciplined and perform the tasks allotted to them within their academic times in the institution. The mentors also attempt to ensure that these students allotted to them have an opportunity to enhance their skills, pursue their passions and create a successful and healthy career. The students are also encouraged and facilitated to participate in cocurricular and extracurricular activities by their mentor. The Institute ensures the mentoring of the students from the time of their admission till the completion of their programme. The relationships and bonds are nurtured by the institution to keep in touch with the students. The mentor is a constant guide to his/her students in the duration of the time and even beyond the educational aspirations of the students. This bond has enabled a healthy and fruitful bearing on the institution as well as the stakeholders involved.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
246	13	1:19

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
13	13	Nil	2	7

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
2019	NIL	Nil	NIL

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2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
MBA	MBA	Semester -IV	31/10/2020	26/11/2020
BBA	BBA	Semester-VI	14/10/2020	12/11/2020

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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

As the Institute is an affiliated college of the university the evaluation mechanism followed by the college is to a large extent in conformity with that of the affiliating university, it has external and internal evaluation system with a weight ratio of 80:20. The University has 80 control whereas the Institute has a mere 20. The internal evaluation constitutes 20 marks in each subject in all semesters. The institute attempts to evaluate the students on both qualitative as well quantitative parameters. For quantitative: The

institute effectively conducts the internal evaluation through the system of sessional examination which is conducted on the basis of university exam pattern. The final year projects are evaluated on the basis of presentations, viva-voce reviewed by an internal guide, and external examiner appointed by the university. Qualitative Parameters: It is difficult to assess the qualitative performance of the students. At CIBMRD we convert the qualitative evaluation into quantitative. For this in addition to the internal examination, the students are continuously evaluated by the subject faculty through class assignments, field projects, subject seminars, and participation in classroom activities. For each of these, we have evaluation criteria to evaluate the students on various parameters like subject knowledge, communication skill, quality of work done, presentation skills, etc

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

At the starting of every academic session the dean academics prepares the institute's academic calendar in consultation with the director. The academic calendar has details of distribution of teaching days, examination days various other activities like assignment submission, WIP/SIP submission presentation dates etc. in each term. It is then distributed to the all the faculties. Then the time Table is prepared by the coordinator of each course (MBA/BBA) . Considering the academic planner, the time table and the syllabus, each faculty prepares the course planner (Teaching plan) for their respective subjects. The teaching plan includes the following aspects: (a) Aims and learning outcomes or objectives. (b) Structure of session and schedule of the activities. (c) Best teaching and learning practices to achieve learning outcomes. (d) List of contents and key topics. (e) Learning resources to be given to the students. (f) Assessment or evaluation method. This facilitates timely completion of the syllabus. Any deviation due to unplanned holidays are compensated by conducting extra sessions for those specific courses. To enable flexibility, it does not mention the dates of tutorial classes, extra classes, guest lectures, workshops etc. as they are planned and executed as per the convenience and availability of students and faculty resources. The Academic Planner and the course planner of each subject are distributed to all the students. The academic schedule prescribed is strictly adhered by all faculty and monitored by dean academics and principal. However, the declaration of university examination dates is a limiting factor which at times calls for some alterations in the calendar. In case, any alteration is required to be made in the academic calendar, the same is communicated instantaneously to all students. If anything is missed out, it is rescheduled to a later date in the same academic year and the students are informed through the notices and email or through messages.

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 in website of the institution (to provide the weblink)

http://cibmrd.edu.in/uploads/images/MBA_COPO-.pdf

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
BBA	BBA	MM, FM, HRM	13	13	100
MBA	MBA	MM, FM,	52	52	100

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2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

http://cibmrd.edu.in/uploads/images/Students_Satisfaction_Survey_19-20-.pdf

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION**3.1 – Resource Mobilization for Research**

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Total	0	NIL	0	0
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3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
Workshop on Intellectual property rights.	MBA	26/04/2020
One day workshop on Entrepreneurship and Innovation as a career opportunity at CIBMRD	MBA	28/09/2019

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
NIL	NIL	NIL	Nil	NIL
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3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
NIL	NIL	NIL	NIL	NIL	Nil
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3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
0	0	0

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
MBA	1

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
National	MBA	10	6.48
International	MBA	2	Nil
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3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
MBA	4
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3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
Effect of Role Stressors on Job Satisfaction Moderated by Perceived Organisational Support	Dr. Yogita Sure	PalArch's Journal of Archeology and Egypt/ Egyptology	2020	0	Central Institute of Business Management Research and Development, Nagpur	Nil
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3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
Effect of Role Stressors on Job Satisfaction Moderated by Perceived Organisational Support	Dr. Yogita Sure, Prof. M I Rahim Khayyam,	PalArch's Journal of Archeology and Egypt/ Egyptology	2020	2	Nil	Central Institute of Business Management Research and Development, Nagpur
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3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	18	147	1	3

Presented papers	4	1	Nil	Nil
Resource persons	Nil	4	Nil	4
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3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
Program on International Yoga Day	NSS Cell of CIBMRD	4	20
Program on Marathi Bhasha Gaurav din	NSS Cell of CIBMRD	2	22
Out bound training of the student	NSS Cell of CIBMRD	2	21
Program on fundamental duties	NSS Cell of CIBMRD	3	22
Program on National Unity	NSS Cell of CIBMRD	3	23
. Program on small industry in village on Gandhi Jayanti	NSS Cell of CIBMRD	3	28
Program on teaching value and skills	NSS Cell of CIBMRD	3	25
Orientation program for students on importance of social services and innovation.	NSS Cell of CIBMRD	4	30
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3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
Waste Management at home	Recognition	Yashodhara	120
A program on rural sustainability	Recognition	Centre for Creativity Innovations	40
Cross Road Innovations	Recognition	Centre for Creativity	60

		Innovations	
Program on fundamental duties	Recognition	Yashodhara	22
. Program on small industry in village on Gandhi Jayanti	Recognition	Centre for Creativity Innovations	28
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3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activities	Number of students participated in such activities
Swach Bharat	Yashodhara	Waste Management at home	5	60
Gender Issue	AOGS	menstrual hygiene day	2	45
Awariness program	Yashodhara	Seminar on Vyasan mukti	2	25
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3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
Central India Management Conclave (international conference)	80	CIBMRD	1
Collabrations for Research work	2	CIBMRD	30
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3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
MOU	SDP	Vikalp Education	01/06/2019	30/06/2020	240
MOU	Internship	Skill Lab.in	01/06/2019	31/07/2019	1
MOU	Internship	Vidarbha Bhoomi Infra structure Pvt Ltd.	01/06/2019	31/07/2019	2

MOU	Internship	Hitesh Financial Services	01/06/2019	31/07/2019	6
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3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
Hitesh Financial Services	01/04/2020	Internships	6
Vidarbha Bhoomi Infrastructure Pvt. Ltd.	01/04/2019	Internships	2
Skill Lab Services	01/02/2020	Internships	1
Smart Finishing School	01/02/2020	Internships	Nill
Nanda Facilities and Services	01/02/2020	Internships	Nill
View File			

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
5	5.35

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Value of the equipment purchased during the year (rs. in lakhs)	Newly Added
Number of important equipments purchased (Greater than 1-0 lakh) during the current year	Newly Added
Classrooms with Wi-Fi OR LAN	Existing
Seminar halls with ICT facilities	Existing
Classrooms with LCD facilities	Existing
Seminar Halls	Existing
Seminar Halls	Existing
Laboratories	Existing
Class rooms	Existing
Campus Area	Existing
View File	

4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or partially)	Version	Year of automation
Lib-man	Fully	1.0	2003

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	12534	3478740	Nil	Nil	12534	3478740
Reference Books	1737	436325	35	4274	1772	440599
e-Books	738	Nil	Nil	Nil	738	Nil
Journals	13	38699	12	12000	25	50699
e-Journals	1	13570	1	13570	2	27140
Digital Database	3	13570	1	13570	4	27140
CD & Video	650	5544	302	Nil	952	5544
Library Automation	1	20000	Nil	Nil	1	20000
View File						

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
NIL	NIL	NIL	Nil
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4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/GBPS)	Others
Existing	73	35	2	2	15	17	5	50	0
Added	0	0	0	0	0	0	0	0	0
Total	73	35	2	2	15	17	5	50	0

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

50 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and
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	recording facility
NIL	Nil

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
1000000	7689392	2000000	2647882

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

Standard methodology for utilization maintenance of all physical, academic support facilities exists as under: Computer Centre and computer Lab: Computer centre in 100 square meter and computer lab in 70 square meter is available for all students for their personal and academic requirements. On line sessions, Skype interviews are conducted at the computer center. Whenever such special sessions are carried out, it is informed in advance to system administrator so as to arrange the session. There is a separate rack for keeping bags and belongings of the students while they enter in the computer lab. Login book is maintained any requirement related to repairs or replacement of the faulty computer accessory is recorded by system administrator and same is repaired or purchased after sanctioning from principal. Sport Maintenance: Whenever students want to use sport facility, they approach sports in-charge for receiving sports material like football, basketball, volley ball, table tennis bats, table tennis balls, badminton rackets, shuttles, cricket bats, stumps, , carom , chess . Housekeeping of college premises, daily cleaning, washing is outsourced to an external agency an ex student, who has started this as an enterprise, and maintenance of physical infrastructure of the building is taken care of by the maintenance in charge. EPBX, water coolers, water purifiers, air conditioners, overhead water tanks cleaning are maintained by external maintenance agency under AMC system. I T Facilities: Wi-Fi is available in all campus. If it is not working, it is informed to system administrator. Garden: Entrance area is well maintained by the gardener. Electrical Maintenance: is outsourced to a contractor. Canteen: Canteen facility is available for all staff and student. It is outsourced to a contractor. Meals and snacks are provided at affordable price.

http://cibmrd.edu.in/uploads/images/Procedures_and_policies_for_maintaining_and_utilizing_physical-.pdf

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	None	0	0
Financial Support from Other Sources			
a) National	GOI Scholarship schemes	142	9910052
b) International	None	Nil	0

[View File](#)

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved
Guidence for competitive examination	10/01/2020	240	Vikalp Education Internal Faculties
Career Counselling	01/12/2020	240	Internal Faculty and Vikalp Education
Soft Skill Training	10/01/2020	240	Internal Faculty and Vikalp Education
Remedial Coaching	21/10/2019	60	Internal Faculties
Yoga and Meditation	02/09/2019	235	Internal Faculty- Mr. Ram Shegaye, Yoga Trainer, Patanjali Yog Samiti Nagpur
Personal Counselling	26/08/2019	246	Internal Faculties
View File			

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
2020	Effective communication skill development	65	65	15	30
Nill	CET Preparatory Classes	15	15	15	Nill
Nill	Aptitude skill development	65	65	15	30
Nill	Soft Skill Development	65	65	15	30
View File					

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
Nill	Nill	Nill

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
Air Infotech Services	12	4	Kotak Securities	15	Nil
View File					

5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of programme admitted to
2020	13	BBA	BBA	Various Management institutes	MBA
2020	1	BBA	BBA	PDIMTR, NAGPUR	MBA
2020	1	BBA	BBA	CENTRAL INSTITUTE OF BUSINESS MANAGEMENT R D	MBA
No file uploaded.					

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
Any Other	12
No file uploaded.	

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Raas Garbha	College Level	130
Singing Competition	College Level	10
Dance Competition	College Level	15
Fashion Show	College Level	12
No file uploaded.		

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)

Year	Name of the award/medal	National/ International	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
2019	NIL	National	Nil	Nil	00	NIL

2020	NIL	International	Nil	Nil	00	NIL
No file uploaded.						

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

The Institute has an active student council consisting of representation of students from all programs as per the norms prescribed by RTMNU. As per circular received from university, the institute is required to nominate the first in merit student of each class as the class representative (CR). From among all the class representatives one class representative is elected as the university representative (UR). Usually it is the senior most student who is elected as UR. The institute firmly believes in participative management and students being the most important stakeholders have an active role to play in working of the institute. The alumni of the institute is roped in at various levels for involvement in college matters and activities. The students have their representatives in the College Development Committee, Anti Ragging Committee, Internal Complaints Committee or Sexual Harassment Committee, Grievance Handling Committee, Sport and Cultural Committee, Placement Committee, etc. This ensures transparency in implementation of various policies of the institute. Moreover, the participation of young ones brings in new ideas and innovations at micro level which enhances the effectiveness of systems and processes. The team composition of students' council has representation from each year of the various programs: 1. Student representative from MBA second year (Semester III/IV) 2. Student representative from MBA first year (Semester I/II) 3. Student representative from BBA third year (Semester V VI) 4. Student representative from BBA second year (Semester III IV) 5. Student representative from BBA first year (Semester I II) These representative students may not be present in all the bodies or committees but are present in some body/committee or the other thus ensuring presence of students in each and every body/committee. Their roles and responsibilities include attending the meetings of these bodies and committees from time to time and contributing their ideas and views and also executing the same. The representatives from students' council are also actively involved in all the events and activities organized by the institute. Their participation in conceptualizing, planning, coordinating and organizing all events and activities ensures opportunities for leadership to students and instills a sense of ownership among them. In fact, the students committee is handed over with the responsibility to execute the various activities and the faculty in charge is involved only to the extent of guiding and budget sanctions.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

Yes

ALUMNI ASSOCIATION OF CENTRAL INSTITUTE OF BUSINESS MANAGEMENT RESEARCH AND DEVELOPMENT, registered under the Societies Registration Act, 1860 (XXI of 1860) with registration number: Nagpur/0000531/2018 is one of the core strengths of the Institute. It provides ample opportunities to former students of the Institute to keep in touch with each other, and the institute. This facilitates both, the members of association and the institute. ALUMNI ASSOCIATION OF CIBMRD has made significant contribution to the development of Institute over the past years in many ways: Experience and Knowledge Sharing ALUMNI ASSOCIATION OF CIBMRD is a pool of members having rich experience and knowledge. It provides a platform for the alumni to share their experience and knowledge by organizing lectures and workshops. This facilitates alumni interaction with current students, and possibility of giving back to the

institute. The association helps the current students in the areas of knowledge enrichment, training and career counselling. Placement and Industry Interface A strong network of alumni through active role of ALUMNI ASSOCIATION OF CIBMRD facilitates the Institute in providing more placement opportunities to its students. Alumni of the Institute are holding positions of respect and responsibility in various organizations and many of the members are entrepreneurs and are running their businesses successfully. It is a matter of pride and privilege for the Institute that most of the placement, internship, short term project opportunities provided to the students are credited to the active participation of ALUMNI ASSOCIATION OF CIBMRD network. Mentoring, Guidance and Counselling The Alumni are actively involved in mentoring, guiding and counselling the current batch students and help them enter the corporate world with ease. The students interact with alumni in the institute through a formal mechanism by way of guest lectures and industry mentorship programs and also outside the institute through informal mechanism as and when they get a chance and get valuable inputs from alumni that help them shape their career and personal life. Institute's Branding Every single alumnus acts a brand ambassador for building the brand image of the institute. Most of the alumni are placed in prestigious organizations across the country and abroad and carry the banner of the institute through their work, ethics and commitment. This helps in creating a vibrant and positive image of the institute in the society and industry circles which in the long run helps in admissions and placements. Conduit to research, training and consultancy work The alumni network also provides information on various research, training and consultancy work Requirement in the industry and act as conduit in initiating these projects. Financial Contribution The members of ALUMNI ASSOCIATION OF CIBMRD also significantly contribute through generous donations for the growth of the association. A significant amount has been contributed by alumni of the institute

5.4.2 – No. of enrolled Alumni:

1343

5.4.3 – Alumni contribution during the year (in Rupees) :

30500

5.4.4 – Meetings/activities organized by Alumni Association :

ALUMNI ASSOCIATION OF CENTRAL INSTITUTE OF BUSINESS MANAGEMENT RESEARCH AND DEVELOPMENT, a registered alumni association of the institute is one of the core strengths of the Institute. It is registered under the Societies Registration Act, 1860 (XXI of 1860) with registration number: Nagpur/0000531/2018. It provides ample opportunities to former students of the Institute to keep in touch with each other, and the Institute. This facilitates both, the members of association and the Institute. ALUMNI ASSOCIATION OF CIBMRD has made significant contribution to the development of Institute Alumni Meet The institute celebrates the Silver Jubilee on 25th Dec 2019. Over 100 alumni celebrate the success of institute and share their experiences. The alumni contributed towards the growth of the institute and map the plan for betterment of institute. The Alumni establish the interlink between different batch students which flourish their career growth. Financial Contribution The members of ALUMNI ASSOCIATION OF CIBMRD also significantly contribute through generous donations for the growth of the association. A significant amount has been contributed by alumni of the institute. The alumni registration fees are collected through the newly registered students, which will be use for the students and alumni welfare and programs. Alumni Association Meetings The Alumni Association of CIBMRD conducted the 3 meetings during the year in which the governing body has decided to conduct the alumni meet at Silver Jubilee

celebration of institute and plan the budgets, resources for the same. In the meeting also taken resolution of opening bank account with two signatory authority. The meetings are conducted for planning out future roadmap for the success of alumni association.

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

1. TOP MANAGEMENT TO PRINCIPAL The sanstha under which this institution comes has about 60 educational institutions all over this region. Each institute operates as an SBU, I.E. Separate Business Unit. There is a system of presentation of the member secretary, who happens to be the principal, before the governing body, every quarter, on overall functioning of the college. The members of the governing body (formed on the norms provided by AICTE) review and advice accordingly. The principal, based on their advice discusses on the action plan with her team of faculties. Thus complete autonomy is given to the head of the institution in areas of academic and well as co curricular activities However it has to be kept in mind that all activities are in tune with the sansthas vision as well as the institutes vision and mission. There is complete financial autonomy as well the only procedure adopted is informing the management by way of note sheets. 2. PRINCIPAL TO THE TEACHING AND NON TEACHING STAFF The case of developing an annual planner is as under:- The Principal calls for a meeting of all the faculties who have the areas of responsibilities in administrative matters well defined. The annual academic and co-curricular activities planner is designed in a meeting of the faculties by involving their participation and suggestion. Since each faculty has a defined area, they are required to present their areas of activities planned for the ensuing academic year. These faculties in turn work with the team of students who have registered themselves in various committees. For example students of the placement committee work in consultation with the placement officer. Students of the entrepreneurship cell committee work under the guidance of the faculty in-charge. Similarly there are committees for sports and cultural activities and also for seminar and workshops. The composition of the committees has students from all the classes of all the courses. These students plan for the future course of action . Finally the principal then gets the planner approved in the college development committee meeting. Thus there is participatory system of execution. Complete autonomy is given to the principal by the college development committee. The management and institute work together to formulate quality policy based on the inputs and the feedback, bench marking and evaluating the results and quality of the students passing out from the institute. The management provides financial resources, makes provision for quality infrastructure and reviews the progress of the institute. The principal provides the leadership and is the member-secretary of the college development committee. The faculties work to implement quality policy by the following ways. 1. Completing the course as per the course plan in a stipulated time as per the university norms by using best of the methods 2. Help in improving the curriculum and planning the delivery of content. 3. Communicate with students for their personality development and academic pursuits. 4. Participating actively in research activities. 5. Working as a mentor and counselor for the students development

6.1.2 – Does the institution have a Management Information System (MIS)?

Yes

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Admission of Students	<p>The institute has its presence on career guidance portals like "college duniya". Since students these days are more hooked to social media, the institute has a dedicated person to promote and build its brand image on social media platforms like face book, instagrams etc. However, one of the best practices, i.e. of "student's referrals" works very well in providing the much needed word of mouth publicity. There is a transparent system of merit based admission after due diligence procedure of counseling of the rules and policy.</p>
Industry Interaction / Collaboration	<p>The institute has enhanced this area as it has become much easier and affordable to connect industry people by online methods. This is also part of our best practices, where in we invite industry personnel to undertake 10of the syllabus in each of the subjects in every semester. It is the responsibility of the subject faculty itself to identify, invite and arrange for the lectures of the subjects allotted to them, to engage a person from the related industry. The Alumni, engaged in industry, too interacts once a month by way of an online mode of Alumni talks, named as 'GYANGANGA "Another area, which is again a best practice is the policy of industry mentors, where in industry personnel are allotted a group of students to mentor them on areas of career development.</p>
Human Resource Management	<p>The institute has decided in one of its IQAC meetings to focus more on training to the non teaching staff. The teaching staff fortunately has undertaken ample training programs facilitated by the institute. More important is the fact that emphasis has been on training of Universal Human Values hosted by AICTE.The institute and its staff has also played a prominent role in aiding and counseling of staff and students during the entire phase of the pandemic. We are proud of the fact that the in state has ensured full salary payment as well as medical benefits throughout the period of the pandemic too.</p>

Library, ICT and Physical Infrastructure / Instrumentation	The use of ICT has increased three folds now. The institute has made provisions for acquiring more no of such facilities as well as EBooks. The institute has also subscribed for an online platform, renewed monthly, which enables uninterrupted supply, as well as recording facility.
Research and Development	The institute observed that it had scored lower marks in the areas of research and publications. Thus the Principal and the IQAC head, both undertook training on how to publish papers in journals like Scopus etc. After this both together conducted a workshop on the same lines for all other faculties so that each one of us is trained on how to publish quality research papers. The institute also introduced a policy of not only providing financial assistance, but also of awarding incentives of higher amounts for publications in journals like Scopus etc.
Examination and Evaluation	The university has conducted all exams in the online mode. The institute has adopted the method of continuous evaluation, in every lecture we have introduced the system of polls and quizzes, and this ensures that students are attentive during class. There are assignments notified in the very beginning in the course planner, which the student is required to submit on due date. Before the final exam conducted by the university the institute conducts a mock exam which again is part of the internal marks. A question bank of questions along with the answers is provided beforehand
Teaching and Learning	The pandemic has given us all an opportunity to unlearn and relearn newer methods of pedagogy. Most of the faculties have undergone a workshop on developing MOOCS and now use the techniques in their own lectures. Google classroom is very common for all and the lectures are also recorded. . These lectures are then uploaded on YouTube for those students who would like to refer to them again and again. In spite of the pandemic, students have been exposed to case studies and role playing. To make the lectures more interesting, video clips of movies are shared through screen sharing and analysis is done based on the learning

through the clippings.

Curriculum Development

The Institute, by virtue of being affiliated to RTMNU, has to follow the curriculum provided by the university.

However, it has always been the Endeavour of the institute to add value to the education of the students by providing them with additional short term courses related to the syllabus. The institute is offering vocational programs in various disciplines affiliated by Tata institute of social sciences. If any student takes up one course, then the nomenclature of the degree is enhanced by suffixing a name, example, BBA , two programs are taken, then it is called BBA Gold and so on.

6.2.2 – Implementation of e-governance in areas of operations:

E-governance area	Details
Finance and Accounts	The Finance and Accounts function of the institution are fully computerized and the accounting procedures are carried out using accounting software (Tally ERP).The accounts are managed by the authorised personnel of the accounting department who are provided with the essential training in order to ensure transparency and privacy of the accounting information. Audited statements of the accounts are available on the institutional website and annual account reports are made available for the internal use on the central database
Administration	The administration of the institution run on the ERP software, where the faculty members and the authorized administrative officials are granted access to the information related to the administrative matters. The institute has introduced multiple modules of the MIS progressively over the years.
Planning and Development	The Planning process is predominantly carried on by the Local Management Committee of the institution. The Plans are formulated with the articipation of the senior staff members of the institution who are represented in the Management Committee. The entire process and its documentation are circulated for the reference of the staff through mail. Through ERP every faculty can design their teaching plan which will be accessible to students

	also
Student Admission and Support	The Admission process is made transparent with extensive usage of internet. Advertisements for admission, availability of vacancy positions, Online application process and display of merit list online form part of the e-governance mechanism of the admission process of the institute. The students can get the teaching plan , event calender, assignment, study material through ERP system. The Institute website also provides for reporting of grievances by the students community.
Examination	The Admission process is made transparent with the help of the ERP system. Students can access Examination time table , grades obtained through college ERP.

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
2020	Prof. Virendra Disawal	FDP on Advanced Research Methodology DMT, RCOEM	Central Institute of Business Management Reseach and Development, Nagpur	750
2020	Prof. Aarti Kulkarni	An Emirical Study on the Performance of Momentum index: An Emerging strategy for Funds Managers	Central Institute of Business Management Reseach and Development, Nagpur	2500
2020	Dr. Anup Suchak	Workshop	Central Institute of Business Management Reseach and Development, Nagpur	250
2020	Dr. Yogita Sure	Two Weeks Faculty Development Programme on ADVANCED CONCEPTS FOR DEVELOPING	Central Institute of Business Management Reseach and Development, Nagpur	760

		MOOCS		
2020	Dr. Yogita Sure	FDP on Advanced Research Methodology DMT, RCOEM	Central Institute of Business Management Reseach and Development, Nagpur	750
2020	Dr. Yogita Sure	Five days Online FDP on "How to Publish Research Paper in Scopus Indexed Journal: A Step By Step Approach"	Central Institute of Business Management Reseach and Development, Nagpur	999
2019	Dr Amishi Arora	1)GNVS Institute of Management on Building core competencies : Disrupting the disruptors	Central Institute of Business Management Reseach and Development, Nagpur	3000
2020	Dr. Yogita Sure	Paper publication in Scopus index Journal	Central Institute of Business Management Reseach and Development, Nagpur	5667
2020	Dr. Sagar Khursange	International Conference on E-Business, E-Management, E-Education and E-Governance	Central Institute of Business Management Reseach and Development, Nagpur	2500
2020	Dr. Ravindra Gharpure	International Conference on E-Business, E-Management, E-Education and E-Governance	Central Institute of Business Management Reseach and Development, Nagpur	2500
View File				

6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
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		staff				
2020	Workshop on Intellectual Property Rights	Nill	26/04/2020	26/04/2020	15	Nill
2020	Faculty development program on the theme the virtual teacher-to adopt online blended learning environment	Nill	04/05/2020	27/05/2020	13	Nill
2019	Nill	Workshop on Talley MS-office	05/07/2019	06/07/2019	Nill	6
2019	Workshop for teachers on outcome based education on mapping course outcomes and progeam outcomes.	Nill	05/07/2019	06/07/2019	13	Nill
2019	Practices for Green Adult.	Practices for Green Adult.	07/09/2019	07/09/2019	13	11
2019	Workshop on Modern methods in Reserch Methodology.	Nill	14/09/2019	21/09/2019	13	Nill
2020	workshop on How to develop cases for case studies.	Nill	29/06/2020	30/06/2020	13	Nill
2019	Workshop on outcome based education for faculties	Nill	21/10/2019	21/10/2019	13	Nill
2020	Change M	Change M			14	11

	anagement.	anagement.	05/10/2020	05/10/2020		
2020	Covid-survival sustance.	Covid-survival sustance.	03/08/2020	03/08/2020	14	11
View File						

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
ATAL FDP on Design Thinking	1	14/12/2020	18/12/2020	5
ATAL-FDP on strategy	1	11/07/2020	11/12/2020	5
FDP on Comprehensive Study of NAAC Criteria in RAF	1	04/05/2020	08/05/2020	5
FDP on Advanced Concept for Developing MOOCS	3	02/07/2020	17/07/2020	15
FDP on Contemporary Issues, Assessment, Collaboration, Research and Publication	1	15/06/2020	21/06/2020	7
FDP on Digitally Enhance Teaching Methodology	1	26/06/2020	30/06/2020	5
FDP on E-Learning and ICT Tools for Effective Teaching and Learning	1	29/06/2020	30/06/2020	2
FDP on Emerging Trends and Practices in Accounting Taxation	1	09/05/2020	13/05/2020	5
Virtual Teacher Workshops	13	04/05/2020	27/08/2021	5
View File				

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
13	13	13	13

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
<p>The Institute implements faculty empowerment strategies which involve a series of initiatives as mentioned below: In order to build capacity and encourage self-development the institute encourages the faculty members to participate in various workshops and conferences by way of sponsorship of either full or partial fee and reimbursement of other expenses incurred towards attending these training programmes. The Institute organizes a series of training programmes and workshops within the institute for professional development of the Teaching Staff. The activities organized in the last four years under the professional development training are listed as under 1 .Training on Research Methodology: The faculty members who are experts in the area of research and have substantial experience in writing and publication of quality research papers/projects guide the other faculty members by holding workshops on Research Methodolog. 2. Case Writing and Analysis Workshop: The faculty members who have expertise in this area or may have attended special training (i.e. FDP) conduct these workshops in the campus for other</p>	<p>The Institute organizes various activities and training to develop competencies and skills of the nonteaching staff. The following activities were conducted in the last four years for the non-teaching staff of the Institute: 1.MS Office Training 2.Workshop on Communications Skills 3.Training Programme for MIS Software Operations 4.Workshop on University Rules and Regulations 5.Training on Social Welfare Schemes for Students 6.Training programme on DTE AICTE Rules and Regulations. 7.Expert Guidance on Accounts, Salary Taxation, Provident Fund, Professional Taxes etc. is provided on a regular basis to update on developments in the specific areas. The sanstha has provided for special facilities during the pandemic for teaching, non-teaching as well as students. For Teaching and Non-teaching 1. The teaching non-teaching staffs were allowed to work from home. 2. Salary was paid regularly to all the staff. 3. No staff was laid off or retrenched. 4. Immunity medicines were distributed to all employees. 5. Medical aid was given to Covid-19 affected employee / their immediate family member. 6. Masks sanitizers were</p>	<p>1. Regular online classes and activities were conducted. 2. Installments and discounts in fees payable was permitted. 3. Online facility for Mock test, question banks and for administrative purpose like Hall ticket etc. was provided 4. Regular training on health hygiene was given online</p>

members of the faculty.

3. Intellectual Property Rights Workshop : The institute host a workshop on intellectual Property Rights every year on International Patents day by inviting an expert to speak on that subject.

EPF is provided for all faculties and staff. The institute has a policy of granting duty leaves and allowances are paid towards travels for all activities aimed at self-development of the faculty members.

Faculties are encouraged to engage in the activities of the university and its various bodies to develop administrative abilities.

Access to E-Journals and databases for research and learning are made available to support the Learning environment.

Industry professionals and experts from other organizations are invited by the institute to interact with the faculty for exchange of ideas and insights. Faculty members are provided support and encouraged to pursue the higher studies including acquiring of Ph.D. and professional examinations such as SLET and UGC-NET. One of our faculty, namely Mr.Santosh Gedam had been granted lien for pursuing Ph.D. in IIM, Ahmedabad. Campus has been wi-fi enabled to give internet facility to the faculty on both static and mobile devices to access to online resources on a round the clock basis with individual password security. The sanstha has provided for special facilities during the

distributed. 7. Paid leave was given for those who were Covid-19 positive.

<p>pandemic for teaching, non-teaching as well as students. For Teaching and Non-teaching 1. The teaching non-teaching staffs were allowed to work from home. 2. Salary was paid regularly to all the staff. 3. No staff was laid off or retrenched. 4. Immunity medicines were distributed to all employees. 5. Medical aid was given to Covid-19 affected employee / their immediate family member. 6. Masks sanitizers were distributed. 7. Paid leave was given for those who were Covid-19 positive.</p>		
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6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

The internal audit report informs the management financial health of the institute. Mechanism for Internal Audit of CIBMRD : Internal audit of CIBMRD is conducted on yearly basis. Internal auditor is the finance officer appointed by the sanstha. The auditor checks all the financial transactions and vouchers in order to ensure that all transactions are as per financial regulation. Bills are authentic and tax liabilities are accounted for and other such points to ensure that accounting has been done correctly. The auditor finds out the major audit objections, if any, and gives its report within fifteen days. External audit is performed by a separate and registered auditing firm appointed by the Governing Body of the trust. CIBMRD is a non granted institute. Institute budget is made every year after taking inputs from previous year, income and expenditure and anticipated expenditure and income for next financial year. The member secretary of the college development committee prepares a budget for the year, in advance so as to make effective utilization of available resources. The approval of the CDC is sought on this matter. There is a 3 member committee under the chairmanship of director, responsible for budget preparation. The committee monitors the effective and efficient use of available financial resources. There is fully computerized accounts department in the institute. Tally ofware is used. Double entry system is followed to maintain the accounts. The following three types of accounts / documents are created : 1.Receipts Payment Accounts. 2.Income expenditure Accounts. 3.Balance Sheet. The accountant of the institute submit the daily cash report of the petty cash expenditure to the principal. A faculty incharge is authorized to do the reconciliation of the daily cash report. This reconciliation statement is also verified by the internal auditor. Each and every transaction is supported by the vouchers. All the collections are deposited in the bank and all expenditure, recurring and non-recurring, are incurred through cheques. Only duly authorized persons can operate the bank account. Income expenditure account is approved by CDC. The institute has introduced the system of providing POS (point of service) facility from BOI for the student to deposit fees.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the

year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
Powergrid	75000	MDP
No file uploaded.		

6.4.3 – Total corpus fund generated

732344

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	External Audit committee appointed by Management	Yes	Director, Guardian director, Secretary
Administrative	Yes	Priyanka Sharma associates	Yes	Director, Guardian director, Secretary

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

1. One ParentTeacher meeting is conducted, for all classes, during each semester. 2. Feedback is given on students' conduct and performance to their parents. 3. Suggestions are taken from parents for improvement.
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6.5.3 – Development programmes for support staff (at least three)

1. Training for ERP/MIS software implementation. 2. Behavioural training 3. Training on using MS-office

6.5.4 – Post Accreditation initiative(s) (mention at least three)

1. Faculties are motivated to develop the Teaching cases. 2. Review of all the policies of the institute for improvement. 3.
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6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b) Participation in NIRF	Yes
c) ISO certification	Yes
d) NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2019	Green Audit	28/09/2019	28/09/2019	28/09/2019	5
2019	Silver Jubilee Celebration	28/09/2019	24/12/2019	24/12/2019	200
2019	12th	28/09/2019	Nill	Nill	50

	Central India Management Conclave				
2020	Review of Research policies	25/02/2020	25/02/2020	25/02/2020	13
2020	Workshop on outcome based education for faculties	28/09/2019	21/10/2019	21/10/2019	13
Nill	Faculty development program on the theme the virtual teacher- to adopt online blended learning environment	28/09/2019	10/05/2020	15/05/2020	13
Nill	Specialization selection Seminar	28/09/2019	07/07/2020	07/07/2020	100
Nill	12th CIMC (Central India Management Conclave)	28/09/2019	28/11/2020	28/11/2020	80
Nill	Outbound training for personality development at Sahas	28/09/2019	12/02/2020	13/02/2020	26
2020	Reconstitution of the IQAC	Nill	Nill	Nill	Nill
View File					

CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
International Women Day celebration	06/03/2020	06/03/2020	50	44

Gender Equality Workshop	21/12/2019	21/12/2019	43	42
menstrual hygiene day	28/05/2020	28/05/2020	30	15

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
100 percent. A program on rural sustainability on 2/10/2019. The Solar Power system is installed at CIBMRD and all power requirement of institute is met by it . The excess power generated is also supplied ti the Grid. The institute has gradually shifted to the usage of environment friendly lighting system , is in the process of replacing the all the bulbs and tube lights with LED .

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Physical facilities	Yes	Nill
Ramp/Rails	Yes	Nill
Rest Rooms	Yes	Nill
Scribes for examination	Yes	Nill
Any other similar facility	Yes	Nill

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2020	1	1	21/09/2020	1	Cross road innovation	Role of Innovation in Social life	60
2019	1	1	26/11/2019	Nill	Waste management at home	Waste management	120
2019	Nill	1	02/10/2019	1	A program on rural sustainability	Rural sustainability	40
Nill	1	1	28/05/2020	1	menstrual hygiene day	Environment issue	50
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7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
CIBMRD Human Values , PProfessional Ethics Code of conduct handbook	10/08/2020	Handbook for human values, professional ethics and code of conduct is regularly shared with various stakeholders during occasion such as Induction programmes for students, Alumni meet which is conducted once every year, various extension activities such as Tirpudes Outreach Programme (TOP . It is also shared with teaching and nonteaching staff at regular intervals. Code of conduct is also included in college website which can be easily accessed by all stakeholders at http://cibmr.edu.in/uploads/images/Dr._Amishi_Arora__Students__Handbook__.doc_-_Copy_.pdf . Human values mentioned in the handbook are actually practiced by the institute. Professional Ethics are shared with Final year students who get placed in various organizations.

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
International Women Day celebration	06/03/2020	06/03/2020	94
IPR workshop	26/04/2020	26/04/2020	45
Gandhi Jayanti	02/10/2019	02/10/2019	85
Teachers Day	05/09/2019	05/09/2019	67
Program on National Unity at CIBMRD, Nagpur	31/10/2019	31/10/2019	30
A Program on Constitution Day and Fundamental Duties	26/11/2019	26/11/2019	120
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7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

1. Solar power system 2. Waste management and recycling 3. Rain water

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Best Practices - I Industry Mentoring

1.Objectives of the practice : The objective of the industrial mentoring program is to make the students aware of the trends in the industry. The objective is to also to make them make a judicious choice of the areas of specialization. This practice also helps the students to decide in which areas they would like to build their careers. This practice helps the students in their summer internships as well as winter internship. The context: The students are mostly freshers and need the bridge from campus to corporate. They all follow a herd mentality when it comes to selecting the area of specialization in the final year. Based on their interest and aptitude and guidance from industry mentors the students are able to understand industry norms, culture and industry expectations from them.

The Practice : Industry mentoring is done in the following ways

1. Personality Development session during the induction program :- It is an one half hour apprising students about mentoring sessions purpose .
2. Industry Mentoring fortnightly in the ratio of 1:20 :- 1 hour in every 15 days in each sessions thus 6 months in a year. Apprising students trends in Industry expectation of industry students.
3. 10 of syllabus teaching :- As per faculties time-table, Practical approach theoretical syllabus contents
4. Subject Specialization Seminar

1.Evidence of success : This is reflected in the feedback of the students. The students are guided in their winter internship and summer internship. The students are able to understand their area of career development better. Problems encountered: These sessions are usually held on Saturdays. However, the institute is required to adjust the date and timing as per the availability of the mentor. A lot of these mentors, being the alumni spend time in discussing their college days and how it was during their times. At such times there is digression from the basic purpose.

Best Practices - II " Gyan Ganga" Alumni talks

Objectives of the practice

- a) The main objective of this practice is to connect the alumni together.
- b) The passed out students who are working in the industry have practical knowledge to share. Their experience of the industry can be shared with other passed and students as well as current students.
- c) The current students can learn about expectations of the industry.
- d) This is an excellent way of networking among the alumni.
- e) The alumni too would want to give back something to their Alma Mater. By this practice we can have very good knowledge sharing.

Context :- The institute has a vibrant alumni association. Most of the alumni are always interested in giving guest lectures. This pandemic has given us an opportunity of connecting with each other through online mode. Thus this practice serves dual purpose:-

- a) Connecting and networking all the alumni and
- b) Knowledge beyond the curriculum is given to the current batch of students.

Practice - The second Saturday of every month is fixed and the calendar is already prepared for the alumni talks. All those who volunteer in this project give their topics in advance and the same is shared with the alumni as an announcement in the Whats App group. This is also announced in Whats App group of the current batch of students as well as faculties.. The online link is provided by the institute, session is recorded and is also available on the 'You Tube' for those students who may have missed joining the session.

Benefits :- The alumni feel proud in associating with their Aluma Meter in this project. Not only does it connect and network well amongst the alumni, it also brings a pool of knowledge beyond the curriculum for the current students.

Problems encountered :- The only issue which arises as a problem sometimes is that there can be last moment cancellation due to unavoidable reasons by the resource person. The another issue is that the audience is aware that the recording would be made available and accessible at a later stage and so they may not remain prompt

Best Practice - III

1.Title of

the Project: Student Development Program: 2. Objectives of the Practice: Every college/Institute has the practice of providing value-addition to the basic curriculum. This institute too has focused in providing co-curricular and extracurricular activities to the students. The basic objective of providing for such activities is the fact that: 1. Most of the students admitted are from the mofussil areas. 2. They lack in communication skills and confidence. 3. They need to focus on personality development 4. Students need to also understand their strengths, so that they can capitalize on that, they need to understand their weaknesses also so that they learn to overcome them. 5. The objective is to update students on current events and aptitude tests. 6. The objective is to improve their communication skills as well. 3. The context: The Institute carries out the above by way of these two activities 1. WAD (Workshop on aptitude development) during Induction : Attitude Development Goal-setting, content writing, public speaking 2. SDP (Student Development Program) : is a regular feature in the time-table, common for all. Earlier, this was conducted by in-house faculties later the Institute has had a tie-up with "Vikalp Education" to execute this program. Sessions on Aptitude Communication conducted. 4. The Practice: Although there are other practices conducted in our institute which are more unique in nature this activity is highly appreciated by the students. In today's times when there are thousands of students with a degree, a little extra smartness is required, especially to our kind of students who majorly come from rural areas and some of them have not had the opportunity to do their schooling in English medium. By this, they are better able to answer their papers/exams in English medium and also face interviews. 5. Evidence of Success: This activity has spread good word of mouth publicity that personality development is done for the students in the college free of cost. This has resulted in brand building and consistency in admissions for MBA, at a time when the demand was low and increase in admissions for BBA after the re-launch of the program. These programs have given our students more confidence and better communication skills enabling them to qualify for placements. The feedback of the students for these activities is very encouraging 6. Problems encountered: Since this activity does not carry marks and since it is free of cost, the commitment of the students in terms of regular attendance wavers. This activity incurs extra expenses but the additional expenditure seems justified. Earlier in house faculties were conducting this activity. Later it was realized that students took the experts to whom the task was assigned more seriously.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

http://cibmrd.edu.in/uploads/images/best_practices-.pdf

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

The Mission statement of the Institute is as under - To become a center of excellence in management education by promoting high academic and research pursuits and developing competencies of students for growth and development of the region's economy through meaningful linkages with industry and business. The mission statement of the Institute stands on three main pillars. These three pillars are: 1. High academic and research pursuits 2. Developing competency of students for growth 3. Development of the region economy All these three activities are required to be linked with industry and business. Thus the Institute carries out its regular activities by involving industry personnel and exposing students to industry practices. In the area of academics almost of the faculties give one practical work to be done by the group of students related to their own subject area. For example a faculty teaching

marketing management gives one practical activity wherein the assigned group of students may either do a survey and gather primary data or may even gather information through secondary sources. This survey/information is linked to the theoretical concept after which students are regular to make presentation in the class room. RTM Nagpur University requires as a part of the curriculum, students to undergo summer Internship, the marks of which are reflected in the mark sheet. In this Institute in addition to the summer internship program the students are required to also do winter internship program (WIP). In the WIP students are required to survey a particular industry and as per the guidelines of the WIP, they are required to present a report. Thus research related to industry is expected through WIP. For guidance and mentoring the Institute has industry mentors as mentioned in best practices No.2. Most of the alumni are invited to act as industry mentors wherein fortnightly session which students are taken. Besides this, to simplify the confusion in the minds of the students with respect to area of specialization industry personnel from each functional area of business are invited to conduct a workshop and educate students on the scope in each of the areas. The faculties are encourage for training and consultancy activities in industry, a regular training and consultancy program is delivered at Power Grid Corporation of India (PGCIL), WCL, MOIL etc. There is a policy of revenue sharing with the Institute wherein 70 of the revenue after the expenses are retained by the concerned faculty only. Besides the regular industry visit Summer internship and WIP, the Institute being an active member of VIA encourages students and faculties to attend the knowledge sharing session conducted by VIA in areas of marketing, Finance, HR and Entrepreneur development. The Institute started with the Nagpur Chapter of National Human Resource Development Network and regularly conducted seminars, conferences as well as monthly knowledge sharing series. The Institute publishes annually a compendium of research paper and articles invited from faculties, corporate as well as students. The Institute also has a bi-annual research journal wherein contributions are invited from faculties,

Provide the weblink of the institution

<http://www.cibmrd.edu.in/cms/vision-mission.html>

8.Future Plans of Actions for Next Academic Year

FUTURE PLANS The topmost priority of the institute is to get the university approval for faculties already appointed to fill up the vacancy of the approved faculties who have either left the institute or will be retiring in the current year The next milestone is to get the institute recognized under section 2(f) and 12 (b) of the UGC Act of 1956. For the purpose of the recognition of 12(B), it is required to get permanent approval for affiliation .Hence the future plans for this institute is also get permanent approval for affiliation. Since the institute has the experience of running vocational programs affiliated to TATA INSTITUTE OF SOCIAL SCIENCES, the experience has been very satisfying in terms of the development of the enrolled students. To take this experience forward the institute has developed a vocational program in commerce and has submitted to University for having it approved from UGC. Once done, this institute plans to expand with adding this and other vocational programs. The institute also plans to set up a reservoir of lectures of all faculties as part of its initiative of knowledge management. The pandemic situation has given us all ample opportunities for all of us to develop our skills in this area. The institute had planned and now has got the approval from MSME as an incubation centre. Thus we now plan to submit proposals of a few people who have been trained under our incubation cell. In future we would like ourselves to be considered as an institute for entrepreneurial development. We have set targets for our faculties for publishing quality research work. In future we expect that marks in these criteria are enhanced. For this repeated training programs have been hosted. All faculties are required to register for PHD by end of 2022 For the students, a complete setup

for online classroom has been created for future as well. The future calls for more technology in education and the institute plans to invest in this area for future as well, even after the pandemic is over to have blended classes.