SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

INTERNATIONAL INSTITUTE OF MANAGEMENT HUMAN RESOURCE DEVELOPMENT FOR WOMEN

SR NO. 54 NERE DATTAWADI, NEAR HINJEWADI INFOTECH PARK OPP. KOLTE PATIL LIFE REPUBLIC PUNE
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NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

International Institute of Management and Human Resource Development for Women under Saibalaji Education Society is a premium Institution contributing to Management education affiliated to Savitribai Phule Pune University. IIMHRD is a pioneering quality management education Institute established in 2008, recognized by the AICTE. The main aim is to develop women managers and leaders with quality oriented professional education. The Institute lays great emphasis on quality of teaching – learning experience and provides all the latest infrastructural facilities for a pursuit of excellence in education to individual students.

Institutional values include

- Commitment towards growth, And Women Empoerment
- Agility for quick adapting to change,
- Respect for diversities,
- Empathy towards stakeholders' needs,
- Excellence in setting and achieving benchmarks and Responsibility towards society and environment.

IIMHRD has been consistently excelling in empowering women in management field. Institute achieves its objective by including state of the art, Learner centric, approaches, participative learning, learning through seminars competitions and symposia, emphasis on research, promoting blended learning through active involvement of all the stakeholders through optimum use of ERP and other ICT Resources. The institute also places equal emphasis on holistic development of students through active participation in Social initiative activities. Institute follows curricular design by SPPU with flexibility as per CBCS. Institute has qualified, experienced faculty as per norms. Institute adopts Innovative, blended pedagogy in curriculum delivery and has fair evaluation systems, leading to excellent University results (more than 90%). Institute has established research policy, research cell and MHRD's initiative "Institutional Innovation Council". and Rotaract Club activities inculcated values and service orientation amongst faculty and students. IIMHRD(W) is located in Industrial hub and has state-of-the-art physical infrastructure and learning resources with latest ICT facilities. Library is fully automated with facilities of OPAC, e-library, subscription to databases and e-resources. Student support strategies include facilitating government scholarships, capacity and skill enhancement schemes, placement/progression and vibrant student support activities (Sports and Cultural). Institute has participatory and decentralized governance. Institute has effective, well-structured IQAC and committees ensures Quality Assurance in all systems and process. The strategic plan, FDP, welfare measures and sound financial management has ensured good progressive growth and development.

Vision

IIMHRD vision is "to empower aspiring female management students to become physically fit, mentally robust, and professionally competent individuals. We aim to equip them with the skills and knowledge necessary to assume leadership positions in the industry and society of tomorrow".

Mission

Institute mission at IIMHRD is

- to provide holistic and industry-oriented management training to our students.
- We are committed to their overall development, ensuring that they evolve into highly skilled professionals by the end of their chosen management program.
- Through a comprehensive curriculum, practical exposure, and personalized guidance, we strive to foster a transformative educational experience for our students.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Management of the institute is very visionary and committed for imparting quality education emphasizing at par with international standards.
2. Institute has dedicated and highly experienced faculty members that value mentorship, collaboration and leadership.
3. Institute has an excellent Industry-Academia interface which is evident through various partnerships for training, placements, research, mentorship, skill development etc.
4. Institute has an excellent infrastructure facility which not only comply the AICTE mandate but also give the students a feeling of state-of-the-art corporate facility.
5. Institute is very well strategically located between one of the biggest IT hub of India (Hinjewadi industrial area of Pune). .
6. Pollution free campus
7. Dedicated Women Management Institute
8. Very strong and dedicated placement cell leading with an enviable placement record.
9. Ensuring corporate activities for the students, by the students and of the students through Weekly Industry Institute Interaction.
10. Skill based education through certificate add on courses to students as per Industrial requirements.
11. The biggest strength of IIMHRD is innovative and effective student centric educational ideology, comprising of IQ, EQ, SQ and PQ - physical, practical, aesthetic, intellectual and, above all, moral aspects, through which it is developing an integrated and harmonious personality of girls to nurture enlightened leaders in all walks of life with strong value-base for generations

Institutional Weakness

1. Lesser emphasis on cutting edge research that addresses real-time problems.
2. Lesser emphasis on generation of Patents
3. Student/Faculty exchange programme with neighbouring Institutes/ Universities.
4. Limited number of Faculty and students research publications
5. IIMHRD location, though ideal for its educational ideology, is sometimes perceived as a disadvantage particularly by those who are accustomed to life in major cities and as a result the Institute misses out on local students from Pune.
6. Being a management Institute not able to start girls NSS unit.

Institutional Opportunity

1. IIMHRD would like to amend the existing academic model by enriching curriculum in view of NEP 2020 through interdisciplinary and multidisciplinary courses, value addition courses etc. These things will be possible by applying and acquiring an Autonomous institute status.
2. Women education is a National Priority and IIMHRD with its proved idology invite students from every corner of the Nation.
3. The institute plans to increase number of MOUs to promote faculty and student exchange programmes nationally as well as internationally.
4. NEP 2020 and IR4 highlights importance of cross functional courses which become very apt for institutes and generates opportunity because of role of technology in management. The institute plans to design and conduct such cross functional courses for students as skilling opportunities and for faculties as upskilling / re skilling opportunities
5. The institute has a wide base of alumni. It plans to strengthen alumni relations and communication, to advance its mission and goals.
6. The institute plan to develop Branding strategies to promote institute's International Visibility and Reputation.
7. Institute is located in Industrial hub and so generates opportunities for students for connecting with corporate world more frequently.
8. . Interaction with first generation industry leaders to broaden the horizon of enhance the student's entrepreneurial mindset.
9. Global accreditation and Autonomy for the Institute for Strengthening the teaching ,training , research and consulting activities of the Institute

Institutional Challenge

1. Scope of the curriculum is restricted to MBA Syllabus of Savitribai Phule Pune University. So absence of autonomy in Curriculum designing
2. Institute is affiliated to SPPU and so adherence to the time frame and academic calendar of Savitribai Phule Pune University.
3. Motivating faculty for funded research projects and consultancy works.
4. Absence of Industry relevant approach in the teaching learning process
5. Strengthening Alumni connect in offline mode.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

IIMHRD ensures effective curriculum execution through a well-planned Teaching-Learning process. Institute runs MBA programme affiliated to SPPU and hence it follows the syllabus prescribed by the affiliating university,of Choice Based Credit System. IIMHRD takes lot of initiatives in effective Academic Planning and Curriculum Delivery. SPPU publishes its academic calendar and accordingly, IIMHRD prepares it's Academic Calendar. IIMHRD offers a conducive teaching learning environment and thus caters to the multifarious needs of the students.

The teaching methodology involves Class room lectures, Presentations, Discussion, Problem Solving, Case Study, News Analysis etc. Institute integrates Experiential Learning by conducting guest sessions, competitions, seminar and events as a part of co-curricular activities, extra-curricular activities that foster

critical thinking and creativity. 42 different value added courses were provided during last five years involving 600+ students, over and above teaching the MBA Syllabus.

As a part of academic mandate all admitted students have to undertake the Summer Internship Project in an organization for two months. Spearheaded by the Corporate Relations Cells around 60+ sessions of Guest lectures are conducted by inviting Industry experts from various domains. Every Saturday students are nurtured through corporate session.

Following the guidelines of the affiliating University, the Institute conducts Comprehensive Concurrent Evaluation (CCE) as an integral part of the internal assessment of each semester. CCE component includes Assignment, Presentations, Situation Analysis, class test, MCQs etc. The Institute has a well-structured CCE and systematic examination process. The MBA curriculum is enriched by integration of cross cutting issues relevant to professional ethics, gender, human values, environment and sustainability. Institute observes the advance learners and slow learners through internal assessment, class tests and various activities conducted by the respective faculty members. Advance learners are provided with additional research-based assignments and involvements in various committees. Extra guidance, revision lectures and mentoring sessions are provided to slow learners. IIMHRD provides adequate infrastructure having ICT enabled classrooms, Library, Computer Lab, Auditorium, internet, Wi-Fi facility. The Institute collects feedback from all stakeholders.

Feedbacks are analysed and discussed in IQAC meetings and accordingly corresponding actions are taken in place. Feedbacks are collected and analysed through ERP and displayed on website.

Teaching-learning and Evaluation

The student's enrolment in IIMHRD has been increasing in an incremental manner. Currently there are 16 full time faculty members to teach the students of both first and second year, out of which 3 faculty members are Ph.D. Degree holders another 4 are on the verge of completion of their Ph.D. studies, and 2 faculty members are approved Ph.D. guides in the Faculty of Commerce and Management of Savitribai Phule Pune University. The Institute follows systematic evaluation process as prescribed by Savitribai Phule Pune University.

IIMHRD follows a unique student centric teaching learning pedagogy customized as per the need of Industry and student approaches. Experiential and Participative learning are adopted by the faculty members. A compulsory three week Induction program along with one week Foundation course and one week pre Induction program is designed and executed for students.

The Examination Policy of the Institute has systematic grievance redressal mechanism. Suggestion Boxes are kept at prominent locations on each floor of the building. Grievances are handled in time bound manner. Students' performances are observed through their direct and indirect assessment. POs and COs are well communicated and displayed on the Website and Notice Board. Each faculty member identifies attainment ratio of the Course taught by him/her and compare with set targeted attainment. Students are well aware of the process; evaluation rubrics are intimated to students at the outset of the programme. Its impacts are reflected in excellent university results. POs, COs, Rubrics are communicated to students through notices and Academic planner handed over to each one at the beginning of their semester.

Institute observes the advance learners and slow learners through internal assessment and class wise tests conducted by the respective faculty members. Slow learners are provided with remedial classes and bridge courses are planned as per the need of students. Advance learners are provided with additional research-based

assignments and are supported with additional knowledge resources.

Research, Innovations and Extension

IIMHRD has a well-established Research Cell, which promotes the research Culture among the faculty members and the students. Research Policy is in place for promoting the research culture in the Institute. Two full time faculty members are university approved research guides under Commerce and Management faculty.

At, IIMHRD, we are committed to fostering an environment that encourages innovation, knowledge exchange and research excellence. Through a variety of impactful initiatives, the Institute empowers, students, faculty members and industry professionals to delve into research pursuits, engage in scholarly activities and contribute the ever-expanding body of knowledge in the field of business and management. As an integral part of nurturing research eco system, the Institute organizes national and international research conferences and seminars every year. The faculty members publish their research findings in the form of research papers in various UGC CARE, Scopus and Web of Science indexed journals. They also have published reference/text books in their respective domains of expertise.

The Institute has established it's IIC (IC202324586). Through IIC, the Institute is inculcating innovative value education among students.

At IIMHRD, our commitment to social responsibility is deeply ingrained in our educational philosophy. We believe that nurturing responsible, empathetic and socially aware individuals is essential for creating a positive impact in the communities and the world at large. Our approach to social responsibility is guided by clear objectives that define our ethos and drive our initiatives.

IIMHRD has its own Rotaract club. Through its Rotaract Club, the Institute has organised a number of extension activities. The Institute has strong connection with industries and academic institutes, It has 31 active MOUs and linkages. Many collaborative activities have been organised by the Institute for the benefit of the faculty members and students. Some of the activities are seminars, industry visits, Guest sessions, Summer Internship Projects, Collaborative Projects, etc.

Infrastructure and Learning Resources

At IIMHRD, our commitment to excellence in education extends to the efficient management and optimal utilization of our diverse physical, educational, and support facilities. This dedication is overseen by our diligent maintenance department, which ensures that our campus remains conducive and safe for learning and growth. Here are the proactive measures we take to maintain our facilities at the highest standards. IIMHRD has 6 classrooms, 1 auditorium of 200 seating capacity, 2 tutorial rooms, 1 conference room, 70 computers available exclusively for students, well equipped library with reading hall, Gymnasium with equipment for physical training and enough space for yoga and meditation, sports ground for outdoor and indoor sports and games.

Institute has well equipped laboratory with computers connected through LAN and having Wifi Internet service of 375 MBPS bandwidth. Our Computer Centre is a hub of activity, serving diverse purposes such as supporting project work, online exams, presentations, and assignments. Institute also has a language lab exclusively used by students for enhancing their verbal communication and pronunciation. This centralized

facility is equipped with the latest technology to meet the diverse needs of our students and faculty, ensuring a seamless integration of technology into the learning process IIMHRD provides itself on its state-of-the-art classrooms, designed to foster an enriched teaching environment. Entire campus is equipped with comprehensive CCTV coverage, ensuring the safety and security of our students and staff. Our versatile Class Halls and Reading Rooms serve as dynamic spaces for expert sessions, workshops, seminars, group discussions, regular classes, and various student activities.

The institute manages Annual Maintenance Contracts (AMCs) meticulously, safeguarding critical aspects such as CCTV systems, water coolers, fire extinguishers, and pest control. These contracts ensure that our facilities are regularly inspected, maintained, and upgraded as necessary. By adhering to these maintenance schedules and contracts, we uphold operational efficiency and safety standards throughout the campus. IIMHRD Library is an indispensable reservoir of knowledge, serving as a dynamic hub for both students and faculty members. It has 4623 books, 24 journals, 5000+e resources. Library is automated with ERP software and has reading Hall.

Student Support and Progression

Students are receiving Government Scholarships as per the Govt norms. Institute has organized many capacity building programs for enhancing their communication skill, professional aptitude building. More than 300 students are benefited through such programs organized by the Institute.

Institute has established Grievance redressal cell and Anti Sexual harassment cell. Students are professionally groomed regularly and more than 450 students are placed in last five years. Every year good number of students are participating in cultural, extracurricular and sports activities. IIMHRD(W) holds its dynamic Alumni Association in high regard, recognizing it as a vital component of the institute's ecosystem. IIMHRD has a registered Alumni association. This registered association convenes annually for a meaningful Alumni Meet, where former students come together to reconnect, share experiences, and contribute to the institute's growth and development.

The Alumni Association plays a multifaceted role in supporting current students and enhancing the overall academic environment. Alumni members, now employed across diverse organizations, play a pivotal role in aiding the placement process for current students. Leveraging their extensive networks and professional expertise, they offer invaluable assistance in securing placement opportunities for institute students. Their insights into industry trends and requirements are instrumental in guiding students towards successful career paths. Institute Alumni have actively participated in Women leader summit 2K24 organized by IIMHRD in March 2024. The involvement of the Alumni Association extends to refining the institute's curriculum. Alumni members contribute their professional insights and feedback, ensuring the curriculum remains relevant and effective.

Governance, Leadership and Management

IIMHRD has a well-defined organization structure. The Governing Counsil is the apex body having Counsil members from the Parent society, Director and senior faculty members from the Institute. Director is the academic and administrative supreme authority of the Institute. Institute has a well-defined Vision and Mission statement. IQAC committee is actively involved in quality initiatives. Every year IQAC plan and executes FDPs and orientation sessions for teaching and non-teaching staff members. Roles and responsibilities are clearly defined amongst the Director, HODs, Academic coordinator and all faculty members. College

Development committee ensures and monitors the compliances and regular academic and quality initiatives executions. IIMHRD has framed statutory and non-statutory committees.

The strategic plan is made by the Director in consultation with HODs and IQAC team and it encompasses various crucial aspects, all meticulously designed to elevate the institute's academic excellence, industry relevance, and holistic student development.

At IIMHRD, the management's approach to employee welfare is characterized by a prudent and caring ethos, reflecting a deep commitment to the well-being of both teaching and non-teaching staff. Through a range of thoughtful measures, the management ensures that employees are supported, valued, and provided with essential benefits. Welfare measures provided to staff are : healthcare and insurance, free transport facility, canteen facility, PF, Medical Leaves, Maternity leaves, Day care facility, Flexible working hours, paid leaves, uniforms and many other services are provided. IIMHRD commitment to employee welfare goes beyond conventional benefits. Their holistic approach prioritizes the physical, emotional, and social well-being of staff members, creating a workplace culture built on care, inclusivity, and mutual respect.

IIMHRD places a significant emphasis on financial oversight and transparency, with a dedicated and autonomous accounts section led by seasoned and proficient accountants. IIMHRD places a strong emphasis on internal quality assurance through a blend of a meticulously tailored curriculum, innovative teaching methodologies, and practical experiences By integrating corporate inputs and hands-on training, IIMHRD prepares students professionally and ethically, for the challenges of the corporate world. This holistic approach ensures that IIMHRD graduates are not only well equipped but also industry-ready, poised for success in their careers.

Institutional Values and Best Practices

IIMHRD celebrates various national and international days, events, and festivals every year. Institute has also taken initiatives and provided facilities for spacing out alternative sources of energy. Students of all caste, creed, religion, and race from all over the Nation are enrolled at IIMHRD. All are encouraged to learn subjects like "Human rights" and "Introduction to Constitution".

Institute is very keen in developing students with Industry oriented education. In line with this Institute has designed its best practices.

Employability Grooming Program called as WEWE-C2C (Women empowerment With Excellence – Campus to Corporate). To make students more employable, students are groomed professionally. IIMHRD nurtures students with skill-based knowledge. All students are involved compulsory three weeks Induction program at the beginning of their MBA journey. Every Saturday is reserved for Industry expert's guest session. Students are involved in executing the expert talk right from anchoring and managing the session and event.

SAP certification courses in HR, Marketing, Finance and operations are provided to students. Students were able to show their learning by organizing and managing the big events like VISTA, Manthan, CFL and SFL. These are National level Inter collegiate and corporate level events which are well executed by students every year. The outcome of this feature resulted in the students getting placed in their dream companies.

Another best practice is Student Centric Experiential Learning. Since students are coming from various states and villages of India and with varied background, mentors are assigned to a small group of students for

knowing their real life and professional challenges. Accordingly, the special lectures are planned like special verbal communication sessions, written communication, presentation sessions are scheduled. Girls are also taught with dressing sense and professional etiquettes, removing stage fear. During Induction program sessions are arranged for enhancing their Intelligent Quotient, and Physical Quotient. Skill based courses are planned. The success is reflected in results. Students are excelling in all activities. Academic excellence is achieved with university results. Students confidence level has been increased. 100% students have completed their Summer Internship. Around 82% students got final placement offer letters.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	INTERNATIONAL INSTITUTE OF MANAGEMENT HUMAN RESOURCE DEVELOPMENT FOR WOMEN
Address	Sr No. 54 Nere Dattawadi, Near Hinjewadi Infotech Park Opp. Kolte Patil Life Republic Pune
City	Pune
State	Maharashtra
Pin	411033
Website	www.iimhrd.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Director	Aruna Deoskar	020-66547500	9822796540	-	director@iimhrd.edu.in
Associate Professor	Beena Jiby	-	9225620092	-	b.jiby@iimhrd.edu.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	22-04-2024	View Document
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	02-07-2023	12	Extension of Approval
AICTE	View Document	02-07-2023	12	Extension of Approval
AICTE	View Document	02-07-2023	12	Extension of Approval
AICTE	View Document	02-07-2023	12	Extension of Approval
AICTE	View Document	02-07-2023	12	Extension of Approval

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Sr No. 54 Nere Dattawadi, Near Hinjewadi Infotech Park Opp. Kolte Patil Life Republic Pune	Urban	0.5291	2129

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
PG	MBA,Management,	24	graduation degree	English	180	149

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				1				13			
Recruited	0	1	0	1	0	1	0	1	2	11	0	13
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				21
Recruited	15	6	0	21
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	1	0	0	1	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	13	0	15
UG	0	0	0	0	0	0	0	0	0	0

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

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Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	1	1	0	2

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	9	11	6	4
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	1	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	12	4	9	6
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	93	47	52	55
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	9	8	3	7
	Others	0	0	0	0
Total		124	70	70	72

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institution is affiliated to SPPU, adhering to the syllabus laid down and endorsed by SPPU. The vision and mission of the Institute are quite aligned with the vision of NEP 2020. Presently, in a limited way as narrated above the institute is adopting good practices in learning as well as research. The course curriculum already has certain courses from science and humanities integrated with main management courses.
2. Academic bank of credits (ABC):	Students have already registered under the Academic Bank of Credit. The Institute is affiliated to SPPU and students have to submit their ABC credentials to university before submission of their university

	examination form. We have sent the link for registering the Academic Bank of Credit to the students, collected the ABC data by Google Form, and forwarded the data to the University also.
3. Skill development:	The National Education Policy (NEP) 2020 places a strong emphasis on skill development alongside traditional academics. This requires institutions to adapt and prepare themselves to deliver this new vision. Here's a breakdown of key areas for institutional preparedness regarding NEP and skill development: Curriculum Redesign: Multidisciplinary/Interdisciplinary Approach: Move away from siloed subjects. Encourage students to see connections between disciplines and develop well rounded skillsets applicable to real-world problems . alongside traditional academics. certificates, add on courses are introduced to students with main focus on employability. Flexibility and Choice: The NEP promotes a credit system that allows students to pursue diverse skillsets through electives or minor specializations within their major . Faculty Development: Industry Collaboration: Partner with industry experts to design curriculum, deliver guest lectures, or provide internship opportunities. This ensures students learn relevant, in-demand skills. Pedagogical Shift: Move from rote learning to an outcome-based approach. This means focusing on practical application of knowledge and development of measurable skills . Skill Development for Faculty: Faculty themselves may need training to effectively deliver skill-based learning experiences . Institutional Infrastructure: Industry Partnerships: Collaborate with industries to create apprenticeship programs, on-the-job training opportunities, or joint research projects . Skilling Labs and Facilities: Invest in infrastructure to support skill development in specific areas. This could involve workshops, design labs, or software specific to chosen skillsets Institutional Development Plan(IDP): Develop a roadmap for implementing NEP's vision within your specific institution. This should include timelines, resource allocation, and evaluation measures By focusing on these areas, institutions can become better prepared to deliver the NEP's vision of equipping students with the skills they need to succeed in the workplace.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using	Our professional postgraduate course in management attracts students with an average age of 23 who are

online course):	well-versed and culturally aware. Institute ensures of incorporation of Indian culture and traditions to be celebrated by all the students throughout the year.
5. Focus on Outcome based education (OBE):	The curriculum conducts OBE, maintaining records, and initiates the OBE through project reports (Semester III) for final year MBA students. This enables students to understand research culture, enhancing future studies and job prospects. Project outcomes are collected as a result of the project work. Course outcomes, designed by respective faculty based on Savitribai Phule Pune University's curriculum, are communicated to students through various media. These CO's are mapped with Program Outcomes, as evidenced by the examination results of Savitribai Phule Pune University.
6. Distance education/online education:	The use of ICT tools is to complement the classical teaching techniques particularly in difficult subject areas. To achieve these objectives, teachers develop E-content, power point presentation, Presentation of practical by video graphic manner. Teachers are involved in the multimedia presentation and developing online video lectures. The use of multimedia teaching like LCD projectors, ZOOM online application and internet enabled computer systems and usually employed for teaching in our Institute. During COVID pandemic the faculty conducted teaching and assessment through online mode successfully in a seamless manner. So faculty is quite conversant with online educations.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
189	139	141	118	105

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

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 16

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	12	8	8

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
85.43	24.32	14.91	56.15	60.99

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

International Institute of Management & Human Resource Development for Women is affiliated to Savitribai Phule Pune University and hence follows the syllabus prescribed by the affiliating University. The syllabus revision has been done in the year 2019 where CBCS has been introduced. Students are well communicated about Academic Calendar and Examination process through their academic planner distributed to each one in the beginning of each semester.

Academic Calendar:

University provides the timely guidelines for the effective implementation of curriculum. As per the timelines and the calendar provided by the affiliating university institute prepares its own academic calendar for the smooth execution of all activities. At the beginning of every academic year, the institute chalks out an academic calendar for each department which consists of curricular, co-curricular and extracurricular activities for effective implementation and delivery of curriculum.

Teachers workload distribution

The curriculum offered by SPPU is implemented in a well-planned manner. Teachers are assigned with respective subjects before the start of Academic session by conducting a meeting. The coordinator issues the work distribution sheet along with time frame to teachers. Subject teacher plans the curriculum delivery submits the course Plan and deliver it with conventional as well modern pedagogy tools. Teachers are submitting their session plans along with the components involved for Concurrent Internal evaluation.

Induction and Orientation programs:

Orientations are timely organized to acquaint newly recruited faculties & students about the institutional policies. A three week orientation programs is arranged by the Institute for all students before the start of session. Orientation program is planned with an aim of students development with reference to their IQ, EQ, SQ and PQ development. Director and all experts addresses students. Students are introduced with the facilities, code of conduct, discipline, add-on courses and extra-curricular activities.

Academic Planning & Monitoring:

All academic related activities like Lesson Plan, Attendance, Assignments, and Tests are conducted and monitored through a systematic planned manner. Campus ERP is implemented. Curriculum is enriched

with Various value added skill based courses and activities like employability skill Programmes & trainings and Certifications. Each faculty prepares comprehensive Course plan including the lectures, tutorials, practical & concurrent evaluation with COs and POs mapping. Twice a month Academic Meetings are conducted to review the Syllabus status. Bridge courses are conducted for students before starting the regular curriculum. Remedial & Revision Classes are given to slow learners. Advance learners are motivated by giving them research based assignments and by sending them to participate in competitions. Mentor-Mentee is implemented for identifying problems of the students regarding academic, social and financial issues and making them feels at home in the institute.

Evaluation Mechanism :

Continuous Concurrent Evaluation is conducted throughout the semester. The compliance is communicated to Director and HOD. Rubrics is designed with general guidelines in line with the affiliating University and AICTE guidelines. Rubrics and evaluation patterns are communicated to students through student planner before the start of the academic sessions.

Thus the institute ensures effective curriculum planning and delivery through a well-planned and documented process

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 42

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Other Upload Files	
1	[View Document](#)

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 87.28

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
165	110	132	105	92

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

IIMHRD is affiliated to SP Pune university and follows curriculum prescribed by the University. Institute integrates various socially relevant cross-cutting issues like ethics, human values, environment, etc., to sensitize the students.

Human Values And Professional Ethics :

Institute focuses on the holistic development by imparting sessions through curriculum to inculcate Professional ethics. Institute imparts Value based education in line with the Vision of the Institute. Human Rights I & II is a compulsory Course for all students in Semester 1 & 2. Human values and Professional Ethics are addressed through the course "**Indian Ethos & Business Ethics** "in semester IV. "**Introduction to Constitution**" in Semester III makes the students aware about the Constitution. "**Human Rights and legal Practices**" are covered in MBA curricula help students in understanding the legal terms. Cyber security in syllabus help in understanding the cyberworld challenges. "MS-Excel is being offered to students to upgrade their technical skill in and statistical calculations. Soft Skill is provided to students for making them employable. "Skill Development" & "Verbal Communication Lab" has been included in MBA curriculum.

Course-102: Organizational Behavior focuses on the issues of how to bring positive changes in human behavior by introducing assignments related to the assessment of various personalities and by use of various theories, wherein student's cognitive abilities are enhanced.

Course 402- Indian Ethos & Business Ethics try to imbibe value systems through Indian great epics like Ramayana & Mahabharat. Institute celebrates days of National and International importance as Republic day, Women's day, Independence Day, Teacher`s day, Human Right Day, International Yoga Day. Institute helps its students to develop through "Rotaract club" which organizes various sessions of professional Ethos, Human Values, Gender Equality and also many social activities like tree plantation, cloth donation, donation to orphanages.

Course- 209: Start Up and New Venture Management helped students and faculties and corporates case-study on successful women entrepreneurs in India

Environment and Sustainability:

Environment and Sustainability issues are addressed through course **408 "Corporate Social Responsibility & Sustainability"** in semester IV. This helps in sensitizing students towards various aspects of society. University offers a credit course on – Cyber Security. Institute has also initiated the cyber safe girl project in campus. Institute has initiated several activities related to social environment such as - tree plantation, blood donation camps, and promotion of Swachh Bharat Abhiyan.

Gender equity:

Institute is a Women Institute and make all efforts on bringing Gender sensitization awareness activities for students. The Institute takes efforts to create a congenial environment free from gender discrimination through mutual respect. Various programs are conducted for girl students such as organization of dance competition, health check up camps, women's day celebration, Women Empowerment programs, Breast Cancer awareness, save girl child campaign, Essay and poster exhibitions, wall paper presentations, etc.

Importance of gender or society is also covered as an important part of curriculum through "**Business Government & Society**" Semester II syllabus where students are educated with gender ratio and equality with importance of oneself in society.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 100

1.3.2.1 **Number of students undertaking project work/field work / internships**

Response: 189

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 79.58

2.1.1.1 **Number of seats filled year wise during last five years (Only first year admissions to be considered)**

2022-23	2021-22	2020-21	2019-20	2018-19
124	70	70	72	46

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
120	120	120	60	60

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 67.44

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

2022-23	2021-22	2020-21	2019-20	2018-19
38	27	20	18	13

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

2022-23	2021-22	2020-21	2019-20	2018-19
42	42	42	23	23

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 15.75

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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

At IIMHRD, Teaching learning strategies are designed considering Student centric approach. Innovative and experiential teaching strategies are adopted by teachers with students involvement and participations. This makes the learning for student more enjoyable and practical oriented. Students are involved with their active participation and problem-solving skills as part of a participative learning approach. This approach incorporates various strategies such as online case-study, webinars and seminars, online competitions and workshops that are specifically designed to engage students in their own learning process.

The educational programme at IIMHRD is designed to promote the development of a balanced and harmonious personality of the students and learning is made flexible and interesting with emphasis on learning by doing.

Learning Management system (LMS):

IIMHRD is using ERP for the effective execution of Teaching learning practices. IIMHRD-ERP portal vmedulife tool utilized by the teachers, staff and students and is extensively used to facilitate academic planning and monitoring purpose. This include course distribution, examinations, evaluating student's performances, CO-PO mapping reports. Faculty members also generate course plans, attendance records, class notes, assignments, and MCQs through this portal. It also enables students to take subjective exams, access e-content, and provide online feedback. Through this teacher generates question sets considering different levels as per the blooms taxonomy. The institute's teaching approach has moved from traditional classroom to student-centred methods such as interactive, participatory, experiential, problem-based, and ICT-enabled learning to enhance student learning and promote self-directed learning.

Experiential Learning:

Experiential learning at the institute encompasses a range of activities that help students gain hands-on experience and practical skills. These include summer internships, industrial visits, webinars, Roleplay and corporate relationship workshops. Interaction with practising mangers, corporate sessions are scheduled on every Saturday. These activities aim to provide students with real-world exposure and enhance their professional development, enabling them to excel in their chosen field.

Participative Learning:

Participative learning at the institute is facilitated through various initiatives that encourage active engagement and collaboration among students. These include case-studies, access to online resources, participation in the Institution's Innovation Council (IIC), watching online IIC expert talks. These programs aim to foster critical thinking, problem-solving, and teamwork among students, helping them develop a deeper understanding of their field of study. Teachers are executing roleplay and team activities as part of class room assignments which help students in learning the subjective concepts more practically. Some of the participative learning approaches adopted by faculty members are : Group Discussions, Group presentations, Role Plays, Quizzes, Management games. Students are fully involved in organizing and managing any of the Institute's student centric activities like – welcoming the guest, full arrangement and coordination of sessions.

Problem Based Learning:

Problem-based learning at the institute involves a range of activities that challenge students to apply their knowledge to real-world problems. At IIMHRD students are encouraged to participate in **Business idea competition** which is organized by the Institute every year. By engaging in problem-based learning, students develop critical thinking and problem-solving skills, preparing them to tackle challenges in their chosen field.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 100

2.4.1.1 **Number of sanctioned posts year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	12	8	8

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 19.23

2.4.2.1 **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	2	2	2

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institution data in the prescribed format	[View Document](#)
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

To ensure transparency, efficiency, and timeliness in dealing with examination-related grievances, IIMHRD has a well-established and time bound mechanism for Examination and Evaluation. Examination Cell is in place for smooth conduction of internal and external examinations. At the beginning of the semester, faculty members inform students about the adopted CCE methods for assessment. Any grievances related to the internal exams are brought to the notice of the concerned teacher and get clarified. External exams are conducted by the University and Institute ensures of arranging the exam in smooth and fair manner with strict vigilance. The evaluation of the university exams held in Centralized Assessment centre as assigned by the affiliating university.

Mechanism to conduct Internal Assessment

IIMHRD is affiliated to Pune University and so follows a structured pattern for internal assessment given by the affiliating university. The Comprehensive Concurrent Evaluation designed by SPPU with linkages of each CCE with COs. On those guidelines Institute committee prepares rubrics and makes effective use of the flexibility permitted by SPPU for opting the required CCE approach. Rubrics are designed for respective CCE and assessment strategies.

Each faculty does the internal assessment by opting 3 or 5 CCE components in form of Assignment, class test, presentation, Quiz or discussion forum. Term end exam is conducted by the institute at the end of

each semester. Questions and assignments are designed by faculty members according to the bloom's taxonomy.

Mechanism of External Assessment

IIMHRD is affiliated to the Pune University. Term-end external assessment is done by university. University sets the Question paper and exam time table. Institute receives the question paper through Institute's exam mail half an hour before the scheduled paper. All answer sheets are dispatched to the Centralized Assessment Centre as allocated by university. University declares the result on university portal.

The grievance is resolved in the following manner:

1. **Departmental Level**: The concurrent evaluation is carried out by faculty regarding theory lectures, labs, assignments, unit tests. The internal marks are allotted based on set Internal Marks policy. Policy is well intimated to students and displayed on the notice board. Any discrepancies regarding the internal marks are discussed with faculty and Departmental head.
2. **At Institute Level** : IIMHRD has appointed an examination officer and an Internal Senior Supervisor who ensures the smooth conduction of University examinations as directed by University. If students are facing any problems, they are solved by the CEO. University related grievances like hall-ticket/marksheets corrections, are forwarded to University for corrective measures.
3. **At University Level** : The queries related to results, Revaluation /Photocopy of answer script, corrections in mark sheets, other certificates issued by university are handled at Examination sections. Students are allowed to apply for revaluation, recounting by paying necessary processing fee to university. University provides photocopy of answer sheets. Students can apply for revaluation if he/she feels that evaluation is not correct. In other cases, like an absentee's case, the application of the student is forwarded to university for corrective action.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

At IIMHRD, we are dedicated to providing our students with a holistic and well-rounded education that prepares them for the dynamic world of business and commerce. Central to this mission is our focus on

Program Outcomes (POs) and Course Outcomes (COs), which serve as guiding pillars for student learning and development. From the moment students step into our institute, they are introduced to these outcomes, setting a clear path for their educational journey.

SBES IIMHRD(W) is affiliated to Savitribai Phule Pune University, Pune and hence the syllabus/curriculum prescribed by the affiliating university is followed. The curriculum contains the core and elective courses. The curriculum is formulated and reviewed by the Board of Studies (BOS) of the University. Program Outcomes, Program-specific outcomes, and Course Outcomes for the MBA program offered by the institute are well defined, described, and communicated to all faculties and students. Program outcomes are statements that describe the broad learning goals that the MBA program intends to achieve. Course Outcomes (COs) are Statements indicating what a student will learn after the successful completion of a course. COs are reflecting in terms of the development of Cognitive ability of students after the completion of each course.

The programme outcomes and course outcomes of all subjects are outlined in the university syllabus of MBA. The Programme Outcomes and Course Outcomes are disseminated and conveyed to the students during the induction programme and the beginning of the course. POs and COs are also displayed on the Institute website. During orientation, students are acquainted with the Program Outcomes, which are essential skills and core competencies they will acquire throughout their MBA program. Soft copies of the syllabus, Program Outcomes, and Course Outcomes are readily accessible on the institute's website, ensuring transparency and accessibility. This early introduction sets the stage for students to understand the overarching goals of their education and the skills they will develop to excel in the business world.

Awareness of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) among faculties and students in the Institute are done by

- POs and PSOs are displayed in the corridor, in Library and on each floor.
- POs, PSOs and COs are displayed on Institute website
- Students are made aware of POs, PSOs and COs through the handbooks handed over to them.
- POs, PSOs, and COs are explained to students during three week Induction program.
- The course teacher describes the relevance of COs to students during the beginning of each course.
- Each course's COs are listed out in respective lesson plans. Respective faulty member does the unit-wise mapping of syllabus units with corresponding COs.
- Students are communicated through Academic Planner and Current Affair booklet which are distributed to each student at the beginning of the semseter. All COs and POs are printed on both the planners.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

SPPU focuses on outcome-based education, so assessment is done keeping in mind the COs and POs. Teaching, Learning and Assessment strategies of the institute are structured to facilitate the achievement of the learning outcomes. IIMHRD ensures the achievement of these learning outcomes by planning, organizing and implementing various activities such as academic, co-curricular and extra-curricular activities that help to achieve the stated graduate attributes. Each faculty does the unit-wise mapping of COs and then COs are mapped with relevant Program Outcomes as High, Medium, and Low. The consolidated CO-PO Mapping Matrix is prepared for each course. IIMHRD uses a systematic process for PO CO mapping and calculation of attainment as per SPPU guidelines. The following methods are used for CO PO mapping and attainment calculation.

CO PO Attainment:

- Direct Method
- Indirect Method

Direct Method of Attainment

POs are mapped with COs to evaluate the attainment of targeted POs. All subjects have defined COs and linked with PO. The COs of all subjects are mapped with PO with a level weighted as

- 3- High Correlation
- 2- Medium Correlation
- 1-Low Correlation
- -No Co-relation

CO attainment for each course is calculated by considering the student marks in internal (through summative assessment) and external examination, as per the prescribed guidelines of affiliating university. CO attainment is done through direct assessment with internal (Formative Assessment) 50% weightage and external assessment (Summative Assessment) 50% weightage. Direct measures include comprehensive concurrent evaluations (CCEs) and university exams. Direct attainment of CO is assessed through the evaluation for each course which is the combination of formative and summative assessment.

1. Formative assessment:

It measures the attainment of the outcomes through the continuous internal evaluation as per the need of the course. Following are the continuous internal evaluation techniques used by the teachers for students evaluations :

- Unit test/Practice test
- Assignments/Tutorials

- Seminars/Presentation
- Group discussion
- Case study
- Oral & Mock interviews
- Open book test
- Online test
- Quiz
- Mini Project

The faculty maintains the students' performance records of all activities held throughout the semester with reference to the opted assessment tools.

1. Summative Assessment:

Summative Assessment is the attainments of the theory and practical examinations conducted by the University as per the structure of curriculum. The result of these theory (Semester Examination & End Semester Examinations) and Project examinations of the students are considered to calculate the direct attainment level.

Indirect Method of attainment:

Feedback is collected at the end of the MBA program from students. The following Formula is referred to calculate the attainment level

80% of Direct method + 20% of Indirect Method.

The results are then compared with the targeted value.

POs attainment is assessed through a combination of direct and indirect measures. Indirect measures include surveys of students. These assessments are done to evaluate whether students have achieved the specific learning objectives set out for each course. The feedback obtained from alumni and recruiters are considered for the indirect assessment of the POs and PSOs. The POs/PSOs attainments will be then mapped to the Program educational objectives (PEOs).

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 96.44

2.6.3.1 **Number of final year students who passed the university examination year wise during the**

last five years

2022-23	2021-22	2020-21	2019-20	2018-19
64	61	69	45	59

2.6.3.2 **Number of final year students who appeared for the university examination year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
65	69	71	45	59

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - 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 last five years (INR in Lakhs)

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness   about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

The IIMHRD has established a Startup and Innovation Cell and MoE's Institutional Innovation Council (IIC) for creating entrepreneurial ecosystem in the Institute in order to encourage innovation, awareness about IPR, idea generation and its conversion into prototype. The Institute has also established an Incubation cell in association with Edurishi in campus. The Institute takes efforts to inculcate innovation among both students and faculty. Following activities are conducted to boost innovation among the students and faculty members :

- Idea competition
- Research project presentations
- e-poster competition with Innovation as theme
- Guest lecture sessions
- Participation in Smart India Hackathon
- Business Plan Competition
- Startup and family business conclave

These cells comprise of faculty and students as members along with some external experts as the members. Though these cells, various entrepreneurial, IPR based and research-based activities are carried out for strengthening the innovation-based ecosystem. Through these sessions/activities students are encouraged, nurtured and instilled with entrepreneurial skills.

The Institute has a well-defined Research and Development Cell and IPR cell that motivates students to write research papers and provide sessions on IPR. The Institute has also arranged national and international conferences. National conference is arranged in association and support with NAAC Bangalore on topic "HEI Academic & Administrative Audit in line with NEP". Institute has arranged two International Conferences ANVESH in 2022-23 and in 2023-24. On theme ""**Role of Sustainability and Innovation in the Era of Distruption- Global challenges**" was arranged in 2022-23 on 20th and 21st January 2023 and conference on theme "Redefining The Future of Business : **Embracing Sustainability, Automation And Artificial Intelligence**" was arranged on 19, 20th Jan 2024. Students and faculty members have actively attended it and presented research papers.

The Institution's Innovation Council carries out activities according to the MoE's Institution Council (MIC) guidelines by showing videos and by organizing expert talks in campus. The Institute organizes activities every quarter under the subheads: 1. IIC Activities 2. MIC activities 3. Celebration Days and 4. Self Driven activities. Through IIC, Institute is showing videos, recorded lectures of experts on startup, Innovation and entrepreneurship activities. IIMHRD has established an Incubation Centre in association with EduRishi. Through its incubation centre Institute executes and implements various innovative education based projects.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 66

3.2.2.1 **Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
21	8	9	15	13

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 1.69

3.3.1.1 **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
12	4	10	1	0

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.3.2

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 0.25

3.3.2.1 **Total number of books and chapters in edited volumes/books published and papers in**

national/ international conference proceedings year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	2	0	0

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

The institute promotes regular engagement of faculty, students, and staff with the neighbourhood community for their holistic development and sustained community development through various activities. The institute promotes service orientation and holistic development of the students through activities conducted in collaboration with NGO's, Community and government agencies. Institute has student's forum named as Rotract Club that focuses and ensure maximum participation of students in social activities. Apart from this institute's ISR committee The Institute organizes a number of extension activities to promote the institute-neighbourhood community to sensitize the students and staff towards community needs and social issues. Every Year, programs are organized under which students and staff participate voluntarily in community-based activities.

Institute organizes various events and activities to imbibe the social responsibility amongst the students such as Swatch Bharat Abhiyan, Water Harvesting, Distributing of Food to needy, and Visits to Orphanages, Blood Donation Camp, and Tree plantation. The institute had rigorously running Tree Plantation Drive, Go Green to support governments various schemes of tree plantation to protect and nurture the environment. T

The Blood Donation Drive is conducted every year on 5th Feb on the occasion of the birth anniversary celebration of Founder President of SBES. The Rotract club of SBES focuses more on societal activities and had conducted activities As the Rotract club is run by students body under the guidance of faculty coordinator, the activities are organized and conducted by students that inculcates the various skills like leadership, social sensitization, organizing and planning amongst the students. The societal work of Rotract received the appreciation from rotary club. All these mentioned activities and events sensitize the students to Social Issues and their role in them. It helps to develop the student community relationship, leadership skills, social skills, perceptual skills, and self-confidence of students. Develop a passion and brotherhood towards community, affected people/animals, and destitute. It also helped in cultivating the hidden personalities of students and creating awareness among students.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

Institute is playing crucial in grooming women professionals. IIMHRD efforts in Women Empowerment has been achieved with excellence year by year. Through our unwavering dedication to educational excellence and the patronage of the SaiBalaji Education Society, we have garnered numerous accolades and recognitions. Our commitment to providing exceptional education and holistic development has been acknowledged through prestigious awards, further highlighting our alignment with the society's vision of nurturing future women leaders. Following are the awards and Recognitions received by the Institute in last five years:

- "Best Business School in Placements" - Pune Education Leadership Award - World Federation of Academic & Educational Institutions 2022
- "Best Business School in Placements", Navabharat Group, August - 2022, 2021, 2019
- "Best Business School in Placements" - Western Region - April - 2022, Trade & Media and My Brand Better
- " Top 10 most Prominent Institutes in Maharashtra ", The Knowledge Review, 2018, 2019
- "Best Education Brands ", The Economic Times, 2019
- 5th Ranking in India – Business Barons – (Highest Potential & Emerging Management B School)
- 6th – Top Private MBA Institutions, Pune - Outlook, India's Best B School Survey - 2023
- 8th – Top Private MBA Institutions, Maharashtra - Outlook, India's Best B School Survey - 2023
- 9th - Top B Schools, Western Region, India – Times of India, April – 2023
- 13th Ranking- Top Private B Schools, India – Times of India, April – 2023
- 16th – Top Private MBA Institutions, Western India - Outlook, India's Best B School Survey - 2023

- 23th - Top B Schools, India (Overall), Times B School Ranking -April 2023
- 24th - Top Private B Schools, India (B School Placement Survey) – Go Getter Magazine Survey - 2016
- 32nd -Top Private B Schools, India, IIRF Ranking - 2023
- 51st – Top Private MBA Institutions, All India - Outlook, India's Best B School Survey – 2023

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 67

3.4.3.1 **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
24	17	9	8	9

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 34

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

The Institute encompasses a well maintained lush green campus spread over 0.5 acres of land ensuring adequate availability and optimal utilization of physical infrastructure for teaching learning activities.

Classrooms : There are 6 classrooms and 2 tutorial rooms with seating capacity of 60 students. Each class room is equipped with the computer system, LCD projector, white board, LAN and internet facility. One class room is equipped with Smart board facility.

ERP & ICT Facility : All classrooms are equipped with LCD projector and Internet. A Smart board is installed. Institute has LMS VmEdulife in various functional areas like Admission, Academic Planning, library, Exam etc. The library is fully automated with VmEdulife. Students and teachers are having access to EduMaster software for accessing various academic modules like accounts, IT, Communication skill for clearing the basic concepts. This is a joint initiative of IIMHRD Incubation Centre in association with academic incubation partner EduRushi. Language lab is also available.

Auditorium & Seminar Hall : The Institute has an auditorium of seating capacity of 250 students available to students for a variety of programmes. The seminar room is equipped with a Public Address System (PAS), Internet and a podium. It also has video conferencing facilities. One Seminar Hall is available for various activities.

Library: In conformity with AICTE Norms, the Institute Library has 177 sq. meter area with seating capacity of 60 students/faculty members in the reading room. The Institute library is endowed with adequate books, Print Journals, e- journals, e-books, newspapers, multimedia PCs for digital library, document scanning facility and membership of National digital library which forms the backbone of any educational institute.

Computer lab, Internet & Wi-Fi: The entire campus is Wi-Fi enabled. Available bandwidth: 375 mbps (Faculty & Staff Band width). The Institute has well-equipped, networked computer lab with 80 computers, printers, Microsoft Licenses. 50 computers of i5 and 30 computers are of i3/12th generation.

Backup support : Institute has Generator backup, UPS, Solar system

Hostel : Two sperate girls hostels Delta and Beta are available for Girls with comfortable

accommodation equipped with beds, table, chairs, mattresses, cupboards, pillows. 24 hour internet connectivity allows students to stay connected and access online resources. Housekeeping services ensures of maintaining cleanliness and hygiene within hostels. Sanitary Napkin vending machines are installed in each hostel and also in the Institute premise.

Sports Facilities & Play area : Institute has 5 play grounds for outdoor games which has facilities for volleyball, throwball, badminton, Hockey and football. Indoor games facilities include chess, and carom. Along with daily sports routine, a special sports week is organized every year.

Gymnasium and Meditation Hall: Institute has an indoor gym with all necessary equipment. One Meditation Hall is also available for staff and students.

Other facilities: Canteen, Parking, transport facility Girls Common Room, Power generator, UPS, water purifiers, firefighting systems, Ramp with handrails, water purification unit are available in campus

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 5.81

4.1.2.1 **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
12.96	0	0	0	1.10

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The Library of IIMHRD stands as an indispensable reservoir of knowledge, serving as a dynamic hub for both students and faculty members. It goes beyond being a mere collection of resources; it is a space that fosters intellectual engagement, research endeavours, and comprehensive learning experiences. At IIMHRD, the library is a cornerstone of academic life, offering a dedicated space conducive to intellectual contemplation, reading, project preparation, and access to an extensive array of books, newspapers, and journals.

In conformity with AICTE Norms, the Institute Library has 177 sq. meter area with seating capacity of 60 students and faculty members in the reading room. This provides students with a conducive environment for focused study and research. The Reading Hall is designed to promote concentration and productivity, allowing students to immerse themselves in their academic pursuits without distractions. The Institute library is endowed with adequate books, Print Journals, e- journals, e-books, newspapers. The institute has subscribed Print Journals, Databases for E-journals (DELNET, NDL). The institute has also taken membership of Jaykar library, SPPU Pune. Institute library is a member of National Digital Library of India (NDL). Library Services includes Online Public Access Catalog (OPAC) Print Journal & Daily News papers Digital Library Reading Room Facility References/ Referral Services. Economic Times newspaper subscription is done and is provided to each student and faculty daily for enhancing their business domain news knowledge.

Culture of Continuous Learning

Through the resources and services offered by the library, IIMHRD fosters a culture of continuous learning and exploration. Students are encouraged to engage with the wealth of knowledge available to them, whether through individual study or collaborative research projects. Faculty members utilize the library as a resource for their own research endeavours, further enhancing the academic environment.

Institute has Online learning resources through Internet Access, Library Automation (AutoLib software), Campus ERP, Wi-Fi, DELNET, Online e - journal and e-books facility through e Databases.

File Description	Document
Upload Additional information	**View Document**
Provide Link for Additional information	**View Document**

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

International Institute of Management & Human Resource Development for Women (IIMHRD) takes immense pride in its state-of-the-art Computer Laboratory, which stands as a testament to our commitment to providing students with cutting-edge technology and practical learning experiences. Under the supervision of a proficient IT Laboratory Coordinator, the laboratory is meticulously maintained to ensure optimal functionality and efficiency. IT infrastructure refers to the composite hardware, software, network resources and services required for the existence, operation and management of IT environment. The Institute has constituted an IT cell to take care of hardware, Software and internet connectivity and their maintenance.

IIMHRD has sufficient IT infrastructure which is upgraded from time-to-time by including the following measures :

- 375 MBPs leased lines.

- Institute has 80 computers. 30 computers are of Core i3, 8 GB RAM and 256 GB SSD. 50 computers purchased in 2023 of configuration HP i5, 8 GB RAM, 256 GB SSD. Operating Systems are upgraded to Windows 10. There are 80 computers and 5 Printers available for academic purpose.
- Lease line internet Connectivity (375 MBPS) is made available in campus for staff and students.
- Institute campus has a structured LAN facility. All computers are connected through the server and has wifi connection.
- VMedulife LMS has been purchased in 2023. And has been implemented for admission, academic planning, LMS, exam, feedback and other administrative work.
- All the classrooms, laboratories and seminar halls support ICT based teaching-learning. LCD projectors are installed in each class room and laboratory, One class is equipped with 1 smart

board and PA system. VMedulife LMS provides LMS platform used by teachers and students for curricular and cocurricular activities like online lectures, assignment, exam, library etc All computer systems are secure through Quick Heal Antivirus.

- CCTV cameras are installed at various strategic locations like Institute Entrance, laboratory, Exam Room, Parking, auditorium, corridors, library etc. help to provide security and maintain discipline in the Institute.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3.2

Student – Computer ratio (Data for the latest completed academic year)

Response: 2.7

4.3.2.1 **Number of computers available for students usage during the latest completed academic year:**

Response: 70

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 17.69

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

2022-23	2021-22	2020-21	2019-20	2018-19
18.72	3.49	0	6.006	14.56

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 41.33

5.1.1.1 **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
96	55	58	54	23

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

1. *Soft skills*
2. *Language and communication skills*
3. *Life skills (Yoga, physical fitness, health and hygiene)*
4. *ICT/computing skills*

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 88.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
174	105	121	112	99

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 73.87

5.2.1.1 **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
50	35	51	40	53

5.2.1.2 **Number of outgoing students year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
65	69	71	46	59

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 0

5.2.2.1 **Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

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 last five years

Response: 41

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	9	6	7	10

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 31.4

5.3.2.1 **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
45	20	15	35	42

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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

Response:

The Alumni Association acts as a link between the" Alma Mater and Alumni "it moves ahead selfless intention for the growth and development of the institute and the student. The association provides a platform of interaction between alumni, student, faculty and institute excellence.

The institution has a formal Alumni Association, registered on 6th Dec 2017 vide registration number MH/1725/2017/Pune under Society Registration act 1860.

The members of alumni association significantly contribute to the development of institution in the following ways:

- The member of alumni association working on different position in different organization. So, institution invites them to share their experiences as resource person with the students. Their experience sharing enlightened the students and equipped them for their dream corporate careers with corporate requirement and culture.
- These members of alumni association contribute to the academic development of the institution by making available the corporate experienced professionals for guest lectures, conferences and workshops.
- The alumni help the students to get summer internship in the corporate.
- The members of alumni association help the institution in facilitating the industrial visit to the students as well as explore the possibilities and the areas of tie-up for industry institute interface.
- Alumni are invited for various activities organized by the Institute.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

IIMHRD is approved by All India Council for Technical Education (AICTE), affiliated to Savitribai Phule Pune University (SPPU) and approved by Directorate of Technical Education (DTE), Government of Maharashtra. Institute functions in compliance with the guidelines and norms of these Statutory Regulatory Agencies. The institute has a structured organizational hierarchy to support decision making process. Organizational structure represents the decentralization of decision making and implementation through various committees. Institute has a well defined Vision statement.

Vision

To mould students into physically fit, mentally robust and professionally competent individuals, who are capable of assuming their rightful place as leaders in the industry and in the society of tomorrow.

Mission

To impact holistic and industry-oriented management training to students thereby ensuring their evolution into industry professional at the end of their selected management programme.

IIMHRD (W) is governed by SaiBalaji Education Trust trust which is established in 2008 by visionary leader Prof. Manish R. Mundada, the Founder President of SBES, who himself is an educationist to develop skilled workforce. Considering the need of professionally equipped women workforce SBES started International Institute of Management & Human Resource Development for Women in 2011 with MBA program.

IIMHRD (W) has a governing council which is an apex governing body of the management institution. The strategy for achieving the vision via mission and objectives is successfully presented to the stakeholders. IIMHRD is known for decentralisation and honesty, and provides advice to students for the betterment. In accordance with its vision, Institute has a long-term growth strategy and has created a perspective plan. The SaiBalaji Education Society's Governing Body is the top governing authority whose key function is to direct the Institute towards pursuit of excellence. The College Development Committee (CDC) of Institute represents higher management. The Director directs the leadership in accordance with SPPU and SaiBalaji Education Society norms to the Member Secretary of CDC and chairman of all Statutory and Non-statutory committees. Decentralization and participatory management are used to ensure the Institute's vision and mission is achieved.

Institute follows student centric approach, to make them capable of withstanding and managing the ever-

changing scenario. Institute is having a participative approach and so all stakeholders are the part of various Statutory, non-statutory and Internal Committees.

- College development committee ensure that the policy statements and action plans are aligned for attaining the vision, mission.
- Policies and processes are defined by CDC and IQAC and they are revisited and refined as per need.
- The Director, Dy Director, Dean and Assistant Director are involved in the discussions for the development of short term and long-term plans to ensure the attainment of goals.
- All stakeholders such as alumni, teachers, students, employers suggestions provide necessary inputs in policy decision and thus contribute to development of the Institute.
- IQAC prepares academic calendar in consultation with department and committee.
- IQAC and Academic planning and monitoring committee ensures implementation of action plans, reviews the outcomes and make necessary changes if required.
- Each committee is given freedom to prepare their activity plan.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

IIMHRD has a systematic described organogram. Perspective plans are prepared and discussed in strategic meetings.

College Development Committee: The CDC has established in accordance with the Maharashtra University Act 2016 and look after the issues at Institute level. Director as being the academic and administrative head ensure the Institute success in fulfilling the Vision and mission of the Institute. In CDC Institute's strategic perspective plans are discussed. Review of academic plan and implementation, Plan for expansion of programs, approvals of college level add-on, value added courses, recruitment, staff appraisal, promotion related decisions are discussed in the CDC meeting and finalized.

IQAC : IQAC establishes a system to monitor the Institution's operations. IQAC has representatives of management, teaching and non-teaching staff, students, alumni and industry. IQAC works for standardizing teaching, learning and evaluation processes and monitors outcome-based evaluation and feedback and Policy implementations.

Internal Committees: IIMHRD has statutory and non-statutory committees for the smooth execution of activities. All committees have the participation of Management, teaching, nonteaching staff members, students, Alumni and Society representatives.Institute level committee are :1.Admission Committee 2.Anti-Ragging Committee 3.Anti-Sexual Harassment Committee 4. Grievance Committee 5. Equal Opportunity Cell 6.Examination Committee 7.Internal Quality Assurance Cell 8.Library Committee 9.Student Welfare Committee 10.The RTI Cell 11.Time Table Committee, 12.Sports Committee, 13. Cultural Committee, 14. Magazine Committee, 15. Rotaract Club Committee 16. Placement Committee.

Administration :

The administrative staff is responsible for effective administration of the Institute. The staff looks after the admission process, eligibility, Scholarships and Free ships, Exam forms, Accounts, Issue of certificates and documents, Maintaining staff service records and correspondence with the Affiliating University, and Government bodies.

Appointment and service rules

Appointment: The Institute appoints qualified staff as per UGC, state Government and University guidelines. Service rules, code of conduct are well-defined and strictly adhered to. Appraisal is conducted every year. For newly joined staff Induction and Orientation program is conducted. Administration circular mentioning Service rules are clearly defined and circulated to all staff. The Institute has committees in place for Grievance Redressal, Anti-Sexual Harassment, Anti-ragging and Discipline that ensure proper redressal of the grievances of students and staff. Suggestion and complaint boxes are put up for students for their suggestions/ complaints.

Perspective plan and deployment:

Every year the College Development Committee discusses the strategies for development and consistent growth of the college. Some of the perspective plan of last 5 years covered :

- Intake capacity of MBA is increased from 120 to 180
- Library is augmented with books and journals
- ICT facility is updated by increasing the lab computers from 60 to 90, with high end computers and internet bandwidth is enhanced to 375 MBPS.
- Smart Board is installed in class room.
- Research policy has been drafted and implemented to encourage the quality research among faculty members.
- ERP is implanted to streamline the manual operations of office, library, feedback, Teaching learning and examination.
- Infrastructure augmentation is done.
- Organized National and International Conferences for promoting research and publications.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

1. **Administration**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examination**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

The institution has a well defined performance appraisal system for both teaching and non teaching staff members. SBES also provides various effective welfare measures to all employees.

Welfare Schemes for Teaching and non-Teaching Staff: ·

- Institute encourages teaching staff to attend conferences/ Orientation / Refresher Courses. Non-teaching staff are encouraged to participate in Professional Development Courses and Capacity Building Workshops. Duty leaves are sanctioned to the staff for this purpose. Every Saturday Faculty grooming sessions and Internal FDPs are conducted on regular basis for knowledge updating and improvement in teaching pedagogy. Teachers are allowed to take duty leave for pursuing their research work and studies.

- Staff Felicitation: Every year on the occasion of foundation of SBES on 26th October, special achievements of teachers and staff are appreciated and felicitated.
- Picnic for Teaching and non- teaching staff is sponsored by the Management every year.
- Institute also provides group insurance policy to all staff member.
- Free pick-up and drop transport facility to the staff,
- Maternity leaves for women,
- Uniform as per dress code
- Free lunch and canteen service is provided to all employees.
- Every year teachers are rewarded with yearly increments based on yearly performance appraisal reports.
- Birthdays' Celebrations are celebrated on campus to inculcate the culture of the College as family.
- Provident Fund

All precautionary measures were taken during the Covid 19 Pandemic situation, such as making the provision of Oximeters, Sanitizers, Temperature Guns, Soaps and maintaining physical distance structure.

Institute's Performance Appraisal System for Teaching and Non-Teaching Staff

Institute has a well-defined Performance Appraisal system for teaching and non teaching staff members. Its main aim is to maintain and enhance employee/job performance by providing remedial guidance and increasing communication between the Employee and the Director. Staff members are evaluated annually to objectively evaluate their performance and identify areas for development to lead to future advancement and growth. The following are the key aspects of the Performance Appraisal System:

1) Teaching Staff Faculty members are evaluated using the annual self-assessment report for the performance-based appraisal system (PBAS). They are expected to highlight their accomplishments and milestones in their professional development. Every teacher fills their own self-assessment report with their involvement in teaching, administrative, exam and extension related activities. The IQAC and Director evaluate the appraisal proforma and put forth it in front of College Development Committee.

2) Non-Teaching Staff Non-teaching personnel are evaluated on a variety of parameters, such as abilities, discipline, reliability, relationships, the power of drafting, efficient document organisation, and technical abilities. Employees are given promotions and salary rises based on their performance, which can be improved through the Performance Self-Appraisal System. The faculty submits all self-appraisal forms to the Director, who keeps them in his or her custody.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.3.2

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

Response: 80.77

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	11	11	4	4

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 82.69

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
23	20	22	17	4

6.3.3.2 Number of non-teaching staff year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	12	8	8

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

IIMHRD is a self-financed institution managed by Sai Balaji Education Society. Institute offers MBA programme (intake 180) affiliated to SPPU. Main source of funds for institute is the tuition fees which are regulated by the state level Fees Regulatory Authority. Committee fixes the fees for the programme based on the audited financial statements of previous years. Hence all the expenditures, teaching & non-

teaching staff salary, academic expenses, administration expenses and other miscellaneous expenses, infrastructure augmentation and maintenance is met mainly through the fees collected by students. Institution also receives scholarship from the Government of Maharashtra for the eligible students which is paid to students.

Budget allocation:

Director approves academic, administrative and infrastructure development plans prepared by respective department and committees and compiled by the director's office in an annual meeting. Respective committees and departments prepare their budgets accordingly which is compiled by the accountant for preparing a comprehensive budget of the institute. It is then approved by the registrar and then by Director and internal auditor to make it available for utilisation by respective committees and departments.The budget allocation process is closely linked with a comprehensive annual plan of academics, administration and infrastructure development. Annual plan covers developmental activities like skills development, students' welfare, staff welfare etc. There is a fair amount of decentralisation in the entire process of budget proposal and sanctioning resulting in micro planning and inclusion of all functions of the institute. As a result the budget allocated is invariably adequate for the planned expenditures.

Fund Utilization:

The parent trust has defined policies and procedure in various areas which ensure effective and optimal utilization of finances for academic, administrative and development activities which help to implement the institute's vision and mission. Internal approval notes and purchase requisitions are prepared with reference to the sanctioned budget for every expenditure. There is a central purchase department which executes all purchase activities. Institute's stores maintain the stock and documentation of material inward and outward. Accounts section ensures that the approved funds are utilized as per the expenditure heads by regular audits performed by the internal auditor.

Internal Audits:

Internal Auditing is done by the senior Accountants of Trust appointed by the Management. This internal auditor serves as a vital checkpoint for financial integrity within the organization. Their meticulous reviews ensure compliance with financial policies, identify potential discrepancies, and recommend corrective actions where necessary.

External Audits:

Externally, SBIIMS engages a reputable and certified firm of chartered accountants (CA) to perform thorough and independent external audits. This external auditing firm, known for its expertise and credibility, conducts regular and comprehensive audits of the institute's financial affairs.

Audit Report: The audit report submitted by the external firm of chartered accountants is a comprehensive document that offers valuable insights and assessments regarding the audited balance sheet for the fiscal year. This report serves as a crucial resource for stakeholders and the institution's management. It provides: Financial Health Analysis, Compliance Evaluation and. Recommendations.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

IQAC is working to improve quality in several areas, such as curriculum enrichment, teaching-learning execution, assessment and research and development. The Academic Planning and Development Committee produces an Academic plan for each academic year and the Academic calendar is available on the website.

IQAC performs academic audits:

Every year, the Institute's IQAC conduct an academic audit of each course in order to improve and maintain the quality of education. It gathers academic plans before the start of each academic session and evaluates them twice in an academic session. The report is presented to the IQAC and is being discussed, suggested, and approved by the College Development Committee (CDC). The IQAC evaluates the teaching-learning process and makes initiatives to enhance it. The Academic Calendar is produced ahead of time and distributed, and students are informed about timetable, programme structure, and a course syllabus before the semester begins.

e-governance Implementation and ICT infrastructure:

IQAC has concentrated on e-governance implementation in areas such as Planning, Administration, Finance and accounts, Admissions, Examinations, and Evaluation. An ERP is purchased from VmEdulife with a dedicated cloud which integrates all academic and administrative activities of IIMHRD. IQAC develops a strategy to improve ICT infrastructure, advises management to obtain modern tools, and Faculty used ICT tools.

Feedback Mechanism :

IQAC has established a feedback committee that solicits comments from all stakeholders on a regular basis. Based on the feedback, action is taken instructors are advised to conduct add-on courses, and remedial courses, as well as employ ICT-based teaching approaches to improve the teaching-learning process. Based on the IQAC suggestions, the teaching learning processes are assessed and changes are implemented. Every year, teachers are required to complete an annual Performance Based Appraisal Form, which is reviewed by IQAC.

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Major IQAC initiatives are :

- IQAC holds meetings periodically with HoDs under the chairmanship of Director and reviews the progress of academic activities and administrative functioning.
- Collects feedback from students on teaching to analyze for necessary improvements.
- Institute reviews its teaching learning process, mentoring activities, structures & methodologies of operations and learning outcomes at periodic intervals.
- IQAC promotes quality culture in teachers by encouraging them and sponsoring them for self-development through training, seminars and quality publications. Faculty are encouraged to write research paper in high indexed Journals, national and international forums, publish books, register for Ph.D. and enroll for FDPs, orientation Programs and conferences.
- Institute provides tools like e- journals, Wi-Fi, memberships of E-resources, membership to plagiarism software Turnitin.
- Institute has Rotaract Club and organizes various events in the neighbourhood community to imbibe the social responsibility amongst the students such as 1.Swatch Bharat Abhiyan, 2.Water harvesting. 3.Blood donation camps. 4.Tree plantation and Visit to Orphanage. 5.Distribution of necessary material, food to needy.
- Organizing national level FDP and International level Conference every year. Organizing internal Faculty development programs for teaching and non-teaching staff.
- IQAC has initiated the Participation in NIRF in every year.
- Incubation Cell have been established to promote entrepreneurial abilities among the students and to promote consultancy culture among faculties.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

IIMHRD is a women management Institute. Women are the integral part of all committees. Various activties and facilities are executed towards sensitizing the students.

Curricular & Co-Curricular Activities promoting Gender Sensitization Issues :

- Students are provided with Cybersafe Girl workshop. Cyber-safe 6.0 version is launched form IIMHRD campus in association with the Karnataka Govt.
- Professional Ethics and etiquettes, legal aspects, Human rights are taught by the experts from Industry are organized by the Institute as part of their regular academic activities during their professional grooming sessions.
- Expert lectures are arranged on various issues to develop student personalities. Major Activities organized by the Institute are :
  - Self-Défense & Yoga workshops
  - Anti - Sexual Harassment Cell
  - Grievance Redressal Cell.
  - Cyber Safe Girl Program in campus
  - International Women's Day
  - National Constitution Day celebration
- To honour the illustrious legacy, culture, and traditions, festivals like Shivaji Jayanti, Makar Sankranti, Ganesh Festival, Dandiya, Dahi Handi , Diwali, Christmas are celebrated in campus.

Safety & Security

Girls safety is the top most priority of Institute. There are security guards to check and control the system at every gate. ID card is mandatory for all. No one is allowed to enter in campus without ID card. Institute has installed CCTV cameras in campus. Helpline number of Police and Ambulance are displayed. Institute has a fire control system. Sanitary Napkin vending machines are installed in campus and in hostel. Under Nirbhay Kanya Abhiyan, sessions are organized on Women Employability and Empowerment, legal awareness and cyber security, self-defense. Programs on Personality Development and Sessions on Discipline are conducted for the students

National or International Events/ Days celebrated:

In order to address the three key facets of women's empowerment—health, safety, and

employment—International Women's Day, International Yoga Day are observed in campus. Various health awareness driven sessions are arranged for students. Institute celebrates anniversaries of our National hero's. : like Mahatma Gandhi Jayanti and Shivaji Maharaj Jayanti, Guru Poornima and Teacher's Day, Savitribai Phule birth anniversary who have taught young people and society at large invaluable lessons. Independence Day and Republic Day, are celebrated with flag-hoisting and activities on social issues. Vachan Prerana Din-on Dr. APJ Abdul Kalam's Birth Anniversary.on 15th October, National Voters Day on 25th January, Constitution Day 26th November, World Environment Day 5th June for realizing students about their duties towards Nation.

Women's Grievance Redressal Committee :

The Women's Grievance Redressal Committee of the institute is constituted as per the norms. Contact details shared with students for any emergencies.

Counselling:

IIMHRD has a organized structure of counselling and grooming to students for making them professionally competent. This functions in two phases. In the first phase senior faculties are assigned as mentors for counselling. In second phase training and placement team provide counselling and grooming to students as per the Industry requirements for making them employable. Students are connecting to their respective assigned mentors in case of any problem or personal issues for getting the immediate support.

Common Room : The institution provides common room facility to the girl students

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**
4. **Green campus initiatives**
5. **Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environment audit**
2. **Energy audit**
3. **Clean and green campus initiatives**
4. **Beyond the campus environmental promotion activities**

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

IIMHRD provides a universal platform to all students for their holistic development. Institute is committed to encourage an inclusive environment through various co-curricular, extracurricular and Social activities that embraces diverse cultural, linguistic, regional and communal values. IIMHRD has set its core value as "Imbibing values amongst students through academic, cultural, regional and socio-communal activities and ensuring their holistic development"

Academic Activities :

In IIMHRD academic activities are planned systematically. In the beginning of every new batch students are provided with Foundation course 1 week, PreInduction (1 week and 3 weeks compulsory induction program which is specially designed for grooming the students from IQ(Intelligent Quotient), EQ (Emotional Quotient), PQ (Physical Quotient) and SQ (Social Quotient) development point of view. Every Saturday Industry connect program and professional grooming sessions are scheduled. Various Team events like VISTA, MANTHAN, Research conferences are arranged by students.

Cultural Activities:

The cultural activities foster diversity, encourage and promote creativity amongst young minds, and establishes strong bonding between heterogeneous groups. Students discover their unique talents through cultural activities. Students from various groups, regions, and cultures are mixing and emerging with the potential to be future leaders. The interpersonal and teamwork abilities of students are developed through cultural activities. Institute hosts Fresher's Day to welcome new students to the SBES family and introduce them to the disciplinary and cultural platforms. An occasion like Farewell teaches them how to establish and nurture the senior-junior relationship and to treasure them by supporting them in their future pursuits. Some of the cultural activites executed in Institute are : Dandiya Night, Manthan, Kite Festical, Dance, Singing, street play competitons, Holi etc. Every year students are involved in organizing an intercollegiate annual fest Vista -Techno-managerial and cultural competitions, planned and executed by IIMHRD student council and learn event, time and people management skills

Regional and linguistic Activities:

Regional activities foster pride, belongingness and understanding of cultural heritage, diversity and bonding with all communities. Students from various language and geographic backgrounds participate in celebrations of Marathi Bhasha Diwas, Hindi Diwas and Sadbhavana Diwas, Dipavali, Guru Pournima, Ganesh Festival, Dussera, Dandiya, etc. to honour the value of unity in diversity. The celebration of religious events teaches people to show their appreciation and respect for one another. Additionally, both local and national events uplift everyone and uphold morality. Days of importance like Republic day, Independence day, librray day, Marathi Diwas, Hindi Diwas,Birth Anniversary of Shivaji, Dr Babasaheb Ambedkar, Savitribai Phule, Swamin Vivekanand, Dr AbdulKalam.

Communal and socio-economic Activities:

Socio economical activities are executed in IIMHRD through its Rotaract club, which nurtures amongst the students with understanding and belongingness of society needs. Various initiatives, such as health check-ups, donations to needy ones, waste management programmes, blood donation camp are organized every year. Through these activities, students become familiar with the diverse cultures of our country

and contribute to the growth of tolerance and peace. IIMHRD educates staff and students about their constitutional duties, like : The Right to Equality, Right to Freedom, the right to free speech.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1 –

1. Title : **Women Empowerment With Excellence - Campus to Corporate (WEWE -C2C)**
2. Objectives of the Practice

- To Empower women with holistic approach
- To impart employability training to students.
- To provide practical and experiential training to students

1. The Context

To make girl students more employable in professional world, students need to be groomed professionally as per the skill requirements of Industries. IIMHRD nurture students with skill-based knowledge so that they will be professionally ready at the time of employment.

1. The Practice

- Students are provided with a calendar which includes the academic and professional activity details. It also includes the list of Value added skill based courses to be provided during the semester. To make girls professionally equipped and employable following activities are arranged in the campus.
- A well planned three weeks induction program is provided to students with focus on IQ (Intelligent Quotient), EQ (Emotional Quotient), PQ (Physical Quotient) and MQ (Mental Quotient). Experts from corporate and professionals interact with girls and deliver their expert talk.
- All Saturday Industry expert talks are scheduled by training & placement team. Students are executing the session.
- Value added courses on SAP certifications – HCM, FICO S&D are provided and certificates are

issued after assessments. Value added skill based courses are also taught to students.
- Rigorous Counselling and grooming by Mentors in three phases..
    - A] In first year by faculty Mentor and HODs
    - B] In second Semester by Director and HODs + special grooming sessions by Communication skill mentors
    - C] After second Semester grooming by placement team + Interview sessions and special grooming sessions by the founder presidents Prof. Manish Mundada sir – the Chief Mentor
    - Sector Presentations are prepared and given by students. It is mandatory for each student for involving herself in Sector presentations, Current affair diary and discussion.
    - Industry visits, Field projects and Internships opportunities are provided to students for enhancing their employability ratio.
    - Economic Times is provided to each students and Institute ensures that they should maintain their current affair diary on daily basis. Institute provides the Current affair diary and Academic planner to each student.

1. Evidence of Success

Students are getting ample of placement opportunities. Students are able to show their learning by organizing and managing the big events like VISTA, Manthan , CFL and SFL. These are National level Inter collegiate and Corporate level events which are well executed by students every year. The outcome of this feature resulted in the students getting placed in their dream companies.

1. Problems Encountered and Resources Required

The main problem encountered is of limited time. Since the Institute is affiliated to SPPU and so adhere to SPPU timeline. Grooming girl students and groom them professionally ready. Extra efforts are required for enhancing their communication, personality traits and convincing them that girls can do miracles

Best Practice 2 –

1. Title of Practice - **Student Centric Experiential Learning**

.   2. Objectives of the Practices :

- To focus on students holistic development.
- To adopt the student based Teaching learning pedagogy
- To focus on learning through experiential practices.

3. Context:

Students are joining the MBA program from vernacular background and from different streams. To make students more thorough with conceptual learnings, student centric learning strategies are adopted by the Institute.

4. The Practice

- Since students are coming from various states and villages of India and with varied background, mentors are assigned to a small group of students for knowing their real life and professional challenges
- Accordingly the special lectures are planned like special verbal communication sessions, written communication, presentation sessions are scheduled.
- Girls are also taught with dressing sense and professional etiquettes, removing stage fear.
- All students are involved compulsory 3 weeks Induction program scheduled by the Institute at the beginning of their MBA journey.
- One week Foundation course and one week pr induction modules are designed for students before the commencement of 3 week induction programme.
- Foundation and pre induction modules are acting as bridge courses for students.
- During Induction program sessions are arranged for enhancing their Intelligent Quotient, and Physical Quotient. Academic calendar is prepared with considering the students learning aptitudes. Various skill-based courses are planned as per the need of students for making them more employable. Accordingly the time tables are prepared and executed.
- Students are involved in making proposals, brochures, taking approvals from higher authorities and concern departments, reaching out to targeted customers, advertisement and finally making reports and posting on social media as well.
- National level activities are planned and executed by students.

1. Evidences of Success:

- Students are excelling in all activities. University Academic excellence is achieved with university results for Batch 2021-23 is 100% . Students confidence level has been increased. 100% students have completed their Summer Internship and received completion certificates. Around 82% students got final placement offer letters.
- Activities like….Duathlon, Cyclathon, Marathon, CFL, SFL, Manthan and VISTA throughout the year. Professional activities like Women Leader summit, International Women day, Startup and family business conclave and business idea competitions.
- Activities are managed by the students, organized by students, executed by students. Corporate level activities are successfully organized by students for college students and for Business tycoons.
- Students have Learned ……Marketing, Planning, Team building, Decisions taking ability, proposal drafting, news preparations, making budget and expenditure statements.

6. Problems Encountered and Resources Required

As being affiliated to Savitribai Phule Pune University, the main challenge is to fit the strategy in a fixed time line. Mentors have to put extra efforts for making the schedule and in understanding the students need and taking action accordingly.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

International Institute of Management and Human Resource Development is a Women Management Institute with an aim of developimg the skilled women professional work force. IIMHRD is Pioneering with a holistic Students'Development Approach in Management Education. At IIMHRD, the ethos of management education revolves around one central principle: the student comes first. Amidst the bustling corridors and vibrant classrooms, IIMHRD stands out for its unwavering commitment to providing a truly student centric learning experience. Through innovative programs, personalized support systems, and a nurturing environment, IIMHRD has redefined the paradigm of education, making the journey of each student not just enriching but transformative.

Holistic Development

At the heart of IIMHRD student-centric approach lies a deep-seated belief in holistic development. Recognizing that education is not just about academic excellence but also about nurturing well-rounded individuals, IIMHRD goes above and beyond to cater to the diverse needs and aspirations of its students. From the moment students step foot on campus, they are embraced as integral members of the SBES family. IIMHRD places a strong emphasis on fostering a sense of belonging and community, creating an inclusive environment where every student feels valued, supported, and empowered to succeed.

Personalized Learning Journey

One of the hallmarks of IIMHRD student-centric approach is its commitment to personalized learning. Unlike traditional one-size-fits-all management education models, IIMHRD recognizes that each student is unique, with their own strengths, interests, and learning styles. As such, the institute endeavours to tailor the learning experience to suit the individual needs and preferences of each student. Over and above the prescribed MBA programme of Savitribai Phule Pune University ,IIMHRD offers a wide range of certificate programs, value added courses, workshops. Events like sports and cultural, intercollegiate competitions, guest and expert lectures from Industry, etc. allowing students to customize their learning journey based on their career goals and aspirations. Whether it's pursuing a specialization in finance, marketing, human resources, operations or business analytics, or participating in interdisciplinary courses that span multiple domains, students have the freedom and flexibility to chart their own path. Moreover, IIMHRD employs innovative teaching methodologies such as flipped classrooms, project based learning, and experiential workshops to engage students and enhance their learning experience. By providing hands-on opportunities for exploration, experimentation, and discovery, SBIIMS empowers students to take ownership of their education and become active participants in the learning process. Comprehensive Support Systems In addition to personalized academic experiences, Institute offers comprehensive support systems to ensure the holistic well-being and success of its students. From academic advisors and career counselors to mental health professionals and peer mentors, students have access to a wide range of resources and services to support their personal and professional growth. The institute places a strong emphasis on mentorship, pairing each student with a faculty mentor who provides guidance, support, and

mentorship throughout their academic journey. Whether it's academic advice, career guidance, or personal development, mentors serve as trusted advisors who help students navigate the challenges and opportunities of college life. Moreover, IIMHRD offers a variety of extracurricular activities, clubs, and student organizations to promote social engagement, leadership development, and cultural enrichment. From sports teams and cultural clubs to community service initiatives and entrepreneurship competitions, students have ample opportunities to pursue their passions, explore new interests, and build meaningful connections with their peers.

Continuous Feedback and Improvement

At IIMHRD, the pursuit of excellence is a never-ending journey, and the institute is committed to continuous feedback and improvement. Through regular surveys, focus groups, and feedback mechanisms, students are encouraged to share their thoughts, suggestions, and concerns about their educational experience. IIMHRD takes student feedback seriously, using it to inform decision-making, shape policies, and implement changes that enhance the overall student experience. Whether it's revising curriculum, upgrading facilities, or introducing new support services, the institute is dedicated to listening to the voices of its students and making meaningful improvements that benefit the entire community.

Measurable Impact

The impact of IIMHRD's student-centric approach is evident in the success and achievements of its students. Alumni of the institute have gone on to excel in diverse fields, ranging from business and entrepreneurship to academia and public service. Their accomplishments serve as a testament to the transformative power of a student-centric education, where each individual is empowered to reach their full potential and make a meaningful difference in the world. Thus, IIMHRD stands as a beacon of excellence in student-centric education. Through its unwavering commitment to holistic development, personalized learning, comprehensive support systems, and continuous improvement, IIMHRD is not just shaping future leaders but also empowering them to create a brighter tomorrow. As the world continues to evolve and the demands of the future workforce change, IIMHRD remains steadfast in its dedication to putting students first and providing them with the tools, resources, and support they need to succeed in an everchanging world.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

Institutional core values include :

- Cultivating Character :We believe that true character emanates from within, fueled by an individual's self-chosen ideals of life.

- Excellence And Innovation : We encourage innovative thinking, embrace emerging trends, and adapt to the evolving needs of the industry, ensuring that our students are well-prepared for the dynamic corporate world.

- Collaboration And Success : Our motto, "Coming together is a beginning, remaining together is progress, and working together is success," reflects our commitment to fostering a supportive and collaborative community.

- Empowering Women : IIMHRD is passionate about empowering women with the education, skills, and confidence to excel in their careers. We celebrate their achievements, provide equal opportunities, and champion gender equality in the global business landscape.

IIMHRD has been consistently striving to excel in delivering quality education in management field. We try to achieve our objective by including state of the art, Learner centric, approaches, participative learning, learning through seminars and symposia, emphasis on research, promoting blended learning through active involvement of all the stakeholders through optimum use of ERP and other ICT Resources. The institute also places equal emphasis on holistic development of students through active participation in Social initiative activities.

The Salient Features:

- Institute offers MBA (intake 180),
- Institute follows SPPU curricular (as per AICTE Regulations) and is competency/outcome based with flexibility as per CBCS.
- Institute has qualified, experienced faculty. Institute adopts Innovative, blended pedagogy curriculum delivery and has fair evaluation systems, leading to excellent University results (more than 90%).
- Institute has proactive research policy and MHRD's initiative "Institutional Innovation Council".
- Rotaract Club activities inculcated values and service orientation amongst faculty and students.
- Institute is located in Industrial hub and has state-of-the-art physical infrastructure and learning resources with latest ICT facilities.
- Library is fully automated with facilities of OPAC, e-library, subscription to databases and e-resources.
- Student support strategies include facilitating government scholarships, capacity and skill enhancement schemes, placement support activities.
- Institute has participatory and decentralized governance.
- Institute's effective, IQAC ensures the Quality Assurance System in all processes.
- The strategic plan, FDP, welfare measures and sound financial management has ensured good progressive growth and development.

Concluding Remarks :

Empowering women graduates through holistic development by providing quality and affordable education is an inherent motto of IIMHRD B-school. The Institute is a pioneer in imparting knowledge and skills for the development of professionals in pursuit of their academic excellence. With this focus the Institute has designed its Vision and Mission statement. Institute is very keen in knowledge dissemination of quality-oriented information. IIMHRD is committed towards students' holistic development and accordingly nurture all aspiring women graduates. Institute provides conducive environment to students and Faculty members are empowered with research support and various welfare measures which encourages teachers for continuous upskilling themselves. Students' involvement in Student council, Rotaract club and various committees as being office bearers gives them learning exposure and building decision capabilities.

Excellent number of students final placements are the key success factor of IIMHRD.