SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

CENTRAL INSTITUTE OF BUSINESS MANAGEMENT RESEARCH AND DEVELOPMENT, NAGPUR

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Central Institute of Business Management Research & Development (CIBMRD) was established in 1994 under the aegis of Vidya Shikshan Prasarak Mandal Academy of Higher Education (VSPM's AHE) was started by a Philanthropist Dr.Bhausaheb Bhoge in 1970 and was later handed over to the present Chairman Shri Ranjeetbabu Deshmukh. Today Vidya Shikan Parasak Mandal Academy of Higher Education spans almost 60 educational Institution spread over in Vidarbha. The Institute has the objective of providing avenues for excellence in professional education and research through various activities. The Institute is also recognized by RTM Nagpur University for offering Ph.D. program through its Centre for Research and Higher Learning. Recently the Institute also added BBA program and also got affiliated to Tata Institute of Social Sciences School of Vocational Education by an MOU for offering vocational education for UG & PG. The Institute also has MOU with YCMOU for offering a host of courses through distant mode.

CIBMRD strives to achieve following the objectives with these courses.

- To inculcate in the students the capability of growing the business rather than just growing with the business.
- To develop leadership skills and a winners mindset with innovativeness as a key driver.
- To develop a competitive attitude with sensitivity to tap the creativity of the entire team.

Vision

To provide industry and business in a globalized environment with

skilled business leaders with a lifelong growth perspective.

Mission

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.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Sufficient built-up area and well equipped infrastructure
2. 25 years of existence for MBA, hence well-known in this area
3. Highly qualified and experienced faculties having both industry and academic experience
4. Management office bearers are all highly qualified
5. Very supportive management, full freedom and autonomy given to principal

6. Alumni Association is registered
7. The institute has centre for higher learning & research approved by RTM Nagpur University
8. The institute publishes a research journal bi-annually and a compendium of research papers through its acclaimed platform – CIMC
9. The senior faculties of the institute are involved in the RTM Nagpur University as member of Board of Studies and member of Academic council.
10. 70% of the faculties are approved by RTM Nagpur University and all faculties are invited for paper settings & evaluation in RTM Nagpur University and other autonomous colleges.
11. The institute has been endorsed by UNAI (United Nations Academic Impact) for all its extension activities
12. Dedicated placement officer, resulting in good internships
13. The institute is offering Vocational Education in UG & PG through its MOU with TISS-SVE
14. The institute has an MOU with an International University.
15. Extremely well stocked library.
16. As "MIHAN" project is developing fast in Nagpur it is expected that there would be ample placement opportunities

Institutional Weakness

1. Less number of faculty and staff from other states
2. Less number of students progressing to higher education
3. Hardly any student representing the National level in Sports and other activities
4. The institute does not have its own playing ground
5. Students who are admitted are with a background which has not given them good schooling, hence they lack in communication skills and are also very casual in their approach
6. Locational disadvantage

Institutional Opportunity

1. Getting NAAC accreditation
2. Developing a full-fledged Incubation Centre by virtue of our registration in ARIA & IIC of AICTE
3. Opportunity for faculties to get funding in research projects
4. Opportunity to get permanent affiliation and registered and approved in 12B & of UGC Act

Institutional Challenge

1. Too many MBA and BBA colleges close by hence there is competition in getting good admissions
2. To ensure high attendance of students as their approach is casual.
3. Being an affiliated institute, there is rigidity of syllabus and curriculum and also evaluation system of the university.
4. Students generally are from low income category, hence institute has to give concessions in fees resulting in financial constraints, because of which the institute cannot afford to give D.A.as per prevailing rates.
5. Big institutes like IIM-Nagpur and Symbosis started their institution in Nagpur, posing a bigger challenge

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institute is offering MBA,BBA, Vocational Education and Distance Learning Program. There is a separate course co-ordinator for each of these courses, reporting to the Dean Academics. In the beginning of the academic year academic planning is done in a meeting of all the faculties, wherein subject allocation is done. Each faculty is required to prepare a course planner of the subject allocated and submit it to the Dean. This is provided to the students in advance in a C.D. The C.D. also contains details about internal assessment, academic calendar, additional reading, activities to be conducted submission deadlines etc. The Institute has aims at holistic development of the students through value addition program as a part of the students' development activity. There is an external agency conducting the students' development program besides the value addition certificate programs assigned to the students.

For societal developmental activities the students indulge in several programs through the NSS platform. The Institute is also recognized by United Nations Academic Impact (UNAI) for all such activities Environment management, Business Ethics etc. from part of the curriculum. The Institute also has tie-up with an NGO, "Maitri Pariwar" for imparting activities to promote gender, environmental, sustainable, human values and ethical values.

Teaching-learning and Evaluation

The Institute has an intake capacity of 90 students for MBA as approved by AICTE. For BBA the institute admits maximum of 60 (10% additional is permitted) students as directed by the management, keeping in mind the capacity of the Institute. For Ph.D. the Institute has an intake of 20 students. For MBA the allotment is through the government, there are specifications about admissions in the reserved category which is required to be followed. Once the students are admitted there is an induction and orientation program conducted for all the classes separately. A group of 15-20 students is assigned to each faculty. The faculties serve as a mentor to such students who are assigned as mentee. The faculties are encouraged to experiment and complete autonomy is given to them to enhance the teaching learning process, Internship forms and important part of the experiential as well as participative learning.

Keeping in line with the mission of the Institute, the Institute involves industry personnel not just by guest lecturers in each subjects but also has the system of industry mentor ship for students.

The teaching pedagogy is interactive through activities like case study, role playing and management games. The whole year too there are various curricular and co-curricular activities that are designed for the holistic development of students. All teachers use ICT fir effective teaching, there is also a College Management Software in place. The Institute has full time teachers, as per norms 70% of which are having approval from RTM Nagpur University; average experience of all the teachers is around 10 years. The examination is conducted by RTM Nagpur University; however, 20% are internal assessment marks which is pre-notified to the students.

Research, Innovations and Extension

The Institute is a recognized centre for research and higher learning approved by RTM Nagpur University and is thus offering Ph.D. to aspirants with an intake of 20 students. The extension of this cell is due in 20-20 where in the institute will apply for increase in intake as there are more number of faculties who can now be considered as approved guides. The Institute has been fortunate to receive research grant on various projects from ICSSR.

The Institute is registered with an IIC which is an initiative of AICTE. As part of ARIA (Atal Ranking of Institutions on Innovation Activities) initiative, there is also IIC i.e. Innovation and Incubation Centre. The Institute has recently been registered and has also been recognized by AICTE for its initiatives to develop the innovation and incubation centre. There is a dedicated team of faculty and students for carrying out activities under ARIA & IIC. This committee recently attended a workshop on the development of the cell conducted by AICTE in Welingkar college, Mumbai.

Every year the Institute hosts CIMC (Central India Management Conclave) for the purpose of creation and transfer of knowledge. Research papers are invited from academia, industry and research scholars. These are published in a compendium and also in the biannual research journal of the Institute called "Udyukta". There is a dedicated portal for this platform. The Institute is also hosts internal workshops for its own faculties and Ph.D. students. It also hosts workshop for faculties outside the institute as well. These workshops have been on IPR, research methodology and statistical analysis and also on specific subjects. The teachers are given an incentive for publication in recognized research journal and also financial assistance for attending conference. There is a policy for research training and consultancy activities, wherein faculties are encouraged to take up training and consultancy activities and share in the revenue generated there from.

The NSS activities involve the students for societal, environmental and developmental issues by hosting street plays, outbound training, Swachhata program, blood donation camp etc.

Infrastructure and Learning Resources

The Institute has sufficient land, built up area as well as infrastructure as specified by the norms of AICTE. As per norms of AICTE there is internet facility, computers, ICT enabled class rooms as well as library, stocked with sufficient number of books and journals to comply with AICTE norms. Sports activities are carried out in the ground developed by NIT (Nagpur Improvement Trust) under public utility land in the same vicinity. The college hosts an annual sports and cultural, program (Inastral) and also encourages students to participate in other colleges programs. The library is equipped with Libman software and also OPAC. There are programs through NPTEL, access to E-journals and DELNET (digital linking of libraries) in place. The Institute has access to Shodh Sindhu and Shodh Ganga as well.

Student Support and Progression

There are a large number of students who are availing scholarships and free ships provided by the government in various categories. Since the fees for MBA program is high, there is also a concession facility given by the management on the request of students who deserve and who are able to produce the necessary documents about their low income. The institute believes in holistic development of the students for which it invest in value added programs beyond curriculum. These are career counseling, personal counseling, Yoga, Language Lab, soft skill development as well as campus recruitment training. The Institute has entered into MOU with Tata Institute of Social Sciences for offering vocational education program in the BSFI sector. By virtue of this

association there are certificate & diploma programs offered to the students in the BFSI sector.

Anti-ragging committee, students' grievance committee, sexual harassment committee, organ donation committee are all statutory requirements as per AICTE norms and thus these and other such committees are in place. For the BBA students there is a training for competitive examination likes CAT, MS-CET etc. The alumni association of CIBMRD is a registered body. There is an annual get-together of all the batches and periodic meeting of the association is done. The institute encourages its alumni to interact with the students as industry mentors and also during the induction and orientation.

Governance, Leadership and Management

The mission statement of the Institute is to impart quality management education by associating with industry for both academics and research.

The Institute has a Standard Operating Policy (SOP) Manual developed and approved by the management. Most of the areas of activities, responsibilities such as academic and administrative have the respective policies defined in the SOP. With respect to admissions and recruitment, the policy of the approving authority is followed. The SOP manual also contains policies on research and consultancy, winter internships as well as summer internships, training, financial assistance to faculties and policy for visiting faculty program, industry mentorship program etc. Thus the institute follows a properly defined and laid out *system of promoting high academic pursuits.*

The academic planning is done by the principal in consultation with the team of faculties. There is a list of responsibilities chalked out and the same is distributed to each of the faculties as part of their Key Responsibility Area (KRA).

The institute practices decentralization and participative management wherein the students and faculties work in various committees to execute various activities for which complete autonomy is given. This is approved by the principal who later submits to the management through the meetings of the college development committee about the progress and development of the institute. The institute has also developed short term, medium term and long term plans which is posted on its website. The teaching and non-teaching staff are exposed to a series of training program in various areas throughout the year. The performance appraisal system too has been specifically designed keeping in mind the assessment of the students as well as the key responsibility area (KRA). The Institute tries to mobilize additional resources through training and consultancy programs, letting out the premises after college hours for classes and also by conducting vocational education and distance learning programs.

The finances are monitored first at the institutional level by the accountant, faculty in-charge and the principal and then at the sanstha level through the internal audit system and finally the external audit is conducted by the statutory auditor.

Institutional Values and Best Practices

CIBMRD advocates to ethical values and social responsibilities and this is reflected through the various gestures of the institute for the locals in the vicinity and also through its activities. Residents of the locality can join the Yoga classes conducted for the students and faculties free of cost. There is a senior citizens club which

often uses the facility of the auditorium free of cost. The Institute tries to maintain equality with respect to gender and on all occasions merit is always given consideration and priority. For safety and security, there is system of Identity cards, CCTV Camera and Guards. Keeping in mind the values for sustainable environment the institute has installed a solar panel grid and rain water harvesting. Papers are reused on the back side and then recycled off. The garden waste and canteen waste is utilized for make compost to be used in the garden as fertilizer. The electronic waste is recycling through the services of "Maitri Pariwar" an NGO. This NGO creates an aware about 3R i.e. reducing, reusing and recycling plastic waste. National festivals are celebrated with enthusiasm wherein awareness is created for citizens' fundamental rights and duties. There is full fledged course on human values and professional ethics prescribed by RTM Nagpur University. Complete transparency in financial, academic and administrative responsibilities is maintained.

The institute is proud of the fact that it carries out students development programs which is beyond the curriculum and which help in the overall development of the personality. The unique activity conducted by the Institute is the industrial mentoring wherein people from the industry are invited and a group of the students are assigned to them as mentees.

Thus the Institute makes a humble effort to do its best in educating the students and contributing to the overall development of the region. There are constraints and difficulties but the attitude is positive and the institute is optimistic of the fact that it is and will continue to be successful in fulfilling its mission.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	CENTRAL INSTITUTE OF BUSINESS MANAGEMENT RESEARCH AND DEVELOPMENT, NAGPUR
Address	Pawanbhumi, Somalwada, Wardha Road, Nagpur
City	Nagpur
State	Maharashtra
Pin	440025
Website	www.cibmrd.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Amishi Arora	0712-2289913	9422114958	0712-2292367	cibmrd@gmail.com
IQAC / CIQA coordinator	Yogita Sure	0712-2291946	9923038591	-	yogita.sure@cibmrd.edu.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of establishment of the college	14-04-1994

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Maharashtra	The Rashtrasant Tukadoji Maharaj Nagpur University	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC		
12B of UGC		

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	04-04-2018	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	Pawanbhumi, Somalwada, Wardha Road, Nagpur	Urban	0.36	2098

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,Bba	36	HSC	English	60	60
PG	MBA,Mba	24	Any Graduation	English	90	90
Doctoral (Ph.D)	PhD or DPhil,Research Cell	60	Post Graduation	English	20	13

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				2				1				10
Recruited	1	1	0	2	0	0	0	0	6	4	0	10
Yet to Recruit				0				1				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				1				1
Recruited	0	0	0	0	1	0	0	1	1	0	0	1
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				10
Recruited	7	3	0	10
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				2
Recruited	2	0	0	2
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	1	0	0	5	1	0	9
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	3	0	5

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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

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Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	3	2	0	5

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
Doctoral (Ph.D)	Male	9	0	0	0	9
	Female	4	0	0	0	4
	Others	0	0	0	0	0
UG	Male	56	1	0	1	58
	Female	28	4	0	0	32
	Others	0	0	0	0	0
PG	Male	60	1	0	0	61
	Female	84	2	0	0	86
	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	22	21	22	14
	Female	18	21	11	6
	Others	0	0	0	0
ST	Male	2	0	2	1
	Female	1	1	1	0
	Others	0	0	0	0
OBC	Male	19	21	24	10
	Female	17	14	10	13
	Others	0	0	0	0
General	Male	9	8	9	24
	Female	9	8	9	21
	Others	0	0	0	0
Others	Male	8	7	5	4
	Female	6	5	6	1
	Others	0	0	0	0
Total		111	106	99	94

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3. Extended Profile

3.1 Program

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

Response: 160

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3	3	3	3	3

3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
237	200	153	168	161

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
75	75	75	75	75

File Description	Document
Institutional data in prescribed format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
70	65	40	58	62

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2018-19	2017-18	2016-17	2015-16	2014-15
10	11	10	10	15

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of sanctioned posts year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
13	16	16	16	16

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 7

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
97.44	88.11	69.0	85.18	98.68

Number of computers

Response: 76

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 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 from 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 onwardsThere exists a fool proof 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 under taken for theory papers and also for internal assessment marks. of the student during a particular semester The distribution of internal marks is as under;

1b) An assignment based on curriculum to be assessed   05 marks

   by the teacher concerned

1c) Subject wise class test conducted by the teacher   05 marks

   Concerned

1d) Subject presentation /Viva-voce seminar conducted   05 marks

   During the semester

1 Internal Assessment Total Marks   20

2 Semester wise End Examination marks   80

Total marks per course   100

     The institute displays the above chart for the information of the students before the start of each

session. 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 University semester examination. This audit is conducted by 3rd party academic auditor, who is preferably of the rank of the Professor. These helps 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 Industry expert.

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	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: 26.79

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

2018-19	2017-18	2016-17	2015-16	2014-15
02	01	00	00	00

File Description	Document
Details of participation of teachers in various bodies	[View Document]

1.2 Academic Flexibility

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

Response: 67.5

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

Response: 108

File Description	Document
Details of the new courses introduced	[View Document]

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

Response: 66.67

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

Response: 2

File Description	Document
Name of the programs in which CBCS is implemented	[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: 97.06

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

2018-19	2017-18	2016-17	2015-16	2014-15
224	184	153	166	161

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:

Central Institute of Business Management Research & Development Nagpur has its ethical foundation laid down by Vidya Shikshan Prasarak Mandal's Academy of Higher Education Nagpur in the year 1994 with a vision and mission to not only impart academics i.e. syllabus based education to the students, but to also to nurture the students by way of value education and professional ethics. In this, utmost importance is being given to the environment and the sustainability aspects.

We inculcate the values in the students so that they would serve in the society with high moral. Students often undertake group discussions, presentations, workshops and seminars with such social titles. The Institute has an active NSS wing and is also recognized by UNAI (United Nations Academic Impact) for conducting programs related to human values, ethics, environment & sustainability.

We have the curriculum and the subject Environment Management in MBA Sem-III in which ecosystem biodiversity, Pollution and social issues on environment education is taken into consideration. Being a full-fledged subject, students are supposed to learn it with devotion and dedication. This subject is taught to the students with practical life examples and it prepare them to change the present mind set towards environmental protection and sustainable development.

As far as imparting the theme of gender indiscrimination, several other activities through orientation programs are being organized in the institution, similarly, other developmental programs also focus on this issue. We have women anti sexual harassment cell into our institution headed by Dr.Yogita Sure. This cell conducts awareness program periodically by inviting experts from the field of law, and NGOs which are active in this arena.

We have in the MBA 4th semester Business Ethics as a subject wherein organizational ethics,

corporate social responsibility, marketing ethics and ethics in HRM etc. is being taught. This paper comprise of 100 marks. Apart from this thrust is being given to the practical aspects as well one. The Institute has an MOU with an NGO which is actively involved in issues of Waste Management & environmental concern.

Ours is a co-curriculum where boys and girls work jointly. Most of the activities are being managed by the students themselves in the groups inside and outside the campus. All these activities are being monitored by the mentors. We have a modern teaching methodology. We often undertake role plays, case studies & Management games so as to impart gender environment, sustainability, human values and professional ethics.

We have developed a nice culture inside the campus by way of interaction of boys and girls students on different social issues. It may be any subject like dowry, co-education, gender equality, population, health and hygiene, ethics and moral, sanitation etc. Students take active part in such interactions so as to create good culture and environment inside and outside the campus. Street plays are a regular activity wherein students enact in a group. Each group picks up one of the above issue. This activity is powered by Sonegaon Police Station every year.

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

Response: 3

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

Response: 3

File Description	Document
Details of the value-added courses imparting transferable and life skills	[View Document](#)

1.3.3 Percentage of students undertaking field projects / internships

Response: 69.2

1.3.3.1 Number of students undertaking field projects or internships

Response: 164

File Description	Document
Institutional data in prescribed format	[View Document](#)

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 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: C. Any 2 of the above

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: C. Feedback collected and analysed

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: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List of students (other states and countries)	View Document
Institutional data in prescribed format	View Document

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 66.35

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

2018-19	2017-18	2016-17	2015-16	2014-15
154	111	106	99	94

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

2018-19	2017-18	2016-17	2015-16	2014-15
170	170	170	170	170

File Description	Document
Institutional data in prescribed format	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: 93.07

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

2018-19	2017-18	2016-17	2015-16	2014-15
75	75	75	75	49

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:

At CIBMRD we get the students from the diverse background. The students are from various academic backgrounds like science, arts, commerce, engineering, medical and other streams. Some of them are from urban area while as we also get the students from the rural background. The students are also from the different social, economical & cultural background. The institute assesses the learning levels of entry level students on the basis of MHCET score and percentage marks of student at the qualifying examination. Based on the analysis the students are identified as slow learners and advanced learners. This system is also implemented in the further analysis of students admitted in higher classes based on internal assessment test and University end semester examination.

- **Strategies adopted for facilitating Slow Learners:**

Foundation Course: After the admission process is over the institute analyzes the students" profile based upon their academic background, their scores in the entrance examination to assess the student's needs in terms of knowledge & skills. Based on this the foundation course for some subjects like financial accounting, quantitative techniques, communication skills is designed. This foundation course helps in developing the basic financial accounting skills, statistical knowledge of non-commerce students, developing the communication skills of students.

Induction & Orientation Program :

Students for MBA are coming from various fields like BBA, B.Com, BE,BCA etc. and from various different institutes from city or from other cities. For many of them it is an unfamiliar environment, many of them do not know what is MBA , professionalism, what are corporate expectations from them what they are going to study/ learn in the institute during their course . Hence once they are admitted to CIBMRD they made to go through Induction & Orientation Program which will guide them on these areas.

Mentor-Mentee

Each student is assigned a mentor who is responsible for the academic, social and managerial development of the student. They identify the slow learners and fast learners of their group and groom them accordingly through differential mentoring.

Remedial classes, Counseling

The institute assesses the learning levels of the students by following manner:

  • Low performers in the qualifying examination immediately on obtaining

admission in first year

  • List of defaulter students having shortage of attendance in the classes
  • Individual course faculty assesses the students based upon their participation & performance in regular classes, class activities, field project , subject seminar , class test etc.
  • Feedback from the mentors

On the basis of these evaluation remedial classes , counseling is arrange for the slow learners.

Strategies adopted for facilitating Advanced Learners:

Advanced learners are identified through their performance in examinations, interaction in class room and laboratory, their fundamental knowledge, concept understanding and articulation abilities. Students are also motivated to participate in extra-curricular, co-curricular activities, internship and to take mini/course/field projects. The academic achievements who secured ranks in the University Examination, are praised and honored and the topper is invited for hoisting the flag, along with the chief guest on Independence day and Republic day.

2.2.2 Student - Full time teacher ratio

Response: 16.93

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

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:

To make learning more student centric the CIBMRD adopts various strategies as follows

Experiential learning, participative learning

- **Winter internship and summer internship program :**Experiential learning is offered through Winter internship and summer internship programs which are compulsory for every students so that they can have practical exposure. Students are able to apply their theoretical knowledge to real life business application through these internship programs. During these internship program they get hands on training. Winter internship is a college initiative which is apart from the university prescribed syllabus. After the first semester students will do winter internship for atleast 15 days. Summer internship is after the second semester and it is for atleast 45 dayswhich is part of the nagpur university syllabus.

- **Industry mentorship** : A mentor from industry is allocated to each student as per their specialization or interest area. This mentor will update the student about recent developments in the industry/sector. They will guide them about the skillsets required by the industry ,expectations from the industry and how to aquire them. They will also help them in getting the industry projectsand /or jobs.

- **Industrial Visits** It helps to gain practical exposure for the concepts of curriculum learned in the classroom and the related practices followed by industry.
- **Guest Lectures :** To make the students aware about current affairs, latest developments in industry guest lectures by industry experts are organized from time to time.There is a policy of allocating 10% of the syllabus to a person working in the related industry and it is the responsibility of the faculty teaching that subject to invite and arrange for such lectures.

Problem Solving Methodologies:

- **Teaching Pedagogy** To make the class interactive, improve the analytical skills, develop the problem solving ability, improve public speaking, build confidence & leadership skills, case studies, role playing, simulation models , management games are used as teaching tools by the every course faculty.

- Field Projects : To enhance the practical knowledge with innovative ideas, the students are assigned field projects and course projects to a group of students. By working in a group, the students would have to learn to work cooperatively and collaboratively, using their interpersonal skills and a variety of activities to accomplish the project's overall objectives

- **Final Year Projects:** As part of the curriculum, a student is normally required to undertake a

field/inhouse project in their final year of study. Aim of this project is to develop student's knowledge for solving real life problems through structure project research. Upon completion of Final year project, student should be able to identify and describe the problem and scope of project clearly.

- **Various curricular & co-curricular activities** The institute organizes various curricular & co-curricular activities like seminar, workshops, Quiz, sports week , cultural week which helps in developing the organizational skill, leadership skills , team building among the students.

- To develop the managerial skills of the students, students are motivated to organize various intercollegiate & intercollegiate academic, cultural and sport events .

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: 10

File Description	Document
List of teachers (using ICT for teaching)	[View Document](#)

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

Response: 19.75

2.3.3.1 Number of mentors

Response: 12

2.3.4 Innovation and creativity in teaching-learning

Response:

We at CIBMRD believe in deliveingr the curriculum in a more practical way to enhance the understanding and creativity of the students.

At CIBMRD, we follow the practice based on 'learning by doing ',. This translates into constant interaction between theory & practices. For this variety of methods used in our courses are :

Case study methods: Case method is a powerful student-centered teaching strategy that can impart teaching students with critical thinking, communication, and interpersonal skills. Case studies are, by their nature, multidisciplinary, and "allow the application of theoretical concepts…bridging the gap between theory and practice". Case method is also effective at developing real world, professional skills. Working

on case studies requires good organizational and time management skills. Case method increases student proficiency with written and oral communication, as well as collaboration and team-work. "Case studies force students into real-life situations," training them in managerial skills such as "holding a meeting, negotiating a contract, giving a presentation, etc"

Management games: The students who are doing MBA courses usually like the idea of participating in games related to their professional studies. One of the best methods to make the course curriculum more enjoyable the institute conducts management based games which are enjoyable for the students. The purpose of such management games for MBA students is educational as well as enjoyable at the same time.Such activities are more for the PG students rather than UG students as they are mature enough to comprehend and participate in such activities.

Role play: is a technique that allows students to explore realistic situations by interacting with other people in a play acting way in order to develop experience the situation in a make believe business organisation. It allows students to immediately apply content as they are put in the role of a decision maker who must make a decision regarding a policy, resource allocation, or some other outcome. This technique is an excellent tool for engaging students and allowing them to interact with their peers as they try to complete the task assigned to them in their specific role. This work can be done in groups . Students are more engaged as they try to respond to the subject from the perspective of their character.

Field projects: Depending upon the course content respective course faculties assign some minor field projects to the students as group activity.These are mostly survey and data gathering and analysing activities.

Group discussion :

Teaching with group discussion method allows stimulating critical thinking and also helps in establishing rapport with the students.

2.4 Teacher Profile and Quality

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

Response: 96.83

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	[View Document](#)

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 46.75

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
9	7	5	6	6

File Description	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 per full time teacher in number of years

Response: 18.9

2.4.3.1 Total experience of full-time teachers

Response: 189

2.4.4 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: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	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: 7.79

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	2

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

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 continuous internal evaluation designed for these 20 marks based is on various parameters listed as follows:

Sr. No.	Particular	Marks
1	Attendance of the student during the particular semester	05
2	Two assignments based on curriculum	05
3	Class Test	05
4	Subject presentation/Viva-voce	05
Total		20

The institute attempst 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 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 in quantitative. For this in addition to internal examination, the students are continuously evaluated by the subject faculty through class assignments, field project , subject seminars and participation in class room activities. For each of this we have evaluation criteria to evaluate the students on various parameters like subject knowledge , communicaton skill, quality of work done, presentation skills, etc

The timetable for internal examinations are prepared by the course co-ordinator, displayed on the notice board and also circulated to respective faculties . The internal examination is implemented by the institution in accordance with the university guidelines and ordinances. The teachers

brief the students regarding the pattern of examination/evaluation process in their respective subjects.

For the evaluation of project work the process specified by the university is adopted.

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

Response:

CIBMRD is affiliated to RTMNU. The guidelines and norms set out by the RTMNU, Nagpur is strictly adhered by the Institute.

Institution adopts internal assessment system prescribed by RTMNU, Nagpur for evaluation of the students as tabulated below:-

Sr.No.	Particular	Marks	Frequency	Monitored by
1	Attendance of the Student	05	Daily	Faculty and HOD
2	Two assignments	05	After completion of every two Units	Faculty
3	Class Test	05	After syllabus completion	Faculty
4	Subject seminar/viva-voce	05	After syllabus completion	Faculty

The transparency in internal assessment is maintained by:

- Being an affiliated institute of RTM Nagpur University; the evaluation system followed by the institute is publicly available through the University Website.

- Institute communicates the evaluation system, pattern and criteria through the induction programme that the students undergo after joining the college.

- The evaluation system is also made available on the institute website for the Information of all the stakeholders.

- Assignments displayed on notice board on completion of course module and students are asked to submit assignment/tutorial before the submission due date. The assessment process is explained by the faculty in the class at the start of semester. These assignments are checked and graded by the concerned faculties

- Exam dates are scheduled in the academic planner at the start of academic session and the detailed time table is displayed and communicated to the students a week in advance **so that students can get time to prepare.**

- All the students are inform about any activity through the Proper notice by concern faculty. They also explain the Do's & Don'ts along with the criteria for evaluation.

- The corrected answer sheets of internal examination are shown to the students

- The Institute notifies the students regarding schedule and structure of Internal evaluation system through the college notice board.

- All the faculties share the results of the internal evaluation as well as activities conducted by them to the students. After the internal evaluation, students' performance is discussed with the students and necessary suggestions are given for further improvement. Assignments are conducted regularly and according to a well-planned and properly communicated schedule. All prescribed assignments are conducted and the students are given sufficient training in carrying them out. Thus, students are prepared to perform well in the . Term-end examinations are held at the end of the first term.

The students having any issues /complaints regarding examination /evaluation /results can refer in writing to the Grievance Committee

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

Response:

The institute has the following mechanism for grievances with reference to evaluation

At college level

The internal examination are conducted as per the directions of RTMNU, Nagpur in a time bound & transparent manner. Exam dates are scheduled in the academic planner at the start of academic session and the detailed time table is displayed and communicated to the students a week in advance**.**

The corrected answer sheets of internal examination are shown to the students. If student has any problem, he will contact to the subject teacher first.

If the problem is not solved then student can approach to student grivence redressal committee

At University level

External Examinations are held as per the schedule received from Rashtrasant Tukdoji Maharaj

Nagpur University. The Institute communicates dates to students, for submitting examination forms to

university by way of notice on notice board & social media. Administrative staff at the Institute facilitates

the submission process for the students at every stage.

After the exam results are declared and if the student is not satisfied by his or hers marks ,then he/she can approach university for challenge valuation.There is a" YES/ NO "Committee appointed by the university which approves whether the student should go for challenge valuation. . If the student feels so, then he or she can submit for revaluation as well. The pass records reveal that a lot of students clear their papers in the revaluation system.

(a) **Project Evaluation and Practical Examination:** The schedule is provided by the university and it is communicated to students within a day of receipt from the university. The examinations are conducted as per the norms prescribed by the university and grievances are settled in consultation with the university authorities.

(b) **Written examination:** The university decides the dates and centre of examination. Rules governing examination are framed by university for evaluation and announcement of final results. Grievances are redressed by university as per their rules with the administrative staff of the institute facilitating the process for the students wherever required.

The Institute also undertakes to communicate the final results to students immediately on declaration by the University.

The University has its own grievance redressal mechanism for evaluation.

 In case any student has an objection about the marks awarded, he/she has the facility to apply for revaluation within a specified time with the prescribed fee.

 The university revalues the answer scripts and takes corrective action.

The facility of revaluation is available to all students.

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

Response:

At the starting of every academic session the dean academics preparesthe institutes 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 on website and communicated to teachers and students

Response:

Vision and Mission statements are displayed on the institute website,and also at college

Course outcomes and course objectives are defined for each and every course in a program. These course outcomes are defined by faculty members of respective courses with syllabus as the basis. Teaching plans are made based on course objectives, course outcomes and syllabus for each course. Since the Institute is affiliated to Rashtrasant Tukadoji Maharaj Nagpur University, the curriculum of each course of all the programs is prescribed by the university. The course objectives and outcomes are generally not mentioned in the curriculum prescribed by the university.However , the new syllabus for MBA has been designed by clearly mentioning the course outcomes.   the Institute follows a structured mechanism of defining the course outcomes and communicating the same for the BBA program as the university has developed the course outcome in the new syllabus pattern only for MBA..

Every course faculty is required to communicate the course outcomes as developed by the university

At CIBMRD we believe that all the students must be aware of course objectices, course outcomes as well as program outcome, we make the students aware about all these by following ways

Institute Website

The course objectives of all the courses are display on the website

Library

We compile program output, course objectives and output and keep a copy of it in the library. All the students have access to it.

Induction program

Program co-ordinator discuss the program output, course objectives and output during the induction and orientation program with the students.

Class Room

All the subject/course faculties are required to incorporate course objectives in their teaching plan and discuss the course objectives and expected outcomes

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

Response:

The attainment of various outcomes like Cos, PSO and POs is carried out in four stages namely Planning,

Implementation, Evaluation and Action Taken

Planning :

- Various outcomes are established and co-relation is established between COs and Pos in the scale of scale of 1 to 3. 1 being the slight low , 2 being moderate and 3 being substantial high
- A mapping matrix is prepared in this for every course.

Implementation :

- An individual faculty member uses different direct tools like class test, assignments, subject seminar, field project university exam for evaluation of course outcomes.
- Dean academics evaluates Cos, Pos by using evaluation of COs and indirect tools like feedback from Students, Alumni, Parents, Teachers, Employer etc.

Evaluation :

Attainment of all the outcomes are calculated and compared with expected level of attainment decided by the subject teachers for COs and Dean Academics for POs

Action Taken :

If attainment is up to the   expectation then appreciation is extended to the concerned faculty member and in case of deviation from the expected attainment of outcomes necessary actions is initiated to improve the outcomes as per expectations.

2.6.3 Average pass percentage of Students

Response: 64.29

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 45

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 70

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: 3.3

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 (INR in Lakhs)

Response: 0.57

3.1.1.1 Total Grants for research projects sponsored by the 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)

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0.45	0.12	00

File Description	Document
List of project and grant details	[View Document](#)

3.1.2 Percentage of teachers recognised as research guides at present

Response: 50

3.1.2.1 Number of teachers recognised as research guides

Response: 5

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.75

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

Response: 3

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 20

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 Institution has created a platform called Central India Management Conclave (CIMC) for the purpose of creation and transfer of knowledge, the institution has hosted 11 such conclaves in the past 11 years specific theme each year. Research papers are invited for all functional areas on the specified theme each year. The best papers are published in the journal "Udyukta" published by our own Institute and also in a journal of "Management teachers' consortium", both been international journals. The rest of the papers are published in CD and circulated to the participants and other management colleges across India. There is a dedicated portal maintained by this Institute as www.cibmrdcimc.in. Some of these conclaves have been hosted in collaboration with some professional bodies. The 10th CIMC was hosted in association with the Maharashtra commerce teachers association. This platform offers an excellent opportunity to not only research scholars and academicians but also people from industry who wish and willing to participate by sharing their thoughts and views on the specified theme. There is also the best paper competition in each of the categories for which certificate and trophy is given. Permanent people from the industry, political arena and academia are invited as guest speakers to speak on the specific theme.

The Institute is registered with an IIC which is an initiative of AICTE. As part of ARIA (Atal Ranking of Institutions on Innovation Activities) initiative, there is also IIC i.e. Innovation and Incubation Centre. The Institute has recently been registered and has also been recognized by AICTE for its initiatives to develop the innovation and incubation centre. There is a dedicated team of faculty and students for carrying out activities under ARIA & IIC. This committee recently attended a workshop on the development of the cell conducted by AICTE in Welingkar college, Mumbai.

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

Response: 5

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

2018-19	2017-18	2016-17	2015-16	2014-15
01	01	01	01	01

File Description	Document
List of workshops/seminars during the last 5 years	[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](#)

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

Response: No

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

Response: 0

3.3.3.1 How many Ph.Ds awarded within last five years
3.3.3.2 Number of teachers recognized as guides during the last five years

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[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

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List of research papers by title, author, department, name and year of publication	[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: 0.27

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	01	1	0	01

File Description	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:

Central Institute of Business Management Research and Development is looking after the development of its students as future leaders in their communities and workplaces. It was the holistic approach of the planning of the programs of extension activities of the college students through its NSS unit , so as to let them understand the societal and developmental issues related with the community. As a result, the institute understands the importance of its students recognizing physical and social needs of communities they live in. Hence, it undertakes to promote better relations and understanding between its student community and people through different social activities undertaken by college during academic year. The institute accomplishes this by involving students of BBA and MBA programs in various activities specifically designed for exploring them to various social issues. These include yoga training, skill development through entrepreneurial workshops, blood donation camps, health awareness camps, swachhata programs , waste management, street play , outbound training program, patriotism, teachers day, cultural programs, debates etc.

CIBMRD's NSS CELL:

This platform is created with a view to develop maturity and a sense of civic and social responsibility among students. NSS unit of CIBMRD(Central Institute of Business Management Research and Development) is the unit of 50 students under Rashtrasant Tukdoji Maharaj Nagpur University. Program intends to provide a helping hand to the needy sections of society, while creating compassion and social awareness among students. Under this unit students participate in various programs and experience the challenging facets of human life at various strages.

Activities carried under this programme include yoga training, skill development through entrepreneurial workshops, blood donation camps, health awareness camps, swachhata programs , waste management, street play , outbound training, patriotism, teachers day, cultural programs, debates etc.

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	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 Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 19

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
02	05	04	04	04

File Description	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: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Average percentage of students participating in extension activities with Govt or NGO etc	[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: 18

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

2018-19	2017-18	2016-17	2015-16	2014-15
09	05	1	2	1

File Description	Document
Number of Collaborative activities for research, faculty etc	[View Document](#)

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 2

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 (only functional MoUs with ongoing activities to be considered)

2018-19	2017-18	2016-17	2015-16	2014-15
01	0	01	00	0

File Description	Document
Details of functional MoUs with institutions of national, international importance,other universities etc during the last five years	View Document

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:

The institute has well-developed infrastructure as per the requirements stated by AICTE and other statutory bodies to fulfill the need of all academic and non academic activities. The entire campus is spread over 0.36 acres with built up area 2098 square meter Following facilities are available.

Air-cooled Central Seminar hall with ICT facility is available to conduct training programs,guest lectures, conferences, STTPs and other related activities.

- Institute has sufficient classrooms for efficient teaching–learning process and all classrooms are equipped with ICT facilities.

- Training & Placement Cell with assembly hall to conduct placement drives, mock interviews,training programs, group discussions.

- Computer Center with internet facility and centralized LAN connection. Separate computer center facility is provided for students to carry out project work, online exams and to fill examination forms online.

- Well-developed library, automated with software, with collection of books, journals, magazines, CD's, E-books etc. as per AICTE norms.

- Library also includes separate reading, reference and digital section for accessing E-books, E journals, NPTEL videos and online open source books library have computers with latest configurations.

- Canteen facility is in place for students, faculty and staff.

- Support and safety facilities like continuous power backup, fire extinguishers, water coolers with water purifier, CCTVs at key locations is available.

- Separate girls and boys common rooms are available in the campus.

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

Response:

The institute organizes sports and cultural event every year to promote the extracurricular abilities of the students.

Sports fascilitities:

-The institute has a tie up for exclusive large playground situated at Pawanbhumi ground near college for various outdoor games like Cricket, Basket ball, Volley ball, Kabaddi.

-Badminton court with outdoor flood light arrangement is available at college premises.

- A common room is allocated for indoor games like Table Tennis, Carom & Chess etc. Institute promotes the students to participate in

Intercollegiate, Intra-collegiate, university, state and national level sports competition every year.

Cultural Activities :

- College possesses 200 square meter cultural hall cum seminar hall which is connected with latest I CT facilities. Students are arranging various practice sessions as well cultural activities throughout the year.

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

Response: 71.43

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 05

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	[View Document](#)

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

Response: 4.25

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

2018-19	2017-18	2016-17	2015-16	2014-15
12.28000	2.37	1.40	1.72000	1.90

File Description	Document
Details of budget allocation, excluding salary during the last five years	[View Document](#)

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

Library is automated using Integrated Library Management System (ILMS) 'LIBMAN' (Master Software group) having nature of partial automation. It is user friendly software developed to work under client server environment. The Software is featured with the following modules to facilitate all the essential functions of the library in a computerized environment. 1) Acquisition 2) Circulation 3) Patrons 4) Reports 5) Tools 6) Cataloguing 7) Authorities.

OPAC: Online Public Access Catalogue (OPAC) consists of Acquisition Cataloguing, Circulation, Serials control and Web OPAC facility which allows students faculty to browse a book by author, title, publisher or any keyword.

The Library of Institute is vary spacious with sufficient titles and volumes of books, national & international print Journals, E-Books etc, and also got NPTEL Video's related to MBA. The library is member of RTM Nagpur University libraryas well.The library has a provision of access to e-journals like, DELNET, video lectures, project report for PG programmes. For this purpose, a separate arrangement in Digital Library is made where students & staff can access, download, print the open access journals & research papers, also they can listen to the video lectures with the help of audio-visual aids.

The bar- Code Project for the retrospective collection is completed and the system has been regularized. Bar code printer and one Bar code Scanners are the important additions to the rich infrastructure of the Library.

Year of automation

Library completed its automation in the year 2003 by using LIBMAN Software, but college purchased new online ERP Software in 2018. In this software l the library module is very effective and user friendly..

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

Response:

The college library is enriched with good numbers of textbooks, reference books beyond the text, journals, magazines etc. the library is well stocked by books on NET/ SET, Quantitative Aptitude, reasoning verbal non-verbal, MBA Entrance books etc. The Library has taken initiative to enrich with e-resources like E-books, e-journals related to the curriculum taught in the institution in the form of supportive measures for

the teachers and the students. The biographies of great people such as scientists, great national leaders and freedom fighters are also available in the Library.

The collection of rare books and special reports available in the Library is a mentioned below.

1. **Rare Books:**

- Subject Encyclopedias available in the College Library
- Biographies also available in the Library
- And the Dictionaries is also available in the Library

2. **Special Report**

- Number of special reports in the form of University Annual Report available in the Library

- **ANNUAL REPORT OF Nagpur university 2013-2014**
- **ANNUAL REPORT OF Nagpur university 2015-2016**
- **ANNUAL REPORT OF Nagpur university 2014-2015**
- **ANNUAL REPORT OF Nagpur university 2012-2013**
- **ANNUAL REPORT OF Nagpur university 2011-2012**
- **ANNUAL REPORT OF Nagpur university 2010-2011**
- **ANNUAL REPORT OF Nagpur university 2016-2017**

Nagpur University Directory

1. **Nagpur University Directory (2015-2016)**
2. **Nagpur University Directory (2017-2018)**

File Description	Document
Any 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
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: 2.18

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

2018-19	2017-18	2016-17	2015-16	2014-15
2.540712	1.28355	2.03249	1.75835	3.26895

File Description	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

4.2.6 Percentage per day usage of library by teachers and students

Response: 26.32

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

Response: 65

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Management education cannot be effectively imparted without strong Information technology support. The teaching-learning environment is changing rapidly and getting technology oriented. Moreover, management education, being very dynamic in nature, has everyday updates and advancements in knowledge which are all made available to the students through extensive use of IT.

Proactive Updation

The System Administrator is responsible for regular updation of IT facilities at the Institute. He conducts a regular audit of all IT facilities and updates the software, upgrades the hardware, checks the network facility and removes obsolete facilities. The curriculum related requirements of facilities such as new software or an updated version of existing software are communicated to the System Administrator by Program Coordinators. A prompt compliance of these requirements by Systems Administrator facilities an effective conduct of academic activities.

All network equipments like routers, cables, modem, etc. are fully updated at all times and are regularly checked for speed of delivery and connectivity as part of routine productive maintenance schedules.

Reactive Updation

In case of failure of systems encountered by any students, faculty member or administrative staff, it is reported to system administrator. The systems administrator is required to resolve the problem at the earliest to ensure smooth conduct of academic and administrative activities.

Recent Actions

Owing to the fact that high speed internet and availability of data speeds in excess of 3G are the norm, the institute has signed a MOU with Reliance Jio for the effective implementation of free Wi-Fi facility to all the students. This facility provides 2 GB data on a daily basis to all students at 4G speeds to ensure that their hand held devices like mobile phones are also able to acess the internet.In addition to this, the institute is availing the special scheme provided by BSNL for 40 mbps bandwidth.(broadband) The institute has an additional bandwidth of Airtel for 10 mbps(leased line) The entire campus has been covered under this scheme and has started delivering excellent results in terms of connectivity and speed of information availability. This has also resulted in a large number of dormant student users to get online more often and increase their overall technology quotient.

4.3.2 Student - Computer ratio

Response: 3.12

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

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: 5-20 MBPS

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

Response: No

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: 5.32

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)

2018-19	2017-18	2016-17	2015-16	2014-15
4.51	6.68	2.11	8.34	1.54

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	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:

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 entre 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 foot ball, basket ball, 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 routsourced 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.

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: 57.49

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

2018-19	2017-18	2016-17	2015-16	2014-15
108	133	96	111	75

File Description	Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[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: 2.58

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

2018-19	2017-18	2016-17	2015-16	2014-15
6	3	9	4	1

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: E. 3 or less of the above

File Description	Document
Details of capability enhancement and development schemes	[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: 29.65

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

2018-19	2017-18	2016-17	2015-16	2014-15
70	65	36	49	54

File Description	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: 23.6

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

2018-19	2017-18	2016-17	2015-16	2014-15
56	143	35	0	0

File Description	Document
Details of the students benifitted 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
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: 44.02

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

2018-19	2017-18	2016-17	2015-16	2014-15
29	19	16	16	14

File Description	Document
Details of student placement during the last five years	View Document

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

Response: 26.67

5.2.2.1 Number of outgoing students progressing to higher education

Response: 12

File Description	Document
Details of student progression to higher education	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/ TOEFL/ Civil Services/State government examinations)

Response: 30

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	0	1	0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	1	2	0

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	[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: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	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](#)

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

Response:

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 committe 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.

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

Response: 3.4

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

2018-19	2017-18	2016-17	2015-16	2014-15
06	06	05	00	00

File Description	Document
Number of sports and cultural activities / competitions organised per year	[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:

ALUMNI ASSOCIATION OF CENTRAL INSTITUTE OF BUSINESS MANAGEMENT RESEARCH AND DEVELOMENT, 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 organising 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 organisations 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 andalso 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

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5.4.2 Alumni contribution during the last five years(INR in Lakhs)
? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	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

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	1	1	1

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	[View Document](#)

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:

VISION: **To provide industry and business in a globalized environment with skilled business leaders with a lifelong growth perspective.**

The Institute envisions developing the skills of the students enrolled keeping in mind the skill required in a globalized world with scope for continuous development.

MISSION:

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 as mentioned above is to impart quality management education by associating with industry for both academics and research.

The Mission statement reflects three pillars, namely academic pursuits, research pursuits and societal concerns and all these above pillars Linked with industry.

The Institute has a Standard Operating Policy (SOP) Manual which has compiled all policies related to Research, Consultancy, Incentives, and Visiting professor Schemes etc In all of these areas, involvement and or linkage with industry is evident..The academic planning is done by the Principal in consultation with the team of faculties. There is a list of responsibilities chalked out and the same is distributed to each of the faculties as part of their Key Responsibility, Area (KRA).There is an academic audit conducted every six months and as part of the audit, there is verification done about the 10% syllabus coverage done by the faculties, which was earlier part of the KRA.

The institute ensures that all the faculty members keeps themselves aware about the current happenings and their learning are incorporated in their teaching pedagogy. For this, the institute encourages the faculty members to attend and participate in various workshops, seminars and faculty development programmes. This helps the institute to design the teaching pedagogy that best suits to ever changing needs of the industry. The institute ensures that the students are given ample exposure to the industry through guest lectures, internships and live projects / field visits. Thus the institute ensures high academic pursuits by linkages with industry.

As far as research pursuits are concerned, the institute has sought and gained the approval of Rashtrasant Tukdoji Maharaj Nagpur University for a recognized centre for higher learning and education. Ph.D. aspirants are enrolled therein. There is also a biannual research journal published by the institute, along with a compendium of papers published annually. Academicians and industry personnel are invited to participate by contributing their research papers as well as articles.

As far as societal concerns are there, the institute encourages its staff and students to develop a responsibility towards society by carrying out meaningful activities through NSS and UNAI (United Nation Academic Impact) platforms.

However, the required day to day working of the Institute is governed by the College Development Committee earlier known as the Local Management Committee. The College Development Committee hosts a meeting quarterly for budget approvals and approval for construction, recruitment and compliance matter of various bodies governing the Institute.

6.1.2 The institution practices decentralization and participative management

Response:

Case Study:

This process is bottoming up but driven by the management. 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 have students from all the classes of all the courses. These students plan for the future coursprincipal. 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 in their curricular and extracurricular development.

6.2 Strategy Development and Deployment

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

Response:

One activity successfully implemented based on the strategic plan.

Academic Audit

The institute in its short-term planning introduced the concept of academic audit which is conducted twice in a year at the end of each semester. This system was introduced with the objective of monitoring the academic responsibilities of faculties, proper record keeping etc. An external auditor is invited, who conducts the audit and submits a report to the dean, academics.

Preliminary inventory verification is done, the format of which is upload as additional information. In this basically 2 files are verified – 1) Mentor-Mentee file, which is in saffron colour and the file contains records related to meetings of Mentors with Mentees. The second is the subject file which contains the course planner, syllabus, attendance sheets, time table, question bank, personal time table, assignment questions, teaching pedagogy, university question papers, sessional question papers and internal marks assessment inventories as well as details of industry expert teaching as guest lecturers. Along with this the students class room assignments and class tests are also verified. The inventory format contains signature of the concerned faculty, dean & the principal and also the signature of the clerk who has done the verification. The dean academics then discusses the report submitted by the auditor in a meeting in the presence of the principal. Areas of improvement, suggestions are discussed openly with all faculties.

Generally a senior faculty from the same fraternity but from a different college is invited. This activity was appreciated by the management and it was decided that Dr.V.R.Kubde be appointed as the academic auditor for all other institutes in the sanstha as well. The course planner was also appreciated and copied for other colleges in the sanstha.

A copy of the course planner is now uploaded in the ERP system and one CD kept in the library as well.

As per the strategic plan the Institute had documented a Standard Operating Procedure (SOP). This SOP contents besides the Vision, Mission, Quality Policy, objectivesand certain policies for the benefit of the students and the faculties.

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 governance of the institute is through the College Development Committee, the meeting of which is convened twice in a year. The principal of the institute is the member secretary of the CDC. All approvals for budgets, purchases, appointments, constructions and grievances are discussed with the management in the meeting. Apart from this, approvals are obtained by sending note-sheets. These note-sheets are sent by the principal, approved by the guardian director, verified by the accounts department of the sanstha and then finally signed by either secretary/treasurer or chairman.

The internal administration is looked after by the principal along with the team of teaching and non-teaching staff. All the teaching faculties have some areas of administrative work allotted to them to supervise. In this they are assisted by the non-teaching staff and students' team. These faculties are designated as faculty in-charge of that particular activity. E.g. faculty-in-charge for admissions, for alumni, for learning resources, for placements, for sports & cultural activities etc.. For activities under each head, planning is done by the faculty in-charge and students. A note is submitted to the principal for the expenses who in turn gets it approval by the management vide note-sheets.

Thus the Institute has constituted committees for internal coordination and monitoring of the activities. The KRA(Key Responsibility Area) format provided to the faculties is required to be filled in by the faculties themselves. This format mentions the areas of responsibilities of each faculty.

The service rules are designed on the lines of UGC norms by the parent sanstha and whatever is applicable to the institute is mentioned in the SOP.

Recruitment procedure and policies are followed as per AICTE and RTM Nagpur University norms. Promotion policies are as per RTM Nagpur University norms. Grievance redressal mechanism for faculty, staff and students is in place. There is an online grievance redressal platform for students. There is also a committee for the same purpose.i.e. committee for grievance redressal for students, faculties and other staff. However, minor complaints, suggestions are offered orally to the principal, who meets these complaints first at her level and then later, if it cannot be solved at the level of the principal, then a note is send to the secretary / chairman, through the guardian director. Any major issue is discussed at the CDC meeting.

A separate sexual harassment cell and anti-ragging cell is constituted as per norms.

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
Screen shots of user interfaces	[View 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:

To cite an example one such activity is the Local Managing Committee which is now known as the College Development Committee. The composition of the CDC is as per the guidelines of the University. The frequency of meeting is biannual. The regular format for discussions during the meeting is as under.

1. Compliance to the minutes of last meeting.
2. To consider the report of the Principal for the academic performance of the students.
3. To consider the report of the Principal of the activities held in the past academic session.
4. To consider the proposal of the Principal on the placement activities. Summer Internship & Winner Internship.
5. To estimate the work load, approve the staffing pattern and create post teaching and non-teaching (Technical & administrative) for the institution & to supervise the observance of service condition of the staff as prescribed by the affiliating body.
6. To consider and make provisions for meeting the general and specific conditions laid down by the council, the state Govt. & affiliating body & monitor the progress in fulfilling the condition.
7. To consider & approve the proposal for creation of infrastructure such as building, equipment, library & staff (to consider recommendation of finance, equipment, building & staff selection committee in this respect).
8. To approve the budget and actual status of income and expenditure for 2017-18.
9. Any other matter with the permission of the chair.

The minutes of the meeting are circulated to all the members after the chairman of the committee accords his approval. The member secretary is the principal of the institute. The action taken report is presented by the member secretary in the next meeting as the compliance to the minutes of last meeting.

One activity successfully implemented based on the minutes of the meetings of College Development Committee.

In the College Development Committee, the member secretary of the committee and the Principal proposed for the purchase of a new ERP system as the old system was not used by all due to technical

issues.

The proposal was raised under point No.7, of the CDC meeting agenda and the permission thereof was approved in the same meeting, dated 25th May 2018. The short listed quotation was also approved and the system was purchased from Synchronik Inc 27th July,2018, vide note sheet No.MBA/144/2018 dated 27/06/2018.

6.3 Faculty Empowerment Strategies

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

Response:

Professional Development of Teaching Staff:

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 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 d**uty 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.

Professional Development of Non-Teaching Staff:

The Institute organizes various activities and training to develop competencies and skills of the non-teaching 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.

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: 55.39

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

2018-19	2017-18	2016-17	2015-16	2014-15
07	7	05	04	08

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: 5.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	6	8	5	4

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 programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 19.33

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	00	0	09	01

File Description	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:

A full scale planning by the empowered body of guardian director, director and senior most faculties is done at the beginning of the academic session. The key performance areas and key performance indices are defined for each of the faculties. This is done after a comprehensive assessment of the task involved in the Institute. Thus the roles, responsibilities, portfolios and teaching assignment are allocated to each of the

faculty members and non-teaching staff of the Institute. This determines the full work load of each of the staff members. The performance appraisal covers the key performance areas of each of the faculties. This ranges from administrative responsibilities, teaching responsibilities, research consultancy and extension activities as well as student interaction in terms of mentoring, counseling and project guidance. The KRA format encompasses not just the roles and responsibilities but also how the task has to be executed within the given time frame specified for the task execution. There is a remarks column in the end where in the status of the task is updated.

This above aspect forms an important part of the performance appraisal system especially for the teaching faculties. The appraisal system has marks for each of the areas and a grading system is developed based on the marks. The feedback system is also incorporated in the performance appraisal. The results are personally communicated to the faculties, after the review by the guardian director and /or secretary. In the case of any employee falling below a particular level in terms of feedback as well as performance appraisal, is personally counseled by the principal. Training need analysis for the non teaching is done on the base of performance appraisal.

The outcome of the Performance Appraisal is used for improvising the individual and the group performances. The specific outcome during the personal meeting with the principal of the institute helps the individual staff member in identifying areas of strength and weaknesses.

The weak areas are marked for strengthening through specific training and corrective actions as may be needed.

These actions include:

- Increasing quality of classroom inputs through continued training.
- Mentoring by senior faculty member.
- Attending Specific FDPs.
- Setting up higher benchmarks for achieving better results.

For promotions the performance appraisal system is considered.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

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. Last audit was done on June 2018 (for the FY 2017-18). As per audit certificate, no major objections were found.

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 software 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 non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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:

CIBMRD is a non granted institute. Institute budget is made every year after taking inputs from previous year's income and expenditure and anticipated expenditure and income for next financial year. The Institute mobiles funds through the -

1. Revenue from fees
2. Interest on fixed deposits.

In addition to the above, the institute applies to several bodies like AICTE, ICSSR for grants for specific events, activities and has also received a few grants from ICSSR and Tribal Department. The Institute, in order to raise additional source of revenue has started with new courses like B.Voc, Post Graduate Diploma in Vocational programs in BFSI from TISS-SVE and YCMOU programs in several courses. The Institute has received revenue from both the above as under:

YCMOU		
Surplus	2018-2019	361337
TISS SVE		
Surplus	2018-2019	615651

The Institute also mobilizes funds by letting out its premises for dance classes after office hours and auditorium etc. for conduct of events, exams on holidays.

College monitors the earning by projected admission, projected possible funding from other agencies & revenue collection by deposits, interest on deposits & other assets. It allocates funds for salary, infrastructure development, research, and equipment in laboratories, furniture, books, journals, faculty development and other necessary recurring expenses. Collection of tuition fees, purchases of materials, books, stationeries, equipment and its maintenance, payment of bills are made through accounts.

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:

From the inception the Institute has always been quality conscious and strives to provide quality management education hence a Quality Assurance cell was established in the year 2013-14 under the

leadership of principal. The cell was comprising of Principal, Dean Academics, Dean Industry Institute Interaction and Head of Research. The cell has started strengthening the quality awareness and suggested some quality initiatives to improve and develop the teaching learning process at the institute. Following initiatives were implemented as per the suggestions of Quality Assurance cell :

- Academic Audit : To strengthen the processes and procedures for **academic** quality assurance and enhancement the Quality Assurance Cell decided to conduct the Academic Audit of every subject at the end of every semester. The cell suggested that all the faculties shall include field project, subject seminars, remedial classes, 10% syllabus completion by the industry expert . during the academic audit the use of all these tools by the faculties is evaluate.

- Industrial Mentoring : It focused on developing the student career management skills and help to identify career options and goals . We allot some industry expert as mentor to the students of the second year as per their specialization. These mentors are suppose to guide the students about the scope, skills required , value addition to be done in the area of specialization.

- Subject Seminars : To evaluate the learning of the student about a particular subject at the end of the semester, subject seminar for each subject is conducted by every faculty . here we evaluate the understanding of the subject and ability to apply subject knowledge to solve the real life problems.
- Field project : the field project gives the students an opportunity to apply their theoretical/classroom to the real life situations. All the subject faculties give the field project individually or in group and then it is presented and evaluated.

-

On 5th March 2018 this Quality Assurance cell was replace with IQAC cell based on the guidelines of NAAC. This onwards IQAC cell is responsible for *institutionalizing the quality assurance strategies and processe.*

Two practices institutionalized as a result of IQAC initiatives:-

Campus Integration through education ERP system :

In the first meeting of IQAC committee, **to enhance the performance of Academics & administrative areas**.it was decided to implement education ERP system. Institute purchased and implemented the college ERP system from Synchronik Ink.

Review of Existing feedback system :

The existing feedback system was review in the meeting and committee decided that the feedback about teaching learning system & its effectiveness, adequacy of infrastructure, design of curriculum shall be collected from all the stakeholders of the institute on the regular basis.

New feedback mechanism is designed.

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 Internal Quality Assurance Cell (IQAC) is regarded as a mechanism to build and ensure a quality culture at the Institutional level. The college has established Internal Quality Assurance System with appropriate structure and processes and with enough flexibility to meet diverse needs of the stakeholders. The IQAC facilitates the creation of learner- centric environment

The IQAC undertakes periodic review of various programmes and practices established from time to time and evaluate them for their effectiveness. Such programmes have a direct bearing on the teaching learning practices and hence are of utmost importance to both, students and teachers. Adoption of effective and more impactful practices, therefore, is a part of the institute's working as it leads to reforms in its teaching-learning process. Among the several reforms undertaken for institute development, as a result of IQAC meetings, the following two can be sited here as good examples:

1. **Upgrading of faculties :** IQAC also support & encourages faculties for their own development through research project, research paper publication, presentation, participation in various conferences, workshop, seminar etc. In the 4th meeting of IQAC dated 26th April 2019 the resolution was passed that all the faculties shall register with Swayam courses .. IQAC continuously supports and encourages curriculum up-gradation and improvement by way of participation of teachers in BOS meetings, workshops, and committees for framing of syllabus. There was active participation of our faculties in framing of new syllabus for MBA this year.

1. **Experiential learning, participative and problem solving methods for students' progression and employability** :

 A business management course is one that is closely linked to industry and the curriculum administered needs to keep pace with today's fast evolving industrial and business needs. However, the curricular is design by the University and institute has to follow it,

CIBMRD Quality Assuarance cell has taken a review of industry expectations and tried to identify the gap between curriculum. To bridge the gap IQAC directed the teachers to adopt experiential learning, participative and problem solving methods for students progression and employability. To enhance quality in teaching-learning the teachers

are encouraged to use ICT method, field project, 10% syllabus completion by industry expert as integral part of course delivery.

To monitor the implementation of these reforms IQAC conduct the Academic Audit at the end of every semester.

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

Response: 0.6

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

2018-19	2017-18	2016-17	2015-16	2014-15
02	01	0	0	0

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:

Since inception there has been a strong emphasis on the quality of the inputs being provided to students. It was also realized that along with academic quality, there has to be equal importance given to the overall development of the students and administration of the institute. With this in mind, a large number of initiatives were embarked upon with a strong emphasis on continuous and sustainable improvement. One of the key initiatives that has been implemented continuously and that has slowly become a hallmark of Central Institute of Business Management Research & Development (CIBMRD) is the is the integration of Activity Based Learning into the curriculum of each subject/course being taught at CIBMRD.

Thus all subjects being taught make extensive use of activities like games and exercises, simulations, case study and quizzes to reinforce and enable learning in a healthy and competitive environment. This has resulted in enhanced understating of applications of the subject for students, at the same time making it interesting for them. Subject seminar, field project are introduced in addition to the class room teaching which improves presentation skills, communication skills, team building and problem solving ability.

Introduction of Industrial mentoring helps students to get in touch with industry experts and get benefited in summer internship , industrial exposure and final placement.

Through student Mentoring System every student is allotted a menter who collects personal , academic information of students and guide them for their overall development.,

Faculty improvement is another area that has seen intense qualitative initiatives like introduction of 'Research Publication Incentives' for faculty members and encouraging them to participate in conferences and seminars, both national and international. FDPs are regularly organized using in-house as well as external faculty to ensure that faculty stays up to date with newer methods of teaching and that they're aware of advancements in pedagogical tools.

Overall administration has also seen various evolving processes being introduced from time to time like introduction of various policies related to leaves, absenteeism, reporting, travel, etc. It is extremely critical for any institute to have clear cut policies related to administrative aspects as it affects the day to day

working of the institute and thereby, ultimately, the teaching-learning process.

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: 7

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	2	1	1

File Description	Document
List of gender equity promotion programs organized by the institution	[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:

The Institute has always kept an open platform for admissions irrespective of gender. The admissions are done through the Directorate of technical educations, wherein equal opportunities are given to both males and females.

Similarly, in recruitment too, only merit is considered. However, we have a 40:60 ratio of females to male employees irrespective of gender

Once within the college premise, there are separate toilets for boys and girls as well as separate common rooms. Care is taken for the safety and security of the female students especially during the programs and events wherein they are required to wait till late hours. A female faculty is also available with the students at such times. During trips which are made out of station, at least one female faculty is made to accompany the students. This is usually for industrial visits, outbound program and picnics. Due care of the safety of girls students is taken during both the times. All students are provided with identity cards and there is a 24x7 guard at the college premises. The Institute has installed CCTV cameras. There is a doctor on call facility for the students. Awareness programs for sexual harassment are conducted regularly by the cell.

Besides this, the counseling sessions of mentor-mentee, carried out by the faculties have an area wherein counseling for girl students for any of their issues is done.

Female faculties are permitted flexi working hours too. Besides, they are provided with full maternity leave and time off during working hours to go home to feed the child.

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)

Response: 00

7.1.3.2 Total annual power requirement (in KWH)

Response: 6390

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: 17.28

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

Response: 33

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 191

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 Institute follows a policy of reusing all the papers for internal communication. Finally when both the sides of the paper are used and when the paper is not required any more, it is collected and sold off for recycling.

Separate, green and blue dustbins are maintained for recycling.

All students and staff are advised to bring the plastic waste to the institute which is then handed over to "MaitreyiParivar", an NGO with which the institute has a tie-up. MaitreyiParivar sends the plastic waste to an industry where it is recycled.

Similarly for electronic waste as well, MaitreyiParivar collects the material and sends it to an organization in the Industrial area for recycling.

TheiInstitute conducts a program during induction itself on sensitizingt he students towards waste management. Representatives of "MaitreyiPariwar" come to address the students. A class-wise competition on best out of waste is conducted every year for encouraging such practices. The solid waste generated from the campus is dropped into compost pit. The manure so produced is utilized for plants and trees located in the campus.

The waste, mainly from the canteen is collected for the purpose of vermi-composting.

Rain water harvesting is provided for so that it is ensured that the water does not go into drains and be wasted.

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7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Rainwater harvesting technology is used in our campus to collect and store rain water for later use from relatively clean catchment. It helps in the availability of portable water, as rainwater is to a large extend free of salinity and other salts. With enough space available in the campus, the institute has created a rainwater harvesting system, which collects; filters and stores water for non-potable usage. The catchment areas are provided with conduits to collect the water, the water is diverted to the storage tanks, and a majority of the water is used to recharge the ground water levels. The non-sewage drains carry water directly to the recharge areas as also to the plantations.

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:

The Institute has adopted a proactive approach towards dealing with the challenges of Environment faced by the society. One of the major initiatives in this direction was the establishment of the NSS activities for the students of the Institute. The same is responsible for taking up the initiatives on environment related issues both within and outside the institute. The proposed and conducted activities of NSS are also endorsed by United Nations Academic Impact (UNAI)

Most of the students commute by the city bus service. A bonafide certificate for making the student bus pass is provided for some students commute by bicycles, however the number is less.

There is a practice Rs.3 "Reducing Reusing and Recycling" of plastic and plastic products. The Institute has an association with an NGO "MaitreyiPariwar". This NGO concerns mainly with environmental issues. A workshop is held during the beginning of the session wherein the students and faculties are apprised of the harmful effects of plastic waste, how one can reduce and reuse plastic products and how it can be recycled. Students and faculties are encouraged to collect the plastic waste from their home and the same is then given to the members of "MaitreyiPariwar" which collects at mass level and forwards it for recycling.

In the canteen as well tea etc. is served in paper cups and not plastic cups.

The students have a subject on Environmental management and a study tour is arranged every year to NEERI.

Every year there is a class wise competition on best out of waste conducted.

Students have a street play competition with such environmental as well as social themes. As part of a project, the students have sold cloth bags for 10/- only to reduce the use of plastic carry bags.

Paperless office:

Internal communication is done through email and college management software.

For communicating to the students too social media platform is utilized. We have the facility of bulk SMS and whatsapp group of each class is maintained.

Green landscaping:

In the small area available, the Institute has taken initiatives to make the campus green, both within and outside the campus. Vermi composting is done wherein garden waste and canteen food waste is used for composting.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.99

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)

2018-19	2017-18	2016-17	2015-16	2014-15
1.24	2.64	0.40	0.053	0.02

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	[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](#)

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	00	0

**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

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: No

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: No

File Description	Document
Any additional information	[View Document](#)
Provide URL of supporting documents to prove institution functions as per professional code	[View Document](#)

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: 0

7.1.17.1 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 year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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 institute organizes National Festivals, birth and death anniversaries of great Indian personalities wherein students, staff and management representatives are invited.

Most of these events are as directed by NSS body of Nagpur University and also as per directions received from AICTE and DTE.

These activities are:-

Sr. No.	National Festivals & birth anniversaries	Date	Frequency
1	Republic day	26th January	Every Year
2	Shivaji Jayanti	19th February	Every Year
3	Women`s day	8th May	Every Year
4	Yoga day	21st June	Every Year
5	Independence day	15th August	Every Year
6	Teachers day	5th September	Every Year
7	Gandhi Jayanti	2nd October	Every Year
8	National Unity birth anniversary of Shri. Vallabhai Patel	31st October 2018	Last year onwards

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

Response:

The institute believes in all academic, administrative as financial activities.

a) Financial transparency

The Institute is self-financed and the fee is decided by the fee regulatory authority (FRA) government of Maharashtra. The students pay through cheques and a P.O.S. (point of service) of Bank of India, facility is also provided to them. The salary of the staff is made by depositing that amount directly into their accounts in Bank of India, Somalwada branch.

A record of vouchers is maintained for petty cash expenses and a daily cash report (DCR) is e-mailed by the accountant to the principal. A reconciliation of this DCR is done by the faculty-in-charge. There is an internal annual audit done by the finance officer of the sanstha and finally external audit is done by the chartered Accountants Firm appointed by the sanstha.

Administrative transparency

Each faculty has some area of administrative workload as part of their respective "Key responsibility Area (KRA). The format of KRA is very transparent, wherein it is mentioned about the work

allotted, how to do it, objective of getting it done, time duration, and remark. In this they are assisted by the team of administrative staff. These faculties are required to supervise and get the work done by the administrative staff. In some areas of work, committees of students & teacher-in-charge are established.

Academic transparency

There is a system of academic audit in every six months, i.e. after each semester, conducted by the dean academics by inviting an external auditor to assess. The dean then submits the report to the principal.

There is a feedback system wherein students can post their feed backs without revealing their identity .

In the beginning of the session an academic planner is given to the students regarding their syllabus and students are expected to follow that for their submissions as well. The system of allotting internal marks is also notified in the CD containing academic planner.

The students can access the dean to view the marks given on the exam papers.

7.2 Best Practices

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

Response:

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

Sr. No.	Activity	Duration	Contents
1	WAD (Workshop on aptitude development) during Induction	As soon as students join, just before the academic session begins. A 7 day program, encompassing all the above areas is conducted by inviting faculties from outside as well as in-house faculties	Attitude Dev work, Goal- content wri public speakin

Sr. No.	Activity	Duration	Contents
1	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	Minimum 30 hours & Maximum 40 hours	Sessions on Aptitude Communicatio conducted by t

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.

Best Practices - II

1. **Title of the Project**

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.

1. **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.

1. **The Practice :**

Industry mentoring is done in the following ways.

Sr. No.	Activity	Duration	Contents
1	Personality Development session during induction & orientation	1 ½ hours	Apprising students a 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 Industr expectation of indust students
3	10% of syllabus teaching	As per faculties time-table	Practical approac theoretical syllabus co
4	Subject Specialization Seminar	Half day workshop before selection of specialization	Finance expert g Marketing expert g HR and Operations guidance.

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.

1. **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.

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 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, corporates as well as students. The Institute also has a bi-annual research journal wherein contributions are invited from faculties, students, corporates and industry personnel.

To inculcate societal concern among students the Institute has an active NSS cell and is also recognized by United Nations Academic Impact (UNAI). UNAI has endorsed all such activities and ours was the only Institute which was mentioned in its annual report of 2015. The Institute has tied up with an NGO namely MaiteriPariwar. Along with other members of Maître Pariwar, the Institute contributes towards the development of the region through activities focusing on environmental issues.

Since most of the students come from the rural areas, a lot of them have their farms in rural areas. Through the Entrepreneurship Development cell a workshop is conducted for idea generation wherein experts are invited from MGIRI (Mahatma Gandhi Institute of rural industrialization situated in Wardha and Centre for Science for Villages again situated in Wardha.

The philosophy of the Institute is development of human resources, wherein the Institute extends its services of training the faculties in "Train the Trainers" program. These faculties are from schools and colleges of the Sanstha situated in rural areas.

Thus at this Institute efforts are taken to develop students and faculties with the objective of not only excelling in their careers but also in the social obligations.

5. CONCLUSION

Additional Information :

The institute is proud of the fact that it registered with the internationally acclaimed United Nations Academic Impact, UNAI, an academic body of United Nations and by virtue of that it endorses all the social, societal, environmental as well as cultural activities of the institute . The institute is authorised to carry this endorsement in the certificates of all such programs, making the recipients of such certificates proud. In fact,CIBMRD, is the only institute to have got a mention in its annual report which is circulated world wide to all its participating countries.

Concluding Remarks :

Thus the Institute makes a humble effort to do its best in educating the students and contributing to the overall development of the region. There are constraints and difficulties but the attitude is positive and the institute is optimistic of the fact that it is and will continue to be successful in fulfilling its mission.

We cordinaly invite NAAC peer team whole heartetly to visit Central Institute of Business Management Research & Development, Nagpur.

10-12-2019 11:28:54

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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 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 Answer before DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>6</td><td>5</td><td>2</td><td>1</td><td>1</td></tr></table> Answer After DVV Verification : <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>02</td><td>01</td><td>00</td><td>00</td><td>00</td></tr></table> Remark : Dr Amishi is counted as BoS only in 2018-19 and not as member special task force. Dr Kadu as member Academic council i 2017-18 and Dr Valerie in 2018-19 are considered.
1.2.1	Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years 1.2.1.1. How many new courses are introduced within the last five years Answer before DVV Verification : 63 Answer after DVV Verification: 108 Remark : While the HEI has clearly indicated 52 of the listed courses to be introduced before 2014, there is no mention of the year of induction courses of BBA. It is implied that these courses started in 2014-19 as in the data available through the link provided in the response dialogue box..
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 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 Answer before DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>224</td><td>184</td><td>153</td><td>166</td><td>161</td></tr></table> Answer After DVV Verification : <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>224</td><td>184</td><td>153</td><td>166</td><td>161</td></tr></table>

1.3.3	Percentage of students undertaking field projects / internships 1.3.3.1. Number of students undertaking field projects or internships Answer before DVV Verification : 164 Answer after DVV Verification: 164

1.4.1	Structured feedback received from
	
	1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise
	    Answer before DVV Verification : A.Any 4 of the above
	    Answer After DVV Verification: C. Any 2 of the above
	  Remark : The HEI was requested to provide at least 05 FILLED forms of feedback on curriculum from each category together with the action taken on each of these. The HEI has attached blank forms. The HEI to attach the college policy and the structure of the feedback system on curriculum, signed by the principal. This has not been done. The feedback was advised to be specific to design and review of syllabus-Semester wise/ year-wise.The Feedback form from the Alumni and the parents is on administration and infrastructure of the college (including culture). What was required was feedback about the curriculum design and review.

1.4.2	Feedback processes of the institution may be classified as follows:
	
	    Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website
	    Answer After DVV Verification: C. Feedback collected and analysed
	  Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric 1.4.1 and 1.4.2 in response.

2.1.2	Average Enrollment percentage (Average of last five years) 2.1.2.1. Number of students admitted year-wise during the last five years Answer before DVV Verification: 	2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
150	111	106	99	94 | Answer After DVV Verification : | 2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
154	111	106	99	94 | 2.1.2.2. Number of sanctioned seats year-wise during the last five years Answer before DVV Verification: | 2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---

| 150 | 150 | 150 | 150 | 150 |

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
170	170	170	170	170

Remark : While the sanctioned seats are 90 in MBA and 60 in BBA, there are 20 seats for PhD. The HEI has not provided the list of students admitted to PhD program.

2.1.3	Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
75	75	75	75	49

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
75	75	75	75	49

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

2.3.2.1. Number of teachers using ICT
Answer before DVV Verification : 14
Answer after DVV Verification: 10

Remark : As per the list attached with 3.1 and load of faculty in 2018-19 there are only 10 effective Full time teachers. teachers with load < 90% of the average load are not counted as full time effective teachers. Dr Dhawad, Prof Aarti kulkarni and Dr Santosh Gedam do not have any teaching load while Dr Sedeshna has <50 % load.

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

2.3.3.1. Number of mentors
Answer before DVV Verification : 14
Answer after DVV Verification: 12

2.4.3	Teaching experience per full time teacher in number of years

2.4.3.1. Total experience of full-time teachers
Answer before DVV Verification : 144 years

	Answer after DVV Verification: 189 years
2.4.4	Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years 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 Answer before DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>1</td><td>1</td><td>1</td><td>0</td><td>0</td></tr></table> Answer After DVV Verification : <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> Remark : All the claims of award are local in nature are not eligible. These are not awards, recognition, fellowships at State, National, International level from Government, recognised bodies.
2.6.3	Average pass percentage of Students 2.6.3.1. Total number of final year students who passed the examination conducted by Institution. Answer before DVV Verification : 46 Answer after DVV Verification: 45 2.6.3.2. Total number of final year students who appeared for the examination conducted by the institution Answer before DVV Verification : 73 Answer after DVV Verification: 70
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 (INR in Lakhs) 3.1.1.1. Total Grants for research projects sponsored by the 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) Answer before DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>0</td><td>0</td><td>45000</td><td>51000</td><td>110000</td></tr></table> Answer After DVV Verification : <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>0</td><td>0</td><td>0.45</td><td>0.12</td><td>00</td></tr></table>

	Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric. Financial assistance to organise work shop or FDP are not rants for research projects. In 2015-16 the payment is rs 2000 for a team of 02 students for 12 students.

3.1.2	Percentage of teachers recognised as research guides at present
	
	3.1.2.1. Number of teachers recognised as research guides
	    Answer before DVV Verification : 5
	    Answer after DVV Verification: 5

3.1.3	Number of research projects per teacher funded, by government and non-government agencies, during the last five year
	
	   3.1.3.1. Number of research projects funded by government and non-government agencies during the last five years
	    Answer before DVV Verification : 4
	    Answer after DVV Verification: 3
	   3.1.3.2. Number of full time teachers worked in the institution during the last 5 years
	    Answer before DVV Verification : 20

3.2.2	Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years
	
	   3.2.2.1. Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years
	    Answer before DVV Verification:
	
	<table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>4</td><td>3</td><td>2</td><td>2</td><td>3</td></tr></table>
	    Answer After DVV Verification :
	
	<table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>01</td><td>01</td><td>01</td><td>01</td><td>01</td></tr></table>
	   Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response.

3.3.2	The institution provides incentives to teachers who receive state, national and international recognition/awards
	
	    Answer before DVV Verification : Yes
	    Answer After DVV Verification: No
	  Remark : The HEI provided link http://cibmrd.edu.in/uploads/images/3.3_.2_-.pdf shows an error. 410 Error - Gone The page you are looking for has been permanently removed from our website. To find what you require please visit our home page OR One or more existing files were found which may be the document you are looking for.

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
8	14	2	9	12

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response. The HEI was requested to provide ugc-care website link for each of the claimed journals. Only local journals had been quoted in the data attached to the SSR. It was advised that these do not fall under Journals notified on UGC website. UGC approved list of journals is available on UGC-CARE list w.e.f 14/06/2019 (no.F.1-1/2018 (JOURNAL- CARE) January 2019. Research Journals from all disciplines indexed in SCOPUS or Web of Science are included (UGC – CARE list group B,C,D). Link of recognition in UGC enlistment of the journal was requested to be included as an Excel file in the prescribed format. The Link to the relevant site as requested has not been provided. The claim of the HEI cannot be verified. The following is the outcome You searched for "2349 5162". Total Journals : 0 Sr.No. Journal Title Publisher ISSN E-ISSN Action No Any Journal You searched for "2231 3710". Total Journals : 0 Sr.No. Journal Title Publisher ISSN E-ISSN Action No Any Journal You searched for "2220 6360". Total Journals : 0 Sr.No. Journal Title Publisher ISSN E-ISSN Action No Any Journal. So also for 2319-4766, 2249-7382 and 2220-6360

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
	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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
6	6	1	5	10

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	01	1	0	01

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response. The HEI was advised to provide certified photocopy of the first page of the books. The HEI was requested to attach data only in NAAC prescribed format for the Metric as an

	Excel file. All documents to be signed by the principal. However the above has not been complied. Even in response the HEI has not provided data as per NAAC format. The data has large number of incomplete entries with essential data missing in a large number of these. The author's name ISBN even the title of the book is illegible/missing. Most of the ISBN provided are not valid as these are reported to be non existent. ISBN test reveals ISBN 9788193012895 Sorry, we could not find any information for this book. Please try a different book. ISBN 9789352994786 also generated the message Sorry, we could not find any information for this book. Please try a different book.

3.4.2	Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years
	
	    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
	Answer before DVV Verification:
	
	{table1}
	
	Answer After DVV Verification :
	
	{table2}
	
	    Remark : The HEI has attached annual Appreciation of Participation letters for extension activities. These are not awards.

3.4.3	Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years
	
	    3.4.3.1. Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years
	Answer before DVV Verification:
	
	{table3}
	
	Answer After DVV Verification :
	
	{table4}
	
	    Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response. The supporting documents and the claim do not match. Ignite talk -1 Aug 2018, has been claimed as workshop on cleanliness. Similarly flower bed maintenance is not tree plantation. Ganesh Chaturthi/sports and cultural events or entrepreneurial development are not

table1:

2018-19	2017-18	2016-17	2015-16	2014-15
2	4	0	1	2

table2:

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

table3:

2018-19	2017-18	2016-17	2015-16	2014-15
8	9	7	6	9

table4:

2018-19	2017-18	2016-17	2015-16	2014-15
02	05	04	04	04

	eligible. Best of waste and National Unity day considered. Skill development, Outward bound camp are not extension activities.
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 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 Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
214	172	140	167	145

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : The HEI had not attached any supporting data with the SSR as proof of the activities. NSS and NCC activities are not to be included here as these form part of earlier Metric. It was advised that students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness etc only were eligible. It was requested that copy of the circulars/ brochures/ reports of the initiative/ photos of the activity/ news report published must be provided. As per the HEI statement in the response dialogue box and the data attached with the Metric in response |
| 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

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
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
19	13	11	5	11

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
09	05	1	2	1

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response. |
| 3.5.2 | Number of functional MoUs with institutions of National/ International importance, Other |

Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

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 (only functional MoUs with ongoing activities to be considered)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4	2	2	1	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
01	0	01	00	0

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response. Only MoU with Vikalp Education dated jan 2017 (16-17) and with Saint Mary's University (no date) (claimed in 2018-19) are eligible. However the former does not indicate duration (the HEI has claimed 05 years), the latter bears no date as stated above.

| 4.1.3 | Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

4.1.3.1. Number of classrooms and seminar halls with ICT facilities
Answer before DVV Verification : 7
Answer after DVV Verification: 05

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response. The stock register exhibits only 05 projectors and also the classrooms and seminar hall photographs indicate maximum of 05 ICT ready class rooms/ seminar halls. |

| 4.1.4 | Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
12.08000	2.36750	1.40350	1.72000	1.89600

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
12.28000	2.37	1.40	1.72000	1.90

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4.2.4	Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)
	4.2.4.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)
	Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
228112	115666	185908	154096	274423

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2.540712	1.28355	2.03249	1.75835	3.26895

4.2.5	Availability of remote access to e-resources of the library Answer before DVV Verification : Yes Answer After DVV Verification: Yes
4.2.6	Percentage per day usage of library by teachers and students 4.2.6.1. Average number of teachers and students using library per day over last one year Answer before DVV Verification : 65 Answer after DVV Verification: 65
4.3.3	Available bandwidth of internet connection in the Institution (Lease line) Answer before DVV Verification : 35-50 MBPS Answer After DVV Verification: 5-20 MBPS Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response. The attached letter invoice 642 of 16 Aug 2018 specifies 10Mbps band width.
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 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) Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4.51	6.68	2.11	8.34	1.54

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
4.51	6.68	2.11	8.34	1.54

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5.1.1	Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years
	5.1.1.1. Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
139	133	93	108	73

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
108	133	96	111	75

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response.

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
	Answer before DVV Verification : A. 7 or more of the above
	Answer After DVV Verification: E. 3 or less of the above

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
	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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15

| 150 | 111 | 106 | 99 | 94 |

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
70	65	36	49	54

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response. A student attending more than one activity in a to be counted as ONE. The HEI cannot claim that a student is benefited by guidance for competitive examinations and career counselling offered by the institution every year from year 1 to year 4 and as many times. The major benefit, even if counselled for all the years of study, would be once when the student appears in higher exam/placement.

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

5.1.5.1. Number of students attending VET year-wise during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
56	143	35	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
56	143	35	0	0

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

5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
14	12	13	4	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
06	06	05	00	00

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response. Street play or Internship presentation are not cultural/sports competitions. T-10 of Feb 2017, 09 Sep 2016 (singing and dance only), Carrom/Chess and Cricket considered.Only

	activities as per reports have been considered.
5.4.3	Number of Alumni Association / Chapters meetings held during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	1	1	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	1	1	1

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
6	8	5	4	7

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
07	7	05	04	08

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response. The HEI was requested to attach a copy of the policy on the issue and the details of the professional bodies and conferences/ workshops, including venue and dates, for which the financial support is provided. This has not been done. The HEI data inlcudes large number of cases where one teacher has been provided financial support multiple number of times in the same AY.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3	6	8	5	4

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3	6	8	5	4

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
12	11	12	12	12

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	00	0	09	01

Remark : Dr Valrie Francis and 08 faculty are eligible in 2015-16 to have undergone professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise. All the other activities are 01/02 days certificate workshops and not eligible to be considered as teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0.11	0.36	1.1761	6.7184	4.56

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : As per the HEI data attached with the Metric the HEI has shown Consultancy charges as Donations by individuals, philanthropists year-wise. Consultancy or charges for training cannot be

	treated is donation.
6.5.3	Average number of quality initiatives by IQAC for promoting quality culture per year

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
22	02	0	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
02	01	0	0	0

Remark : Establishment of IQAC is considered as a step towards initiative to Conduct promoting quality. CIMC supporting Unemployment Causes Concerns and Cures have been considered.

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

Answer before DVV Verification : A. Any 4 of the above
Answer After DVV Verification: C. Any 2 of the above
Remark : Only ISO certification and NIRF 2019 participation are eligible. The principal's Report is not AAA.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15

| 3 | 3 | 2 | 2 | 2 |

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	2	1	1

Remark : Health Check up and Hygiene are not gender equity promotion programs. Awareness of what you watch on I'net is also not gender equity promotion program. As per the HEI statement in the response dialogue box and the data attached with the Metric in response.

7.1.3	Alternate Energy initiatives such as:

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

7.1.3.1. Annual power requirement met by the renewable energy sources (in KWH)
Answer before DVV Verification : 6390
Answer after DVV Verification: 00
7.1.3.2. Total annual power requirement (in KWH)
Answer before DVV Verification : 6390

7.1.8	Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

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)
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1.93616	3.33578	1.80159	1.17535	1.38617

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1.24	2.64	0.40	0.053	0.02

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response. Sweeping charges are normal activities of cleanliness and not expenditure on green initiatives and waste management.

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15

3	3	3	3	3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : The HEI did not provide supporting documents, reports or photographs as proof of the specific initiatives to address the locational advantages and disadvantages. Items were all generic and not Specific initiatives to address locational advantages and disadvantages. The HEI was requested to provide attested Copies of circular/brochure/ report of the initiative/photos of the initiatives/news report published. NSS and NCC activities were not considered here. The HEI has attached data which is not relevant. The canteen and passes are not location dependent.

7.1.11	Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	4	1	5	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	00	0

7.1.12	Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff Answer before DVV Verification : Yes Answer After DVV Verification: Yes
7.1.15	The institution offers a course on Human Values and professional ethics Answer before DVV Verification : Yes Answer After DVV Verification: No
7.1.16	The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions Answer before DVV Verification : Yes Answer After DVV Verification: No Remark : The HEI was informed that in 1.1.2 and 5.1.5 there were some programs the HEI had not disclosed. The HEI was requested to ensure that the Professional code prescribed by statutory body

	(AICTE/ugc or the University) is available in Web link of the HEI website. The HEI did not attach any Professional code prescribed by the statutory bodies in Web link of the HEI website. The HEI does not have a visible working link on its website leading to these regulatory bodies. The HEI has attached AICTE handbook in response. This is not professional Code. The HEI website does not have a direct link to regulatory bodies.
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 7.1.17.1. 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 year-wise during the last five years Answer before DVV Verification: |2018-19|2017-18|2016-17|2015-16|2014-15
---	---	---	---	---
6	6	6	6	6	 Answer After DVV Verification : 	2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
0	0	0	0	0	 Remark : The HEI was advised that Orientation, Farewell, teachers'd day and Ganesh Utsav were not activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence unless a particular activity is performed 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. The HEI has attached the same activities in its response as well. None of the attached activities are aimed to be 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.

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 165 Answer after DVV Verification : 160
1.2	Number of programs offered year-wise for last five years Answer before DVV Verification: |2018-19|2017-18|2016-17|2015-16|2014-15
---	---	---	---	---
3	3	3	3	3	

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3	3	3	3	3

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
75	75	75	75	75

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
75	75	75	75	75

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
45	54	26	50	52

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
70	65	40	58	62

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
14	14	15	13	15

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
10	11	10	10	15

3.2 Number of sanctioned posts year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
13	13	16	16	16

Answer After DVV Verification:

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2018-19	2017-18	2016-17	2015-16	2014-15
13	16	16	16	16

4.2	Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
97.43888	88.10527	69.03787	85.17906	98.68301

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
97.44	88.11	69.0	85.18	98.68