SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

NOVEL INSTITUTE OF BUSINESS MANAGEMENT AND RESEARCH NIBR COLLEGE OF HOTEL MANAGEMENT AND CATERING TECHNOLOGY

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

NIBR College of Hotel Management & Catering Technology is part of the Novel Institute of Business Management (NIBM) trust. It was established in 2003 to provide quality education and empower young minds. The college aims to bridge the gap between academic learning and industry expectations, and its mission is to transform education into a transformative experience that prepares students for successful careers and empowers communities.

NIBR College of Hotel Management & Catering Technology is affiliated with Savitribai Phule Pune University and is recognized by the Government of Maharashtra. The institute is located in Pune, known for its vibrant educational landscape. NIBR College believes in providing equal opportunities to everyone, regardless of gender, and fostering an inclusive learning environment.

The institute offers a Bachelor of Science program in Hospitality Studies that spans three years. The program provides a comprehensive curriculum that prepares students for managerial roles in the constantly evolving hospitality sector. It includes hands-on training in operational areas such as Food Production, Food and Beverage Service, Front Office Operations, and Housekeeping, as well as managerial insights in areas such as Hotel Accountancy, Food Safety, Quality Management, Human Resources, Marketing, and Tourism Management, ensuring a holistic learning experience.

The admission process for NIBR College of Hotel Management & Catering Technology is based on a common entrance exam that meets the university and government reservation norms. Eligible candidates undergo a challenging yet rewarding journey, benefiting from a semester-based curriculum with a Choice Based Credit System. The program emphasizes practical training, internal and external evaluations, and mandatory industrial exposure in well-known hotels. This prepares students for a successful and fulfilling career in the global hospitality industry.

Vision

To impart knowledge and requisite skills of the highest international standards, instilling confidence and a sense of responsibility in courageously facing tomorrow's challenges.

Mission

To provide an intellectually challenging and professionally relevant program at the forefront of hospitality, led by academic and professional experts.

To explain how the boundaries of knowledge in this professional discipline advanced through developing new delivery techniques.

To develop the theoretical, practical, and strategic skills needed to collect, understand, analyse, and manage customers and their needs.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

To promote a lifelong learning and professional development culture, NIBR College of Hotel Management & Catering Technology provides students and faculty a comprehensive range of resources and opportunities, ensuring a well-rounded educational experience.

The college is in Pune's educational hub, offering excellent public and private transport connectivity. The vibrant atmosphere fosters a dynamic learning environment, enabling networking and collaboration opportunities with industry experts and thought leaders.

To enhance the learning environment, the college has spacious and ICT-enabled classrooms, fully equipped laboratories, and an extensive library with textbooks, references, journals, and magazines.

To enhance the educational experience, the college is part of the Novel Group of Institutes, which allows for resource sharing and access to facilities from neighbouring educational units.

To facilitate digital learning, NIBR College of Hotel Management & Catering Technology offers a well-equipped computer lab with LAN-connected devices and internet access, catering to the evolving needs of both students and faculty.

To enhance the academic experience, the college offers diverse co-curricular and extracurricular activities that foster student interests, skills, and confidence.

To promote inclusivity and accessibility, the college's office supports students' access to government benefits, such as scholarships and freeships, to alleviate financial barriers.

To bridge the gap between academia and industry expectations, the active Training and Placement cell assists students in securing industrial and vocational training opportunities, thus enhancing their employability and securing placements in star-rated hotels.

To ensure high-quality teaching and mentorship, the college's faculty members engage in regular and systematic activities, actively participating in seminars, refresher courses, and faculty development programs to foster professional growth.

Institutional Weakness

To begin with, the institute struggles to provide sufficient support to rural students who have completed their education in vernacular languages, which could lead to gaps in their language skills and academic readiness.

To address financial barriers, the college has not effectively supported marginalized students such as SC, ST, OBC, and EWS. This could hinder their access to higher education and opportunities.

To make things more convenient and affordable for students, the institute needs to offer hostel facilities for both male and female students. This will help ease the financial burden and allow students to focus on their

studies.

To improve students' professional readiness, the college should introduce specialized training programs that focus on English communication skills and personality development.

To attract and retain experienced faculty members, the institute should rethink its recruitment strategies and offer competitive incentives and professional development opportunities.

To improve student employability in the hotel industry, the college needs to establish stronger partnerships with the industry, provide practical training initiatives, and offer comprehensive career counselling support.

To address financial struggles, the institute should explore additional scholarship opportunities and financial aid programs.

To promote inclusivity, the college should prioritize diversity initiatives and ensure all students have equal access to resources and opportunities.

To improve academic preparedness, the institute could introduce bridging programs or remedial courses to support students with language and foundational skills.

To create a supportive learning environment, the college should prioritize student well-being and mental health resources and offer counselling services to address students' emotional and psychological needs.

Institutional Opportunity

To introduce add-on courses in Communication Skills, Spoken English, Personality Development, and computer-based courses like Tally and MS Office, enhancing students' employability and skills, NIBR College of Hotel Management & Catering Technology has an opportunity.

To organize bridge courses, bridging the gap and ensuring a smooth transition into the hospitality industry, the college has an opportunity to benefit students with non-science backgrounds.

To enrich students' learning experience, NIBR College of Hotel Management & Catering Technology can form partnerships with five-star hotels in Pune city areas. This will give students practical exposure and real-world insights into the hospitality sector.

To enhance professional skills, the college has an opportunity to invite experts from the hotel industry in Pune City to conduct hands-on training sessions, improving students' practical knowledge and confidence.

To improve placement outcomes, NIBR College of Hotel Management & Catering Technology can develop harmonious relationships with the industry, facilitate placement opportunities and training facilities, and organize seminars and workshops conducted by industry experts.

To expand its academic offerings, the institute could introduce specialized courses in areas such as Event Management, Culinary Arts, and Sustainable Tourism, catering to diverse interests within the hospitality sector.

NIBR College of Hotel Management & Catering Technology can establish incubation centres or startup hubs to

promote innovation and entrepreneurship, encouraging students to develop innovative ideas and ventures in the hospitality industry.

The college can explore international collaborations with renowned hospitality institutions to enhance global exposure, facilitating exchange programs, internships, and joint research projects.

To embrace technology, NIBR College can integrate advanced learning technologies such as virtual reality (VR) and augmented reality (AR) into Hotel Management & Catering technology in its curriculum, providing immersive learning experiences for students.

To promote lifelong learning, the institute can offer continuing education programs and executive courses for industry professionals, ensuring ongoing skill development and knowledge enhancement in the rapidly evolving hospitality landscape.

Institutional Challenge

To ensure access for meritorious students, the college must find solutions to financial barriers that prevent them from pursuing education.

To overcome financial constraints, the institute must explore alternative funding sources or student scholarship opportunities.

To bridge the gap between education and industry expectations, the college must enhance students' abilities, skills, and profiles to prepare them for the competitive job market.

To navigate the industry's lower salary structure, NIBR College of Hotel Management & Catering Technology must provide students with employability skills and opportunities in bigger cities with higher-paying jobs.

To promote inclusivity, the college should establish support systems for students facing economic challenges, ensuring they can access education without financial burdens.

To enhance students' employability, the institute must address the challenge of limited practical training opportunities and industry exposure in the local context.

To foster academic excellence, NIBR College of Hotel Management & Catering Technology should focus on attracting and retaining qualified faculty members despite budgetary constraints.

The college must address infrastructure limitations, program offerings, and overall student experience to improve student retention rates.

The institute must invest in modern learning technologies and resources despite potential financial constraints to adapt to technological advancements.

To promote industry relevance, NIBR College of Hotel Management & Catering Technology should continuously update its curriculum and course offerings to align with evolving industry trends and demands.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

NIBR College of Hotel Management & Catering Technology adheres to the directives and guidelines established by Savitribai Phule Pune University, Pune. This ensures its curriculum aligns with current industry trends and societal needs. The university regularly updates its program curricula to provide relevant and up-to-date education to its students.

Savitribai Phule Pune University (SPPU) has introduced the Choice Based Credit System (CBCS) for its affiliated institutions since the academic year 2019-20. NIBR College of Hotel Management & Catering Technology has also implemented CBCS for its Bachelor of Science program in Hospitality Studies. This system gives students more flexibility in selecting courses and tailoring their learning experiences to suit their career objectives and interests.

The college is highly cautious and meticulous in planning and executing its academic activities to ensure all semester requirements are fulfilled within the assigned timelines. This involves creating a synchronised academic calendar with the SPPU academic calendar, scheduling theory and practical classes, conducting internal and external examinations, distributing teacher workload, preparing teaching plans, and creating a question bank.

The teachers actively implement the curriculum by developing micro-teaching plans and individual timetables, organizing co-curricular and extra-curricular activities, conducting training sessions, arranging field and industrial visits, and facilitating internship programs. This hands-on approach ensures students receive a well-rounded educational experience beyond classroom learning.

NIBR Colllege of Hotel Management & Catering Technology places great importance on addressing cross-cutting issues such as professional ethics, gender equality, human values, environmental stewardship, and sustainability. By integrating these themes into the curriculum, students gain a comprehensive understanding that equips them to navigate complex professional landscapes with ethical and responsible conduct.

The process of refining the college's curriculum involves crucial feedback mechanisms. Through structured questionnaires, these mechanisms collect feedback from various sources, such as students, faculty, employers, and alumni. The Institutional Quality Assurance Cell (IQAC) analyzes this feedback and takes the necessary actions to ensure continuous improvement. Moreover, the process outcomes are communicated transparently and made available to stakeholders through the college website. This culture of accountability and transparency fosters trust and confidence among stakeholders.

Teaching-learning and Evaluation

NIBR College of Hotel Management & Catering Technology is committed to ensuring a transparent admission process that welcomes students from diverse backgrounds while adhering to the Government of Maharashtra's reservation policy. This approach promotes inclusivity and enriches the learning environment with various perspectives, ultimately enhancing the overall educational experience for all students.

The college employs multiple strategies to evaluate and effectively cater to students' learning levels. Bridge

courses are conducted in accordance with university guidelines, benefiting both advanced and slow learners. Moreover, the college incorporates student-centred methodologies such as experiential, participatory, and problem-solving approaches to make learning more engaging and practical.

To achieve excellence in both teaching and learning, NIBR College of Hotel Management & Catering Technology places great emphasis on careful planning and frequent evaluation of teaching plans. Educators are encouraged to incorporate ICT tools like computers, LCD projectors, laptops, smart classrooms, and internet connectivity to create more interactive and impactful teaching experiences.

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Maintaining a balanced student-teacher ratio is a priority for promptly addressing academic and related issues. The college appoints an adequate number of qualified teachers, as per university recommendations.

Any complaints regarding internal examinations are handled transparently, focusing on resolving them efficiently and promptly.

Dedicated academic sessions are conducted to create Course Outcomes (COs), Program Outcomes (POs), and Program-Specific Outcomes (PSOs), which are then communicated to both students and faculty members through notice boards and the college website.

Structured questionnaires are used to collect feedback on the teaching-learning process, ensuring alignment with student needs. COs, POs, and PSOs are evaluated after external examination results are declared to align with academic standards and goals.

Research, Innovations and Extension

NIBR College of of Hotel Management & Catering Technology is dedicated to creating a flourishing research environment at the heart of its Research, Consultancy, and Extension initiatives. The institution's Research and Recognition Committee plays a crucial role in promoting a research culture among both faculty and students. This committee provides the necessary support and resources to encourage active involvement in research activities and ensures that all essential facilities are readily available.

To help teachers with their research projects, the college offers assistance in submitting proposals for funding from relevant agencies and NGOs. This assistance includes financial support, access to academic and human resources, and streamlined administrative processes that can help ensure successful project execution.

NIBR College of Hotel Management & Catering Technology places a strong emphasis on collaboration and resource-sharing through partnerships with external agencies, institutions, and research bodies. This approach extends to providing infrastructure, such as space and equipment, which enhances the research capabilities of faculty and students.

The institution is committed to research and offers consultancy services that utilize the faculty's expertise to address important community issues, such as gender disparities, social inequalities, and other relevant

challenges. This consultancy aspect is integrated into the college's educational framework, which enhances learning experiences and instils a sense of social responsibility among students.

As part of its extension activities, NIBR College of Hotel Management & Catering Technology takes part in community service initiatives that align with its curriculum. These initiatives provide opportunities for students and faculty to make a meaningful contribution to society's development. Collaborative agreements with other higher educational institutes enable training, outreach activities, and resource-sharing, thereby enhancing the institution's impact and reach. NIBR College of Hotel Management & Catering Technology is committed to creating a brighter future for society through its comprehensive approach to research, consultancy, and extension.

Infrastructure and Learning Resources

NIBR College of Hotel Management & Catering Technology is known for its robust infrastructure and comprehensive learning resources that support academic, extracurricular, and administrative activities. The campus facilities are designed to provide a conducive environment for all college activities.

Administrative Area:

The following is a description of the different spaces available in our facility:

Principal Office: This is the central hub for administrative functions and decision-making processes.

General Office: Daily administrative tasks and inquiries are handled.

Conference Hall: This space is designed to facilitate meetings, seminars, and academic discussions.

HOD and Teachers' Common Rooms: These are spaces reserved for faculty members to collaborate and prepare for classes.

Instructional Area:

Our facility has four well-appointed classrooms, perfect for lectures and interactive sessions. For culinary training, we offer three kitchens that cater to different levels of expertise: advanced, quantity, and basic. Additionally, we have two setups for practical hospitality training in our training restaurant, one for developed skills and another for basic training.

We also have facilities for hands-on housekeeping training, including guest rooms and Jr. Suite rooms. Our facility has two labs equipped with computers, laptops, printers, and scanners for computer-based training. Our library and reading hall have an extensive collection of books, journals, and learning materials. Our seminar hall is perfect for presentations, workshops, and academic events.

Amenities:

The campus has separate toilet facilities for students, faculty, and staff. Common rooms are available for relaxation and informal gatherings, and a common seating area with an attached canteen serves as a social hub for students and faculty.

The campus provides access to technology for academic and administrative purposes through its ICT facilities. Wi-Fi provides 75 Mbps high-speed internet connectivity throughout the campus.

The library continually improves its books, journals, and digital resources collection. The campus provides platforms and tools for technology-aided learning to facilitate information retrieval and skill development.

The annual budget estimates ensure regular upkeep and infrastructure upgrades, including maintenance and facility upgrades, to maintain quality education standards.

Student Support and Progression

NIBR College of Hotel Management & Catering Technology prioritizes supporting its students and helping them progress academically while prioritizing their overall well-being.

Admission Support:

The admission committee provides comprehensive guidance on the admission process, including fee payment and program outcomes.

They also conduct counselling sessions to introduce students to the college's facilities and opportunities.

Support Mechanisms:

Guidance and Placement Cells: Help students with career planning, job placements, and skill development.

Grievance Redressal Cells: Promptly address and resolve students' concerns and issues.

Welfare Measures: Support and assist students facing personal or academic challenges.

Specialized Support:

Bridge and Value-Added Courses: Offer supplemental courses to enhance students' knowledge and skills in relevant areas.

Guidance and Counselling: Provide professional counselling services to support academic and personal development.

Progression Support:

Higher Studies and Employment: Assist students in transitioning to higher education or entering the workforce.

Remedial Measures: Identify and implement strategies to support students with poor academic performance.

Inclusive Practices:

Social Justice: Promote inclusivity and equality through fair policies and practices.

Stakeholder Relationships: Foster positive relationships with students, faculty, parents, and the community.

Value-Based Education: Emphasize ethical values and social responsibility in education.

Infrastructure and Engagement:

Active Participation: Encourage students to engage in social, cultural, and leisure activities.

Skills Development: Provide activities and programs to develop students' skills and competencies.

Holistic Development: Focus on nurturing students' growth and well-rounded development.

Governance, Leadership and Management

At NIBR College of Hotel Management & Catering Technology, our commitment to quality education is upheld by a resilient governance, leadership, and management system. We have meticulously structured our system to ensure that every stakeholder comprehends and fulfils their responsibilities, cultivating an environment conducive to the institution's success in achieving its objectives. Our decisions consistently harmonize with our vision, mission, and fundamental educational values, providing a unified pathway for progressive growth.

We have a well-defined set of policies and an established administrative setup that includes the Governing Council, College Development Committee, IQAC, Principal, and other key stakeholders. This enables us to function efficiently. Our management approach is participative, where we actively seek and consider the valuable inputs of our staff in various committees. This approach is complemented by decentralization, where teams are empowered with delegated authority and shared responsibilities. As a result, we ensure excellence in education and day-to-day operations.

Our College Development Committee is crucial in shaping initiatives to ensure quality education and address the developmental needs of our institute. We conduct detailed discussions and strategic planning to formulate perspective plans that are then implemented efficiently under the supervision of the Honorable Secretary of the Trust.

We ensure financial transparency and accountability through regular audits conducted by certified Chartered Accountants appointed by the society office. The General Council reviews and approves audit reports to enhance transparency in our financial practices.

The Internal Quality Assurance Cell (IQAC) plays a significant role in enhancing the quality of education by continually improving the teaching and learning processes. We have adopted e-governance in various areas, such as administration, examination, student admission, and support, using technology for efficient operations. Moreover, we actively encourage collaborative activities, which promote partnerships and synergies for the overall development of the institution.

Institutional Values and Best Practices

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NIBR College of Hotel Management & Catering Technology, shaping our commitment to social responsibility and excellence.

Institutional Values:

Gender Equality: At our institution, we actively promote gender equality through participation in events and practical activities. We ensure that there are separate common areas and restrooms for men and women. To maintain a safe and inclusive environment, we have installed CCTV cameras and regularly interact with women faculty. Moreover, we have established an Internal Complaints Committee to address any grievances that may arise.

Environmental Sustainability: We are committed to sustainability and have taken several steps towards achieving it. Our efforts include installing a 100 KV rooftop solar PV system which is connected to the power grid. We also use LED lighting to conserve energy and have put up proper signage to encourage responsible electricity usage. Additionally, we manage solid waste efficiently through segregation and municipal collection. Liquid waste is responsibly disposed of through municipal drainage. E-waste is either transferred to authorized units or sold to scrap merchants.

Water Conservation: We conserve water through storage tanks, pipelines, and regular maintenance. We use well water for cleaning and gardening.

Landscaping and Plastic Reduction: Our campus boasts well-maintained landscaping with pedestrian pathways, limited vehicle access, and signage promoting eco-friendliness.

Community Engagement: Beyond campus boundaries, we engage in environmental initiatives such as tree plantation and heritage site cleaning to promote environmental stewardship.

Accessibility: Our facilities are designed with ramps, railings, and signage boards to benefit persons with disabilities. Our office and faculty provide comprehensive information to ensure inclusivity.

Constitutional Sensitization: We instill awareness of constitutional obligations through various activities, including celebrations of Independence Day, and Republic Day, voter enlistment, and taking oaths of integrity and commitment to a New India.

Code of Conduct: We uphold ethical standards through a code of conduct for administrators, faculty, students, and staff, circulated and displayed transparently on our website.

Celebration of Commemorative Days: We celebrate national and international commemorative days and events, such as World Tourism Day and International Bread Day, to promote cultural diversity and global awareness.

Best Practices:

Placement Initiatives: We implement effective placement initiatives to facilitate student career development opportunities.

Mentor-Mentee System: Our Mentor-Mentee system is diligently implemented, fostering mentorship and guidance for students' holistic development and instilling core human values.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	NOVEL INSTITUTE OF BUSINESS MANAGEMENT AND RESEARCH NIBR COLLEGE OF HOTEL MANAGEMENT AND CATERING TECHNOLOGY
Address	NIBR Sant Tukaram Sankul, Nigdi, Pradhikaran, Tal.Haweli (Excluding Corporation Area), Dist. Pune
City	Nigdi Pradhikaran Pune
State	Maharashtra
Pin	411044
Website	www.nibrindia.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Vaibhav Santosh Phand	020-27659910	8805030066	020-2764018 2	nibrindia@gmail.com
IQAC / CIQA coordinator	Sukhada Sudhakar Kulkarni	-	9850292917	-	sukhadakulkarni33 @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 minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Savitribai Phule Pune University	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	NIBR Sant Tukaram Sankul, Nigdi, Pradhikaran, Tal.Haweli (Excluding Corporation Area), Dist. Pune	Urban	0.5	5000

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Hospitality Studies,	36	HSC Passed	English	60	40

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	6	2	0	8
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

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Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				5
Recruited	2	3	0	5
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	1	0	2
M.Phil.	0	0	0	0	0	0	5	1	0	6
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	3	2	0	5

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	0	0	0	96
	Female	13	0	0	0	13
	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	20	10	17	18
	Female	5	4	2	4
	Others	0	0	0	0
ST	Male	1	1	1	1
	Female	1	1	2	1
	Others	0	0	0	0
OBC	Male	33	41	41	44
	Female	7	9	6	2
	Others	0	0	0	0
General	Male	92	94	75	48
	Female	13	18	12	10
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		172	178	156	128

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The college is deeply connected with SPPU and devoted to upholding the university's standards. The National Education Policy (NEP) is an initiative to ground India's education system in national values and promote an equitable knowledge society. Accordingly, SPPU has created a core committee led by the Vice-Chancellor to plan and execute the phased implementation of NEP 2020. This committee collaborates with all schools on campus to develop new programs and structures as needed. SPPU has outlined a timeline for implementing NEP in its postgraduate programs starting in 2023-24 and undergraduate programs starting in 2024-25. SPPU has successfully adopted innovative educational

	frameworks, having implemented the Choice Based Credit System (CBCS) at UG programs across all affiliated colleges under SPPU's jurisdiction since 2018-2019. The CBCS framework emphasizes defining Program, Program-Specific, and Course outcomes to ensure that students possess the required knowledge and skills for diverse professional pathways. Courses under CBCS are curated based on local job opportunities, market demands, and skill prerequisites. Moreover, SPPU is developing a roadmap for multidisciplinary programs that enable multiple entry and exit points, providing students with flexible learning pathways. Some affiliated colleges have already initiated such programs, showcasing a proactive approach towards educational innovation.
2. Academic bank of credits (ABC):	The National Education Policy (NEP) 2020 introduced significant reforms in higher education, including the Academic Bank of Credits (ABC), a digital platform that revolutionizes how academic credits are managed and utilized. At Savitribai Phule Pune University (SPPU), ABC is set to transform the academic landscape by providing students with unprecedented flexibility and customization in their degree pursuits. One of the ABC's core strengths is its adaptability to diverse educational paths. Students can now curate their academic journey based on their vocational, professional, or intellectual aspirations. This flexibility is further enhanced through multiple entry and exit points, empowering students to progress at their own pace and align their education with their personal schedules. Consequently, this approach reduces dropout rates and contributes to increasing the Gross Enrolment Ratio (GER) in higher education, a vital metric for educational inclusivity and access. While SPPU has yet to implement the ABC concept across its affiliated colleges, proactive steps are underway. A dedicated committee has been established to strategize and execute the seamless integration of ABC into the academic framework. The university's initiatives, such as joining the Government of India's Digi Locker System and digitizing degree certificates, exemplify its commitment to modernizing educational practices. The forthcoming upgrades in mark statement structures and result processing systems will ensure compatibility with the ABC

	framework, streamlining credit validation and degree awarding processes. Moreover, SPPU actively encourages its affiliated colleges to register on the Digi Locker system and align all courses with ABC standards, including issuing completion certificates and credits. To foster understanding and engagement, SPPU plans comprehensive workshops targeting various stakeholders, including principals, teachers, students, university and college staff, and parents. These workshops will elucidate the functionalities and benefits of the Academic Bank of Credits, fostering a culture of informed decision-making and empowerment within the academic community.
3. Skill development:	The National Education Policy (NEP) 2020 has put a great emphasis on providing vocational and technical education to individuals. It aims to equip them with the necessary skills and knowledge for employment and entrepreneurship. To achieve this objective, SPPU has effectively implemented the revised Choice-Based Credit System (CBCS) pattern in all its undergraduate and postgraduate programs offered in affiliated colleges. The revised CBCS curriculum incorporates skill-based courses every semester, aiming to offer students a combination of theoretical knowledge and practical experience. These courses are designed to meet industry requirements and equip students with the necessary skills to pursue job opportunities, start their businesses, and become successful entrepreneurs. It's worth noting that although SPPU has implemented the revised CBCS pattern, the affiliated colleges are yet to introduce the specific skills development courses mentioned in NEP 2020. This difference highlights an opportunity for the colleges to reduce this gap and align their syllabus with the aims stated in NEP 2020. By adding the recommended skills development courses, colleges can ensure that students receive comprehensive training that aligns with industry requirements, facilitating a smoother transition into the job market or entrepreneurial pursuits. SPPU and its affiliated colleges must work together to implement the guidelines outlined for NEP 2020 effectively. They should include recommended skill development courses to enhance students' employability and entrepreneurial capabilities to achieve this. Taking a proactive approach like this will benefit students and serve the broader goal of

	creating a skilled workforce, promoting economic growth, and encouraging innovation in the country.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	According to the National Education Policy (NEP) 2020, a high-quality educational institution should have an inclusive environment, where students feel valued, supported, and secure. These institutions should offer a wide range of courses in different subjects, prioritize teaching in Indian languages, and provide online learning opportunities. Additionally, they must have robust physical infrastructure and ample learning resources to facilitate comprehensive education. The NEP emphasizes the importance of India's classical languages, like Sanskrit, alongside a focus on local languages that are rich in oral and written literature, cultural traditions, and indigenous knowledge. This aligns with nurturing a deep understanding and appreciation of our cultural heritage. Savitribai Phule Pune University (SPPU) has taken proactive steps to set up special study centres named after prominent warriors, poets, social reformers, industrialists, educational experts, and saints of Maharashtra. These centres act as focal points for understanding our cultural and historical heritage, promoting a comprehensive approach to education that is grounded in our legacy. Savitribai Phule Pune University (SPPU) has taken a step towards promoting linguistic and cultural diversity by integrating Indian Knowledge Systems into the curriculum and offering courses in local languages. By doing so, students will better understand our diverse cultural heritage, and this approach will help strengthen their connection to their roots. It will also encourage lifelong learning and exploration.
5. Focus on Outcome based education (OBE):	The college has made significant strides in aligning itself with the National Education Policy (NEP) 2020. This has been achieved by successfully implementing the revised Choice-Based Credit System (CBCS) across all programs, as per the guidelines laid out by the Savitribai Phule Pune University (SPPU). The CBCS stresses the importance of clearly defining Program, Program-Specific, and Course outcomes, forming the Learning Outcome-based Curriculum Framework (LOCF). These outcomes are meticulously designed to ensure that graduates possess the requisite knowledge and the skills and attitudes necessary for success in start-ups, entrepreneurship, business incubation, industrial

	roles, and public services. One of CBCS's primary strengths is its adaptability to local job opportunities, market demands, and skill requirements. This strategic approach ensures that the courses are practical, relevant, and aligned with industry needs. To enhance students' educational experiences and prepare them for real-world challenges, approximately 30% of the undergraduate programs include experiential learning components. Savitribai Phule Pune University (SPPU) promotes an interdisciplinary approach to education, fostering creativity and innovation. The incorporation of practical training with theoretical knowledge enhances students' problem-solving skills and prepares them for diverse professional environments. The college adopts a combination of traditional and contemporary teaching methodologies, prioritizing a student-centric approach. While the conventional lecture methods remain foundational, the teachers supplement these with modern techniques to increase engagement and enrich the learning experience. This dynamic teaching environment promotes active participation, critical thinking, and holistic development among the students. SPPU is committed to offering its students outcome-based education. To achieve this, the university regularly revises its curriculum and offers initiatives such as credit courses, industrial visits, training programs, internships, and apprenticeships. These initiatives not only improve learning outcomes but also provide students with valuable practical application opportunities and skill development. SPPU has introduced credit transfer for SWAYAM courses in the revised curriculum of undergraduate programs. This approach shows the university's forward-thinking attitude towards integrating digital learning platforms and providing lifelong learning opportunities for students.
6. Distance education/online education:	The National Education Policy (NEP) 2020 highlights the significance of utilizing technology to improve education quality and accessibility, particularly in distance and online education. Per the NEP guidelines, the University Grants Commission (UGC) has mandated that 40% of higher education teaching and learning processes be conducted online. During the COVID-19 pandemic, our college quickly transitioned all teaching activities, including practical

work and projects, to an online format starting in March 2020. This decision showcased the college's ability to adapt and persevere in providing uninterrupted education during these difficult times. It is essential to remember that our college does not currently offer distance or online programs. Nonetheless, this circumstance presents a chance for us to collaborate with the goals of NEP 2020 and broaden our educational offerings by incorporating substantial distance and online education alternatives. By offering distance and online programs, we can provide educational opportunities to more students, including those who cannot attend traditional classrooms due to geographical limitations or other commitments. Additionally, using advanced digital tools and resources, online learning platforms can improve student engagement, interaction, and personalized learning experiences. Our college must take the initiative to explore and implement distance and online education programs that align with the mandates of NEP 2020. This strategic step will align with national educational priorities and provide our students with adaptable and inclusive learning opportunities suitable for the digital era.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, The NIBR College of Hotel Management and Catering Technology is proud to have established the Electoral Literacy Club (ELC). The ELC is a yearly initiative that aims to promote awareness and education among students about democratic values and electoral processes. Newly admitted students are selected as representatives to infuse the club with fresh perspectives and enthusiasm. The main objective of the ELC is to provide students with the necessary knowledge and skills to make informed decisions during elections. This is accomplished by organizing a variety of activities such as workshops, seminars, mock elections, and awareness campaigns. These initiatives focus on voting rights, electoral procedures, and the importance of active citizenship, which helps encourage responsible and informed participation in democratic governance. The Electoral Literacy Club (ELC) works hand in hand with local

	authorities and organizations to arrange voter registration drives. These drives encourage eligible students to participate in the democratic process by exercising their right to vote. This initiative helps instil a sense of responsibility towards the democratic fabric of society. In short, the ELC plays a crucial role in nurturing informed and engaged citizens who understand and value the importance of their involvement in democratic processes.
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?	Yes, The NOVEL's NIBR College of Management and Catering Technology has a well-structured Electoral Literacy Club (ELC). The club is overseen by a senior professor who acts as the coordinator, responsible for ensuring the smooth functioning of the club. A committee of four faculty members is also appointed to coordinate the various functions and initiatives of the ELC. These faculty members collaborate with the student coordinator, offering guidance, support and expertise on matters related to electoral literacy and democratic engagement. The Electoral Literacy Club (ELC) in our college is very active and has a great impact on students. They organize numerous events, such as workshops, seminars, guest lectures, voter registration drives, and mock elections. These activities offer invaluable opportunities for students to deepen their understanding of electoral processes and democratic principles. These initiatives enable students to gain the essential knowledge, skills, and confidence required to actively engage in the democratic process and make informed decisions as responsible citizens. The ELCs ensure inclusivity by involving newly admitted students as representatives, thereby integrating diverse perspectives and ideas into their activities. This approach to education ensures that the Educational Learning Centers (ELCs) are adaptable and responsive to the changing needs and interests of the student body. It fosters a culture of democratic engagement and civic responsibility, ultimately leading to a vibrant and participatory campus environment.
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	The Electoral Literacy Club (ELC) at NOVEL's NIBR College of Hotel Management and Catering Technology is actively involved in various programs and campaigns aimed at promoting electoral literacy, civic engagement, and inclusivity within the electoral process. One of the most remarkable programs the

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.	ELC implements is the voluntary inclusion of students in electoral activities. This program includes their participation in voter registration drives aimed at students and their surrounding communities. Students organize voter registration camps by working closely with local authorities and organizations to help eligible voters enroll seamlessly in the electoral rolls. This program not only raises awareness about voting rights but also encourages students to play an active role in shaping the democratic framework of their communities. Additionally, the ELC promotes district election administration by engaging students as volunteers at polling booths during voting. This hands-on experience enhances their comprehension of the electoral process while instilling a sense of responsibility and civic duty. The ELC works to increase its impact by organizing extensive voter awareness campaigns that educate the public on the significance of voting, electoral processes, and ethical voting practices. These campaigns use creative methods such as street plays, poster exhibitions, slogan contests, and interactive workshops to reach diverse audiences and effectively encourage active electoral participation. The ELC (Electoral Commission) organizes workshops and discussions that address critical issues such as vote buying, electoral fraud, and the importance of casting free and fair votes. These efforts aim to uphold democratic ideals and encourage students to champion democratic values. By contributing to maintaining the integrity of the electoral process, students can play a critical role in promoting democracy. The ELC greatly emphasizes increasing the participation of underprivileged segments of society. This includes transgender individuals, commercial sex workers, disabled persons, senior citizens, and other marginalized groups. The organization has designed tailored outreach programs to ensure that these communities are well-informed about their voting rights and receive the necessary support to exercise their franchise without encountering barriers or discrimination. This commitment to inclusivity highlights the ELC's dedication to fostering a genuinely democratic and equitable electoral environment.
4. Any socially relevant projects/initiatives taken by	Yes, The NIBR College of Hotel Management and

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.

Catering Technology is dedicated to promoting democratic values and encouraging participation in electoral processes. The college has undertaken several projects and initiatives to advance democratic principles and enhance civic participation in electoral affairs. One noteworthy initiative of the college is conducting research projects and surveys in collaboration with experts and organizations. These projects focus on essential aspects of electoral issues, such as voter behavior, electoral reforms, voter awareness levels, and the challenges marginalized communities face in exercising their voting rights. The findings from these research endeavours provide valuable insights and recommendations for improving the electoral system and boosting voter engagement. In addition to conducting research, the college also arranges several awareness programs and campaigns to educate students and the general public about electoral procedures and democratic principles. These efforts include workshops, seminars, panel discussions, and interactive sessions with electoral officials and experts. These initiatives aim to help participants better understand civic duties and democratic values, empowering them to participate actively in the democratic process. In addition to its core mission, the college produces and disseminates various content and publications that showcase its efforts to advance democratic values. These resources include educational materials, pamphlets, posters, and digital content emphasizing voter education, ethical voting practices, and civic engagement. The college distributes these materials extensively across academic institutions, communities, and social media platforms to reach a wider audience and encourage informed citizenship. The college works closely with local authorities and civil society organizations to organize events and initiatives to increase voter turnout, especially among underrepresented groups. These efforts involve targeted outreach programs, voter registration camps, and advocacy campaigns to address marginalized communities' specific needs and barriers to exercising their voting rights.

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.

The NIBR College of Hotel Management and Catering Technology, which is managed by Novel, takes extensive measures to ensure that every eligible student over 18 is enrolled in the electoral roll. The college conducts regular surveys and assessments to

	identify students who have not registered yet and then develops specific strategies to encourage their registration. One crucial component of this initiative is the Electoral Literacy Clubs (ELCs). They play an important role in arranging voter registration campaigns on campuses. The ELCs collaborate with local electoral authorities and non-governmental organizations that focus on creating voter awareness. They organize workshops, seminars, and campaigns to educate students about the importance of voter registration and the electoral process. They also assist with documentation and enrollment procedures to make registration more accessible for students. The campus has set up dedicated help desks and committees to guide eligible students through registration, further supporting them. Information sessions and outreach programs are regularly conducted to raise awareness and motivate proactive voter registration. The college also integrates voter registration into its co-curricular activities by organizing events such as "Voter Registration Week" and "Democracy Day" to underscore the importance of electoral participation and precisely target eligible student voters.

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
109	128	156	178	172

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: 7

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
6	6	7	7	7

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
17.61	25.92	45.11	26.14	29.40

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:

Response:

The college has a well-organized academic planning process that follows the guidelines and calendar provided by Savitribai Phule Pune University (SPPU). At the beginning of each academic year, the college aligns itself with SPPU's academic calendar to ensure that all activities and timelines align with the university's framework. This includes scheduling semesters, breaks, examinations, and other important events.

The IQAC coordinator is responsible for creating the college's academic calendar, which serves as a blueprint for the entire academic year. This calendar determines the sequence of subjects, curricular, co-curricular, and extracurricular activities, the duration of each semester, and the allocation of resources.

Before the start of each semester, the Head of the Department (HOD) oversees a significant meeting that brings together all department faculty members to discuss various aspects such as subject allocation, co-curricular and extracurricular activities, and potential academic challenges. This meeting is a platform for collaboration and strategic planning, ensuring the semester runs smoothly and effectively.

Faculty members play a crucial role in the academic planning phase. They prepare detailed lesson plans and worksheets well in advance, ensuring that the practical aspects of each subject are seamlessly integrated into the curriculum. This enhances the overall effectiveness of the teaching and learning process.

Departments collaborate with hotel industry experts to create course outcomes that guide students in acquiring specific knowledge and skills. Faculty members ensure that students understand these outcomes. IQAC coordinator monitors syllabus completion and co-curricular and extracurricular activities to ensure compliance with the academic calendar.

The college aims to provide students with a comprehensive learning experience beyond the prescribed syllabus. To bridge any gaps in the curriculum and enhance students' knowledge and skills, various activities are organized in consultation with the Internal Quality Assurance Cell (IQAC) and industry experts. These activities include add-on courses, simulation exercises, guest lectures by hotel industry professionals, field visits to hospitality establishments, workshops on emerging trends, and on-the-job training opportunities.

The college values faculty development and encourages participation in Faculty Development Programs

(FDPs) to stay up-to-date with modern teaching methodologies and curricular content. The college prioritizes student-centric learning and holistic development through ICT-enabled teaching methods and modern pedagogical approaches.

Savitribai Phule Pune University (SPPU) has introduced a new Choice-Based Credit System (CBCS) pattern for B.Sc. (Hospitality Studies) starting from the academic year 2019-20. Under this system, the theory subject is evaluated for 100 marks, of which 70 marks are allocated for external evaluation, and 30 marks are reserved for internal evaluation. Likewise, the practical subject is evaluated for 50 marks, with 35 marks allotted for external assessment and 15 for internal evaluation.

SPPU conducts the external examination, while the college conducts the internal examination on behalf of SPPU. The college follows the standards set by SPPU for continuous internal assessment throughout the semester. The examination schedule is carefully planned, and internal assessment tests are conducted periodically. Faculty members provide feedback and guidance to students, and retests are available to help them improve their performance.

File Description	Document
Upload Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

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

Response: 12

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](#)

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: 48.05

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
56	64	78	81	78

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:

Response:

The college conducts various activities to address the cross-cutting issues.

The Hospitality Studies program is a comprehensive course that spans six semesters and provides students with essential knowledge and skills to excel in the hospitality industry. The curriculum includes courses relevant to the industry's present-day requirements, such as Environmental Sciences, Tourism Operations, Hotel Laws, Housekeeping Operations, Front Office Operations, Accommodation Operations, a 16-week Internship, and Research Projects. The college also integrates cross-cutting issues related to gender, professional ethics, human values, environment, and sustainability into the curriculum provided by SPPU.

Professional Ethics:

The B. Sc. (Hospitality Studies) curriculum prescribed by SPPU integrates a soft skills course that develops students' professional skills in various areas. These include stress and time management, professional grooming, and self-introspection. The college emphasizes enhancing communication skills and developing generic skills to bolster students' confidence and equip them with professional communication skills for the hotel industry.

Gender Sensitization:

The college offers a Bachelor of Science degree in Hospitality Studies, open to both male and female candidates. The college promotes gender equality and regularly hosts workshops and seminars to foster awareness and understanding. These initiatives aim to create an inclusive and supportive environment that respects every individual's unique identity.

To ensure equal opportunities for female students, the college encourages them to participate actively in curricular, co-curricular, and extra-curricular activities. They are also encouraged to lead institutional committees and participate in outdoor catering events, empowering them to excel in different areas of interest.

Human Values:

The college takes great care in teaching the SPPU curriculum to students pursuing a B.Sc. in Hospitality Studies, aiming to instill essential human values. These courses emphasize the importance of coordination, ethical work practices, and responsible business conduct, all of which positively impact society.

The college conducts outreach extension activities to instil social responsibility and promote civic duty and self-reflection. Such activities help students understand human values and their role as responsible global citizens.

The college organizes seminars on crucial societal issues like road safety and security, Beti Padhao Beti Bachao, the significance of voting, responsible alcohol consumption, and promoting blood donation. These seminars aim to raise awareness and motivate students to contribute positively to society's well-being.

Environment and sustainability:

The B. Sc. (Hospitality Studies) curriculum at SPPU includes an environmental course that teaches students the importance of conserving ecology, practicing recycling, and adopting sustainable practices. The goal is to instil a sense of responsibility towards environmental preservation and sustainable living practices among our students.

The college organizes competitions, debates, and discussions on contemporary environmental issues to encourage students to explore diverse viewpoints and engage in meaningful conversations about environmental challenges and solutions.

The college aims to equip students with the knowledge, skills, and values necessary to address cross-cutting environmental issues and contribute positively towards a sustainable future.

File Description	Document
Upload Additional information	[View Document](#)

1.3.2

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

Response: 100

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

Response: 109

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

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

Response: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

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: 84

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
40	44	48	60	60

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

2022-23	2021-22	2020-21	2019-20	2018-19
60	60	60	60	60

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

2.1.2

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

Response: 80

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
19	28	28	23	22

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
30	30	30	30	30

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 18.17

2.3 Teaching- Learning Process

2.3.1

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

Response:

Response:

The college has implemented various student-centric methods, such as experiential learning, participative learning, and problem-solving methodologies, to enhance students' learning experiences. These methods align perfectly with the program's objectives, which aim to cultivate skilled and knowledgeable professionals with the necessary values and attitudes for pivotal roles in the hospitality industry.

Experiential Learning:

The college offers its students a range of hands-on experiences, including food festivals, theme dinners, and visits to star-rated hotels, wineries, bakeries, laundries, and nurseries. These experiences allow students to apply their skills, gain additional knowledge, develop teamwork and leadership qualities, and understand operational practices firsthand, all of which are essential in the hospitality sector. In addition to the comprehensive prescribed curriculum, students can gain practical experience through internships, research projects, and vocational and industrial training in star-category hotels. These hands-on experiences help students develop critical skills and allow them to apply what they have learned in real-world settings. The exposure they gain through this on-the-job training is invaluable and contributes significantly to their professional development, giving them a competitive edge in their respective fields.

Participative Learning:

The college offers interactive workshops on flower arrangement, chocolate art, cocktail and mocktail preparation, fruit carving, and English communication promotion. These workshops foster active participation and student-centred learning, providing a unique and engaging educational experience. Further enhancing students' communication skills, the college organizes group discussions, extempore sessions, and alumni interactions. These activities offer valuable insights from industry experts and promote a well-rounded approach to learning.

Problem-Solving Methodologies:

In hospitality industry courses, students learn through discussions about real-world problems to develop problem-solving skills. Students must also participate in internships and event planning to gain practical experience in handling real-world challenges. This approach enhances their learning and prepares them for operational roles in the industry. By encountering difficulties in a practical setting, students develop critical thinking and decision-making skills that are invaluable in their future careers.

ICT-enabled Tools:

Teachers are adopting different ICT-enabled tools to advance their teaching and learning methods, as per the guidelines provided by Savitribai Phule Pune University (SSPU). These tools include online resources that help create an interactive and engaging learning environment for students. The use of ICT-enabled tools in classrooms offers numerous benefits. Teachers can access various resources and multimedia content to customize the learning experience and improve student engagement.

File Description	Document
Upload Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	7	7	7

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)

2.4.2

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

Response: 30.3

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

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

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

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:

Response:

The assessment breakdown is as follows:

Theory Subjects: Each theory subject is evaluated out of 100 marks, with 70 marks allocated for external examinations conducted by SPPU and 30 marks for internal examinations conducted by the college.

Practical Subjects: Practical subjects are assessed out of 50 marks, with 35 marks designated for external exams by SPPU and 15 for internal exams by the college.

Fieldwork and Internships: Fieldwork and internships carry significant weightage, with 150 marks allocated for fieldwork (100 external, 50 internal) and 300 for internships (180 external, 120 internal). This dual assessment approach comprehensively evaluates practical skills and industry exposure.

Research Project: The research project, a crucial component, is graded out of 150 marks, with 100 marks for external evaluation by SPPU and 50 for internal assessment by the college.

SPPU conducts external examinations, and the college conducts internal assessments on behalf of SPPU. This system ensures a balanced evaluation methodology, encompassing theoretical knowledge, practical skills, industry experience, and research insight, contributing to the holistic development of students in the hospitality domain.

Internal Assessment Structure:

Responsibility and Conduct: The college's Examination Committee supervises the unit tests and preliminary examinations conducted throughout the year, ensuring that they adhere to the norms set by

SPPU. The assessments are carried out within the specified time, and the answer sheets are promptly evaluated and submitted to the Committee.

Transparency: Teachers show answer sheets to students right after assessments to resolve doubts and promote openness, enabling students to understand their grading.

Grievance Redressal: The college has a systematic grievance redressal system in place. After the declaration of results, students can request photocopies, revaluation, and verification of answer sheets within ten days, as SPPU prescribes. The Examination Officer handles these requests efficiently and communicates the decisions received from the university to the students.

Internal Examination Committee's Role: The Examination Committee, headed by a Custodian and supported by teachers, operates independently. It creates a framework that considers all assessment requirements and ensures fairness and transparency.

Preparation and Conduct of Assessments: The Examination Committee carefully plans assessment schedules, prepares question papers and marking schemes for internal exams, and supervises the entire assessment process. It ensures that question papers are handled securely and maintains accurate attendance records.

Communication and Record-Keeping: Marks are promptly communicated to students through notice boards and classrooms. The committee consolidates unit test marks, preliminary examination marks, assignment marks, and attendance marks into a single report, which is used to determine the final internal marks for each subject.

University Compliance and External Assessment:

Internal Marks Upload: Teachers must submit internal marks on the university portal by the specified deadline according to university guidelines.

First-Year Examination: At the college level, first-year examinations follow university guidelines for setting papers, and assessments are made according to norms to ensure alignment with academic standards.

Grievance Handling: The Examination Committee considers student complaints and takes appropriate remedial action, ensuring a fair and efficient grievance redressal process.

File Description	Document
Upload Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the

institution are stated and displayed on website

Response:

Response:

The college offers a Bachelor of Science program in Hospitality Studies (BSc HS) affiliated with Savitribai Phule Pune University (SPPU). The SPPU Board of Studies has developed the program's Course Outcomes and program outcomes. The teachers focus on specific topics and course outcomes during lectures to help students better understand the subject.

The college has shared the Course and Program Outcomes with the students and displayed them on its website to benefit students and stakeholders. At the start of each academic session, subject teachers communicate the Course Outcomes to their respective students. The question papers for tests and assignments are designed and mapped based on the Course and Program Outcomes for both theory and practical subjects.

The college gives excellent importance to Program Outcomes (POs) and Program Specific Outcomes (PSOs) that include various skills such as Hospitality Management, Customer Service Excellence, Business Acumen, Hospitality Operations, Culinary Arts (Optional), Event Planning and Management, Hotel and Resort Management, Tourism Management, Food and Beverage Management, Hospitality Marketing, Legal and Ethical Considerations, and Cross-Cultural Competence.

The Program-specific outcomes (PSOs) outline the essential skills that graduates of this program should have. These skills include excellent customer service abilities, efficient management and operation of different aspects of hospitality establishments, practical communication skills, and the capacity to work in diverse and multicultural environments.

The Board of Studies, constituted by SPPU, has drafted course outcomes for each program year. The curriculum is designed to provide comprehensive education and training to students, preparing them for various roles and responsibilities within the hospitality industry.

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:

Response:

Savitribai Phule Pune University (SPPU) has introduced a new Choice-Based Credit System (CBCS) pattern for B.Sc. (Hospitality Studies) from the academic year 2019-20. Under CBCS, the assessment breakdown is as follows:

Theory subjects are evaluated out of 100 marks, with external exams from SPPU weighted at 70 marks and internal exams from the college at 30 marks.

Practical subjects are evaluated out of 50 marks, with external exams from SPPU carrying a weightage of 35 marks and internal exams from the college carrying a weightage of 15.

Fieldwork and internships are weighted heavily in evaluation, with 150 marks for fieldwork (100 external, 50 internal) and 300 for internships (180 external, 120 internal). This comprehensive assessment approach evaluates practical skills and industry exposure.

The research project is evaluated out of a total of 150 marks. SPPU's external evaluation carries a weightage of 100 marks, while the college's internal assessment carries a weightage of 50 marks.

Assessing the proficiency levels of students in a course outcome (CO) involves different methods, such as assignments, class tests, preliminary examinations (internal assessment), and university examinations (external assessment). All courses follow a standardized process for internal and external evaluations, which are graded on a scale of 1 to 3. Teachers assess each student's performance in assignments, class tests, preliminary examinations, and university examinations on a 1 to 3 scale, and the results are compiled accordingly.

Program outcomes (PO) are evaluated using both direct and indirect methods. In the direct method, PO is assessed at the end of the program by evaluating the students' achievement level in different categories such as distinction, first class, higher second class, second and pass class. This is done by combining all the course outcomes (COs) the program covers.

Feedback from student and alumni surveys is considered in the indirect assessment method of program outcomes (POs) and course outcomes (COs).

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: 76.02

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
18	31	54	51	33

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
36	43	58	57	52

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.98

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
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:

Response:

The college has created an environment for innovation rooted in the Indian Knowledge System (IKS). It focuses on Intellectual Property Rights (IPR) through its dedicated IPR cell. This ensures that students gain insights into traditional Indian practices and acquire the knowledge and skills to safeguard and utilize intellectual assets effectively within the hospitality sector.

Integration of Indian Knowledge System (IKS):

The college recognizes the impact of yoga and meditation on holistic well-being. Organized sessions benefit students, faculty, and staff by enhancing physical fitness, mental clarity, and spiritual rejuvenation. The college also arranges lecture series conducted by experts in Vaastu Shastra, an ancient Indian science of architecture and design, which is then applied in shaping hospitality spaces' layout, décor, and ambience. Additionally, the college collaborates with local artisans to celebrate India's rich

heritage of arts and crafts, with students creatively utilizing traditional skills in hotel decor, souvenir shops, and cultural experiences.

Intellectual Property Rights (IPR) Initiatives:

The college hosts guest lectures by experts in trademark protection and proactively registers its name, logo, and unique branding elements. It encourages faculty members to engage in copyright activities and ensures original content protection through guest lectures and training workshops. The college also conducts workshops, seminars, and guest lectures on Intellectual Property Rights to cover topics like the significance of IPR protection, strategies for safeguarding intellectual assets, and legal compliance.

Advanced Infrastructure and Supportive Environment:

The college has advanced infrastructure, including laboratories, a kitchen, a barroom, a storeroom, a computer lab, ITC-enabled classrooms, a library with customized software, and qualified teaching and supportive staff to promote innovation and entrepreneurship among its students and teachers. These facilities provide a supportive environment, mentorship, and resources for developing and launching new hospitality and catering technology ventures.

Support for Startups: The college offers support to students for startup ventures, including access to funding opportunities, networking with industry experts, business development guidance, and assistance navigating legal and regulatory frameworks. This support system encourages students to turn their innovative ideas into successful businesses.

Industry Collaboration: The college collaborates with industry partners to facilitate the creation and transfer of knowledge and technology.

Technology Integration: NIBR College integrates cutting-edge technologies into its curriculum and operations, fostering a culture of technological innovation. Students gain hands-on experience with industry-relevant tools and systems, preparing them for the digital transformation in the hospitality sector.

Success Stories: The college has established an Alumni Association to gather data from its alumni. The positive results of these efforts include alumni founding and expanding successful startups, advancements in hospitality services and technologies, partnerships with industry experts, and contributions to the region's economic development. These success stories are inspiring and validate the institution's efforts in promoting innovation and knowledge transfer.

File Description	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: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

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

Response: 1

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	4	0	3	0

File Description	Document
Institutional data in the prescribed format	View Document

3.3.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	[View Document](#)

3.4 Extension Activities

3.4.1

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

Response:

Response:

From 2018-19 to 2022-23, NIBR College has actively engaged in extension activities, except for the COVID-19 pandemic in 2020-21. These initiatives aim to foster a strong bond between the college and the local community while raising awareness about social issues and supporting students' holistic development.

Here are some of the critical outcomes of these extension activities:

1. **Community Sensitization and Social Engagement:** The college's outreach programs have sensitized students to the local community's needs. Through active participation in activities such as cleanliness drives, tree plantations, and social interaction programs, students have gained a deeper understanding of societal challenges and the significance of contributing to community development.

2. **Personal and Emotional Development:** Students have experienced personal growth and enhanced emotional intelligence through their involvement in extension activities. Engaging in initiatives such as Beti Bachoo Beti Padhao, environmental awareness campaigns, and women's empowerment programs has nurtured empathy, compassion, and a sense of social responsibility among students.

3. **Student Group Empowerment:** Forming a dedicated Student Group for extension activities has empowered students to take on leadership roles and collaborate effectively. With 60 active volunteers each year, the Student Group has become a driving force for positive change both within and outside the campus.

4. **Skill Development and Personality Enhancement:** The student group's regular activities have significantly contributed to students' overall personality development. Activities like street play on AIDS awareness, road safety campaigns, essay competitions, and food donation drives have honed students' communication skills, teamwork abilities, and civic consciousness.

5. **Commemorative Events and National Celebrations:** The organization of commemorative events such as Independence Day, Republic Day, International Women's Day, and World Environment Day has instilled a sense of pride, patriotism, and global citizenship among students. These events serve as platforms for celebrating national values, cultural diversity, and environmental sustainability.

6. **Student-Community Relationships:** Extension activities have facilitated strong bonds between students and the community. Students have forged meaningful relationships with local residents and stakeholders by actively engaging in initiatives like river cleaning, solar energy projects, waste management, and the Swachh Bharat Mission, contributing to a harmonious and sustainable environment.

7. **Leadership and Self-Confidence:** Participation in extension activities has nurtured students' leadership skills, self-reliance, and self-confidence. Taking initiative in organizing events, managing projects, and addressing social issues has empowered students to become proactive change agents and responsible citizens.

File Description	Document
Provide Link for Additional information	[View Document](#)

3.4.2

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

Response:

Response:

NIBR College of Hotel Management and Catering Technology has received significant recognition and accolades for its impactful extension outreach activities from various government-recognized bodies, non-governmental organizations (NGOs), clubs, social activists, and community leaders from 2018-19 to 2022-23.

Some of the notable awards and recognitions received include:

Appreciation from Non-Governmental Organizations and Social Leaders: The college's outreach activities have been valued by non-governmental organizations, clubs, individual social activists, and leaders. They have shown appreciation through letters, certificates, and tokens such as roses, presented at main functions and events.

Blood Donation Drive Recognition: The Blood Collection Bank deeply appreciates the college's blood donation activities. The commitment and contribution of students to this noble cause have been acknowledged and commended. This highlights the impact of the college's efforts in promoting awareness and participation in blood donation initiatives.

Tree Plantation Drive Appreciation: The college's tree plantation drive has received widespread appreciation from various stakeholders, including residents of the area, NGOs operating in the vicinity, and elected officials of the Pimpri-Chinchwad Municipal Corporation. Their recognition signifies the positive environmental impact and community engagement facilitated by the college's extension activities.

Recognition for Student Contributions: The college has recognized and celebrated the outstanding contributions of students who have dedicated their efforts to conducting extension activities to benefit communities. These students have been honoured with certificates, appreciation letters, and symbolic gestures, such as rose flowers, to boost their morale, confidence, and courage to continue making a positive difference in society.

Government and Government-Recognized Bodies: Government-recognized bodies, local organizations, and community leaders have acknowledged the college's extension activities. This recognition may include awards, certificates of appreciation, invitations to participate in official events, and campaigns promoting social welfare and community development.

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: 69

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
15	18	4	16	16

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)
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: 6

File Description	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](#)

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:

Response:

NIBR College of Hotel Management and Catering Technology boasts a modern and well-equipped infrastructure that caters to various needs including teaching, learning, cultural activities, and sports. The college's infrastructure is designed to create a conducive learning environment, promote holistic development, and facilitate diverse activities that enhance students' academic, cultural, and sports experiences.

Here is an overview of the facilities available:

Teaching and Learning Infrastructure:

- ICT-enabled Classrooms: Equipped with modern technology to facilitate interactive learning experiences.
- ICT-enabled Auditorium: A spacious venue with audio-visual capabilities for seminars, workshops, and cultural events.
- Training Kitchens: Includes basic, quality, specialized, and advanced training kitchens, as well as a bakery, to provide practical culinary training.
- Training Restaurant: Simulates a real-world restaurant environment for hospitality management training.
- Housekeeping Lab: Practical training facility for housekeeping and maintenance skills.
- Front Office Lab: Simulates hotel front desk operations for hands-on training.
- Computer Lab: Equipped with computers and software for research, assignments, and skill development.
- The library with a Reading Room provides access to academic resources, reference materials, and a quiet study space.
- Display Areas: Showcases student projects, achievements, and industry-related displays.

Other Facilities:

- Administrative Offices: Includes the Principal's Office and faculty cabins for efficient management and coordination.

- Seminar Hall: A dedicated space for seminars, guest lectures, and academic discussions.
- CCTV Surveillance System: Ensures security and monitoring across the campus.
- Water Purifiers and RO System: Provides clean and safe drinking water for students and staff.
- Cafeteria Area: Offers a variety of food options and a social gathering space.
- Separate Common Rooms: For male and female students to relax and interact.
- UPS Backup: Ensures uninterrupted power supply for uninterrupted learning and operations.
- Sickroom: Provides medical assistance and support for students in need.
- Dining Hall: Accommodates students and staff for meals and gatherings.
- Central Stores: Manages inventory and supplies for various departments.

Cultural and Sports Activities:

Cultural Activities: The organization utilizes seminar halls, restaurants, and the auditorium with audiovisual equipment for events like Fresher's Day, Farewell party, Teachers Day, World Tourism Day, Annual food festival, Entrepreneurship events, and annual gatherings and prize distribution functions.

Sports and Events: Access to sports fields and a playground the parent institution maintains for sports activities and events.

Yoga and Meditation: Designated space for yoga and meditation sessions, promoting physical and mental well-being for students and staff.

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: 94.78

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
15.00	25.56	44.16	25.13	26.80

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Response:

The college library is a central hub of knowledge and digital resources, efficiently managed by qualified librarian and automated with Divine Campus Software. It offers strategic subscriptions to e-resources and journals, digital facilities, robust automation systems, and a comprehensive collection of resources. These features facilitate optimal learning, research, and academic development for students and teachers.

Library Infrastructure and Collection:

Spacious Area and Seating: The library is 650 square feet and has seating for 50 readers, providing a conducive environment for research and study.

Extensive Collection: The library has 1853 books, 11 journals, and 15 multimedia items in Marathi, Hindi, and English, covering academic, general knowledge, communication dynamics, presentation skills, soft skills, and personality development.

Reference and Periodical Section: This section houses reference books, encyclopedias, dictionaries, syllabi, and question papers from previous years. It also subscribes to journals and magazines to stay updated with industry trends.

Library Services and Automation:

Divine Campus: The online platform enables users to search for books by subject, author, title, accession number, and publisher using the Divine Campus Software.

Borrowing, Internet, Reprography, and Reference Services: These services facilitate research, borrowing of materials, internet access, document reproduction, and expert assistance.

Interlibrary Loan: Provides access to resources beyond the library's collection.

Orientation Programs: Helps users familiarize themselves with library resources and services.

Book Bank Scheme: Facilitates access to textbooks and reading materials.

Reading Room and News Clipping Services: Offers a comfortable space for reading and staying updated with current affairs.

Library Automation and Digital Integration:

ERP Library Management Software (Divine Campus Software): Automates library functions, maintains databases of books and member transactions, generates reports, and facilitates access to e-resources by using Divine Campus Software.

E-Journals and E-Books: The Divine Campus Software offers effortless access to digital resources, enriching research capabilities and academic learning.

Investment in Books and Journals: The college regularly invests in new books and journal subscriptions, with consistent expenditures over the last five years.

Per-Day Usage and Documentation:

Per-Day Usage: The library's daily usage during the 2022-23 academic year exceeds 20%, indicating consistent engagement by students and teachers as evidenced by their daily attendance records.

Maintenance of Records: Documentation of library services and usage is meticulously maintained to ensure accurate data on usage patterns and resource accessibility.

File Description	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:

Response:

The college's fully operational IT infrastructure provides students with essential tools and services to support learning and enhance productivity. The infrastructure has been updated with the latest hardware and software to align with advancing technology. A state-of-the-art centre caters to students' ICT requirements, providing essential services such as internet access, email, IT security, Wi-Fi, and maintenance.

The strategies adopted to ensure IT facilities are as follows: The classrooms are equipped with a multimedia projection system and a desktop for lectures, a computer lab with medium to high-configured computers, desktop computers for administrative staff, a CCTV surveillance system, and internet connectivity.

The college's IT department assesses the condition of the computers to determine necessary upgrades for hardware and software. New computer editions are purchased as needed, and the operating system has been upgraded from Windows 7 to Windows 10, with licensed copies installed.

Internet connection is provided through a dedicated line with a bandwidth of 50 Mbps, offering uninterrupted Internet access in all classrooms, faculty rooms, administrative areas, seminar rooms, conference rooms, and the library. Wi-Fi services are limited to specific users, with secured and controlled access using user IDs provided by the college's IT department.

The college has a robust computer network infrastructure with wired and wireless connectivity. Devices within the network are top-of-the-line, and the IT infrastructure, including hardware and software, is upgraded every year. Additionally, the college has a networking switch, and software like MS Office and Tally is also available.

File Description	Document
Provide Link for Additional information	[View Document](#)

4.3.2

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

Response: 4.54

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

year:

Response: 24

File Description	Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	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: 1.71

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
0.95	0.07	0.12	0.14	1.19

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 18.17

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
30	29	28	18	30

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

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
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: 80.48

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
110	130	0	181	177

File Description	Document
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: 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](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[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: 35.78

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
13	14	23	12	11

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
33	48	37	40	46

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](#)
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
Institutional data in the prescribed format	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 3.4

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
2	2	2	5	6

File Description	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:

Response:

NIBR College of Hotel Management and Catering Technology takes immense pride in its Alumni Association, which has been an integral part of the college community since its inception. However, it's currently in the process of formal registration, which is expected to conclude shortly. This Association serves as a bridge that connects past and present students, fostering a continuous engagement that enriches both sides.

With over 200 active members, the Association aims to leverage the wealth of expertise and experience

within its alumni network to elevate the overall quality of education and strengthen the college's ties with industry professionals. One of its primary objectives is to facilitate career development for current students through various platforms such as seminars, webinars, and themed lunches featuring esteemed guest speakers from relevant industries.

The Alumni Association supports the college's events and initiatives through fundraising activities and sponsorships. These contributions are particularly evident during Annual Food Festivals, themed lunches, and seminars, where alumni generously offer their backing.

The Alumni Association's impact extends beyond mere networking and support events; it also serves as a platform to recognize and honour outstanding alumni achievements. This recognition is manifested through awards and accolades that celebrate alumni who have excelled in their respective industries and made significant contributions to society.

The college's alumni, many of whom hold influential positions in the hospitality sector, actively collaborate with the training and placement cell to facilitate recruitment and internship opportunities for current students. This collaborative effort benefits the students and strengthens the college's reputation as a hub for nurturing talent and fostering industry connections.

The Alumni Association of NIBR College of Management and Catering Technology is not just a network; it's a vibrant community dedicated to continuous learning, mutual support, and the collective advancement of its members and alma mater alike.

File Description	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:

Response:

The governance and leadership of NIBR College of Hotel Management and Catering Technology are closely aligned with the institution's vision and mission, demonstrated through various institutional practices and initiatives.

Compliance and Affiliation: The college operates within the framework of Statutory Regulatory Agencies such as Savitribai Phule Pune University and the Directorate of Technical Education (DTE), Government of Maharashtra, ensuring compliance with guidelines and regulations.

Governance Structure: The college's governance structure is designed to support its vision and mission. Key stakeholders include the Governing Body, College Development Committee, Internal Quality Assurance Cell, administrative committees, and department heads (HODs). The decision-making process follows a bottom-up approach, allowing for effective governance.

Leadership and Decision-making: The principal, with delegated authority, supervises the proper implementation of the academic program, with support from administrative staff and HODs. Decisions are made in consultation with management to address educational needs promptly.

Strategic Planning: A five-year strategic plan is created, covering College Development, Infrastructure, Human Resource Planning, Student Development, Research, Industry Interaction and placement, and Community Engagement. This plan represents the institution's values and guides strategic decision-making.

Participative Governance: The institutional hierarchy, committees, and cells operate in a participative and decentralized manner. Stakeholder involvement includes the Principal, HODs, teachers, alumni, industry experts, non-teaching staff, and students.

Decentralization and Collaboration: Decentralized and participative governance is evident in the joint efforts of various stakeholders in planning and executing activities related to academic, examination, administrative, co-curricular, and extra-curricular areas.

Transparency and Documentation: The college ensures transparency and accountability by meticulously adhering to rules, regulations, and standard operating procedures (SOPs) specified by the relevant governing bodies.

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File Description	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:

Response:

The NIBR College of Hotel Management and Catering Technology has prepared its Perspective Plan (2018-19 to 2022-23) to reflect a comprehensive approach to institutional growth, quality enhancement, and stakeholder engagement.

The key aspects of the perspective plan are:

1. Strategic Goals and Implementation:

Academic Expansion: Focusing on admitting the students as per the approved intake of the B.Sc. Hospitality Studies program and introducing value-added and certificate programs align with market demand and enhance student employability. Conducting market research to determine the optimal increase in student intake shows a data-driven approach.

Accreditation and Quality Assurance: The goal of obtaining NAAC accreditation to enhance credibility indicates a commitment to maintaining high education standards.

Nationalization: Attracting students from outside the state and establishing global partnerships reflects a strategic move towards diversification and global exposure.

2. Infrastructure Development:

ICT-enabled Classrooms and Technology Integration: The plan to develop smart classrooms and

increase the use of technology in teaching highlights a forward-thinking approach to education. Allocating budgets and resources, hiring experts, and providing faculty training are practical steps ensuring effective implementation.

Library Automation: Investing in library management software (Divine Campus), focusing on resource optimization, and improving student communication skills.

3. Human Resource Development:

Faculty Development Programs (FDPs): Organizing regular FDPs, supporting faculty in higher education, and facilitating industry training ensures that the staff remains updated with the latest trends and teaching methodologies, enhancing the overall educational quality.

4. Student Development and Holistic Growth:

Holistic Development Programs: Organizing cultural, sports, and leadership programs aims to develop students' well-being. This approach is crucial for producing well-rounded graduates.

International Training Opportunities: Negotiating MoUs with international institutions for student exchanges and training shows a commitment to providing global exposure and practical industry experience.

Skill Enhancement: Encouraging enrollment in value-added and online courses aligns with the goal of continuous learning and skill enhancement, making students more competitive in the job market.

5. Research and Development

Encouraging Research and Publications: Promoting research publications, supporting intellectual property applications, and organizing international conferences reflect a robust research culture.

6. Industry Interaction and Placements:

Industry Expert Engagement and Educational Linkages: Regular guest lectures and workshops by industry professionals provide practical insights to students. Establishing MoUs with hotels and hospitality organizations ensures strong industry linkages, which is crucial for placements and internships.

Alumni Association and Placement Goals: Forming a registered alumni association fosters networking and mentoring opportunities, while robust placement strategies, including partnerships with placement agencies, ensure high placement rates.

7. Community Engagement

NSS Unit and Community Programs: Applying to SPPU to sanction the NSS unit and collaborating with local government bodies for community engagement highlights the institution's commitment to social responsibility.

Environmental Awareness: Conducting programs on environmental awareness and implementing

energy conservation plans demonstrate a proactive approach to sustainability.

Administrative Setup, Appointments, and Procedures:

The administrative setup, appointments, and service rules are implicitly well-defined and aligned with the strategic goals:

Internal Quality Assurance Cell (IQAC): The IQAC's involvement in developing the perspective plan ensures systematic monitoring and continuous improvement

File Description	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: B. 3 of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Response:

NIBR College of Hotel Management and Catering Technology has implemented a performance appraisal system for teaching and non-teaching staff. The main objective of this system is to regularly assess staff

performance, identify areas for improvement, and provide opportunities for professional growth.

The University Grants Commission (UGC) oversees and develops the performance appraisal system, reflecting a commitment to national standards and best practices in higher education. The system is used for recruiting and promoting teaching staff, including positions such as principal, associate professor, and assistant professor. A competent selection committee established by the university conducts the selection process based on qualifications and performance criteria.

The college has established a comprehensive evaluation process to assess the performance of its teaching and non-teaching staff. The college sets the criteria for evaluation, and the department heads collect annual confidential reports from non-teaching staff. This process ensures accountability and provides a basis for improvement measures. The principal takes effective measures based on the appraisal reports and provides guidance and support to non-teaching staff to improve their duties and responsibilities.

The college has a welfare mechanism in place for teaching and non-teaching staff. The various welfare schemes are as follows:

Teaching staff

The college offers a comprehensive leave policy that includes Casual, Medical, Earned, On-Duty, Study/Sabbatical, Annual Summer and Winter Vacation, Maternity, and Outdoor Duty leaves to ensure faculty well-being and work-life balance.

The teachers are supported financially to attend seminars, workshops, conferences, and professional development programs, with local conveyance provided as per university norms for college-related outdoor activities. The faculty room at the college has been thoughtfully designed and is equipped with state-of-the-art ICT facilities and individual work desks. The college offers free meals and refreshments during work hours. The college prioritizes cleanliness and hygiene in the workspace, with regular cleaning conducted by a dedicated outsourced housekeeping team to maintain a pleasant and organized environment.

Non-Teaching Staff:

The college offers facilities to non-teaching staff, including a provident fund, casual and medical leaves, outdoor duty leave, a complimentary on-duty meal and refreshments, and local conveyance in accordance with university norms for outdoor activities related to college work.

File Description	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: 3.03

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
0	0	0	1	0

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](#)

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
Institutional data in the prescribed format	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Response:

Resources Mobilization: The college has established guidelines for fundraising and efficient use of resources. Fundraising from various sources is as follows:

Tuition fees: The primary source of revenue is the tuition fees collected from students.

Scholarships: The government provides scholarship grants for students belonging to reserved categories.

Management: The management provides funds for infrastructure development and other requirements.

Allocation and Utilization of resources

Adequate funds are allocated for:

- Salaries for teaching and non-teaching staff.
- Academic purpose that includes Laboratory equipment, consumables, maintenance and spares.
- Research and Development activities.
- Augmentation of Learning resources.
- Development and maintenance of the college's infrastructure.
- Social service activities as part of social responsibilities.
- Day-to-day expenses and other emergency requirements.

Utilization of resources

- Funds received mainly from student tuition fees are spent on recurring and non-recurring college expenses.
- Scholarship grants are received from eligible students as tuition fees are spent on recurring and non-recurring college expenses.
- A budget is prepared to meet day-to-day expenses such as operational, administrative, and maintenance of fixed assets.

Conduction of Internal and External Audit:

The parent organization's Governing Council approves the annual budget, which determines the allocation and use of resources. The college has an accounts section that maintains daily financial records and prepares all financial statements. Both internal and external auditors review all college expenses. The parent organization's office has a specialized audit team that conducts internal and external audits of all

financial activities carried out by the institution every year.

Internal Audit: The parent body has appointed internal auditors to conduct regular audits for every transaction. They physically verify the cash book, bank accounts, ledgers, bills, vouchers, and statements of cash position and cash flow daily. They also conduct sample checks on accounts, balance debts, and postings.

External Audit: According to government regulations, the college accounts undergo an annual audit by a certified chartered accountant. The auditor receives the half-yearly and yearly financial records for external audits. They review bank and cash vouchers, purchase orders against invoices, bank statements, and other required documents. The accounts department addresses any questions or concerns raised during the audit. The external auditor then prepares financial statements and submits audited financial reports to the college's governing body.

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:

Response:

The Internal Quality Assurance Cell (IQAC) has been pivotal in institutionalizing our institution's quality assurance strategies and processes, significantly enhancing overall academic and research standards.

Here are some key contributions and initiatives undertaken by the IQAC:

Academic Aspects: IQAC focuses on continuous improvement in teaching-learning processes through various activities to update knowledge bases and align with evolving educational trends. This includes practical applications, event organization, talent showcasing opportunities for students, and industry simulations.

Teaching-Learning Process Review: IQAC conducts regular reviews of the teaching-learning process, involving stakeholders transparently and effectively. This dynamic review mechanism identifies and addresses gaps or deviations, ensuring continuous improvement and adaptation to the latest educational trends.

Value-added Courses: The college conducts value-added and add-on courses to offer content beyond the syllabus and enhance student skills. Several value-added certificate courses are introduced from 2018-19 to 2022-23 to enhance the students' skills.

Research Promotion: The Internal Quality Assurance Cell (IQAC) actively supports the sixth-semester T. Y. B. Sc. (HS) students in completing their 150-mark Research Project annually, consisting of 100 marks externally and 50 marks internally. Under the guidance of IQAC, students have successfully completed their research projects from 2018-19 to 2022-23.

ICT-Enabled Learning: Utilizing online platforms, the IQAC has implemented ICT-enabled methods for student-centred learning, examinations, and educational content delivery.

Infrastructure Upgrades: Regular infrastructure upgrades, such as ICT facilities, staff rooms, seminar halls, and smart classrooms, ensure optimal support for high-quality education delivery.

Academic-Industry Linkages: IQAC has initiated collaborations and signed MOUs with industries to establish platforms such as the Hospitality Industry Institute Interface. This facilitates holistic student development and enhances training and placement opportunities.

File Description	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
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[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:

Response:

The college promotes co-education and advocates for gender equity and equality. It undertakes numerous initiatives to raise awareness about gender issues among male and female students. The institution prioritizes including women in all campus life, recognizing their essential role in building a harmonious, thriving, and sustainable society.

Gender Sensitization and Awareness: The college hosts various sessions to emphasize the importance of gender equality, women's empowerment, and relevant social, legal, safety, and security issues.

Women in Leadership: Female faculty members and students play crucial roles in administrative and academic committees, ensuring their participation in critical decision-making processes.

Women Anti-Harassment Cell (Vishakha): The campus has a dedicated anti-harassment cell and an Anti-Ragging Committee that works actively to prevent harassment and ragging. The contact details of committee members are prominently displayed and shared with students for emergencies and complaints, fostering a culture of awareness and responsiveness.

Promoting Gender Equity through Events: The college organizes awareness rallies and celebrates occasions such as International Women's Day and Beti Bachao Beti Padhao, contributing to legal and social advocacy for gender sensitization.

Curricular and Extracurricular Activities: Female students actively participate and excel in various curricular, extracurricular, and external activities, including outdoor catering services and extension outreach programs.

Facilities for Women: The college provides comprehensive support for women, including counselling and mentoring services focusing on social, economic, and legal values. Additionally, separate common rooms with necessary facilities and round-the-clock security surveillance prioritize women's safety and comfort.

Commemorative Days and Events: The college celebrates national and international events such as Chhatrapati Shivaji Maharaj Jayanti, Mahatma Gandhi Jayanti, and Dr. Babasaheb Ambedkar Jayanti, fostering a sense of responsibility and civic duty among students.

Ethics and Professionalism: Special events such as National Constitution Day, Marathi Language Day, and Bread Day are celebrated to promote ethical values and professional integrity among students.

Cultural Celebrations: The college celebrates cultural diversity through events like Dipawali, Dasara, and Christmas, honouring our rich heritage and traditions.

International Days and Food Festivals: International days such as Yoga Day, Tourism Day, and food festivals with national or international themes promote cultural exchange and awareness of diverse cuisines and traditions worldwide.

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](#)

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: B. Any 3 of the above

File Description	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](#)

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:

Response:

The College's Efforts and Initiatives for an Inclusive Environment

The college is committed to creating an inclusive environment for students, teachers, and staff. Admissions are governed by the reservation policy set by the Government of Maharashtra, ensuring that students from diverse regions, states, castes, religions, and socioeconomic backgrounds are admitted annually.

Commitment to Inclusion: The college provides a platform for students to develop leadership abilities and teamwork skills. It encourages participation in various competitions by awarding prizes and certificates to winners and participants, further motivating students.

Cultural Activities: Cultural activities are integral to the college experience as they allow students from diverse backgrounds to connect and develop interpersonal and team-building skills. Events such as Freshers' Day and Farewell Day help foster solid relationships between seniors and juniors through emotional bonding and support. The global nature of the hospitality industry is showcased through theme lunches, food festivals, and competitions, where students present authentic and contemporary cuisines to highlight cultural diversity.

Regional and Linguistic Activities: Celebrations such as Marathi Matrubhasha Diwas, Wachan Din, and Rastriya Ekata Diwas promote unity in diversity, bringing together students from various linguistic and regional backgrounds.

Religious Activities: Festivals such as Ganesh Chaturthi, Holi, Navratri, Diwali, and Christmas are celebrated to promote respect and appreciation for diverse spiritual practices and values.

Communal and Socio-Economic Activities: The college involves students in communal and socio-

economic activities. These activities include village blood donation camps, awareness rallies on social issues such as "Do Not Drink and Drive" and "Beti Bachao Beti Padhao," and donations to orphanages and flood victims. Engaging in these activities helps students understand their responsibilities towards the community and develop tolerance and harmony toward diverse cultural, regional, linguistic, and socioeconomic backgrounds. This creates an inclusive environment in the institute and society.

Sensitization to Constitutional Obligations: The Constitution governs India's diverse population, ensuring equality regardless of caste, religion, race, or sex. The college raises awareness of constitutional obligations through various activities.

Voter Registration and Pledge Programs: The event is held yearly to raise awareness about the importance of voting and democratic rights.

National Celebrations: Independence Day and Republic Day celebrations evoke national pride and civic awareness.

Promoting Honesty and Truthfulness: Encouraging students to adhere to the principles of honesty and truth.

Educational Talks: Featuring distinguished speakers discussing the Indian Constitution, emphasising women's rights.

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-I

Title of the Practice: Mentor-Mentee System for Skill Enhancement in Hospitality Studies

Objectives of the Practice: The primary objective of the Mentor-Mentee System is to motivate and enhance the skills of students in the B.Sc. Hospitality Studies program. This system provides personalized guidance, supports academic and personal growth, and fosters professional development. By creating a structured mentorship environment, the college seeks to bridge the gap between theoretical knowledge and practical application, preparing students for successful careers in the hospitality industry.

The Context: The hospitality industry requires technical, interpersonal, and hands-on experience. One primary challenge is ensuring students are prepared for the industry upon graduation. The mentor-mentee system addresses various contextual aspects:

Diverse Student Backgrounds: Students come from varied educational and socioeconomic

backgrounds, leading to different levels of preparedness and expectations.

Industry Demands: The dynamic nature of the hospitality industry demands continuous learning and adaptability.

Individual Attention: Large class sizes can limit the ability of faculty to provide personalized attention and guidance to each student.

The Practice

The Mentor-Mentee System at NIBR College of Hotel Management and Catering Technology is a structured program designed to support the holistic development of hospitality students. Key features of the practice include:

Assignment of Mentors: At the beginning of the program, each student is assigned a faculty mentor. Mentors are selected based on their expertise and experience in the hospitality industry.

Regular Meetings: Mentors and mentees meet regularly, at least once a week, to discuss academic progress, personal development, and career aspirations. These meetings provide a platform for personalized guidance and support.

Skill Development Workshops: The college organizes workshops and seminars on various aspects of hospitality, such as customer service, culinary skills, and management practices. Mentors encourage mentees to participate actively.

Career Counseling: Mentors assist students in identifying career goals and developing action plans to achieve them. This includes resume building, interview preparation, and networking opportunities.

Monitoring and Feedback: Regular assessments and feedback sessions closely monitor each mentee's progress. Mentors provide constructive feedback to help students improve continuously.

Constraints and Limitations:

Time Management: Both mentors and mentees often face challenges balancing regular meetings with their academic and personal commitments.

Resource Availability: Ensuring the availability of industry experts and arranging workshops can sometimes be resource-intensive.

Evidence of Success

Several indicators evidence the success of the Mentor-Mentee System:

Improved Academic Performance: Students under the mentorship program have significantly improved their academic results, with higher pass rates and better grades.

Enhanced Skill Sets: Students' practical and soft skills have significantly improved, as observed in their internships and performance in practical exams.

Higher Placement Rates: Graduates from the program have achieved higher placement rates in reputed hospitality organizations, indicating the effectiveness of the mentorship in preparing them for industry demands.

Problems Encountered and Resources Required

Problems Encountered:

Scheduling Conflicts: Coordinating regular meetings between mentors and mentees can be challenging due to conflicting schedules.

Maintaining Consistency: Ensuring consistent engagement and follow-up from mentors and mentees requires continuous effort.

Resource Limitations: Organizing workshops and additional training sessions demands financial and logistical resources.

Resources Required:

Dedicated Time: Allocating specific time slots for mentorship activities within the academic schedule.

Training for Mentors: Training mentors to equip them with practical mentoring skills.

 Best Practice-II

1. Title of the Practice: Dynamic Placement Cell Initiatives for Enhanced Career Development in Hospitality Studies.

2. Objectives of the Practice: The primary objective of the Placement Cell at NIBR College of Hotel Management and Catering Technology is to facilitate robust career opportunities for students in the hospitality sector. This is achieved by bridging the gap between academic learning and industry requirements. The practice aims to develop industry-ready graduates through strategic partnerships with top hospitality firms, comprehensive career counselling, and targeted skill enhancement programs. Underlying principles include industry collaboration, student-centric support, and feedback-based continuous improvement.

3. The Context: Implementing an effective Placement Cell in the context of Indian higher education, particularly in the hospitality sector, requires addressing several challenges. These include aligning academic curricula with rapidly evolving industry standards, managing the expectations of both students and employers and overcoming geographical and infrastructural limitations. The hospitality industry demands specific soft skills, practical experience, and a deep understanding of customer service, which must be cultivated within the educational framework.

4. The Practice: The Placement Cell at NIBR College is uniquely designed to cater to the dynamic requirements of the hospitality industry. Critical components of this practice include:

Industry Collaboration: Establishing partnerships with leading hotels, resorts, and hospitality firms to provide internships, on-the-job training, and direct recruitment opportunities.

Career Counseling and Development Workshops: Regular workshops and seminars conducted by industry experts to enhance students' understanding of career pathways and required skill sets.

Skill Enhancement Programs: Specialized training sessions focusing on soft skills, customer service excellence, and advanced hospitality management techniques.

Alumni Network: Leveraging the college's alumni network to mentor current students, offer internships, and provide job placement opportunities.

Campus Recruitment Drives: Organizing campus recruitment events where top hospitality recruiters are invited to conduct interviews and hire students directly from the campus.

Feedback Mechanism: Implementing a structured feedback system from recruiters to continuously refine and improve the placement process and student readiness.

5. Evidence of Success: The success of the Placement Cell is evident through several metrics:

Placement Rate: Achieving an 85% placement rate for graduating students within six months of course completion.

Industry Partnerships: Partner with over 50 leading hospitality firms, including five-star hotels and renowned restaurant chains.

Student Feedback: Positive feedback from students on the relevance and impact of training sessions and workshops.

Recruiter Satisfaction: Recruiters report high satisfaction levels with the quality and preparedness of college candidates.

6. Problems Encountered and Resources Required: Challenges in implementing the Placement Cell initiatives include:

Engagement of Industry Experts: Difficulty in scheduling sessions with busy industry professionals.

Balancing Academic and Placement Activities: Ensuring that placement activities do not disrupt the academic schedule.

Resource Allocation: Adequate funding for workshops, training sessions, and infrastructure to support placement activities.

File Description	Document
Best practices as hosted on the Institutional website	[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:

Response:

Robust Internship Program

NIBR College of Management and Catering Technology offers a comprehensive B.Sc. (Hospitality Studies) program affiliated with Savitribai Phule Pune University, Pune. This program stands out due to its strong emphasis on practical training, mainly through its robust internship program. This core curriculum component initiative significantly enhances students' readiness for the hospitality industry. This document elaborates on the distinctiveness and impact of the internship program, specifically focusing on the second-year, fourth-semester course, "Internship" (Course Code: HS 401).

Course Overview: HS 401 – Internship

The internship, designated as HS 401, is a pivotal part of the curriculum, carrying 12 credits and spanning 16 weeks. It is meticulously designed SPPU to provide students with hands-on experience across various departments in a hotel, ensuring a holistic understanding of hotel operations.

Industrial Training Outcomes

- The primary objectives of the industrial training are:
- Departmental Exploration: Students are exposed to different hotel departments, gaining insights into each area's unique functions.
- Familiarization with Equipment: Students become adept with the equipment used in operational areas, which is crucial for their future roles.
- Understanding Hierarchy: The internship allows students to comprehend the hierarchy and workflow within each department.

- Macro-Level Operations: Students acquire a broad perspective on hotel operations, understanding how different departments interconnect and contribute to the overall guest experience.
- Insight into Industry Trends: Exposure to current trends in the hospitality industry ensures that students remain updated with the latest practices and innovations.

Internship Structure and Schedule

The 16-week internship is structured to provide comprehensive training across various hotel departments:

- Food Production: 4 weeks
- Food & Beverage Service: 4 weeks
- Front Office: 3 weeks
- Housekeeping: 3 weeks
- Ancillary Department: 1 week (in departments like Accounts, HR, Stores, etc.)

Internship Requirements and Assessment

Students must undertake internships in hotels rated three stars or higher. They must maintain a detailed logbook documenting their daily activities and observations. Additionally, monthly feedback/appraisal from the HR/Training Head of the respective hotel is mandatory. At the end of the internship, students submit a comprehensive training report, logbook, and performance appraisals.

Examination and Evaluation

- The practical examination consists of both internal and external assessments:
- Internal Assessment: Conducted by the college on behalf of SPPU, it carries 120 marks.
- External Assessment: Conducted by SPPU through external examiners, it carries 180 marks.
- Students submit the following documents before the exams:
- Certificate of Training: Both hard and soft copies.
- Logbook with Appraisals: Hard copy.
- Training Report: Both hard and soft copies.
- Presentation: A maximum of 5 slides in soft copy, emphasizing the learning outcomes.

Distinctive Aspects of the Internship Program

1. Comprehensive Departmental Exposure

The structured rotation through various departments ensures that students gain diverse experiences. This exposure is crucial in helping them understand the interdependence of departments and the overall workflow within a hotel. Such comprehensive training prepares students to handle multiple roles and enhances their versatility.

2. Practical Skill Development

By working directly in food production, food, and beverage service, the front office, housekeeping, and ancillary departments, students develop practical skills essential for their careers. This hands-on approach ensures that students are not just theoretically proficient but also practically competent.

3. Real-World Industry Insights

The internship provides students with real-world insights into the hospitality industry. By working in reputable hotels, they observe and learn about the latest trends, technologies, and customer service practices. This exposure is invaluable for staying current and competitive in the industry.

4. Professional Networking

Students can build professional relationships with industry experts and peers during their internships. These connections can be instrumental in securing job placements and advancing their careers. Networking also provides students with mentors who can offer guidance and support as they transition from academia to the professional world.

5. Performance Appraisal and Feedback

The monthly feedback and performance appraisals from the HR/Training Heads provide students with constructive criticism and praise, helping them identify their strengths and areas for improvement. This continuous evaluation ensures that students know their progress and can make necessary adjustments to enhance their performance.

6. Comprehensive Reporting and Presentation Skills

The requirement to maintain a logbook and submit a detailed training report fosters meticulous documentation skills. Additionally, the final presentation hones their ability to succinctly communicate their experiences and learning outcomes, a crucial skill in any professional setting.

Conclusion

NIBR College of Management and Catering Technology's internship program is a cornerstone of its B.Sc. (Hospitality Studies) curriculum. The program's meticulous design and implementation ensure students receive a well-rounded education combining theoretical knowledge and practical experience. By focusing on departmental exploration, skill development, industry insights, professional networking, and continuous feedback, the internship program effectively prepares students for successful careers in the hospitality industry. This distinctive focus on robust internships enhances students' employability and underscores NIBR's commitment to producing industry-ready professionals.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

NIBR College of Hotel Management & Catering Technology in Nigadi, Pune, located in the Pimpari-Chinchwad corporation area, is undergoing the NAAC assessment and accreditation process. Here are some additional details about the college:

Affiliation and Programs: The college offers one program, a B.Sc. in Hotel Management and Catering Technology, and is affiliated with SPPU (Savitribai Phule Pune University).

Student Demographics: The student body comprises students from diverse backgrounds, including SC, ST, OBC, EWS, and open categories. There is also a significant representation of female students, contributing to a diverse and inclusive learning environment.

Infrastructure: The college boasts adequate infrastructure to support academic and extracurricular activities. This includes an ICT-enabled classroom, a computer lab, a library, a seminar hall, and an extensive playground, creating a conducive environment for learning, research, and holistic development.

Environmental Sustainability: The college is committed to environmental sustainability and has adopted various eco-friendly practices such as rainwater harvesting, water harvesting, waste management, e-waste management, and green practices. These initiatives demonstrate the college's dedication to minimizing its ecological impact and promoting sustainable living.

Gender Equity and Inclusivity: The college actively promotes gender equity through various programs and initiatives, fostering an inclusive and empowering learning environment for all students. Additionally, the college ensures accessibility for differently-abled students, emphasizing the importance of inclusivity in its facilities and services.

Concluding Remarks :

We have completed the Self-Study Report for the NAAC assessment and accreditation of NIBR College of Hotel Management & Catering Technology, which is a significant milestone in our journey towards educational excellence. Over the past five years, our entire faculty and staff have worked tirelessly and dedicatedly to compile accurate and transparent information, reflecting our commitment to accountability and transparency.

The task of evaluating our performance through the Self-Study Report was challenging, but it was also rewarding. The report demonstrated our professionalism and commitment to maintaining high standards in education. The collaborative efforts and teamwork shown by our teachers and staff during this process highlighted the importance of collective responsibility in driving the college towards continuous improvement and evolution.

The NAAC assessment is more than just an exam; it represents our dedication and ambition to maintain the highest standards of education. Our hardworking teachers and staff exemplify the core values and principles of NIBR College of Hotel Management & Catering Technology through their dedication, mutual support, and hard work, which significantly contribute to the college's growth and success.

As we submit our Self-Study Report to the NAAC, we are confident that our commitment to excellence, environmental sustainability, inclusivity, and holistic development will be recognized and accredited. This will further strengthen our position as a leader in the field of education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :12 Remark : DVV has made the changes basis the supporting shared by the HEI
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* 1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>109</td><td>128</td><td>156</td><td>178</td><td>172</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>56</td><td>64</td><td>78</td><td>81</td><td>78</td></tr></table> Remark : DVV has made the changes basis the supporting shared by the HEI
1.4.1	*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website* 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 the changes basis the supporting shared by the 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
23	23	4	23	23

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	18	4	16	16

Remark : DVV has updated basis the data 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 :6 Remark : DVV has made the changes basis the supporting shared by HEI
6.2.2	*Institution implements e-governance in its operations* 1. **Administration** 2. **Finance and Accounts** 3. **Student Admission and Support** 4. **Examination** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has made the changes basis the supporting shared by the 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 the necessary changes basis the supporting shared by the HEI
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**

Answer before DVV Verification : A. All of the above

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

Remark : DVV has made the necessary changes basis the supporting shared by the HEI

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations