

SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**CAMP EDUCATION SOCIETY'S DR. ARVIND B. TELANG
INSTITUTE OF HOTEL MANAGEMENT**

PLOT NO. G/P - 159, G - BLOCK, MIDC CHINCHWAD, SAMBHAJINAGAR, PUNE

411019

www.cesihm.com

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2018

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Institute Established in June 2005, recognized by Government of Maharashtra under Permanent Non Grantable (Non- Aided) Category & Affiliation to S.P. Pune University, Pune since AY 2005-06 for **Bachelor of Science in Hospitality Studies (BSCHS) Three Years Degree course** under **Faculty of Science**.

The Institute is developed & managed by one of the oldest Society of Pune since 1885 i.e Camp Education Society, 2015/C, Jan Mohammad Street, Pune - 411 001.

The Institute is centrally located in the Industrial hub of Pimpri Chinchwad Muncipal Corporation (PCMC), Pune accessible by all means from every corner of Pune.

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Vision

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

Mission

"The Institute will strive to empower the students with sound technical knowledge, skills & humane approach to life to enable them to become professionals & good citizens to serve the hospitality industry with pride."

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Strategic & Convenient Location
- State of Art Own Building
- 100% admission since inception
- Preferred Hotel Management Institute in PCMC, Pune

- Teaching Faculty are approved by S.P. Pune University, Pune
- Experienced Faculty in both Academic & Industry
- Focus on Faculty Development
- Focus on Research Activities
- Excellent Infrastructure & Adequate Resources
- Well-equipped Computer Lab
- Transparency in Operating Processes
- Highly supportive Management w.r.t Students & Staff
- Personal Attention on Personality & Communication Skills
- Special Training on Foreign Language
- High Level of Staff Morale
- Well Trained Non- Teaching Staff
- Institute results are consistently higher than average results
- Consistent Ranking of our Students in the University Topper List
- Mostly 100% Placement
- Foreign Internship to Interested SYBScHS Students
- Big Library with a wide and varied collection of books
- Regular Curricular and Extracurricular Activities for the Skills Development of Students
- Academic MoU with other Leading Hotel Management Institutes for Faculty exchange, Curricular and Extracurricular Activities
- Industrial MoU with Leading Hotel Chains for Training & Placement, Guest Lectures, Seminars & Workshops
- All Statutory Committees / Cells in operation

Institutional Weakness

- Lack of existing Ph.D holders amongst faculty
- Research activity is in its infant stage
- Industry Consultancy Works
- Low Alumni involvement in Academic & Placement Activities
- Publications in National & International Journals & Conferences

Institutional Opportunity

- Recent Growth of Hospitality & Tourism Industry leads to preference for Hotel Management amongst Students
- Global Networking for Placements and Internship
- Introduction of short courses / certificate courses in Hospitality And Tourism

Institutional Challenge

- Moulding Students of Vernacular background to the Industry standards
- Low Salary packages offered by the Industry
- Improving consultancy

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Affiliated to Savitribai Phule Pune University, Pune the Institute follows the curriculum designed by the University for the course **BScHS (Bachelor of Science in Hospitality Studies)** which is revised periodically.

Understanding the need and advantages of enrichment, the Institute leaves no stone unturned to produce academically sound and multi skilled students. Accordingly, various plans for the effective and complete implementation of the curriculum are formulated.

The Institute adheres to the syllabus requirement in terms of number of Instructional days, number of contact hours per week and the number of lectures to be conducted per subject.

Going beyond the curriculum framework, the Institute conducts several academic enrichment program like Annual Culinary Delight Show (Food Festival), Theme Lunches, International Bread Day for the Skill Development of Students.

In addition to above, Seminars, Workshops and Guest Lectures are also organized to help students get an insight of the current trends and practices in the Industry. Value added courses like Soft skills, Communication skills & Personality Development etc., are also conducted during the course in order to achieve holistic development of the students and inoculate professionalism in them.

We firmly believe that the curriculum implementation process is incomplete without a feedback mechanism. In this direction feedback is taken from all stakeholders i.e students, parents, industry & faculty help in improving inputs.

Teaching-learning and Evaluation

The Students are admitted as per the norms prescribed by Savitribai Phule Pune University through a well administered mechanism. The Students profile is highly diverse due to representation from different educational background and strata of the society.

Diversity of the students offers an opportunity to the teachers to adopt different teaching aids and methodology for reaching the students, focusing on interactive teaching rather than just informative teaching. This interactive teaching leads to effective and participatory learning for the students through Interviews, Group Discussions, Debates and Presentations etc.

Teachers ensure use of latest teaching aids and methods to conduct the lectures and practicals. State of art equipment and infrastructure facilities ensure simulation to Industry.

Remedial classes are conducted for students to strengthen their basics in various subjects. Students identified as slow learners are tutored and provided extra time and support materials to bring them at par with the other students.

Increasing opportunities for fieldwork, Internship and practical experience enable students to learn from first-hand experience and prepare them for their future endeavors.

Regular mentoring and counselling helps students to improve their academic performance and psycho-social development.

Academic Calendar is prepared at the beginning of the academic year to provide a guideline for academic, co and extra-curricular activities.

Students participate in a sample survey conducted twice in Academic Year to check the efforts of teacher in right direction of satisfaction level of the students.

Research, Innovations and Extension

Institute always believed that research and education go hand in hand. Therefore, it aims at providing research oriented environment for the faculty

and the students.

The Institute has a Research Committee to plan and execute all research related activities. The Academic Research Coordinator interacts with the Savitribai Phule Pune University for the liaising of research activity and seeking information on various research schemes made available by the University.

The Institute organizes and encourages participation of the faculty in Seminars and Workshops to upgrade their knowledge and Skills in research and operational areas.

In addition to the above, the strong networking with the industry and collaboration with other Institutes contributes in achieving our objective of quality education.

Infrastructure and Learning Resources

Our Institute is known not only for good quality education but for its excellent performance in curricular, co-curricular and extracurricular activities. Bakery

Lab is developed by Weikfield Products Corporation LLP, Pune through the Industry Institute Partnership.

Spread over an area of 1.5 acres, the Institute has state of art Infrastructure comprising of well- equipped Classrooms, Laboratories, Seminar Hall, ICT which are conducive for learning and development. The latest equipment in the laboratories have been procured with an aim to simulate the Industry.

The Institute deploys ICT for a range of activities as conducting lectures, assignments of the Students, Research Projects and Information search. The Institute has adequate computers for the use of Faculty and Students.

The Institute Library houses 1572 Titles and 1907 Volumes. In addition to this, facilities of Reprography, LAN Internet connectivity, Book bank and educational multimedia packages are available and accessible to students of the Institute. The Library boasts of subscription to DELNET & NDL for e-journals and NDL & Book Ganga for e-books.

The entire infrastructure is maintained and managed by the efficient housekeeping team under the supervision

of the housekeeping faculty. Regular checks are conducted. The process of repairs and maintenance is carried out by the Institute regularly mainly during academic vacation. Annual Maintenance Contract is provided for the critical equipment.

Student Support and Progression

The Students are given adequate exposure to various academic, co-curricular and extra-curricular activities, which enables them to develop their practical and theoretical knowledge.

Students the important stakeholders are the focal point of every activity. Students centric activities like guidance cell, placement cell, grievance redressal cell and welfare measures are given great emphasis.

The Students are counselled on academic, personal and professional issues as and when required through their class coordinators and Principal.

The Training & Placement cell not only provides career guidance to the students but also ensures their placement in reputed hospitality organizations.

Facilitating development of various skills and competencies to foster holistic development has always been given top priority by participation in Annual Culinary Delight Show (Food Festival), Special events like Theme Lunches, International Bread Day, Seminar, Workshop & Visits.

Recently Institute formed its registered Alumni Association which will be a strong support to the Institution to contribute in academic matters, student support as well as mobilization of resources both financial and non financial.

Governance, Leadership and Management

The vision of the Institute is to achieve the Global leaders in the Hospitality Industry by excellence in hospitality education the mission of the institute is well articulated by its Governance, Leadership and Management.

Under the able and competent leadership of Shri. W. D. Sancheti, Chairman, Camp Education Society, Pune the Institute is managed by the College Development Committee (CDC).

Democratic leadership ensures decentralization of authority and involvement of faculty in decision making process.

IQAC monitor and evaluate all mechanisms of academic and administrative processes and ensure that quality is initiated, promoted and sustained in every activity. The staff and student representatives and all other stakeholders of the Institute participate in framing policies and decision making at the levels of department and the institute. All quality improvement strategies are planned taking into consideration the feedback of all relevant stakeholders and deployed in a transparent and effective manner.

The Institute follows university norms for recruitment. Performance appraisals and feedback mechanism are the key tools, which help in assessing the performance of the teaching and non-teaching staff and provide insight

into the improvement plans to be adopted.

Financial provision required for effective and optimized working of the institute and for taking care of the infrastructure required for teaching learning, is duly made by the management every year. Systems are in place for ensuring that purchases are in compliance with given norms and the utilization of budget is optimal and effective. All finance and accounts are duly audited every year.

Institutional Values and Best Practices

Adhering to the requirement of the Quality standards, the Institute plans and implements the strategies for continual improvement of the processes and ensures that the activities planned are students centric and will lead to their satisfaction.

Institute has adopted several Institutional Values and Best Practices to cope up with the demands of changing world. Consistent and conscious efforts are undertaken to instill the spirit of conservation of environment through various green practices like segregation of wet and dry garbage and the waste treated water is used for gardening and maintenance of herbs garden in the campus.

The Infrastructure of the Institute ensures the uses of natural resources / energy (10 Kwp Grid- Connected Solar system & Roof-top dome in the lobby).

Innovations (Values & Practices) introduced on the functioning of the Institute are

- Inculcating Green Practices in day to day activities to improve the concern and make continuous efforts to conserve the environment.

- Exploring global hospitality through improved exposure to international practices by placements and newer learning resources.

- Emphasis on maximum exposure to operational aspects with optimum usage of resources.

- Sustained efforts for talent retention through overall satisfaction and augmented sense of belonging.

Two Best Practices of the Institute are

- To create a in house practice simulation of the industry to provide real time learning of the students.

- To bring changes amongst students by counselling & mentoring objective of the practices.

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2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Camp Education Society's Dr. Arvind B. Telang Institute of Hotel Management
Address	Plot No. G/P - 159, G - Block, MIDC Chinchwad, Sambhajinagar, Pune
City	Pune
State	Maharashtra
Pin	411019
Website	www.cesihm.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Ajay Kumar Mithilesh Rai	020-27371635	9730073648	020-2764055 7	principal.abtelangi hm@gmail.com
IQAC Coordinator	Shekhar Dadaji Khairnar	020-27371037	9922420719	020-2765625 7	bschs1@gmail.co m

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	

Date of establishment of the college	23-06-2005			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name		Document	
Maharashtra	Savitribai Phule Pune University		View Document	
Details of UGC recognition				
Under Section			Date	
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				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Plot No. G/P - 159, G - Block, MIDC Chinchwad, Sambhajinagar, Pune	Urban	1.5	1504

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	36	HSC	English	60	59

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				0				6			
Recruited	1	0	0	1	0	0	0	0	5	1	0	6
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				1			
Recruited	0	0	0	0	0	0	0	0	0	1	0	1
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				8
Recruited	2	5	0	7
Yet to Recruit				1
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				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.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	4	1	0	5

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

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

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

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	144	1	0	0	145
	Female	20	3	0	0	23
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years						
Programme		Year 1	Year 2	Year 3	Year 4	
SC	Male	17	21	22	25	
	Female	13	13	14	11	
	Others	0	0	0	0	
ST	Male	2	10	1	0	
	Female	0	1	0	0	
	Others	0	0	0	0	
OBC	Male	22	25	19	23	
	Female	1	3	1	2	
	Others	0	0	0	0	
General	Male	44	39	59	65	
	Female	4	3	7	11	
	Others	0	0	0	0	
Others	Male	14	15	12	6	
	Female	3	5	1	0	
	Others	0	0	0	0	
Total		120	135	136	143	

3. Extended Profile

3.1 Programme

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

Response : 04

Number of self-financed Programmes offered by college

Response : 04

Number of new programmes introduced in the college during the last five years

Response : 03

3.2 Student

Number of students year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
143	136	135	120	96

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

2016-17	2015-16	2014-15	2013-14	2012-13
67	83	93	72	58

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

2016-17	2015-16	2014-15	2013-14	2012-13
39	12	21	21	35

Total number of outgoing / final year students

Response : 128

3.3 Academic

Number of teachers year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
13	11	13	14	16

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

2016-17	2015-16	2014-15	2013-14	2012-13
06	05	06	05	06

Number of sanctioned posts year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
06	06	06	06	06

Total experience of full-time teachers

Response : 81

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

Response : 28

3.4 Institution

Total number of classrooms and seminar halls

Response : 04

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

2016-17	2015-16	2014-15	2013-14	2012-13
74.88	25.38	55.37	25.34	40.90

Number of computers

Response : 20

Unit cost of education including the salary component(INR in Lakhs)

Response : 0.761

Unit cost of education excluding the salary component(INR in Lakhs)

Response : 0.416

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4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Affiliated to S.P. Pune University the Institute follows the curriculum designed by the university for the course **Bachelor of Science in Hospitality Studies (BSCHS)** which is revised periodically by the university.

The institute adheres to the syllabus requirement in terms of number of instructional days, number of contact hours per week & the number of lectures to be conducted per subject.

The institute not only ensures that 100% syllabus is taught to the students but also lays emphasis on delivering content beyond syllabus.

Next semester subject allocation is done before end of current semester by circulating the subject choice sheet to all the faculty members. This choice sheet includes the preferences of subjects of all years, number of time subject taught and experience. Based on above information, HoD makes subject allocation in advance for preparation of the subject. Time table is prepared considering subject allocation and academic calendar. Every faculty prepares course file, teaching plan, laboratory assignment plan and relevant up gradation of lab manuals.

Guidance and knowledge sharing along with the teaching methodology is decided under the guidance of subject experts' especially senior faculty, under "Train The Trainer (TTT)" programme before the commencement of every semester.

Institute conducts two days "Orientation Programme" especially for newly admitted First year BSCHS students. The eminent guests and alumni are invited from the reputed industry as speakers. The Principal, HoD's and TYBSCHS coordinators address students and parents. After the programme a short campus tour is planned for students and parents to make aware about the facilities available in the campus.

The attendance and the performance of the students in the Exam / Test are monitored and counselling is done for improvement. Monthly progress report is sent to the parents. Attendance monitoring is done on daily, weekly and monthly basis. Defaulter list is prepared and displayed on notice board. Parents of defaulter students are personally called and informed accordingly. Feedback is taken as self-feedback by teacher, HoD's interaction with students and Principal's interaction with students for self-improvements and corrective measures. Student's performance is evaluated by conducting unit tests, prelim and mock practical and oral examinations. Mid-semester submission is done as a part of continuous evaluation. Class teacher prepares list of non-reported students and communicates with the concerned parents through telephonically/ letter.

Going beyond the curriculum framework, the Institute conducts several academic enrichment program like Annual Culinary Delight Show (Food Festival), Theme Lunches, International Bread Day for the Skill Development of Students.

In addition to above, Seminars, Workshops and Guest Lectures are also organized to help students get an insight of the current trends and practices in the Industry. Value added courses like Soft skills, Communication skills & Personality Development etc., are also conducted during the course in order to achieve holistic development of the students and inoculate professionalism in them.

We firmly believe that the curriculum implementation process is incomplete without a feedback mechanism. In this direction feedback is taken from all stakeholders i.e students, parents, industry & faculty help in improving inputs.

File Description	Document
Any additional information	View Document

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

Response: 2

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

2016-17	2015-16	2014-15	2013-14	2012-13
01	01	00	00	00

File Description	Document
Details of the certificate/Diploma programs	View Document
Any additional information	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 36

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
03	04	03	00	00

File Description	Document
Any additional information	View Document
Details of participation of teachers in various bodies	View Document

1.2 Academic Flexibility

<p>1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years</p> <p>Response: 75</p>	
<p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 03</p>	
File Description	Document
Details of the new courses introduced	View Document
<p>1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</p> <p>Response: 100</p>	
<p>1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.</p> <p>Response: 01</p>	
File Description	Document
Any additional information	View Document
Name of the programs in which CBCS is implemented	View Document
<p>1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</p> <p>Response: 3.6</p>	
<p>1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year wise during the last five years</p>	

2016-17	2015-16	2014-15	2013-14	2012-13
10	15	00	00	00

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document

1.3 Curriculum Enrichment

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

Response:

Our co-educational institution understands the importance of the cross cutting issues and has developed the following strategies to deal with it.

- **Gender:** The institute being inspired with the philosophy that “An educated lady invariably forms an educated family, which in turns forms an educated nation”, it has formed various cells like, Anti Ragging cell, Anti woman harassment cell and Grievance cell to sensitise on gender issues. Programmes are conducted on woman related issues like, save girl child awareness and road demonstration. Its well defined woman anti-harassment policy has stimulated the urge for gender respect and equality. Awareness & empowerment of women in relation to social, economic, legal, political, health, employment & equal opportunity is incorporated. Emphasis is given to respect safety & security of the society. It also adheres to the SPPU admission policy of reservation seats for the girls. The institute has also provided the campus with 24/7 security and CCTV.
- **Environment & Sustainability:** The students are instilled with environmental awareness along with the impact of climate change through various activities like Tree Plantation, Helmet Awareness, No Pollution & No Plastic .The SPPU curriculum has introduced environmental studies as a subject to educate the students about environmental awareness and its conservation; it is imbibed in their minds by showing audio-visual clipping and visits. use of CNG vehicles concept adopted by faculties & students with an environmental intention to reduce air pollution and carbon footprint & preserve natural resource i.e. petrol. The institute has conducted green audit & energy audit. . It has practices like garbage segregation. All the students & faculties are requested to come by walking, Cycle or public Transport.

- **Human Values :**

Human values are the virtues that guide us to take into account human element when one interacts with one other human beings. They are our feelings for the human essence of others. It’s both what we expect others to do to us and what we aim to give to other human beings. These human values give the effect of bonding, comforting and reassuring.

- **Corporate Culture**

Teachers that define key elements of a corporate culture communicate their core values, beliefs and preferred approaches to handling common and uncommon business situations.

Students with a firm grasp on a company's values will make the most appropriate choices when facing a business dilemma.

- **Conveying Industry Values**

Teachers define ethical professional behaviour in their workplaces by explaining to students how behaviour and action affects the business' overall in the industry.

This approach helps students understand the link between ethical professional behaviour and corporate success.

File Description	Document
Any Additional Information	View Document

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

Response: 38

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

Response: 38

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 94.64

1.3.3.1 Number of students undertaking field projects or internships

Response: 159

File Description	Document
Any additional information	View Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Structured feedback on curriculum obtained from 1) Students 2) Teachers 3) Employers 4) Alumni 5) Parents For design and review of syllabus semester wise/ year wise

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

1.4.2 Feedback processes of the institution may be classified as follows:

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Any additional information	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrolment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0.6

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

2016-17	2015-16	2014-15	2013-14	2012-13
01	02	00	01	00

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average Enrolment percentage (Average of last five years)

Response: 92

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

2016-17	2015-16	2014-15	2013-14	2012-13
60	60	55	60	41

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

2016-17	2015-16	2014-15	2013-14	2012-13
60	60	60	60	60

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years**Response:** 43.19

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

2016-17	2015-16	2014-15	2013-14	2012-13
30	26	40	30	32

File Description**Document**

Institutional data in prescribed format

[View Document](#)**2.2 Catering to Student Diversity****2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners****Response:**

- The present scenario shows that a 'slow learner' is not a diagnostic category, rather a student who has the ability to learn necessary academic skills, but at a rate and depth below average with same age peers.
- In order to grasp new concepts, a slow learner needs more time, more repetition, and often more resources from teachers to be successful. Reasoning skills are typically delayed, which makes new concepts difficult to learn.
- For teachers, there's no other option than being close to these students. In fact, teachers are encouraged to spend more time with slow learners than even the students spend with their parents.
- The very first responsibility the teacher has is to identify these students and later come up with strategic measures to help them. As the people who spend a lot of time with these students, have a bigger responsibility than any other person.
- However, the first step is to identify the student and assist them to successfully achieve academic goals.
- Through focusing on them when asking questions, keeping in mind that their learning process is different, giving evaluation tests, homework, and exercises, one will be able to determine how these students can go as far as obtaining good results is concerned.
- Although teachers have a big role to play, parents are also critical in ensuring these students' academic success. Teachers should always consider partnering a learner with stronger peers to give him a chance to re-learn information, something that can help cement the acquired skills and knowledge.
- However, parents play an important role among their children's academic success.
- The institute organizes Parents – Teacher meeting with their children's as part of the assessment, help them with class work, journal submission and have conversations about their learning

challenges within the family and community.

- From here, a couple of activities are then put in place to help these slow learners and make them understand that they don't learn the same way like other students.
- However, a collaborative effort among the students, teachers and parents is what is more important. More repetition of facts in different context and drill on fundamentals to make learning concrete, more illustrations, demonstrations, examples and experiences to be given.
- Effective motivation can be used in the form of reward, short term goals, praise and encouragements.
- The criticism or sarcastic remarks to be given in very little form, and illustrations to be simple and specific.

2.2.2 Student - Full time teacher ratio

Response: 12

File Description	Document
Institutional data in prescribed format	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.6

2.2.3.1 Number of differently abled students on rolls

Response: 01

File Description	Document
Any additional information	View Document
Institutional data in prescribed format	View Document

2.3 Teaching- learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

- Students centric method is also known as learner – centered education, broadly contains method of teaching that shift the focus of instruction from the teacher to student.
- This method is normally helps to develop learner's autonomy and independence by putting the responsibility for the learning path in the hands of students.
- This method focuses on skills and practices that unable lifelong learning theory and practice are based on constructive learning theory that emphasizes the learner's critical role in constructing meaning from new information and prior experience.

- Students centered learning puts students' interest first acknowledging student voice as central to the learning experience.
- While learning this method students choose what they will learn, how they will learn and how they will assess their own learning.
- This is contrast with traditional education, which situates the teacher as primary “**active**” while student take more “**passive**”, receptive role.
- In a teacher centered classroom, teacher chooses what learner will learn, how the student will learn. And how student will assesses on their learning.
- In contrast, students learning require students to be active, responsible participant in their own learning and with their own pace of learning.
- This method also can be referred to educational mindset or instructional methods that recognize individual differences in learners.
- This method focuses on each student's interest, abilities and learning style, placing the teacher as felicitator of learning of individual rather than for class as one.
- This is also considering as traditional approach to college teaching whereas most of the class time professor lecturing and students watch and listen.
- This student's centric method helps the students to tackle the problem, answer the questions, formulate questions of their own, discuss, debate, or brainstorm during class.

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

Response: 42.86

2.3.2.1 Number of teachers using ICT

Response: 06

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document

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

Response: 28

2.3.3.1 Number of mentors

Response: 06

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

- The institute facilitate innovation in teaching is to assign students to create multimedia projects on the internet in groups or blogs.
- Doing so enables students to cooperate effectively so exchange opinion and experiences.
- The technology in innovation is changing the classroom experience and it is necessary to adjust it.
- The institute check that students are linked through emails, google chat and websites this will spark their interest and students get excited and involved.
- Such creative and stimulating environment will help students to explore and will encourage them to learn
- An environment that positively impact the students for their benefits.
- Creativity and innovation is the essence of teaching and learning including in the social sciences discipline.
- Creativity and innovation bring about interest and motivation to learners of English as well as English teacher-trainees, which eventually lead to learning.
- Our students are tired of the old school approach to learning a language – they want something practical, relevant and useful for their professional life.
- With computer being their flesh and blood; and living in the era where they are allowed to question on things and they are empowered to be partly responsible for their learning, creativity and innovation have been incorporated in my teaching and learning, assessment and supervision.
- To be with the technology, newer approaches to Teaching and Learning such as **Outcome-Based Learning (OBE)**, **Student-Centered Learning (SCL)**, **Problem-based learning (PBL)**, **Case Study (CS)** have also emerged in recent decade and research has proven that many have positive impact on learning.
- The institute strongly believe in the supremacy of these approaches to teaching and learning as they empower students to be responsible for their own learning and help them to become active learners; sometimes getting hands-on experience, getting their hands “dirty” by doing things the way they should be rather than the way theories say they should be.
- Using some of the approaches mentioned, in the context of expertise, students are allowed to “experiment” on the language and find out for themselves what is right or wrong as in the case of those attending the university compulsory English courses; as for my TESL teacher trainees attending my CALL classes, through these approaches.
- The institute facilitates them in discovering for themselves the language and communication tools available and to experiment on them to get a feel of using and incorporating the tools in their Teaching and Learning in the future.
- The teacher as innovator will constantly think of better ways of doing things for improvement of students; an innovative educator will constantly formulate new ways and approaches to teaching and learning to maximize the output of learning.
- As a strong believer in the supremacy of technology, namely the computer in enhancing teaching and learning especially to the Y-generation who grows with the technology in their background, the computer can be an effective tool, for learning as demonstrated over the years through research, paper presentation and publication are effectively used both in and out of the language classroom.

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years**Response:** 93.33

File Description	Document
Any additional information	View Document
Year wise full time teachers and sanctioned posts for 5 years	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years**Response:** 10.67**2.4.2.1 Number of full time teachers with Ph.D. year wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
01	01	01	00	00

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience of full time teachers in number of years**Response:** 5.79

File Description	Document
List of Teachers including their PAN, designation,dept and experience details	View Document

2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years**Response:** 4**2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
00	01	00	00	00

File Description	Document
Any additional information	View Document
Institutional data in prescribed format	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 16.67

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

2016-17	2015-16	2014-15	2013-14	2012-13
01	01	01	01	01

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

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

Response:

- Continuous Internal Evaluation (CIE), an education system recognised sees its main aim in the overall evaluation of the learners.
- It was formulated to do away with the exam-centric approach rampant in our evaluation system.
- The focus of the teaching-learning experience was aimed to be gradually manoeuvred from merely being a means to perform well in examinations, to being a platform of actual learning.
- With holistic learning being seen as 'real' education, Continuous Internal Evaluation (CIE) aimed to bring the focus on developing all aspects of an individual's personality.
- The cognitive, affective and psychomotor skills of learners, though recognised as vital aspects in learning, had somewhere evaded the exam oriented education system.
- Through CIE it was intended to bring these domains to the fore. The learner's progress was no

longer going to be measured by learner's capacity, but would display their development of personality.

- It is considered as CIE would do away with the lop-sided view of personality development portrayed through results in the year-end examinations.
- This evaluation system will allow the learners to enjoy their academics and learning in a stress-free environment.
- Learners are tested at regular intervals right from the beginning of the academic year, to identify the learning challenges being faced by them.
- This information is used to help designing further lessons to help them to improve their performance.
- The assessment is aimed at diagnosing the problem areas in the learner's development and not merely his academic results.
- A variety of assessment tools are used to gauge the progress of the learner's on all academic subjects. Digital learning software provides such teaching-learning and practice elements that meet the needs of a continuous and comprehensive analysis of a learner's progress in the various academic areas.
- This digital learning software provides with ample teaching and practice sessions to help learners and teachers both for year round study.
- The facility of reports generated in this process also proves to be beneficial to the teacher.
- CIE is learner's-centric and views each learner's as unique. This evaluation system aims to build on the individual learner's abilities, progress and development.
- That the child should not feel burdened during the learning years, CIE made formative and summative assessments.
- The learner thus was also benefitted by having to focus on only a small part of the entire syllabus designed for an academic year.
- CIE is effective learning environment motivates and stimulates student's learning process. Inside the classroom, this can be achieved by capturing student's attention, transferring the subject knowledge, maintaining student's interest and using classroom assessments to monitor measure and improve learning.
- All this can be achieved with active participation of students in their learning process and effective interaction between student and teacher.
- It means regularity of assessment, frequency of unit testing, diagnosis of learning gaps, use of corrective measures, retesting and feedback of evidence to teachers and learner's for their self-evaluation.

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

Response:

- Internal marking, seeks to ensure that all learners have access to fair and accurate assessment and that assessment practices are consistent, transparent, valid and reliable and meet the requirements and standards.
- This strategy aims to provide clear guidance and a framework to enable greater consistency of assessment practice and standards within the institute, irrespective of subject discipline.
- The strategy is concerned with assessment materials. Assessors (Teachers and Tutors), Internal

Assurance Panel will have the appropriate qualifications, experience and knowledge relevant to the assessment and certification of qualifications.

- The Examination in charge will ensure that all programme specifications and particularly assessment procedures are known by teachers, tutors or assessors as required.
 - The Examinations in charge will ensure availability for the release of results and certificates from examination boards as and when required.
 - The Internal Assurance (IA) process is an integral part of the quality assurance system of institute because it focuses on the quality of learner assessment.
 - It confirms that the assessment requirements of the approved programme are being reviewed and that the standards of achievement match the agreed criteria of the units/modules.
 - The institute provides an opportunity for problems to be identified and remedied and for the recognition and sharing of good practice.
-
- All such modifications will be displayed in the department notice boards for student reference.” Head of the departments are allowed to look at the re-examinations for the learners.
 - The aim of this policy is to ensure that: Internal Assurance (IA) is on-going, robust, valid and reliable
 - The institute prepares an Academic Calendar in line with university calendar prior to the commencement of the academic year in consultation.
 - IA procedures are open, fair and free from bias and that assessors adhere to the assessment specification in the judgement of evidence
 - Recording of IA decisions is accurate and detailed with consistency, transparency, reliability and validity of assessment processes, ensuring that standards and specifications are implemented / achieved
 - The learner have complete accessibility to verify an appropriately structured sample of assessor work from all programmes, sites and teams to ensure college programmes.
 - Plan annual internal assurance schedules linked to assessment plans; Define, maintain and support effective internal verification roles, ensure that IA staff will maintain secure records of all IA activity.
 - Certain duties and responsibilities are performed by staff to train according to the requirements for current IA procedure to promote IA as a developmental process between staff.
 - Attend team and standardisation meetings on a regular basis to ensure that assessment is being undertaken according to institute standards
 - Ensure that suitable arrangements are made for external tests; where appropriate follow the institute procedure.
 - The Institute organizes orientation programs to acquaint themselves with the rules and regulations of the affiliating university, the Institute atmosphere, examinations, and evaluation process, Extra-curricular activities organized in the college.

Marks for the examinations (theory and practical) will be displayed in the department notice boards.

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

Response:

- The institute has created a mechanism for redressal of student's grievances related to examination, academic and non-academic matters, such as assessment, victimization, attendance, charging of fees, conducting of examinations, harassment by colleague students or teachers etc.
- There are Grievance Redressal Committees at the Institute levels to deal with the grievances of the students. Mid examinations are conducted according to the academic calendar.
- Institution prepares an examination timetable according to the academic calendar provided by Savitribai Phule Pune University and examination department showcases it much prior to the commencement of classes.
- Pattern of examination is given by faculty members in their respective classes. To increase transparency about marks in student community, marks are noted down by an office staff in a ledger and students are allowed to see their marks.
- The mark sheet is also displayed on notice board. An examination grievance cell is present to look after the issues.
- It consists of a committee with Principal as chairman and Head of examination department as Deputy Chairman.
- This committee will deal with all the Grievances directly which are related to the common problems at Institute level both academic and administrative nature.
- In addition, this committee will also entertain the appeal filed by the students' against the decision of the programme level committee.
- There is a procedure for filing any grievance or any program related grievance shall make an application first to the Chairman with a copy to the Deputy Chairman.
- The Chairman, after verifying the facts, will try to redress the grievance within a reasonable time, preferably within a week of the receipt of application of the student.
- If the student is not satisfied with the verdict or solution of the Programme Chairman, then the same should be placed before the committee.
- If the student is not satisfied with the decision of committee, he/she can submit an appeal to the Institutional Chairman within a week from the date of the receipt of the reply from the committee, addressing to the Director and copy to Deputy Chairman.
- The Head of Institute, after verifying the facts after discussion with the Chairman of the committee, shall either endorse the decision of the committee or shall pass appropriate order in the best possible manner within a reasonable time, preferably within 10 days of receipt of application.

While dealing with the complaint, the Committee at all levels shall observe law of natural justice and hear the complainant and concerned people. The institute tries to satisfy the needs of both student and the institute.

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

Response:

- The institution adheres to the academic calendar for the conduct of CIE.
- A committee of academic calendar is comprised by the institution. The committee consisting of Principal and College Examination Officer prepare the academic calendar well in advance before the commencement of the semester.

- The calendar outlines the semester class work schedule, internal examination schedule and external examination schedule.
- The faculty members of the concerned department gather the lists of courses for the coming semester.
- The head of the department finalizes the course allocation for the faculty members based on their choice and area of interest or expertise.
- The faculty members before the commencement of semester prepares the lesson plan, indicating the topics to be covered lecture wise including the evaluation process for each subject and it is duly reviewed by the one of the senior faculty in the department and approved by the principal sir.
- It is then, made available to the students. Timetable in-charge of each department prepares the timetable as per the guidelines of respective statutory bodies for the number of credit hours for each subject prior to the commencement of the semester.
- Time-table is uploaded on the website and displayed in the academic notice board.
- The performance of the students is assessed on a continuous basis by conducting preliminary examinations as per the institute standards per semester where the average is taken of both.
- In addition to the tests, assignments, mini-projects and quiz are also the part of Continuous Internal Evaluation. The evaluated answer books are returned to the students and an opportunity is given to the students to discuss the evaluation with the teacher.
- The teacher rectifies any error on the spot, if any. Finally the Internal Assessment is carried out.
- The evaluation process should include continuous internal evaluation, the conduct of examination, the evaluation of answer scripts and indicating the performance by marking.
- The examination reforms, in the Institute, are not merely a technique to improve the evaluation system but to be viewed as an aim at improving the education process itself.
- The Institute felt, that this, along with teaching, should be an integral part of aiding learning by the student. It is in this context that the evaluation practices were chosen and introduced.
- The answer sheets are given back to the students after evaluation for their information, providing sufficient transparency and accountability.

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

- Institute ensures that the stakeholders are aware of the evaluation process by timely informing them about the various avenues to know about process.
- We depute the faculty to the various faculty development program (FDP) arranged by the university.
- Principal inform the faculty about evaluation process during the semester opening meeting. Again the induction program is arranged for the students and parent at the start of semester.
- Principal and head of department gives detail information about evaluation process to the student and parent. Institute has developed ERP system for academic and administration monitoring purpose.
- The contact number and email ID of every student and parent is added. Thus the progress is sent on

daily basis to student and parent.

- Content of each subject is divided into six units. Unit test is conducted after each test and performance of the test is communicated to student and parent.
- The performance also displayed on departmental notice board. The evaluation report is also given to class coordinator of the class. If the performance of student is not satisfactory then parent are called and also student is counsel properly.
- Parents are briefed about evaluation process. The evaluation of the students, learning during semester and till end of semester is carried out in semester examination followed by end semester examination.
- The performance of student in internal assessment is communicated and explained to student and parent. The signature of student is taken. The attendance of student is compulsory and every fortnight it is communicated to parent.
- If attendance is poor then student is counseled PROPERLY. Performance of student in theory, practical, assignment, unit test and participation is timely displayed on the notice board.
- It is also communicated to parent through academic calendar given at the beginning of semester. Also progress report is communicated on regular basis to parent through ERP, website, departmental notice board, and phone calls by class coordinator sending letters, and email.

File Description	Document
Any additional information	View Document

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

Response:

- The assessment tools and processes used for measuring the attainment of each of the Program Outcomes and Program Specific Outcomes are as mentioned below: Method of assessment of POs / PSOs.
- The program outcomes and Program Specific outcomes are assessed with the help of course outcomes of the relevant courses through direct and indirect methods.
- Direct methods are provided through direct examinations or observations of student knowledge or skills against measurable course outcomes.
- The knowledge and skills described by the course outcomes are mapped to specific problems on University Examination, internal exams and home assignment.
- Throughout the semester the faculty records the performance of each student on each course outcome.
- Average attainment in direct method = University Examination (80%) + Internal assessment (20%)
Indirect assessment strategies are implemented by embedding them in Student Exit Survey, Employer Survey and Alumni Survey.
- Few of the POs are assessed based on relevant developed rubrics. Finally, program outcomes are assessed with above mentioned data and Program Assessment Committee concludes the PO attainment level.
- Average attainment in indirect method = Average (Alumni survey + Employer survey + Exit survey)

- At the end of each semester the institute conducts examinations based on the result published by university the course outcomes are measured based on the course attainment level fixed by the program direct End of each semester
- Assignments are given at the end of each module or topic. The assignments are provided to students, such that students will refer the Direct End of each module or topic text books and good reference books to find out the answers and understand the expected objective of the given problem.
- It is the responsibility of the concerned subject teacher to ensure that most students are able to work out the assignments honestly.
- The questions asked in assignments are mostly aligned with Course Outcome of the respective subject according to the performance of the student in answering each question; mapping is carried out with the respective COs for assessing the attainment level of the specific CO of the subject.
- Mid Examination Two internal examinations are conducted per semester for the first year for following purposes: Direct Twice per semester to ensure that students have achieved desired level of competencies at module level.

2.6.3 Average pass percentage of Students

Response: 56.89

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

Response: 128

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

Response: 225

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years

Response: 4.44

3.1.1.1 Total Grants for research projects sponsored by the government/non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year wise during the last five years(INR in lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
1.0	0.96	1.88	0.60	00

File Description	Document
Any additional information	View Document
List of project and grant details	View Document

3.1.2 Average number of research projects per teacher funded by government and non government agencies during the last five years

Response: 0.04

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

Response: 01

File Description	Document
List of research projects and funding details	View Document
Any additional information	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

Activities such as guest lectures by eminent personalities, field visits, visits to hotels, and interactions of students with alumni, exposure to various intercollegiate competitions, seminars, workshops, theme lunches, food festival, career guidance, placement and counselling are arranged to support the students to achieve their academic goals.

Training & Placement cell provides information about career opportunities and guidance through experts and eminent scholars about emerging fields/areas of hospitality and higher educational programs in India and overseas. It acts as an intermediary between the employers and students.

Professional Attributes: Importance of Grooming, Dress code, Etiquettes for hospitality professionals.

· **Earn and Learn:** ODCs, part time jobs help in skill development

The Industrial exposure during training, ODC, part time job helps in skill up gradation and improving potential for employability. Out Door Catering (ODC) and Hospitality Service help students in implementing the knowledge practically. Industrial training in international chain of hotels, overseas & in India gives them exposure to global hospitality standards & skills and assists in placement.

Hotel and field visits are arranged every year for students and faculty to provide them with an experience of current practices and blended learning.

· Guest lectures by the hospitality experts are organized for students and faculty to provide them with an enhanced vision of the subject.

· Interaction of staff with the experts visiting the institute for guest lecturers or as practical examiners results in to sharing of experience for further enrichment.

· Workshops and hands on trainings in specialized areas of hotel operation are organized for development of practical skills.

· Project based learning helps the students to develop research skills, organizing and planning capability as they have to search for the literature and plan the methods to achieve the objectives.

· Presentation of papers and participation in seminars, workshops, and academic events by faculties.

· The students also undergo 20 weeks of internship training in hotels which contributes towards their knowledge and skills building.

· Outdoor catering in hotels, private caterers, help the students to gain practical knowledge in core areas.

· Demonstration & workshops helps in acquiring knowledge as well as skills in specialized areas which are beyond the curriculum such as workshops on bartending, food styling, etc.

Through the Training and Placement / IPR cell of the institute more than 14 companies have offered jobs at various positions in the hospitality industry. The student's progression is also followed even after they passed out and enter the hospitality industry. Career Guidance in coordination with the training and

placement guides the students for the future job and career opportunities.

· **Innovation:** The institute motivates students to take part in various competitions conducted by the Institute such as culinary competitions where the students are encouraged for creative thinking.

Industry Interaction: Visit by Training & Placement coordinator to various Hotels in Pune to build a rapport to ensure training & placement opportunities for the students. Experts from industry are invited to judge the students' performance for the above mentioned activities.

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

Response: 42

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

2016-17	2015-16	2014-15	2013-14	2012-13
10	10	14	05	03

File Description	Document
Any additional information	View Document
List of workshops/seminars during the last 5 years	View Document

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: No

File Description	Document
Institutional data in prescribed format	View Document

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

Response: Yes

File Description	Document
Any additional information	View Document
List of Awardees and Award details	View Document

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

Response: 0.14

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

2016-17	2015-16	2014-15	2013-14	2012-13
03	01	00	00	00

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

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

Response: 0.14

3.3.4.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
03	01	00	00	00

File Description	Document
List books and chapters in edited volumes / books published	View Document

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising

students to social issues and holistic development during the last five years

Response:

The institute is sensitive towards the social and environmental issues. The same is inculcated amongst the students. The following activities conducted every year help the students in developing themselves as good citizen.

To develop constitutional responsibility, national development and integration by conducting activities such as

“Swachha Bharat Abhiyan” cleanliness drive, **“Gender empowerment”** by save girl child campaign , **“Traffic Awareness”** campaign on **Helmet Awareness”** & **“Don’t Drink And Drive”**

All staff are engaged regularly in **“Election duty”**

- To obey civil instruction – by participating and conducting awareness of traffic rules by forming human chain in collaboration with Pimpri - Chinchwad Traffic Police Pune done campaign on helmet awareness , say no to drink and drive rally near the road .
- To follow protect human rights, social justice , gender empowerment by – Participating in for creating awareness to save girl child by campaign save girl child. Conducted seminar on corruption, essay writing on corruption.
- To practice dignitary of labour social service and selfless service by- Campus of college cleaning, Tree Plantation to nearby area and campus.
- To practice value system by – celebrating teacher’s day and other national days.

Environmental Awareness :

- Tree Plantation in the campus & surrounding locality.
- Students and faculties have contributed towards river cleaning.
- Under SWACHHA BHARAT ABHIYAN students cleaned institute campus
- Celebrated PARYATAN PARV in institute to tell importance of tourism and care of culture of India. By Various competitions like: Indian traditional costume, cooking traditional dishes of India, Speech on culture and tourism of India.
- Reduce carbon foot print by using public transport, bicycle and CNG cars.

File Description	Document
Any additional information	View Document

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

Response: 1

3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
00	01	00	00	00

File Description	Document
Number of awards for extension activities in last 5 years	View Document
Any additional information	View Document

3.4.3 Number of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc., during the last five years

Response: 5

3.4.3.1 Number of extension and outreach programs conducted in collaboration with industry,community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc.,year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
01	04	00	00	00

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities with Government

Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years**Response:** 25.43

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
42	133	00	00	00

File Description**Document**

Average percentage of students participating in extension activities with Govt. or NGO etc.

[View Document](#)**3.5 Collaboration****3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years****Response:** 4

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
02	02	00	00	00

File Description**Document**

Number of Collaborative activities for research, faculty etc.

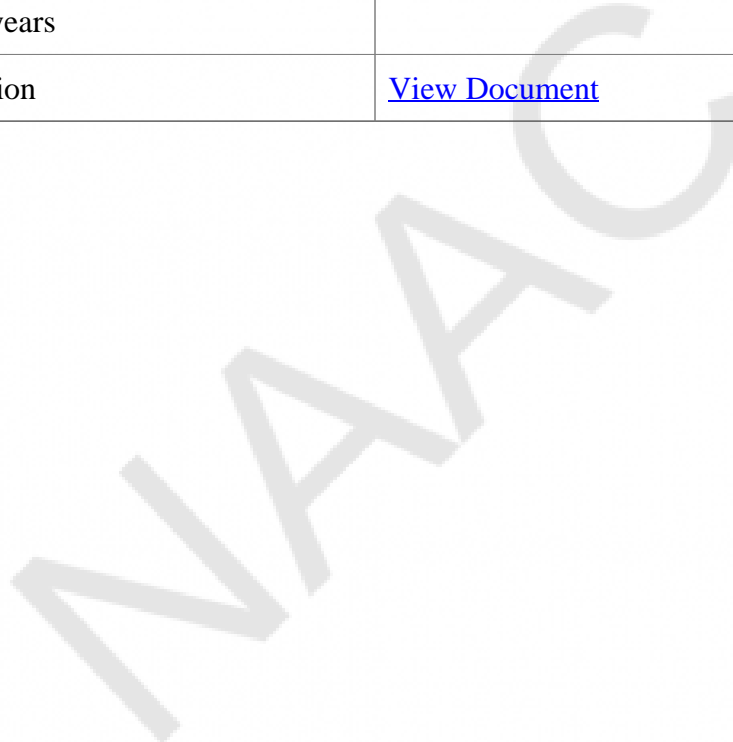
[View Document](#)**3.5.2 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)****Response:** 4

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other

universities, industries, corporate houses etc. year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
02	02	00	00	00

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



Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

The Institute is located on the Nigdi Bhosari Road at MIDC Chinchwad, Sambhajinagar Pune on a spacious and green campus developed as per the master plan and landscaping. The Institutional quadrangle building is aesthetically and architecturally designed. The total campus area is 1.50 Acres of which 1510.00 Sq. ft Build Up Area for the Institute.

The building was inaugurated on 01 Oct 2006 by the hand of “Chef Sanjeev Kapoor” is an Indian Celebrity Chef, Entrepreneur writer and Television Personality. All the infrastructural facilities support the academic curriculum and all other activities, meeting the requirements of the statutory bodies.

CES's Dr. Arvind B. Telang IHM is one of the premier Institute of quality hospitality education in Pune City with a modern infrastructure facility. The policy of the Institution is to provide excellent infrastructural facilities that create the right ambience for effective teaching and learning. The Institute has always aimed for high standards in imparting quality education. The Institute provides stimulated practical training & gives hands on experience for the operational subjects supplemented with theoretical knowledge. The Management accomplishes the creation and enhancement of the infrastructure facilities through different platforms. The policy is framed based on the requirement of hospitality industry service of

21st century.

The institution follows the following policies for creation and enhancement of infrastructure to facilitate effective teaching and learning.

- Wi-Fi facility with LAN connectivity.
- All laboratories are well equipped with latest equipment .The practical's are performed as per the SPPU syllabus.
- The Charts and models are also displayed in laboratory for easy understanding of practicals.
- Library is well stocked with sufficient number of books for references. It is also equipped with journals, magazines and e-resources. It has a partially automated OPAC software system integrated with ERP.
- Library has well-furnished reading room with Multimedia, Book Bank Scheme is also available to the economically poor meritorious students.
- Seminar hall with ICT facility for conducting subject matter expert lectures, paper presentation, conferences and workshops.
- Regular maintenance & up-keep of equipment and upgradation are done.
- All amenities, facilities and recreational facilities are maintained properly.
- Students use the ICT facilities for their project presentations, assignments, preparing study notes & menu recipes.
- All amenities provide practical & skill based facilities for core operational areas of hotel to meet

their learning centered requirements.

- Emphasis is given on the development of facilities which will save energy and other resources.

At the end of every academic year the departments review the infrastructure requirements for adherence to the SPPU norms & creating conducive environment for effective implementation of the curriculum. The management approves the recommendations given by the Institute & the administration department initiates the purchases.

File Description	Document
Link for Additional Information	View Document

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

Response:

Institute provide both indoor & outdoor sport facilities to the students during leisure time form academic.

- Students take part in sports tournaments – both intra and inter institute. Apart from fitness and health, sports also instills in them – discipline, team work and a sportsman spirit.
- 1 acre professional sports ground has been developed for cricket, basketball, tennis, football, volleyball, etc.

The institute also possesses indoor area for playing chess, carom, etc.

- Institute also have coaching facility free of cost available for students who are more focused and interested in sports.

Sports Facilities Available Are As Follows:

Indoor Sports Facility

- Carom
- Chess

Outdoor Sports Facility

- Cricket ground
- Football ground
- Volley Ball Court

- Badminton

Cultural activities:

Ganesh Festival

Saraswati Pooja

Events like Freshers Party, Food Festival, World tourism day, Theme Lunch and International bakery day are conducted at institute seminar hall / Ground

Public Speaking/ Guest lecturers / Workshops / Seminars/ Communication skills:

The institute invites industry experts and alumni to conduct numerous guest lectures, workshops and seminars. Conference hall is used for conducting these events.

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

Response: 25

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 01

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document

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

Response: 71.32

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

2016-17	2015-16	2014-15	2013-14	2012-13
34.8	22.0	43.1	16.2	33.4

File Description	Document
Any additional information	View Document
Details of budget allocation, excluding salary during the last five years	View Document

4.2 Library as a Learning Resource

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

Response:

Make library user friendly : The Library of CES's Dr. A.B. Telang IHM is partially automated through Vridhhi ILMS (ERP) software. The ERP system has various following modules as under-

1. Circulation: In the circulation module provision is made to issue / return / renew for Books Circulation, Journals / Magazines Circulation and Non-Print Material Circulation (CD, DVD, etc.)
2. OPAC: Online Public Access Catalog for searching the library resources. User can search the library resources as per Title, Author, Publication Keywords. Search can also be done through the Accession Numbers without remembering the Title or Author of the Book. This facilitates fast & accurate searching.
3. Reports: This is an important module of the Integrated Library Management System (ILMS) which helps to generate various reports like Books Issue/ Return date wise.
4. Journals / Magazines: This is an important module of the Integrated Library Management System (ILMS) to maintain and keep record the Journals, Magazine Bound Volumes and Newspapers. Through this module we can track the subscription period and renewal date of the Journals Magazine.
5. The library is computerized which helps the students to Search databases, refer to e-resources etc. Arrange & label the books for easy access.

Name of the ILMS software: **Vridhhi Software**

Nature of automation: **Partially**

Version: **2.0**

Year of automation: **2016**

The soft copy of previous Question Papers and Syllabus are made available to students in library.

Reference: Library provides reference services to readers by maintaining a separate Reference Section.

Dictionary, Encyclopaedia is easily available in the library. Newspaper clippings are maintained in separate files.

Reprography: The library has a facility of photo copying.

Information and Notification: Display of new arrivals, books, magazine,

Newspaper on display racks, news paper clippings, display of various notices regarding library services and facilities on library notice board.

The library maintains Syllabus Sets and Question Paper Sets. Besides books Library has magazines, Project Reports by students for faculty & students reference.

File Description	Document
Any additional information	View Document

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

Response:

Special Reports: Training Report & Project Report prepared by SY students as per curriculum.

	2016-17	2015-16	2014-15	2013-14	2012-13
Name	Copies				
Training Report	340	283	258	218	186
Project Report	344	287	262	222	190

File Description	Document
Any additional information	View Document

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books

5. Databases**A. Any 4 of the above****B. Any 3 of the above****C. Any 2 of the above****D. Any 1 of the above****Response:** B. Any 3 of the above

File Description	Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc.	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in lakhs)**Response:** 0.34

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

2016-17	2015-16	2014-15	2013-14	2012-13
0.22	0.52	0.52	0.31	0.14

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Any additional information	View Document

4.2.5 Availability of remote access to e-resources of the library**Response:** No

File Description	Document
Details of remote access to e-resources of the library	View Document

4.2.6 Percentage per day usage of library by teachers and students**Response:** 11.54**4.2.6.1 Average number of teachers and students using library per day over last one year****Response:** 21

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure**4.3.1 Institution frequently updates its IT facilities including Wi-Fi****Response:**

All computers at the institute are connected with LAN. It gives information via connectivity of 20 Mbps. Wi-Fi facility is available in the institute campus. The Computer laboratory is well equipped and is available to all. IT Departments which takes care of the updates of its IT facilities in terms of hardware and software upgrades, installation of new devices.

- Faculty members are provided computers with internet facility for

preparation of teaching/ learning materials.

- The faculty prepares various Power Point Presentations for their respective subjects.
- Use of ERP to update information about teaching, learning and evaluation.
- Lecture notes as e-mail attachment.
- The Institute always focuses on the development of learner-friendly study techniques. Students have access to e-learning resources.
- 04 PC's purchased recently of latest version (Core i3, 4GB Ram, 1TB HDD, 18.5" Monitor)

4.3.2 Student - Computer ratio**Response:** 8.4

File Description	Document
Student - Computer ratio	View Document

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

<5 MBPS

5-20 MBPS

20-35 MBPS

35-50 MBPS

Response: 20-35 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document
Additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)**Response:** No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years****Response:** 5.16

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

2016-17	2015-16	2014-15	2013-14	2012-13
8.45	1.09	3.98	0.44	0.52

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Any additional information	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

The Institute has maintenance department with designated personnel to oversee the maintenance of buildings, classrooms, laboratories and other campus facilities.

- Office staff maintains a stock register for the available equipment.
- Proper inspection and verification of stock takes place at the end of every year.
- A team of skilled personnel carry out maintenance works related to civil, plumbing, sanitation, water supply, electricity supply on regular basis.
- In house housekeeping personnel to take care of upkeep of the Institute premises.
- Maintenance of the gardens & lawn is done by the maintenance department.
- Periodic maintenance is available for major equipment like furniture and fixtures, water purification, gas range servicing, refrigeration, oven, pest control, portable fire extinguisher etc.
- The institute has adequate number of the computers with internet connections and the software distributed in different locales like office, library, departments etc.
- The institute website is developed and regularly maintained by software professionals.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 38.5

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

2016-17	2015-16	2014-15	2013-14	2012-13
33	29	41	70	57

File Description

Document

Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

[View Document](#)

Any additional information

[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 8.8

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
15	19	14	11	00

File Description

Document

Any additional information

[View Document](#)

Number of students benefited by scholarships and freeships besides government schemes in last 5 years

[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: C. Any 5 of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document

5.1.4 Average percentage of student benefitted by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 13.31

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

2016-17	2015-16	2014-15	2013-14	2012-13
15	16	12	20	18

File Description	Document
Number of students benefitted by guidance for competitive examinations and career counselling during the last five years	View Document

5.1.5 Average percentage of students benefitted by Vocational Education and Training (VET) during

the last five years**Response:** 7.55**5.1.5.1 Number of students attending VET year wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
15	10	01	08	12

File Description	Document
Details of the students benefitted by VET	View Document
Any additional information	View Document

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**Response:** Yes

File Description	Document
Details of student grievances including sexual harassment and ragging cases	View Document
Any additional information	View Document

5.2 Student Progression**5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 78.46**5.2.1.1 Number of outgoing students placed year wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
23	12	21	13	25

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

5.2.2 Percentage of student progression to higher education (previous graduating batch)**Response:** 28.21

5.2.2.1 Number of outgoing students progressing to higher education

Response: 11

File Description	Document
Details of student progression to higher education	View Document
Any additional information	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: NET/SLET/GATE/ GMAT/CAT, GRE/ TOFEL/ Civil Services/State government examinations)**Response:** 50

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

2016-17	2015-16	2014-15	2013-14	2012-13
01	00	01	01	00

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

2016-17	2015-16	2014-15	2013-14	2012-13
01	01	02	01	01

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document
Upload supporting data for the same	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) during the last five years.**Response:** 3

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

2016-17	2015-16	2014-15	2013-14	2012-13
00	01	00	02	00

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
Any additional information	View Document

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

CES's Dr. A.B. Telang IHM aims for all round development of students. The primary objective of creating Student Council is to assimilate and integrate the students from all the constituent schools across various departments within S.P. Pune University and other locations and to provide the students a platform to harness their creative activities in an integrated manner.

The institution aim is to promote collective and constructive leadership within student community. At the Student council, being the apex body organizes various activities with the help of the faculty.

Selection and constitution of Student council-is done as per the guidelines of the university. Students who perform well in academics, cultural activities, sports, ISR activities are selected as members.

The constitution of the Institute Student council is as under

Sr.No	Name of Faculty	Designation
1	Mr.Bhushan B. Kondalkar	Chairman
2	Prof.Deepak T.More	Faculty Incharge

3	Mr.Swapnil M.Bhosale	General Secretary
4	Ms.Kiran Sharma	University Representative
5	Ms. Aditi A. Karulkar	Cultural Secretary
6	Mr.Rushikesh M. Folane	Sports Secretary
7	Ms.Pooja P. Ballal	Girls Representative

A student council plays a key role in all institutional activities. The representatives of the council actively participate in execution of the activities that are organized by the institute. Promote and motivate students for participation in different events. All activities are funded by the management

- **Activities in collaboration with the institute**

- Working as members of various college committee for curriculum enrichment
- Volunteering/participating in Workshops/seminars organized by institute
- Coordination and participation in all co curricular activities such as Food Festivals, Theme Lunches, World Tourism Day Competitions etc
- Celebrating and co-ordination of cultural activities such as Fresher's Party, Teacher's Day etc.
- Hospitality services , ODC for hotels

- **Social extension activities**

- Save Girl Child (Women's Day)
- Demonstration on "No Drunk Driving"
- Tree Plantation
- Hygiene and sanitation drive for Warkaries.
- Helmet awareness rally
- Traffic awareness rally

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

Response: 3

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

2016-17	2015-16	2014-15	2013-14	2012-13
04	03	03	02	03

File Description	Document
Any additional information	View Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

The institute has a registered Alumni Association with Registration No. MAHA/1693/2017, established on 28th Nov 2017. The institute organized Alumni Meet on 15/12/2017. Heads of the Departments, faculty and staff are in constant touch with the alumni through e-mail, social media and various activities conducted by alumni association.

Alumni are invited to deliver expert lectures and evaluate student projects. No financial contributions are made by the Alumni till date but during the meeting alumni stated about the same in future.

The association meets and interacts with the various stake holders. It is the flag bearer of the developments in the institution. While rejuvenating the memories of the Institute a network of old students were achieved.

The institute takes pride in having active alumni in India and foreign countries such as USA, Canada, Australia & Middle East which not only assists our students but they are always be there as local guardian.

The composition of the association is as under

Sr.No.	Name	Designation
1.	Prin. Ajay Kumar M. Rai	President
2.	Prof. Shekhar D. Khairnar	Secretary
3.	Mr.Vishwas S. Patil	Treasurer
4.	Ms.Lisha K. Makhija	Member
5.	Mr. Deepak U. Bhujbal	Member
6.	Ms.Priyanka Singh	Member
7.	Mr.Nirav A. Gopale	Member

Activities and contribution of Alumni Association

- Alumni Association meetings are held and they provide valuable inputs for improvement in curriculum and upgrading infrastructural facilities through their feedback.
- Suggestions regarding skill development of students according to the requirement of industry.
- Placement assistance by alumni.
- Assistance in providing resource persons for Theme Lunch, Food Festival, Farewell Day, Tourism Day, Baker's Day, Seminars, Workshop, Practical Examination etc and maintaining industry academia linkages.
- Assistance in the functioning of Entrepreneurship and ISR activities for alumni and students.
- Alumni permit students to carry out project work in the industry/hotels they are employed in.
- Alumni meet and interaction helps in strengthening and networking.
- The institute uses social media like Facebook and Whatsapp to be in touch with the alumni. Easy and quick contact is possible with alumni because of this networking

The institute has developed a mechanism to establish continuous and healthy interaction with the alumni. They are considered as a "resource pool" for continuous improvement.

Support from the Alumni Association:

1. Alumni Interaction in terms of sharing industry experiences.
2. Job Interviews conducted by Alumni associated with the industry.
3. Guest lectures are taken by the alumni on related subjects and behavioural conduct.
4. Alumni support to Placement, Guest Lecture and alumni interaction is very useful for the students.
5. Financial Aid to institute for facility improvement.

File Description	Document
Any additional information	View Document

5.4.2 Alumni contribution during the last five years
<1 Lakh
1 Lakh - 3 Lakhs
3 Lakhs - 4 Lakhs
4 Lakhs - 5 Lakhs
Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years
Response: 1
5.4.3.1 Number of Alumni Association /Chapters meetings held year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
01	00	00	00	00

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document
Any additional information	View Document

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

Response:

VISION

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

MISSION

The Institute will strive to empower the students with sound technical knowledge, skills & humane approach to life to enable them to become professionals & good citizens to serve the hospitality industry with pride.

Nature of Governance

- The primary responsibility of the institute is to develop a plan that will guide the institute for implementation of its whole reform model.
- The teams are also responsible for ensuring the university curriculum as per norms & standard & instructions aligned to the society and Govt. of Maharashtra.
- The institute expect the needs of assessment process based on a review of students performance data and on the basis of this review make recommendations for curricular and instructional improvement.
- We provide quality education to our students.
- Integrity and transparency are reflected in all the endeavours of the institution; from the Admission process up to the conformant of Degree/Placement and even beyond.
- The institution stands for humanity, for tolerance, for reason, for the adventure of ideas and for the search for truth. For this we create an environment that fosters teamwork, cooperation and mutual support.
- The Institution believes in the policy of inclusion and promotes the Nation building qualities of equality, justice and fraternity.

Perspective Plans

- The Institute has a definite plan for its development.
- The dedicated and devoted team of the institute strives hard to bring out the best in the students, developing their hard and soft skills, which help them to become or get employment in reputed hospitality organizations or become successful entrepreneurs.
- In order to realize and accomplish the vision and mission, the institute has set objectives which address the needs of the society, the students it seeks to serve and the institution's traditions and

value orientations.

- Faculty development to cater to emerging trends and demands in education.
- Build on research skills of faculty and initiate the spirit of research amongst students
- Develop professional ethics amongst the students.
- Promote human values and sensitize students to these values.
- Paper free campus.
- Plastic free campus.
- To enhance the quality of MOU's / Collaborations with different hospitality industries to improve the job opportunities of the graduates.
- To collaborate with national and foreign universities through MOUs.
- Initiating new courses under our MSSDS Skill Centre.
- To initiate an online research journal of the institute.

Participation of Teachers in Decision Making Bodies

- Teachers take greater role in overall success of the institute as they commit to being active participant in decision making process.
- Teachers always feel that they more have to offer towards the institute than just taking lecture in class.
- The institute understand the entire system of involvement of teacher in decision making towards the benefit of society and community with service and sacrifice.

6.1.2 The institution practices decentralization and participative management

Response:

Decentralization

- The Governing Body delegates all the academic and operational decisions based on policy to the College Development Committee (CDC) headed by the Principal.
- The CDC formulates common working procedures and entrusts the implementation with the HoD's.
- The HoD's manage the day to day activities of the department.
- A team of Faculty members and Students coordinate the co-curricular and extra-curricular activities in the institute.
- Other units of the institute like sports, library etc. have operational autonomy under the guidance of the various committees and students are involved from various departments in the decision-taking process.
- The institute makes sure that every faculty is involved in at least 2 or 3 committees of the institute and representation from the student community is also ensured.
- Through the Students Council the students are actively decision making. The regular meetings and feedback of different stakeholders is also an indication of the participative management.
- A student quality peer team reports to the Principal every month.

Participative Management

- Society – Chairman (Management)
 - Society Board Members - (Management)
 - CDC - (Principal)
 - Internal Management Committee (IMC)
 - Department - (HoD)
-
- Under the leadership of Chairman of society the board members is responsible for Policy Making and Strategic Plans.
 - The CDC is responsible for implementation of the policies & strategic plan and for taking appropriate decisions.
 - Internal Management Committee (IMC) is responsible for the coordination of academic and administrative activities. It comprises of the Principal, College Examination Officer (CEO) and the IQAC coordinator.
 - HoD is responsible for the implementation of the policies & strategic plan and for taking appropriate decisions in the institute.
 - As part of the institution development we have different committees (Operational & Statutory) for the smooth functioning of the Institute. A committee comprising of faculty, administrative staff and students are involved in the Planning and Implementation of such committees and they are to report to Principal and Principal to Chairman of the Society.

6.2 Strategy Development and Deployment

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

Response:

- The institute follows a Total Quality Management (TQM) system.
 - It is deployed through different systems available in the institute.
 - The effectiveness of deployment is reviewed through a student performance appraisal system and other review processes.
 - Manpower deployment in the institute is another service area where we hire resources on our payroll and deploy them on department location on short/long term contract basis.
 - In this service model, we take care of entire recruitment, orientation, payroll, supervision, performance tracking, etc.
 - The institute also deploy manpower on work for housekeeping, kitchen laboratory etc
-
- The institute management gives liberal freedom and tractability to the Principal together with the department committees to lead all the academic activities of the institute.
 - They regularly meet and take necessary steps to formulate and implement strategic plans of the institution.

- The faculties of the institute have also been vested with extensive powers and functions as elaborated in the Rules of the University to closely monitor the internal coordination.
- The **decision making** procedures are made at appropriate levels in the organizational hierarchy.
- A committee comprising of faculty members and administrative staff are involved in the planning and implementation, academic audit and evaluation.
- **Service Rules:** The institution strictly follows the service rules according to the University & Govt. of Maharashtra norms.
- The institute runs for 8 hours on Monday to Friday & 4 Hours on Saturday.
- **Recruitment** is taken place according to the norms of the University & Society.
- **Promotional Policies:** The institute follows the good academic standards, 100 % training & placement in India & Abroad & provide free meal facility during institute working hours.
- **Grievance Redressal Mechanism:** If the staff member is dissatisfied with the result of approach as mentioned above or if the grievance directly concerns the HOD of the department, the staff member may directly approach the Principal for the redressal of his/her grievance.
- If the Principal feels that the grievance is trivial or invalid, he will take no action upon it. If he feels otherwise he shall inform the grievance committee and take the action accordingly.

6.2.3 Implementation of e-governance in areas of operation: 1.Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5.Examination

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: C. Any 3 of the above

File Description	Document
ERP Document	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document
Any additional information	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

Date of Meeting: 13/06/2016 (Monday)

Venue: Principal Sir's Cabin

- **Point Discussed: 1)** To discuss about the library rules and regulations
- Resolution: Library rules and regulations were discussed.
- The library committee passes the rules and regulations for students In & out in Reading Room & books circulation to increase their per day usage of library.
- The library timings were extended for not hamper regular studies.
- Under the library rules students compulsorily make library study for one hour each day.
- In the beginning students number was less but eventually after discussion with each other students started liking to spend one hour in library.
- As the use of library increased resulting volcanic change in their knowledge.
- The students become more confident about answering the general knowledge, subject related questions.
- The institute also find drastic change in the placement.
- Many of these resources are proprietary and the library purchases both materials and subscriptions to services to give students access to the materials they need for class study and independent research.
- These materials are often the most used and important resources for many disciplines and areas of study.
- The library collection which is developed by the institute is maintained by professional librarian who hold M.Phil Degree in Library Science.
- Because librarian takes greater care in the items purchased for the library, the library collection tends to be more reliable and of higher quality than those information resources found freely available online.
- However, the students are much more likely to find information from authoritative sources whose positions are backed by strong evidence.
- The institute find most delightful and happy when they are helping students find information and partnering with them to make their study more meaningful also straighten their career.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

- The children of both teaching and non-teaching staff are given education in the **Camp Education Society's Prerana and Abhiman School (LKG to Jr College – English & Marathi Medium)** with subsidized fees.
- Two set of uniform is given to non - teaching staff every year free of cost.
- Sports facility for staff.

- The teaching and non-teaching faculty have the benefits of PF, Casual Leaves, Earned Leaves, Medical Leaves and Maternity leaves etc.,
- The staff and the faculty are the most vital components of any organization.
- Here, in our institution teaching and non-teaching staff are offered NOC to facilitate the immediate long term loan.
- The institution facilitates faculty participation in programs for professional development, organized by the institute and also other agencies; through grant of leave and providing financial incentives.

File Description	Document
Any additional information	View Document

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

Response: 19.33

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

2016-17	2015-16	2014-15	2013-14	2012-13
01	04	00	00	00

File Description	Document
Any additional information	View Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 1.8

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
01	03	01	02	02

File Description	Document
Any additional information	View Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document

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

Response: 37.33

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
03	03	01	03	00

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

- Each faculty member submits a self-appraisal to the principal every year.
- It passes first through the Head of the Department and then through the Principal who makes their remarks.
- At the end of every academic year the Principal in consultation with the senior faculty members regarding an evaluation on each faculty member.
- The criteria for which include the punctuality, commitment, readiness to assume responsibility etc. of each faculty.
- Students also evaluate the performance of their teachers.
- The outcome is analyzed by the top management and discussed with the concerned teacher.
- HoD's annual performance report also helps in evaluating staff members.
- Performance appraisal of the teachers has been conducted annually.
- The progress and achievements of the teachers are being appraised by the management to decide

over the annual increments of the teachers.

- Personal interview and appraisal being held with the teachers to share appraisal reports and discuss about their career advancement.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Financial provision required for effective and optimized working of the institute and for taking care of the infrastructure required for teaching learning, is duly made by the management every year. Systems are in place for ensuring that purchases are in compliance with given norms and the utilization of budget is optimal and effective.

Accounts are audited regularly by certified Chartered Accountant appointed by the management. The Accounting Committee looks after the financial audit and it is presented to the certified Chartered Accountant.

Funds received from reservation are required to distribute all the students in their account & grant received under CSR also utilized properly as per proposal submitted. All these account are also verified and audited regularly.

The last external audit was done in 2016-17 completed in the first week of October 2017 and no major objections were raised during the audit.

File Description	Document
Any additional information	View Document

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

Response: 20.7

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

2016-17	2015-16	2014-15	2013-14	2012-13
20.7	00	00	00	00

File Description	Document
Any additional information	View Document
Annual statements of accounts	View Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

- Apart from the funds received by the institute through fees collection, funds are mobilized as per the policy defined by the institute as follows: Fund mobilization for co-curricular and extra-curricular activities through personalized policy Fund mobilization to support needy students through policy like “Earn and Learn”, donations by philanthropists. (**Rotary Foundation and Rotary Club of Pune Central & Weikfield Products Corporation LLP, Pune**) and started **Malhotra Weikfield Bakery and Confectionery Training Centre & Beauty Care & Spa Training Institute (Proposed)** at the institute.
- Presentation for the requirement is given before the funding agency.
- On receiving the funds, as per the directives of the funding agency, the funds are handed over to the institute and its utilization is monitored closely.
- At the time funded activities, where procurement is involved, standard purchase procedure of the institute is followed.
- Institute assumes its responsibility for appropriate utilization of released funds either in single installment or multiple.
- Also, as per the guidelines of funding agency, the institute submits the audited reports along with activity report to the funding agency.

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

- **Camp Education Society Dr. Arvind B. Telang Institute of Hotel Management** has taken concrete steps for the development of students, faculty members and institute thus established IQAC on **05th December (Monday) 2016**. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institutions.
- The primary goals of IQAC are: To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.
- To develop a system for conscious, consistent and catalytic action to improve the academic and

administrative performance of the institution.

- Sharing of research findings and networking with other institutions in India and abroad.
- Equitable access and affordability of academic programs for various sections of society.
- Optimization and integration of modern methods of teaching and learning.
- The credibility of evaluation procedures.

The following are the roles and responsibilities carried by IQAC:-

- To coordinate the distribution of information on various quality parameters of higher education.
- To coordinate the documentation of the various programs / activities leading to quality improvement.
- To coordinate the quality-related activities of the institution.
- To coordinate the timely and efficient execution of the decisions of IQAC committee.

• IQAC is monitored by the following members:

- Chairperson - Prin. Ajay Kumar M. Rai
- Mrs. Uma P. Amrutkar - Administrative Officer
- Prof. Shekhar D. Khairnar - Teacher Representative
- Prof. Ruchita S. Chaudhari - Teacher Representative
- Prof. Ranajit M. Patil - Teacher Representative
- Shri. Walchand D. Sancheti - Member from Mgt
- Ms. Lisha Kanhaiyalal Makhija – Alumnae
- Mr. Vinay Chotalia – Employer
- Prof. Deepak T. More - Co-ordinator

EXAMPLE - 1

- The IQAC meeting held on **10/12/2016 (Saturday)**, the members discussed about the preparation for second half of AY – 2016-17.
- Approval for various visits (Industrial Canteen, Laundry) scheduled for SY students.

EXAMPLE - 2

- To approve winery visit for **SY** students to get more exposure about wine making.

File Description	Document
Any additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

- IQAC monitors the teaching learning process regularly through their organizing committee members. All the Head of the departments are the members of it.
- IQAC conducts three meetings in a year to check the learning process, structures & methodologies of operations and learning outcomes.
- These meetings are intended to check the overall result analysis and to check the planned goals and achievements of IQAC.
- In every meeting of IQAC few decisions and modifications will be taken in the regular process.
- Every department conducts workshops, training programs and guest lecturers periodically addressed by the eminent persons from Industry, Academic and Research Institutions.
- Eminent experts of National reputed people are invited from academia/organization/industries for seminars and conferences related to the subjects in course curriculum, basic practical, hands on experience fundamental and advance topics as planned in the IQAC.
- As part of the closure of teaching learning process the content delivered for the respective subjects along with evaluation outputs are summed up as course files and are made available in the Departments.
- Class Teachers, Class Representatives, HoDs and Staff meetings are conducted periodically to review teaching and learning process.
- The teaching learning process is reviewed by Principal, senior faculty members and expert from industry members every month.
- A detailed report is prepared and assessed with necessary actions for the annual meeting.
- In the annual meeting all the Head of the departments present a detail presentation report about the planned agendas & achieved goals for the year.
- Principal and the Management Committee plans for what else can be added for the improvement and suggests the modifications to it.

EXAMPLE - 1

- The IQAC meeting held on 17/03/2017 (Friday) to discuss about monitor attendance for FY & TY

EXAMPLE - 2

- Discussion about review of placement cell. To place the students in reputed industry / hotel department wise analysis of all the placement record.

File Description	Document
Any additional information	View Document

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

Response: 0.2

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

2016-17	2015-16	2014-15	2013-14	2012-13
01	00	00	00	00

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

File Description	Document
Any additional information	View Document
Details of Quality assurance initiatives of the institution	View Document

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

Response:

- The average low student's attendance and performance need to be addressed instantly through

IQAC Initiated Students Mentoring System (SMS).

- It was required to take the follow-up of habitual absent students regularly.
- Hence, IQAC cell has implemented students mentoring system which collects personal information of students and parents; phone calling report, any disciplinary issue, personal counseling report etc.
- Class teacher's role played as mentors, there is a remarkable improvement in attendance.
- Students focus and view of thinking is changed.
- This is in practice since last one year. The practices are adopted in documentation for accurate identification of students from different years to dispense of scholarship, verification of attendance etc.
- The establishment of (IQAC) helps in pushing long-term quality standards.
- IQAC in any institution is a significant administrative body that is responsible for all quality matters.
- It is the prime responsibility of IQAC to initiate, plan and supervise various activities that are necessary to increase the quality of the education imparted in the institute.
- The IQAC helps in maintaining quality standards in teaching, learning and evaluation becomes crucial and the present research is therefore undertaken on a smaller scale to determine the exact status and functioning of IQAC and its outcome.
- The present research of IQAC falls under the purview of quantitative research and hence quantitative methods, such as data collection, analysis, comparison and illustration are used.

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 4

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

2016-17	2015-16	2014-15	2013-14	2012-13
02	02	00	00	00

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document
Any additional information	View Document

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

The Institute organizes special programmes for gender sensitization. The Institute is following an open and transparent system of selection purely based on merit for recruiting whether male or female. The selection is carried out through an open advertisement followed by presentation interview.

The institution gives highest priority to safety and security of female students & staff. Students wear ID cards at all times. The institution has installed CC (Close Circuit) Cameras at different places inside the campus to supervise activities going on inside and outside the campus. Guard is appointed for safety of vehicles, motorcycles of the institute staff and students.

In College Development Committee meetings safety and security of institute is discussed. Opinions are sought by members regarding safety and security of the Institute. Their feedback about safety of the

institute is considered and action is taken in this connection.

The institution has Internal Complaint Committee (ICC) which looks after the issues pertaining to women in particular. ICC is capable of dealing the cases (if any) very confidently.

It can be stated with due pride that in the institution the incidents of sexual harassment of women students are nil due to the discipline in the campus.

The campus is proved to be very secure due to its well-maintained security system. The management is very concerned about health and security.

We organize workshops for stress free life by the selected resource persons. Faculty counsellors always available to counsel the girl students.

Mentors of the institute which function properly. Mentors occasionally sit with students and gives them information about personality development and job opportunities in the present scenario. On occasions, motivational lectures are also conducted for the benefit and well-being of the girl students specially.

Two toilets & one common room for girl students with required facilities. Separate common room for boys.

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

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

Response: 100

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 10920

7.1.3.2 Total annual power requirement (in KWH)

Response: 10920

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs**Response:** 84.52

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

Response: 1.31

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 1.55

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

- **Solid Waste Management:**

The primary goal of solid waste management is reducing and eliminating adverse impacts of waste materials on human health and environment to support economic development and superior quality of life.

Reduce: The reduction in use of raw materials

Reuse: Reuse of waste materials and recycling of those

Recycle: Recycling of materials

There are two types of Solid wastes (i) Bio-degradable (ii) Non-bio degradable

Solid waste management – Solid waste is kept in separate containers. The waste is left for decoction and then it is used as compost for trees and plants planted in the campus.

Bio-degradable waste is allowed to degrade or decompose an oxygen rich medium. A good quality nutrient rich and eco-friendly manure is formed and non-biodegradable wastes are dumped into dumping yards.

Throwing the waste anywhere is strictly prohibited & dust bins are provided throughout the campus

Usage of plastic bags is discouraged within the premises of the institute.

- **Liquid Waste Management:**

Well-constructed drainage systems leading to corporation drainage line. The drainage line is cleaned regularly to avoid stagnation of water and the cleaning part is outsourced.

- **E-Waste Management:**

E –Waste, which on the face of it seems quite clean and safe is not so. Its qualitative characterization shows it to be very complex consisting of several hazards constituents that can play havoc with our health therefore some of the e-waste generated is used for technical education purpose by using the hardware in laboratories for display. The remaining materials are disposed off in an appropriate manner.

File Description	Document
Any additional information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The constant water supply to campus is ensured through enough storage capacity for MIDC water & provisions are also made to collect rain water and store it in the tank. Monsoon runoff of roof top water is collected in the tank and used for garden irrigation.

A survey has been carried out and storage tanks are being constructed in the campus as per recommendations.

Trees and lawns are maintained with water drips and sprinklers to avoid water wastage Waste water is used for gardening.

Benefits:

1. Helps in recharging the soil
2. Improvement in ground water quality by dilution
3. Improves soil moisture

4. Reduces soil erosion by minimizing run of water

File Description	Document
Any additional information	View Document

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Green Practices followed by both the faculty and the students in the campus are:

a) Bicycles:

- The faculty and students residing nearby are encouraged to come by bicycles.
- Thus we prevent the emission of carbon dioxide in the campus.

b) Public Transport:

- The institution is located just less than 1 km from the highway. So we encourage our faculty and students to use the public transport for safety, security and fuel conservation.

c) Pedestrians Friendly Roads

The campus has wide, well maintained black top roads, covering every nook and corner of it. It has foot paths on both the sides.

Plastic free campus:

Use of plastic bags and cups are discouraged in the campus. The Institute is polythene free. We are trying to make it plastic free also.

Paperless office:

- The Management has taken keen interest to make the office a paperless office.
- The accounts/office and academic information is stored and maintained through systems.
- Even the official information and circulars are preferred to be sent only through mails.

Green landscaping with trees and plants:

- The institute has taken several measures for planting to make Green Campus. 50% of total area is covered with trees and lawns. A number of trees exist at different places in the institute. Tree plantation in the campus is the regular activity of the students & staff.

File Description	Document
Any additional information	View Document

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

Response: 3.26

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year wise during the last five years(INR in lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
02	03	01	00	00

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Green audit report	View Document

7.1.9 Differently abled (Divyangjan) Friendlines Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above**Response:** D. At least 2 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years**Response:** 2

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

2016-17	2015-16	2014-15	2013-14	2012-13
01	00	00	01	00

File Description	Document
Any additional information	View Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)**Response:** 2

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

2016-17	2015-16	2014-15	2013-14	2012-13
01	00	00	01	00

File Description	Document
Report of the event	View Document
Details of initiatives taken to engage with local community during the last five years	View Document
Any additional information	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: No

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

Response: Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 08

File Description	Document
Any additional information	View Document
List of activities conducted for promotion of universal values	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

With great Zeal every stake holder participate in organization and celebration of our national festival as independence day on 15th Aug and Republic Day on 26th Jan under the leadership of head of the institution.

On 5th Sep institution celebrate as Teachers Day to mark birth anniversary of Dr. Sarvappalli Radhakrishnan who was great philosopher and scholar of Indian past who also contributed as a Teachers. We celebrate Constitution Day also birth anniversary of Dr. B.R.Ambedkar.

The institution practices pluralist approach towards all religion functions and encourages the students and faculty to showcase the same. Parsi Day, Id, Gurunanak Jayanti, X-Mas, Ganesh Festival, Guru Purnima, Gandhi Jayanti ,Shivaji Jayanti, Maharashtra Foundation Day ,Teacher's Day, World Tourism Day, International Bread Day , International Women's Day & International Chef Day etc.

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

Response:

CES's Dr. Arvind B. Telang Institute of Hotel Management is affiliated to the Savitribai Phule Pune University. It states outline for the Financial, administrative, and reporting requirements for higher education institutions. Ethical and responsible conduct permeates the institution, from its financial functions, through its academic and personnel policies, to its varied auxiliary functions. To ensure that the institute operates transparently and openly in all activities, the institution develops and updates policies.

The financial resources of the institute are managed in a very effective and justified manner. The following three types of accounts are created:

- **Receipts & Payment Accounts.**
- **Balance Sheets** (Each and every transaction is supported by the vouchers.)

All the funds are deposited in the bank, and all bills on recurring and non-recurring expenses are disbursed through cheque and cash payment. Duly authorized persons can only operate the bank account. The audit is done by the Chartered Accountant after every financial year. The accounts of the college are subject to audit by the external Govt. approved Chartered Accountant. The audit of the accounts is done after every financial year.

Institute has a dynamic history of policy review/revision that reflects the institute on-going commitment to integrity and ethical actions. It has managed to improve faculty and staff salaries in the past twelve years. Institute monitors its fund allocation by benchmarking itself against other institutions.

It endeavours to ensure all financial transactions, reports and documents are completed with integrity and that the institution presents timely and accurate information to the University, stakeholders, alumni and business associates as well as state governmental agencies.

7.2 Best Practices

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

Response:

1. **To create a in house practice of Simulation of the industry to provide real time learning of the students.**

Title of the Practice:

The institute has planned the practice 'Simulation with industry' with an aim to excel in the field of hospitality education by moulding and enhancing the skill to meet the challenges of the dynamic business environment.

Objectives:

- To work parallel with Industry to provide real time learning of the students
- To create a platform for the students and faculty to get industry exposure.
- To Bridge the gap between academics and industry.
- To be the most preferred hospitality education institute among the aspirants

The context:

The institute recognizes the need to expose the students to industry work culture through continuous interaction and hand on training during the course.

Practice:

Food Festival and Theme Lunch: Institutes organizes food festival exposure to students, inculcating leadership, team work, sales skills, interpersonal skills, sharpening the technical skills.

Evidence of Success:

Students have successfully acquainted with global practices in hospitality industry. They have adopted the professional work culture with improved technical and interpersonal skills.

Problems Encountered and Resources Required

Budget constraints: The institute has to make optimal use of budgeted resources for events organized every year. It is a challenge to work with in the budget with fluctuation due to inflation.

Time management: It is challenging to take time out for the preparation of events in the midst of academics. Faculty and the students have to work beyond the academic time to prepare for the event.

Resource person: Hospitality industry being a very demanding industry, it is challenging to get industry experts to the institute.

2. To bring changes amongst students by counselling & mentoring Objective of the Practices.

Title of the Practice:

Counselling aims to identify personal issues like low self-esteem, interpersonal relationship problems and cultural differences.

Objectives:

- To provide a platform to exhibit and nurture knowledge, skills, talents of the students.
- To enable the students to develop a sense of culture, morality and social responsibility.
- To develop gender sensitization and self-discipline.

- To nurture critical thinking, creativity and overall awareness.
- To develop entrepreneurship attitude and skills.
- All round personality development of the students

The Context:

The mentor assigned to every batch of 15 to 20 students strives to understand students' academic and personal problems and also identifies those in need of extra academic coaching or personal counselling.

The Practice:

Students who take admissions majority are from rural area with education in vernacular medium. Institute take the opportunity to groom them according to the requirement of the hospitality industry.

Evidence of Success:

Students coming from semi-rural and rural backgrounds are groomed successfully to face on campus interviews of leading companies and industries. The academic and non-academic skills, imparted throughout the year, ensure a holistic development of the students.

Problems Encountered and Resources Required:

The limited window for one on one personal interaction with students outside the classroom limits the effectiveness of all counselling and mentoring activities.

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Institute Motto is "Service and Sacrifice" i.e. providing affordable quality education. Student with sound technical knowledge, skill and human approach to life to enable them to become professionals and good citizens to service the Hospitality Industry with pride.

Institute seeks to meet the needs of students by offering relevant, quality hospitality education so that a student can significantly contribute to the society in general and hotel industry in particular. It also offers hospitality employers a skilled human resource that has been specially groomed to meet the challenges in this new millennium.

- To provide quality education for students to excel in their careers.
- To encourage the students with innovative ideas and motivate them to be entrepreneurs.

- To provide conducive environment for research activities.
- To promote co-curricular and extra-curricular activities for the overall development of the students
- To inculcate social values and ethics among students and develop them to be socially responsible citizens.
- To strive for continuous improvements in every aspect.

- To impart in depth knowledge through training in hospitality services to the satisfaction of

all the stakeholders.

- To provide conducive environment & holistic development in our state of art infrastructure.
- To expose the students to practical and industrial environment to enhance their skills.
- To strengthen commitment to society through various designed activities.
- The institute is committed to be the centre of excellence in hospitality industry, this shall be achieved and sustained through inspiring a passion for learning and independent thinking through a commitment to academic excellence.
- Providing world class infrastructure to create conducive environment and holistic development

of the students whilst being socially responsible.

- We also provide fee instalment facility & bank loan to economically poor students.

The Institute has always felt concern about the students and especially those which belong to weaker sections of the society. By providing reservations, financial aids, scholarships and relaxation in qualifications for socially backward classes, the institute has seen a significant increase in students' participation in social issues during last few years. The institute aims at providing higher education to create just, plural and equitable society in consonance with constitutional values. The major strength of this institute is its ability to ensure holistic development of students and to make them responsible citizens.

The institute is an 'equal opportunity' institution established to provide knowledge and quality education to all sections of society. It aims to maintain modern outlook with contemporary developments without compromising moral values. It cares to provide knowledge and quality based education to the students by inculcating moral values and scientific temper. It aims to pursue excellence towards creating manpower with high degree of intellectual, professional and cultural development to meet the national and global challenges. The institute is conscious of its role in campus community connection, wellbeing of its neighbourhood and has initiated a number of community development activities.

5. CONCLUSION

Additional Information :

Camp Education Society's **Dr. Arvind B. Telang Institute of Hotel Management** believes in its contribution to the Hospitality education sector and applying for NAAC is an important step towards Quality Assurance the Institute is willing to assess & make necessary changes as required in its educational system and academic culture.

In addition this it is therefore essential for the professional Institute to receive stakeholders perception towards Teaching, Learning process and supporting entities.

Hence NAAC Application is a step towards self- introspection leading to a further development of the institute focused on excellence with following practices

- Fee concession to economically background students
- Part Payment Facilities for Institute fees
- More activities to sensitize students on social issues
- More & More Sustainable practices
- Committed towards paperless operation

Concluding Remarks :

Camp Education Society's **Dr. Arvind B. Telang Institute of Hotel Management** commenced in **2005** with the specialization in Hospitality & Tourism program. Since then the Institute has progressed in overall functioning year on year keeping line with its vision & mission.

In order to fulfill its mission **CES's Dr. A.B. Telang IHM** has well - built system of Governance that provides leadership & support at all times for enhancing Teaching, Research & Consultancy and producing professionals who demonstrate high level of ethical and moral conduct & high standards of education excellence. We ensure that every alumnus looks back at us and says **CES's Dr. A.B. Telang IHM** has not merely taught us, it has educated us.