



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

KOKANE'S KOHINOOR TECHNICAL TRUST'S COLLEGE OF HOTEL AND TOURISM MANAGEMENT STUDIES

**BHATYE, RATNAGIRI PAWAS COASTAL HIGHWAY
415612**

www.kohinoorcollegeratnagiri.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Kokane's Kohinoor Technical Trust's - Kohinoor College of Hotel & Tourism Management Studies was incepted in the year 2003 by our respected founder late Shri. Madhav Gajanan Kokane was a renowned visionary academician with a mission to impart unmatched quality education to those who wish to be successful hospitality professionals. In order to achieve the best possible levels of success it is important to have a strong leader, a guided approach, a dedicated team & a student-centric approach. These are some of the qualities and teachings we have all imbibed from him over the years and we have ever since worked our way up to deliver the very best to our students helping them all the way up to assist them get their true destinations in the career path. Our college management believes in offering the best possible combination of theory and practical exposure combined with industry support and engagement like guest lectures, industrial visits, masterclass experiences, extracurricular activities, professional counseling, and mentorship to our students in making learning more interesting and industry related as well. Personality development, communication skills, helping students build confidence during the 3 years of the course, preparing them for the industry, the campus placements, the internships along with the prescribed curriculum by the University of Mumbai forms our guiding force conducting this professional program.

Vision

The hospitality Industry is an ever growing and prospering sector. And especially after the pandemic we have seen a wider scope and growth for our graduating students where the verticals of opportunities have been rising and the offers on the platter are rather more tempting than before. Keeping in mind the change and multiple arenas available our vision to empower and engage students in multi- tasking, being able to deliver, effective linguistic approach methods, modern day and trend related knowledge, skills- talent and ability checks has gained more importance over the years. It is important for a candidate to be more realistic these days than just being theoretically correct, therefore our vision has been to make learning more effective by offering importance to case-studies, role-plays, situation handling and public speaking opportunities for our students as a part of our teaching pattern which diminishes the number of shy and introvert candidates by the time, they appear for placement interviews.

Mission

A vision without a mission won't really make its impact and a mission without a thorough vision would not leave a clear and visible mark on the performance and efforts put in order to achieve the best. Our mission at Kohinoor College has always been to strive hard – offer best quality of education & create potential leaders of tomorrow for the hospitality industry to reach out, make a mark for themselves, achieve heights of success & continue sharing the learnings with the future. This mission of imparting knowledge and empowering the youth has been a very challenging one but we have stood deep rooted and worked hard to overcome all obstacles and problems which come by in order to have focus, determination and a continuous flow of integrated knowledge imparting activity for over 20 years now and we are sure that we shall continue to scale up even higher in times to come.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

As an institution, we are a good mix of all elements well combined to offer a pleasant learning experience for all students. We have well-equipped labs to offer practical training for the core subjects, well-maintained classrooms with projectors facility, and comfortable seating capacities to easily have batches of students learn & develop during the three-year course. Secondly, we would like to highlight our college location being Ratnagiri which is not just centrally located for all but also easily accessible for students who stay in villages and interior areas of Ratnagiri. We also have “Kohinoor Samudra Hotel” on the college campus and is also one of our strengths to be able to offer hands-on practical experience to our students all throughout the course engaging them to work in groups and also perform individually to develop confidence and communication while dealing with real-time guests.

Institutional Weakness

As being situated in Ratnagiri we have only a handful of students who opt for the course. The reason behind this is some people do not accept the Hospitality culture keeping in mind it is not matching their status and ethnicity.

Institutional Opportunity

Our industry has been very supportive towards us over the years and we humbly wish to thank them for the same and wish to say that the number of our partners in placement from the hospitality industry has been ever-increasing since we started and today, we have over 30 plus organisations beyond just five-star hotels but also facility management companies, airlines, retail industry, banking industry, restaurants and fine dining outlets, MNC's, entertainment industry, cruise industry to name a few. Today's graduating student is presented with a far varied and wholesome offerings of jobs as compared to last ten years.

Institutional Challenge

Speaking about challenges the students over here are from their regional medium schools, so it is a challenge to teach students as we have the English language throughout the course study and certain technical terms in the French language.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our college is affiliated to the University of Mumbai and it implements the curriculum as prescribed. We inculcate a vision that aims at nurturing the hospitality professionals of tomorrow with a blend of theory and practical know-how in order to achieve good grades in semester exams and evaluations and also be ready to present themselves to prospective employers – hoteliers and beyond to find their place as per their area of

interest to start their careers. We have teaching plans prepared for each semester by every faculty for their respective subjects which are followed for the respective subjects and are checked periodically by the IQAC in charge to keep track of its completion and effectiveness. The students are monitored regularly by practical evaluations, class tests, viva sessions, and presentations to ensure that the technical is well understood and absorbed by the students.

Teaching-learning and Evaluation

The concept of TLE is a perfect blend of ensuring that the concepts & basics of every subject are well presented, understood, and imparted to the students. A regular check on the same goes a long way and we believe that having a few minutes of revision and re-cap in every class helps refresh the thoughts and most importantly the student and teacher then find themselves on the same page to Otopics need the little more emphasis or the time frame needs to be widened to ensure maximum understanding, the teachers go an extra mile to make sure that the students do a little homework and self-reading and come to the classes which help the pace of the session and sound delivery takes place more effectively. Student-centric methods such as experiential learning, participative learning, problem- solving methodologies used in a combination enhance the learning experiences and create good outputs on the whole. The evaluation followed by feedback – counseling and mentorship also go a long way to achieving good results.

Research, Innovations and Extension

Hotel & Tourism Management Studies being a full-time course is inclined towards several aspects of having learning based not just from the books and by the books but also on self-study methods like research and development, students need to undertake topics and sub-topics on which they conduct study and learn more about it, come to the class and present their study done, share it with others thereby also improving communication and building confidence of talking in public. Looking at it from a culinary perspective it calls for something different, new recipes, creative cooking ideas, menus, styles of cooking and presenting foods, etc. the need for innovation and research also helps when the students go to the industry for trade tests and trials where they need to prepare a set menu and present it to the chefs for evaluation and getting suitably selected for their jobs. While most of the industry experts are open to having innovations in cooking and serving some of them are a little old school of thought as well, which is fine. The mode of extension not only refers to having an extended value in the education we undergo and share but also to extending our knowledge beyond just what we have learned or experienced at work. Teachers and trainers too need to acquire extensions in order to be able to deliver with the current pace of developments globally in order to maintain the connection of technology with the use of available resources to the optimum.

Infrastructure and Learning Resources

Our college has all that it needs to find the right balance of academics and co-curricular to pitch the gaps ensuring that there is a 360-degree approach well met from classroom training to competitive participation and winning- standing out from the rest, being able to impress the industry experts, judges, etc. who visit the campus quite often since we have a good number of events and activities planned all year round for our students. We have core subject-related events like chef contests, mocktail contests, flower arrangement - décor contests, and front office, reception-based competitions to name a few.

Student Support and Progression

We have always believed in keeping the connection and love to reconnect with our students even after they have passed out since the very first batch going back to 2005. This not only helps us to keep them involved with us all through by having them visit the college for sharing their experiences of the industry over the years, but we also invite them for guest lectures as per the relevant subjects during all three years. We also invite our ex-students to come back and be a part of the judging team for the contests and events conducted for the students. This not only offers the students face-to-face interaction with the pass-outs but also helps them to get advice and a realistic approach and feel of the industry.

Governance, Leadership and Management

Our mission statement “Where passion meets perfection” has been forever guiding us and reminding us that our endeavor to groom & prepare the youth and budding aspirants is never ending and we continuously work towards it every single day. Qualities like punctuality, discipline, self-motivation, self-driven positive thoughts, never say no attitude, and never giving up on your aims in life are some of the many requirements of our industry as well. The team believes that together we can and we shall get there. The efforts- support- guidance, and mentorship offered by all our faculties under the guidance of our college management are truly very effective and have been instrumental in making us a known and reputed name in the industry as well as academia.

Institutional Values and Best Practices

Kohinoor College has made a mark for itself in the field of hospitality education for 20 years now. Our brand ambassadors none other than our ex-students have not only spread great values and performances in the industry after studying at our college but also been a contributing factor in getting us fresh admissions as well by recommending us to their friends and relatives. We have a number of plus points to highlight here, the very first one being the fees of the course which are not only very reasonable but also reach out to the low socio-economic class like farmers, maids, auto- taxi drivers etc. making the reach out to quality education more accessible.

For students who are residing in village & interior areas and are interested in building up their careers in the Hospitality sector, we are having the best location in Ratnagiri and a plus point is having a hotel on the same campus so students get trained and some also opt part-time jobs after college hours from evening 6 PM to 10 PM and they are been paid for the same.

Besides following the prescribed syllabus by the University of Mumbai our college has some of the best resources and facilities to offer the students a mix of theory and practical learning all through the course which has been widely appreciated by our partners in placement from the industry as well.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KOKANE'S KOHINOOR TECHNICAL TRUST'S COLLEGE OF HOTEL AND TOURISM MANAGEMENT STUDIES
Address	Bhatye, Ratnagiri Pawas Coastal Highway
City	RATNAGIRI
State	Maharashtra
Pin	415612
Website	www.kohinoorcollegeratnagiri.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Shruti Sandesh Kokane	02352-8691030937	9821156239	-	shrutikokane@kohinoorcollege.com
IQAC / CIQA coordinator	NIKUNJ RAJKUMAR RANA	02352-9821413324	9821413324	-	kohinoorcollege.rtn@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	University of Mumbai	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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	Bhatye, Ratnagiri Pawas Coastal Highway	Rural	16900	3000

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Science, HOSPITALITY STUDIES	36	HSC	English	540	48

Position Details of Faculty & Staff in the College

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

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	2	2	0	4
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	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	2	0	0	2
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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		Total
	2		1		
	0		0		3

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
UG	Male	37	0	0	0	37
	Female	11	0	0	0	11
	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	10	19	28	36
	Female	0	0	0	2
	Others	0	0	0	0
ST	Male	0	2	3	4
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	28	62	78	79
	Female	6	4	6	7
	Others	0	0	0	0
General	Male	104	229	300	283
	Female	8	14	21	14
	Others	0	0	0	0
Others	Male	12	23	25	21
	Female	0	1	1	1
	Others	0	0	0	0
Total		168	354	462	447

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	NOT APPLICABLE
2. Academic bank of credits (ABC):	IN PROCESS
3. Skill development:	NOT APPLICABLE
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	NOT APPLICABLE
5. Focus on Outcome based education (OBE):	We will implement in due course.
6. Distance education/online education:	NOT APPLICABLE

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	We will implement from 2023-24.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	1. co-ordinators are been appointed. 2. ELC will be implemented from 2023-24.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	IN PROCESS
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	IN PROCESS
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	IN PROCESS

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
168	354	462	447	408
File Description		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: 13

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
06	07	07	10	11

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
21.80	33.00	71.01	46.42	123.25

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:

Kohinoor College of Hotel & Tourism Management Studies is an unaided private College, founded under the aegis of the Late Mr. Madhav Kokane, affiliated with the University of Mumbai. The college strictly adheres to the curriculum as prescribed by the University of Mumbai.

The college follows the norms of the University of Mumbai for the implementation of the curriculum, admissions, and evaluation process. The college inculcates the vision that aims to constantly endeavor and provide comprehensive hospitality education in a healthy learning environment, nurturing hospitality professionals for the competitive world. The hospitality Studies course is based on operations and is more practical and theoretically relevant to operations the steps are taken. To achieve the vision the principal of the college ensures for the smooth working of the curriculum. Faculties are encouraged to use innovative methods & tools such as open learning with interactions, PowerPoint presentations, assignments based on Theory & Practical subjects, case studies, seminars, workshops, guest lectures, industrial visits, and industrial training, to impart a thorough & fruitful knowledge. To impart additional hands-on experience students are also sent for waitings' so that they have practical knowledge of service & develop culinary skills. At the beginning of the semester, we prepare a Teaching Plan, which includes planning for the first and second half teaching methodologies based on the calendar. The Academic Calendar that is provided by the university is followed while preparing the teaching plan. The college has a well-equipped library with reference materials that help students and teachers. Every faculty has to maintain their course file which is supervised by IQAC members. Students who are weak and need extra attention are given appropriate guidance. The academic performance of the students is monitored by taking internal tests, practical tests, and journal submissions and also food festivals are conducted where students gain practical knowledge of planning, managing, and executing the event. Feedback from students, faculties, industry, and alumni is taken into consideration.

File Description	Document
Upload 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: 0

File Description	Document
Institutional data in the prescribed format	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: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	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:

As a part of the academic year we maintain a calendar of events under which we carry out a number of activities like the beach cleaning drive at Ratnagiri Beaches around our college areas where the students of all 3 years involve along with a team of faculties who join them in carrying out cleaning of the beach to a great extent and it was even appreciated by the village tehsildar and social service people who live there close by even the tourist people appreciated for student dedication and the drive found to be highly effective to a great extent. We regularly take up beach cleaning drives to maintain our ecosystem, save our planet and tourist destination. We also have devoted ourselves to one of the biggest social cause "Blood Donation", with the help of CIVIL Hospital at Ratnagiri. Students, faculties, and administrative Staff were a part of this and were also issued certificates for donating their blood. We have committed

them to donate every year and follow the same practice.

Apart from this we along with our students also involved in events like Dhai Handi, Holi Celebration, and Essay Competition.

File Description	Document
Upload Additional information	View Document

1.3.2

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

Response: 75

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

Response: 126

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: C. Feedback collected and analysed

File Description	Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 65.56

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	44	179	178	179

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
180	180	180	180	180

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](#)

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: 38.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	16	54	53	47

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

2021-22	2020-21	2019-20	2018-19	2017-18
90	90	90	90	90

File Description	Document
Institutional data in the prescribed format	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

2.2 Student Teacher Ratio

2.2.1

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

Response: 28

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:

Since we have village students who are not very well versed in English as a language. To make them understand certain technical concepts related to various hospitality management subjects it becomes tricky so we have a student-friendly approach to ensure that the detailing of the subjects is understood by everyone by providing them examples through the detailing of the subject. In order to make sure that learning is effective we also offer additional communication lectures especially focussed on the English language speaking and confidence building which enables the student to face interviews and outside panelists too with ease. It is important that students come out of their weak issues and to help them take this step the faculty team ensures that we have interactive sessions during all lectures- theory and practical's. Taking a 5 to 10 minutes recap session before starting up a new class or a topic makes students more confident and sound enough. This kind of activity not only helps to support constant

learning and development but also helps to boost the morale of the students to work on self-development modules and perform better when it comes to facing group discussions and extempore rounds with various hotels and organisations for placement purposes.

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

2021-22	2020-21	2019-20	2018-19	2017-18
06	07	07	10	11

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: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description

Document

Institution data in the prescribed format

[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:

As a part of continuous monitoring of the students' performance it is a good idea to have regular internal assessments via presentations/ assignments/ topic related on the spot impromptu recap sessions/ objective based surprise tests as well which keep the students alert and keeps the reading on side by side of all that has been done in various subjects not just the core ones but the allied as well. we have had a number of

these assessments during the academic year and at times the best performers are even appreciated in the class which keeps motivation on for the others as well to do better. on the other hand, when it comes to exams and marking on performance, we did not really have any such big numbers except 1 or 2 where we did have a one on one with the student and got their doubts clarified, made them understand their mistakes and minus points where they had gone wrong and it was taken in a very positive way by the student and it enabled him to do better the next time. Grievance and its effective handling led to having better student centric environment at college.

For better understanding of students we assess their class test papers and return them back so that they can go through their answers and come back with their queries.

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:

Teachers and Students are aware of the stated programme outcomes and course outcomes offered by the institution. Awareness and proper understanding are key towards a successful objective of imparting knowledge and education under any stream or technical programme. The very fact that hospitality management is beyond hotels and has a much wider perspective on the whole it becomes imperative that we have a clear picture for both the teachers and students before we commence such activities of learning and sharing of information. At our college, we conduct a detailed induction session and meet for the students and teachers at the beginning of each academic year and semester as well. the idea behind doing this is that we also have industry guests and subject experts who are invited to come for the first-year induction programme where they share their experience and offer the students a real-time frame of mind which not only gives a clear picture of the students but also helps them make up their mind towards being stable and sustainable once they start their very first semester. When we conduct inductions for second- and third-year students we talk about the importance of internship and facing the industry perspective for second years who need to complete this practical task. While coming to the final two semesters we also have several guest lectures where subject experts are invited from hotels and organisations to come and share their experience which helps to mould the students and even clarify their doubts on how to face interviews more effectively. having a clear idea of the outcome of each core subject not only helps the student to take up specialisation choice with ease but also makes the students more focussed on planning for themselves from the career aspect point of view.

File Description	Document
Upload Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Being a professional course with varied opportunities available these days for the graduating students the industry has become more receptive towards hiring hospitality management students since they come with a more-broader and wider perspective of the various verticals available ever since the lockdown has ended. evaluation of the candidates based on the program outcome is attained by a number of objectives as set by the course design and structure keeping in mind the challenges which come by during the journey. The course and program are designed in such a way that the lesson plans are very student centric as per the university in terms of number of hours as prescribed in addition to which we as an institution believe in a holistic approach offering our students additional sessions on personality development and communication which is of utmost importance these days for interviews as well. Each and every student is given one to one attention during these extra hours during the weeks at college. The objective is to attain maximum confidence building sessions in the benefit of the students thereby preparing them better for exams and presentations/ facing campus interviews as well and securing good jobs much before they even appear for their final semester university exams. We also have a series of guest lectures during the academic semesters which add value to classroom teaching too. The continuous monitoring system of assessment also helps us to attain maximum quality and better the performance of the students year after year.

2.6.3

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

Response: 74.91

2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
99	101	96	81	50

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

2021-22	2020-21	2019-20	2018-19	2017-18
111	140	129	127	63

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

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)

2021-22	2020-21	2019-20	2018-19	2017-18
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:

NIL

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: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	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: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	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

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	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:

NIL

3.4.2

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

Response:

NIL

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: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	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: 4

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
Institutional data in the prescribed format	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:

As a part of the industry-centric approach which we firmly believe in since our inception, we have classrooms. Our practical labs from the kitchen - bakery, front office, food & beverage service, housekeeping & information technology are all well equipped to suit the needs of the students enabling them to have a safe and positive learning environment. We also have a recreation area which is for the students to carry out indoor sports activities like carrom, chess, table- tennis, etc. We also have an auditorium in-house in our college which is utilised effectively all year round for carrying out the academic year in relevance to various subjects and topics to make classroom learning more interesting.

We also have a huge lawn adjoining the college where we carry out our sports week activity on a yearly basis where we offer a variety of outdoor sports to the students of all 3 years to come up and participate in full team spirit and compete! we also offer the students medals- trophies that are rotated every year. We also invite industry experts from chefs to flower arrangement workshops, cocktail-mocktail demo sessions, wine awareness programs, vegan food trends seminars, etc to name a few.

File Description

Document

Upload Additional information

[View Document](#)

4.1.2

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

Response: 1.28

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

2021-22	2020-21	2019-20	2018-19	2017-18
.14	.09	.74	0	2.81

File Description	Document
Institutional data in the prescribed format	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:

Our Library is not automated but have sufficient books and magazines. We Provide 4 Core Subjects books from Oxford Edition in the First year which helps them throughout their three years degree course and ahead.

Learning is an ongoing process as we all believe; the need of the hour is to be updated and aware of the happenings in the industry at national and international levels. the fact of the matter is that not everything comes in the books, self-study and exploration in education be it any program or course is a must. We do speak on the same to our students during classes all 3 years about getting into research work and carrying out online reading as well on various topics, subjects, etc which can not only keep them at par while facing real-life competition but also adds value to the holistic approach and well- being of a candidate when reading becomes a way of life.

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:

Information Technology as a subject not only enhances technical support but also helps in managerial capabilities to work in the hospitality sector. There are almost all operation departments which need this as a part of their daily activities and are a part of the desk duty dealing with guest both front and back of the house. Hospitality organisations not only prefer candidates well versed with the basic of IT but also offer them training as well on the job as a part of their induction and new joining process in various

departments. POS and PMS systems to name a couple of them are vital in operations dealing with food and beverage outlets.

As a part of the curriculum, we have a computer lab in our college which is equipped with 5 computer stations wherein the service provider in our case is a local network WIFI provider Mr. Dutta. The frequency offered is of 150-180 mbps on the systems and the operating systems are 10 in number. There is complete syllabus that is taught during the semester which starts from handling a computer system, the keyboard operations, keys with their functions and also the way it can be used to save data, create sheets, documents in both word and excel to suit various needs of the guest/ staff/ office needs etc.the accessibility to the systems are during college hours on all days and is used by faculties as well and also for the students during class hours. The students also guided and mentored on how they can plan, design and present powerpoint presentations as well as part of various subjects in hotel management, paper less presentations being the key factor plays an important role here.

4.3.2

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

Response: 168

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

Response: 01

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: 9.09

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)

2021-22	2020-21	2019-20	2018-19	2017-18
3.61	2.19	1.55	2.08	17.42

File Description

Document

Institutional data in the prescribed format

[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: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description

Document

Institutional data in the prescribed format

[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: E. None 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](#)

Institutional data in the prescribed format

[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: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description

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: E. None of the above

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: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
99	101	96	81	50

File Description	Document
Institutional data in the prescribed format	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.)

2021-22	2020-21	2019-20	2018-19	2017-18
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: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	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: 0.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	1	1	1

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:

We do not have any registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services.

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:

We have been constantly in line with the national education policy which started in July 2020 as approved by the Honourable Prime Minister, on having a vision towards offering maximum benefit to the student in terms of securing quality education in his/her chosen field in the hospitality industry in our case. The guidelines for design and structure as mentioned therein have been worked upon over the years and we have always wanted to be one of the best institutes in the country to provide the best teaching facilities, quality learning in practicals and research-based activities, competitions and workshops, etc.

We also imbibe in us the "passion to perfection" being the mission statement of our college since 2003, where we not only groom the fresh aspirant into a better person every single day but also help-mentor-guide and cooperate towards the 360-degree growth and development of the student over 3 years of the course from classroom training to practical industry exposure via varied and best brands of hotels and companies being offered to all.

The growth plans for the college both long-term and short term are based on the fact that students should find a suitable place of their choice to start their careers and we stand with our students through mentoring and coaching them to pick the right choice of job and make a suitable growth thereon.

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:

Our college works on a student centric approach where it is imperative that the needs and benefits of the students are met with effectively and for that reason, we have a well-structured academic plan and is designed in such a way that from the point of admission to the convocation the entire cycle and journey of the student is channelised under complete supervision and guidance from the entire team. The plans are made in such a way that the institutional objectives meet up with the aspirations of the candidates who wish to be successful names in the hospitality industry. Our administration set up also offers

students convenience in a number of ways from e-payment of fees to being a part of the ABC system as prescribed too works in the favour of the students. Regular meets and academic monitoring by the quality assurance team keeps a continuous check on the flow of performance by the team as per set norms and procedures. In academics, it is important to be a little flexible as well since the current generation of the students is much more tender and different if we compare it with a decade ago. students not only expect a little more understanding and approachable nature from the teachers but also want to have information which is to the point and well presented to meet the examination needs and overall learning.

Our team of faculties are well screened before being appointed and are done only after cross- checking, verifying their past records, taking suitable reference checks as well as applicable before they take up this responsibility with commitment to groom the future of the industry. we also lay a lot of emphasis on interactive learning and one to one focus in classrooms and practical's since we also have a continuous monitoring system for all students. besides, we are also particular about reporting of the team members, faculties and we expect complete dedication from all in order to achieve the goals set at our end as an esteemed educational institution.

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

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:

Feedback and Appraisal Systems are always beneficial for any teacher or professional involved in academics. It not only gives an opportunity for self-introspection but also works as an effective medium to enhance and polish self-performance in days to come. The very fact that students are the best judge when it comes to teaching works to a great extent. Being able to deliver as per the need of the hour, clarifying doubts, being able to express self with examples from the real world too add value into

hospitality management course studies. We do have a system of faculty appraisal system as well which starts from the students and is then dealt with one on one with the team members. As far as the welfare measures are concerned since we are an institution which bridges the momentum between the industry and academia, we do have a number of occasions when we invite subject and departmental experts from various 5-star hotels/ food companies/ facility management arena and beyond who visit our campus to judge our students' events and performance at various contests. Their presence with us at college actually serves a dual purpose besides interacting with the students they also speak to the faculty members as well sharing thoughts and ideas about their day-to-day work cycle at their respective places of work. The teachers not only get to interact with various experts but also broadens the horizons of sharing knowledge in a more effective way with live inputs from various verticals in the industry. It has also been observed that faculties have found themselves better avenues as well for their self-development and growth and have moved back to the industry as well. Few of our teachers also attend online webinars- sessions related to teaching and training enhancement and quality assurance etc conducted and offered by various experts & organisations too.

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: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description

Document

Institutional data in the prescribed format

[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: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	4	4	4	4

File Description	Document
Institutional data in the prescribed format	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:

NIL

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:

Internal Quality Assurance Cell has been very instrumental with us at our college ever since we started. It is a monthly process which is followed at our end under which all the teaching staff are required to get their lesson plans verified and checked before the 5th of every month and all the required suggestions on the checklist points as per our policy need to be met with in order for us to be assured that the teaching process and methodology as planned and set is being implemented by all in the team for proper benefit of

the students. The teachers are also required to take signatures of the CR's on their respective lesson plan sheets as well once a topic or practical is completed along with notes given and received by the batches on time. A structured plan in academics is always advisable for smooth operations which assists in continuous monitoring system of the students as well. The learning outcomes of the prescribed syllabus and curriculum should not only be clear by the teachers but also the students need to be clear on what they are going to learn and study in the said chapter or in the practical's as well.

As far as improvement strategies which are to be applied also include surprise class tests, on the spot recap of the session conducted last time help in betterment of the student quality and adds a new perspective to continued learning which helps them during placement preparations as well.

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: E. None of the above

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:

Our institution is known for bringing out well-groomed candidates with a good attitude and open learning thought processes. As we are aware that gender equity is a very positive process and for the hospitality industry it is all the better since it gives equal opportunities to both boys and girls. On our campus, we encourage girls and boys both for the team spirit and keep the students pepped up to do better every single day. The girl students are also involved in all kinds of activities from co-curricular to extra-curricular within and outside college as well where they usually do well. There is a dedicated area as well where the female students meet- interact and work on various events too for the college. We have also had teams and groups of female students who have represented our college at various intercollege fests and events too and have been appreciated for their outstanding performances.

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: C. 2 of the above

File Description	Document
Geo-tagged photographs/videos of the facilities.	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: E. None of the above

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:

Hospitality by itself is all about harmony and peace! It is an all-inclusive approach that is to be taught – learned – implemented and successfully applied all through! This concept of having a welcoming nature towards people- guests etc needs to be instilled from day 1 in the students for a wholesome and well-nourished approach that takes people places across the globe upon graduating. We have instilled these thoughts in our system for a long time now from having events and activities being planned and carried out by students of all years who come together and celebrate various occasions and festivals from Onam celebrations, Lord Ganesh puja, and lunch, traditional day & celebrations. We also plan special food events around Christmas Eve where students come together and make 3-course meals to suit the occasion which is judged and evaluated by industry experts. During Diwali time our event on festive mithai and chaat contest is a super hit too. We have also conducted several theme lunches and dinners too with various themes related to food tourism which not only spreads awareness but also gives a chance to the students to work on new concepts, menus, and presentations, guests to are a part of these invites which also help develop confidence among them. Since we also have tourism as a subject in semester five, every year we also have an event related to world tourism day in the form of an essay writing contest which is judged by an external panel of experts.

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:

1. At this stage it becomes important for us to also highlight a few valid points which make us a little different from the rest. Firstly, our motto of offering economical hotel management education for all, keeping this in mind our college fees are much lesser than most others in Mumbai to make it more precise the prescribed University of Mumbai [affiliated body] Tuition fees are Rupees 1,30,000/- per year, we are charging Rupees 57,000/- per year inclusive of some other benefits which makes it easily affordable to an extent reaching out to various segments in the market where students wish to get education at reasonable fees to a great extent and to the fact that there are other colleges as well running the same course. In addition we are also quite flexible since we offer an installment facility for payment

of fees as well for the ones who really need that facility, and this truly applies to the low socio-economic class of society which includes farmers, maids, drivers, daily wage workers to name a few.

Other benefits include

1. Nutritious food in the mess.
2. Uniforms.
3. Tool kit & Accessories.
4. Oxford Publication Books.
5. Journals.
6. College Bags.

We provide a well-planned nutritious meal for lunch from Monday to Friday which is a good composition of dietary requirements balanced and perfect to suit the requirements of this student age group at no extra cost and it is all included in the college tuition fees itself since it is a full-time course and all day long. We also offer non-veg as well on certain days of the week in addition to which we also plan festive menus to break the monotony like Eid lunch, Sankranti special lunch, Ganesh Chaturthi lunch, Christmas special lunch to name a few.

Being a professional-oriented course, we also lay a lot of emphasis on the grooming and self-presentation of the students which needs to be decent and formal at all times when on campus. Hence, we offer the entire set of college uniform material as well during all three years to every student which they can stitch as per their comfort and wear all through the days spent at college, there are also separate uniforms for housekeeping practicals, food & beverage service practical's and kitchen- bakery practical uniforms as well which need to be well kept and worn as directed at all times on campus. *There are also serviettes and waistcoat material, white shirt material, tie provided to every student once the admission is confirmed. Students were also provided blazers from the college which they need to wear during theory classes and also during interviews for training & placements.*

A complete tool kit for practical's in the kitchen and bakery, F&B Service

The study material includes four reference books by Oxford publications namely including the four core areas of the hotel from the *front office, food production & patisserie, food & beverage service, and housekeeping!* The four books include *Food Production Operations* by Parvinder Bali, *Food & Beverage Service* by R. Suigarvelavam, *Hotel Housekeeping Operations & Management* by G. Raghubalan & *Hotel Front Office Operations & Management* by Jatashankar Tewari. These are not just reference books for the students to keep updated via self-study and are also used by the students to understand glossary terms and other technical which are useful for the exam point of view as well.

Journals are provided as well for all four core subjects [food production, food & beverage service, housekeeping & front office] which are to be filled up regularly by students and document all important information in their own words as well besides the basic outline as shared topic wise.

We provide students with college bag so it becomes easy for them to carry their materials.

2. Hospitality by itself is all about harmony and peace! It is an all-inclusive approach that is to be taught–learned – implemented and successfully applied all through! This concept of having a welcoming nature towards people- guests etc needs to be taught from day 1 in the students for a wholesome and well-nourished approach that takes people places across the globe upon graduating. We have inculcated these thoughts in our system for a long time now from having events and activities being planned and carried out by students of all years who come together and celebrate various occasions and festivals. Students come together and prepare a 3-course meal to suit the occasion which is judged and evaluated by industry experts. During Diwali time our event on festive mithai and chaat contest is a super hit too. We have also conducted a number of theme lunches and dinners too with various themes related to food tourism which not only spreads awareness but also gives a chance to the students to work on new concepts, menus, and presentations, guests too are a part of these invites which also help develop confidence among them.

We strive hard to make sure that we provide the best education along with the best infrastructure for all aspiring students of all levels.

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:

The hospitality industry is one of the fastest growing sectors and the fact it is linked to tourism as well makes it more viable to work for the verticals or options it has to offer in today's times is more versatile and varied as compared to what it was in the recent past. Change as we know is inevitable, acceptance remains the positive key to success! Hospitality education in India has seen a significant rise over the years and the fact that students want to get the right place to study leading to the right place to start a promising career has been a challenge for academia on the whole.

Ever since we started Kohinoor College in 2004 and to date we are the only one in Ratnagiri that has this very distinct feature, we have “**Kohinoor Samudra Resort**” in the same college building where we have Guest Rooms & Banquet Hall. This is an advantage that is totally beneficial for the students due to this we find ourselves very distinct in nature and operations where the students not only come to study – learn practically and get prepared for the real-time industry for jobs but also get hands-on experience on campus on day to day basis where the major core areas are covered from welcoming guests to following SOP's as taught in theory classes by being a part of our teaching methodology.

This advantage of being able to serve the guest and apply the theory in mind well does work and helps gain confidence for the student in a number of ways. As we know practice makes us perfect that element of passion is always encouraged by our team to prepare the students for the industry where an impromptu and resilient approach is expected at all times. This aspect has been widely appreciated by our partners in placements as well.



5. CONCLUSION

Additional Information :

We have plans to add skilled-based professional courses with certification adding value to the curriculum from this academic year.

Following are the proposed short-term courses

1. Bar Tending.
2. Fruits & Vegetable Carving.
3. Food Safety & Hygiene (HACCP & FSSAI).
4. First Aid (Nursing)
5. Safety & Hazards (Fire Fighting).
6. Learning Development & Team Building Program.

Concluding Remarks :

Every opportunity helps get us better! We are indeed glad and appreciate having received this chance to understand this system of NAAC in great detail. It has not only been an eye opener in many ways from the SSR to the many other components which are to be looked at from the student's perspective making the institution an even better place to be a part of their journey. This cycle of experience for us has been a great learning and we shall continue to make it a part of our ongoing system of guidance in our operations in order to achieve the best possible grades of certification!

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 158 Answer after DVV Verification: 126</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																																								
1.4.1	<p><i>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</i></p> <p>Answer before DVV Verification : B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies Answer After DVV Verification: C. Feedback collected and analysed Remark : As per clarification received from HEI, DVV input is recommended.</p>																																								
2.1.2	<p><i>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</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>16</td> <td>54</td> <td>53</td> <td>47</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>16</td> <td>54</td> <td>53</td> <td>47</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>27</td> <td>111</td> <td>110</td> <td>111</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>27</td> <td>111</td> <td>110</td> <td>111</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	4	16	54	53	47	2021-22	2020-21	2019-20	2018-19	2017-18	4	16	54	53	47	2021-22	2020-21	2019-20	2018-19	2017-18	6	27	111	110	111	2021-22	2020-21	2019-20	2018-19	2017-18	6	27	111	110	111
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6	27	111	110	111																																					

90	90	90	90	90
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Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	7	2	8	7

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
06	07	07	10	11

Remark : As per clarification received from HEI, as sanction letter is not provided by HEI, thus the values of the Extended i.d. 2.2 be considered, thus DVV input is recommended.

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

2.6.3.1. Number of final year students who passed the university examination year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
99	101	96	81	50

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
99	101	96	81	50

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
126	141	132	128	67

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
111	140	129	127	63

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification : 5

Answer after DVV Verification: 01

Remark : As per clarification received from HEI, no bills and stock register in the supporting documents are provided, thus values is minimized to 1, thus DVV input is recommended.

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*

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: E. None of the above

Remark : As per clarification received from HEI, DVV input is recommended.

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

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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
126	141	132	128	67

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

Remark : As per clarification received from HEI, and supporting documents are not provided, thus DVV input is recommended.

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: E. None of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
49	61	44	31	33

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
126	141	132	128	67

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
99	101	96	81	50

Remark : As per the revised data and clarification received from HEI, based on that without offer letter or valid supporting documents the claim could not be considered so DVV input is recommended accordingly.

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)**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

0	0	6	6	6
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	1	1	1

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	4	4	4	4

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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.**

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: E. None of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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**

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: C. 2 of the above

Remark : As per the supporting documents and photographs provided by HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 14 Answer after DVV Verification : 13</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>7</td> <td>2</td> <td>8</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>06</td> <td>07</td> <td>07</td> <td>10</td> <td>11</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	2	7	2	8	7	2021-22	2020-21	2019-20	2018-19	2017-18	06	07	07	10	11
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2	7	2	8	7																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
06	07	07	10	11																	
2.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>33</td> <td>71</td> <td>46</td> <td>123</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	21	33	71	46	123										
2021-22	2020-21	2019-20	2018-19	2017-18																	
21	33	71	46	123																	

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
21.80	33.00	71.01	46.42	123.25