



DR. ARVIND B. TELANG INSTITUTE OF HOTEL MANAGEMENT

(Recognized by Govt. of Maharashtra & Affiliated to Savitribai Phule Pune University)

NAAC Accredited with 'B' Grade CGPA 2.40 (2018) & ISO 9001: 2015 Certified Institute

Shri. W. D. Sancheti

Chairman

Shri. B. V. Jawalekar

Hon. Secretary

Dr. Ajaykumar M. Rai

Principal

Best Practices – I

TITLE OF THE PRACTICE - STUDENT CENTERED APPORACH

Objectives of the Practice:

- Enhance Student learning environment that encourages active participation, motivation, and interest in academic pursuits.
- Encourage students to think critically, analyse information, and develop innovative solutions to real-world problems.
- Increase student retention rates, academic achievement, and overall success through a supportive and inclusive learning environment
- Positive and supportive Institute culture that promotes student satisfaction, well-being, and mental health
- Equip students with the skills, knowledge, and attitudes necessary to succeed in their chosen careers and adapt to an ever-changing work environment.
- Regularly assess and refine the student-centered approach to ensure it remains effective, efficient, and aligned with the institution's mission and goals.

The Context:

- A lot has been spoken about the gap between the hotel management curriculum and the requirements and expectations of the Hospitality Industry.
- Although it is a known fact, it is a big challenge for the Hospitality Institutes to bridge this ever-increasing gap due to the dynamic nature of the industry and the limited control that Institutes have on curriculum development as it is designed by the SPPU.

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- The Institute thus has to find alternatives to fill this gap. With a view to achieve this, we at CES'S DR A.B.TELANG IHM have designed student centric practices to overcome the gap between the education and the industry expectations and make the students more employable.

The Practice:

The following are the components of the student centric approach.

Choice Based Curriculum with Credit System:

- It was introduced by SPPU and implemented by Institute for BSCHS curriculum.
- This enables the student to select from the basket of subjects which gives him choice as per his preference and liking.

Parent's Orientation:

- Institute has an open door policy where parents can come and meet the faculty and the Principal for any concerns.
- They are invited during the first year for the simulation, second year to discuss the challenges faced by students during training and in the final year for the counseling regarding the placements thus seeking their active support in the development of their ward.

Enhanced Teaching Learning Process:

- Extra efforts are taken for students who are weak in studies through remedial classes.
- We conduct English speaking classes for these students to improve their soft skills and boost their confidence.
- E-BOOKS is made available to the students to increase the knowledge base and also online quizzes are conducted to test their knowledge.

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Entrepreneurship Development:

- Students are given an opportunity to exhibit and showcase their technical, financial and marketing skills through ED activities as they handle the events by themselves.

Student ODCs:

- The Institute encourages the students to be a part of the Outdoor Caterings in hotels within the city to enhance their skills and to get first-hand experience of the industry.

Evidence of Success

- Every year Institute conducts several students' parents' orientations for BScHS courses. This year, following meets were organized with the parents:

Sr No.	Course and Year	Nos. of Attendee
1	FY BScHS - Introduction & orientation	53
2	SY BScHS - Industrial Training	40
3	Final Year BScHS - Placement	43

- Institute Alumni committee organized an interactive webinar for the students to have a one on one interaction with them for better future.

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Problems Encountered and Resources Required:

- The syllabus is governed by the university and affiliated Institute have limited control over the same.
- The syllabus is supposed to be revised every five years. However, sometimes there is a long gap, making part of the syllabus redundant.
- It is seen that the syllabus is not always at par with the industry requirements.
- Industry experts who are invited as guest lectures/jury/resource person for workshops cancel their appointment at the last minute due to professional reasons and Institute has to find the replacement at short notice.
- It is seen over the years that students would rather learn through gadgets than physically attend the class, thereby reducing face to face interaction with teachers.



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Camp Education Society's
Dr. Arvind B. Telang Institute of Hotel Management
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Best Practices - II

TITLE OF THE PRACTICE : SIMULATION PRACTICE “INDUSTRY IMMERSION”

Objectives of the Practice:

- To create an immersive simulation environment that replicates real-world industry scenarios, providing students with hands-on, experiential learning opportunities
- Designate dedicated spaces for simulation Kitchen labs, equipped with industry-specific equipment, software, and tools.
- Develop students' practical skills in a simulated industry environment, preparing them for the workforce.
- Provide students with hands-on experience, applying theoretical concepts to real-world industry scenarios.
- Equip students with industry-specific knowledge, skills, and attitudes, ensuring they are job-ready upon graduation.

The Context:

Industry Partnerships:

The institution has established partnerships with industry leaders and organizations to provide students with experiential learning opportunities.

Simulation-Based Learning:

The institution recognizes the value of simulation-based learning in preparing students for the workforce and has invested in simulation Kitchen labs and technology.

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Experiential Learning:

The institution emphasizes experiential learning, providing students with hands-on experience and real-world applications.

Competency-Based Education:

The institution focuses on competency-based education, ensuring students develop specific skills and knowledge required by industry employers.

Industry Expectations:

The institution is aware of industry expectations and requirements, ensuring that students are prepared to meet the demands of the workforce.

Community Engagement:

The institution values community engagement, partnering with local businesses, organizations, and industries to provide students with experiential learning opportunities.

Industry Growth and Development:

The institution is aware of industry growth and development trends, ensuring that students are prepared for emerging opportunities and challenges.

Employment and Career Opportunities:

The institution focuses on providing students with employment and career opportunities, ensuring that they are job-ready upon graduation.

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The Practice:

- Industry Immersion" is a simulation practice designed to provide our students with a realistic and immersive learning experience, simulating the challenges and opportunities of the hospitality industry.
- Students develop essential hospitality skills, knowledge, and attitudes through a realistic and immersive learning experience.
- Students are better prepared for the workforce, with hands-on experience and industry-specific skills.
- Students are equipped to meet industry expectations, with a deep understanding of hospitality challenges and opportunities.
- Student performance is assessed during the simulation, evaluating their hospitality skills, knowledge, and attitudes.

Evidence of Success:

- Students reported feeling more confident and prepared for the workforce after participating in the simulation practice.
- Industry partners praised the simulation practice, citing its effectiveness in preparing students for the realities of the industry
- Faculty members observed improved student engagement, motivation, and teamwork during the practice.

Problems Encountered and Resources Required:

- Limited partnerships with industry partners can restrict the scope and realism of the simulation.
- Faculty members may require training to effectively facilitate and debrief the simulation.

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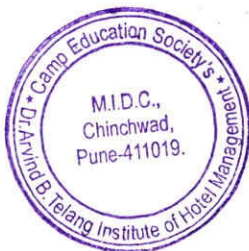
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- Some students may struggle to engage with the simulation, requiring additional support and motivation.
- Additional support services, such as academic advising and counseling, may be required to support students participating in the simulation.
- Dedicated facilities are required to accommodate the simulation, including space for simulation labs, debriefing rooms, and observation areas.



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