SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SHEILA RAHEJA INSTITUTE OF HOTEL MANAGEMENT

RAHEJA EDUCATION COMPLEX, OPPOSITE COLGATE GROUND, KHER NAGAR, BANDRA EAST,
400051
www.srihm.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Our roots in the field of Education trace back to 1952 with the foundation of "The Bombay Suburban Art and Craft Education Society".The Society recieved its Certificate of Registration under the Bombay Public Trust Act,1950 on 27th April 1959,under the aegis of which the college Sheila Raheja Institute of Hotel Management is managed and operated.Sheila Raheja Institute of Hotel Management (SRIHM) established in the year 2013 is the latest initiative of the Society, an effort that has gone a long way in creating career professionals for the booming hospitality sector.

Affiliated to the University of Mumbai, the college currently offers the B.Sc. (Hospitality Studies) programme which prepares students for all the core operational areas of the Hospitality Industry and the B.A. (Culinary Art) programme which is for students who wish to focus on becoming Chefs.

SRIHM is among the most preferred colleges in the city of Mumbai for Hospitality Academics. The college provides Education of the highest standard with trained, qualified and motivated faculty facilitating learning in a vibrant & conducive atmosphere. To train students in the significantly hands-on world of hospitality the college has a virtual hotel within its premises, an unparalleled infrastructure of Kitchens, Restaurants, Bars and Guest room with state of the art facilities and equipment that would make a full-fledged hotel envious.

Sheila Raheja Institute of Hotel Management was among the first Hospitality Colleges in the State of Maharashtra to have HACCP compliant Food and Beverage areas. It was awarded the “Best upcoming private Hospitality Academics Institute in Mumbai in the year 2015”. The college is a Member of the professional body the Hotel & Restaurant Association (Western India)

The college was the first in the city of Mumbai to offer the prestigious Bachelor of Art (Culinary Art) Degree Programme from the year 2016.

In the short span of time during which the college has been in operation the students have earned a name for themselves in academics winning the most prestigious Welcomgroup Graduate School of Hotel Administration Manipal, Quest competition in 2019, a competition ‘by invite only’ for the leading Hospitality Institutes pan India.

Vision

“To be the preferred Institution of choice for hospitality education aligning with the ever-changing needs of our dynamic industry”.

Mission

- Empower the current generation of hospitality learners to develop into future industry leaders.
- Create a vibrant learning environment thorough innovative academic pedagogy.
- Craft functional industry partnerships to enhance learner skills and knowledge, thus enabling excellence.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The college is strategically located and easily accessible by road and rail from the Western and Central suburbs. The college has an unparalleled infrastructure to recreate a virtual hotel within our premises. The college is among the first Hospitality Management colleges in the State of Maharashtra to have HACCP compliant Kitchens and food service areas. The college has internet facility with LAN speed of 300 mbps and WIFI enabled campus with 500 mbps. Team of competent and committed Faculty with rich academic and industry experience. The college offers two specific programmes to cater to the diverse needs of the student population. An effective Teaching–Learning process with adoption of ICT in classes by 100% teachers. A Strong student-centric teaching–learning process using experiential learning, participative learning and problem-solving methodology to enhance overall student learning is in place. The college provides opportunities for internationally acclaimed Chef's and Bartenders' interaction with students.

The college conducts guest lectures and workshops to supplement the Teaching –Learning process and update Faculty Members and students about current trends and innovations in the industry. The college provides unique Food Media and Food Presentation Initiatives.

The college has a very strong Industry connect to provide students opportunities for Internship, On-the-Job training and Placements. Students have been provided international on the job training at Dubai, Thailand etc. The college has a fully functional gymnasium on its premises with a professional certified trainer which is accessible to students after college hours. The college provides the students and staff with a complimentary mid-day meal (lunch). The college has a counsellor available to provide adequate support to students. The college has a doctor available on call to cater to the needs of students who may take ill. The college provides international study tour to the students as it provides them the opportunity to understand and appreciate various facets related to tourism and hospitality like visa formalities, Forex , International social etiquette , cuisine and culture, operation of tourism overseas vis a vis our country.

Institutional Weakness

Limited Research interaction. Our regular professional programmes are very demanding in nature and thus students are required to put in long working hours which leaves them with very little time for sports and other extra-curricular activities. Non availability of extra FSI places constraints on space availability and this limits any future expansion plans.

Institutional Opportunity

Further developing of the Alumni Association capable of contributing to the overall growth and betterment of the students and the Institution. Encouraging greater Research work from the Teaching Faculty. Fostering greater Industry interaction by strengthening already existing linkages and forging new partnerships. Increasing Value added programmes to cater to the ever-changing needs of our Industry. Collaborating with National and International Institutions to encourage both Faculty and Student Exchange Programmes.

Institutional Challenge

In this era of globalization striving to reduce the gap between classroom instruction and the needs of the present-day complex market to ensure that our students are industry ready. Upgrading the syllabi of the University of Mumbai so that it is relevant to the current needs of the industry. Inculcating in our student's ethics, morals and values whilst they are studying in college that shall hold them in good stead in future to ensure that they also become good citizens of our great nation besides becoming successful professionals.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Since our inception in the year 2013 when the college offered the B.Sc. (Hospitality Studies) Programme we have made an active effort to cater to the diverse needs of the student population. We were the first college in the city of Mumbai to offer the prestigious B.A. (Culinary Art) Programme especially for students wanting to become professional Chefs. Before the academic year starts, the college plans the academic calendar with the involvement of the entire teaching team. Feedback of all stakeholders of the previous years are discussed and analyzed to figure any incremental areas of improvement. Areas not covered by the syllabus are covered through other methods of industry involvement such as field visits, webinars and master classes. Once finalized, the Principal then approves the Academic Calendar with all the suggested insertions, which is then displayed on the website. The faculty members plan the academic pedagogies through the lesson plan created for each course. These are scrutinized and approved after discussion with team members by the HODs of each department. Greater emphasis is laid on the application of knowledge imbibed by the students and they are provided opportunities to plan, organize and implement events based on the knowledge they have acquired theoretically. The college lays emphasis on gender equality and sensitivity, which is visible in the high enrollment of girl students, some of the facilities provided for the girl students are grooming sessions, separate locker rooms and washrooms. Sanitary napkin vending machine has been placed in the girl's washrooms on the 5th and 6th floor. Students are further sensitized regarding the importance of human values in everyday life, AIDS awareness campaigns, blood donation drive, joy of giving drive during Diwali and Christmas and visits to old age shelter homes are conducted by the college. The college has taken several initiatives to create awareness about protecting the environment like garbage segregation, plastic collection drive, beach cleaning campaigns, tree plantation drive, nature treks etc. These initiatives aid in the overall holistic development of the students on the campus.

Teaching-learning and Evaluation

The college ensures that student-centric methods are used with emphasis on experimental learning, participative learning and the usage of problem-solving techniques. The teachers also use innovative and creative teaching methodologies to ensure a more complete learning experience, these include role plays, simulation, case-studies, and demonstrations with hands-on practice, field trips, guest lectures, and workshop by industry experts, usage of ICT for Power Point Presentations, films and DVD's. The Programme Objectives (PO's) and Course Outcomes (CO's) have been shared on the website of the College. The teachers at the beginning of the Semester discuss the Programme Objectives and Course Outcomes with the students and explain to them in

detail the importance of each Programme and Course. The teachers assess the learning levels of both slow and advanced learners and accordingly organize programmes to cater to the special requirements of each category. Students with learning disabilities are given an equal chance to challenge themselves and perform to the best of their ability.

The college ensures that the system of evaluation is in line with the norms of the University of Mumbai and that the process followed is fair and transparent. It is pertinent to note that the college adheres to the Academic Calendar for the conduct of the internal evaluation tests. As we are an affiliated college we adhere to the scheme of examinations as prescribed by the University of Mumbai in toto. The students are informed about the evaluation process and examination pattern well in advance through discussion in class and is also published on the website. At the end of the Internal assessment process marks are shared with the students and any queries are resolved by the respective Course teacher. Our proficient and well-qualified teaching staff mentor the students to counsel and resolve all matters pertaining to academics and also guide the students through periods of stress for their overall growth and development. The college adheres to the norms of the University of Mumbai for the admission process by conducting online tests, group discussion and personal interview.

Research, Innovations and Extension

Our College Sheila Raheja Institute of Hotel Management being a young organization only in its 10th year, since inception we are encouraging not only the Teaching Faculty but also the students to initiate research work. The college has provided a research platform for faculty and students by providing facilities such as digital library Delnet, plagiarism check software and e- books and e-journals. Individual creativity and innovation is encouraged through our pedagogy and students are motivated to experiment with new ingredients to create unique products. The college takes initiative to arrange seminars on entrepreneurship to guide students to become entrepreneurs and have their own small startup ventures. Even though we are a very young college we have a very strong Industry-Academia connect, which is evidenced by the numerous workshops and guest lectures conducted on Innovative practices in the preceding years. These guest lectures and workshops encourage the students to be in touch with the latest happenings in the Hotel Industry whilst also being able to contribute to the innovative practices. As a part of Career development activities during the Covid-19 pandemic the college initiated several webinars for students. Our students through the Department of Lifelong Learning & Extension are encouraged to participate in extension and outreach programmes in collaboration with the industry and non-government organizations in order to inculcate in them morals, values and ethics besides organizing Nature trails and visits, Blood donation camps , Beach cleaning and environmental sensitization, safety and health promotional activities etc. which will enable them to contribute meaningfully to society and become better citizens. The DLLE platform also sensitizes students to socio cultural realities with street plays, elocutions, creative writing and poster making competitions. We also provide our students sufficient opportunity for internship, field trips and on the job training with our strong industry linkages with Five Star Hotels, Stand- alone Restaurants and Catering Establishments in India and abroad.

Infrastructure and Learning Resources

The College has an unparalleled state of the art infrastructure to recreate a virtual hotel within our premises. The institute is centrally air-conditioned with six classrooms each to accommodate 60 students with ICT facilities, One front office laboratory with the set-up to role play the procedures involved with the complete guest cycle in a hotel, two housekeeping laboratories for conducting practical sessions related to cleaning, floral arrangements, linen and laundry operations, one hotel style guestroom, two training resto-bars to provide a

simulated environment to train students in the techniques of food and beverage service and hone their skills in mixology, one student dining room, two basic training kitchens where students work individually familiarizing themselves with pre-preparation procedures and methods of cooking, one quantity kitchen with butchery, walk in cooler and walk in deep freezer where students learn bulk cooking to cater to Indian cuisines for approx. 500 people, two advanced training kitchens where students are taught the finer nuances of global cuisine, one garde-manger for hygienic preparations of sandwiches, salads and cold cuts, One Bakery and One Confectionary equipped with a separate chocolatier room to learn the art of bread, cakes and biscuits making and concocting delicious desserts, chocolates and pastries, One material logistics department to cater to day-to-day needs of the college, One Library which makes available learning resources for the students we have KOHA Library management software and DELNET Database to provided e-resources to the Teaching staff and students. The Library currently contains 1794 books and 30 periodicals including 8 e-journals, one Computer Laboratory which is periodically upgraded it has 30 desktops with the latest configuration for students, we also provided high speed internet bandwith of 300 mbps (LAN) and a WI-FI enabled campus of 500 mbps. During the pandemic the college added 7 new dell-laptops for conducting online lectures. The college provides spacious Locker rooms with changing facility and toilets for both boys and girls, Elevators, Unisex Gymnasium, First Aid room, Seminar Hall, a five hundred seat air-conditioned auditorium and Cafeteria on the ground floor.

Student Support and Progression

Our students are provided with the support they require for progression through our Faculty Mentors who hand hold the students whenever required. Deserving students from the economically weaker sections are assisted in obtaining scholarships through our linkage with the industry. Our college has a strong Training and Placement Cell and our students receive support for Internships where all the students get Internships with both Five Star Hotels and standalone Restaurants for their placements at the end of their tenure with the college. The college has hired the services of a personality development expert who is available to train student’s right from Curriculum Vitae preparation, to extempore speaking, Group discussion, Immaculate grooming techniques and preparation for Personal Interviews and this effort is reflected in our placements. As the college is functional from 8.30 am in the morning till 4.45 pm in the evening there is not much time available to students to engage in sporting events, however the college has provided a gymnasium with a Trainer to provide students with an opportunity to exercise post College hours. There is involvement of students in sports, cultural and extra-curricular activities and the college organized a two day competition titled ‘First among Equals’ for the students followed by two days of indoor games, outdoor sports and annual day till 2019 which was discontinued due to the Covid -19 pandemic, however, we propose to commence the competition from the Academic Year 2023-24 onwards. As we are a young institution only in our 10th year since inception, we have recently formed our Alumni Association and all efforts are being made to have an effective association which will be able to make meaningful contributions to the students and the college. The college has a very effective mechanism for timely redressal of cases pertaining to sexual harassment and ragging. There is an active Student Council and students are represented on the various committees of the college. The Student Council is headed by a Student President, Student General Secretary, Student Vice-President, Student Lady Representative, Students SC/ST Representative and one Faculty Member as Coordinator.

Governance, Leadership and Management

Our College is managed and operated under the aegis of the Bombay Suburban Art and Craft Education Society. The Governing Body combines the expertise of the most illustrious names in Hospitality, Education, Retail and Realty. In conjunction with the Management, the Principal of the College provides effective

Leadership and Governance that reflects the Vision, Mission and the Goals of the College. Thus, it is no surprise that the Institution was awarded the Best Upcoming Private Hospitality Academics Institute in Mumbai in the year 2015 by Brands Academy at the Education Excellence Awards, New Delhi, in only the third year since its inception. The college has a robust organization structure and practices decentralization and participative management with various bodies, cells and committees to look into all areas of academic and administrative governance. The college provides excellent welfare measures to and provides sufficient opportunities for professional development of all staff members. The college has an effective Accounts Department with regular audits to ensure that there is an adequate control exercised in conjunction with the Principal on all expenditures in the College. The college has well defined policies to ensure smooth direction, such as Code of conduct, Examination Policy, Library Policy, Purchase Policy etc. The Internal Quality Assurance Cell which was formed on 9th March 2018 meets once every quarter for the purpose of quality improvement looks into the quality assurance at the Sheila Raheja Institute of Hotel Management. Some of the notable quality initiatives of the Internal Quality Assurance Cell included Enrollment for Distance Lifelong Learning Extension(DLLE) in Academic Year 2018-19,Formation of the Women Development Cell and Formation of College Student Council in 2019-20, Covid Awareness quiz was conducted by IQAC for all the faculty,FDP for Faculty members on Blended Learning through Google meet and Google extension,Formation of Alumni Association in Academic Year 2020-21, Faculty Development Programme on “Excellence in Imparting Skills for the Hospitality educators,Performance Based Appraisal System,Gender Audit,Formation of Non Statutory Committees,Identifying slow learners and arranging remedial classes for them in Academic Year 2021-22.Green, Energy and Environment Audit,Soft skill training for our students by a soft skill trainer, and Supervised Lectures in Academic Year 2022-23. As a part of the perspective plans the Programme B.A.(Culinary Art) was introduced in the A.Y. 2016-17 and also updated our infrastructure viz. New staff room, Purchase of Salva ovens etc.

Institutional Values and Best Practices

The College is among the first Hospitality Colleges in the State of Maharashtra to have HACCP compliant Kitchens and Food Service areas. The students are made aware of the importance of hygiene and sanitization for serving safe food which is free of any kind of contamination through training. As a part of its best practices the college organizes an Equipment, Barware and Glassware exhibition which is given as an assignment to the final year Hospitality Studies students who present the same to the first and second year students of the college. The college again as a part of its best practice has hired the services of a personality development expert to train students right from CV preparation, to extempore speaking, Group discussion, immaculate grooming etiquettes and preparation for Personal Interviews and this effort is reflected in our placements. The college ensures gender equality on its campus and shows gender sensitivity by providing 24 x 7 manual security system with sufficient security personnel including lady security guard who is available from 8am to 5.30pm coupled with CCTV surveillance. Sanitary napkin vending machines have been provided in separate Locker rooms for girl students on both 5th and 6th floor of the college. The college is perceptive to its responsibilities towards environmental sustainability and has been taking initiative of Green practices with the objective of providing an eco-friendly environment in and around the college premises. The college also provides facilities required to take care of Divyangjan (differently-abled) students. Initiatives are taken to interact with the Local community and contribute to the local community. The college ensures that the code of conduct for staff and students is strictly adhered to and inculcates a sense of rights and duties of each Individual towards the Nation. The students are sensitized about Human values and Professional ethics. The college celebrates National and Regional festivals in a unique manner laying great emphasis on the cuisine and culture of the region

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHEILA RAHEJA INSTITUTE OF HOTEL MANAGEMENT
Address	Raheja Education Complex, Opposite Colgate Ground, Kher Nagar, Bandra East,
City	MUMBAI
State	Maharashtra
Pin	400051
Website	www.srihm.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	CONRAD DSOUZA	022-31218777	9619408123	-	principal@srihm.edu.in
IQAC / CIQA coordinator	SUCHISMITA ROY	022-619666666	8851363529	-	suchismita.r@srihm.edu.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	University of Mumbai	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
No contents				

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Raheja Education Complex, Opposite Colgate Ground, Kher Nagar, Bandra East,	Urban	0.9	11025.3

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,Hospitality Studies,Hospitality Studies	36	Standard XII Higher Secondary Certificate	English	180	128
UG	BA,Culinary Art,Culinary Art	36	Standard XII Higher Secondary Certificate	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	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				2				26			
Recruited	0	0	0	0	1	0	0	1	18	6	0	24
Yet to Recruit	1				1				2			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				14
Recruited	10	4	0	14
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				2
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	0	0	8	4	0	13
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	6	1	0	7
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		**From the State Where College is Located**	**From Other States of India**	**NRI Students**	**Foreign Students**	**Total**
UG	Male	326	6	0	0	332
	Female	206	3	0	0	209
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	24	23	16	15
	Female	9	4	2	10
	Others	0	0	0	0
ST	Male	2	1	1	1
	Female	2	2	2	0
	Others	0	0	0	0
OBC	Male	37	37	26	28
	Female	23	25	19	18
	Others	0	0	0	0
General	Male	244	266	280	304
	Female	182	174	177	190
	Others	0	0	0	0
Others	Male	12	11	10	7
	Female	13	8	8	6
	Others	0	0	0	0
Total		548	551	541	579

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Our College Sheila Raheja Institute of Hotel Management Mumbai (SRIHM) is committed to achieve excellence in providing our students with a professional, value-based and holistic education. At present, in the State of Maharashtra for undergraduate level programmes National Education Policy (NEP) has only been implemented (with effect from June 2023) in autonomous colleges. As and when NEP is introduced by the State Government and the University in affiliated Colleges; our college which offers professional education will explore the possibility of the College becoming multidisciplinary / interdisciplinary. However, it must be noted that the Principal, Mr. Conrad D’souza, who was the

	Member of the Ad Hoc Board of Studies in Hospitality Studies at the University of Mumbai from 2016 till September 2022 has given much thought to the pattern of courses for this programme under NEP. As and when the Board is reconstituted and if Mr. D'souza is re-elected on the Board, he will enable this process for the B.Sc. (Hospitality Studies) program. Our three-year B.Sc. (Hospitality Studies) and B.A.(Culinary Art) degree programme are affiliated to the University of Mumbai. Affiliation to the University of Mumbai limits the scope of multidisciplinary, flexible curriculum and allowing entry and exit of students at various years of the undergraduate programme. Our college is coordinating with our cluster of colleges and are in the process of preparing for the National Education Policy. The B.A. (Culinary Art) Board of Studies have been re-constituted under the Chairperson Chef Siraj M. Shaikh and our faculty Mr. Chetan Raut is a member of the Ad-Hoc Board of Studies for B.A. (Culinary Art) .Mr. Raut has also attended the meeting to revise and prepare, the B.A. (Culinary Art) syllabus structure as per NEP-2020 and the Minutes of the Meeting have been submitted to the University of Mumbai.
2. Academic bank of credits (ABC):	The Academic Bank of Credits is applicable to both our programmes, namely the B.Sc. (Hospitality Studies) and B.A. (Culinary Art) and all the students of B.Sc. (Hospitality Studies) and B.A. (Culinary Art) of our college have been registered on the Academic Bank of Credits portal.
3. Skill development:	The two programmes B.Sc. (Hospitality Studies) and B.A. (Culinary Art), in essence being conducted by our college are professional at the core and also prepare our students in the development of their skills. The syllabi of the programmes are being followed and are reflected in both the programmes in our college namely Hospitality Studies and Culinary Art. We also conduct additional workshops for our students to equip them with a variety of skills. This ensures their readiness and confidence to enter into the industry or meet entrepreneurial aspirations as the case may be. Our students gain experience from the on-the-job Training, Internship, Competitions, Workshops, Masterclasses and also from Soft Skill Training sessions. As per the feedback received from our students the college has hired a soft skill trainer

	who is helping students with enhancing their Interview Skills, Group Discussion Skills etc. In addition, our students have participated and won various competitions such as National Pastry Challenge, Vegan Super Chef Challenge 2022, A-Star Culinary Competition by Sahara Star, Incredible Chef's Competition by World Hospitality & WICA, Auro University National Level Competition and Everest Better Kitchen Culinary Challenge 2022-23. Our College also conducts several Master Classes and workshops inviting leading hotel Chefs and Managers to share their expertise on a variety of subjects. These not only include speakers from the four core areas but also from allied areas of the Hotel Industry for our students to develop their skills and knowledge.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	At the College level, all national and state days of importance, including Hindi Bhasha Diwas, Marathi Bhasha Diwas, Constitution Day, Vachan Prerna Diwas, Shahid Diwas, Swarajya Diwas etc. are celebrated. The Student Council organizes Indian cultural activities, such as 'Ae Halo' (Garba Dance), Onam, Ganesh Chaturthi, Durga Pooja ,also the various Theme Lunches and Dinners are organized by the students to celebrate Indian history, culture, tradition and our rich culinary diversity. These events celebrate the diversity of India and promote unity among the students, who come from different backgrounds and walks of life. We also hold practical classes on various cuisines from different states of India which are well researched topics by the students themselves who need to make presentations on the historical and cultural significance of various states in the country. We believe that it is crucial to install a sense of common purpose and respect despite our differences. To achieve this goal, we prioritize instilling human values and professional ethics among our students and employees. As part of our efforts, we not only organize flag hoisting ceremony on Independence Day and Republic Day but also various other activities such as Tree Plantation Drives, Swachh Bharat Abhiyan, Blood Donation Drive and more. These activities help students cultivate good values, respect for others, and a sense of responsibility towards the environment. Both our programs BSc. (Hospitality Studies) and B.A. (Culinary Art) integrates Indian Knowledge systems

	into teaching learning process. This reflection of our Indian culture is highlighted through the cuisine of India and specifically the culture underlines its regional cuisine. Our current Academic Year (2023-24) students have also enrolled in online courses offered by SWAYAM.
5. Focus on Outcome based education (OBE):	The College provides an outcome-based education which inculcates the student-centric learning and teaching methodology. Programme Objectives and Course Outcomes have been worked out for the two programmes BSc. (Hospitality Studies) and B.A. (Culinary Art) that are run by our college. Programme Objectives are carefully crafted and aligned with college vision and mission. Programme Objectives and Course Outcomes are kept in mind by the faculty in all the teaching-learning processes.
6. Distance education/online education:	During the Covid -19 pandemic the college had a very smooth transition from face-to-face learning to online learning. The college also witnessed gradually, that blended learning is more effective than traditional face to face learning. This may be for several reasons. Firstly, a blend of online and face to face learning gives learners the opportunity to see, interact and understand the subject content in a variety of contexts. Secondly, online learning can be more personalised as it has the potential to allow learners to follow their own interests or learning pathways. Thirdly, today's students are digital natives who prefer to learn via technology. The college adapted to online teaching through G-Meet, Zoom and Google Classrooms. In addition, various asynchronous learning activities through digital and live short videos on important topics were made available to students to provide the basic idea of the important concepts. At present, NEP has not been implemented in the State of Maharashtra for undergraduate programmes for affiliated colleges. A College like ours cannot run programmes in the distance mode of education. In addition, as we offer skill centric programmes, blended learning can ensure that our students develop requisite skill sets.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	(2) Yes, the student's coordinator and coordinating faculty members are appointed by the College and the ELCs are functional and representative in character. Faculty Coordinator is Dr. Ajay Meshram and Student Coordinator is Ms. Tanushka Acharekar
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Survey of all college students for new registration for voter's card.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Desh ka Form Poster displayed on Notice Board.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Voter registration survey conducted at college for above 18 years of age students.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
548	551	541	579	531

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 43

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

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

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
284.86	167.53	149.17	279.15	309.17

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

At SRIHM, the academic calendar is planned with the active participation of the teaching team. The final version of the calendar is approved by the Principal and made available to the faculty members. The implementation of the academic calendar is monitored by IQAC in coordination with the HODs and the Academic Coordinator. To supplement the syllabus, various activities such as field visits, guest lectures, and master classes are carried out, aiming to cover topics that are not addressed in the syllabus based on feedback received from stakeholders.

The Academic Coordinator utilizes the competency matrix of each teacher to determine the workload for faculty members. The academic calendar and timetable are posted on the college website. The faculty develop course files and lesson plans by integrating the syllabus, timetable, and academic calendar. Subsequently, faculty members incorporate continuous internal assessment strategies during lectures. To ensure accurate record-keeping, the lesson log is maintained and regularly updated after every lecture is conducted.

Our continuous internal assessment involves ongoing evaluation of students' learning progress throughout the academic year through regular quizzes in class, role plays, viva, assignments, class presentations, group discussions, etc. Unlike summative assessments conducted at the end of a learning period, continuous internal assessment provides timely feedback to students and teachers. This approach allows for timely intervention and support to students. Based on continuous internal assessment, teachers can conduct remedial classes. At the end of the semester, a Course Completion Certificate is prepared and is signed by the Students representatives and countersigned by the HOD, Academic Coordinator and the Principal.

In conclusion, our curriculum planning and delivery are fundamental to the educational process of the students of SRIHM. A well-planned curriculum, supported by the academic calendar and continuous internal assessment, ensures a progressive learning experience for our students. It empowers them in their educational journey, promoting engagement and lifelong learning. By implementing effective curriculum planning and delivery practices, Sheila Raheja Institute of Hotel Management enhances the teaching and learning process and contributes to the success and growth of our students.

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

1.2 Academic Flexibility

1.2.1

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

Response: 21

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document

1.2.2

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

Response: 33.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
226	235	106	224	136

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

At SRIHM, our programs have seen a higher enrolment of female candidates. In recognition of the importance of gender equality in the hospitality industry, our college also organizes annual grooming sessions specifically tailored for our female students. These sessions focus on enhancing their self-presentation skills and boosting their confidence. We provide separate locker cum changing rooms and washrooms for our female students, ensuring convenience and safety. We also prioritize maintaining hygiene standards and have installed a sanitary vending machine in the ladies' washroom to further promote a secure environment.

Human values play a crucial role in the development of individuals and societies, which is emphasized through various initiatives at SRIHM. Our students actively engage in campaigns and activities that promote awareness and support for important causes such as:

1. AIDS awareness campaigns, fostering understanding, empathy.

2. Blood donation drives and Covid Vaccination drive encourage students to contribute to saving lives and demonstrate the value of selflessness and compassion.

3. During Diwali and Christmas, the joy of giving is emphasized, which encourages our students to extend their generosity to those in need.

4. Happiness drive and Donating bed sheets to cancer patient’s showcases empathy and care for those undergoing challenging treatments.

5. Visits to old age shelters provide an opportunity for students to show respect, kindness, and support for the elderly members of our society.

6. Walkathons centred around road safety highlight the value of preserving human life and well-being.

7. Autism awareness initiatives foster inclusivity, acceptance, and support for individuals on the autism spectrum, encouraging empathy and understanding among students and the wider community. We also welcome and provide education to students with physical disabilities.

SRIHM also takes significant initiatives to protect the environment. Some of which are:

1. Garbage segregation initiatives

2. Tree plantation drives

3. Plastic collection and reduction on use of plastic

4. Beach cleaning campaigns

5. Nature Treks/ Trails

These initiatives showcase the power of human values in creating a sustainable future, emphasising the importance of conservation, responsible consumption, and environmental stewardship. Hospitality is a people-centric industry, we emphasize empathy, respect, and cultural sensitivity to nurture students' interpersonal skills.

As educators, it is our responsibility to ensure that our students graduate as well-rounded professionals who prioritize ethics, human values, and sustainability in their careers in the hospitality industry.

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

1.3.2

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

Response: 64.6

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

Response: 354

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

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

the feedback is made available on institutional website

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution’s website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 77.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
184	198	189	180	190

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

2022-23	2021-22	2020-21	2019-20	2018-19
246	246	240	240	240

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list as published by the HEI and endorsed by the competent authority	View Document
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	View Document

2.1.2

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

Response: 40.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	51	40	23	25

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

2022-23	2021-22	2020-21	2019-20	2018-19
86	86	86	86	86

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 24.91

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The College has developed a learner centric approach with blended teaching methods using ICT tools and is practical oriented with use of innovative methods of teaching through simulations, skill-based learning which enables holistic development of students.

The students are trained in practicals in the Kitchen, provided simulation of real-life situations in Dining Restaurant, Front Office, and Guest Room. To upgrade their technical knowledge, we also organise Exhibitions,Masterclasses and arrange outbound activities like Wine tasting sessions, field trips to wineries, cheese factories and laundry visits.

Experiential Learning

Students have to complete an internship in hotels and it is a valuable opportunity for them to gain practical experience, network with industry professionals, and explore different career paths.

Role-playing exercises: This helps students develop important communication and customer service skills. Students practice interacting with customers, preparing and serving food and beverages to guests in a dining restaurant while handling customer situations in a simulated environment. They are given hands-on training with feedback taken from stakeholders and corrective actions are suggested. Fire Safety and First Aid Workshops are conducted to enable students to handle emergency situations.

Participative Learning and Problem-Solving Methodology:

Group Learning and Theme Dinners:

Students are taught to cook in groups as teams to produce a large quantity of food.

Theme dinners: Students perform different roles as front desk staff, guest service representatives, restaurant servers, chefs, housekeeping staff, finance, and store managers and practice customer service and communication skills. These theme dinners are organised on a large scale where eminent people from the industry are invited to evaluate the experience. Feedback is taken from stakeholders which is analysed and the feedback summary is given to the students.

The BSc (HS) students are informed about the roles they have to play. Students learn various crisis situations in hotels, group-wise, giving them situations to role-play like, handling a drunk guest, handling a bomb threat, and lost passport handling.

BA Culinary Art students are given Mystery Basket exercise and Single Ingredient competition to enhance their culinary skills.

During the pandemic, as per Mumbai University (MU) guidelines, students were not allowed by the Maharashtra Government and MU authorities to conduct face-to-face classes and hence learning was online. The college has taken adequate measures to continually impart Theory and Practical classes through the Zoom platform and Google Meet.

Sessions were made interactive through PowerPoint presentations, Quizzes, and class discussions. Exclusive webinars and masterclasses were held by inviting eminent leaders of the Hotel Industry

Demonstrations of practical classes of Stitching, Stain Removal, and Bed making were Conducted as live

online sessions.

The video shooting was organised, recorded, and screened as done in Offline Practical Class with a briefing, explaining the recipes, showing the ingredients, cooking methods, and plating to give an insight into the practical working of each core area.

Online exhibitions, Virtual Tours, and Online Workshops like Floral Art, Fire Safety & First Aid were also organized. Thus we ensured that the students were given the best education even during this challenging period.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 69.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	30	30	30	30

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

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

Response: 75

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	17	13	14	14

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awareded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The college offers two programs:-

1. B.Sc. Hospitality Studies
2. B.A Culinary Art.

Both 3-year undergraduate degree programs are affiliated to the University of Mumbai. Internal Assessment Tests are inherent in examination patterns for both the programs and the process is followed as per University norms. As per the scheme of Examination, all theory subjects consist of 25 marks for internal assessment and 75 marks for external assessment.

The Practical courses do not have internal assessment and only have external assessment.

The timetable and dates for internal & external assessment is displayed on the notice board and the website of the college 30 days prior to the commencement of the examination. It is also a part of the Academic Calendar which is displayed on the website at the beginning of the term. The students are informed about the evaluation procedures and examination pattern well in advance through discussion in class.

The Internal assessment for all theory courses in both the programs consists of 25 marks, of which 20 marks are obtained through a class test consisting of objective questions like fill in the blanks, match the following and answer in one sentence.

The 5 marks are further divided for the student's class participation and regular class attendance. The subject teacher is responsible to maintain a proper record of the class attendance and corresponding participation during the class.

All students who have failed in their class test for internal assessment are given an opportunity to improve their score and pass by way of submission of an assignment.

The External assessment for all theory courses in both the programs consists of 75 marks, 75 marks are obtained through a written exam consisting of objective questions like fill in the blanks, match the following and true or false for 15 marks and 60 marks for descriptive questions.

Respective subject faculty are given 10 days for evaluation of answer sheets & moderation takes 3 days more, after which the exam department takes 15 days to display the result on the notice board.

After completion of the internal & external assessment, the results of first half Semester I/III and Second half Semester II/IV are declared by the college examination department and Semester V and VI results are declared by the University of Mumbai.

The students can raise a query regarding any doubts pertaining to their result. In case the query is not satisfactorily answered by the respective course teacher; the student can raise the query to the examination committee. The examination committee then convenes a grievance meeting and such queries are resolved therein

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Programme Outcome exhibits the end result of studying a specific programme which will reflect the outcome for a student after graduation. This is different for both programme offered by the college. The PO's of B.Sc. Hospitality Studies develops the students for all core areas of the hospitality industry which include Food Production & Bakery, Food & Beverage Studies, Rooms Division Management which further is divided into Front Office & Housekeeping whereas the B.A Culinary Art program develops the skills and knowledge of students specifically in the area of food production, patisserie, bakery and confectionery, Indian and International Cuisine of the industry.

Programme Outcome relates to the skills and knowledge that are to be attained by the students by the time they complete the said programme. These are professional accomplishments which the programme

aims at and which helps students to pursue higher studies, specific competitive examinations in respective disciplines and for placements.

Course Outcome is the end result achieved by a student by learning a particular course. It is achieved by imparting theoretical and practical knowledge to students.

The Vision and Mission statements and Core value of the college are made known to all at the time of admissions in order to help the parents and students to choose programmes according to their specific interests. In addition, all the above along with Programme Outcomes and Course Outcomes are published on the Website of the college. Course objectives are in general specified in the preamble of the syllabus prescribed by the University. Course Outcomes of all the Courses in all the Programmes are identified by the individual departments. Apart from all these, the teachers interact with students during their admission and explain to them in detail the importance of each programme, course and its outcome.

The course outcomes shall be discussed by the subject teachers in the first lecture conducted at the beginning of the semester. The students will be briefed about the minimum expected standards of each outcome required to be attained so as to be considered attained successfully.

From the current Academic Year 2023-2024 the Head of Departments and faculty members shall discuss and review the course outcomes after the internal assessment to find any deviation in performance, especially recognising the difficulty of achieving the outcomes with slow learners. This will enable faculty members to observe them to achieve the objectives especially in skill based operational practical classes. After the review faculty shall revise their teaching techniques as to enable the slow learners to achieve the Programme outcomes and Course Outcomes by way of remedial classes. Moreover the Programme Outcomes and Course Outcomes on the college website displays transparency in the academic operations of the College.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The affiliation system of Mumbai University has a simplified but robust approach to Choice Based

Credit System for the attainment of requisite credits for each course. The measurement of Programme Outcomes and Course Outcomes of a programme has been identified by college faculty on the basis of attainment of credits for each course. From the current academic year 2023-2024 at the end of each semester, the Principal, the department H.O.D and the student representative of each class, shall sign for the achievement of the desired course outcome for the semester. As this process is comparatively a new concept, first teachers will be trained about pre-defining measurable outcomes.

The IQAC arranged an FDP on Bloom's Taxonomy; the POs and COs are written by departments using suggested action verbs of learning levels. The following is the initial step taken in measuring the level of attainment in the college.In the process of attainment of outcomes, the curriculum is framed as per Outcome Based Education. POs, COs are defined based on different levels of Bloom's taxonomy from Lower Order thinking skills (LOTS) to Higher Order thinking skills (HOTS). Likewise, set Course Outcomes are set, which describe what students are expected to know and be able to do at the end of each course. These relate to the skills, knowledge, and behaviour that students acquire by the completion of the course. To achieve this, the COs of all courses in the programme are to be mapped with POs & COs, which is still in the process of construction.The college used two assessment methods to meet the attainment of POs and COs. They are

1. Direct Assessment methods 2. Indirect Assessment methods

The assessment methods, both formative and summative, are the obvious direct measures to determine the attainment of course outcomes. Direct Assessment methods like Continuous.Comprehensive Evaluation (Formative assessments) as part of internal assessments is done through examination, which is for 25 marks and Semester End examinations for 75 marks are directly related to Course Outcomes. The efficacy of these tools depends on designing an assessment question paper or a term paper prompt that assess not just the conceptual knowledge of the course but the applicatory skills as well as analytical and critical thinking skills.A mapping of course outcomes and formative and summative question papers leads to an evaluation of the attainment of POs and COs.The indirect assessment for COs shall be taken from the course feedback forms.Indirect Assessment methods are used to assess PO/CO's.

Feedback on Programme from the students who are in the VI semester and Alumni survey by Alumni.These surveys look at not just the course content and the methodology in which it is handled but also observe whether the course outcomes are addressed through the conduct of the course. An analysis of the feedback yields useful inputs on the achievement of the outcomes.Then average of all the three surveys is taken, representing PO attainment. Later an average of PO attainment and CO attainment gives overall attainment of POs and COs.

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 96.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
153	169	175	219	121

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

2022-23	2021-22	2020-21	2019-20	2018-19
177	171	177	219	124

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.46

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 8

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

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

File Description	Document
Institutional data in the prescribed format	View Document

3.2 Innovation Ecosystem

3.2.1

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

Response:

In any successful academic institution, one of the core building blocks is the research that happens at the college. Recognizing the importance of the same, SRIHM College has proposed to create an ecosystem for Research and Innovation by budgetary allocation, for academic year 2023-24.Taking initiative for creation & dissemination of knowledge and establishing state of the art infrastructure for students and faculties.

The most important ventures of the college, for which the college is initiating research projects/ papers / articles, from faculty and students. The College has initiated and proposed the budget allocation for research and development in this academic year. Through the budgetary allocation perceptive plan for 2023-24, the faculty are encouraged to undertake research projects, Intellectual property rights (IPR) and technology management- patents, copyrights, and design registration.

The initiatives proposed and to be implemented by the college for overall development of students and faculty includes funding schemes, Professional society memberships, collaborations, Research experts

and faculty mentors and opportunities of different research journals Subscription in a variety of domains. The various initiatives taken by the Institution for creation and transfer of knowledge are as follows:

Research Cell: .The college provides a research platform for faculty and students researchers by providing infrastructure facilities like digital library called DELNET, Plagiarism Checker Software like Check for plag, Subscription for eBook's, e journals for transferring of knowledge in the area of research and development .

The faculty members are encouraged to participate in the Research Methodology Seminars conducted by in-house Faculties to make them aware about the importance of Research and Research publication.

The faculty also guides and supervises the research project of the 3rd year students of Bachelor of Arts (Culinary Art) programme which is a part of their curriculum. The supervisors guide the students from inception of the idea / topic formation to execution of entire research project work. During this journey in Semester VI the students are inculcated towards making them understand the right Research approach and the parameters required in completion of students research project report.

Three of our faculty members have filed the patent application for research extension activities and are also published.

Entrepreneurship : The college takes the initiative in arranging seminars on entrepreneurship guiding the students how to become entrepreneurs in starting their own small business startup like, QSR, Cake making, Catering etc. This identifies, nurtures and supports budding entrepreneurs by conducting workshops, expert sessions and success stories.

Career Development: As the part of activities during the Covid times where the students and faculties were confined at home, the college initiated online Webinars on career development, entrepreneurship and job opportunities for students .The College also regularly conducts offline seminars for the same.

File Description	Document
Upload Additional information	View Document

3.2.2

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

Response: 67

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	15	22	10	08

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

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

Response: 0.07

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

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

File Description	Document
Institutional data in the prescribed format	View Document

3.3.2

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

Response: 0.37

3.3.2.1 **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1	8	5	1	1

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities

3.4.1

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

Response:

Social commitment is an integral part of the College vision. Student and faculty Orientation Programmes emphasize the critical significance of social outreach programmes for holistic development and integrated learning. The college believes and promotes students for ethical and moral activities trying to add social values to the society, grooming the student as a responsible citizen of India. DLLE, and Student Council Coordinators of the college throw light on the core values and ethos (Leading with integrity, Championing honesty and transparency, Building trusting relationships) of the college and the society. The College strives to instill civic responsibility in the young minds of students through extension and outreach programmes so that they develop into sensitized, socially responsible citizens.

The College conducts neighborhood community activities through DLLE, and Student Council etc. The College is engaged in the variety of extension activities conducted through DLLE and Student Council sensitizing social issues in the following ways.

- Nature Trail: The students visited Sanjay Gandhi National Park, Borivali as a part of Nature visit, walking through the park to keep oneself fit and healthy.
- Environment Awareness programs : To make the student understand and aware of the importance of the environment and its benefits for human beings they take part by attending the Tree plantation drive , Beach Cleanliness drive , Maha Walkthanon ,etc.
- Celebration of Constitutional Day: Every year college celebrates the Indian constitutional day on 26th November.
- National Days: To bring awareness of unity, harmony and peace in the country, the college organises Independence day, Republic day, Shaheed Diwas , every year.
- International Days : The college organizes various activities on these days like International Chef Day (20th October), Women's days (8th March), Men’s Day (19th November),Library Day (12th October), Yoga day (21st June)
- Safety and Health Promotional Activities: College takes the initiative in organizing the Blood Donation, Self-defence activities, Aids Awareness, Firefighting demonstration, State Government Mahiti doot app.
- Festive Days : To celebrate various festivals together the college organizes various festivals like, Ganesh Chaturthi, Durga festival, Diwali, Christmas, Onam, etc for the students to sensitize the

culture and tradition of various states of the country

- Social Responsibilities: For developing the ethics and social values among students the college visits various orphanages, distribution of food packets during the covid period, Donation of books/ uniform / clothes to the underprivileged children in the remote places etc.
- Environmental Sensitization: The lecture was held to educate and Sensitization the students about the importance of eco-habits.

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

3.4.2

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

Response:

The college believes that it is very much important for the students to have an overall development. This could be achieved by Community services of which students are an integral part. The Department of lifelong Learning and Extension (DLLE) is the finest platform to provide a variety of learning experience, which develops a sense of participation, service and a dimension aiming at sensitizing the students to the Socio- cultural realities.

The College is engaged in the various extension (indoor and outdoor) activities which are carried out in the neighborhood community in the following ways.

Annual festival Udaan -22-23 : On 21 January 2023 The Department of Lifelong Learning and Extension (DLLE) affiliated by the University of Mumbai, organized “Udaan” fest (The Flight of Extension) for all the seventeen colleges working under this DLLE, It was regarding equality in career & education for Transgender hosted by Ms. Reena Mehta College of Commerce and Management Studies. Under this fest, many competitions were held such as street play, elocution, creative writing and poster making.Students from our College participated in street play as well as poster making competitions. They had chosen LGBTQ (lesbian, gay, bisexual, transgender, queer or questioning persons or the community) as their topic for street play which was meticulously put together. In this event competition the name of the play was “Kahani Ek Seagull Ki”, which was inspired from the novel “Jonathan Livingston Seagull. This motivated and inspired the participants to perform better.

SRIHM College students won the Second Rank in the Street Play Competition in this Extension activity, it was recognized by awarding certificates with a trophy by DLLE unit (University of Mumbai)

Annual festival Udaan -19-20: This festival was organized to spread awareness and establish a sensitivity towards social issues that plague the world. The students were given the opportunity to showcase their ability and spread awareness by the way of street plays and poster making.

On the 2th February 2019, the students of Sheila Raheja Institute of Hotel Management participated in the Udaan festival held by DLLE Unit of the Mumbai University held at M.V. Mandal College of Commerce and Science.

The SRIHM college DLLE unit students stood 2nd in the Poster making competition and were also awarded as 3rd runner up in the Street play Competition held in AY 2019-20.

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

3.4.3

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

Response: 43

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	9	4	13	6

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

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship,

on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 37

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

SRIHM is one of the premier college's offering modern campus and infrastructure. SRIHM provides simulated training and gives experience for the operational subjects along with theoretical knowledge. The ground, fifth & six floors are utilized for conduct of academics, co-curricular and extra-curricular activities. There are 6 adequate well-furnished classrooms with ICT facility to accommodate approximately 60 students per classroom, Auditorium & Seminar hall, Modern training restaurants & bars with Flambé Trolley, Induction, Juice dispenser, Ice crusher machine, Bar juice extractor, Wine stand bucket & Lowerator plate warmer, HACCP certified Food & Beverage areas, Bakery & Confectionery equipped with equipment and utilities such as Bone Saw/Meat Cutting Machine, Ice Cream making machine, Blast chiller, Chocolate tempering machine & Dishwasher, Front office and Housekeeping labs with Public area deep cleaning machines & Steam press machine, Computer Lab with 30 terminals, 300 mbps Internet connectivity and Wi-Fi connectivity with 500 mbps, Library with collection of latest books, periodicals, e-journals & DELNET database.

Administration area includes Principal's Office, Administrative Office, Training and Placement Cell, NAAC Room, Faculty Rooms, Central Store and Examination Room.

Adequate toilet for staff and students, Water coolers with aqua guard, Cafeteria, Ramp (For Divyangjan/differently-abled) and staircases/Elevators are part of the amenity area. The college has a generator backup for uninterrupted power supply with 400 KVA power. Medical Doctor is available on call to attend to emergencies. The first aid kit and all necessary medicines are available. College has appointed a Counsellor for the students to advise them on stress management, depression, motivation and career guidance.

The college follows the following policies for enhancement of infrastructure:

1. Infrastructure requirement is reviewed every year adhering to University of Mumbai norms.
2. Technology is used in teaching such as LCD enabled classrooms and computer aided teaching.
3. All amenities, equipment, and recreational facilities are upgraded and maintained
4. In case of emergency expenditure for infrastructure betterment it is done with management approval.

All classrooms, kitchens, restaurants, labs, auditorium, seminar hall are air-conditioned & under the

surveillance of CCTV with regular pest control from approved vendor. The college has utilities such as TV, Electricity, Gas, Water supply, Drainage, LED lights, Fans, Fire sprinkler, Heat detector, Smoke detector, Exhaust Unit, Hand dryer.

Teaching is conducted using LCD projectors, screening of academic movies, videos,e-learning, Online Assignments, Google classroom & Meet and Zoom Interactions. We are using N-Computing System, Software are IDS for Store maintenance, KOHA- ILMS, DELNET Database & e-journals, Khushi & My Candidature (Online exam) for examination, CheckforPlag for Anti - Plagiarism of student research work. Even during lockdown we have conducted several Masterclasses, Guest lectures and Webinar via Google meet, Zoom & Microsoft team as a part of academics, co-curricular and extra-curricular activities.Our infrastructure supports celebration of cultural activities like Fresher's & Farewell party, International Yoga Day, Annual theme food festival & various indoor & outdoor sports activities giving opportunities to students. Campus has a well-equipped gymnasium for students with an instructor.

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

4.1.2

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

Response: 9.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
55.46	4.93	9.52	11.22	32.49

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

SRIHM has spacious state-of-the art air-conditioned library of 89.64 Sq. mtrs. (964.89 Sq. fts.) located on the 5thFloor of the Campus. Library is functional from 9.00am to 5.30pm on all working days. Cupboards have been provided for display and storing of the books. Currently library is holding 1794 books. SRIHM has subscribed to 24 periodicals including 8 e-journals, 6 newspapers & DELNET Database for College Library.

SRIHM has a collection of quality books from various popular and well-known publishers and authors on Gastronomic, Food and Beverage Service, Food Production, Hotel Front Office and Housekeeping, Indian and International Cuisine and Cookbooks, Event Management, as well as management books along with ancillary subjects such as Food Safety, Nutrition Science, Food Style, Culinary Math, Revenue Management etc. books are available.

Library has WI-FI system with 500 mbps. 6 Computers are being provided in the library for browsing and accessing internet resources, e-journals for student’s assignments and project work with 300 mbps internet connectivity via LAN.

The library is partially automated and uses KOHA Library Management Software (Version 19.11.00.000) for keeping the record of the Books & Journals. Users can also access the library collection on link through OPAC (Online Public Access Catalogue). SRIHM has subscribed 8 Online Journals. SRIHM library is a member of DELNET (Developing Library Network) National Digital Library (NDL) which has access to e- shodhsindhu, using CheckforPlag Anti - Plagiarism software for student research work.Reference collection of library consists of reference books with world famous Chefs Books, syllabus, and question papers in hardcopy & softcopy format, Industrial Training Reports, Research Reports & Papers, CD –ROMs etc.SRIHM has subscribed to DELNET & J-Gate plus Database to meet the requirement of e-resources. Subscription for the database for the current year is as follows:-

Sr. No.	Name of the Database	Yearly Subscription

1.	DELNET	February 2023 to January 2024
2.	DELNET	February 2022 to January 2023
3.	J-Gate Social Science & Humanities	January 2021 to December 2021

DELNET Web link - http://delnet.in

Sr. No.	Name of the e-journals	Web link
1.	International Journal of Hospitality & Tourism Systems	http://publishingindia.com/ijhts/
2.	International Journal on Customer Relations	http://publishingindia.com/ijcr/
3.	International Journal on Leadership	http://publishingindia.com/ijl/
4.	Journal of Hospitality Application and Research	http://publishingindia.com/johar/
5.	Journal of Organization and Human Behavior	http://publishingindia.com/johb/
6.	Journal of Supply Chain Management Systems	http://publishingindia.com/jscms/
7.	ATITHYA: A Journal of Hospitality	http://www.publishingindia.com/atithya/
8.	AVAHAN: A Journal on Hospitality and Tourism	http://www.publishingindia.com/avahan/

The library provides various services to the students like Acquisition & Circulation of study materials, Reference service, Current awareness service, new arrival information, Periodicals & Newspaper reading facility, Internet & Wi-Fi with user ID and password.

Study material is provided by the college for three years to each student according to their program needs, which includes Textbooks and Journals. This study material is given to the students after their admission for the first year. All the process of purchasing the selected study material and issue it to the students is done by the library.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

SRIHM has provided an air-conditioned Computer Laboratory of 72.39 sq. mtrs. (779.16 Sq. fts.) Which cover 30 Desktop Computers with the latest configuration for students, also provide high-speed of 300 Mbps of Internet bandwidth for all systems. We are providing secure commercial 500 Mbps WI-FI connectivity via Enterprise-grade Wireless equipment with a Next-Generation firewall for students' research and development.

Students and Faculty use computer and Internet facilities protected by anti-virus (Quick Heal EPS License) within the Campus. The College provides separate internet account access to each student and staff along with a user-id and password so that they can access their data. In the commencement year, the LAN facility with an Internet Connection was provided to the students and further, this facility was upgraded from 2 mbps, 4 mbps, 10 mbps, 50 mbps to 300 mbps. The College Internet bandwidth is upgraded from time to time.

The College added 55 new Dell Desktop Computers and 5 new Laptops for classroom presentations with the latest configuration. During the pandemic in the Academic Year 2020-21 college added 7 new laptops for conducting online lectures.

In Academic Year 2022-23 the College upgraded 55 Desktop Computers with 240GB SSD high-performance hard drives and 8 GB of RAM in the Students & Staff Desktop Computers. 15 new desktop computers added in the new Staff Room for teachers along with the latest Windows 11 operating system and Office 2021. We have total 88 Desktop Computers (30 computers for Students Research in computer Lab & 6 in Library) and 52 used by all Staff. All the 88 Desktop Computers local network are designed with faster network speed (gigabytes). We have total of 14 Laptops for conducting lectures in classroom.

Lessons are taught using LCD projectors, screening of academic movies, videos, e-learning, Online Assignments, Google classroom & Meet and Zoom Interactions. We are using N-Computing System (Connecting everything in a single hub), Software’s are IDS for Store maintenance, KOHA-ILMS, DELNET Database & e-journals, Khushi & My Candidature (Online exam) for examination, CheckforPlag for Anti-Plagiarism of student research work.

Upgradation of our IT Facility includes the following

- Purchase of New Desktop Computers & Laptops.
- Upgrading the hardware configuration of computer systems.
- Increasing the speed of the Internet.
- Purchase of Software.
- Procuring & repair of LCD Projectors.
- Handle regular Hardware and Application related problems.
- Design and maintain network infrastructures for smooth network functioning.
- Design backup (Manually & Automatically) strategies as per the requirement for financial and

academic data.

The IT Department maintains the Inventory and health of all Computers, Laptops, Projectors, Printers, Scanners and Consumables items. We have a control room for servers, backup storage and centralized computer access and network monitoring with CCTV surveillance.

Equipment is properly monitored to identify adverse conditions and enable prompt corrective action to ensure it is in peak condition for the use of Staff & students.

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

4.3.2

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

Response: 10.96

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

Response: 50

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 14.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
66.30	36.80	17.28	24.98	24.73

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 22.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
62	127	153	201	64

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

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document

5.1.3

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

Response: 56.98

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

2022-23	2021-22	2020-21	2019-20	2018-19
340	254	268	404	301

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

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

Response: 43.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
99	76	74	72	56

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

2022-23	2021-22	2020-21	2019-20	2018-19
178	171	178	221	124

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

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

Response: 3.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	3	1	0	1

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 87

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

2022-23	2021-22	2020-21	2019-20	2018-19
38	27	8	6	8

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

5.3.2

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

Response: 11.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	7	5	17	14

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

SRIHM Alumni Association

Vision-

Our vision is to serve as a platform to encourage all of the SRIHM alumni to actively participate in building a community to support and share, knowledgeable, social and motivational capital, to attend all events benefiting alumni, and contribute towards this community for the upliftment of the alumni and current students of the college.

Mission-

The mission of the Alumni Association is to develop and strengthen ties of our alumni amongst themselves as well as with the college, by providing meaningful programs, benefits, services, and communication to promote self-pride, achievements and initiate meaningful collaborations.

Benefits of the association-

SRIHM Alumni association's main objective is to help former students find job opportunities and improve their chances of landing a job offer with opportunities for expanding a graduate’s professional network. Career counselling, seminars, webinars, and networking events provide helpful information about the job market.

Being able to connect with former classmates can be another benefit of belonging to an alumni association. Whether this leads to a career opportunity or is simply a chance to catch up with old friends and acquaintances, graduates will benefit from alumni directories and online social media groups that keep the lines of communication open well after the caps and gowns have been removed.

Connecting with fellow alumni is one way to find career and social opportunities, but reconnecting with past professors can offer a wealth of opportunities as well. This is particularly true for research, as many professors at colleges and universities are engaged in some type of academic research. Graduates could connect with professors in their field to gain worthwhile experience or guidance with a particular research topic.

Alumni associations aren’t always all business. They offer several chances to partake in social events, such as mixers, happy hours, and galas as well as homecoming events, football tailgates, alumni award ceremonies, and class reunions. Graduates can take a break from work and post-college life and reconnect with former classmates as well as other alumni, while making social connections that could lead to lasting friendships.

Graduates often want to stay connected to their alma mater and help future generations of alumni have the same opportunities and positive experiences they did. SRIHM Alumni associations offer several ways to give back, including gifts, endowments, membership fees, and volunteer opportunities. Giving back to an alumni association is a great way to keep the legacy going and ensure that future generations of students have the opportunity to pursue quality higher education.Whether you’re making a career change, positioning yourself for that next promotion, or looking to hire for your company your university career center can help you. Alumni are usually offered exclusive job postings, resume reviews, webinars, networking events, and a variety of online videos and resources—often free of charge. Our Alumni association encourages ex-students to return back to their alma mater and educate budding hospitality professionals about their journey.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision

"To be the preferred Institution of choice for hospitality education aligning with dynamic needs of the hospitality Industry.

Mission

- Empower the current generation of hospitality learners to develop into future industry leaders.
- Create a vibrant learning environment through innovative academic pedagogy.
- Craft functional industry partnerships to enhance learner skills and knowledge, thus enabling excellence.

At SRIHM we believe in growing together with the current trends of the industry. The College started with the Hospitality Studies, B.Sc. (HS) in the Academic year 2013-14.To stay abreast with the teaching learning process the College proposed to initiate an Innovative Culinary program, Bachelor of Arts Culinary Art which commenced in the Academic Year 2016-17.

Over the years the College has made incremental increase in their infrastructure to facilitate the growing needs of the College by creating new staff Room, NAAC room, Purchase of new Laptops, Personal Computers, Software's, Kitchen Equipment such as New imported State of the Art Salva Ovens which are mentioned in the five year perspective plan of the College for Academic Year 2020-2025.

College displays a decentralized and participative management approach for various activities within the College. The Management encourages participation and suggestions from several committees and Student Council in the process of decision making.

Selection and finalization of vendors: SOP's are formed and are followed for selection and finalization of vendors. (Example Study Tour)

- Preparation of the Academic Calendar: The faculty is involved in the preparation of the Calendar, which outlines the schedule of various academic activities throughout the year. Organizing College events involves participation from stakeholders. This includes planning, coordination, and execution of events such as cultural festivals & annual events. Students actively contribute to the event management process.
- Intra-departmental meetings: The meetings of Core Department are conducted by the College to

promote active decentralization and participation among the stakeholders.

By practicing decentralization and participative management, SRIHM promotes a collaborative and inclusive environment where stakeholders are actively involved in constituting and executing process. This approach enhances transparency, accountability, and student engagement within the College community.

An example of participative management: Case Study of Study Tour

- Selection cycle of the vendor starts with the generation of requirement given by the Faculty In-charge.
- Store Manager to get quotations from the Vendors (minimum three).
- Sealed quotations are opened in presence of the Purchase Committee and segregation is done as per category.
- Vendors showcase their product through presentation to the Purchase Committee and Student Council representatives.
- A comparative statement is made as per the received quotations.
- Purchase Committee recommends a shortlisted vendor for approval of the Principal/Management,based on the feedback of the vendor evaluation by the Purchase Committee and Student Council Representatives.
- Principal approves the vendor after taking suggestions from the Purchase committee and Student Council Representatives keeping in mind the specifications.
- Purchase order is generated by the Store Manager duly signed by the Principal after management’s approval.
- The tour is conducted as per the itinerary, post which student feedback is recorded.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The College was inaugurated in 2013. At the outset the Management unveiled its strategic plan developed in concert with its vision to “To be the preferred Institution of choice for Hospitality education

aligning with dynamic needs of the hospitality industry" neither Compromising on its ethics nor oblivious of its social responsibility.

The College has well defined policies to ensure smooth direction, such as

Code of Conduct: Students, Teaching staff and Non-Teaching staff

- Examination Policy: Students, Teaching staff and Non-Teaching staff.
- Biometric policy
- Library policy: Students & Faculty
- Purchase Policy
- MMS – (Material Management system): – IDS for Material Management and Front Office
- Inventory Procedure: Food Production, Food & Beverage & RDM Department
- Event Protocol: All Events conducted in the College
- Admission Procedure.
- Admission Cancellation Procedure
- College opening and Closing Procedure
- Staff and Student Grooming Procedure
- General Rules & Regulations for Student.

The College has constituted several Statutory & Non-Statutory Committees for efficient deployment of various rules & regulations based on guidance provided by authorities.

The following committees conduct meetings at regular intervals and the minutes are documented.

Statutory committees:-

- College Development Committee
- Internal Quality Assurance Committee
- Internal Complaints Committee
- Grievance Committee
- Anti-ragging Committee
- SC/ST Committee

Non-statutory committees:-

- Purchase Committee
- Locker committee
- Student Council
- Examination Committee
- Admission committee
- Academic Committee
- Library Committee
- Magazine Committee

At SRIHM we believe in achieving together with the stakeholders, the goals customary to make the College well reputed in all aspects of Academics. Since the inception of the College it has always strived to meet the demands of the ever evolving Hospitality Industry.

The College has effectively and efficiently positioned its functioning that is evidently visible from the policies and various Committees that are formed to govern the administration of the College. The well-defined perspective plan has been enforced to facilitate the teaching and learning process to achieve high quality and excellence.

The College proposes to start short term Certificate Bakery & Confectionery Course, Installation of a Smart Classroom, Short Term Bartending Course.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Welfare Measures for Teaching Staff:

- **On-Duty Meals:** All Faculty members are provided with On-Duty meals on every Working day at a designated area with staggered timings to ensure smooth operations. Tea/Coffee is offered twice in a day.
- **Facility of Vending Machine:** The institute also has installed a Sanitary-pads vending machine for female employees in the ladies' restrooms**.**
- **Uniforms & Laundry service:** All faculty members are provided with Uniforms and Laundry services all the days of the week for all operational departments.
- **Faculty Development Program:** All Faculty are allowed to participate in FDP conducted for academic advancement at the expense of the college by grant of approval by the Management.
- **Gift Hampers:** All staff members receive gift-hampers during Christmas and also a special festive lunch is offered to all the staff members.
- **First-aid amenity:** First-aid facility with necessary medicines is made available in the Institute for all teaching staff.
- **Gymnasium:** A modern gymnasium with a full-time trainer is made available to all teaching faculty. It is open on every working day and at designated timings of the day. Locker Facility: A secluded and secure locker room facility which includes wash room and bathing facility for all faculty members.
- **Career Development –** Teaching Staff is encouraged to pursue further Studies such as Ph.D., NET, SET and other competitive examinations.

Welfare Measures for Non-Teaching staff:

- **On-Duty Meals:** All non-teaching staff members are provided with On-Duty meals on every working day at a designated area with staggered timings to ensure smooth operations. Tea/Coffee is offered twice a day.
- **Facility of Vending Machine:** The institute also has installed a Sanitary-pad vending machine for female employees in the ladies' restrooms.
- **Uniforms & Laundry service:** All non-teaching staff members are provided with Uniforms and Laundry services for all the days of the week for all operational departments.
- **Special Non-Teaching Staff Lunch:** A special lunch is prepared and served for all the non-teaching staff members by the teaching faculty in gratitude of all the hard work and dedication done by them.
- **Gift Hampers:** All non-teaching staff members receive gift-hampers during Diwali and Christmas and also a special festive lunch during the festivals is offered to all the non teaching staff members.
- **First-aid amenity:** First-aid facility with necessary medicines is made available in the college for all non-teaching staff.
- **Gymnasium:** A modern gymnasium with a full-time trainer is made available to all the staff.
- **Locker Facility:** A secluded and secure locker room facility which includes wash room and bathing facility for all non-teaching members.
- **Employee Birthday Celebrations** - Each employee is felicitated on his birthday. This makes the employees feel special and cared for which motivates them to give their best to the organization.

Performance Appraisal System

Appraisal for teaching and non-teaching staff is conducted every year. The system of appraisal is:

- Self-appraisal assessment form is filled by the employee.

- Principal, HOD and Academic Coordinator then collectively appraise the employee in his/her presence

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 34.62

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	17	0	2	3

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document

6.3.3

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

Response: 91.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	28	29	34	34

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	12	14	17	15

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The Institute has implemented procedure and polices to control all the financial transactions of the institute. It maintains all the financial records as per the statutory bodies and regulating authorities.

The main financial resource for the Institute is by way of tution fee. All the fees collected via cash/DD/cheques/electronic mode of transfer is deposited /credited in the bank. All transactions are reconciled on day-to-day basis.

These funds are utilized for meeting all the expenses required to meet the expenses for operation & running of the courses of the institute. The fund is utilised for payments of Salaries, visiting faculty fees, Infrastructural expenditures, academic expenditures, regulatory/statutory fees payments, food & restaurant training expenses related to students practicals, expenses related to academic facilities and physical support facilities on time-to-time basis.

The institute has a well-defined procedure to monitor effective and efficient utilization of available financial resources for academic progress and infrastructure maintenance. In addition, external financial audits are conducted by senior audit firm M/s D.Y. Ranade & Co. in order to verify the income and expenditures incurred by the institute.

The following table gives the details of audit carried out for last five years: -

Year	Type of audit	Conducted	
		Signed on	by
2018-19	External	09.09.2019	Chartered Accountant
2019-20	External	03.10.2020	Chartered Accountant
2020-21	External	06.09.2021	Chartered Accountant
2021-22	External	24.08.2022	Chartered Accountant
2022-23	External	04.09.2023	Chartered Accountant

Supporting-Audited financial statement for 5 years (2018-19,2019-20,20220-21,2021-22,2022-23).

The institute has implemented procedure and polices to control all the financial transactions of the institute. It maintains all the financial records as per the statutory bodies and regulating authorities.

At SRIHM Internal financial audit include internal financial controls ensuring compliance with various approval systems, policies and procedures. The management auditors carry out continuous audit of financial transactions throughout the year across all functional areas. In addition, external financial audits are conducted by senior audit firm M/s D.Y. Ranade & Co.

The following table gives the details of audit carried out for last five years: -

Year	Type of audit	Conducted	
		Signed on	by
2018-19	External	09.09.2019	Chartered Accountant
2019-20	External	03.10.2020	Chartered Accountant
2020-21	External	06.09.2021	Chartered Accountant
2021-22	External	24.08.2022	Chartered Accountant
2022-23	External	04.09.2023	Chartered Accountant

Supporting:External Auditors report for 5 years((2018-19,2019-20,20220-21,2021-22,2022-23).

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) of Sheila Raheja Institute of Hotel Management (SRIHM) formerly known as Sheila Raheja Hotel and Catering School was set up as a quality sustenance and enhancement measure on 9th March, 2018. The IQAC plays an important role in ensuring quality of the functioning of administrative and academic units of the college in order to make the students aware of the current and futuristic challenges and opportunities. The key function of the IQAC is to develop a system for conscious and consistent improvement in the overall performance of the College. Its work is towards internalization and institutionalization of quality enhancement initiatives. The IQAC under the Chairmanship of the Principal has Heads of Departments, Alumni and representatives of the management, non-teaching staff and other stakeholders as its members. At SRIHM the IQAC is a vehicle for ushering in quality enhancement by working out planned strategies and by constantly monitoring its progress using its arms including the Academic and Administrative Audit. The IQAC collects the feedback of **various stakeholders (Students, Teachers, Alumni, Employers and Parents)** to assess outcomes of its teaching-learning processes and the performance of the students and teachers. Realizing the importance of feedback in teaching and learning in the present-day competitive academic environment, the IQAC has evolved, identified and implemented a system of obtaining feedback from the stakeholders and **prepare Action Taken reports,** which are analysed at various fora, including meetings with the Chairperson. The Management along with the Principal ensures that equal opportunities are given to staff members who are best suited for a particular department and also, they are provided with opportunities to hone their skills. The IQAC has developed a Teaching and Non-teaching (Performance Based Appraisal Form) for the personal improvement of the staff members and to take suggestions for betterment of their performance, thus providing encouragement for growth and improvement.

The following initiatives are institutionalized by IQAC which are as follows:

For the A.Y (2018-19)

- Enrollment for Distance Lifelong Learning Extension (DLLE)

For the A.Y. (2019-20)

- Formation of the College Student Council
- Formation of Women Development Cell

For the A.Y. (2020-21)

- Covid Awarness quiz was conducted by IQAC for all the faculty.
- Faculty Development Workshop on Effective Blended Learning through Google Classroom and G-meet extensions for Teaching Staff.
- Faculty Development Workshop on Effective Blended Learning through Google Classroom and G-meet extensions for newly joined teaching staff.
- Formation of Alumni Association

For the A.Y. (2021-22)

- Faculty Development Programme on Excellence in Imparting Skills for the Hospitality Educators
- Performance Based Appraisal System
- Gender Audit

- Formation of Non-Statutory Committees
- Identifying slow learners and arranging remedial classes for them.

For the A.Y. (2022-23)

- Green,Energy and Environment Audit.
- Soft skill training for our students by a soft skill trainer
- Supervised lectures.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The concept of gender equity refers to “fairness of treatment for women and men, according to their respective needs”. This includes equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities”

The aim of gender equity policy is to ensure that: Women and men enjoy the same opportunities, rights and obligations in all areas of life. Everyone, regardless of gender, has the right to work and support themselves. They can all irrespective of their gender, balance their careers and family life. We at SRIHM are strong believers of maintaining gender equity which is reflected in all the activities carried out in the functioning of our college.

Total transparency in Admission process where equal opportunities given to both male and female candidates based on the merit irrespective of their caste ,creed, and also abiding the rules of the reservation policy of the University of Mumbai and Government of Maharashtra.

Equal opportunities are given to students for the process of Outdoor catering events and campus interviews.

Fair chance is given to all students of the college to contest for the elections for the Class Representatives and the Student Council elections for the posts of General Secretary and President of the college.

Every student gets equal opportunities to enter any inter collegiate competition.

Campus is equipped with CCTV cameras for safety and security of the students.

Separate locker room facilities and washrooms are provided for male and female students and staff.

Male and female housekeeping staff are provided for cleaning the washrooms separately. Male and female security guards for safety of the students.

Nirbhaya box kept on ground floor for women who wish to report issue under PoSH. Anti-Ragging boards displayed in the corridor along with active anti ragging committee. Grievance Committee is appointed to deal with any complaints of the students.

Internal Complaints Committee (ICC) appointed to receive and redress complaints of sexual harassment.

Sanitary napkins dispenser machine is installed in ladies washroom. Certified Counsellor is available in college for students having any issues. Unisex Gymnasium facilities available for both girls and boys. Workshops for Self-Defense for women arranged for female students.

AIDS awareness programme conducted for students.

Mentors (Faculty) are assigned for every 30 students every semester.

Counselling session was conducted by Ms. Neha Vohra especially for students and faculty members during the Covid-19 (lock down period).

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Bills for the purchase of equipment’s for the facilities created under this metric	View Document

7.1.3

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

1. **Green audit / Environment audit**
2. **Energy audit**
3. **Clean and green campus initiatives**

4. Beyond the campus environmental promotion activities

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

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

Response:

At the Sheila Raheja Institute of Hotel Management, our primary focus is on preparing and training our students to become exceptional professionals in the hospitality industry. We offer two programs, namely the B.Sc. (Hospitality Studies)and the (B.A. Culinary Art), both of which are affiliated with the University of Mumbai.

One of the unique aspects of our curriculum is the inclusion of regional cooking from all parts of the country. Our students not only learn about the cuisine associated with specific states, but they also delve into the lifestyle, agricultural produce, food, and, most importantly, the culture of those states. Through practical sessions in quantity cooking, every student wholeheartedly participates and delivers their cuisine with utmost precision.

At the end of each semester, students choose a state and prepare a culinary showcase, complete with appropriate props, table decor, and attire. While this is part of their academic activity, all the students work together to ensure the success of the event. Throughout the year, our college organizes various themed events such as Onam, Hojamalo, Ganesh Chaturthi, Durga Pooja, Ziyfat, Christmas, and Garba Nights. These events celebrate the diversity of India and promote unity among the students, who come from different backgrounds and walks of life. We believe that it is crucial to install a sense of common purpose and respect despite our differences. To achieve this goal, we prioritize instilling human values and professional ethics among our students and employees. As part of our efforts, we not only organize flag hoisting ceremony on our Independence Day and Republic Day but also various other activities such as Tree Plantation Drives, Swachh Bharat Abhiyan, Blood Donation Drive and more. These activities

help students cultivate good values, respect for others, and a sense of responsibility towards the environment. At UDAAN 2019 the students performed a skit on Save Girl Child. We take immense pride in the accomplishments of our students. For instance, during the UDAAN 2022 festival organized by the Department of Lifelong Learning and Extension at the University of Mumbai, our students presented a powerful skit supporting the equal rights of the transgender community. The skit garnered recognition and won the second prize among 17 other participating colleges. This skit was also performed before the entire college to highlight our commitment to fostering inclusivity and social awareness. Furthermore, our students actively engage with the community through events like the Career Fair. During this fair, we invite students from neighboring schools and guide them on various career options for their bright future. Lastly, we emphasize the importance of adhering to the code of conduct set by the college. Our students understand and abide by the established standards, which contribute to maintaining a professional and respectful environment within the college. Through our comprehensive curriculum, practical experiences, cultural showcases, community engagement, and emphasis on ethics, we nurture responsible and well-rounded individuals who will contribute positively to society

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE 1: EQUIPMENT, GLASSWARE & BARWARE EXHIBITION

OBJECTIVES OF THE PRACTICE

The Exhibition’s intention was to develop skills such as Research, Teamwork, Planning, Solving challenges, enhancing Public Speaking skills and Understanding Concepts by the student.

THE CONTEXT

The Exhibition organized by Third Year B.Sc.(Hospitality Studies) students for the Second Year and First Year students of both B.Sc.(Hospitality Studies) and B.A. Culinary Art, aims to showcase the extensive array of equipment and offer practical insights into Restoware, Barware, and Glassware. Additionally, the event fosters knowledge exchange among different batches of students and students from guest Colleges as well. Encouraging participation, the initiative aims to boost confidence in

students.

THE PRACTICE

For the Exhibition, students are elected as General Manager, Asst. General Manager, Media Team, Table heads along with the Logistics head. The Mangers make teams of three to five students. The Logistics team is responsible for making a list of all the Equipment available in College according to their category, takes the inventory of all the equipment and segregates the equipment according to the distribution of the tables for display. Training sessions are meticulously conducted. On the event day the junior batches are divided into three divisions to facilitate smooth event flow. A road map and QR codes with equipment notes and images, aids identification and understanding. The Auditorium, Fifth floor Lobby, Hibiscus Restaurant, Sixth Floor Lobby are the various venues for the exhibition. Each table is assigned for showcasing different types of Equipment that are uniquely used in the Food & Beverage Industry. The team- in-charge of each table has to narrate the history and use of the equipment to their audience. The students have to also aesthetically present their table. The host students have to answer the questions of the visiting students. The Principal personally guides the FY students on questioning skills, offering an award for the most unanswered questions. Incentives like the Best Presenter prize are given to motivate the TY students which is rewarded at the end of the Exhibition.

EVIDENCE OF SUCCESS

The TY students explain the details of each equipment to every batch. Feedback taken from the Students show that they enjoyed the exhibition and were very grateful for the learning experience. The Students who asked the most questions and the best presented table are awarded with a certificate.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

The challenges faced are adjusting lectures for the day, coordination among students as well as for the exhibition date, time constraints, limited space, meticulous research and sourcing uncommon equipment which are not available. Validating the authenticity of sourced information rested with the concerned faculty demanding substantial time and effort due to daily lectures and practical sessions. Absenteeism and a lack of research methodology among students also poses concerns. Addressing these challenges requires better planning for lectures and event timing, enhanced coordination among students, improved equipment sourcing methods, and encouraging thorough research for accurate description.

BEST PRACTICE 2: ENHANCING SELF CONFIDENCE AND BUILDING A WINNING PERSONALITY

OBJECTIVE OF THE PRACTICE

- Teach students how to showcase their problem-solving and critical thinking abilities through practical examples and case studies.
- Help students develop a positive mindset and overcome interview anxiety through mock interview practice sessions.
- Equip the students with techniques for effective body language.
- Teach students the importance of professional appearance and attire for making a strong first impression.
- Provide students with resources and practice opportunities to improve their general knowledge

and stay updated on industry trends.
- Teach students how to effectively address potential weaknesses or gaps in their qualifications during interviews.
- Develop student's ability to handle difficult or unexpected interview questions with confidence and grace.

CONTEXT

Encourage a collaborative approach among faculty members, training and placement team and the subject expert faculty to design and deliver the interview skills training program. This program aims to provide a holistic approach to preparing students with the requisite interview skills, addressing extempore speaking, group discussion, one-on-one interviews & trade tests and to align with evolving industry trends, changing interview formats, and emerging skill requirements. Through comprehensive training, students can confidently face interviews, navigate the selection process, and increase their chances of success in their professional careers.

THE PRACTICE

As part of the training program, students from all three years are presented with a series of sessions covering key aspects of the interview process and trade tests and a separate presentation on grooming.

Students are provided a well-structured schedule in advance with extempore topics given during the session after which they are assessed on a 50-point scale and feedback is shared by their peers.

During the group discussion, students are encouraged to collectively choose a topic for discussion. If they are unable to do so, a topic is provided for them. The discussions are recorded and played back to the students. Feedback is shared with the entire group, fostering a collaborative learning environment.

For the interview preparation, students receive assistance in drafting CVs in a standardized format and encouraged to bring the same along during the sessions.

EVIDENCE OF SUCCESS

Since its inception last year, the program has yielded tangible results, with students experiencing success in their job placements.

Furthermore, the program achieved a successful placement of the first student in the OCLD (Oberoi Center of Learning and Development) program.

The feedback from students of the Second Year has enabled them to be placed for internship in a hotel of their choice.

The program's positive outcomes not only benefit the students individually but also contribute to the reputation and goodwill of the college.

PROBLEMS ENCOUNTERED

Attendance poses a challenge as certain students perceive it as unimportant, resulting in inconsistent

participation. Another obstacle being students from diverse linguistic backgrounds are unable to express themselves effectively.

To address these issues, we have started recording the sessions to enable students to review their progress which encourages self-assessment and helps bridge the gap

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Sheila Raheja Institute of Hotel Management has the unique distinction of being first hospitality colleges in the state of Maharashtra to have HACCP compliant Food and Beverage areas. HACCP Certification of the Food and Beverage areas of the college s conducted by the accreditation body TUV Norde India.

They have issued the college certification that HACCP has (Hazard Analysis Critical Control Point) Management system as per Codex Alimentaries Commission Recommended Internalized Code of Practice-General principles of Food Hygiene CAC/RCP 1-1969 rev. 4(2003) is in practice. The college has been HACCP certified since28 November 2017

It is further certified that SRIHM applies a HACCP system in line with the above standards for the following scope: Designing and Provision of Processes by Procurement, Storage of Raw Materials, Standard Recipes of Distribution, Cooking Preparation of Various Cuisines by students of Hospitality Management Institute.

The HACCP system, which is science based and systematic, identifies specific hazards and measures for their control to ensure the safety of food. HACCP is a tool to assess hazards and establish control systems that focus on prevention rather than relying mainly on end-product testing. Any HACCP system is capable of accommodating change, such as advances in equipment design, processing procedures or technological developments.

HACCP is applied throughout the food chain from primary production to final consumption and its implementation should be guided by scientific evidence of risks to human health. It also enhances food

safety.

SRIHM has implemented the HACCP management system in the college for our students. This ensures that our students are aware of the importance of hygiene and sanitization and give utmost importance to serving safe food.

Medical tests of all employees who come in contact with the food is done once every year.

Food is also stored in the coloured coded baskets e.g. green basket for vegetables.

The students are made aware that not only is the end product of the food chain should be important but the start point of the food chain is equally important.

There is a visitor's policy for whoever want to enter in the kitchen. Grooming standards for the kitchen staff is also followed. Before each practical the grooming of each student is checked.The process begins with having a vendor or supplier approved by the management who not only is cost effective but also supplies the raw material as per the standards i.e. at right temperature and time for e.g. frozen foods received at the same temperature, with no leaked or puffed packets or tins to be received etc. The system also gives product description and specification of the products to be received by the organization.

Once the supplies are received they should be stored according to the priority of the foods that are more perishable, for e.g. frozen foods and dairy products will be stored first followed by Vegetables, which are cleaned and washed before storing.

The dry material is stacked in the store rack according to the date of expiry. Students are also made aware of the importance of FIFO method (First in first out). Hence HACCP gives the guidelines for receiving and storage of food material.

HACCP further gives guidelines for issuing food material from the stores so that we do not have any material which is on the food shelf past the expiry date.

Once the food material is received in the kitchen, it is further stored according to the HACCP specification E.g. Eggs and glassware to be stored on the lowest shelf. Segregation of cooked food and raw food.

HACCP also gives specifications regarding the chopping board policy. Different coloured chopping boards are used according to the usage.

Green- for vegetables

Blue- for seafood

White- for bakery or dairy Red- for red raw meats Brown- for cooked meats Yellow- for raw poultry meats

Having these colour coded chopping boards also ensures that there are no cross contamination in the kitchen which again takes care of the critical control point to avoid any food poisoning or any food borne illnesses.

HACCP also gives guidelines for storage of products in the fridge and on the shelf with a date tagging system. This also ensures that we follow the First in first out method.

Minute guidelines about maintaining food at a specific temperature once cooked, till it is consumed are also part of the system so that there are no hazards at any given point of time.

Since in our college training food prepared by the students is consumed immediately at the end of the cooking period storage of cooked food does not apply to us.

This process also follows the calibration of our fridges, ovens and weighing scales.

Each Chef (Food Production Faculty) and Student has their own probe pocket dial thermometer to check whether the food is cooked and served at the right temperature.

Grooming check of the students is done before they enter the kitchen for practical cooking followed by hand washing procedure.

We have developed and set the processes around the scope identified. The next step was to decide the Standard Operating Procedures for each process starting from receiving of the food till its consumption.

The first cycle is the surveillance audit which happens every year to make sure whether the college is adhering to the SOPs laid by the HACCP body.

After three years of the first cycle of surveillance audit the certification audit was conducted after which the college was HACCP Certified for three years. This process goes on every year with the surveillance audit and after every three years with certification audit.

This training ensure that our students are Industry ready and are trained on systems followed by the industry from their first day of college.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

SRIHM conducts ‘Masterclass’ a guest lecture Series, Seminars and Workshops by Industry Stalwarts and Celebrity Chefs like Chef Vikas Khanna, Chef Vikas Bagul- School of European Pastry, Chef Prakash Pawaskar AVP Corporate Services Reliance Jio, Chef Sudhir Pai, Consultant Chef, Pai & Associates, Chef Savio Fernandes Multi Property Executive Pastry Chef JW Marriott & Renaissance, Cairo, Egypt and Chef Vivek Kadam, Executive Pastry Chef, ITC among others for the students to update them about current trends in the world of culinary arts and hospitality.The college organises both Domestic and International study tours, industry visits and field trips to enrich students with knowledge and a first-hand experience of the cultures, traditions, hospitality, hotels and cuisines of the region.The students organise theme lunches and dinners to inculcate an understanding of Event Planning, Marketing and Management.Faculty and Students have published Research Papers in Conference proceedings, UGC Care listed Journals and Books.The DLLE (Department of Lifelong Learning & Extension) unit of the College encourages students to participate in social welfare activities, social awareness programmes, entrepreneurial activities, cultural activities and sustainable environmental practices.The Alumni have gone on to carve a niche for themselves in the Hospitality industry getting plum placements both in India and abroad. The list of placement partners includes most of the renowned Hotel chains The Taj Group, The Oberoi Hotel, Trident, J.W.Mariott, 5 Palms Jumeriah, Atmosphere Hotel & Resorts Maldives, Abu Dhabi National Hotels, St. Regis, Four Seasons, Radisson, Sofitel, The Leela, Hyatt hotels, ITC Hotels, Novotel, Hilton Hotels, The Park, Holiday Inn, Four Points by Sheraton, Concept Hospitality, Lemon Tree Premier, Raffles Udaipur etc. Students have also been placed with Airlines like Indigo, Cruise lines viz. P&O Cruise, Retail Sector such as Lake Shore Mall, PVR Cinemas. Alumni have been placed as Management Trainees with Taj, Park, Lemon Tree, Abu Dhabi National Hotels, Concept Hotel (Fern Hotels & Resorts).

Concluding Remarks :

It is our constant endeavor as an academic institution to bridge the gap between an individual-learner and a professional. Our Institution provides students a holistic learning experience for life. At SRIHM, we believe in providing value-based education so that our students become a responsible citizen cum professional with a life-long learning attitude.The college is taking imitative in preparation of the NEP syllabus to be implemented for B.A. Culinary Art with our Faculty member Chef Chetan Raut who is a member of the Ad-hoc Board of Studies for B.A. Culinary Art leading the way for proposed implementation the NEP syllabus for this Programme from the Academic Year 2024-25. The Ad-hoc Board of Studies for Hospitality Studies has not yet been reconstituted and we are awaiting its formation to guide us with the framing and implementation of the NEP syllabus for B.Sc. (Hospitality Studies) from the Academic Year 2024-25.Our college provides state-of-the-art infrastructure, a techno-savvy learning environment and highly enthusiastic and qualified Teaching Faculty to help our students realize their dreams and aspirations.

6.ANNEXURE

1.Metrics Level Deviations

<table>
<tr><td>Metric ID</td><td>Sub Questions and Answers before and after DVV Verification</td></tr>
<tr><td>1.2.1</td><td>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Answer before DVV Verification :
Answer After DVV Verification :21
Remark : DVV has made changes as per the report shared by HEI.</td></tr>
<tr><td>1.2.2</td><td>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years
Answer before DVV Verification:
<table>
<tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr>
<tr><td>28</td><td>0</td><td>0</td><td>0</td><td>0</td></tr>
</table>
Answer After DVV Verification :
<table>
<tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr>
<tr><td>226</td><td>235</td><td>106</td><td>224</td><td>136</td></tr>
</table>
Remark : DVV has made changes as per the report shared by HEI.</td></tr>
<tr><td>1.3.2</td><td>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

1.3.2.1. Number of students undertaking project work/field work / internships
Answer before DVV Verification : 402
Answer after DVV Verification: 354

Remark : DVV has made the changs as per shared report do not considred duplicates student .</td></tr>
<tr><td>1.4.1</td><td>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website
Answer After DVV Verification: A. Feedback collected, analysed, action taken&</td></tr>
</table>

communicated to the relevant bodies and feedback hosted on the institutional website

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
35	51	40	23	25

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
35	51	40	23	25

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
128	128	123	123	123

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
86	86	86	86	86

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	2	2	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
20	17	13	14	14

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
02	01	22	01	01

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	15	22	10	08

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made the changes as per shared report by HEI .

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

3.3.2.1. **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	4	5	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	8	5	1	1

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	7	4	13	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	9	4	13	6

Remark : DVV has made changes as per the report shared by HEI.

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

Answer before DVV Verification :
Answer After DVV Verification :37
Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	3	0	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
62	127	153	201	64

Remark : DVV has made changes as per the report shared by HEI.

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

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***

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
38	13	0	1	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
38	27	8	6	8

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	5	3	11	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	7	5	17	14

Remark : DVV has made changes as per the report shared by HEI.

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

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	21	0	01	02

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	17	0	2	3

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	21	8	5	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
32	28	29	34	34

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	12	14	17	15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	12	14	17	15

Remark : DVV has made changes as per the report shared by HEI.

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations