



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution

MKSSSS's Smt. Hiraben Nanavati
Institute of Management &
Research for Women

- Name of the Head of the institution **Dr. Surya Ramdas**
- Designation **Director**
- Does the institution function from its own campus? **Yes**
- Phone no./Alternate phone no. **02025475977**
- Mobile no **919975845678**
- Registered e-mail **hnimrw@gmail.com**
- Alternate e-mail **surya.r@hnimr.edu.in**
- Address **Near Cummins Engineering College,
Karve Nagar**
- City/Town **Pune**
- State/UT **Maharashtra**
- Pin Code **411052**

2.Institutional status

- Affiliated /Constituent **Affiliated**
- Type of Institution **Women**
- Location **Urban**

- Financial Status **Self-financing**
- Name of the Affiliating University **Savitribai Phule Pune University**
- Name of the IQAC Coordinator **Dr. Sonali Parchure**
- Phone No. **02025474870**
- Alternate phone No. **02025475977**
- Mobile **9423032159**
- IQAC e-mail address **iqac@hnimr.edu.in**
- Alternate Email address **sonali.p@hnimr.edu.in**

3. Website address (Web link of the AQAR (Previous Academic Year)) <https://hnimr.org/hnimr/naac/agar-report/>

4. Whether Academic Calendar prepared during the year? **Yes**

- if yes, whether it is uploaded in the Institutional website Web link: <https://hnimr.org/academic-calendar-november-2022-to-august-2023/>

5. Accreditation Details

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|----------------|-----------|-------------|-----------------------|-------------------|-------------------|
| Cycle 1 | A+ | 3.34 | 2019 | 01/04/2018 | 31/03/2024 |

6. Date of Establishment of IQAC **02/06/2018**

7. Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,

| Institutional/Department /Faculty | Scheme | Funding Agency | Year of award with duration | Amount |
|--------------------------------------|---|--------------------------------------|-----------------------------|--------------|
| National Commission for Women | Workshop for Second Inning Women | National Commission for Women | 2022 | 79700 |

8. Whether composition of IQAC as per latest NAAC guidelines **Yes**

- Upload latest notification of formation of IQAC [View File](#)

9.No. of IQAC meetings held during the year **3**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**

- If No, please upload the minutes of the meeting(s) and Action Taken Report No File Uploaded

10.Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

- If yes, mention the amount

11.Significant contributions made by IQAC during the current year (maximum five bullets)

Skill Enhancement Initiatives

Emphasizing on Experiential Learning

Nurturing Fitness as Habit amongst the students

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

| Plan of Action | Achievements/Outcomes |
|--|---|
| Initiative for Skill Enhancement through training sessions, industry-level projects, and mock interviews | Approximately 50 skill enhancement capsules with job seeking sessions were curated with a holistic approach for creating job-ready professionals. |
| Emphasizing Experiential Learning by conducting certification course on Website Development & Design & SEO | A Certificate course on Web Management & SEO was conducted. The course consisted of theory and hands-on experience by way of practical project. 25 students got an opportunity to work on the same. |
| Nurturing Fitness as an habit amongst the students | The institute made conscious effort throughout the year to cultivate fitness habit amongst the students. Varied activities like a session on Feeling, Looking and Being Healthy, Zumba, Meditation, Yoga, Marathon, Intra and Inter - Institute sports competition, etc. were conducted. Around 210 students were benefitted. |

13. Whether the AQAR was placed before statutory body? **Yes**

- Name of the statutory body

| Name | Date of meeting(s) |
|----------------------------|--------------------|
| Local Management Committee | 06/12/2023 |

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

| | |
|--|---|
| 1.Name of the Institution | MKSSSS's Smt. Hiraben Nanavati Institute of Management & Research for Women |
| • Name of the Head of the institution | Dr. Surya Ramdas |
| • Designation | Director |
| • Does the institution function from its own campus? | Yes |
| • Phone no./Alternate phone no. | 02025475977 |
| • Mobile no | 919975845678 |
| • Registered e-mail | hnimrw@gmail.com |
| • Alternate e-mail | surya.r@hnimr.edu.in |
| • Address | Near Cummins Engineering College, Karve Nagar |
| • City/Town | Pune |
| • State/UT | Maharashtra |
| • Pin Code | 411052 |
| 2.Institutional status | |
| • Affiliated /Constituent | Affiliated |
| • Type of Institution | Women |
| • Location | Urban |
| • Financial Status | Self-financing |
| • Name of the Affiliating University | Savitribai Phule Pune University |
| | |

| | | | | | |
|--|---|-------------------------------|-----------------------------|---------------|-------------|
| • Name of the IQAC Coordinator | Dr. Sonali Parchure | | | | |
| • Phone No. | 02025474870 | | | | |
| • Alternate phone No. | 02025475977 | | | | |
| • Mobile | 9423032159 | | | | |
| • IQAC e-mail address | iqac@hnimr.edu.in | | | | |
| • Alternate Email address | sonali.p@hnimr.edu.in | | | | |
| 3.Website address (Web link of the AQAR (Previous Academic Year)) | https://hnimr.org/hnimr/naac/aqar-report/ | | | | |
| 4.Whether Academic Calendar prepared during the year? | Yes | | | | |
| • if yes, whether it is uploaded in the Institutional website Web link: | https://hnimr.org/academic-calendar-november-2022-to-august-2023/ | | | | |
| 5.Accreditation Details | | | | | |
| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
| Cycle 1 | A+ | 3.34 | 2019 | 01/04/2018 | 31/03/2024 |
| 6.Date of Establishment of IQAC | | | 02/06/2018 | | |
| 7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc., | | | | | |
| Institutional/Department /Faculty | Scheme | Funding Agency | Year of award with duration | Amount | |
| National Commission for Women | Workshop for Second Inning Women | National Commission for Women | 2022 | 79700 | |
| 8.Whether composition of IQAC as per latest NAAC guidelines | | | Yes | | |
| • Upload latest notification of formation of IQAC | | | View File | | |

| | |
|---|------------------|
| 9.No. of IQAC meetings held during the year | 3 |
| <ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | Yes |
| <ul style="list-style-type: none"> If No, please upload the minutes of the meeting(s) and Action Taken Report | No File Uploaded |
| 10.Whether IQAC received funding from any of the funding agency to support its activities during the year? | No |
| <ul style="list-style-type: none"> If yes, mention the amount | |
| 11.Significant contributions made by IQAC during the current year (maximum five bullets) | |
| Skill Enhancement Initiatives | |
| Emphasizing on Experiential Learning | |
| Nurturing Fitness as Habit amongst the students | |
| 12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year | |
| | |

| | |
|---|--|
| Plan of Action | Achievements/Outcomes |
| <p>Initiative for Skill Enhancement through training sessions, industry-level projects, and mock interviews</p> | <p>Approximately 50 skill enhancement capsules with job seeking sessions were curated with a holistic approach for creating job-ready professionals.</p> |
| <p>Emphasizing Experiential Learning by conducting certification course on Website Development & Design & SEO</p> | <p>A Certificate course on Web Management & SEO was conducted. The course consisted of theory and hands-on experience by way of practical project. 25 students got an opportunity to work on the same.</p> |
| <p>Nurturing Fitness as an habit amongst the students</p> | <p>The institute made conscious effort throughout the year to cultivate fitness habit amongst the students. Varied activities like a session on Feeling, Looking and Being Healthy, Zumba, Meditation, Yoga, Marathon, Intra and Inter - Institute sports competition, etc. were conducted. Around 210 students were benefitted.</p> |
| <p>13. Whether the AQAR was placed before statutory body?</p> | <p>Yes</p> |
| <ul style="list-style-type: none"> Name of the statutory body | |
| <p>Name</p> | <p>Date of meeting(s)</p> |
| <p>Local Management Committee</p> | <p>06/12/2023</p> |
| <p>14. Whether institutional data submitted to AISHE</p> | |
| <p>Year</p> | <p>Date of Submission</p> |
| <p>2022-23</p> | <p>14/02/2024</p> |
| <p>15. Multidisciplinary / interdisciplinary</p> | |

In line with the National Education Policy (NEP 2020) having the inception of Multidisciplinary approach towards the curriculum for the students, Smt. Hiraben Nanavati Institute of Management initiated a few efforts :-

1. National Celebrations like - Republic Day and Independence Day
2. Physical Fitness initiatives - yoga, meditation, marathon, Zumba, sports tournament etc.
3. Showcasing Women Achievers as Role Models for the students.
4. Symphony - Unity in Diversity : A State Representation Activity
5. Vedic Day Celebration.

National Celebrations like - Republic Day and Independence Day - In order to develop feeling of Patriotism in the students, HNIMR celebrates these national celebrations with full enthusiasm. During these functions any renowned person from public service profile is invited as the guest. Hearing patriotic morals from such eminent personalities motivates the students and feeling of belongingness gets enhanced.

Physical Fitness initiatives - yoga, meditation, marathon, Zumba, sports tournament etc. - The institute believes healthy soul stays in healthy body. Physical fitness is utmost important for all the being. HNIMR organised multiple activities - yoga, meditation, marathon, Zumba, sports tournament etc. to develop the habit of exercising in the students.

Showcasing Women Achievers as Role Models for the students - Showcasing such Talent and achievers , Role Models in front of students during their formative days is important. With the same intention HNIMR felicitates the women achievers.

Symphony - Unity in Diversity: A State Representation Activity: A state wise cultural representation program was organized, wherein student group of around 10-12 students studied one state of India and represented it. During this cultural representation students covered the aspects like - culture, food, dressing, monuments, business, languages, uniqueness of state, tourism etc. of the

state. Students made use of power point presentations, skits, songs, dance to give information of the particular state. Intension of this exercise was to keep the students rooted with our country - India, create awareness about the rich heritage of various states of India, developing team spirit among the students and over all personality development.

Vedic Day Celebration: It was celebrated to spread awareness, and promote and revive ancient Indian knowledge. The day essentially speaks of the importance of learning and knowing it. Sanskrit is the mother of all Indian languages and the first among the ancient languages spoken in India. So on this day, various Sanskrit shlokas were recited by students. Some groups perform a dance in which they presented the key incidents from Mahabharata too.

16.Academic bank of credits (ABC):

Maharshi Karve Stree Shikshan Samstha's Smt. Hiraben Nanavati Institute of Management & Research for Women (HNIMR) is a management institute affiliated to Savitribai Phule Pune University. The Institution being affiliated to Savitribai Phule Pune University follows the syllabus as defined by the University. Apart from the regular syllabus, the institute focuses on imparting content beyond the syllabus, wherein, the faculty members design the Add - On Programmes and Certificate Courses that are delivered to the contents with the current and relevant pedagogical approaches. They design con-current evaluation approaches to evaluate the knowledge imparted to the students. The faculty members are also involved in framing the syllabus of various courses for the affiliated University.

Academic Bank of Credits means an academic service mechanism as a digital or virtual or online entity established by the Commission with the approval of the Central government, to facilitate students to become its academic account holders, thereby paving the way for seamless student mobility between or within degree-granting higher educational institutions through a formal system of credit recognition, credit accumulation, credit transfers and credit redemption to promote distributed and flexible teaching-learning.

1) It aims to promote student centricity in higher education with learner-friendly approaches across the country and promote a more inter-disciplinary approach in higher education.

2) It will enable students to choose the best courses/combination of courses to suit their interest.

3) It will enable students to select the best departments or institutions or their combination to suit their interest

4) It will allow students to choose a pace for their studies along with the associated cost.

The Institution being affiliated to Savitribai Phule Pune University has registered the students enabling them to create their ABC ids so as to get the benefit of the Academic Bank Credit.

The Institution proposes to execute additional online courses apart from the SPPU syllabus, wherein students are given credits for the same. As mentioned above, the Institution design contents that are over and above the syllabus by way of Certificate Courses related to skill upgradation. Such Online Courses eg. Advanced Excel, etc. were delivered to the students and academic credit were given for the same.

The Institution has also initiated the process of Internationalization of education by entering into a Memorandum of Understanding (MoU) with Opole University of Technology, Poland and Gori University, Georgia and organized an International Conference in association with them. The Institution proposes to create joint degree courses to enable credit transfer in association with the International University.

17.Skill development:

Enhancing the proficiency of MBA students to make them corporate ready is an immense need. There is a need to nurture student's talent along with regular academics. Skill Development Cell at HNIMR aims to perform focused efforts to increase proficiency of students in different areas of management and to help students grow their skill set. Multidisciplinary approach adopted inlines with NEP 2020.

Objectives: The objectives of the cell are as follows:

1. To enhance proficiency of the students in respective field for being employable / self-sufficient with competency building programmes
2. To identify skill gaps / needs with respect to employability of the students in general and specialization domain
3. To design and develop the lecture series, workshops, certificate courses based on identified needs as mentioned in the point no. 1
4. To arrange training programmes for specified Skill Development needs
5. To concurrently assess and review the Skill Development activities
6. To enhance collaborative programmes to build strong industry institute interface

The activities viz. Symphony - Unity in Diversity : State Representation Activity, Vedic Day Celebration, Digital Marketing, Workshops on Cybersecurity, Workshop on Advanced Excel and sessions on Human Rights were conducted.

Institute focused on concurrent efforts for skill enhancement. The weekly sessions were organized in different areas pertaining to personality development and enrichment of domain knowledge. The focus was also to provide them an opportunity for experiential learning. The workshops on Tableau, Python, SQL etc. were arranged for the same.

The Following Efforts are being taken:

1. Adoption of teaching learning process according to SPPU Curriculum for MBA First and second year students.
2. Implementation of skill based courses like Python, SQL, Tableau, advanced excel, cybersecurity and Human rights.
3. Add on value based certificate courses according to specialisation.
4. Having practical workshops, internships and guest lectures to bridge the gap between academics and industry.

The evaluations were conducted according to outcome based method with continuous internal evaluation as prescribed by SPPU using components like cases study, simulations, presentations, roleplay, assignments, class test, internal examination and oral Viva along with SPPU External examination

Future Plan to Implement the following Courses:

1. Certificate Course in PowerBI - Analytical tool
2. Certificate Course in SQL for Analytics
3. Certificate Course in Digital Marketing-II
4. Certificate Course in any Indian language
5. Certificate Course in Indian knowledge system
6. Offering multi-disciplinary courses to the students in collaboration with sister institutions viz. engineering, architecture, fashion technology, nursing, vocational etc.

The above list is suggestive and is flexible to adapt new suggestions.

The Planned Process: The Skill Development work process is as follows:

1. Identification of the needs
2. Design of the courses
3. Approval from Director Madam
4. Execution of the Programme
5. Review of the Programme executed

Outcome: The programmes contributes in skill development of the students in following ways:

1. Students learn new tools and techniques to build their competency
2. Students re-learn tools and techniques to polish the existing skills
3. Students become competent in fundamental knowledge
4. Students acquire advanced knowledge

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

The Government has taken several steps to incorporate Indian knowledge system including courses of Indian knowledge in higher education institutes. The NEP, 2020 recognizes this rich heritage of ancient and perpetual Indian knowledge and thoughts as a guiding principle. The Bhartiya way is sustainable and endeavor for the welfare of all. It is important that we regain the comprehensive knowledge system of our heritage and demonstrate the 'Indian way' of doing things to the world. We inculcate this combined knowledge in a scientific and accurate manner in the curriculum of the college. Wherever relevant then we could be able to succeed in preserving and applying this principle for benefit of society .

So our Institution (HNIMR) has taken efforts to preserve and promote Indian languages and Indian ancient traditional knowledge by arranging programs on the Cultural representation of each state of India to understand their culture, language, etc. By Programs like Symphony and Vedic Day celebration we have arranged the program 'Symphony' where various state performances are shown by students to give an idea about culture, dresses, and swot analysis of that state. In terms of Business, education, food, etc.

In our Institution only a Postgraduate course MBA is taught to students. We have a Language lab and some programs are arranged in a vernacular language by celebrating Marathi Bhasha Divas, We are celebrating various Jayanti's where people are allowed to speak in a vernacular language or in their mother tongue to express themselves well. etc.

So Educational practices that combine original traditional knowledge and languages are an important way to uphold and realm original cultures, and characteristics to improve learning and protect the atmosphere, and encourage well-being

The Institute has arranged a workshop on the subject of Indian Ethos where they will get ancient knowledge as well as modern knowledge. Vedic day celebration was where senior MBA students participated in this competition and expressed their views of ancient knowledge through drama and dance form as well as through PowerPoint Presentation. In Vedic day students performed on Ramayana, Chanayaka Niti and Mahabharat .They show this epics in the form of dance and Drama .Students also recited Shlokas

and Dohe of Kabir and Tulsidas . Our Institute is keen about imparting this Knowledge system to our students .

It gives platform to our students to portray values,ethics,beliefs followed in different religions. Our Institute has arranged such activities which enhances the ancient knowledge to use for practical purposes. Such type of knowledge enhances the cultural values and feeling of patriotism also enhances because of such type of activities.Subjects like Indian Ethos is also added in syllabus now which also increases the Indian knowledge in students. The Indian Knowledge Systems comprise of Jnan, Vignan, and Jeevan Darshan that have evolved out of experience, observation, experimentation, and rigorous analysis. This tradition of validating and putting into practice has impacted our education, arts, administration, law, justice, health, manufacturing, and commerce. This has influenced classical and other languages of Bharat, that were transmitted through textual, oral, and artistic traditions

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

OBE is an educational approach and a learning philosophy, focusing and organizing the entire academic programs (curriculum) and instructional efforts around clearly defined 'outcomes'. It is a student-centered instruction model that focuses on measuring student performances through outcomes. Outcomes are usually expressed in terms of a mixture of knowledge, skills, abilities, attitudes and understanding that a student will attain as a result of her successful engagement in a particular set of higher education experience.

The CBCS Pattern adopted by the institute offers choice based credit system to the students and to earn credit based on their performance. The number of credits earned by the student reflects the knowledge or skill acquired her. Each course is assigned a fixed number of credits based on the contents to be learnt and the expected effort of the student. The grade points earned for each course reflects the student's proficiency in that course.

The distribution of marks for each component of CBCS is also given along with the frequency. The summer internship and dissertation are full credit courses for which students need to prepare the detail report.

The college is dedicated to the students' overall development and has a well-articulated vision and purpose statement. The

programme outcomes are stated in full declarative phrases that concisely outline the information, abilities and proficiencies that students should have after finishing their course of study. In accordance with the programme outcomes to be reached, the institute practices resources like faculty, library, labs and technology. For efficient course delivery and student learning, the teaching methodology that will be employed with the students is decided before the start of the semester.

Program Specific Outcomes (PSOs): These are declarations of a program's results that help students understand how the skills they acquire in this program directly contribute to the sustainability and improvement of society.

Course Outcomes (COs): It provides the knowledge and skills the student ultimately gains at the conclusion of each course. It describes the cognitive functions that a course offers to the students.

Communication Mechanism: The course outcomes are stated in detail in each program's curriculum and are also available on the Institute website for ready reference. The subject faculty clearly explains the facts about outcomes to the students.

In terms of frequency and variety, the Institute's review procedure is open and strong. The system of internal assessment is presented to the students well in advance in order to maintain transparency in that process. The institute hosts an orientation programme during which a session on teaching and learning evaluation is presented by a college exam officer. The credit system which includes full credit and half credit courses, the pattern of evaluation and the elements of concurrent evaluation are explained to the students. Students are given an academic calendar with a detailed schedule of the SPPU examinations. Before the start of the term, the institute Director schedules a staff meeting where effective planning and implementation of the system is discussed. Through the teachers of their individual subject areas, the students are made aware of the pattern of evaluation well in advance. Depending on the subject, the internal assessment component may take the form of a case study, MCQ test, research article review, live project, presentation etc. The faculty talks with the students about the test answers and the scoring criteria. Exams and evaluations were successfully conducted online during the pandemic using Google Classroom and other virtual technologies. A committee is constituted to oversee the timely scheduling, execution and evaluation of the internal

evaluation component in order to ensure an effective and transparent examination process.

It is a method of instruction that places an emphasis on the evaluation of student performance through results. The outcomes of a student's effective participation in a certain set of higher education experiences are typically expressed in terms of a mixture of knowledge, skills, abilities, attitudes and understanding.

Continuous Concurrent Evaluation is good practice which pertains the Outcome based education. Depending on the subject, the internal evaluation component could take the form of a case study, multiple-choice question (MCQ) test, research article review, live project, presentation, etc. With the students, the teachers go over the exam answers and the scoring standards. Using Google Classroom and in-person class sessions, teachers administer tests and assessments both online and offline during the academic year. A committee is set up to oversee the fast scheduling, execution, and evaluation of the internal evaluation component in order to provide a clear and effective examination process.

20.Distance education/online education:

In line with the transformative vision set forth by the National Education Policy 2020, MKSSSS's Smt. Hiraben Nanavati Institute of Management and Research is actively engaged in preparing for the educational landscape's evolution. Recognizing the key role of technology in education, the institute is spearheading initiatives to motivate professors to develop Massive Open Online Courses (MOOCs) and encouraging students to enroll in both internal and external MOOCs offerings.

The National Education Policy 2020 emphasizes the importance of leveraging technology to enhance the quality and accessibility of education. MKSSSS's Smt. Hiraben Nanavati Institute of Management and Research embraces this forward-looking approach by fostering a culture of innovation and digital learning within its academic community.

As part of the institute's preparedness for the National Education Policy 2020, faculty members are actively involved in the creation of MOOCs courses. By embracing technology-enhanced teaching methodologies, the faculty is contributing to the creation of a dynamic and inclusive learning environment.

Moreover, the institute recognizes the wealth of knowledge available on various MOOC platforms and encourages students to enroll in courses offered by external faculty members. This initiative is designed to expose students to diverse perspectives, cutting-edge research, and global best practices in their respective fields. By participating in MOOCs, students gain access to a wide range of resources, enabling them to broaden their horizons and stay abreast of the latest developments in their chosen disciplines.

The impact of these efforts is evident in the commendable achievement of over 50 students who have successfully completed MOOCs courses. This accomplishment not only reflects the dedication of our students but also underscores the effectiveness of our approach in aligning with the goals of the National Education Policy 2020.

MKSSSS's Smt. Hiraben Nanavati Institute of Management and Research is actively embracing the principles outlined in the National Education Policy 2020. By promoting the creation and enrollment in MOOCs courses, the institute is fostering a culture of continuous learning, adaptability, and technological proficiency among both faculty and students. This proactive stance ensures that our institution remains at the forefront of educational innovation, preparing our students to excel in an ever-evolving global landscape.

Extended Profile

1.Programme

1.1 97

Number of courses offered by the institution across all programs during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.Student

2.1 396

Number of students during the year

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

2.2 90

Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.3 190

Number of outgoing/ final year students during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

3.Academic

3.1 16

Number of full time teachers during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

3.2 18

Number of sanctioned posts during the year

| Extended Profile | |
|---|---------------------------|
| 1.Programme | |
| 1.1 Number of courses offered by the institution across all programs during the year | 97 |
| File Description | Documents |
| Data Template | View File |
| 2.Student | |
| 2.1 Number of students during the year | 396 |
| File Description | Documents |
| Institutional Data in Prescribed Format | View File |
| 2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year | 90 |
| File Description | Documents |
| Data Template | View File |
| 2.3 Number of outgoing/ final year students during the year | 190 |
| File Description | Documents |
| Data Template | View File |
| 3.Academic | |
| 3.1 Number of full time teachers during the year | 16 |
| File Description | Documents |
| Data Template | View File |

| 3.2 | 18 |
|---|---------------------------|
| Number of sanctioned posts during the year | |
| File Description | Documents |
| Data Template | View File |
| 4.Institution | |
| 4.1 | 13 |
| Total number of Classrooms and Seminar halls | |
| 4.2 | 298 |
| Total expenditure excluding salary during the year (INR in lakhs) | |
| 4.3 | 174 |
| Total number of computers on campus for academic purposes | |

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

The mission of Smt. Hiraben Nanavati Institute of Management & Research for Women (HNIMR) is to develop competent young professional managers with the capability to contribute effectively in the challenging environment. The Institute being affiliated to Savitribai Phule Pune University (SPPU), follows the syllabus and academic framework as designed by SPPU. Thus, keeping in view the mission of the institute, contemporary concepts that enable to meet the industry requirements are imparted to the students, by developing the skills of the students by certifications and conducting workshops delivered by the industry experts. Various add - on programmes activities associated with the subjects, such as group discussions, corporate interface, class presentations, written assignments, live projects, role play etc. became a part of the extended curriculum, thereby focusing on contents beyond the syllabus. The institute adheres to the Lecture - Tutorial and Practical (LTP) Pattern as suggested by the university. Presentations and

viva-voce made the students ready to face the online corporate world. At the same time, a feeling of belongingness for the community was inculcated amongst the students by conducting various community development activities. The students are allotted Mentors who help them regarding their academic and career enhancement.

| File Description | Documents |
|-------------------------------------|---|
| Upload relevant supporting document | View File |
| Link for Additional information | https://hnimr.org/wp-content/uploads/2023/12/Final-1.1.1.pdf |

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

The MBA Programme at HNIMR, follows the CBCS - Revised 2019 Pattern for syllabus course structure according to the Savitribai Phule Pune University guidelines. The entire focus of the teaching pedagogy and the Continuous Internal Evaluation (CIE) focuses on the development of the students from conceptual clarity to dealing with real time analytical situations and cases. The teaching - evaluation structure at HNIMR is planned and executed accordingly. A well planned Academic Calendar and the session - lesson plans exhibit the combination of teaching and evaluation methods for the respective subjects according to the requirement of that subject. The course material and sharing of e-resources was done through Google Classroom. The individual and group presentations, group discussions, project viva-voce, were all conducted keeping in view requirement of the respective subjects. The skill development courses and evaluation are conducted as per the university guidelines. The class tests, written assignments, scrap book evaluation, case studies, article reviews, project evaluations, internal exam papers were conducted to make the students corporate ready and prepare themselves for the SPPU external examination. The performance of the students were well documented and the feedback of the same was communicated to the students.

| File Description | Documents |
|-------------------------------------|---|
| Upload relevant supporting document | View File |
| Link for Additional information | https://hnimr.org/wp-content/uploads/2023/12/Final-1.1.2.pdf |

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View File |
| Any additional information | View File |

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

1

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Minutes of relevant Academic Council/ BOS meetings | View File |
| Institutional data in prescribed format (Data Template) | View File |

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

10

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Brochure or any other document relating to Add on /Certificate programs | View File |
| List of Add on /Certificate programs (Data Template) | View File |

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

396

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Details of the students enrolled in Subjects related to certificate/Add-on programs | View File |

1.3 - Curriculum Enrichment

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

The vision of the institute is Empowerment and enrichment of women professionals through Education, Innovative training of life skills and job skills for pioneering their entry in the contemporary management streams and job domains; Encouraging self-employment and through Sensitising awareness for women's issue in the Society. HNIMR also works on encouraging self-employment and through sensitizing awareness for women's issues in the society. To mark towards the accomplishment of the achievement of the vision, the institute focuses on the overall development of the students by integrating crosscutting issues relevant to Professional ethics, Human Values and sensitizing them towards environment and sustainability of the society. HNIMR strives hard to enhance the development of the students by catering to the industry requirements which are beyond the syllabus contents. The institute has catered to inculcating professional ethics with the help of online delivery of soft

skills and technical skills like MS Excel, Tableau, Python, Digital Marketing, Financial Analytics, Entrepreneurship, Research Competitions that dealt with organizational, economical and societal issues etc. The human values and ethics related to environment and sustainability were also imbibed with the help of various activities like tree plantation, blood donation camps, integrity pledge, International Women's Day, Celebrating birth anniversaries of freedom fighters, Vaachan Din etc.

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | View File |

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

3

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Programme / Curriculum/ Syllabus of the courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | View File |
| MoU's with relevant organizations for these courses, if any | View File |
| Institutional Data in Prescribed Format | View File |

1.3.3 - Number of students undertaking project work/field work/ internships

190

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | View File |

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders
Students Teachers Employers Alumni

A. All of the above

| File Description | Documents |
|---|---|
| URL for stakeholder feedback report | https://hnimr.org/academics/feedback-report/ |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management | View File |
| Any additional information | View File |

1.4.2 - Feedback process of the Institution may be classified as follows

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

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | View File |
| URL for feedback report | https://hnimr.org/academics/feedback-report/ |

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of students admitted during the year

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Institutional data in prescribed format | View File |

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

95

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Number of seats filled against seats reserved (Data Template) | View File |

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

HNIMR is committed to impart quality teaching and enhance the overall performance of the learners from diverse backgrounds. Consequently, the interests and pace of learning for every student is different. The Institute conducts student profiling based on their previous academic records, numerical ability, logical reasoning and language proficiency. The data is provided to their respective mentors to ensure proper guidance, timely assistance and interventions.

Remedial sessions are arranged for students on numerical subjects to clarify their queries. Also, individual teachers help the slow learners by proper guidance in their weak points, academic support and one-to-one tutoring when required, so the students can perform to their best and reach their potential. The institute's recommendation to provide the students with simple and standard lecture/course's notes help the students with their academics.

Faculty mentors encourage the advanced learners to undertake various online certificate courses to upgrade their professional skills. Also, they are encouraged to do research work and present/ publish research papers during the annual international

conference and SIP Competition. Advanced learners are also recommended to do additional internships as it offers multiple important opportunities to work closely with professionals, to develop competent knowledge/ skills, and experience shaping their career goals positively.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://hnimr.org/wp-content/uploads/2023/12/2.2.1.pdf |
| Upload any additional information | View File |

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

| Number of Students | Number of Teachers |
|--------------------|--------------------|
| 396 | 16 |

| File Description | Documents |
|----------------------------|---------------------------|
| Any additional information | View File |

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

At HNIMR , students are coming from diverse backgrounds based on their abilities , competencies and personal attributes . Thus, the Teaching Learning components of the Institute caters to the learning attributes of the students. Teachers provide a variety of learning experiences, including individual and collaborative learning. Digital resources for learning have become an integral element available and this makes learning more individualized, creative, and dynamic.

Some of the important modes used for the students in their teaching learning process - Gamification, Management Games , Role Plays are modes to go for blended and personalized learning methods. Survey method, Practical Approach towards Teaching . Encourage students to write and publish Research papers for the varied Conferences, having the Summer Internship competition etc.. Specialization wise Assignments, Presentations, Remedial sessions were conducted by the faculties from time to time.

Internship Programmes, Certificate Programmes , MOOC courses - Online / offline mode based on various recent and upcoming skills and attributes which are relevant to the Industry and are based on the need of each and every domain/specialization, workshops , domain grooming and sessions on soft skill and grooming also being practiced as a regular activity of the Institute. Skill based courses on Cyber Security , Human Rights etc are also the part of the learning aspects at HNIMR.

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | View File |
| Link for additional information | https://hnimr.org/wp-content/uploads/2023/12/2.3.1-final.pdf |

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

At HNIMR 100% of the Faculties make effective usage of ICT tools in the Teaching Learning process . It complements the traditional teaching-learning methods, and the institute provides the aid for enriching the learning experience. ICT components are embedded in the course contents of all the relevant components of the MBA study as it is basically a student centric approach for the whole Teaching Learning process. It comprises of primarily use of online mode of Teaching Learning capabilities, use of Google based ecosystem having the various modes to do assignments, conducting surveys, online quiz etc. ICT enabled Teaching-Learning Process is supported with Regular Practical Sessions, access to Digital Library, Online Courses (MOOCS, NPTEL etc.), online journals, online tests, online surveys etc.. Use of LCD projectors for seminars and workshops, productive use of educational videos. The respective faculties use ICT mode to design, implement and evaluate the CCE's of all the assignments to the students. Many meeting platforms as Google Meet, Microsoft Teams, Zoom etc.. are also used for interaction between the Teachers & the students.

HNIMR Library also always makes an efficient use and implementation of providing the online resources to the students. The availability of Swayam, NDL, NPTEL and other resources are always looked forward to cater both the Teacher & students to upgrade their potential. The students undergo many

online certification courses , eventually upgrading their credentials in their resume.

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | View File |

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

2.3.3.1 - Number of mentors

16

| File Description | Documents |
|--|---------------------------|
| Upload, number of students enrolled and full time teachers on roll | View File |
| Circulars pertaining to assigning mentors to mentees | View File |
| Mentor/mentee ratio | View File |

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

16

| File Description | Documents |
|--|---------------------------|
| Full time teachers and sanctioned posts for year (Data Template) | View File |
| Any additional information | View File |
| List of the faculty members authenticated by the Head of HEI | View File |

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality /

D.Sc. / D.Litt. during the year

13

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template) | View File |

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

221

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | View File |

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

The Institute has a robust and transparent evaluation process in terms of both frequency and variety. To ensure transparency in the process, the students are given ample notice about the internal assessment method. A college exam officer brief on teaching and learning evaluation as part of the institute's orientation program. Students are given explanations of the credit system, which includes both full and half credit courses, the evaluation pattern and the components of concurrent evaluation. An academic calendar containing comprehensive timetable of the SPPU exams is provided to students. Effective planning and system implementation are discussed at a staff meeting called by the institute director prior to the start of the term.

The internal evaluation component could be a case study, multiple-choice question (MCQ) test, research article review, live project, presentation etc., depending on the subject. The teachers discuss the exam answers and the scoring criteria with the students. During the academic year , teachers perform assessments and exams through online and offline mode with the use of Google Classroom and physical classroom sessions respectively. To guarantee an efficient and clear examination procedure, a committee is established to supervise the prompt scheduling, implementation and assessment of the internal evaluation component.

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | https://hnimr.org/wp-content/uploads/2023/12/2.5.1-final.pdf |

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

Grievance at the institution: The internal examination-related grievance procedure is open, timely and effective. The procedure listed below is used for any internal and external examination complaints.

1. Students must submit a written, signed application addressing the specific exam section where they feel they have been treated unfairly. The topic teacher resolves any complaints that are linked to that subject.

2. The exam committee which is directed by a college exam officer, handles any additional exam-related complaints. The student may contact the institute's director if the issue is not remedied within eight days after the application where the exam committee led by the director can resolve exam-related complaints. Any problems or complaints relating to internal exams are promptly resolved with the assistance of the concern subject teacher. The exam/grievance redressal committee is a part of the examination department. Internal squad committees are formed to monitor the examination process as a whole during university exams. Regular instructions are given to the students and it is checked that the tests are administered efficiently.

3. Examining a grievance at the university: If students have

questions about the grades they received on their university exams. Students submit online requests for reevaluation and rechecking together with the required payments. Candidates have ten days from the date of receipt of the photocopy to submit an application and the necessary costs.

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | https://hnimr.org/wp-content/uploads/2023/12/2.5.2-final.pdf |

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

The following techniques are employed to communicate the learning outcome to teachers and students:

The college has a clear goal and mission statement and is committed to the holistic development of its students. The program outcomes are succinctly outlined in full declarative statements, providing students with a clear understanding of the knowledge, skills and competencies they should possess upon completion of their studies. The teachers, library, labs and technology resources of the institute are arranged in accordance with the desired goals of the program. Prior to the semester beginning, the teaching approach that will be used with the students is chosen to ensure effective course delivery and student learning.

Program Specific Outcomes (PSOs) are results statements from a program that explain to students how the skills they learn in this program will directly benefit society's sustainability and advancement.

Course Outcomes (COs): These are the abilities and information that students will eventually acquire at the end of each course. It explains the cognitive functions that students are exposed to in a course.

Communication Mechanism: The curriculum for each program includes a detailed statement of the course results which are also readily accessible on the Institute website. Students are

given a detailed explanation of the facts regarding results by the topic teachers.

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for Additional information | https://hnimr.org/wp-content/uploads/2023/12/2.6.1-Final.pdf |
| Upload COs for all Programmes (exemplars from Glossary) | View File |

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

To guarantee a fair and accurate evaluation of students' performance, knowledge and abilities in connection to the learning outcomes, disciplinary pedagogy is used. Savitribai Phule University developed the PSOs, POs and COs with particular industry requirements in mind. Program results and program-specific outcomes are attained through the usage of curriculum. Each course has certain objectives called Course Outcomes (COs), which are matched to PSOs and POs. By applying a set of performance evaluation criteria, COs are quantitatively assessed. Therefore, attaining COs is evidence that PO and PSO have also been completed. Different methods for assessing, quantifying and evaluating the direct assessment and continuous evaluation procedures used by POs and PSOs internally. An ongoing internal evaluation process was used to assess the course objectives.

Case studies, class tests, assignments, internal examinations and other forms of evaluation are employed as part of the constant internal evaluation. End-of-semester exams: When determining the course outcome, the weighted average of each student's performance in the final exams is also considered. Indirect Assessment Methods: The Exit Survey: This survey, which final year MBA students completed at the end of their degree, serves as a thorough evaluation of the PO/PSO assessment.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for Additional information | https://hnimr.org/wp-content/uploads/2023/12/2.6.2-Final.pdf |

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

152

| File Description | Documents |
|--|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View File |
| Upload any additional information | View File |
| Paste link for the annual report | https://hnimr.org/hnimr/naac/2-6-3-annual-report/ |

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

<https://hnimr.org/hnimr/naac/2-7-summary-of-student-satisfaction-survey/>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

3.1.1 - Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)

3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)

0

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| e-copies of the grant award letters for sponsored research projects /endowments | No File Uploaded |
| List of endowments / projects with details of grants(Data Template) | View File |

3.1.2 - Number of teachers recognized as research guides (latest completed academic year)

3.1.2.1 - Number of teachers recognized as research guides

6

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Institutional data in prescribed format | View File |

3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year

0

| File Description | Documents |
|---|---------------------------|
| List of research projects and funding details (Data Template) | View File |
| Any additional information | No File Uploaded |
| Supporting document from Funding Agency | No File Uploaded |
| Paste link to funding agency website | Nil |

3.2 - Innovation Ecosystem

3.2.1 - Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Industry-Alumni-Institute Interface-The institute has created an

eco-system for innovation & transfer of knowledge It encourages summer ,Winter Internships and Shadow learning Programmes and encourages its faculty members to take up internship to get acquainted with the contemporary practices . Industrial experts, professional agencies and Alumnae impart training

Entrepreneurship Development - Research Cell-conducts various activities such as entrepreneurs awareness camp, Business Plan Workshops ,Idea Generation workshops, Women Entrepreneurs Meet, and "E-BAZAAR" to give students hands on experience of entrepreneurship which has resulted in many students becoming entrepreneurs

The institute encourages students and staff to participate, write and present the research work in the conferences, seminars and otherwise. The institute has organized various conference/workshops/seminar and FDP to promote research culture. The institute has collaboration with Opole University of Techlogy, Poland And GORI STATE UNIVERSITY WHERE International Conference are organised in association with the said universities

Community Connect-The Institute strives to impart ethical values, compassionate behaviour and sensitize students towards society through various activities like Blood Donation, Health Check-up, Eye, Tree Plantation, and E-waste Collection. Institute has conducted Programs sponsored by NCW and is centre for NISM exams

lAcademics-. Student centric methods are used by faculty members like projects, field visits, group discussion, role-play, subject quiz, news analysis, educational games, discussion and questions and answers on current affairs, ICT enabled teaching includes class rooms with LCD, Language Lab, Smart Class rooms, etc.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://hnimr.org/wp-content/uploads/2023/12/3.2.1-Final.pdf |

3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year

3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year

3

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | View File |
| List of workshops/seminars during last 5 years (Data Template) | View File |

3.3 - Research Publications and Awards

3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

0

| File Description | Documents |
|--|---|
| URL to the research page on HEI website | https://hnimr.org/research/research-policy/ |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template) | View File |
| Any additional information | View File |

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year

21

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| List of research papers by title, author, department, name and year of publication (Data Template) | View File |

3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year

3

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List books and chapters edited volumes/ books published (Data Template) | View File |

3.4 - Extension Activities

3.4.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

In the academic year at MKSSSS's Smt. Hiraben Nanavati Institute of Management and Research for Women, a robust extension program was implemented, focusing on sensitizing students to social issues for their holistic development. Various activities were conducted within the neighbourhood community to foster a sense of social responsibility among the students.

Students actively participated in community outreach initiatives, including awareness campaigns on environmental sustainability, health and hygiene, and women's empowerment. The extension activities aimed to bridge the gap between theoretical knowledge and practical application by engaging students in real-world situations. BhaubijNidhi Collection for the education of underprivileged, interaction with highschool students, and interactive sessions with experts in the field enriched students' understanding of social issues and their potential roles as responsible citizens.

The impact of these activities was notable, as students demonstrated heightened awareness and a commitment to social causes. They developed a deeper understanding of societal challenges and the importance of contributing positively. The extension program at HNIMR not only facilitated academic growth but also nurtured empathy, leadership skills, and a sense of social responsibility among the students, contributing to their overall holistic development. The success of these initiatives emphasizes HNIMR's commitment to producing socially conscious

and well-rounded individuals.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://hnimr.org/wp-content/uploads/2023/12/3.4.1-Final.pdf |
| Upload any additional information | View File |

3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year

0

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| Number of awards for extension activities in last 5 year (Data Template) | View File |
| e-copy of the award letters | No File Uploaded |

3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

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., during the year

6

| File Description | Documents |
|--|---------------------------|
| Reports of the event organized | View File |
| Any additional information | View File |
| Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template) | View File |

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year

42

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | View File |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | View File |

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year

101

| File Description | Documents |
|--|---------------------------|
| e-copies of related Document | View File |
| Any additional information | View File |
| Details of Collaborative activities with institutions/industries for research, Faculty | View File |

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year

10

| File Description | Documents |
|--|---------------------------|
| e-Copies of the MoUs with institution./ industry/corporate houses | View File |
| Any additional information | View File |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | View File |

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

Institute adheres to norms and guidelines of its affiliating bodies viz. AICTE, SPPU and DTE in maintaining physical facilities on campus. The campus is built on 0.5 acres of land with 3234.67 Sq. mtrs. Built-up area having four-storey building.

The following are highlights of provided facilities for teaching and learning and its allied activities:

ICT-enabled Classrooms, Auditorium, Seminar Hall.

Air-conditioned Common Room, Staff Rooms, Office, Library, Computer Labs, Auditorium, Seminar Hall.

Institute has three computer labs named as Lab-I (45), Lab-II (30) and Lab-III (60).

Staff members are provided with PC for individual access, network printer facility, scanner facility, Internet and Wi-Fi access etc.

Technology-enabled teaching and learning processes that provides flexible and mobile access to resources through e-platforms viz., Google Apps.

Safety and security: Security guards on campus, CCTV, Fire Fighting System, Firewall, Anti-virus etc.

The other support facilities viz. Water Drinking facility, Medical Room, Change Room, Toilet blocks, Sanitary Pads Vending Machines, Ramps, Lift etc. are also made available with required housekeeping services.

In addition to above, the centralized facilities are available viz. Auditoriums, Play Ground, Medical, Health Club, Canteen, Hostel etc.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://hnimr.org/wp-content/uploads/2023/12/4.1.1-Final.pdf |

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

Institute encourages Sports and Cultural activities. It formed dedicated cells for both the activities - Sports and Cultural.

1. Sports Cell:

Playground:

Centralized playground area of 2.5 acres.

Sports facilities for outdoor sports

Indoor games:

Facilities are available to play viz. Table Tennis, Carom and Chess etc.

Yoga, Meditation Sessions:

The trained trainers of centralized facilities conduct such sessions.

Seminar Hall area 112.42 Sq. Mtr.

Centralized facilities offered by MKSSS for students and staff. Tejaswini Health Club is exclusively for women established by parent body.

1. Cultural Cell:

Institute encourages participation in cultural activities since it believes in Aesthetic sensitivity and an approach of Art in Management Skills as well.

Facilities made available:

Auditorium - 172.29 Sq. Mtr.

Seminar Hall - 112.42 Sq. Mtr.

Girls Common Room - 185.61 Sq. Mtr.

Centralized facilities of Samstha available on the campus:

Dhondumama Sathe Memorial auditorium (alias K B Joshi Hall)

SBI Auditorium

Auditorium of Mechanical Branch

Institute supports the Students by bearing allied expenses like:

Paying Registration Fees and Conveyance

Arranging Guidance Sessions

Arranging Fitness Sessions

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://hnimr.org/wp-content/uploads/2023/12/4.1.2-Final.pdf |

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

13

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://hnimr.org/wp-content/uploads/2023/12/4.1.3-Final.pdf |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

22.78

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Upload audited utilization statements | View File |
| Upload Details of budget allocation, excluding salary during the year (Data Template) | View File |

4.2 - Library as a Learning Resource

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

HNIMR Library and Information Resource Centre since its inception provides open access facility and information related services to its users. Presently Library is fully automated using KOHA Library Automation Software. KOHA software is purchased centrally through our parent body MKSSS for all higher education units.

Institute is member of DELNET. WEB OPAC, DELNET Digital Library Resources like e-books, e-journals, etc. are accessible to users at Institute premises and remotely too. There is a separate reading hall for students with around 100 seating capacity.

Students get sufficient reading material issued on their

account. There is a separate Digital Library section for users to browse e-resources. All the information related to library like Library Collection, Library facilities and services, etc. are accessible to users on institute's website. There is biometric attendance system to measure the footfalls of the library. Library has membership of Jaykar Knowledge Resource Centre, SPPU, Pune. Library is also member of NDLI.

At the beginning of each academic year Library Induction for students is organized. Business Standard newspaper is issued. Students prepare "BUSINESS STANDARD CLIPPING NOTEBOOK" and submit it to their mentors for checking. To enhance learning process, BOOK REVIEW activity is conducted for students.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for Additional Information | https://hnimr.org/wp-content/uploads/2023/12/4.2.1-Any-Aditaninal-Final.pdf |

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources **A. Any 4 or more of the above**

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | View File |

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

0.9

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Audited statements of accounts | View File |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

4.2.4.1 - Number of teachers and students using library per day over last one year

364

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Details of library usage by teachers and students | View File |

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

Institute has IT facilities as per the AICTE norms, it upgrades facilities as per the advancement of technology required for the students in concerned with corporate world.

All the classrooms are digitally well equipped. The Institute provides its allied infrastructure at Auditorium. Seminar rooms, girl's common room, conference room etc.

Unlimited Internet access is provided with Wi-Fi to Students and Employees at all the locations within the unit (300 MBPS leased line). The institute replaces the old, configured PCs with current required configuration, and to renew and update software regularly, wherein only licensed software are used.

The up gradation takes place with respect to various IT tools timely for administrative work and communication systems.

Google suite is in place for teaching and learning activities to conduct academic activities. Tools like LED TVs (Signage) at entrance, Google Calendar with SMS facility, Group emails, Website, etc. Institute is also working on Social Media

Optimization. MKSSS is also in the process of implementing centralized through which few centralized IT resources will be made available.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://hnimr.org/wp-content/uploads/2023/12/4.3.1-final.pdf |

4.3.2 - Number of Computers

174

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |
| List of Computers | View File |

4.3.3 - Bandwidth of internet connection in the Institution A. ? 50MBPS

| File Description | Documents |
|--|---------------------------|
| Upload any additional Information | View File |
| Details of available bandwidth of internet connection in the Institution | View File |

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)

159.85

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Audited statements of accounts | View File |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View File |

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.

The Institute has followed standard reputable systems and procedures for maintaining the physical, academic and support facilities.

Various committees at college level and Samstha level cater to aspects like utilization and maintenance of the physical, academic and support facilities. The role and responsibilities of committees mentioned below,

- General civil maintenance and upkeep of civil infrastructure is carried out by Centralized Vastu Vyavastha Vibhag.
- Repair and Maintenance of laboratory equipment's/instruments are taken care IT Department.
- The purchase committee handles the repair/ maintenance request appropriately by placing order to the respective equipment experts.
- A budget is annually is annually allocated for maintenance of the physical facilities.
- The Institute has adequate number of computers with internet connections.
- The library has provided remote access to the registered students and faculty members. During the pandemic this facility was used by students and faculties.
- Anti-virus software is purchased and is renewed annually for the smooth functioning of all the computers in the institute. The firewall is deployed for internet & Wi-Fi securities.
- Emergency exits and firefighting systems are made available to counter situations like fire hazards and natural calamities maintained by Centralized Vastu Vyavsatha Vibhag.
- Minor maintenance / repair work related to plumbing,

drainage,electricity etc is carried out through Vastu vibhag.

- Lift/water purifier AMC is renewed maintained timely as per the contract/ agreement terms.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://hnimr.org/wp-content/uploads/2023/12/4.4.2Final.pdf |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

264

| File Description | Documents |
|--|---------------------------|
| Upload self attested letter with the list of students sanctioned scholarship | View File |
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | View File |

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

6

| File Description | Documents |
|--|---------------------------|
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | View File |

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

A. All of the above

| File Description | Documents |
|---|---|
| Link to Institutional website | https://hnimr.org/wp-content/uploads/2023/12/5.1.3-Final.pdf |
| Any additional information | View File |
| Details of capability building and skills enhancement initiatives (Data Template) | View File |

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

0

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

64

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) | View File |

5.1.5 - The Institution has a transparent

A. All of the above

mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

| File Description | Documents |
|--|---------------------------|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View File |
| Upload any additional information | View File |
| Details of student grievances including sexual harassment and ragging cases | View File |

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

64

| File Description | Documents |
|--|---------------------------|
| Self-attested list of students placed | View File |
| Upload any additional information | View File |
| Details of student placement during the year (Data Template) | View File |

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

1

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for student/alumni | View File |
| Any additional information | View File |
| Details of student progression to higher education | View File |

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

1

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for the same | View File |
| Any additional information | View File |
| Number of students qualifying in state/ national/ international level examinations during the year (Data Template) | View File |

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the year

5.3.1.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national / international level (award for a team event should be counted as one) during the year.

0

| File Description | Documents |
|--|---------------------------|
| e-copies of award letters and certificates | No File Uploaded |
| Any additional information | No File Uploaded |
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template) | View File |

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

HNIMR always motivates and encourages representation of students on academic and administrative bodies that is Student council , which plays a very crucial role along with committee members for conducting college activities like kaleidoscope, Kushagra, Panache, Horizon, Bizotic etc. Student council is constituted as per the guidelines of Maharashtra Public University Act. It comprises president, Vice president which were chosen by election method. Other student council members are nominated by the Principal and faculty in charge. Total 40 students were representing the student council. Which comprises students from varied backgrounds .Spirit of partnership and teamwork enables the student council to conduct various activities in support of all the stakeholders. It provides a platform for students to develop their leadership skills, life skills etc. The council also organizes placement activities along with training and placement officers. Council follows a participative approach where opportunity has been provided to each representative to present the idea, the entire council discusses the same and voting has been conducted to finalize the entire plan related to the activity. It always maintains discipline in the Institute. Student council is like a canvas to create different colorful strokes of academic and cultural, sports shades at HNIMR.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://hnimr.org/wp-content/uploads/2023/12/5.3.2-Final.pdf |
| Upload any additional information | View File |

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

3

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Upload any additional information | View File |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template) | View File |

5.4 - Alumni Engagement

5.4.1 - There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Alumnae association is a formal body working to bridge the gap between the institute and the working professionals who are the passed-out students of the institution. This is a platform where visible involvement of the alumni is by contributing their time to participate in activities of the institute, mentoring students, leveraging their contacts to support existing students to provide an opportunity to get the job and develop the network. Our Alumni Association works for the overall development of students as well as for the institution development. It is helpful in terms of academic planning, placements of students, career guidance and technological guidance. Some alumni give guest sessions on current and updated topics like -''Data driven enterprise of 2025 . Every year for national and international conferences our alumni share their knowledge and experience with our students. Also, in the Induction program there is alumni interaction. Alumnae cell has organized the event tracing the footprint where alumnae can share their experiences to show the right path for the future career. Some alumni also donated an amount to Samstha for women empowerment activities. Students also get connected with alumni through various means. Social media platforms. Alumni are

providing a strong support to build a network.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://hnimr.org/wp-content/uploads/2023/12/5.4.1-final.pdf |
| Upload any additional information | View File |

5.4.2 - Alumni contribution during the year E. <1Lakhs (INR in Lakhs)

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

MKSSSS's Smt. Hiraben Nanavati Institute of Management and Research for Women has aligned its vision and goal with MKSS Samstha's. At the top management level, Samstha has Management committees to oversee the various units of Samstha in terms of governance. Elected people make up the Managing Committee. The College Development Committee is made up of the Chairman, an elected representative from teaching and non-teaching staff, the IQAC coordinator, an alumnae representative, and specialists from academia, industry, and social service. In CDC, teaching and non-teaching representatives bridge the gap between employees and management thus ensuring smooth operation and prompt policy execution. CDC provides advice and makes strategic decisions such as reviewing the institute's success, approving various college activities, and sanctioning funding.

IQAC plays a role in the implementation of all academic-related activities to improve the institute's quality. The director oversees and analyses the overall activities of the institute. The placement cell develops information, attitude, and abilities required for managerial roles through training programs. HNIMR focuses on the empowerment and enrichment of women professionals through education, creative life skills, job skills training, and mentoring. Faculty members plan corporate seminars to help

students find job opportunities for women.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://hnimr.org/wp-content/uploads/2023/12/6.1.1-Final-Final.pdf |
| Upload any additional information | View File |

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

Case Study 1

Director of the institute in consultation with IQAC in charge takes decision of event. Subsequently, in charge of event further allocates the responsibilities of different functional work among faculty members and student volunteers. Kaleidoscope -Academic cultural fest was organized on 12th Dec. 2022 to 17th Dec. 2022. It was aimed at covering all the dimensions such as academic, entrepreneurial skills, innovation, research, and cultural aspects.

It begins with deciding volunteers for each subevent, promotion in other colleges and measures for D-day. Subevents like Kushagra (Intercollegiate competition), Panache, Horizon (Research / SIP competition) and tracing the footprint (Alumni interaction) were divided among faculty members as sub-event head and volunteers were allocated respectively. Functional responsibilities were given to other faculty members. It includes the refreshment and food committee, printing committee, Gifts & trophies committee, campus decoration committee and hospitality management committee. The event witnessed a footfall of around 750 students. Around 300 students from other colleges participated in this event.

Ms. Gopika Chitale and Mr. Vijay kadu were invited as Guest of honour and Dr. Prag Kalkar, Dean of Management from SPPU was present as chief guest.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://hnimr.org/wp-content/uploads/2023/12/6.1.2Final.pdf |
| Upload any additional information | View File |

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

Name of the Activity - Women's Achievers Felicitation Program

HNIMR organised a program for felicitating the women achievers on May 13th, 2023. During this event the institute started felicitating successful women from different business sectors. A total of 15 successful women were felicitated. These women have shown the courage and calibre to do something extraordinary through their sincere efforts. All these women were achievers in their field of proved to be inspiration for their work. These women demonstrated their extraordinary talent, provided support and encouragement to peers and to next generation. They lead by example, lives on purpose and inspires others to be more & do more making a rippling impact across the community and around the globe. They are the contributors of their relentless pursuit of excellence, outstanding performance & perseverance in their respective fields. The event has graced by two guest speakers - Vaishali Patange, Additional Commissioner, IRS (Indian Revenue Service) from Pune, and Joint Managing Director, Ms. Priya Barve from Shreeram Rubber Products Pvt. Ltd. in Pune. Ms. Priya Barve spoke about women's empowerment and gender equality in society and urged for more participation of women in the manufacturing industry. Ms. Vaishali Patange, emphasized the importance of focusing on government jobs to serve society on a wider scale.

| File Description | Documents |
|--|---|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | https://hnimr.org/wp-content/uploads/2023/12/6.2.1-Final.pdf |
| Upload any additional information | View File |

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Description of the Organogram of the Institution

Managing Committee is an apex body of Maharshi Karve Stree Shikshan Samstha. The Management Committee of MKSSSS is formed by elected members, trustees and life workers, and employees' representatives. The Secretary of MKSSSS ensures transparency and accountability of all units run under Samstha. CDC Chairman reviews the progress of the institute and gives approval to various college activities, and sanctions funds for procurement. The Director of the institution is responsible for day-to-day academics, and financial and administrative activities. He also monitors admissions, teaching-learning mechanisms, and placement activities. Planning the IT infrastructure requirements in consultation with Director is the responsibility of the computer lab in charge. Faculty members ensure effective content delivery through classroom online sessions. They assist the Director to plan, execute and monitor the curricular, co-curricular, and extra-curricular activities. They motivate students to active participation in the activity. Librarian decides the scheme of classification for documents related to the library. Assistant Administrative Officer regulates the work and conduct of the staff in accordance with the Act, Statute, Ordinance, Rules, and Regulations. HR Executive implements HR policies decided by Samstha and CDC. HR also handles leave of staff, holiday and vacation notices, mediclaim policy, HR roaster, and updates employees' service book, etc.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://hnimr.org/wp-content/uploads/2023/12/6.2.2-Final-Final.pdf |
| Link to Organogram of the institution webpage | https://hnimr.org/hnimr/naac/organogram-of-the-institution-webpage/ |
| Upload any additional information | View File |

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination A. All of the above

| File Description | Documents |
|--|---------------------------|
| ERP (Enterprise Resource Planning) Document | No File Uploaded |
| Screen shots of user inter faces | View File |
| Any additional information | View File |
| Details of implementation of e-governance in areas of operation, Administration etc(Data Template) | View File |

6.3 - Faculty Empowerment Strategies

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

Smt. Hiraben Nanavati Institute of Management and Research for Women (HNIMR) is a flagship of Maharshi Karve Stree Shikshan Samstha (MKSSS). The institution gives staff welfare foremost importance. Hence, the institution has effective welfare measures for teaching and non teaching staff. The personal, health and financial welfares are catered by the samstha and the institute. A day care centre for the children of the employees, canteen, dispensary, gym, Mediclaim, insurance, etc. are a few of the welfare measures catering to personal and health of the employees. Like wise, co-operative credit societies for loan facilities, concession in tuition fees on daughter's education at the samstha, regular increments, etc. are some of the financial welfares for the teaching as well as non - teaching staff.

Employees at HNIMR, are allowed to opt for flexi work hour / time change as per work duties with prior permission from respected institute authority. The institute allows women employees to avail maternity leave as per government rules. Employees also get Permission to attend FDP such as Orientation programmes and Refresher courses, short term courses, etc. for the career development and progression of the teaching as well as non-teaching staff.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://hnimr.org/wp-content/uploads/2023/12/6.3.1-Final.pdf |
| Upload any additional information | View File |

6.3.2 - Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year

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

5

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | View File |

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

4

| File Description | Documents |
|--|---------------------------|
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres). | No File Uploaded |
| Reports of Academic Staff College or similar centers | No File Uploaded |
| Upload any additional information | View File |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | View File |

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

15

| File Description | Documents |
|---|---------------------------|
| IQAC report summary | View File |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers) | No File Uploaded |
| Upload any additional information | View File |
| Details of teachers attending professional development programmes during the year (Data Template) | View File |

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

Institute follows performance appraisal of teaching and non-teaching staff which is developed as per guidelines of parent body MKSSS.

Institute arranges training programmes, interactive sessions to upgrade the competency of teaching and non-teaching staff. Participation of faculty and staff members is encouraged for out-reach activities and in seminars, conferences, workshops, FDPs etc.

Following is the Performance Appraisal System:

1. Feedback form from students and teachers
2. Teaching and Non-teaching staff members submit the prescribed 'Self-appraisal Form'.
3. Director of the Institute analyses and gives feedback on the same to individual members in written format and orally.
4. The reporting is done in LMC and LMC also guides and mentors for the same.

The evaluation parameters for teaching staff are related to subject teaching, research, participation in quality improvement programmes, contribution in co-curricular activities, enrichment of campus life, student welfare and discipline and out-reach activities.

The Evaluation for Non-Teaching Staff is assessed on two levels - by the respective head of the department and the Director of the Institute. The main parameters are result oriented accomplishment of tasks, communications skills, work approach, teamwork and leadership qualities etc.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://hnimr.org/wp-content/uploads/2023/12/6.3.5-Final.pdf |
| Upload any additional information | View File |

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The Institute prepares and proposes the budget at the beginning of every fiscal year, which includes all the necessary

expenditure needed in the institution like, salary (Teaching and non-teaching staff), physical support, electricity and internet bill, academic support facilities, other expenses like library purchases, funds for annual programs etc. The Local Management committee of the institute observes and approves the budget. The committee ensures that the mobilization of fund is in the utmost useful manner. MKSSSS being the parent body of HNIMR, appoints Professional Internal Auditors. Every detail is briefed to the internal audit team and queries are raised if any. Audit report is then prepared by the internal Auditor and handed over to the director of the Institute and secretary of the Smastha. An external auditor is appointed by the trust, who executes the statutory audit. Statutory financial audit is conducted in two sessions, one in the month of October/November for the period of April to September and second in the month of April /May for the period of October to March. Finalization of the account is completed in June/July and audited statements are prepared in July/August duly signed by the director, and a chartered accountant. The audited report is then submitted by the chartered accountant to the institute for review.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://hnimr.org/wp-content/uploads/2023/12/6.4.1-Final.pdf |
| Upload any additional information | View File |

6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

8.90

| File Description | Documents |
|---|---------------------------|
| Annual statements of accounts | View File |
| Any additional information | View File |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) | View File |

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

MKSSS is one of the legendary organizations which is public charitable trust. The Samstha receives funds from the fees from the students and donations from various strata of society, and these funds are utilized to run the institution. HNIMR, an tributary institution of MKSSS follows financial prudence based on transparency, ethics and integrity. The source of earning for institution is mainly from the fees received from the students. HNIMR, has an AICTE and DTE approval and is affiliated with Savitribai Phule Pune University. The students from the Institute are eligible to receive different grants and scholarships provided by Indian government bodies (Samaj Kalyan, SC/ST/OBC etc). All these funds go to the Samstha and they release the funds to institutions as per requirements also in case of a short fall, the parent organization MKSSS, provides the funds, As per Samstha's rules. There are many means by which Samstha can arrange the money like overdraft or cash credits, loans on behalf of the property of Samstha, for the enhancement of Samstha.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://hnimr.org/wp-content/uploads/2023/12/6.4.3-Final.pdf |
| Upload any additional information | View File |

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

Understanding post-covid pandemic concerns HNIMR focused on holistic development of students mainly involving and encouraging students for active participation in planning to execution of the different academic activities. The main objective was to break their inhibitions which were developed due to engagement in purely online environment. Students' competencies with changing trends needed to be assessed to focus on enhancing their skill sets. Two activities were executed in this context - 1) Student's Profiling 2) Kaleidoscope 2022.

1) Student's Profiling:

Institute conducted the Profiling of 197 students. This process

of profiling was based on students' academic records till date. The report card was generated after assessment which was shared with Faculty mentor and Placement cell. This was aimed to support placement cell and to shape the teaching learning process accordingly. (The details are in attached documents.)

2) Kaleidoscope 2022:

Kaleidoscope, a week long inter collegiate academic and culture fest. As suits to the title of the event, it was a blend of various competitions as mentioned in the report. The event which was by the students and for the students where teachers were facilitators, it helped students to experience management practices in face-to-face environment than the virtual one.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://hnimr.org/wp-content/uploads/2023/12/6.5.1-Final.pdf |
| Upload any additional information | View File |

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 and recorded the incremental improvement in various activities

The industry dynamics are ever-changing. Post-covid situation the scenario is changing rapidly. It was a need to develop students' attitude to work in real life environment than only virtual one. The efforts were taken to make aware students about current trends / needs of industry and making them industry ready. The several sessions were arranged for MBA first and second year students. They were designed with holistic approach aiming skill enhancement of management students and providing them experiential learning opportunity.

- Sessions for Experiential Learning:

The certificate course on Website Development & Design and SEO was arranged to explore social media dynamics. Knowledge of Analytical Tools is a need of an hour for MBA students of all the domains. The workshop on Tableau was arranged to educate students about application of analytics through a software. The hands-on sessions with case studies were conducted by experts.

- **Sessions for Skill Enhancement:**

Understanding changing dynamics of industry the regular sessions for skill enhancement were planned. Apart from tools the emphasize was given on skills pertaining to presentation, leadership and team management, interview and group discussion, conflict management, innovation and collaboration, business ethics and CSR, demands of market, aptitude test, resume building etc.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://hnimr.org/wp-content/uploads/2023/12/6.5.2-Final-1.pdf |
| Upload any additional information | View File |

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

B. Any 3 of the above

| File Description | Documents |
|--|---|
| Paste web link of Annual reports of Institution | https://hnimr.org/hnimr/naac/iqac/#toggle-id-9 |
| Upload e-copies of the accreditations and certifications | View File |
| Upload any additional information | View File |
| Upload details of Quality assurance initiatives of the institution (Data Template) | View File |

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Gender equity in learning means that males and females have equal opportunities in positions of commercial, social, cultural, and political progress. Gender equality is not only a fundamental human right but an essential foundation for a non-violent, prosperous, and supportable world. In the effort to make HNIMR institute a strong pit of gender sensitization, the entrepreneur Women Development Cell and Community development cell are in place to cater gender equality. The institute being only for women activities and events like kaleidoscope gives an opportunity to display gender equality by allowing participation of male students and judging them at par. The aim of the cell is to create a gender-sensitized community within the campus as well as in society. It has been arranging various events like co-curricular, curricular, and intercollegiate competitions for the upliftment of women and spread the actual importance of gender equality in society. Institute also provides the gender sensitivity facilities such as Well-trained and vigilant women/men security guards, Grievance Redressed Committees, a Day Care centre, a counseling room, a Girls' Common Room, Facilities for Divyangnan Students, and Awareness campaigns for women.

Activities from Dec.2022 to Aug. 2023

- Symphony -Unity in Diversity
- Maharshi Karve Jayanti
- Baya Karve Jayanti
- Maharshi Karve Jayanti
- Yoga Day
- Vedic Day
- Prevention of Sexual Harassment of women
- E-west Drive
- E- Bazaar
- Nirbhay Kanya Abhiyan
- Awareness session on safety and security
- kaleidoscope

| File Description | Documents |
|--|---|
| Annual gender sensitization action plan | https://hnimr.org/hnimr/naac/annual-gender-sensitization-action-plan/ |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | https://hnimr.org/wp-content/uploads/2023/12/7.1.1-Final.pdf |

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

B. Any 3 of the above

| File Description | Documents |
|--------------------------------|---------------------------|
| Geo tagged Photographs | View File |
| Any other relevant information | View File |

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Proper waste removal helps improve air and water quality as well as reduces greenhouse gas emissions. The waste generated on the campus includes biodegradable and non-biodegradable nature. The environmental policy of the Samstha is to recycle any kind of waste with the respective well-organized mechanism to make the campus clean, sanitized, and healthy. This includes the proper collection, transport, usage, and disposal of all waste together with the monitoring system.

Solid waste -In our Samstha two different Biogas plans with a capacity of 500 kg. With the help of that plant daily biogas is generated.

Liquid waste - Liquid waste may contain nontoxic inorganic substances or toxic organic substances. Institute has a Sewage Treatment Plant to recycle the wastewater. This plant treats the waste water and makes it fit for use in washrooms, cleaning

purposes, and watering plants and trees.

Biomedical waste - Daily 1200 Sanitary napkins are collected and disposed of in the disposal machine with 0.6 as the pollution Rate. Near about 200 gms of ash is produced after each disposal, it is used as fertilizer.

E-waste mostly includes electronic devices, such as computer systems, CDs, DVDs, calculators, monitors, printers, scanners, copiers, calculators, fax machines, battery cells, etc. E-waste is disposed of through vendors.

Project on Carbon Neutral Campus - The Institute has initiated the MOU with Samuchit Enviro tech , a member of Indian network on ethics and climate change as well as climate collective Pune to undertake the project to make HNIMR Campus Carbon Neutral.

| File Description | Documents |
|---|---------------------------|
| Relevant documents like agreements / MoUs with Government and other approved agencies | View File |
| Geo tagged photographs of the facilities | View File |

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

| File Description | Documents |
|---|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Any other relevant information | View File |

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

A. Any 4 or All of the above

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered

vehicles

3. Pedestrian-friendly pathways

4. Ban on use of plastic

5. Landscaping

| File Description | Documents |
|--|---------------------------|
| Geo tagged photos / videos of the facilities | View File |
| Various policy documents / decisions circulated for implementation | View File |
| Any other relevant documents | View File |

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities **D. Any 1 of the above**

| File Description | Documents |
|---|---------------------------|
| Reports on environment and energy audits submitted by the auditing agency | No File Uploaded |
| Certification by the auditing agency | No File Uploaded |
| Certificates of the awards received | No File Uploaded |
| Any other relevant information | View File |

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized **B. Any 3 of the above**

equipment **5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

| File Description | Documents |
|--|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Policy documents and information brochures on the support to be provided | View File |
| Details of the Software procured for providing the assistance | No File Uploaded |
| Any other relevant information | View File |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

Institute has taken subsequent efforts /creativities for providing an inclusive atmosphere to improve harmony in the direction of cultural, regional, linguistic, social commerce, and other diversities. Every year the institute makes an academic calendar to keep students, faculty, and staff reminded of key dates throughout the academic semester and year. Similarly, our students also celebrate different festivals Like national festivals, birth anniversaries, and memorials of great Indian personalities like Maharshi Karve Jayanti, Baya Karve Jayanti and Birsa Munda Jayanti. The institute organized different events like Holi celebration, Traditional dress competitions, Diwali, Dasera, Integrity pledge, Dahi-hand, and intercollegiate competitions. The affiliating University also organizes various cultural programs to celebrate the cultural diversity of India and our students belonging to various region and culture participate in such programs.

This Activities are conducted in this year

1. Sport Day
2. Yoga Day
3. Vedic Day
4. Symphony-Unity in Diversity
5. Birsa Munda Jayanti
6. Baya Karve Jayanti

7. Maharshi Karve Jayanti
8. Republic Day
9. Independence Day
10. International Women's Day
11. Panche

| File Description | Documents |
|--|---------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View File |
| Any other relevant information | View File |

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

The students of HNIMR of all divisions study the constitution of India as an essential subject that sensitizes the students about constitutional obligations. The institute conducts various activities to awareness of the constitutional obligation. Every year republic day is celebrated on 26th January by organizing different activities. Our constitution provides for, human rights and freedom dignity, equality and justice, and the superiority of constitution in the national life. This was witnessed by the integrity pledge celebration of Azadi ka Amrut Mahotsav.. Institute conducts various activities under the community development cell like Vaccination drives, Blood donation drives and tree plantations where the student and staff can help the community.

- Institute conducts the Bhaubeej Nidhi Activity for collecting funds for the education of needy girls.
- The institute creates guidelines that reflect core values. Which are exhibited in their Code of conduct for students.
- Guest sessions are organized by renowned personalities to deliver lectures on ethics, values, duties, and responsibilities and on saving the environment.
- Every year the institute celebrates the Bharat Ratna Dhondo Keshav Karve Jayanti.

| File Description | Documents |
|--|---|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | https://hnimr.org/hnimr/naac/annual-gender-sensitization-action-plan/ |
| Any other relevant information | https://hnimr.org/wp-content/uploads/2023/12/7.1.9-Final.pdf |

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Code of ethics policy document | View File |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims | View File |
| Any other relevant information | View File |

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

The institute always organizes all these activities during the course of the academic year to promote the holistic progress of students. The institute aims to teach values and nationalism to the students by celebrating the national festivals and birth anniversaries of great Indian personalities on the college campus every year. The celebrations include flag-hoisting, Easy competition. Well-known personalities are invited to motivate

staff and students with their encouraging speeches on those days.

Republic and Independence Day Celebration - Each year the Institution celebrates Republic Day and Independence Day by hoisting the national flag by the Chief Guest of the Programme. Students and staff salutes the flag and then sang the National Anthem. This is followed by sweets distribution and tea.

Teachers Day Celebration- every year student celebration the teacher day program to increase awareness about the hero of educators in playing quality education at all levels

Diwali and Dasara Get together- Institute celebrate the Diwali and Dasara as an integral part of learning and building a strong cultural belief.

International Yoga day- In this year's 21st June 2023 institute celebrates international yoga day celebrated in our institute . The sessions include orientation on Yoga, its mental and physical benefits, and the actual performance of some yoga asanas.

Activities Conducted this year.

1. Yoga Day
2. Vedic Day
3. Symphony -Unity in Diversity
4. Republic Day
5. Independence Day
6. Birsa Munda Jayanti
7. Baya Karve Jayanti
8. Maharshi Karve Jayanti

| File Description | Documents |
|---|---------------------------|
| Annual report of the celebrations and commemorative events for the last (During the year) | View File |
| Geo tagged photographs of some of the events | View File |
| Any other relevant information | View File |

7.2 - Best Practices

7.2.1 - Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

- **Strengthening Academic Writing Skills**

Students worked on real-life research statement.

Students wrote and presented research papers along with their faculty guide in UGC Care listed journal.

The institute published a student's e-magazine and college newsletter with students on editorial board.

In order to strengthen academic writing skills of the student's various activities were arranged:

- A workshop on Intellectual Property Rights
- Summer Internship Project Competition (inter and intra)
- Research Paper presentation (inter and intra)
- College newsletter: Student editors
- Students Magazine: Students work gets published in it. student editors
- Student were asked to work on real-life research statement throughout the semesters.

II. Business Publication Scrap Book.

Every day HNIMR students get an e-copy of the Business Standard newspaper. In each semester the students were expected to read and highlight 30 articles related to corporate strategy, CEO interviews, global business, and global economics etc. and 10 articles related to any sector of their choice. They were expected to write their opinion like summary/Review of news, learning outcome from the news from management point of view, learning from any interview or Q/A etc. At the end of each semester the students submitted the Scrap Book to the Faculty Mentor for evaluation.

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | https://hnimr.org/hnimr/naac/7-2-best-practices/ |
| Any other relevant information | https://hnimr.org/wp-content/uploads/2023/12/7.2-Final.pdf |

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

Sports activities plays vital role in developing one's personality and maintaining good health. It goes beyond the boundaries of sex. Over the year HNIMR, Pune has observed that girls when they reach to P.G. college, side track sports due to various reasons. Even if few opt for it, the intention is from the viewpoint of securing prize in any game they are good at.

To address this issue HNIMR took conscious efforts for promoting sports. Students were encouraged to take sports as lifestyle and not merely a competition.

In the year 2022-23 :

1. During the student's induction program only a session on 'Feeling, looking and being healthy' was organised for the student's imbibing importance of physical, mental and spiritual well-being of an individual.
2. Apart from exercise Zumba dance also helps in boosting energy. HNIMR also organised a Zumba session for student.
3. Students are encouraged to practice yoga daily. HNIMR celebrated 'International Yoga Day' for the students and staff.
4. The students at the institute volunteered and participated in MKSSSS's Marathon.
5. HNIMR hosted an intra-Samstha sports event - Damini. HNIMR students not only participated in various competitions but also were the organising committee. Professional guidance was provided to participants from HNIMR.

These events checked physical fitness of the participants along with that made the participants work on their perseverance, stamina, time management, organising and execution skills.

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

The mission of Smt. Hiraben Nanavati Institute of Management & Research for Women (HNIMR) is to develop competent young professional managers with the capability to contribute effectively in the challenging environment. The Institute being affiliated to Savitribai Phule Pune University (SPPU), follows the syllabus and academic framework as designed by SPPU. Thus, keeping in view the mission of the institute, contemporary concepts that enable to meet the industry requirements are imparted to the students, by developing the skills of the students by certifications and conducting workshops delivered by the industry experts. Various add - on programmes activities associated with the subjects, such as group discussions, corporate interface, class presentations, written assignments, live projects, role play etc. became a part of the extended curriculum, thereby focusing on contents beyond the syllabus. The institute adheres to the Lecture - Tutorial and Practical (LTP) Pattern as suggested by the university. Presentations and viva-voce made the students ready to face the online corporate world. At the same time, a feeling of belongingness for the community was inculcated amongst the students by conducting various community development activities. The students are allotted Mentors who help them regarding their academic and career enhancement.

| File Description | Documents |
|-------------------------------------|---|
| Upload relevant supporting document | View File |
| Link for Additional information | https://hnimr.org/wp-content/uploads/2023/12/Final-1.1.1.pdf |

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

The MBA Programme at HNIMR, follows the CBCS - Revised 2019 Pattern for syllabus course structure according to the Savitribai Phule Pune University guidelines. The entire focus

of the teaching pedagogy and the Continuous Internal Evaluation (CIE) focuses on the development of the students from conceptual clarity to dealing with real time analytical situations and cases. The teaching - evaluation structure at HNIMR is planned and executed accordingly. A well planned Academic Calendar and the session - lesson plans exhibit the combination of teaching and evaluation methods for the respective subjects according to the requirement of that subject. The course material and sharing of e-resources was done through Google Classroom. The individual and group presentations, group discussions, project viva-voce, were all conducted keeping in view requirement of the respective subjects. The skill development courses and evaluation are conducted as per the university guidelines. The class tests, written assignments, scrap book evaluation, case studies, article reviews, project evaluations, internal exam papers were conducted to make the students corporate ready and prepare themselves for the SPPU external examination. The performance of the students were well documented and the feedback of the same was communicated to the students.

| File Description | Documents |
|-------------------------------------|---|
| Upload relevant supporting document | View File |
| Link for Additional information | https://hnimr.org/wp-content/uploads/2023/12/Final-1.1.2.pdf |

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View File |
| Any additional information | View File |

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

1

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Minutes of relevant Academic Council/ BOS meetings | View File |
| Institutional data in prescribed format (Data Template) | View File |

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

10

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Brochure or any other document relating to Add on /Certificate programs | View File |
| List of Add on /Certificate programs (Data Template) | View File |

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

396

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Details of the students enrolled in Subjects related to certificate/Add-on programs | View File |

1.3 - Curriculum Enrichment

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

The vision of the institute is Empowerment and enrichment of women professionals through Education, Innovative training of life skills and job skills for pioneering their entry in the contemporary management streams and job domains; Encouraging self-employment and through Sensitising awareness for women's issue in the Society. HNIMR also works on encouraging self-employment and through sensitizing awareness for women's issues in the society. To mark towards the accomplishment of the achievement of the vision, the institute focuses on the overall development of the students by integrating crosscutting issues relevant to Professional ethics, Human Values and sensitizing them towards environment and sustainability of the society. HNIMR strives hard to enhance the development of the students by catering to the industry requirements which are beyond the syllabus contents. The institute has catered to inculcating professional ethics with the help of online delivery of soft skills and technical skills like MS Excel, Tableau, Python, Digital Marketing, Financial Analytics, Entrepreneurship, Research Competitions that dealt with organizational, economical and societal issues etc. The human values and ethics related to environment and sustainability were also imbibed with the help of various activities like tree plantation, blood donation camps, integrity pledge, International Women's Day, Celebrating birth anniversaries of freedom fighters, Vaachan Din etc.

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | View File |

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

3

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Programme / Curriculum/ Syllabus of the courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | View File |
| MoU's with relevant organizations for these courses, if any | View File |
| Institutional Data in Prescribed Format | View File |

1.3.3 - Number of students undertaking project work/field work/ internships

190

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | View File |

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the | **A. All of the above**

syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni

| File Description | Documents |
|---|---|
| URL for stakeholder feedback report | https://hnimr.org/academics/feedback-report/ |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management | View File |
| Any additional information | View File |

1.4.2 - Feedback process of the Institution may be classified as follows **A. Feedback collected, analyzed and action taken and feedback available on website**

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | View File |
| URL for feedback report | https://hnimr.org/academics/feedback-report/ |

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of students admitted during the year

206

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Institutional data in prescribed format | View File |

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive

| of supernumerary seats) | |
|---|---------------------------|
| 2.1.2.1 - Number of actual students admitted from the reserved categories during the year | |
| 95 | |
| File Description | Documents |
| Any additional information | View File |
| Number of seats filled against seats reserved (Data Template) | View File |
| 2.2 - Catering to Student Diversity | |
| 2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners | |
| <p>HNIMR is committed to impart quality teaching and enhance the overall performance of the learners from diverse backgrounds. Consequently, the interests and pace of learning for every student is different. The Institute conducts student profiling based on their previous academic records, numerical ability, logical reasoning and language proficiency. The data is provided to their respective mentors to ensure proper guidance, timely assistance and interventions.</p> <p>Remedial sessions are arranged for students on numerical subjects to clarify their queries. Also, individual teachers help the slow learners by proper guidance in their weak points, academic support and one-to-one tutoring when required, so the students can perform to their best and reach their potential. The institute's recommendation to provide the students with simple and standard lecture/course's notes help the students with their academics.</p> <p>Faculty mentors encourage the advanced learners to undertake various online certificate courses to upgrade their professional skills. Also, they are encouraged to do research work and present/ publish research papers during the annual international conference and SIP Competition. Advanced learners are also recommended to do additional internships as it offers multiple important opportunities to work closely with professionals, to develop competent knowledge/ skills, and experience shaping their career goals positively.</p> | |

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://hnimr.org/wp-content/uploads/2023/12/2.2.1.pdf |
| Upload any additional information | View File |

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

| Number of Students | Number of Teachers |
|--------------------|--------------------|
| 396 | 16 |

| File Description | Documents |
|----------------------------|---------------------------|
| Any additional information | View File |

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

At HNIMR , students are coming from diverse backgrounds based on their abilities , competencies and personal attributes . Thus, the Teaching Learning components of the Institute caters to the learning attributes of the students. Teachers provide a variety of learning experiences, including individual and collaborative learning. Digital resources for learning have become an integral element available and this makes learning more individualized, creative, and dynamic.

Some of the important modes used for the students in their teaching learning process - Gamification, Management Games , Role Plays are modes to go for blended and personalized learning methods. Survey method, Practical Approach towards Teaching . Encourage students to write and publish Research papers for the varied Conferences, having the Summer Internship competition etc.. Specialization wise Assignments, Presentations, Remedial sessions were conducted by the faculties from time to time.

Internship Programmes, Certificate Programmes , MOOC courses - Online / offline mode based on various recent and upcoming skills and attributes which are relevant to the Industry and are based on the need of each and every domain/specialization, workshops , domain grooming and

sessions on soft skill and grooming also being practiced as a regular activity of the Institute. Skill based courses on Cyber Security , Human Rights etc are also the part of the learning aspects at HNIMR.

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | View File |
| Link for additional information | https://hnimr.org/wp-content/uploads/2023/12/2.3.1-final.pdf |

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

At HNIMR 100% of the Faculties make effective usage of ICT tools in the Teaching Learning process . It complements the traditional teaching-learning methods, and the institute provides the aid for enriching the learning experience. ICT components are embedded in the course contents of all the relevant components of the MBA study as it is basically a student centric approach for the whole Teaching Learning process. It comprises of primarily use of online mode of Teaching Learning capabilities, use of Google based ecosystem having the various modes to do assignments, conducting surveys, online quiz etc. ICT enabled Teaching-Learning Process is supported with Regular Practical Sessions, access to Digital Library, Online Courses (MOOCS, NPTEL etc.), online journals, online tests, online surveys etc... Use of LCD projectors for seminars and workshops, productive use of educational videos. The respective faculties use ICT mode to design, implement and evaluate the CCE's of all the assignments to the students. Many meeting platforms as Google Meet, Microsoft Teams, Zoom etc.. are also used for interaction between the Teachers & the students.

HNIMR Library also always makes an efficient use and implementation of providing the online resources to the students. The availability of Swayam, NDL, NPTEL and other resources are always looked forward to cater both the Teacher & students to upgrade their potential. The students undergo many online certification courses , eventually upgrading their credentials in their resume.

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | View File |

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

2.3.3.1 - Number of mentors

16

| File Description | Documents |
|--|---------------------------|
| Upload, number of students enrolled and full time teachers on roll | View File |
| Circulars pertaining to assigning mentors to mentees | View File |
| Mentor/mentee ratio | View File |

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

16

| File Description | Documents |
|--|---------------------------|
| Full time teachers and sanctioned posts for year (Data Template) | View File |
| Any additional information | View File |
| List of the faculty members authenticated by the Head of HEI | View File |

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

13

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template) | View File |

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

221

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | View File |

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

The Institute has a robust and transparent evaluation process in terms of both frequency and variety. To ensure transparency in the process, the students are given ample notice about the internal assessment method. A college exam officer brief on teaching and learning evaluation as part of the institute's orientation program. Students are given explanations of the credit system, which includes both full and half credit courses, the evaluation pattern and the components of concurrent evaluation. An academic calendar containing comprehensive timetable of the SPPU exams is provided to students. Effective planning and system implementation are discussed at a staff meeting called by the institute director prior to the start of the term.

The internal evaluation component could be a case study, multiple-choice question (MCQ) test, research article review, live project, presentation etc., depending on the subject.

The teachers discuss the exam answers and the scoring criteria with the students. During the academic year , teachers perform assessments and exams through online and offline mode with the use of Google Classroom and physical classroom sessions respectively. To guarantee an efficient and clear examination procedure, a committee is established to supervise the prompt scheduling, implementation and assessment of the internal evaluation component.

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | https://hnimr.org/wp-content/uploads/2023/12/2.5.1-final.pdf |

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

Grievance at the institution: The internal examination-related grievance procedure is open, timely and effective. The procedure listed below is used for any internal and external examination complaints.

1. Students must submit a written, signed application addressing the specific exam section where they feel they have been treated unfairly. The topic teacher resolves any complaints that are linked to that subject.

2. The exam committee which is directed by a college exam officer, handles any additional exam-related complaints. The student may contact the institute's director if the issue is not remedied within eight days after the application where the exam committee led by the director can resolve exam-related complaints. Any problems or complaints relating to internal exams are promptly resolved with the assistance of the concern subject teacher. The exam/grievance redressal committee is a part of the examination department. Internal squad committees are formed to monitor the examination process as a whole during university exams. Regular instructions are given to the students and it is checked that the tests are administered efficiently.

3. **Examining a grievance at the university:** If students have questions about the grades they received on their university exams. Students submit online requests for revaluation and

rechecking together with the required payments. Candidates have ten days from the date of receipt of the photocopy to submit an application and the necessary costs.

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | https://hnimr.org/wp-content/uploads/2023/12/2.5.2-final.pdf |

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

The following techniques are employed to communicate the learning outcome to teachers and students:

The college has a clear goal and mission statement and is committed to the holistic development of its students. The program outcomes are succinctly outlined in full declarative statements, providing students with a clear understanding of the knowledge, skills and competencies they should possess upon completion of their studies. The teachers, library, labs and technology resources of the institute are arranged in accordance with the desired goals of the program. Prior to the semester beginning, the teaching approach that will be used with the students is chosen to ensure effective course delivery and student learning.

Program Specific Outcomes (PSOs) are results statements from a program that explain to students how the skills they learn in this program will directly benefit society's sustainability and advancement.

Course Outcomes (COs): These are the abilities and information that students will eventually acquire at the end of each course. It explains the cognitive functions that students are exposed to in a course.

Communication Mechanism: The curriculum for each program includes a detailed statement of the course results which are also readily accessible on the Institute website. Students are given a detailed explanation of the facts regarding results by the topic teachers.

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for Additional information | https://hnimr.org/wp-content/uploads/2023/12/2.6.1-Final.pdf |
| Upload COs for all Programmes (exemplars from Glossary) | View File |

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

To guarantee a fair and accurate evaluation of students' performance, knowledge and abilities in connection to the learning outcomes, disciplinary pedagogy is used. Savitribai Phule University developed the PSOs, POs and COs with particular industry requirements in mind. Program results and program-specific outcomes are attained through the usage of curriculum. Each course has certain objectives called Course Outcomes (COs), which are matched to PSOs and POs. By applying a set of performance evaluation criteria, COs are quantitatively assessed. Therefore, attaining COs is evidence that PO and PSO have also been completed. Different methods for assessing , quantifying and evaluating the direct assessment and continuous evaluation procedures used by POs and PSOs internally .An ongoing internal evaluation process was used to assess the course objectives.

Case studies, class tests, assignments, internal examinations and other forms of evaluation are employed as part of the constant internal evaluation. End-of-semester exams: When determining the course outcome, the weighted average of each student's performance in the final exams is also considered. Indirect Assessment Methods: The Exit Survey: This survey, which final year MBA students completed at the end of their degree, serves as a thorough evaluation of the PO/PSO assessment.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for Additional information | https://hnimr.org/wp-content/uploads/2023/12/2.6.2-Final.pdf |

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

152

| File Description | Documents |
|--|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View File |
| Upload any additional information | View File |
| Paste link for the annual report | https://hnimr.org/hnimr/naac/2-6-3-annual-report/ |

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

<https://hnimr.org/hnimr/naac/2-7-summary-of-student-satisfaction-survey/>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

3.1.1 - Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)

3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)

0

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| e-copies of the grant award letters for sponsored research projects /endowments | No File Uploaded |
| List of endowments / projects with details of grants(Data Template) | View File |

3.1.2 - Number of teachers recognized as research guides (latest completed academic year)

3.1.2.1 - Number of teachers recognized as research guides

6

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Institutional data in prescribed format | View File |

3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year

0

| File Description | Documents |
|---|---------------------------|
| List of research projects and funding details (Data Template) | View File |
| Any additional information | No File Uploaded |
| Supporting document from Funding Agency | No File Uploaded |
| Paste link to funding agency website | Nil |

3.2 - Innovation Ecosystem

3.2.1 - Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Industry-Alumni-Institute Interface-The institute has created an eco-system for innovation & transfer of knowledge It encourages summer ,Winter Internships and Shadow learning Programmes and encourages its faculty members to take up internship to get acquainted with the contemporary practices . Industrial experts, professional agencies and Alumnae impart training

Entrepreneurship Development - Research Cell-conducts various activities such as entrepreneurs awareness camp, Business Plan Workshops ,Idea Generation workshops, Women Entrepreneurs Meet, and "E-BAZAAR" to give students hands on experience of entrepreneurship which has resulted in many students becoming entrepreneurs

The institute encourages students and staff to participate, write and present the research work in the conferences, seminars and otherwise. The institute has organized various conference/workshops/seminar and FDP to promote research culture. The institute has collaboration with Opole University of Techlogy, Poland And GORI STATE UNIVERSITY WHERE International Conference are organised in association with the said universities

Community Connect-The Institute strives to impart ethical values, compassionate behaviour and sensitize students towards society through various activities like Blood Donation, Health Check-up, Eye, Tree Plantation, and E-waste Collection. Institute has conducted Programs sponsored by NCW and is centre for NISM exams

lAcademics-. Student centric methods are used by faculty members like projects, field visits, group discussion, role-play, subject quiz, news analysis, educational games, discussion and questions and answers on current affairs, ICT enabled teaching includes class rooms with LCD, Language Lab, Smart Class rooms, etc.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://hnimr.org/wp-content/uploads/2023/12/3.2.1-Final.pdf |

| 3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year | |
|--|---|
| 3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year | |
| 3 | |
| File Description | Documents |
| Report of the event | View File |
| Any additional information | View File |
| List of workshops/seminars during last 5 years (Data Template) | View File |
| 3.3 - Research Publications and Awards | |
| 3.3.1 - Number of Ph.Ds registered per eligible teacher during the year | |
| 3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year | |
| 0 | |
| File Description | Documents |
| URL to the research page on HEI website | https://hnimr.org/research/research-policy/ |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template) | View File |
| Any additional information | View File |
| 3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year | |
| 3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year | |
| 21 | |

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| List of research papers by title, author, department, name and year of publication (Data Template) | View File |

3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year

3

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List books and chapters edited volumes/ books published (Data Template) | View File |

3.4 - Extension Activities

3.4.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

In the academic year at MKSSSS's Smt. Hiraben Nanavati Institute of Management and Research for Women, a robust extension program was implemented, focusing on sensitizing students to social issues for their holistic development. Various activities were conducted within the neighbourhood community to foster a sense of social responsibility among the students.

Students actively participated in community outreach initiatives, including awareness campaigns on environmental sustainability, health and hygiene, and women's empowerment. The extension activities aimed to bridge the gap between theoretical knowledge and practical application by engaging students in real-world situations. BhaubijNidhi Collection for the education of underprivileged, interaction with highschool students, and interactive sessions with experts in the field enriched students' understanding of social issues and their potential roles as responsible citizens.

The impact of these activities was notable, as students demonstrated heightened awareness and a commitment to social causes. They developed a deeper understanding of societal challenges and the importance of contributing positively. The extension program at HNIMR not only facilitated academic growth but also nurtured empathy, leadership skills, and a sense of social responsibility among the students, contributing to their overall holistic development. The success of these initiatives emphasizes HNIMR's commitment to producing socially conscious and well-rounded individuals.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://hnimr.org/wp-content/uploads/2023/12/3.4.1-Final.pdf |
| Upload any additional information | View File |

3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year

0

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| Number of awards for extension activities in last 5 year (Data Template) | View File |
| e-copy of the award letters | No File Uploaded |

3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

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., during the year

6

| File Description | Documents |
|--|---------------------------|
| Reports of the event organized | View File |
| Any additional information | View File |
| Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template) | View File |

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year

42

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | View File |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | View File |

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year

101

| File Description | Documents |
|--|---------------------------|
| e-copies of related Document | View File |
| Any additional information | View File |
| Details of Collaborative activities with institutions/industries for research, Faculty | View File |

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year

10

| File Description | Documents |
|--|---------------------------|
| e-Copies of the MoUs with institution./ industry/corporate houses | View File |
| Any additional information | View File |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | View File |

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching-learning. viz., classrooms, laboratories, computing equipment etc.

Response:

Institute adheres to norms and guidelines of its affiliating bodies viz. AICTE, SPPU and DTE in maintaining physical facilities on campus. The campus is built on 0.5 acres of land with 3234.67 Sq. mtrs. Built-up area having four-storey building.

The following are highlights of provided facilities for teaching and learning and its allied activities:

ICT-enabled Classrooms, Auditorium, Seminar Hall.

Air-conditioned Common Room, Staff Rooms, Office, Library, Computer Labs, Auditorium, Seminar Hall.

Institute has three computer labs named as Lab-I (45), Lab-II (30) and Lab-III (60).

Staff members are provided with PC for individual access, network printer facility, scanner facility, Internet and Wi-Fi access etc.

Technology-enabled teaching and learning processes that provides flexible and mobile access to resources through e-platforms viz., Google Apps.

Safety and security: Security guards on campus, CCTV, Fire Fighting System, Firewall, Anti-virus etc.

The other support facilities viz. Water Drinking facility, Medical Room, Change Room, Toilet blocks, Sanitary Pads Vending Machines, Ramps, Lift etc. are also made available with required housekeeping services.

In addition to above, the centralized facilities are available viz. Auditoriums, Play Ground, Medical, Health Club, Canteen, Hostel etc.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://hnimr.org/wp-content/uploads/2023/12/4.1.1-Final.pdf |

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

Institute encourages Sports and Cultural activities. It formed dedicated cells for both the activities - Sports and Cultural.

1. Sports Cell:

Playground:

Centralized playground area of 2.5 acres.

Sports facilities for outdoor sports

Indoor games:

Facilities are available to play viz. Table Tennis, Carom and

Chess etc.

Yoga, Meditation Sessions:

The trained trainers of centralized facilities conduct such sessions.

Seminar Hall area 112.42 Sq. Mtr.

Centralized facilities offered by MKSSS for students and staff. Tejaswini Health Club is exclusively for women established by parent body.

1. Cultural Cell:

Institute encourages participation in cultural activities since it believes in Aesthetic sensitivity and an approach of Art in Management Skills as well.

Facilities made available:

Auditorium - 172.29 Sq. Mtr.

Seminar Hall - 112.42 Sq. Mtr.

Girls Common Room - 185.61 Sq. Mtr.

Centralized facilities of Samstha available on the campus:

Dhondumama Sathe Memorial auditorium (alias K B Joshi Hall)

SBI Auditorium

Auditorium of Mechanical Branch

Institute supports the Students by bearing allied expenses like:

Paying Registration Fees and Conveyance

Arranging Guidance Sessions

Arranging Fitness Sessions

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://hnimr.org/wp-content/uploads/2023/12/4.1.2-Final.pdf |

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

13

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://hnimr.org/wp-content/uploads/2023/12/4.1.3-Final.pdf |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

22.78

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Upload audited utilization statements | View File |
| Upload Details of budget allocation, excluding salary during the year (Data Template) | View File |

4.2 - Library as a Learning Resource

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

HNIMR Library and Information Resource Centre since its inception provides open access facility and information related services to its users. Presently Library is fully automated using KOHA Library Automation Software. KOHA software is purchased centrally through our parent body MKSSS for all higher education units.

Institute is member of DELNET. WEB OPAC, DELNET Digital Library Resources like e-books, e-journals, etc. are accessible to users at Institute premises and remotely too. There is a separate reading hall for students with around 100 seating capacity.

Students get sufficient reading material issued on their account. There is a separate Digital Library section for users to browse e-resources. All the information related to library like Library Collection, Library facilities and services, etc. are accessible to users on institute's website. There is biometric attendance system to measure the footfalls of the library. Library has membership of Jaykar Knowledge Resource Centre, SPPU, Pune. Library is also member of NDLI.

At the beginning of each academic year Library Induction for students is organized. Business Standard newspaper is issued. Students prepare "BUSINESS STANDARD CLIPPING NOTEBOOK" and submit it to their mentors for checking. To enhance learning process, BOOK REVIEW activity is conducted for students.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for Additional Information | https://hnimr.org/wp-content/uploads/2023/12/4.2.1-Any-Aditaninal-Final.pdf |

| | |
|--|--------------------------------------|
| 4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources | A. Any 4 or more of the above |
|--|--------------------------------------|

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | View File |

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

0.9

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Audited statements of accounts | View File |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

4.2.4.1 - Number of teachers and students using library per day over last one year

364

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Details of library usage by teachers and students | View File |

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

Institute has IT facilities as per the AICTE norms, it upgrades facilities as per the advancement of technology required for the students in concerned with corporate world.

All the classrooms are digitally well equipped. The Institute provides its allied infrastructure at Auditorium. Seminar rooms, girl's common room, conference room etc.

Unlimited Internet access is provided with Wi-Fi to Students and Employees at all the locations within the unit (300 MBPS leased line). The institute replaces the old, configured PCs with current required configuration, and to renew and update software regularly, wherein only licensed software are used.

The up gradation takes place with respect to various IT tools timely for administrative work and communication systems.

Google suite is in place for teaching and learning activities to conduct academic activities. Tools like LED TVs (Signage) at entrance, Google Calendar with SMS facility, Group emails, Website, etc. Institute is also working on Social Media Optimization. MKSSSS is also in the process of implementing centralized through which few centralized IT resources will be made available.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://hnimr.org/wp-content/uploads/2023/12/4.3.1-final.pdf |

4.3.2 - Number of Computers

174

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |
| List of Computers | View File |

4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

| File Description | Documents |
|--|---------------------------|
| Upload any additional Information | View File |
| Details of available bandwidth of internet connection in the Institution | View File |

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)

159.85

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Audited statements of accounts | View File |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View File |

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.

The Institute has followed standard reputable systems and procedures for maintaining the physical, academic and support facilities.

Various committees at college level and Samstha level cater to aspects like utilization and maintenance of the physical, academic and support facilities. The role and responsibilities of committees mentioned below,

- General civil maintenance and upkeep of civil infrastructure is carried out by Centralized Vastu Vyavastha Vibhag.

- Repair and Maintenance of laboratory equipment's/instruments are taken care IT Department.
- The purchase committee handles the repair/ maintenance request appropriately by placing order to the respective equipment experts.
- A budget is annually is annually allocated for maintenance of the physical facilities.
- The Institute has adequate number of computers with internet connections.
- The library has provided remote access to the registered students and faculty members. During the pandemic this facility was used by students and faculties.
- Anti-virus software is purchased and is renewed annually for the smooth functioning of all the computers in the institute. The firewall is deployed for internet & Wi-Fi securities.
- Emergency exits and firefighting systems are made available to counter situations like fire hazards and natural calamities maintained by Centralized Vastu Vyavsatha Vibhag.
- Minor maintenance / repair work related to plumbing, drainage,electricity etc is carried out through Vastu vibhag.
- Lift/water purifier AMC is renewed maintained timely as per the contract/ agreement terms.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://hnimr.org/wp-content/uploads/2023/12/4.4.2Final.pdf |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

264

| File Description | Documents |
|--|---------------------------|
| Upload self attested letter with the list of students sanctioned scholarship | View File |
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | View File |

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefitted by scholarships, free ships, etc provided by the institution / non- government agencies during the year

6

| File Description | Documents |
|--|---------------------------|
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | View File |

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

A. All of the above

| File Description | Documents |
|---|---|
| Link to Institutional website | https://hnimr.org/wp-content/uploads/2023/12/5.1.3-Final.pdf |
| Any additional information | View File |
| Details of capability building and skills enhancement initiatives (Data Template) | View File |

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

0

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

64

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template) | View File |

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View File |
| Upload any additional information | View File |
| Details of student grievances including sexual harassment and ragging cases | View File |

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

64

| File Description | Documents |
|--|---------------------------|
| Self-attested list of students placed | View File |
| Upload any additional information | View File |
| Details of student placement during the year (Data Template) | View File |

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

1

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for student/alumni | View File |
| Any additional information | View File |
| Details of student progression to higher education | View File |

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

1

| |
|--|
| |
|--|

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for the same | View File |
| Any additional information | View File |
| Number of students qualifying in state/ national/ international level examinations during the year (Data Template) | View File |

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the year

5.3.1.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national / international level (award for a team event should be counted as one) during the year.

0

| File Description | Documents |
|--|---------------------------|
| e-copies of award letters and certificates | No File Uploaded |
| Any additional information | No File Uploaded |
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template) | View File |

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

HNIMR always motivates and encourages representation of students on academic and administrative bodies that is student council , which plays a very crucial role along with committee members for conducting college activities like kaleidoscope, Kushagra, Panache, Horizon, Bizotic etc. Student council is constituted as per the guidelines of Maharashtra Public University Act. It comprises president, Vice president which were chosen by election method. Other

student council members are nominated by the Principal and faculty in charge. Total 40 students were representing the student council. Which comprises students from varied backgrounds .Spirit of partnership and teamwork enables the student council to conduct various activities in support of all the stakeholders. It provides a platform for students to develop their leadership skills, life skills etc. The council also organizes placement activities along with training and placement officers. Council follows a participative approach where opportunity has been provided to each representative to present the idea, the entire council discusses the same and voting has been conducted to finalize the entire plan related to the activity. It always maintains discipline in the Institute. Student council is like a canvas to create different colorful strokes of academic and cultural, sports shades at HNIMR.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://hnimr.org/wp-content/uploads/2023/12/5.3.2-Final.pdf |
| Upload any additional information | View File |

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

3

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Upload any additional information | View File |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template) | View File |

5.4 - Alumni Engagement

5.4.1 - There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Alumnae association is a formal body working to bridge the gap between the institute and the working professionals who are the passed-out students of the institution. This is a platform where visible involvement of the alumni is by contributing their time to participate in activities of the institute, mentoring students, leveraging their contacts to support existing students to provide an opportunity to get the job and develop the network. Our Alumni Association works for the overall development of students as well as for the institution development. It is helpful in terms of academic planning, placements of students, career guidance and technological guidance. Some alumni give guest sessions on current and updated topics like - ``Data driven enterprise of 2025 . Every year for national and international conferences our alumni share their knowledge and experience with our students. Also, in the Induction program there is alumni interaction. Alumnae cell has organized the event tracing the footprint where alumnae can share their experiences to show the right path for the future career. Some alumni also donated an amount to Samstha for women empowerment activities. Students also get connected with alumni through various means. Social media platforms. Alumni are providing a strong support to build a network.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://hnimr.org/wp-content/uploads/2023/12/5.4.1-final.pdf |
| Upload any additional information | View File |

5.4.2 - Alumni contribution during the year (INR in Lakhs) **E. <1Lakhs**

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

MKSS'S Smt. Hiraben Nanavati Institute of Management and Research for Women has aligned its vision and goal with MKSS Samstha's. At the top management level, Samstha has Management committees to oversee the various units of Samstha in terms of governance. Elected people make up the Managing Committee. The College Development Committee is made up of the Chairman, an elected representative from teaching and non-teaching staff, the IQAC coordinator, an alumnae representative, and specialists from academia, industry, and social service. In CDC, teaching and non-teaching representatives bridge the gap between employees and management thus ensuring smooth operation and prompt policy execution. CDC provides advice and makes strategic decisions such as reviewing the institute's success, approving various college activities, and sanctioning funding.

IQAC plays a role in the implementation of all academic-related activities to improve the institute's quality. The director oversees and analyses the overall activities of the institute. The placement cell develops information, attitude, and abilities required for managerial roles through training programs. HNIMR focuses on the empowerment and enrichment of women professionals through education, creative life skills, job skills training, and mentoring. Faculty members plan corporate seminars to help students find job opportunities for women.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://hnimr.org/wp-content/uploads/2023/12/6.1.1-Final-Final.pdf |
| Upload any additional information | View File |

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

Case Study 1

Director of the institute in consultation with IQAC in charge takes decision of event. Subsequently, in charge of event further allocates the responsibilities of different functional work among faculty members and student volunteers.

Kaleidoscope -Academic cultural fest was organized on 12th Dec. 2022 to 17th Dec. 2022. It was aimed at covering all the dimensions such as academic, entrepreneurial skills, innovation, research, and cultural aspects.

It begins with deciding volunteers for each subevent, promotion in other colleges and measures for D-day. Subevents like Kushagra (Intercollegiate competition), Panache, Horizon (Research / SIP competition) and tracing the footprint (Alumni interaction) were divided among faculty members as sub-event head and volunteers were allocated respectively. Functional responsibilities were given to other faculty members. It includes the refreshment and food committee, printing committee, Gifts & trophies committee, campus decoration committee and hospitality management committee. The event witnessed a footfall of around 750 students. Around 300 students from other colleges participated in this event.

Ms. Gopika Chitale and Mr. Vijay kadu were invited as Guest of honour and Dr. Prag Kalkar, Dean of Management from SPPU was present as chief guest.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://hnimr.org/wp-content/uploads/2023/12/6.1.2Final.pdf |
| Upload any additional information | View File |

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

Name of the Activity - Women's Achievers Felicitation Program

HNIMR organised a program for felicitating the women achievers on May 13th, 2023. During this event the institute started felicitating successful women from different business sectors. A total of 15 successful women were felicitated. These women have shown the courage and calibre to do something extraordinary through their sincere efforts. All these women were achievers in their field of proved to be inspiration for their work. These women demonstrated their extraordinary talent, provided support and encouragement to peers and to next generation. They lead by example, lives on

purpose and inspires others to be more & do more making a rippling impact across the community and around the globe. They are the contributors of their relentless pursuit of excellence, outstanding performance & perseverance in their respective fields. The event has graced by two guest speakers - Vaishali Patange, Additional Commissioner, IRS (Indian Revenue Service) from Pune, and Joint Managing Director, Ms. Priya Barve from Shreeram Rubber Products Pvt. Ltd. in Pune. Ms. Priya Barve spoke about women's empowerment and gender equality in society and urged for more participation of women in the manufacturing industry. Ms. Vaishali Patange, emphasized the importance of focusing on government jobs to serve society on a wider scale.

| File Description | Documents |
|--|---|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | https://hnmr.org/wp-content/uploads/2023/12/6.2.1-Final.pdf |
| Upload any additional information | View File |

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Description of the Organogram of the Institution

Managing Committee is an apex body of Maharshi Karve Stree Shikshan Samstha. The Management Committee of MKSSSS is formed by elected members, trustees and life workers, and employees' representatives. The Secretary of MKSSSS ensures transparency and accountability of all units run under Samstha. CDC Chairman reviews the progress of the institute and gives approval to various college activities, and sanctions funds for procurement. The Director of the institution is responsible for day-to-day academics, and financial and administrative activities. He also monitors admissions, teaching-learning mechanisms, and placement activities. Planning the IT infrastructure requirements in consultation with Director is the responsibility of the computer lab in charge. Faculty members ensure effective content delivery through classroom online sessions. They assist the Director to plan, execute and monitor the curricular, co-curricular,

and extra-curricular activities. They motivate students to active participation in the activity. Librarian decides the scheme of classification for documents related to the library. Assistant Administrative Officer regulates the work and conduct of the staff in accordance with the Act, Statute, Ordinance, Rules, and Regulations. HR Executive implements HR policies decided by Samstha and CDC. HR also handles leave of staff, holiday and vacation notices, mediclaim policy, HR roaster, and updates employees' service book, etc.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://hnimr.org/wp-content/uploads/2023/12/6.2.2-Final-Final.pdf |
| Link to Organogram of the institution webpage | https://hnimr.org/hnimr/naac/organogram-of-the-institution-webpage/ |
| Upload any additional information | View File |

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

| File Description | Documents |
|--|---------------------------|
| ERP (Enterprise Resource Planning) Document | No File Uploaded |
| Screen shots of user interfaces | View File |
| Any additional information | View File |
| Details of implementation of e-governance in areas of operation, Administration etc(Data Template) | View File |

6.3 - Faculty Empowerment Strategies

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

Smt. Hiraben Nanavati Institute of Management and Research for Women (HNIMR) is a flagship of Maharshi Karve Stree Shikshan Samstha (MKSSS). The institution gives staff welfare

foremost importance. Hence, the institution has effective welfare measures for teaching and non teaching staff. The personal, health and financial welfares are catered by the samstha and the institute. A day care centre for the children of the employees, canteen, dispensary, gym, Mediclaim, insurance, etc. are a few of the welfare measures catering to personal and health of the employees. Like wise, co-operative credit societies for loan facilities, concession in tuition fees on daughter's education at the samstha, regular increments, etc. are some of the financial welfares for the teaching as well as non - teaching staff.

Employees at HNIMR, are allowed to opt for flexi work hour / time change as per work duties with prior permission from respected institute authority. The institute allows women employees to avail maternity leave as per government rules. Employees also get Permission to attend FDP such as Orientation programmes and Refresher courses, short term courses, etc. for the career development and progression of the teaching as well as non-teaching staff.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://hnimr.org/wp-content/uploads/2023/12/6.3.1-Final.pdf |
| Upload any additional information | View File |

6.3.2 - Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year

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

5

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | View File |

| 6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year | |
|---|---------------------------|
| 6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year | |
| 4 | |
| File Description | Documents |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres). | No File Uploaded |
| Reports of Academic Staff College or similar centers | No File Uploaded |
| Upload any additional information | View File |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | View File |
| 6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) | |
| 6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year | |
| 15 | |

| File Description | Documents |
|---|---------------------------|
| IQAC report summary | View File |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers) | No File Uploaded |
| Upload any additional information | View File |
| Details of teachers attending professional development programmes during the year (Data Template) | View File |

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

Institute follows performance appraisal of teaching and non-teaching staff which is developed as per guidelines of parent body MKSSSS.

Institute arranges training programmes, interactive sessions to upgrade the competency of teaching and non-teaching staff. Participation of faculty and staff members is encouraged for out-reach activities and in seminars, conferences, workshops, FDPs etc.

Following is the Performance Appraisal System:

1. Feedback form from students and teachers
2. Teaching and Non-teaching staff members submit the prescribed 'Self-appraisal Form'.
3. Director of the Institute analyses and gives feedback on the same to individual members in written format and orally.
4. The reporting is done in LMC and LMC also guides and mentors for the same.

The evaluation parameters for teaching staff are related to subject teaching, research, participation in quality improvement programmes, contribution in co-curricular activities, enrichment of campus life, student welfare and discipline and out-reach activities.

The Evaluation for Non-Teaching Staff is assessed on two levels - by the respective head of the department and the Director of the Institute. The main parameters are result oriented accomplishment of tasks, communications skills, work approach, teamwork and leadership qualities etc.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://hnimr.org/wp-content/uploads/2023/12/6.3.5-Final.pdf |
| Upload any additional information | View File |

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The Institute prepares and proposes the budget at the beginning of every fiscal year, which includes all the necessary expenditure needed in the institution like, salary (Teaching and non-teaching staff), physical support, electricity and internet bill, academic support facilities, other expenses like library purchases, funds for annual programs etc. The Local Management committee of the institute observes and approves the budget. The committee ensures that the mobilization of fund is in the utmost useful manner. MKSSSS being the parent body of HNIMR, appoints Professional Internal Auditors. Every detail is briefed to the internal audit team and queries are raised if any. Audit report is then prepared by the internal Auditor and handed over to the director of the Institute and secretary of the Smastha. An external auditor is appointed by the trust, who executes the statutory audit. Statutory financial audit is conducted in two sessions, one in the month of October/November for the period of April to September and second in the month of April /May for the period of October to March. Finalization of the account is completed in June/July and audited statements are prepared in July/August duly signed by the director, and a chartered accountant. The audited report is then submitted by the chartered accountant to the institute for review.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://hnimr.org/wp-content/uploads/2023/12/6.4.1-Final.pdf |
| Upload any additional information | View File |

6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

8.90

| File Description | Documents |
|---|---------------------------|
| Annual statements of accounts | View File |
| Any additional information | View File |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) | View File |

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

MKSSS is one of the legendary organizations which is public charitable trust. The Samstha receives funds from the fees from the students and donations from various strata of society, and these funds are utilized to run the institution. HNIMR, an tributary institution of MKSSS follows financial prudence based on transparency, ethics and integrity. The source of earning for institution is mainly from the fees received from the students. HNIMR, has an AICTE and DTE approval and is affiliated with Savitribai Phule Pune University. The students from the Institute are eligible to receive different grants and scholarships provided by Indian government bodies (Samaj Kalyan, SC/ST/OBC etc). All these funds go to the Samstha and they release the funds to institutions as per requirements also in case of a short fall, the parent organization MKSSS, provides the funds, As per Samstha's rules. There are many means by which Samstha

can arrange the money like overdraft or cash credits, loans on behalf of the property of Samstha, for the enhancement of Samstha.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://hnimr.org/wp-content/uploads/2023/12/6.4.3-Final.pdf |
| Upload any additional information | View File |

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

Understanding post-covid pandemic concerns HNIMR focused on holistic development of students mainly involving and encouraging students for active participation in planning to execution of the different academic activities. The main objective was to break their inhibitions which were developed due to engagement in purely online environment. Students' competencies with changing trends needed to be assessed to focus on enhancing their skill sets. Two activities were executed in this context - 1) Student's Profiling 2) Kaleidoscope 2022.

1) Student's Profiling:

Institute conducted the Profiling of 197 students. This process of profiling was based on students' academic records till date. The report card was generated after assessment which was shared with Faculty mentor and Placement cell. This was aimed to support placement cell and to shape the teaching learning process accordingly. (The details are in attached documents.)

2) Kaleidoscope 2022:

Kaleidoscope, a week long inter collegiate academic and culture fest. As suits to the title of the event, it was a blend of various competitions as mentioned in the report. The event which was by the students and for the students where teachers were facilitators, it helped students to experience management practices in face-to-face environment than the virtual one.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://hnimr.org/wp-content/uploads/2023/12/6.5.1-Final.pdf |
| Upload any additional information | View File |

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 and recorded the incremental improvement in various activities

The industry dynamics are ever-changing. Post-covid situation the scenario is changing rapidly. It was a need to develop students' attitude to work in real life environment than only virtual one. The efforts were taken to make aware students about current trends / needs of industry and making them industry ready. The several sessions were arranged for MBA first and second year students. They were designed with holistic approach aiming skill enhancement of management students and providing them experiential learning opportunity.

- Sessions for Experiential Learning:

The certificate course on Website Development & Design and SEO was arranged to explore social media dynamics. Knowledge of Analytical Tools is a need of an hour for MBA students of all the domains. The workshop on Tableau was arranged to educate students about application of analytics through a software. The hands-on sessions with case studies were conducted by experts.

- Sessions for Skill Enhancement:

Understanding changing dynamics of industry the regular sessions for skill enhancement were planned. Apart from tools the emphasize was given on skills pertaining to presentation, leadership and team management, interview and group discussion, conflict management, innovation and collaboration, business ethics and CSR, demands of market, aptitude test, resume building etc.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://hnimr.org/wp-content/uploads/2023/12/6.5.2-Final-1.pdf |
| Upload any additional information | View File |

| | |
|--|-------------------------------------|
| <p>6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)</p> | <p>B. Any 3 of the above</p> |
|--|-------------------------------------|

| File Description | Documents |
|--|---|
| Paste web link of Annual reports of Institution | https://hnimr.org/hnimr/naac/iqac/#toggle-id-9 |
| Upload e-copies of the accreditations and certifications | View File |
| Upload any additional information | View File |
| Upload details of Quality assurance initiatives of the institution (Data Template) | View File |

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Gender equity in learning means that males and females have equal opportunities in positions of commercial, social, cultural, and political progress. Gender equality is not only a fundamental human right but an essential foundation for a non-violent, prosperous, and supportable world. In the effort to make HNIMR institute a strong pit of gender sensitization,

the entrepreneur Women Development Cell and Community development cell are in place to cater gender equality. The institute being only for women activities and events like kaleidoscope gives an opportunity to display gender equality by allowing participation of male students and judging them at par. The aim of the cell is to create a gender-sensitized community within the campus as well as in society. It has been arranging various events like co-curricular, curricular, and intercollegiate competitions for the upliftment of women and spread the actual importance of gender equality in society. Institute also provides the gender sensitivity facilities such as Well-trained and vigilant women/men security guards, Grievance Redressed Committees, a Day Care centre, a counseling room, a Girls' Common Room, Facilities for Divyanggan Students, and Awareness campaigns for women.

Activities from Dec.2022 to Aug. 2023

- Symphony -Unity in Diversity
- Maharshi Karve Jayanti
- Baya Karve Jayanti
- Maharshi Karve Jayanti
- Yoga Day
- Vedic Day
- Prevention of Sexual Harassment of women
- E-west Drive
- E- Bazaar
- Nirbhay Kanya Abhiyan
- Awareness session on safety and security
- kaleidoscope

| File Description | Documents |
|---|---|
| Annual gender sensitization action plan | https://hnimr.org/hnimr/naac/annual-gender-sensitization-action-plan/ |
| Specific facilities provided for women in terms of:a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | https://hnimr.org/wp-content/uploads/2023/12/7.1.1-Final.pdf |

7.1.2 - The Institution has facilities for alternate sources of energy and energy

B. Any 3 of the above

conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

| File Description | Documents |
|--------------------------------|---------------------------|
| Geo tagged Photographs | View File |
| Any other relevant information | View File |

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Proper waste removal helps improve air and water quality as well as reduces greenhouse gas emissions. The waste generated on the campus includes biodegradable and non-biodegradable nature. The environmental policy of the Samstha is to recycle any kind of waste with the respective well-organized mechanism to make the campus clean, sanitized, and healthy. This includes the proper collection, transport, usage, and disposal of all waste together with the monitoring system.

Solid waste -In our Samstha two different Biogas plans with a capacity of 500 kg. With the help of that plant daily biogas is generated.

Liquid waste - Liquid waste may contain nontoxic inorganic substances or toxic organic substances. Institute has a Sewage Treatment Plant to recycle the wastewater. This plant treats the waste water and makes it fit for use in washrooms, cleaning purposes, and watering plants and trees.

Biomedical waste - Daily 1200 Sanitary napkins are collected and disposed of in the disposal machine with 0.6 as the pollution Rate. Near about 200 gms of ash is produced after each disposal, it is used as fertilizer.

E-waste mostly includes electronic devices, such as computer systems, CDs, DVDs, calculators, monitors, printers, scanners, copiers, calculators, fax machines, battery cells, etc. E-waste is disposed of through vendors.

Project on Carbon Neutral Campus - The Institute has initiated the MOU with Samuchit Enviro tech , a member of Indian network on ethics and climate change as well as climate collective Pune to undertake the project to make HNIMR Campus Carbon Neutral.

| File Description | Documents |
|---|---------------------------|
| Relevant documents like agreements / MoUs with Government and other approved agencies | View File |
| Geo tagged photographs of the facilities | View File |

| | |
|--|-------------------------------------|
| 7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus | A. Any 4 or all of the above |
|--|-------------------------------------|

| File Description | Documents |
|---|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Any other relevant information | View File |

| | |
|--|-------------------------------------|
| 7.1.5 - Green campus initiatives include | |
| 7.1.5.1 - The institutional initiatives for greening the campus are as follows: | A. Any 4 or All of the above |
| <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of bicycles/ Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastic 5. Landscaping | |

| File Description | Documents |
|--|---------------------------|
| Geo tagged photos / videos of the facilities | View File |
| Various policy documents / decisions circulated for implementation | View File |
| Any other relevant documents | View File |

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities

D. Any 1 of the above

| File Description | Documents |
|---|---------------------------|
| Reports on environment and energy audits submitted by the auditing agency | No File Uploaded |
| Certification by the auditing agency | No File Uploaded |
| Certificates of the awards received | No File Uploaded |
| Any other relevant information | View File |

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft

B. Any 3 of the above

copies of reading material, screen reading

| File Description | Documents |
|--|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Policy documents and information brochures on the support to be provided | View File |
| Details of the Software procured for providing the assistance | No File Uploaded |
| Any other relevant information | View File |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

Institute has taken subsequent efforts /creativities for providing an inclusive atmosphere to improve harmony in the direction of cultural, regional, linguistic, social commerce, and other diversities. Every year the institute makes an academic calendar to keep students, faculty, and staff reminded of key dates throughout the academic semester and year. Similarly, our students also celebrate different festivals Like national festivals, birth anniversaries, and memorials of great Indian personalities like Maharshi Karve Jayanti, Baya Karve Jayanti and Birsa Munda Jayanti. The institute organized different events like Holi celebration, Traditional dress competitions, Diwali, Dasera, Integrity pledge, Dahi-hand, and intercollegiate competitions. The affiliating University also organizes various cultural programs to celebrate the cultural diversity of India and our students belonging to various region and culture participate in such programs.

This Activities are conducted in this year

1. Sport Day
2. Yoga Day
3. Vedic Day
4. Symphony-Unity in Diversity
5. Birsa Munda Jayanti
6. Baya Karve Jayanti

- 7. Maharshi Karve Jayanti
- 8. Republic Day
- 9. Independence Day
- 10. International Women's Day
- 11. Panche

| File Description | Documents |
|--|---------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View File |
| Any other relevant information | View File |

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

The students of HNIMR of all divisions study the constitution of India as an essential subject that sensitizes the students about constitutional obligations. The institute conducts various activities to awareness of the constitutional obligation. Every year republic day is celebrated on 26th January by organizing different activities. Our constitution provides for, human rights and freedom dignity, equality and justice, and the superiority of constitution in the national life. This was witnessed by the integrity pledge celebration of Azadi ka Amrut Mahotsav.. Institute conducts various activities under the community development cell like Vaccination drives, Blood donation drives and tree plantations where the student and staff can help the community.

- Institute conducts the Bhaubeej Nidhi Activity for collecting funds for the education of needy girls.
- The institute creates guidelines that reflect core values. Which are exhibited in their Code of conduct for students.
- Guest sessions are organized by renowned personalities to deliver lectures on ethics, values, duties, and responsibilities and on saving the environment.
- Every year the institute celebrates the Bharat Ratna Dhondo Keshav Karve Jayanti.

| File Description | Documents |
|--|---|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | https://hnimr.org/hnimr/naac/annual-gender-sensitization-action-plan/ |
| Any other relevant information | https://hnimr.org/wp-content/uploads/2023/12/7.1.9-Final.pdf |

| | |
|--|-----------------------------------|
| <p>7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff</p> <p>4. Annual awareness programmes on Code of Conduct are organized</p> | <p>A. All of the above</p> |
|--|-----------------------------------|

| File Description | Documents |
|--|---------------------------|
| Code of ethics policy document | View File |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims | View File |
| Any other relevant information | View File |

| |
|--|
| <p>7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals</p> <p>The institute always organizes all these activities during the course of the academic year to promote the holistic progress of students. The institute aims to teach values and nationalism to the students by celebrating the national festivals and birth anniversaries of great Indian</p> |
|--|

personalities on the college campus every year. The celebrations include flag-hoisting, Easy competition. Well-known personalities are invited to motivate staff and students with their encouraging speeches on those days.

Republic and Independence Day Celebration - Each year the Institution celebrates Republic Day and Independence Day by hoisting the national flag by the Chief Guest of the Programme. Students and staff salutes the flag and then sang the National Anthem. This is followed by sweets distribution and tea.

Teachers Day Celebration- every year student celebration the teacher day program to increase awareness about the hero of educators in playing quality education at all levels

Diwali and Dasara Get together- Institute celebrate the Diwali and Dasara as an integral part of learning and building a strong cultural belief.

International Yoga day- In this year's 21st June 2023 institute celebrates international yoga day celebrated in our institute . The sessions include orientation on Yoga, its mental and physical benefits, and the actual performance of some yoga asanas.

Activities Conducted this year.

1. Yoga Day
2. Vedic Day
3. Symphony -Unity in Diversity
4. Republic Day
5. Independence Day
6. Birsa Munda Jayanti
7. Baya Karve Jayanti
8. Maharshi Karve Jayanti

| File Description | Documents |
|---|---------------------------|
| Annual report of the celebrations and commemorative events for the last (During the year) | View File |
| Geo tagged photographs of some of the events | View File |
| Any other relevant information | View File |

7.2 - Best Practices

7.2.1 - Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

- **Strengthening Academic Writing Skills**

Students worked on real-life research statement.

Students wrote and presented research papers along with their faculty guide in UGC Care listed journal.

The institute published a student's e-magazine and college newsletter with students on editorial board.

In order to strengthen academic writing skills of the student's various activities were arranged:

- A workshop on Intellectual Property Rights
- Summer Internship Project Competition (inter and intra)
- Research Paper presentation (inter and intra)
- College newsletter: Student editors
- Students Magazine: Students work gets published in it. student editors
- Student were asked to work on real-life research statement throughout the semesters.

II. Business Publication Scrap Book.

Every day HNIMR students get an e-copy of the Business Standard newspaper. In each semester the students were expected to read and highlight 30 articles related to corporate strategy, CEO interviews, global business, and global economics etc. and 10 articles related to any sector of their choice. They were expected to write their opinion

like summary/Review of news, learning outcome from the news from management point of view, learning from any interview or Q/A etc. At the end of each semester the students submitted the Scrap Book to the Faculty Mentor for evaluation.

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | https://hnimr.org/hnimr/naac/7-2-best-practices/ |
| Any other relevant information | https://hnimr.org/wp-content/uploads/2023/12/7.2-Final.pdf |

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

Sports activities plays vital role in developing one's personality and maintaining good health. It goes beyond the boundaries of sex. Over the year HNIMR, Pune has observed that girls when they reach to P.G. college, side track sports due to various reasons. Even if few opt for it, the intention is from the viewpoint of securing prize in any game they are good at.

To address this issue HNIMR took conscious efforts for promoting sports. Students were encouraged to take sports as lifestyle and not merely a competition.

In the year 2022-23 :

1. During the student's induction program only a session on 'Feeling, looking and being healthy' was organised for the student's imbibing importance of physical, mental and spiritual well-being of an individual.
2. Apart from exercise Zumba dance also helps in boosting energy. HNIMR also organised a Zumba session for student.
3. Students are encouraged to practice yoga daily. HNIMR celebrated 'International Yoga Day' for the students and staff.
4. The students at the institute volunteered and participated in MKSSSS's Marathon.
5. HNIMR hosted an intra-Samstha sports event - Damini.

HNIMR students not only participated in various competitions but also were the organising committee. Professional guidance was provided to participants from HNIMR.

These events checked physical fitness of the participants along with that made the participants work on their perseverance, stamina, time management, organising and execution skills.

| File Description | Documents |
|--|---------------------------|
| Appropriate web in the Institutional website | View File |
| Any other relevant information | View File |

7.3.2 - Plan of action for the next academic year

1. Emphasizing and focusing on the Soft Skill Grooming for meeting the industry requirements.
2. Rigorous student profiling by professionals for identifying diversity in student composition.
3. Orientation and Awareness Programmes related to upcoming contemporary industry and technological advancements.
4. Organizing conference on contemporary topics and strengthening research publications.
5. Encouraging students for Entrepreneurship - Skill & Innovation Pune, an initiative under Maharashtra Government (Maharashtra Student Innovation Challenge)
6. Conscious engagement of students in community services by Identifying and Conducting projects / surveys on topics of social relevance
7. Multidisciplinary Courses and Online Certifications using MOOCs platform as per the NEP guidelines.
8. Provide holistic value based education through activities like Vedic Day, State representation activity, celebrating days in remembrance of national idols etc.