



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ANJUMAN I ISLAMIS COLLEGE OF HOTEL AND TOURISM MANAGEMENT STUDIES AND RESEARCH

**ANJUMAN I ISLAMIS COLLEGE OF HOTEL AND TOURISM MANAGEMENT
STUDIES AND RESEARCH 92 DR D N ROAD OPP CSMT MUMBAI**

MAHARASHTRA

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Anjuman-I-Islam's CHTMSR is an outcome of another grand step that is aligned with the aim our founders to up skill the youth aspiring to enter and make their mark in Hospitality Industry at a national and global levels.

For this Anjuman-I-Islam's CHTMSR has put up state-of-the-art Institutional infrastructure to impart theory and practical's to aid holistic learning.

CHTMSR adopts an innovative and dynamic approach in moulding skilled, resource rich and competent group of hospitality professionals who are industry ready and also harbour entrepreneurial ambitions.

This sustained skills and knowledge stacking is enabled by regular theoretical and practical inputs. Supplemented by regular industry centric workshops, events, field trips, industrial visits, mandatory internships and more.

In the year 2005 AII CHTMSR entered the educational domain with 3-years Bachelor of Hotel & Tourism Management Studies (BHTMS) programme with 60 seats. This programme was affiliated to University of Mumbai and approved by UGC (University Grants Commission).

In the year 2007 this rapidly evolving and in demand programme saw addition of 60 more seats resulting into the doubling of intake. By 2010-11 the strength stands at 120 seats. Today AII CHTMSR is the only institute who has been successfully to fill all 120 seats for almost every year.

College has been consistently achieved success in the nurturing hospitality talent enabled by its cutting-edge facilities and knowledgeable faculty pool. This has made Anjuman-I-Islam's CHTMSR a preferred hiring platform for Industry and it's allied verticals looking to hire industry ready professionals at all levels.

Vision

Vision: To be model institute empowering leaders of tomorrow and redefining excellence in the global hospitality sector.

Mission

Mission: To impart comprehensive education in the field hospitality to produce courteous, dynamic professionals, and entrepreneurs prepared to tackle the industry challenges globally.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Well Qualified and experienced staff in the Hospitality industry from India and across the globe.
- Sincere dedication towards imparting holistic education.
- Laboratories are accurately designed to match authentic facilities, providing students with a genuine experience.
- Faculty members give their valuable input towards designing and drafting the syllabus as per the latest trends for the Affiliated University.
- Best location, the heart of the financial capital of India, less than a minute's walk from CSMT station.
- Best quality and fresh ingredients are procured from Crawford Market on a regular basis for culinary practicals.
- We ensure that every student gains practical proficiency in using Information Communication Technology tools.
- All classrooms are furnished with essential Audio-Visual aids for seamless integration of ICT into teaching.
- A lot of emphasis is given to Research methodology and innovative techniques.
- Anjuman-I-Islam Trust's management is always supportive and encouraging with no compromise on cost.
- We share an excellent rapport with the Hospitality and tourism industry that benefits our students for Training and placement.
- Best admission record amongst the private Hospitality institutes.
- Safe and secure environment for every student especially female students.
- Our students are well-placed in India and all over the world and a lot of them go on to become successful entrepreneurs.
- We remain associated with our students for a lifetime through a strong global Alumni association and guide them whenever required.
- Every class has a dedicated Counsellor to solve students' issues and connect with the parents to keep them up to date with their ward's performance.
- We organise extracurricular and co-curricular activities regularly to provide our students insight into our rich and diversified cultural heritage. We also organize inter-collegiate events and partake in other Inter-college competitions.

Institutional Weakness

No matter how good you may be, there is always room for improvement, thus we take constant feedback from our students and try to bring about necessary changes.

- Space constraint for Wellness Centre for the students.
- The teacher's approval is still due by the University.
- Post-Covid there is a visible impact in the Job Placement and fear amongst students towards the scope for the Hospitality industry.

Institutional Opportunity

- Autonomous Board will enable us to bring about the change in syllabus/ curriculum as per the latest trend in the Hospitality industry.
- Funds from UGC can be utilised for the betterment of the students and the institute.
- Culinary-related short-term courses can be introduced.

- There is potential to extend our student base considering our campus also has Boys Hostel.
- Sustainability and environmental practice are to be included in the curriculum.

Motivate students to conduct Research into various Foods, Beverages, and other Hospitality potential products

Institutional Challenge

- Quality of education at the basic level affects the potential of students, lack of information about the scope in the Hospitality Industry also impacts admission.
- The demanding nature of the Hospitality industry in India.
- Increase in low-quality Hospitality Institute that lacks basic infra-structure misguides the potential students and brings ill repute to Hospitality courses.
- With constant inflation and the requirement of best quality equipment and ingredients managing the cost and keeping Tuition Fees low proves to be a major challenge.
- Improve basic communication skills of students coming from vernacular medium.
- More placements in core companies at a better level.
- Encouraging students to higher education abroad.
- Networking and strengthening relationships with stakeholders.
- More focus on Industrial training for faculty and students.
- Soft skills development for students and Faculty members to keep abreast with the industry.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute implements 19 major aspects for effective curriculum delivery. This includes Academic Calendar, Lesson Plan based Curriculum delivery, developing inquisitiveness about Syllabus, Hands on Learning, Class tests, Continuous Internal Assessments, consistent student communication, academic tracker, remedial, pedagogy ,co-curricular enrichment, faculty enrichment, project based learning, Intra collegiate events, Online and offline delivery sessions, notes & reference materials, syllabus completion intimation, Inter institutional collaboration.

This Institute has carried out about 27 Add-on (value added) certificate courses of minimum 30 hours duration. HEI deals with all courses of SWAYAM – MOOC platform.

About 61.03 % students attended these add-on value added SWAYAM certificate courses which carried out by HEI, itself Attendance sheet of each course, evaluation method and details of course, course syllabus has been presented. AIICHTMSR organized 20 lecture series each on Professional ethics, Gender Equality, Human values and Environmental Sustainability as important cross cutting issues to address the students in transacting the Curriculum.

In the college 59.74 % average number of students appeared for project work/ internship in 2022-23. The students submitted their Internship completion letter after completion of internship from the hotel industries. The HEI has collected, processed, analyzed and the action taken of the feedback of stake holder. The feedback is collected from students, parents, alumni, teachers as well as employer. The feedback means, critical judgment of stake holder which appraise for betterment & suggestion, for expectation. AIICHTMSR sent google form to

obtain the above feedback

Teaching-learning and Evaluation

HEI has transparent process for students admission. This process is well administered, complying with all norms of government. Enrollment percentage in HEI is 96.81% of the total sanctioned intake capacity.

Anjuman CHTMSR follows student's centric methods for teaching and learning .HEI follows three student centric methods specified below:

1. Experiential Learning
- 2.Participative Learning
- 3.Problem solving methodologies.

Anjuman CHTMSR has 09 laboratories for experiential learning. Learning is a counter part of teaching. Each teacher is ICT expert, therefore the participative learning process is implemented. Seminars, PowerPoint Presentations, Classroom Interaction, sports and cultural activities are examples of participative teaching-learning methods. Anjuman CHTMSR also facilities problem solving methods like Research, Innovation projects tests, evaluation process, training in hospitality industry etc.

Anjuman CHTMSR has 95.22% of seats filled against seats reserved for various categories (SC, ST, OBC, and Divyangjan etc.) as per applicable reservation policy during last five years.

HEI has 100% of full time teachers against sanctioned posts during the last five years. HEI has all full time teachers with required post-graduation qualification. HEI Have 14.75 % teachers with NET –SET or PhD.

HEI has transparent mechanism of Internal/External assessment. It has the statutory grievance redressal system. All the procedures are time bound and efficient as Institute works in strict adherence with schedule, procedures, and ordinances issued by Examinations Committee of University of Mumbai. Institute has Internal Examination committee, Internal & External Examinations we conducted as per University of Mumbai norms.

Research, Innovations and Extension

AII CHTMSR has taken an approach to create a rich ecosystem for information, research, and community engagement in the field of Hospitality Management. Here are some key points highlighted in your description:

Research Conference & Research Papers: AII CHTMSR organized a national-level research conference addressing various aspects of Hospitality Management. The wide range of topics covered, including purchasing, budgeting, costing, planning, serving, and marketing, demonstrates a holistic approach to understanding the field. The publication of 105 research papers and 5 papers in UGC CARE list journals indicates a commitment to disseminating knowledge and contributing to the academic community. Inclusion of students in research work with the guidance of teachers reflects a mentorship approach, fostering a collaborative learning environment.

AII CHTMSR took 26 workshops on International Property Rights, Research Methodology, and Entrepreneurship as an effort to provide practical knowledge and skills to students and researchers.

Extension Activities: The emphasis on 55 in-house extension activities, focusing on social issues, holistic development, and professionalism, demonstrates a commitment to the overall development of students beyond academic learning.

Recognition and Awards: The five special recognition and appreciation awards, including the Best Community Services Award from the OceanOwe Foundation, highlight the institution's impact and recognition in society for its social awareness activities. Engaging in various social outreach activities such as blood donation, beach cleaning, road safety initiatives, and health checkup camps underscores the institution's commitment to community service.

MOUs: AII CHTMSR's association with 24 different establishments through MOUs with institutions, industries, and NGOs indicates a strong network for academic, administrative, and social collaborations. 22 out of 24 MOUs functional through collective activities showcases effective collaboration and implementation of shared initiatives.

Overall, AII CHTMSR appears to be a dynamic institution actively contributing to the academic and social landscape through research, education, and community engagement.

Infrastructure and Learning Resources

Infrastructure present in AII CHTMSR is categorized as –

- 1. Infrastructure for Academic**
- 2. Infrastructure for Administration**
- 3. Infrastructure for Extension activities**
- 4. Infrastructure for Central Amenities.**

- 1. Infrastructure for Academics include** – HEI has 05 ICT enabled and fully Air conditioned Classrooms, 08 highly equipped basic to advanced laboratory facilities, staffroom 05 PC's dedicated to staff. CHTMSR has 143 computers exclusively for students along with start of the art library.
- 2. Infrastructure for administration dept.** have best of the ICT facility.
- 3. Infrastructure for extension activities** includes air conditioned Auditorium, Dining area and Playground.
- 4. Infrastructure for general utilities** includes common room for Girls, Boys, Locker room, washroom, Parking areas, CCTV's, Fire extinguisher system, Lifts and Disabled friendly amenities.

The HEI carried out about **27.34%** total expenditure for infrastructure augmentation excluding salary.

HEI has automated Integrated Library Management System as E-Granthalya. NDL is E-resource for Library. It also provide open source link to E-contents, E-

library is dedicated part of physical library with 6 PC's and internet. E-resources are free at cost, open access for E-databases, Journals, magazines, books, audio, images, encyclopedia and newspapers.

The colleges, students, and libraries gone through critical period due to Pandemic situation from 2019 to early 2022. Library purchases, library development and library E-resources suffered a lot due to Covid-19 situation.

Library has 2227 hard copies of books, 65 users (seating capacity). HEI is advance in ICT facilities for all stakeholders. HEI has network equipment, servers, power back-ups system security, vigilance facilities, ICT classrooms, Wi-Fi facilities, Internet services, software's.

ICT services are always updated with time by the AMC's, in house technicians etc

Student Support and Progression

HEI is very sensitive and focused for student support and progression.

About 12.38 % of students benefited by scholarships and free-ships provided by the Government and Non-Government agencies and Philanthropists during last five years.

The Institution carried out total 32 capacity building and skill enhancement initiatives.. HEI taken initiative for Life skill activities and ICT skills enhancement in students.

51 % of students benefited by guidance for career counselling offered by the Institution.

The HEI organized programmes for support to student to choose the career after graduation in Hospitality Management. The experienced personalities were called for career counselling of the students.

The Institution has a transparent mechanism for student grievances. It includes sexual harassment and ragging cases. Institute take initiatives for implementation of guidelines of statutory/regulatory bodies. HEI has offline mechanism for submission of students grievances. There is grievance committees, anti-ragging committee as well as committee to look after sensible matters of girl students.

97.15 % percentage of placement of outgoing students who graduated in this HEI and progressed to higher education in this Institute. 18 number of outgoing students went to higher progression education during last five years.

29 number of awards honoured to students for outstanding performances in sports & cultural activities. 48 events of sports and cultural programmes were organised in which students participated actively

The Alumni Association represents talented and highly successful network of Alumni and it is significantly contributing for the development of the Institute in manifold ways.

Governance, Leadership and Management

The HEI is governed by Anjuman I Islam Trust, which is a socio cultural organization. The objective of the governance is to promote education and cultural needs of the society.

The vision of HEI and Management is to inculcate enthusiasm to serve in society via Education. The Management and HEI provides better infrastructure, better resources, better care of the staff which creates an environment of enthusiasm to serve better. Leadership of governance is according to mission. It develops best professionals by providing best resources.

HEI is very pro for e-governance, in every area of operation such as Administration, Finance and Accounts, student's administration and support and Examination.

E-Governance is fulfilled via institutional initiatives like Online admissions, online fees payment, exam form filling, online paper assessment, online result, online notices and more.

The HEI cares for Human resources, HEI provides effective welfare measures such as EPF, free lunch, uniforms, job securities, spacious ambience, energetic work culture, holistic staff development initiatives, educational environment, travelling allowances are some of the measures for staff.

About 40.98 % of teachers are provided with financial support for self-academic progress.

100 % of teaching and non-teaching staff participated in Faculty Development programme.

IQAC is directive force for HEI to assess and accredit itself. IQAC has contributed significantly quality improvisation and maintenance.

IQAC undertakes regular meetings for ensuring collaborative quality activities.

Institutional Values and Best Practices

Anjuman-I-Islam, established in 1874, has emerged as a trailblazing institution in India, notably through its College of Hotel and Tourism Management Studies & Research (CHTMSR), founded in 2005. Committed to gender equity, the college actively champions the cause by increasing female enrolment and providing opportunities in professional fields like Hospitality Management. The Gender Audit Report showcases comprehensive measures, including dedicated facilities and counselling services, ensuring a secure and supportive environment for female students.

CHTMSR also prioritizes community service, sustainability, and environmental consciousness. Through initiatives like annual community service events, sustainable gastronomy workshops, and beach clean-up drives, the institution instils values of resilience, empathy, and environmental responsibility in its students. The campus actively promotes eco-friendly practices, such as reducing single-use plastics, adopting energy-efficient solutions, and conducting regular environmental audits.

Furthermore, the college stands as a microcosm of India's diversity, fostering an inclusive environment that celebrates cultural, regional, linguistic, and communal differences. The curriculum includes lessons on

cultural diversity, and the institution hosts events and festivals that showcase and appreciate India's rich tapestry of cultures. Anjuman-I-Islam's commitment to inclusivity extends to its faculty development program, ensuring equal opportunities for students from diverse backgrounds.

Additionally, the institution is recognized for two best practices: a Balanced Diet initiative that provides nutritious on-duty meals and educates students about a balanced diet, and an Award System that incentivizes academic and non-academic achievements, fostering holistic development.

The institutional distinctiveness of CHTMSR is evident in its nutrition awareness workshops and the annual signature event, "Magn," a renowned food and cultural extravaganza that has adapted to virtual formats, attracting participants from various colleges and contributing to the institution's recognition as a center of excellence in hospitality education.

In summary, Anjuman-I-Islam's CHTMSR stands as a beacon of gender equity, sustainability, diversity, and educational innovation, showcasing a holistic commitment to fostering well-rounded individuals ready to contribute positively to society.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ANJUMAN I ISLAMIS COLLEGE OF HOTEL AND TOURISM MANAGEMENT STUDIES AND RESEARCH
Address	Anjuman I Islams College of Hotel And Tourism Management Studies And Research 92 Dr D N Road Opp CSMT Mumbai Maharashtra
City	Mumbai
State	Maharashtra
Pin	400001
Website	www.anjumanchtmsr.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Harish Suvarna	022-22632817	9820277835	-	principal@anjuman ihmct.org
IQAC / CIQA coordinator	Ananda Hajare	091-9833279737	9820980498	022-22634685	ahajare2579@gmail.com

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 minority institution	Yes Minority Certificate .pdf
If Yes, Specify minority status	
Religious	Muslim
Linguistic	
Any Other	

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	Anjuman I Islams College of Hotel And Tourism Management Studies And Research 92 Dr D N Road Opp CSMT Mumbai Maharashtra	Urban	1.47	1731.7

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Science	36	HSC	English	120	120

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				13			
Recruited	0	0	0	0	0	0	0	0	8	5	0	13
Yet to Recruit	0				0				0			

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

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	3	0	8
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/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		Total
	2	2	0	4	

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	96	7	1	0	104
	Female	16	0	0	0	16
	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	7	8	4	2
	Female	1	0	1	1
	Others	0	0	0	0
ST	Male	0	1	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	7	9	11	9
	Female	1	1	3	2
	Others	0	0	0	0
General	Male	106	84	97	102
	Female	13	9	18	25
	Others	0	0	0	0
Others	Male	4	1	6	0
	Female	0	3	2	3
	Others	0	0	0	0
Total		139	116	142	144

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>HEI organized nine days orientation program for faculties' of Anjuman College of Hotel & Tourism Management Studies & Research with Anjuman I Islam's Institute of Hospitality Management from 19 June 2021 to 27 June 2021. It was online made with everyday schedule from 9:30am to 12:30 pm. The resource speaker Mrs. Simoene Dias provided the Vision / plan of both HEI's to transform HEI into a multidisciplinary institution. The Anjuman I Islam trust has five institutions in same campus as Arts, Commerce, Science, Management and Hospitality Studies. The Institutional approach towards the integration of humanities, science, technology, could be combined as multidisciplinary / interdisciplinary.</p>
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<p>2. Academic bank of credits (ABC):</p>	<p>HEI organised four days orientation program for faculties of two colleges Anjuman IHM and Anjuman CHTMSR. Asst. Professor. Amit Ghadiyali of Anjuman CHTMSR college chair one session on topic ABC in NEP. He explain HEI roll, initiatives, encourage for ABC. Each student has ask to open account in ABC and deposit his marks, Academic Details in ABC. HEI is affiliated college of university of Mumbai. HEI cannot open his own ABC. However exam department of HEI took initiative and guided every individual student for ABC.</p>
<p>3. Skill development:</p>	<p>In NEP- 2020 skill development efforts are very important .HEI held five days workshop on NEP-2020 sensitize teachers HEI takes effort for teachers to get skill development though projects, internship and add on courses.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>HEI held workshop on NEP-2020 for teachers. One session was on Initiatives of Institution for teaching in Indian language. HEI uses Hindi and Marathi version a reference books for teachers learning. And discussed with parents to use at Indian language in after classroom hours.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>HEI organised NEP 2020 workshop. In this workshop Registrar Mr. Ananda Hajare of Anjuman CHTMSR College, deliver lecture on 23rd June 2021 it was related to initiatives of institution to focus on outcome based on education. HEI works on course outcome as well as PO - Programme outcome. The evaluation of CO - PO are workout by disciplined internal as well as external continues Evaluation Process.</p>
<p>6. Distance education/online education:</p>	<p>In workshop on NEP 2020 organised by HEI, the 6th session was initiative of Institution on Distance Education. Pandemic 2020,21,22 taught us the online education. COVID 19 situation trained us the need of Distance Education/Online Education. The HEI has ICT enabled classroom, Well maintained ICT facilities and Human Resources is the capital with RPH to take initiative on Online Education/ Distance Education. This NEP 2020 was also carried out online. Many more academics, extension activities are carried out on Distance Education Mode.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Electoral Literacy Club – It is decided by HEI to set up the ELC for Electoral Literacy</p>
<p>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?</p>	<p>HEI carried out function for Voter awareness by HEI in Association with IQAC on Celebration at National Voters’ Day.</p>
<p>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.</p>	<p>Anjuman CHTMSR carried out Constitution Obligation week on 17th January 2023 to 21st January 2023. Voters; rights, duties and Voting right execution was briefed by the Principal Sir to the faculties and students.</p>
<p>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.</p>	<p>National Voters’ Day (25th Jan) in 2022-2023 was observed for Voter’s awareness. On this day faculties and students had attended the function. Recitation of Pledge for Voters about Voting Programmes was online. The link was shared with students and attendance was mandatory.</p>
<p>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.</p>	<p>Over 90% students over 18 years in HEI are registered Voter in Electoral List of Democratic India.</p>

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
385	388	401	386	370

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: 14

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
13	12	12	12	12

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
227.57	115.24	79.41	188.39	144.31

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:

1. ACADEMIC CALANDER

At the beginning of every semester Academic Calendar is drafted specifying dates for all the curricular and extra-curricular activities.

2. LESSON PLAN BASED CURRICULUM DELIVERY

The teaching staff prepares the potential lesson plan for every subject based on prescribed syllabus by the University that specifies the total number of allotted hours.

3. DEVELOPING INQUISITIVENESS ABOUT SYLLABUS

Faculty cites the author names and book names throughout lecture sessions for encouraging reading and research skills amongst students.

4. HANDS ON LEARNING

At Anjuman's CHTMS&R the state of the art labs foster and strengthen core theoretical concepts learned in the class by applying it in the class.

5. CLASS TESTS

CHTMS&R arranges one Internal Class test at regular intervals to understand the overall hold of student in concern.

6. CONTINUOUS INTERNAL ASSESSMENT

To analyze overall grasp of knowledge gleaned by the students. College organizes **CIA** prior to main Semester.

7. CONSISTENT STUDENT COMMUNICATION

All the academic updates are communicated to students via verbal and nonverbal mode. Verbal Mode comprises personal in class communication by FIC Faculty in Charge. Non Verbal mode adopts an extensive approach and comprise

8. TIME TABLE

Students at college adhere to the time table drafted by College at the inception. This time table is drafted with an aim of completing prescribed number of hours for every

9. ATTENDANCE TRACKER

ERP centric method of tracking student attendance supplemented by manual methods tracks attendance of students with precision.

10. REMEDIALS

This level playing field is designed in the form of remedial, which means the weak students are put through an exclusive training in weak subjects by relevant FIC Faculty In-Charge.

11. PEDAGOGY

Anjuman CHTMS&R adopts blended pedagogical methods like Chalk and board approach, Audio Visual Pedagogy

12. CO-CURRICULAR ENRICHMENT

enriching student's knowledge base by imparting co-curricular knowledge via regular arrangement of guest lectures by Prominent industry personnel, engaging students in field oriented project work and more.

13. FACULTY ENRICHMENT

For doing this KRC at the campus plays a key role as apart from books it hosts a range of material like trade journals, research papers, conference proceedings and more.

14. PROJECTS BASED LEARNING

Field assignments are granted to the students in terms of ODC's (Outdoor Catering Events) to facilitate on field learning.

15. INTRA COLLEGIATE EVENTS

To enrich their knowledge base CHTMS&R ensures to send its students to participate in various intra collegiate events that are organized by other Colleges.

16. ONLINE AND OFFLINE SESSIONS

Seminars supplemented by webinars are regularly organized by the College to widen the conceptual understanding.

17. NOTES & REFERENCE MATERIAL

Students have been provided with the notes and reference material

18. SYLLABUS COMPLETION INTIMATION

Intimation to Principal is given by all the Faculty members about syllabus completion in the form of

- Student attendance sheets
- Lesson Plans (Signed by students)
- ERP / App generated reports

19. INTER INSTITUTIONAL COLLABORATION

CHTMS&R has an Inter Institutional collaboration with an aim of fostering resources sharing for enriched academic offering.

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

1.2 Academic Flexibility

<p>1.2.1</p> <p>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)</p> <p>Response: 27</p>	
File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 61.04

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
387	388	403	0	0

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:

Anjuman College of Hotel Management Research is a Mumbai-affiliated college. We take the initiative to promote the cross-cutting issues in implementing the curriculum. The benefit of having cross-cutting issues is the learner grasps information about industry operations and they becomes industry-ready.

To implement we conducted 3 sessions of 3 hours each with First-year, second-year, and third-year based upon Cross-cutting under title 1. Professional Ethics: Professional Ethics and Human Values in Hospitality, 2. Environment and Sustainability: Environment-friendly Housekeeping Practices, 3. Gender: Self Defence Workshop.

Environment and sustainability: Environment-friendly Housekeeping Practices: There are tremendous benefits to the environment and sustainable housekeeping practices. Students understand the importance of environment-friendly practices as well as various practices that we can follow that will benefit the employees as well as guests.

Mrs. Darshan Gangurde conducted a workshop on Environment-friendly Housekeeping Practices which is based on the article published in the International Organisation of Scientific Research: Journal of Business and Management (IOSR-JBM) which has the impact factor written by Shreeya Singhal, Archana Deepak, Vijaylakshmi Marwaha on “Green Initiatives Practices in Indian Hotels”.

Mr.Pramod conducted a workshop on eco-friendly practices in the hospitality industry. This session was based upon two various articles first one, Environmental Management Practices among Hotels in the Greater Accra Region written by Ishmael Mensah. This article focuses on recycling waste, Clean Air, Energy, water conservation, and environmental health. This article also finds out the level of adoption and implementation of environmental management practices in the hospitality industry.

A new way adopted by hotels is they have collaborated with Prabhat an NGO employing young adults with mental handicaps and other disabilities to recycle used flowers into safe Holi colors and dye, which are sold for profit.

Professional Ethics: Professional ethics and Human values in Hospitality:

Ms. Trupti Patole conducted a lecture series on the topic Professional Ethics: Professional Ethics and Human Values in Hospitality. This lecture series adopted two articles, one published in Francis and Taylor’s Journal of Hospitality and Tourism, written by Li-Ting(Grace) Yang, Charles G Partlow, Jaisree Anand, and Vimal Shukla on the topic Assessing the Competencies Needed by Hospitality Management Graduates in India.

Gender: Self Defence Workshop:

There was a self-defense workshop conducted especially for female students wherein they are strong enough to face the physical challenges in day-to-day life. The initiative to organize this workshop was taken by Mrs.Preeti Mahadik.

The objective of this workshop was to educate the female students about the different types of violence against them by providing knowledge about the different tips for self-protection to keep in mind in different situations. There were eminent guest speakers invited to demonstrate And gave demos on different self-defense techniques. The experts we invited were Mr.Vijay Kamble-5th Dan Black Belt, Ms. Bhavana Chauhan-3rd Dan Black Belt, Ms.Smita Katkar—3rd Dan Black Belt, Mrs.Santoshi Gurav—2nd Dan Black Belt, and Ms.Dipti Pawaskar—2nd Dan Black Belt.

Environment and sustainability: Environment-friendly Housekeeping Practices:

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

<p>1.3.2</p> <p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>Response: 59.74</p>
<p>1.3.2.1 Number of students undertaking project work/field work / internships</p> <p>Response: 230</p>

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

1.4 Feedback System

<p>1.4.1</p> <p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Response: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies</p>	
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: 96.81

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
139	116	142	144	127

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
144	120	144	144	138

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

2.1.2

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

Response: 95.22

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
70	53	62	72	62

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
70	58	71	72	64

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

2.2 Student Teacher Ratio

<p>2.2.1</p> <p>Student – Full time Teacher Ratio (Data for the latest completed academic year)</p> <p>Response: 29.62</p>

2.3 Teaching- Learning Process

<p>2.3.1</p> <p>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</p>

Response:

1. Experimental Learning

Laboratories are accurately designed to match authentic facilities, providing students with a genuine experience.

The Food Production department, for instance, necessitates varying layouts each semester. Consequently, we boast Basic Training Kitchen, Quantity Training Kitchen, Advanced Training Kitchen for First, Second & Third year students respectively, we also have a Garde Manger, and a Bakery & Confectionery setup.

For Food & Beverage Services, Saleequa Training Restaurant boasts sophisticated equipment and layout, making it suitable as a Specialty Restaurant for diverse cuisines. It's flexible enough to transform into a Lounge or an intimate Banquet setting with a Mock Bar and Gueridon Trolley for hands-on experience in bar practices and traditional service techniques.

In Front Office, our facility follow 5-star hotel lobby. It features a Reception Counter and Duty Manager's Desk, offering hands-on learning in reservations, bill settlement, and handling diverse situations.

Our Housekeeping Lab encompasses comprehensive laundry equipment, essential tools, and materials to maintain cleanliness standards on par with luxury hotels. Guestroom facilitates the teaching of various services provided by the Housekeeping department.

2. Participative Learning

Our pedagogical approach remains highly flexible, adept at catering to our students' unique needs. Our Teaching staffs are well-versed in Information Communication Technology tools. All classrooms are furnished with essential Audio-Visual aids for seamless integration of ICT into teaching. A dynamic feedback cycle drives continuous improvement, influencing our methods and provision of practical study materials. This dynamic environment enriches the learning experience for both students and educators.

Our emphasis lies in an outcome-based approach, cultivating within students the traits and attributes demanded by the dynamic Hospitality industry. Demonstrating our commitment to societal responsibility, we actively engage in activities such as Blood Donation Camps, orphanage support, and fundraising for the less fortunate.

3. Problem-Solving Methodologies

Our approach involves a careful identification of lesson objectives, surpassing mere subject matter or course content. We engage our students in real-world experiences through practical training within the college premises and off-site settings, including 5-star Hotels and Premium Caterers. Seminars and workshops create accurate simulations, enabling students to gather practical work experience, knowledge, and essential critical thinking skills. These experiences nurture problem-solving prowess, adeptness in handling various situations, and the capacity to apply learning within real-world contexts.

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

2.4 Teacher Profile and Quality

<p>2.4.1</p> <p>Percentage of full-time teachers against sanctioned posts during the last five years</p> <p>Response: 100</p>											
<p>2.4.1.1 Number of sanctioned posts year wise during the last five years</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>12</td> <td>12</td> <td>12</td> <td>12</td> </tr> </tbody> </table>		2022-23	2021-22	2020-21	2019-20	2018-19	13	12	12	12	12
2022-23	2021-22	2020-21	2019-20	2018-19							
13	12	12	12	12							
File Description	Document										
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document										
Provide Links for any other relevant document to support the claim (if any)	View Document										

<p>2.4.2</p> <p><i>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)</i></p> <p>Response: 14.75</p>											
<p>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</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>1</td> </tr> </tbody> </table>		2022-23	2021-22	2020-21	2019-20	2018-19	2	2	2	2	1
2022-23	2021-22	2020-21	2019-20	2018-19							
2	2	2	2	1							

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The examination process is transparent and compliant with the University of Mumbai guidelines. Students and their parents are informed about the examination process through orientation programs in the First Year. Semester end and internal examinations of Undergraduate programmes are handled by the examination committee.

Examination Committee:

The Committee consists of Convener, Co-Convener and members from all Undergraduate departments. Non-teaching staff also lend their support in administrative work. The examination committee performs following functions to maintain transparency and robustness of examination procedure:

For internal and semester end examinations:

- Time table and seating arrangement for examination are displayed on the notice board adequately in advance. For internal examination, the syllabus is declared by the subject teacher and semester end examination is conducted on the entire syllabus.
- The question papers are verified to eliminate errors and stored in a sealed envelope.
- Supervision duty charts are drafted and informed to teachers.
- Separate seating arrangement for students with learning disability and the writer, reader and extra time to such students as per university guidelines.
- Requisite number of copies are printed just 2 hours before the actual examination.
- Any unfair activity of the student is reported to the Unfair Means Committee for appropriate

investigation and action.

- The Examination Committee determines the deadline for assessment of answer books. Teachers update marks in result processing software “Graded”

Additional responsibilities for semester end examinations:

- Prepare examination timetable one month in advance and its submission to the college designated by the university.
- Subject teachers prepare 3 sets of encrypted question papers and submit them to the designated email address.
- The question paper for examination is selected randomly by the authority. Moderation of answer books is done as per guidelines of university.
- External moderators are called from the list of moderators provided by the lead college.

Infrastructure for examination related work:

- The College has designated a specific room having necessary equipment including Computer, Printer, Photocopier and Paper -Shredder for examination work. The room has restricted access and is under continuous CCTV surveillance.

Frequency of the examinations:

- All Internal, re-internal, practical, semester end and supplementary examinations are conducted once in each semester.
- Project evaluation is done as per requirement of Programme Structure

Additional examinations are conducted for eligible students as per university guidelines.

- All practical examinations, internal evaluation of projects and internal examination of
- Postgraduate programmes are carried out by individual departments as per university guidelines.

All these processes are:

Time bound;

- Time tables displayed well in advance,
- Hall tickets are issued at the proper time,
- Question papers submission schedule is given to faculties,
- Schedules regarding the time for application for Revaluation,
- Evaluation and declaration of results given by the examination committee with stipulated time of 20days,
- Unfair means enquiry meeting and declare the decision of the Committee,

Transparent;

- Time-tables are displayed on the Notice Board,
- Hall tickets reflects relevant details of the examination,
- Revaluation result is displayed on the Notice Board,
- students can apply for photocopy of the answer paper for all theory, practical and internal examinations,

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Course Outcome for B.Sc. Hospitality Studies at the University of Mumbai:

The B.Sc. Hospitality Studies program at the University of Mumbai aims to provide students with a comprehensive understanding of the hospitality industry and equip them with the knowledge, skills, and attitudes necessary for a successful career in this dynamic and rapidly evolving sector.

Upon successful completion of the program, students will be able to demonstrate the following course

outcomes:

1. Industry Knowledge

Students will have a solid foundation in the various aspects of the hospitality industry, including hotel management, restaurant operations, event planning, and tourism.

2. Guest Satisfaction

Students will be adept at applying concepts and skills to ensure guest satisfaction, from providing exceptional service to addressing customer needs effectively.

3. Procedural Knowledge

Graduates will possess the ability to think critically, creatively, and reflectively. They will be skilled in identifying and solving complex issues that may arise in the industry.

4. Leadership and Teamwork

Students will demonstrate leadership qualities and an aptitude for working effectively as part of a team to achieve common goals, vital for success in the hospitality sector.

5. Professional Ethics Graduates will conduct themselves in a professional and ethical manner, adhering to industry-defined work ethics and best practices, thereby contributing to the industry's positive reputation.

6. Effective Communication

Graduates will be able to communicate confidently and effectively, not only with guests but also with colleagues for enhancing the overall guest experience.

7. Multicultural Competence Students will exhibit cultural sensitivity and an understanding of multicultural perspectives, ensuring they can meet the diverse needs of guests and employees in the hospitality industry.

8. Respect for Host Culture

Graduates will appreciate and respect the cultural traditions of host locations, preserving the uniqueness of the hospitality experience and the values of the host culture.

9. Sustainability

Students will be able to contribute towards responsible and environmentally-friendly business practices.

10. Job Function Proficiency:** Graduates will demonstrate the ability to perform basic and supervisory-level job functions in various hospitality sectors, including hotels, restaurants, airlines, cruises, and travel agencies.

11. Adaptability

Students will be prepared to adapt to the dynamic and ever-changing landscape of the hospitality industry, staying current with industry trends and technological advancements.

12. Entrepreneurial Skills Graduates will have the knowledge and skills necessary to explore entrepreneurial opportunities within the hospitality sector.

13. Research and Innovation

Students will be capable of conducting research and integrating innovative approaches to problem-solving and industry advancements.

14. Industry Networking

Graduates will established connections and networks within the hospitality industry, aiding them in finding employment and career growth opportunities.

15. Legal and Regulatory Compliance

Students will understand and adhere to legal and regulatory requirements specific to the hospitality industry, ensuring the organization's operations are within the bounds of the law.

16. Customer Relationship Management

Graduates will be proficient in managing and maintaining strong customer relationships, ensuring repeat business and positive word-of-mouth.

17. Financial Management

Students will possess financial management skills, including budgeting and cost control, crucial for efficient and profitable operation in the hospitality sector.

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:

1. Department of Bachelor of Science (Hospitality Studies) Semester I , III and V

1. The number of students who appeared for the examination were 137,111 & 133 out of which the number of students who passed 89,90 & 101 respectively
2. Attainment percentage is of Semester I-64.96%, III-81.08% & V- 75.93%.
3. Number of students who secured above 60% for Semester I- 47 , III- 65, V - 47
4. Students who secured below 60% for Semester I – 42, III- 25 & V - 54

1. Department of Bachelor of Science (Hospitality Studies) Semester II , IV and VI

1. The number of students who appeared for the examination were 130,104 & 132 out of which the number of students who passed 104,89 & 80 respectively
2. Attainment percentage is of Semester II- 80%, IV-85.57% & VI- 60.60%.
3. Number of students who secured above 60% for Semester II- 57 , IV- 68, VI - 22
4. Students who secured below 60% for Semester II – 47, IV- 21 & VI -58

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

2.6.3

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

Response: 87.54

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
85	126	119	121	97

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
132	133	119	121	121

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.92

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description	Document
Upload supporting document	View 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:

3.2.1 - Institute has created an ecosystem for Innovations and initiatives for creation and transfer of knowledge.

1. Ecosystem for innovations in AII-CHTMSR
2. AII-CHTMS&R initiatives for creation of knowledge
3. AII-CHTMS&R initiatives for transfer of knowledge

1. Ecosystem for innovations in AII-CHTMSR

HM industry experts have been developed for thirty years by AII-CHTMSR, a professional hospitality institution. An ecosystem for innovations has been built by AII-CHTMSR. To research new procedures, pick up new skills in technology, and put creative ideas into practice to improve outcomes. Rethinking conventional tourist and destination structures is the goal of a recent ecosystem for innovations proposal.

1. AII-CHTMSR Initiatives For Knowledge For Creation-

Research Conference – AII-CHTMSR -To plan a research conference, knowledge workers and their mentees put in a lot of work. The process of discussing various subjects related to the hospitality area involved a lot of thought-provoking and nurturing:

- **Food Production** – Cloud kitchen, Restaurant Business, Recipes, Culinary Traditions, sugar substitute and various state and international cuisines etc.
- **Front Office**- Guest services & IT base services etc.
- **Housekeeping** – Work practices, Sanitation, Hygiene of product and use of cleaning agents in modern times etc.
- **Food & Beverage Service**- Restaurant issues and new innovation in F&B Services.
- **Information Technology**- Ethical hacking, Ai& Machine learning CHATBOT, Robotics & food service industry etc.
- **Other**: Effective manpower creation, Sustainable practices, employ job performance etc.

The purpose of the conference was to learn about all aspects of the hospitality horizon, which encompasses all departments as well as ICT innovations and development and their impact on hospitality operations.

The knowledge conference contributes to the expansion of the hospitality knowledge base. All of the ideas are included in the articles from the national conference, which will aid in discussion among students and business professionals. This national conference got roughly **105** research papers.

3. AII-CHTMSR initiatives for transfer of knowledge

1. **Magnfest- An Event Managed By Third Year Students** – For the past 12 years, AII CHTMSR & AII IHM have worked together to produce a two-day, massive event in December each year. This event includes every task imaginable, including marketing, cooking, plating, serving, and budgeting. The event aims to give students a taste of the real hospitality industry, which might benefit them in surviving in the future.
2. **Continues Research Innovations Review**: Throughout the academic year, the teachers and students of AII CHTMSRs are constantly engaged in producing new knowledge. Through a variety of events, recipes, mixologies, fruit cutting, floral arrangements, entertainment, portions, nutrition, and other aspects, it results in ongoing research innovations and evaluations that finish the innovation ecosystem cycle and provide knowledge.

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

3.2.2

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

Response: 3

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
3	0	0	0	0

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: 0.36

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
0	3	1	1	0

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

3.3.2

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

Response: 0

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
0	0	0	0	0

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

3.4 Extension Activities

3.4.1

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

Response:

To make the students aware of the needs of the community, the institute organises a number of extension programmes. The students at our institute take an active role in community service projects that help them improve their emotional and social intelligence and ultimately contribute to their overall growth.

The community in which the institution operates is the target of a variety of extension initiatives. By means of seminars, DLLE volunteers address a variety of social concerns, such as environmental awareness, women's empowerment, national integrity, career advising, and cleanliness and tree planting.

Higher education institutions have a big impact on students' academic and professional lives, but they also have a big impact on how responsible, kind, and socially conscious they grow up to be. One method to do this is to make a commitment to outreach and community participation programmes. These initiatives benefit the neighbourhood as well as the students by providing opportunities for hands-on learning and a deeper comprehension of the issues and requirements in the local community.

Our institute places great importance on the development of strong relationships between the student body and the surrounding community. In order to do this, we have started a number of extension initiatives aimed at raising students' awareness of and inspiring them to get involved with local concerns.

One of the most effective and longest-running extension projects at our institute is called "Magn." Faculty, staff, and students are invited to collaborate on various community service initiatives under this programme. Public space cleanups, health and hygiene lectures, and the organisation of educational activities for underprivileged kids are a few of these projects. Pupils who actively engage in these programmes learn the importance of giving back to the community and develop a sense of obligation to others who are less fortunate.

Our institute encourages students to give their time and skills all year long in addition to Community Service Day. We have teamed up with local non-profits and educational establishments to provide students with the opportunity to mentor, educate, and provide guidance.

In addition to these programmes, our institution supports students in planning their own community-oriented initiatives and events. Students are given the authority to assume accountability for their involvement in resolving community issues as a result. These student-led initiatives range from social awareness campaigns to skill-development seminars to health camp organisation.

Furthermore, the institute's ties to the neighbourhood have been stronger over time. Because the residents see our organisation as a partner in their own growth and development, there is now a more positive and harmonious interaction between our institution and the community.

In conclusion, our institute's commitment to organising outreach programmes that heighten students' consciousness of community needs is proof of our belief in the transformative power of learning. These programmes benefit not just the local community but also our students' growth into responsible, caring individuals who actively strive to make the world a better place. We ensure that our graduates will not only be academically brilliant but also have a strong sense of social responsibility by building a tight

interaction between the school and the community.

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:

3.4.2. Awards and recognitions received for extension activities from government/ government recognized bodies.

AII-CHTMSR, as an institution, has been actively involved in social extension activities, particularly in the field of hospitality education. The recognition received from OceanOwe Foundation, a government-recognized NGO, for the Best Community Services Award in 2022, is a significant achievement for AII-CHTMSR.

The award signifies acknowledgment and appreciation for the institute's efforts and commitment to societal development, especially through initiatives like the blood donation camp conducted in association with Nair Hospital and Lions Club. This acknowledgment emphasizes the institution's dedication to inclusive education and social responsibility, aligning with the ethos of Anjuman-I-Islam's legacy of community service and educational excellence.

AII-CHTMSR's core goal of nurturing highly skilled professionals aligns with a broader mission of fostering responsible citizens who prioritize social responsibility. The institution's continuous efforts to engage students in various social activities and its aspiration for more awards through social extension activities demonstrate a commitment to furthering societal impact and community development.

The institute's recognition not only showcases its achievements but also highlights the importance of social engagement and responsibility in the field of education. This award reinforces the institution's commitment to quality education, transparency, and its vision to become a world-class educational and social service organization.

Overall, the acknowledgment through the Best Community Services Award is a testament to AII-CHTMSR's dedication to not just academic excellence but also to contributing positively to society, fulfilling the broader mission of social upliftment and inclusivity in education.

CHTMSR has core focus on building the hospitality professional as well as the responsible citizens, who cares about social responsibility and result which that our work is always appreciated by numerous organization about our students engagement.

CHTMSR - aspires for more awards and recognitions via social extension engagements towards society.

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: 8

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
6	0	0	1	1

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

3.5 Collaboration

3.5.1

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

Response: 9

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Institute has cutting-edge physical infrastructure, ICT facilities, and facilities for learning resource centers. Facilities for extracurricular activities to inspire children, parents, and teachers to serve the self, society, and country.

For educational institutions to operate well and for students to learn effectively, there must be appropriate infrastructure and physical facilities for teaching and learning. The Anjuman-I-Islam's Governing Trust and Anjuman-I-Islam's CHTMS&R itself have a vision statement which aims to instill higher standard of teaching and learning experiences and produce the best professional individual and citizen of nation who will contribute to growth of nation.

A. Infrastructure for Academic necessity:

HEI has all 5 class rooms with ICT-enabled facilities and they are fully air-conditioned. Anjuman-I-Islam's CHTMS&R always try to have cutting-edge modern infrastructure for higher academic pursuit.

- HEI's have total 8, basic to advanced laboratory facilities with well-equipped facilities for enhancing optimal industrial practices.
- Staffroom is equipped with all modern amenities along with 5 PCs with internet facilities dedicated to Teachers of high band width for their regular academic, administrative and research work.
- HEI has 143 Computers exclusively for students of 385, which come to 1:3 ratio for their academic, practical, and research activities.
- HEI has the best of the collection of subject literature at its Learning Resource Center/library collection and 8 PCs with high bandwidth Internet facilities for accessing online resources and information.

B. Infrastructure for Administration needs:

- Head of Institution (Principal) has a special, conveniently positioned chamber for optimal academic & administrative action.
- HEI has apt administration office with acquainted and helpful staff.
- Administrative offices equipped with six dedicated PCs, with high band width Internet and printing facilities, and they also feature a nice waiting area for visitors, students, and parents.
- The HEI is well-equipped with meeting rooms, a designated reception area, a separate examination room, and a NAAC room.

C. Infrastructure for Extension activities

The CHTMSR at Anjuman-I-Islam has a well-designed and spacious area for Extension activities.

- The HEI's auditorium is fully air conditioned and equipped with all ICT amenities for presentations and outreach activities.
- The campus of HEI has two playgrounds (for outdoor sports) and the bare necessities for extracurricular activities like cricket and kind outdoor sports yoga and other indoor sports.

D. Infrastructure for Central Amenities/General Utilities purpose

- There are separate locker rooms and common rooms for boys and girls, as well as notice boards in the boy's common room and the girls' common room (02).
- To protect the students' safety, HEI has outfitted the entire campus and institute buildings with CCTV surveillance systems.
- Fire extinguishers incorporated into buildings and cylinder systems at all necessary locations are among the safety precautions that HEI places a high priority on. The greatest safety setup at HEI includes a fence wall, security guards to uphold order and safety, and a staircase with evacuation markers in case of emergency.
- Since HEI is a hospitality school, it places a high value on providing clean, sanitary restrooms for both students and employees.
- HEI offers the top-notch lifts with CCTV and watercolor facilities.

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: 27.34

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
68.80	30.16	31.46	54.55	21.42

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

AIICHTMSR Library - The library is situated on first floor of the college building and is easily accessible from all corners of the college premises. It has a carpet area of about 1060 sq. ft. with capacity of accommodating 50 students and 10 faculty members at any given time. The Library is partially computerized with the use of E-Granthalaya library software. The college library serves as a portal to information and offers a fundamental basis for lifelong learning, independent judgment, and the cultural development of both students and faculties. Online books bar coding for all books has been done. The students are being given computerized bar coded library card.

Library Management System - The Library is computerized with latest technology 'e-Granthalaya' Library Software. All the work including cataloguing, membership reports, issue & return status report generators, open public access catalogue reports of books borrowed, received, and fine for late books, among other tasks of the library is done with help of this software to provide quick services to its

members.

E-Resources –The National Digital Library of India (NDL) is a multilingual platform that provides access to educational resources in multiple languages is made available for the students and faculties. We also provide open source links to a variety of websites, blogs, e-journals, e-magazines, and e-books. and other resources relevant to the hospitality sector

E-Library - In the era of Information Technology, the Library provides, six computer terminals with internet connection for the use of Teachers and students exclusively for the completion of their projects and research work, and to search online journals, newspapers

Subscription to E-Resources –Our library has many e-resources, in the form of numerous downloadable e-books to numerous e-journals too. We provide many such links to our students and faculty for e-resources. Hence at present we do not feel the need of paid services for subscription to e-resources.

E-Granthalaya- is an Integrated Library Management Software developed by NIC for automation and networking of Government Libraries. The library is computerized using E-Granthalaya library software 3.0 version supported by Govt. of India.

Library Expenditure – AII-CHTMSR Library records on expenditure from 2019- 2023 for books, Journals & other purchases, is provided in the audited statement of expenses and income by C.A. Due to pandemic we were unable to procure resources for the period of 2019-2020, Entire 2020-2021, and first half of 2021-2022.

Every institute suffered due to Corona-19-Covid situation. Hence the library purchases and service activities too came to a standstill.

AII-CHTMSR college activity like teaching, learning, evaluation, extension, sports, cultural, including that of library too suffered due to pandemic.

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:

4.3.1 –Today's education is deeply intertwined with Information Technology (IT), and the integration of IT in education is more significant than ever. HEI is frequently updates it's IT Facilities and provides sufficient bandwidth of internet connection for local network computers and WiFi Connection for the curricular and co-curricular academic purpose.

A. IT FACILITIES AVAILABLE IN HEI

- Anjuman-I-Islam's IHM has over 05 NOs. of IT/ICT equipped classroom facilities, which are regularly updated to keep the pace of information world. HEI has ICT/IT facilities such as Projectors, Wifi Routers, Managed Switches, Speaker, PA System for distribution of internet facility and delivery communication.
- Telephones, Intercoms, Computer network and internet services
- Including the telecommunication services
- ICI/IT Technology Requires basic need at electrical supply, HEI has Provision of electrical supply by BEST.
- HEI has vigilance services like CCTVs
- HEI has ICT enabled class room & laboratories as IT Facilities.
- Institute has Free Wi-Fi access for staff and student for reference work.

B. IT FACILITIES UPDATION BY HEI

- HEI has taken all the efforts to make Admission, Academics, Administration, Examination, Student support and other regular activities to bring in IT spectrum. All activities are performed by taking help of wings of IT Facilities
- Computers & Laptops were upgraded with latest System & Application Software's.
- Anti-virus system is renewed and updated on regular basis.
- Formatting of PCs and servicing is done on regular basis, regular checking of every electric and electronic devices of ICT Facilities done by IT technicians.
- Regular Servicing of AC's, Projectors and other equipment of ICT Facilities were done by the vendors.

C. HEI's Wi-Fi Facilities

- The HEI have high speed internet facilities. The HEI has **Leased line of 160 MBPS from FahNet Telecom.**
- A backup Broad band internet connection of 200 MBPS is taken in care of in case of breakdown of main leased line from MICROSCAN INFOCOMMTECH PVT. LTD.
- Centralized Internet Facility of Wifi is provided to everyone.

1. HEI's - Updation of Antivirus

- HEI regularly do Updation of eSCAN Antivirus through central Antivirus Server with High-Speed Internet connection and all the nodes are updated as soon as it is switched ON or connected to network.

D. Internet Band width in HEI – FOR LAN & Wi-Fi systems

- HEI has internet service as -
 - Leased line of 160 MBPS from FahNet Telicom
 - Broadband of 200 MBPS from MICROSCAN INFOCOMMTECH PVT. LTD

E. EPBX System

- HEI has implemented EPABX system for the internal communication and loop in external communication. All the departments and common facilities are connected with the intercom.

F. Staff Attendance – Biometric & Spine HR

- Anjuman-I-Islam's IHM has the Biometric Attendance System for Staff which provides accurate and real-time attendance data, making at institute. And also SpineHR facility for remote attendance process and etc. It makes easier for organizations to track employee attendance and generate reports use for various decision-making and benefits of staff.

G. MasterSoft Cloud ERP Software for College Management.

H. HEI implemented **MasterSoft Cloud ERP Software for College Management.**

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

4.3.2

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

Response: 2.69

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

Response: 143

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 72.66

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
158.76	85.08	47.95	133.84	122.90

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 12.38

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
35	54	58	51	41

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

5.1.2

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

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

Response: C. 2 of the above

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

5.1.3

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

Response: 51.14

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
240	258	248	241	0

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: B. 3 of the above

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

5.2 Student Progression

5.2.1

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

Response: 97.15

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
131	130	116	118	119

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
136	134	119	121	122

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: 0

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

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

File Description	Document
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
Provide Links for any other relevant document to support the claim (if any)	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: 28

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
10	18	0	0	0

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: 9.6

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
11	9	7	10	11

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:

Although AII-CHTMS&R- has not officially founded an Alumni Association, a dedicated and active community of alumni has consistently played a vital role in advancing our alma mater. They have made significant contributions to the institution's development by providing financial assistance and other forms of support.

Contribution of Alumni in kind form

TV & Oven

The generous donation of a television and Oven by alumni brings about numerous advantages to the college. It functions as a versatile tool for efficiently conveying essential messages and offering virtual tours of the campus. This serves as an effective means for disseminating important announcements, keeping the college community informed about events, and sharing vital information.

"A YouTube presentation organized by alumni to raise awareness about sexual harassment, combat ragging, and address student grievances."

Posters display by alumni for awareness of sexual harassment, anti-ragging, students grievances.

Alumni have contributed towards the career guidance and counselling sessions for our students through various capacity building activities.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

6.1.1. A) The Governance of Anjuman I Islam CHTMS&R

a) AII CHTMS&R - It is Anjuman I Islam's College of Hotel Tourism Management Studies & Research, Mumbai

b) Governance body- AII CHTMS&R is governed by Anjuman I Islam Trust, Mumbai

6.1.1. B) Decentralization practices by Governance

A) Chairman B) Vice Chairman C) Secretary D) Treasurer

a) IHM Principal b) Faculties c) Supporting staff d) Admin

I) IHM admin II) Sr. Clerk III) Jr. Clerk IV) House keepings V) Securities

Internal Decentralisation- Principal, Faculties, Committees for academics, administration, Extension etc.

6.1.1. C) Participative Practices by Governance

Managing committee meets monthly. It review the functioning of the institution. It suggests corrective measures. It comprises of members of various committee of Higher Education of college management. It also consists of President, Vice President, Treasurer and secretary of Anjuman I Islam meets once in month as participative practices.

Principal meets, calls meetings of Academic staff for Academic — Administrative difficulties. Faculty of AII CHTMS&R had minimum 20 committees like Exam committee, Anti ragging committee, Redressal committee and so on. In many committees students are also active members.

6.1.1. D) Leadership of Governance is in accordance of vision

Our Alumni shows that our Leadership of Governance is in accordance of vision

6.1.1. E) Leadership of Governance is in accordance of mission

Our Faculty members are eclectic blend with both Academic qualifications and industry experience and are inspired to pursue further education and also delve into research methodology.

6.1.1. F) Institutional practices in NEP implementation

- Preparing & encouraging our staff to participate in FDP's related to NEP 2020 and encourage them to represent Institution in the capacity of a Resource Person
- Organizing FDP's pertaining to NEP 2020
- We offer industry relevant add on course
- Institution generates mandatory ABC Ids for students and Vidwan ID for faculties.

6.1.1. G) Short Term and Long Term Institutional perspective plan

In the preparation of the Perspective Plan, the Internal Quality Assurance Cell (IQAC) of the college has taken initiatives to obtain Inputs from all stakeholders viz, the management, Principal, the faculty, the administrative staff, students of the college the Alumni Association of the college, the parents and the peer colleagues.

Short Term Institutional Perspective Plan

- To keep faculty members abreast with the latest trends and developments in research, Technology and Teaching methodologies.
- To motivate the faculty to remain exposed to the Industrial processes & activities.
- To continue the special classes for non-English medium students to improve their Communication Skills.
- All information concerning students/staff to be made available online.

Long Term Institutional Perspective Plan

- To build & promote teams of experts in the upcoming trends and technologies in education sector.
- To promote quality research and undertake research projects keeping in view their relevance to needs and requirements of technology in local industry
- To create an enabling academic environment for students embedded with sincerity, discipline and commitment
- To mould students to be good citizens of the nation.

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:

I. The institutional perspective plan is effectively deployed:

To achieve these plans, a set of following objectives are identified to be achieved through this perspective plan.

1. To uphold continuously good academic performance with 100% results;
2. To inculcate learner centric and effective teaching learning process;
3. To ensure transparency and credibility in the process of students' evaluation;
4. To develop a comprehensive system of student mentoring and student support;
5. To take care of horizontal and vertical up gradation of students considering the limits of time and expectations;
6. To create a research culture in faculty and students.
7. To launch value added and skills development programmes improving the employability of students;
8. To motivate students for self-employment and to enable them to emerge as entrepreneurs;

PLAN OF ACTION

1. IQAC shall motivate the students and faculty towards research activities.
2. Attendance norms shall be enforced strictly for better academic results.
3. Guest lecturers should be organised by inviting experienced faculty from other colleges who can guide students for exam preparation.
4. IQAC shall work on devising strategies to help slow learners in improving their academics.
5. IQAC proposes to organise Faculty Development Programmes and also to send faculty to other colleges for attending the same if needed.
6. The result of internal evaluation shall be displayed on notice board for more transparency in the evaluation system.
7. IQAC proposes to improve the ICT enabled teaching methods.

8. AII CHTMSR shall plan to organise inter-collegiate competitions to facilitate exposure to the students through inter-college participations.

More value-added certificate courses shall be planned and introduced.

1. The placement cell shall plan to achieve maximum placement.
2. Students shall be motivated to pursue higher education.

II. Functioning of the AII CHTMSR bodies effective and efficient as visible

A) Through policies- Anjuman-I-Islam's CHTMSR continues to carve its indelible mark in the domain and subdomains of Hospitality. The institute has embarked on an immutable endeavour of providing quality Hospitality Education and has been providing professionals for the hospitality and allied sectors with its vast academic portfolio that comprises of Diploma, Undergraduate, and Master's programme.

?

The main ideologies that govern Education Trust are secularism and national integration. .

B) Through Administrative set up-

AII CHTMSR has its state of infrastructure facilities quality education provided through great administrative set up is as-

This is best administrative setup of AII CHTMSR. It seems the functioning of AII CHTMSR bodies is effective and efficient through administrative set up.

C) Through appointment and Service rules-

Management Governance of AII CHTMSR is Anjuman Trust Higher Education Committee. The AII CHTMSR belongs to Anjuman Trust, Mumbai Trust. The Trust and Management has been very efficient in view through appointment and service. The trust has its own rules and manual for the appointment and service rules.

The Instructional Strategic / Perspective plan is effectively deployed

The Institutional perspective plan aligns with the vision and mission of the institution which are the constant driving factors for improving academic quality policies and strategies.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Anjuman I Islam Trust with huge and valuable experience and contribution to Education, opened the AII Institute of Hospitality Management at CSMT, Mumbai.

A-I-I CHTMSR is one of the best hotel management college in the field of education.

A-I-I CHTMSR is HEI who has Effective welfare for staffs

1. Performance appraisal for staff - Employees behavior and performance is final outcome to invest in the pillars of betterment policies of HEI
2. Motivation to Staff : HEI motivates staff members through Awards and appreciation
3. Employees Co-operative credit society – Its assist employee for a quick and reliable financial need
4. EPF for staff — Management contributes the amount.
5. Food for all staff — HEI provide lunch for all the staff every day.
6. Uniforms for teaching & non-teaching staff — HEI provides uniforms to all support staff
7. Job securities by HEI — approvals, permanent orders to employees
8. Manual — Rule book for services, leaves, promotions by rule book.
9. Spacious ambience infrastructure for staffs — Up to mark ambience for staff
10. Work culture — HEI encourages healthy atmosphere for better work output.
11. Scope for holistic development — HEI motivates for research, book writing, book publication, teaching facilities, library, gym, help each staff for its holistic development.
12. Educational environment — HEI has educational environment which includes curriculum enrichment, teaching and learning, innovation, ecosystem, cultural, sports, social involvement of staff for students.
13. Travelling Allowances – HEI contributes in Travelling allowance during official work

Performance appraisal system for teaching and non-teaching staff

HEI undergoes the process of evaluating the performance of employees in the academic year time period. HEI evaluate productivity of teaching and non-teaching staffs. HEI identifies their performance and methods to improve the performance and quality of staff.

A-I-I CHTMSR follows the technique for performance appraisal system which has four significant steps as goal settings, evaluation standards, analysis, and periodic review.

Goal setting each employee is assigned certain goal based on the skills and job roles. HEI compiles the employer to improve mental, physical, and social involvement. HEI keen on this arrangement for performance appraisal.

Evolution standards — HEI published goals for teaching and non-teaching, general while teaching learning to achieve compulsory with evaluation standards.

Analysis — HEI has its team of experts for analysis of the performance, involvement, output, progression, students’ relation, teaching methodology like evaluative metrics. It is a continuous process of appraisal.

Periodic revival — is carried out at two levels. At basic level, principal of college along with seniors from other HEI. The periodic review of non-teaching is carried out by audited statement etc.

Employees behavior and performance is final outcome to invest in the pillars of betterment policies of HEI

The institution has effective welfare measure and performance appraisal system for teaching and non-teaching staffs.

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

6.3.2

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

Response: 36.07

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
18	1	0	2	1

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

6.3.3

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

Response: 0

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

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

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
0	0	0	0	0

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Strategies for optimal utilization of resources and funds

- Finance Committee: HEI formed the finance committee to monitor optimum utilization of resources and funds.
 - Purchase Committee: Quotations are invited from vendors for purchase of requirements of HEI.
 - Scrutiny of Quotations: It is done by finance and purchase Committee with standard parameters decisions taken for finalization of quotations.
 - Budget Committee: The principal along with accounts, admin and finance, purchase committee consultations, the budget for financial year is prepared for optimal utilization of resources and funds.
 - Concern of Management: At major steps the Principal always concerns the Management for directives and decisions.
 - Accounts and Audit: To check and verify the finance, purchase, expenses and income, resources and funds HEI appoints the statutory auditors-Internal as well as External Auditor.
 - To promote academics : HEI has strategy for optimal utilization of resources and funds to promote academics, ICT facilities ,library facilities , laboratory equipment's, laboratory needs staff salaries and staff and student welfare.
-
- To promote research activities
 - To Promote teaching learning enthusiasm
 - To promote extension activities, social activities
 - To promote distinctiveness of institute, best practices of students.

- To promote quality education by undergoing assessment and accreditation process (NAAC)

Strategies for Regular Financial Audit (Internal & External)

- HEI has proper strategies for proper planning, vision, execution and vigilance for financial resources.
- To read HEI financial objective ,HEI undergoes :
 - Appointment of Internal Auditor
 - Appointment of External Auditor
 - Audit Inspection
 - Surveillance Programs.
 - Audit transparency reports
 - Improving and maintaining Audit quality

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Anjuman I Islam’s College of Hotel & Tourism Management Studies & research has rich culture of institutional functioning through participation among all stakeholders especially faculty, students, employer and alumni. The IQAC plays an important role in ensuring quality of the functioning of administrative and academic units of the college. The Internal Quality Assurance Cell constantly reviews, monitors and modifies the strategies, process and measures in practice to sustain and improve the quality of teaching- learning and upgrade the know-how and domain knowledge of its faculty members.

IQAC contribution for institutionalizing in –

1. The quality assurance strategies & processes –

2. Teaching – Learning process –

3. Structures & methodologies of operations at periodic intervals –

4. Structures & methodologies of learning out comes at periodic intervals –

5. Recording the incremental improvements in various activities –

1. IQAC contribution in the quality assurance strategies & processes –

Curriculum delivery is the core function of HEI. The curriculum delivered by the teachers to the students. Quality teaching depends upon the quality teacher, academic calendar, proper timetable, ICT enabled classrooms, seminars, projects, online – offline lectures, presentation etc. are looked by IQAC.

1. IQAC contribution in Teaching – Learning process –

IQAC looks after the better quality in teaching – learning process. The key indicators provided by NAAC for teaching learning process are looked upon by IQAC for qualitative progression of Institution. It includes the student enrolment, profile of teachers, ratio of teacher to the student, up gradation of teaching learning process, Teacher quality in terms of technical qualification, focus on evaluation process & reforms in evaluation process. It also keen on student satisfaction survey (SSS) as well as IQAC works for student performance & learning outcomes.

3. Structures & methodologies of operations at periodic intervals –

IQAC contributes for better structures methodologies of operations at periodic intervals to assure the Internal Quality. IQAC looks into AMC – Annual Maintenance contracts for cleaning, water tanks, hygiene, washrooms, laboratories maintenance and fire extinguishers etc. services are maintained. IQAC actively involved in ICT operation systems, CCTV operating system.

4. IQAC contributes in structures and methodologies of learning outcomes at periodic intervals

Learning outcomes are calculated by calculation process, feedback process and placement progression process.

IQAC contributes for continuous Internal evaluation system as well as Semester end evaluation system. The evaluation result is directly related to the programme outcome a course outcome. The total percentage of all subject for which appeared examination is called programme outcome and course outcome. The programme is made up of different subjects and each subject outcome is called course outcome.

5. IQAC Contributes in recording the incremental improvement in various activities.

IQAC guides and monitors the various activities such as sports activities, research activities and practical event activities.

IQAC contributes for sports activities to be best by improvement in facilities with, T shirts, sports equipment and so on.

IQAC similarly looks after betterment of every college activity at its level best.

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: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
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:

Anjuman-I-Islam, established in 1874, is a prominent educational and social organization in India, with a rich history spanning over 130 years. The institution's College of Hotel and Tourism Management Studies & Research, founded in 2005, is committed to education and social work, with a specific focus on empowering girls, especially from minority communities.

Since its inception, the institution has been a trailblazer in championing gender equity. With a dedicated emphasis on educating girls, it has consistently increased the enrollment ratio of female students. This commitment extends beyond enrollment to providing opportunities for professional education, particularly in fields like Hospitality Management.

The Gender Audit Report by the College reflects comprehensive measures taken for the promotion of gender equity. It highlights the institution's minority status governance, its role as a minority educational institute, and a commendable enrollment ratio of female students. The report emphasizes providing opportunities in the professional workplace for girls from deprived backgrounds, promoting inclusivity in the hospitality industry.

Facilities for women on campus are designed to create a secure and supportive environment. A dedicated common room for girls acknowledges their unique needs, and counseling services by trained women faculty address specific challenges faced by female students.

The campus's security infrastructure ensures a safe learning environment, including CCTV cameras, secured compound walls, restricted entry gates, and vigilant security personnel. Exclusive facilities for women, such as well-maintained washrooms with 24/7 water supply, covered dustbins, and sanitary pad vending machines, demonstrate a thoughtful approach to female biological requirements.

The Hospitality Management program equips students with industry-specific skills, emphasizing gender-neutral counselling, women-centric workshops, and library initiatives for an inclusive learning environment.

Anjuman-I-Islam's CHTMSR actively promotes gender equality through on-campus events, celebrations, and community drives. Female students participate actively in leadership roles, cultural events, sports, and industrial training programs, showcasing their talents. The annual Magn fest provides a dedicated platform for students, including female participants, to showcase their talents. In conclusion, the institution exemplifies a holistic commitment to gender equity through enrolment figures, facilities,

counselling services, and inclusive academic and extracurricular initiatives, serving as a commendable model for others to follow.

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: B. 3 of the above

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

7.1.3

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

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

Response: A. All of the above

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

Anjuman-I-Islam's CHTMSR stands as a microcosm of India's rich diversity, echoing the nation's ethos of unity in diversity. In a country that prides itself on its secular values and varied population, the institution mirrors this diversity through the enrolment of students from different cultures, languages, religions, and geographical locations. The college recognizes the beauty of India's harmonious coexistence and internalizes the values of brotherhood and respect for diversity.

The institution takes proactive measures to foster an inclusive environment, acknowledging the importance of cultural, regional, linguistic, and communal socio-economic harmony. To ensure this, the curriculum includes a dedicated lesson on cultural diversity, emphasizing the significance of preserving India's rich tapestry of cultures. The college organizes events and festivals that celebrate this diversity, encouraging students to embrace and appreciate the multitude of cultural expressions present within the institution.

In terms of regional diversity, the college actively admits students from various cultural origins, fostering an environment where regional differences are not just tolerated but celebrated. Linguistic diversity is a focal point as well, with the institution being recognized as a "Minority Institution." Efforts are made to maintain diversity among students who speak different languages and come from distinct cultural backgrounds.

Anjuman-I-Islam's CHTMSR ensures that students are not discriminated against based on their community or socioeconomic status, promoting equal opportunities for all. To further reinforce the principles of social harmony, the institution conducts a Faculty Development program, sensitizing both

teaching and non-teaching staff members to their constitutional obligations.

In essence, Anjuman-I-Islam's CHTMSR not only provides quality education but also serves as a model for inclusivity, where students from diverse backgrounds coexist, learn, and thrive in an atmosphere that cherishes and celebrates the rich mosaic of India's cultural, regional, linguistic, and communal diversity.

The college annually observes Independence Day, Republic Day, Savitribai Phule Jayanti, Chhatrapati Shivaji Maharaj Jayanti, Marathi Language Day, International Women's Day, Dr. Babasaheb Ambedkar Jayanti, World Environment Day, Kargil Vijay Diwas, Hindi Diwas, Mahatma Gandhi Jayanti, National Unity Day, World AIDS Day, and conducts an essay writing competition on topics of national importance. Additionally, the campus hosts celebrations for Christmas and Eid, featuring traditional dances on various occasions.

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 NO 1

Balanced Diet

Anjuman-I-Islam's CHTMSR ensures that all employees and students have access to wholesome on-duty meals prepared in Quantity Training Kitchen 2, fostering energy levels and nutritional balance. The initiative, recognized as a Best Practice, aims not only to provide nutritious meals but also to educate students about the value of a balanced diet. Led by Professor Chefs, students learn kitchen operations, menu planning, and practice safe handling of large-scale kitchen equipment. The process involves meticulous menu short-listing, cost consideration, production, and service, with a strong emphasis on hygiene. The initiative, in place for 15 years, has become a standard protocol, providing students with practical experience and skills crucial for the hospitality industry. The success is attributed to effective fiscal strategy, service procedure layout, and staff planning, and detailed Standard Operating Procedures.

BEST PRACTICE NO 2

Award System

Anjuman-I-Islam's CHTMSR introduces a rewarding system to boost academic performance and motivate staff. This incentive-driven approach not only encourages students to excel academically but also enhances institutional productivity, elevates course engagement, and improves classroom conduct. The practice integrates verbal encouragement with a rewards system, shaping students' academic portfolios and fostering fundamental knowledge. Awards are strategically scheduled, announced, and conferred during the Valedictory ceremony in March. Challenges include precise quantitative analysis, incorporating new award categories, and addressing logistical hurdles.

Despite constraints, this unique practice, recognizing academic and non-academic achievements, reflects the institution's commitment to holistic education. It has become a standard protocol, contributing to students' well-rounded development and faculty motivation for academic excellence through research efforts. The practice faces challenges in quantifying non-academic accomplishments, financial constraints, and resistance to change in traditional education approaches. Despite challenges, the institution remains dedicated to its holistic approach, preparing students for a diverse and dynamic world. The award system considers academic and non-academic categories, encouraging students to excel in various aspects of management.

The practice has resulted in increased motivation among staff and students, driving them to consistently enhance their performance for the enticing prospect of receiving awards. The system, though lengthy and logistically challenging, acts as a potent motivator, promoting holistic development and ongoing improvement in teaching and administrative capacities.

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:

INSTITUTIONAL DISTINCTIVENESS NO 1

Anjuman I Islam's College of Hotel & Tourism Management Studies & Research (CHTMSR) actively engages in raising awareness about nutrition through regular workshops. These sessions serve as educational platforms, imparting valuable information about nutritious foods and healthy cooking principles. Aimed at promoting a well-rounded understanding, the workshops empower individuals to make informed choices about their dietary habits. Participants gain insights into a variety of nutritious foods and practical knowledge for preparing wholesome meals. The interactive forums not only stress the

importance of nutrition but also allow attendees to engage with experts, ask questions, and share experiences. This initiative aligns with CHTMSR's commitment to holistic education, extending beyond academic realms to encompass personal well-being.

INSTITUTIONAL DISTINCTIVENESS NO 2

The institution's annual signature event, "Magn," has become a renowned food and cultural extravaganza in the hospitality fraternity. Evolving into an inter-collegiate event, Magn attracts participants from various colleges, reaching a significant footfall of 3000 per day. Magn serves as a dynamic platform for students to showcase their talents in curricular, co-curricular, and extra-curricular activities. Beyond a mere celebration, Magn has become a melting pot of talent, creativity, and diversity, contributing to the academic journey of CHTMSR students. The festival offers a blend of fun, food, and fiesta, fostering a sense of community and healthy competition.

Despite facing challenges, including a hiatus due to the global pandemic, Magn has triumphantly adapted to virtual formats and hybrid models. The event's themes, carefully curated over the past five years, capture the essence of the times, celebrating cultural diversity and addressing contemporary issues. Magn stands as a testament to CHTMSR's commitment to providing students with a platform for holistic development, setting a standard for inter-collegiate events and contributing to the growth and recognition of the institution as a center of excellence in hospitality education.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

- Anjuman-I-Islam CHTMSR is a **self-financed minority institution**.
- Anjuman-I-Islam CHTMSR is **affiliated with the University of Mumbai** for programmes titled **B.Sc. Hospitality Studies**. This affiliation suggests that the course offerings' curriculum, assessment methodology, and test schedule conform to the requirements established by the University of Mumbai.
- **Regulatory Framework:** The institution works within the framework of rules and regulations set by the Maharashtra State Government & University of Mumbai under **Maharashtra Public Universities Act, 2016** governed by them and management conducted by the Anjuman-I-Islam Trust.
- The institution operates in **co-educational policy** providing equal education facilities to both male and female students in common, collective classrooms. There is no gender discrimination and have equal access to educational opportunities.
- Anjuman-I-Islam's CHTMSR offices operate **from 09:00am to 05:30pm**.

Concluding Remarks :

- At Anjuman-I-Islam's CHTMS&R, our foremost priority remains rooted in the values sown by our trust since its establishment in 1879: 'Quality Education, Transparency, and Growth.'
- To provide our students with the finest theoretical and practical knowledge, our faculty members continually enhance their teaching methodologies, incorporating the latest virtual technology.
- Our dynamic approach enables us to deliver innovative and high-quality hospitality education, fostering the development of courteous professionals and savvy entrepreneurs for the industry.
- Via strong industry associations, our students gain invaluable hands-on experience, through Industrial Exposure Training, Out-Door Catering, Industrial Visits, Study Tours and more.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.4.1	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies Remark : DVV has made changes as per the report shared by HEI</p>																				
3.2.2	<p><i>Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years</i></p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>26</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI</p>	2022-23	2021-22	2020-21	2019-20	2018-19	26	0	0	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	3	0	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
26	0	0	0	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
3	0	0	0	0																	
3.3.2	<p><i>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</i></p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>105</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	105	0	0	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
105	0	0	0	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	0	0	0	0																	

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
8	0	0	1	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	0	0	1	1

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 :9

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

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

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

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

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

4. Timely redressal of the grievances through appropriate committees

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

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
11	18	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	18	0	0	0

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
21	1	0	2	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18	1	0	2	1

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
32	32	33	33	33

Answer After DVV Verification :

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

6.5.2

Quality assurance initiatives of the institution include:

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

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

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

7.1.2

The Institution has facilities and initiatives for

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

Answer before DVV Verification : A. 4 or All of the above
Answer After DVV Verification: B. 3 of the above
Remark : DVV has made changes as per the report shared by HEI

2.Extended Profile Deviations

Extended Profile Deviations

No Deviations
