



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ANJUMAN I ISLAM INSTITUTE OF HOSPITALITY MANAGEMENT

**ANJUMAN I ISLAM INSTITUTE OF HOSPITALITY MANAGEMENT 92 DR D N
ROAD OPP CSMT MUMBAI MAHARASHTRA**

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

November 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Established in the year 1993, the institute started with humble beginnings of a 3-year Diploma programme in Hotel Management and Catering Technology affiliated to MSBTE approved by AICTE, adding the Bachelor of Hotel & Tourism Management Studies (BHTMS) programme in 2003 with 60 seats, affiliated to the University of Mumbai (UoM) approved by UGC. The year 2007 saw the programme evolve into the University of Mumbai BSc. (HS) programme, progressing to 120 seats in 2010-11. In 2017-18, the institute introduced the MSc. in Hotel and Hospitality Administration affiliated to the University of Mumbai (UoM). Amongst over 63 institutes with Undergraduate programs, we are proud to be the only institute successfully offering the Masters program.

This phenomenal growth is bound to create plenty of job opportunities which require a highly skilled, educated and adequately trained man power at all levels. With state-of-the-art infrastructure and competent faculty, the college has always excelled in the field of hospitality education.

South Mumbai, also known as SoBo (South Bombay), is a prominent and historical area in Mumbai, home to many landmarks and cultural institutions. As a major business district in the city, home to the Bombay Stock Exchange (BSE), Reserve Bank of India, and several multinational corporations, including prominent hotels such as The Taj, The Oberoi & Trident Nariman Point, and several upscale restaurants, South Mumbai is a preferred location for businesses and professionals.

Home to some of the city's most prestigious educational institutions, including the University of Mumbai, various colleges, and schools, this part of the city draws a diverse student population from different parts of Mumbai and beyond.

As a major commercial and financial hub, South Mumbai has a significant English-speaking population. English is widely used in business, education, and official communication. It is the medium of instruction in many prestigious schools and colleges in the area. Hindi is also spoken by a diverse population and is often used for day-to-day communication, and it coexists with other languages in the city.

Vision

To be an exemplary institute that facilitates transformative growth in students aspiring to be part of the global hospitality industry.

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Objectives:

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In the hierarchical platform of our intents, at Anjuman-I-Islam's IHM, we firmly believe in and follow the vision given by our founders almost 150 years ago: "The desire to see our youth advance in education and social

standing.'

We continuously adapt to and embrace the latest virtual technology to ensure our students receive the best blend of theoretical and practical knowledge.

With full vigour and force, we impart innovative and quality education to produce dynamic and courteous hospitality personnel and entrepreneurs for the industry.

We collaborate closely with the industry to provide our students with maximum real-life exposure through internships, industrial visits, and study tours.

Mission

“To provide students with a holistic education in the field of Hospitality and allied fields, comprising of theoretical understanding and practical implications that bridge the gap between academia and the professional world globally.”

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Excellent admission record and being the most preferred institution by the prospective students.
- Centrally Located.
- State-of-the-art Infrastructure: Top notch facilities, including hotel simulation labs, kitchens, and accommodation setups for practical training, that allow the students to gain hands-on knowledge and polish their professional skills. Of the 4 kitchens that includes a Bakery and Patisserie, our Quantity Training Kitchen is a significant space where students can master the art of preparing various regional and national dishes. With a daily capacity to serve around 350 students, the QTK is equipped with robust machinery that supports large-scale cooking projects.
- Well qualified and internationally experienced faculty: Dynamic, highly skilled, experienced, and committed teaching staff with an excellent knowledge of hospitality industry and its changing trends.
- Active engagement in design, development, and implementation of the curriculum within the Affiliating University's Board of Studies.
- Education/ Positive Learning Environment: Established track record of delivering top-notch education and training programs in the field of hospitality management. A systematic and well-organized approach to monitoring and managing the academic progress of students.
- Research oriented environment: Supportive environment that encourages scholarly innovation and research within students and faculty.
- Positive work environment with systems oriented approach and emphasis on employee empowerment.
- Well represented on committees of various Universities (Home & others) and Professional bodies.
- Sound financial backing and Strong Industry Network
- Good track record of students opting for entrepreneurship after graduation.
- Amongst over 63 Hotel Management institutes, we are the only institute offering MSc programme in Hotel and Hospitality Administration affiliated to the UoM.
- Prioritizing student-centred operations, including mentorship & counselling by teachers.

- Prompt coordination with the parents as they are the role models in the lives of students helping us motivate and direct the students on a glorious career path.
- Development of a well-rounded skill set that encompasses not only academic knowledge but also practical competencies, as this will prepare them for successful and fulfilling careers in the hospitality field
- Global presence of alumni Network: Collaboration of an alumni network to help current students with job placement, as Alumni can serve as valuable connections in the professional world.

Institutional Weakness

- Teacher's approval process is stalled at the University level.
- Lack of recognition of the Masters program in Hospitality by the industry.
- Post pandemic a change in students' attitude towards placements, an increased indecisiveness.
- Limited to none participation from industry experts in enriching the academic curriculum.
- Limited publications in CARE listed journals due to constant changes in the journal listing.

Institutional Opportunity

- To be the first hospitality research center under UOM.
- Seeking funding from UGC various schemes.
- Registering under "Par marsh" scheme.
- Getting autonomy for the Institute
- Greater control over the curriculum to bridge the gap between academy and industry
- Curriculum Enhancement: Regularly update and align the curriculum with the evolving needs of the hospitality industry, including new technologies, sustainable practices, and changing guest expectations.
- International Industry Collaborations: Foster stronger ties with international hotels, restaurants, and other hospitality businesses for internships, job placements, and collaborative projects
- Research and Innovation: Encourage research and innovation within the field, which can lead to the development of best practices and industry solutions.

Sustainability Practice: Include sustainability and environmental awareness in the curriculum, as this is a growing concern in the industry

Institutional Challenge

- Lack of control on the admission process thereby resulting into mismatched student profile.
- Substandard hospitality institutions are spoiling the reputation of hospitality education.
- Post pandemic placement at the time of layovers and furloughs of hotel employees.
- Participation from industry experts in the academic activities.
- Industry Adaptation: Staying up to date with the rapidly evolving hospitality industry, which includes changing guest preferences, emerging technologies, and evolving health and safety regulations.'
- Financial Sustainability: Managing the costs associated with maintaining state-of-the-art facilities, equipment, and practical training programs while keeping tuition affordable for students.

- Curriculum Relevance: Adapting the curriculum to meet the industry's needs, which may involve restructuring programs and offering courses on emerging trends.
- Soft Skills Development: Place a greater emphasis on developing students' soft skills, such as communication, leadership, and problem-solving, as they are crucial in the hospitality industry.
- Overcoming language barrier of students with a vernacular education background.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute implements 25 major aspects for effective curriculum delivery. These are such as Academic calendar, Daily/Weekly/ Monthly Schedules ,Qualified experience faculties , Teaching Plans , Syllabus Accomplishment reports, Online lectures, Important Notes, CT Classrooms, Students attendance Track, Defaulters Track via College App, PTA Meetings, Notice for students, CIA, Library , State of Art Laboratory, Feedback system, Class tests, Semester End Examinations, Various Committees, Research based on academics, Projects /Seminars/Competitions based on curriculum, chalk & Talk method and Inter Institutional Collaborations.

This Institute has carried out about 27 Add-on (value added) certificate courses of minimum 30 hours duration. HEI deals with all courses of SWAYAM – MOOC platform. About 61.03 % students attended these add-on value added SWAYAM certificate courses which carried out by HEI, itself Attendance sheet of each course, evaluation method and details of course, course syllabus has been presented.

Anjuman-I-Islam's IHM organized 24 lecture series each on Professional ethics, Gender Equality, Human values and Environmental Sustainability as important cross cutting issues to address the students in transacting the Curriculum.

In the college 59.94 % average number of students appeared for project work/ internship in 2022-23. The students submitted their Internship completion letter after completion of internship from the hotel industries.

The HEI has collected, processed, analyzed and the action taken report for the same has been presented on the website of the stake holder. The feedback is collected from students, parents, alumni, teachers as well as employer. The feedback means, critical judgment of stake holder which appraise for betterment & suggestion, for expectation. ANJUMAN-I-ISLAM'S IHM sent google form to obtain the above feedback.

Teaching-learning and Evaluation

HEI has transparent process for student's admission. This process is well administered, complying with all norms of government. Enrolment percentage in HEI is 91.39% of the total sanctioned intake capacity.

Anjuman-I-Islam's IHM follows student's centric methods for teaching and learning .HEI follows three student centric methods specified below:

1. Experiential Learning

2. Participative Learning

3. Problem solving methodologies.

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

Anjuman-I-Islam's IHM has 94.76% of seats filled against seats reserved for various categories (SC, ST, OBC, and Divyangjan etc.) as per applicable reservation policy during last five years.

HEI has 100% of full time teachers against sanctioned posts during the last five years. HEI has all full time teachers with required post-graduation qualification. HEI Have 19.48 % teachers with NET –SET or PhD.

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

Research, Innovations and Extension

Creating an ecosystem for information is crucial for understanding new processes, adopting new technologies, and implementing creative ideas to enhance outcomes for both the business and its customers.

Anjuman-I-Islam's IHM held research conference at National level to study various aspects of Hospitality management to generate knowledge – which covered topics of purchasing, budgeting, costing, planning, serving and marketing etc.

Anjuman-I-Islam's IHM published about 101 research papers, 6 researcher papers in UGC CARE list journal. IHM organizes 25 workshops as 07-IPR – International Property Rights, 11- Research methodology and 07-Entrepreneurship respectively.

Anjuman-I-Islam's IHM publishes conference proceeding in peer review journal which having 101 research papers. In this research work, students also included along with teacher as mentors, guides and philosophers.

Variety of extension activities to enrich student's educational experience and contribute their holistic development. HEI took 50 potential in-house extension activities focusing on social issues, holistic development, and professionalism.

Anjuman-I-Islam's IHM honoured by 6 special recognition and appreciation awards and certificate. AII IHM received Special social award, Best Community Services Award – OceanOwe Foundation. AII IHM has always felt close to society for social awareness activities. These awards means recognition by society for society work to AII IHM team.

Anjuman-I-Islam's IHM carried social outreach activities like blood donation, Beach Cleaning, Road safety

and Social inclusion activity for disabled children's, food distribution, Health checkup camp, etc.

Anjuman-I-Islam's IHM is associated with 22 different establishment for academic, administrative and social work by official 22 MOU's out of which 11 MOU's with Institutions, 10 MOU's with industries and 1 MOU with NGO. HEI is successful to make 20 MOUs functional by organizing collective activities in their collaboration.

Infrastructure and Learning Resources

Infrastructure and Learning Resources

Infrastructure present in Anjuman-I-Islam's IHM is categorized as –

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

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

The HEI carried out about 28.86% total expenditure for infrastructure augmentation excluding salary

HEI has automated Integrated Library Management System as E-Granthalya. NDL is E-resource for Library. It also provide open source link to E-contents, E-library is dedicated part of physical library with 6 PC's and internet. E-resources are free at cost, open access for E-databases, Journals, magazines, books, audio, images, encyclopaedia and newspapers.

Library has 4657 hard copies of books, 75 users (seating capacity). HEI is advance in ICT facilities for all stakeholders. HEI has network equipment, servers, power back-ups system security, vigilance facilities, ICT classrooms, Wi-Fi facilities, Internet services, software's.

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

Student Support and Progression

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

About 16.84 % of students benefited by scholarships and free-ships provided by the Government and Non-

Government agencies and Philanthropists during last five years.

The Institution carried out total 19 capacity building and skill enhancement initiatives. HEI taken initiative for Life skill activities and ICT skills enhancement in students.

47% students benefited by guidance for career counselling offered by the Institution.

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

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

91.87% percentage of placement of outgoing students who graduated in this HEI and progressed to higher education in this Institute. 09 number of outgoing students are went to higher progression education during last five years.

23 number of awards honoured to students for outstanding performances in sports & cultural activities. 52 events of sports and cultural programs in which students participated.

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

Governance, Leadership and Management

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

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

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

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

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

About 40.25 % of teachers are provided with financial support for self-academic progress.

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

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

IQAC undertakes regular meetings for ensuring collaborative quality activities.

Institutional Values and Best Practices

Institutional Values and Best Practices

The HEI embraces values and social responsibilities. It has initiated LED bulb initiatives for alternate energy sources, along with effective waste management via segregation.

The institution celebrates National commemoration days and also days of international importance. These events contribute to the holistic development of students.

The institution has conducted green audits, evaluating various aspects like facilities, CO2 emissions, and carbon footprint.

The HEI prioritizes gender equity in various aspects, such as coeducation, classroom environment, employee and student ratios, curriculum, toppers, extension activities, sports, cultural events, and research participation.

Anjuman-I-Islam's IHM implements energy audit measures to track and monitor the campus's annual energy consumption. The aim for the same is to ensure efficiency in usage, planning for corrective measures and sustainability.

The HEI values cultural, regional, linguistic, economic, and socio-economic diversity, fulfilling its constitutional obligations through initiatives like celebrating various days and festivals.

The campus is adorned with dense trees, potted plants, green vertical gardens, and other plantations as part of its green campus initiative. Facilities like disabled-friendly washrooms, ramps, railings, and lifts are in place, with a separate administration center for specially-abled students.

The HEI follows two best practices throughout the year. First is about regular Balanced Diet for staff and students and later being Annual Awards given to the meritorious students.

Distinctiveness of the Institution is reflected via;

- Dedicated Training & Placement Cell for consistent 100 % placements.
- Post Graduation with its M.Sc. in Hospitality & Hotel Administration affiliated to university of Mumbai.
- Distinctly placed Alumni.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ANJUMAN I ISLAM INSTITUTE OF HOSPITALITY MANAGEMENT
Address	Anjuman I Islams Institute of Hospitality Management 92 Dr D N Road Opp CSMT Mumbai Maharashtra
City	MUMBAI
State	Maharashtra
Pin	400001
Website	www.anjumanihm.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Rukshana Billimoria	022-22652272	9870370474	022-22634685	rukshana.principal@anjumanihmct.org
IQAC / CIQA coordinator	Manojkumar Barbhai	022-22702997	9198703704	022-22634685	iqac@anjumanihm.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Certificate.pdf
If Yes, Specify minority status	
Religious	Muslim
Linguistic	
Any Other	

Establishment Details				
State	University name	Document		
Maharashtra	University of Mumbai	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Anjuman I Islams Institute of Hospitality Management 92 Dr D N Road Opp CSMT Mumbai Maharashtra	Urban	5950.62	1731.7

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Science, Hospitality Studies	36	HSC	English	120	120
PG	MSc,Science, Hotel and Hospitality Administration	36	BSC HS	English	20	9

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				15			
Recruited	0	0	0	0	0	0	0	0	6	9	0	15
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				22
Recruited	17	5	0	22
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	1	0	3
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	2	6	0	8
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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	92	10	0	0	102
	Female	16	2	0	0	18
	Others	0	0	0	0	0
PG	Male	5	1	0	0	6
	Female	3	0	0	0	3
	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	6	3	7	7
	Female	1	1	3	0
	Others	0	0	0	0
ST	Male	3	2	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	9	7	11	11
	Female	2	3	5	3
	Others	0	0	0	0
General	Male	94	82	98	89
	Female	19	12	15	28
	Others	0	0	0	0
Others	Male	5	3	2	6
	Female	0	2	1	0
	Others	0	0	0	0
Total		139	115	142	144

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	HEI organized nine days orientation program for faculties of AII Institute of Hospitality Management and AII College of Hospitality Management Studies & research from 19 June 2021 to 27 June 2021. If was online made with everyday schedule from 5:30pm to 7:00pm The resource speaker Mr. Manoj Barbhai provided the vision / plan of both HEI's to transform HEI into a multidisciplinary institution .The Anjuman I Islam has five institutions in same campus as Arts, Commerce , Science, Management and Hospitality Studies. .The Institutional approach towards the integration of humanities, science, technology, could be combined as multidisciplinary / interdisciplinary.
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2. Academic bank of credits (ABC):	HEI organise nine days orientation program for faculties of two colleges and Dr. Stephan Almeida of AII IHM college arrange one session on topic ABC in NEP. He explain HEI roll, initiatives and encourage for ABC. Each student has ask to open account in ABC and deposit his marks, Academic Details in ABC. HEI is affiliated college of university of Mumbai. Admin department of HEI took initiative and resisted every s individual for ABC
3. Skill development:	IN NEP- 2020 skill development efforts are very important .HEI held nine days workshop on NEP-2020 sensitze teachers HEI takes effort for teachers to get skill development though projects, internship and add on courses.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	HEI held workshop on NEP-2020 for teacher. The one session was on Initiatives of Institution for teaching in Indian language. HEI will use Hindi and Marathi version a reference books for teachers learning. If will discuss with student parents to use at Indian language in curriculum.
5. Focus on Outcome based education (OBE):	HEI organized NEP 2020 workshop. In this workshop Asst Prof. Manojkumar Barbhai of AII IHM College, deliver lecture on 23rd August 2022 it was related to initiatives of institution to focus on outcome based on education. HEI works on course outcome as well as PO - Programme outcome. The evaluation of CO - PO are workout by disciplined internal as well as external continues Evaluation Process.
6. Distance education/online education:	In workshop on NEP 2020 organised by HEI, the 6th session was initiative of Institution on Distance Education. Pandemic 2020-21-22 taught us the online education. COVID 19 situation trained us the need of Distance Education/Online Education. The HEI has ICT enabled classroom, Well maintained ICT facilities and Human Resources is the capital with AII IHM to take initiative on Online Education/ Distance Education. This NEP 2020 was also carried out online. Many more academics, extension activities are carried out on Distance Education Mode.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy Club – It is decided by HEI to set up the ELC for Electoral Literacy
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?	HEI carried out function for Voter awareness by HEI in Association with AII CHTMSR College, Mumbai and IQAC on Celebration at National Voters' Day.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Anjuman IHM carried out Recitation of Pledge on 27 June 2022. Voters; rights, duties and Voting right execution was briefed by the Principal Sir to the faculties and students.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	National Voters' Day (25th Jan) in 2021-2022 was observed for Voter's awareness. On this day faculties and students had attended the function. Recitation of Pledge for Voters about Voting Programmes was online. The link was shared with students and attendance was mandatory.
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.	Over 90% students over 18 years in HEI are registered Voter in Electoral List of Democratic India.

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
421	431	429	409	380
File Description		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: 17

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
16	15	15	15	15

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
207.85	96.24	82.91	147.43	128.19

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:

Effective Curriculum delivery is a strategy of Anjuman Institute of Hospitality Management. It is important strategy at Anjuman IHM. It is important strategy by which a curriculum enables students to achieve their learning goals. This college the disciplined curriculum delivery with disciplined planning and proper documented process.

This college experts apply 25 elements for the same. It can be discussed as

1. **Academic Calendar:** In curriculum delivery the Academic Calendar provides reminder of important events, activities for teachers, students and parents along with alumni. It provides a complete scheduled of curriculum delivery and its evaluation.
2. **Time Table:** HEI ensures time management for curriculum delivery daily, weekly and monthly scheduled.
3. **Experienced Faculty Pool:** The faculty encourages and inspires the students to put their best and excel in the field of Hospitality Studies.
4. **Teaching Plan:** HEI teaching plan stands for quality of performance and economy of efforts for curriculum delivery.
5. **Syllabus accomplishment report:** institution used it as a reference tool in determining the ensure syllabus.
6. **Online/ Offline Lectures:** It is to meet the needs of students to better understand the course knowledge. It is online as well as offline. It shares experiences that provide context and insight.
7. **Important Notes** – Important, Summarily and synoptically extract of knowledge is prescribed to students is a best way to present curriculum.
8. **ICT classrooms:** Integration of ICT in curriculum delivery improves engagement and knowledge retention of learners.
9. **Students attendance track:** It is one of the students well-being indicator in learning process.
10. **Defaulters track via college app:** Irregularity in attendance in academic unable to make problem in curriculum delivery.
11. **PTA meetings :** HEI frequently organizes parents- teachers meetings to improve irregular-defaulter students
12. **Notices to students:** through Bulk SMS, WhatsApp group communication are used to deliver notices, notes etc.
13. **Continuous Internal Assessment:** HEI undergoes CIA which can provide early indications of

the performance of students. It improves learning skills and increase students engagement in curriculum.

14. **Library as knowledge and information center.**

15. **State of the art Laboratories for experimental learning**

16. **Feedback system** help to review and continuous appraisal in curriculum delivery

17. **Class test** at regular intervals to improve learning skills.

18. **Evaluation by semester end examination** to increase student involvement in curriculum teaching learning process.

19. **Committees of Teachers – Students** for the fulfillment of academic commitments.

20. **Research based on academic focus** on different dimensions of curriculum

21. **Projects** based on curriculum

22. **Seminars** based on curriculum

23. **Competition** based on curriculum

24. **Chalk & Talk Method** in curriculum delivery

25. **Inter Institutional collaborations** including teacher exchange – student exchange helps in better curriculum delivery

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

1.2 Academic Flexibility

1.2.1

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

Response: 27

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

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 50.53

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
389	342	315	0	0

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The aim of having cross-cutting issues is that students gain a different perspective on the industry, and humanity and merge both factors together to become excellent hoteliers and flourish their career in the Hospitality Industry.

To implement we conducted 3 sessions of 3 hours each with First-year, second-year, and third-year based upon Cross-cutting under title 1. Professional Ethics: Professional Ethics in Tourism and Hotel Industry 2. Human Values in Hospitality 3. Environment and Sustainability: Green Practices in Rooms Division Management, 4. Gender: Gender Differences in Hospitality Industry: A Job Quality Index

1. **Professional Ethics: Professional Ethics in the Tourism and Hotel Industry: as a dimension of Total Quality Management (TQM):** This learning session was conducted by Ms. Aditi Desai. This session was based on the article written by Ivanka Avelini Hoijevac and published in Taylor and Francis: Journal of Total Quality Management and Business Excellence (Vol.19; Issue 10). The aim of this paper was to emphasize ethics as a dimension of Total Quality Management as well as quality of life and work. Students learned that ethical components of the tourism and hotel industry are important as an industry has global growth.
2. **Human Values in Hospitality:** This workshop was conducted by Mrs. Anjali Chatterteon based on the article written by Antonio Ariza-Montes, Juan M. Arjona-Fuentes, Heesup Han, and Rob Law and published in Elsevier: The International Journal of Hospitality Management (Vol.62). This article revealed that there is a connection between personal value and the magnitude of authority. The article hypothesized relationships between personal values and the professional status of hospitality employees. Students understood that Human Values are underlying conceptions regarding what is good and desirable and these values guide the behavior of employees.
3. **Environment and Sustainability: Green Practices in Rooms Division Management:** The above topic series was conducted by Mr. Stephan Almeida. The article aims at green hotel practices and their role in achieving sustainable development. The article was written by Ahmed Hassan Abdou, Thiyeb Hasa, and Mohammed Mustafa Ei Dief, and was published in the Journal MDPI: Sustainability (Vol 2; issue 22). Green hotel practices achieving the environment-related sustainable development goals (SDG). The study in this article revealed that the implementation of green hotel practices contributed positively to achieving SDG. Students were very interactive and participative and they learned various green practices that can be implemented and how effective it is to achieve the sustainability in hospitality industry.
4. **Gender: Gender Diversity in the Hospitality Industry: An Empirical Study**

Mrs. Vinitha Raghuraman conducted this lecture series. This series was based on the article written by Musa Pinar, Michael K. McCuddy, Ibrahim Birkan, and Metin Kozak published in Elsevier: International Journal of Hospitality Management (Vol30; Issue1). It explains the potential relationship between gender and several demographic factors and examines the employees' perceptions of recruitment and potential earning decisions. The finding of this article is that there is a significant gender effect and earning potential. Students understood the importance of gender diversity and its impact on recruitment and potential earnings by employees.

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

1.3.2

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

Response: 55.11

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

Response: 232

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
Provide Links for any other relevant document to support the claim (if any)	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: 50

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
80	80	80	80	80

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
165	165	165	165	140

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 37.69

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
30	30	30	30	30

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
82	82	82	82	70

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 26.31

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:

At Anjuman-I-Islam's Institute of Hospitality Management, we prioritize the teaching-learning process, distinguishing its central role in education, especially in Higher Education Institutes like Hospitality Studies. We are devoted to the continuous evolution of our Teaching Methodology. Some have basic knowledge, while others are from vernacular mediums. Many students enter Hotel Management without prior industry understanding. They join with varied goals, like working in Hotel industry or pursue further education in foreign countries. Considering these factors, we focus on student-centred Learning.

1. Experimental Learning

We have designed all our Laboratories in such a way that it simulates and gives the feel of actual facilities.

Food Production department requires a different kind of layout each semester and thus we have Basic Training Kitchen for First Years, Quantity Training Kitchen for Second Years, Advanced Training Kitchen for Third Years, a Garde Manger, and a Bakery & Confectionery.

For Food & Beverage Services we have Training Restaurant "Savour" that is well equipped & designed in such a way that it can serve as Specialty Restaurant for various Cuisines, it also has a Mock Bar and Gueridon Trolley for Bar Practical and traditional Gueridon service respectively.

Front Office Lab designed to emulate the lobby of 5-star Hotel with a Reception Counter and Duty Manager's Desk where they are taught to take reservations, settle bills, and handle situations.

Housekeeping Lab with all the Laundry equipment, basic implements, and materials used for maintaining a cleanliness level at par with Luxury Hotels and a Mock Guestroom for teaching our students various services that are provided by the Housekeeping department.

Information Technology Lab with 30 Computers (updated with the latest versions of software used in Hotels) so that every student gets hands-on practice with Information Communication technology tools.

2.Participative Learning

Our pedagogy is highly flexible, adapting to our students' needs. All our Teachers are pros with Information Communication Technology tools. All our classrooms are well-equipped with the Audio-visual aid required for ICT. We continuously gather feedback, adjust our methods, and offer practical study materials. This creates an enriching learning environment that benefits both students and teachers. We focus on an outcome based approach where we inculcate in our students the traits & attributes that are required by the Hospitality industry.

As an institute, we are also well aware of our Social responsibilities and we constantly endeavour towards instilling these traits in our students as well through various activities such as Blood Donation Camp, supporting Orphanages, and collecting Funds for the needy & deserving.

3.Problem-Solving Methodologies

We train our students in the form of Waitings on the College premise as well as off-premise in 5-star Hotels and Premium Caterers and conduct seminars & workshops, thereby simulating real life experiences. These tasks help students gain practical work experience, and knowledge and also develop critical thinking skills, problem-solving and situation-handling abilities, and the capacity to apply their learning in real-world contexts. We attain this by identifying the objectives of learning every lesson and not just the subject or course.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 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
16	15	15	15	15

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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: 19.74**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
3	3	3	3	3

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

2.5 Evaluation Process and Reforms**2.5.1**

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

Response:

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

Examination Committee:

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

For internal and semester end examinations:

- Time table and seating arrangement for examination are displayed on the notice board adequately

in advance. For internal examination, the syllabus is declared by the subject teacher and semester end examination is conducted on the entire syllabus.

- The question papers are verified to eliminate errors and stored in a sealed envelope.
- Supervision duty charts are drafted and informed to teachers.
- Separate seating arrangement for students with learning disability and the writer, reader and extra time to such students as per university guidelines.
- Requisite number of copies are printed just 2 hours before the actual examination.
- Attendance of students is maintained properly during examination.
- Any unfair activity of the student is reported to the Unfair Means Committee for appropriate investigation and action.
- The Examination Committee determines the deadline for assessment of answer books. And teachers update marks in result processing software

Additional responsibilities for semester end examinations:

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

Frequency of the examinations:

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

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

- All practical examinations, internal evaluation of projects and internal examination of UOM is conducted as per UOM rules.

All these processes are time bound:

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

All these processes are transparent:

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

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

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

Following are the course outcomes:

1. Industry Knowledge

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

2. Guest Satisfaction

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

3. Procedural Knowledge

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

4. Leadership and Teamwork

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

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

reputation.

6. Effective Communication

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

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

8. Respect for Host Culture

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

9. Sustainability

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

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

11. Adaptability

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

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

13. Research and Innovation

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

14. Industry Networking

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

15. Legal and Regulatory Compliance

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

16. Customer Relationship Management

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

17. Financial Management

Students will possess financial management skills, including budgeting and cost control, crucial for

efficient and profitable operation in the hospitality sector.

18. Innovation and Adaptation

Graduates will have the ability to innovate and adapt to changing industry trends.

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:

B.Sc. (Hs) Academic Year 2022-2023

1.Department of B.Sc. (Hospitality Studies) conducted Semester I, III AND V

- 1.Student appeared 139, 108 & 139. Students passed 103, 94 & 102 respectively.
- 2.Attainment % Semester V- 73.38%.
- 3.Above 60% for Semester V -42
- 4.Below 60% for Semester V -60

2.Department of B.Sc. (Hospitality Studies) conducted Semester II, IV & VI

- 1.Students appeared 135, 104 & 136. Students passed 123, 91 & 82
- 2.Attainment % Semester VI- 60.29%
- 3.Number of Number of Secured above 60% for Semester VI-21
- 4.Below 60% for Semester V -60

5. Below 60% for semester VI -59.

B.Sc (Hs) Academic Year 2022-2023

SEMESTER – VI

Compulsory Subjects:

1. Organizational Behaviour Compulsory 87701

- Students appeared 136, 111 successfully passed
- Attainment percentage 81.61%.
- Above 60 is 19
- Below 60 is 92

1. Strategic Management Compulsory 87702

- Students appeared 136, 96 successfully passed
- Attainment % 70.28%.
- Above 60 is 07
- Below 60 is 89

1. Event Planning Marketing and Management Practical Compulsory USHO603

- Students appeared 136 , 128 successfully passed
- Attainment % 94.11%.
- Above 60 is 111
- Below 60 is 17
- Above 60 is 31
- Below 60 is 15

MSc (H & HA)

Academic Year 2022-2023

1.Department of Master of Science (Hotel & Hospitality Administration) Conducted Semester I, III, V

- 1.Students appeared were 10, 13 & 09. Number of students passed 07, 11 & 09
- 2.Above 60% for Semester V – 04
- 3.Below 60% for Semester V - 05

1.Master of Science (Hotel & Hospitality Administration) Conducted Semester II, IV & VI

- 1.Student appeared were 06, 11 & 09. Number of student passed 06, 10 & semester VI awaiting result

2. Attainment percentage Semester II – 100%, IV – 90.90% & VI- awaiting for results
3. Above 60% for Semester II- 06, IV – 07 & VI- awaiting results
4. Below 60% for Semester II- 00 , IV- 03 & VI – awaiting results

T.Y.M.SC. (Hotel & Hospitality Administration)

SEMESTER – V (Semester VI result awaited)

1. Hospitality Quality Management Compulsory 89151

- Students appeared is 13 , 13 successfully passed
- Attainment percentage 100%.
- Above 60 is 10
- Below 60 is 03

2. Subject Advanced Food Production Studies Compulsory 89152

- Students appeared 13, 13 successfully passed
- Attainment percentage 100%.
- Above 60 is 13
- Below 60 is 00

3. Club Management Compulsory 89153

- Students appeared is 13, 13 successfully passed
- Attainment percentage 100%.
- Above 60 is 13
- Below 60 is 00

4. Research Methodology Compulsory 89154

- Students appeared is 13, 13 successfully passed
- Attainment percentage 100%.
- Above 60 is 09
- Below 60 is 04

5.Event Management Compulsory 89155

- Students appeared is 13, 13 successfully passed
- Attainment percentage 100%.
- Above 60 is 13
- Below 60 is 00

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: 89.12

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
95	144	123	128	108

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
145	149	123	128	126

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.87

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

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

1. Ecosystem for innovations in AII-IHM -
2. AII-IHM initiatives for creation of knowledge
3. AII-IHM initiatives for transfer of knowledge

1. Ecosystem for innovations in AII-IHM

AII-IHM is professional hospitality institution for nurturing professionals for HM industry since three decades. AII-IHM has established an ecosystem for innovations. To study new processes, learn new technologies, and implementing innovative ideas to gather better results for the industry and its customers. Recent proposition of ecosystem for innovations aims to rethink of traditional tourism and destination structures.

1. AII-IHM Initiatives For Knowledge For Creation-

- **Research Conference** – IHM Knowledge worker and their mentees took dedicated efforts to organize research conference. It was thought churning and nurturing process for discussion numerous hospitality department topics such as,
 - **Front Office**- Atrium lobbies, From Charge Plates to Digital Wallets, Career Scope for Women in Hospitality Industry, Current Trends in the Hotel Industry etc.
 - **Housekeeping** - A Study on the Functions and Applications of Robots within the Housekeeping Department of a Hotel, a Study about the Obstacles Encountered by the Housekeeping Department of Hotels in Terms of Retaining their Staff etc.
 - **Food Production** - Exploring the Culinary Traditions of India - An Investigation in Cultural Geography, A Unique Odyssey of Parsi Cuisine: from Persia etc.
 - **Food & Beverage Service**- Exploring Grape Varietals for Nashik Terroi, An Exploratory Study of Students' Consumption of Non-Alcoholic Beverages in Mumbai,
 - **Information Technology**-A Study on Cybersecurity Threats in the Digital Age, A Comprehensive Study on Digital Locking Systems for Hotel Guestrooms etc. The conference aim was to learn the various aspects of hospitality horizon which covers all departments along with the ICT development or innovations and its influence or impact on hospitality operations, also information services with regards to hospitality faculty.

The knowledge conference leads to the contribution towards increasing the knowledge pool of hospitality. All the concepts have been presented in this national conference articles which will help students and industry to think over it. There were about 101 research papers received in this National conference.

1. AII-IHM initiatives for transfer of knowledge

1. **Magnfest- An Event Managed By Third Year Students** – AII IHM & AII CHTMSR jointly organizes 2days mega scale event every year in the month of December from last 12 years. This fest involves all the acts like purchasing, budgeting, cooking, plating and serving along with marketing. The motto of the event is make students have glimpse of actual hospitality business which may help them in their future endure.
2. **Continues Research Innovations Review:** AII IHMs faculty pool and students throughout their academic year keep themselves busy in creation of new knowledge. It leads to continuous research innovations and reviews though various events, recipes, mixology, fruit carving, flower arrangement, entertainment, servings, nutrition's etc. which completes the cycle of innovation ecosystem to creates knowledge.

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

3.2.2

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

Response: 8

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
8	0	0	0	0

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

3.3 Research Publications and Awards**3.3.1**

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

Response: 0.35

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
3	0	1	1	1

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

3.3.2

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

Response: 0

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

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

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

3.4 Extension Activities

3.4.1

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

Response:

The institute organizes several extension activities promoting the institute-neighborhood community to sensitize the students towards community needs. The students of our institute actively participate in social service activities leading to nurturing social as well as emotional quotients eventually resulting in their overall development.

The institute undertakes various extension activities in the neighbourhood community. DLLE organizes several activities where DLLE volunteers address social issues which include cleanliness, tree plantation, Environmental awareness, Women empowerment, National Integrity, Career guidance, Aids awareness through workshops.

In addition to moulding their students' academic and professional futures, higher education institutions play a significant role in helping them become responsible, compassionate, and socially conscious adults. Committing to community involvement and outreach initiatives is one way to achieve this. These programs not only help the neighbourhood, but they also give students a chance to gain practical experience and develop a deep understanding of the problems and needs in their community.

The establishment of a solid interaction between the student body and the surrounding community is highly valued by our institute. To that end, we have launched several extension programs designed to make our students aware of and motivated to engage with community issues.

“Magn” is one of our institute's longest-running and most successful extension initiatives. This program invites faculty, staff, and students to work together on a range of community service projects. Among these initiatives are the clean-up of public areas, health and hygiene seminars, and the planning of educational events for less fortunate children. Students who actively participate in these activities understand the value of giving back to the community and acquire a feeling of responsibility for others who are less fortunate.

In addition to Community Service Day, our institute encourages students to volunteer their time and abilities throughout the year. We have partnered with neighbourhood non-profits and educational institutions to give students the chance to teach, mentor, and guide.

Aside from these activities, our institute encourages students to organise their own community-focused projects and events. This empowers students to take responsibility of their participation in solving community problems. These student-led activities vary from organising health camps to skill development seminars to social awareness campaigns.

Additionally, the institute's relationship with the local community has become stronger with time. There is now a more beneficial and harmonious relationship between our institution and the neighbourhood since the locals view it as a partner in their own growth and development.

In conclusion, our institute's dedication to planning outreach initiatives to raise students' awareness of community needs is evidence of our faith in the transformational potential of education. These initiatives help the neighbourhood community as well as our students' development into compassionate, responsible

adults who actively work to improve society. By establishing a close relationship between the school and the community, we guarantee that our graduates will possess a strong sense of social responsibility in addition to academic brilliance.

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

3.4.2

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

Response:

Receiving an award is usually a memorable occasion for a person or organization. A requirement stated explicitly by the government or bodies recognized by it. Receiving an award entails being acknowledged by society at large. Underestimating other prizes is what it means to specify an award.

AII-IHM is a pioneer hospitality management professional institute whose core goal is to develop highly skilled professionals with the finest academic training. The management of Anjuman-I-Islam and IHM are well known for emphasizing skills and value-based education.

AII IHM has wide social attachment. OCEANOWE carries out various social activities, inside the college and outside the college. The in-reach and out-reach social activities of IHM are recognized by some Non-government organizations.

Best Community Services Award – OceanOwe Foundation is an NGO, recognized by the Maharashtra State Government., under the Charitable Commissioner Act. Such a Non-governmental organization (NGO) known as OceanOwe Foundation honored the Best Community Services Award -2022 to AII IHM.

It is an acknowledgment of the NGO's societal extension activity at IHM. "Anjuman-I-Islam's Institute of Hospitality Institute, Mumbai," stated the OceanOwe NGO. Congratulations! Receiving the Special Societal Award is a wonderful and gratifying milestone in the IHM extension field.

Anjuma-I-Islam has a 150-year legacy of community services through education, it has a high reputation of being a Muslim minority organization catering to the needs of more than 1.10 lacs students from various communities under its umbrella. AII's prime focus is to deliver quality education, transparency, and growth to become a world-class Educational Social Service organization.

IHM has the aim to carry the same baton in the hospitality education arena, and from the last three

decades, it has come out as one of the strong offshoots of Anjuman by serving the community by enlarging inclusive education policy in all the social aspects.

AII IHM students have regularly participated in various activities in association with OceanOwe's various social causes. Excellence Contribution certificate (2022-2023) was honored to AII-IHM. The appreciable few words in an award are presented herewith as "**Certificate of the award in recognition of their outstanding and unwavering commitment to excellence.**"

The AII IHM has undertaken work for long years with the association of Nair Hospital and Lions Club by arranging a Blood donation Camp has a noble cause close to society for social extension activity.

AII IHM has core focus on building the best professional as well as the responsible citizens how cares about social responsibility and result of it that our work is always appreciated by numerous organization about our students engagement.

AII-IHM- always aspires for more awards via social extension activities towards society.

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

3.4.3

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

Response: 10

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
7	0	0	1	2

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
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: 18

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The availability of adequate infrastructure and physical facilities for teaching and learning is essential for the effective functioning of educational institutions and learning process of the students. The Anjuman –I-Islam's a Governing trust and Anjuman-I-Islam's IHM itself having a vision statement as to inculcate institution to serve benchmark experience in Teaching and learning.

The institute has state of the art infrastructure, Physical facilities, Learning Resource Center facilities & ICT facilities. Facilities for extension activities to inculcate enthusiasm in students, Parents, faculties to serve individual, society & nation.

In Anjuman-I-Islam's IHM Infrastructure is categorized in four utility discussion as

1. Infrastructure for Academic purpose
2. Infrastructure for Administration purpose
3. Infrastructure for Extension activities purpose
4. Infrastructure for Central Amenities/General Utilities

1. *Infrastructure for Academic purpose :*

Anjuman-I-Islam's IHM has the state of the art infrastructure for academic purpose,

- HEI have all ICT enabled and full Air conditioned Classrooms (05)
- HEI having highly equipped basic to advanced laboratory facilities (08) to impart best industrial practices
- HEI have the best collection of subject related material in its Learning Resource Center/library with 8 PCS & Internet facilities for access of online information.
- Staffroom is equipped with all modern facilities along with 5Pc's with internet facilities

dedicated to Teachers of high band width for their research work.

- HEI has 143 Computers exclusively for students 421, which 1:3 ration for their academic, practical and research activities.

1. Infrastructure for Administration purpose

Head of Institution (Principal) of Anjuman-I-Islam's IHM has Spacious and ideally located Chamber for best administrative act,

- HEI have Spacious Administration Office with experience and supportive staff.
- Administrative office is ICT enabled and enriched having 6 dedicated Pc's with Internet & Printing facilities.
- Administrative are have decent Waiting Lounge for guest, students & parents.
- Anjuman-I-Islam's IHM has well-furnished conference (meeting) rooms, specific reception area, separate Examination room, NAAC room.

1. Infrastructure for extension activities purpose –

Anjuman-I-Islam's IHM has well planned & spacious space for Extension activities.

- HEI has fully Air Conditioned ICT enabled Auditorium for presentation & extension activities.
- HEI have two Playground (for outdoor sports) in its campus and basic infrastructure for extension activities like yoga and other indoor sports.

D. Infrastructure for the general utilities/ /General Utilities –

- Being a hospitality institute HEI is very particular for Clean, hygienic washrooms for students & staffs.
- Boys and Girls have dedicated Lockers Rooms & Common Rooms (02) with Notice board.
- HEI has complete campus and institute building under CCTV's surveillance facilities to ensure the safety of the students.
- HEI has the best of the quality Lifts & filter Watercooler facilities
- HEI give high importance for the safety measures by stocking Fire Extinguisher in built & with Cylinders system at all the required places. Staircase with Evacuation marks in disaster.
- HEI has the best safety arrangement of fencing wall and Security Guards to maintain safety and discipline.

Thus Anjuman-I-Islam's IHM has the infrastructure of highest quality and is maintained properly as per the standards.

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

4.1.2

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

Response: 9.42

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
29.18	4.85	7.15	15.88	5.39

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

AII-IHM's Library is partially automated with digital facilities using e-Granthalaya software, which is an open-source integrated library system. In addition to it library also have the subscriptions of e-resources and print journals. Library used maximum by the faculty and students of the HEI.

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

Library Management System- As library is partially automated, by using the E-Granthalaya enables to manage all the functions of a library to maintain the database of books. With E-Granthalaya we are able to perform the most important function of a library such as cataloguing, membership report, issue & return status report generator, Open public access catalogue report of books borrowed, , received books, fine for late books etc

E-Resources - HEI provide open source links to various websites, blogs etc.; which are hospitality industry related to help library users to find E-Journals, E-Magazines, E-Books.

E-Library- HEI library also has a dedicated research center with 6 PCs with high bandwidth internet connection for students, teachers and researchers. The E-Resources are free of cost, because being specialized course E-Databases, E-Journals, E Magazines E-Books, E-Audio, E-images, E-Encyclopedia and E-Newspapers all are open access.

Subscription to E-Resources – We have procure 4 E-books which has remote access for students and faculties thus, our library has many e-resources, in form of numerous down-loadable e-books to numerous e-journals too. We provide many such links to our students and faculty for e-resources. Hence at present we do not feel the need of paid services for subscription to e-resources.

E-Granthalaya is an Integrated Library Management Software developed by NIC for Automation and Networking of Government Libraries.in the year 2018Version -3.0. The library is partially computerized using E-Granthalaya library software supported by Govt. from India, is well equipped with reference books, DVDs, periodicals, journals and Newspapers etc.

Library Expenditure – AII-IHM Library records on expenditure from 2019- 2023 for books, Journals & other purchases, is provided in the audited statement of expenses and income by C.A. Due to

pandemic we were unable to procure resources for the period of 2019-20, Entire 20-21, and first half of 2021-22.

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

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

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

HEI generally put efforts to update on following IT facilities,

1.IT FACILITES AVAILABLE IN HEI

- Anjuman-I-Islam’s IHM has over 05 NOs. of IT/ICT equipped classroom facilities, which are regularly updated to keep the pace of information world. HEI has ICT/IT facilities such as Projectors, Wifi Routers, Managed Switches, Speaker, PA System for distribution of internet

facility and delivery communication.

- Telephones, Intercoms, Computer network and internet services
- Including the telecommunication services
- ICI/IT Technology Requires basic need at electrical supply, HEI has Provision of electrical supply by BEST.
- HEI has vigilance services like CCTVs
- HEI has ICT enabled class room & laboratories as IT Facilities.
- Institute has Free Wi-Fi access for staff and student for reference work.

1.IT FACILITIES UPDATION BY HEI

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

1.HEI's Wi-Fi Facilities

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

1.HEI's - Updation of Antivirus

- HEI regularly do updating of eSCAN Antivirus through central Antivirus Server with High-Speed Internet connection and all the nodes are updated as soon as it is switched ON or connected to network.
- This way all the nodes and access are safe in respect of data safety

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

- HEI has internet service as -

- Leased line of 160 MBPS from FahNet Telicom
- Broadband of 200 MBPS from MICROSCAN INFOCOMMTECH PVT. LTD

1. EPBX System

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

1. Staff Attendance – Biometric & Spine HR

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

1. MasterSoft Cloud ERP Software for College Management.

- HEI implemented **MasterSoft Cloud ERP Software for College Management.**
- This ERP system is used for students and institutes related regular administrative and academic activities smooth functioning, it offers a wide range of benefits including streamlining an administrative processes, improved communication, enhanced resource management, and better decision-making through data analysis.

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

4.3.2

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

Response: 2.94

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

Response: 143

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 67.49

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
137.66	66.48	44.59	99.03	99.46

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 15.89

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
61	93	72	52	51

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: 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: 46.62

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
238	263	241	223	0

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

5.1.4

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

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

Response: B. 3 of the above

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

5.2 Student Progression

5.2.1

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

Response: 39.8

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
50	45	48	50	45

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
95	144	123	128	108

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

5.2.2

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

Response: 0

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

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

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 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**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

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

Response: 5.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	3	7	5

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

5.4 Alumni Engagement

5.4.1

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

Response:

IHM

At AII-IHM, we have not yet formally established an Alumni Association, but a highly engaged group of alumni has consistently supported our alma mater, making substantial contributions to the institution's growth through financial aid and other supportive services.

Contribution of Alumni in kind form

TV

The generous alumni donation of a television to the college yields numerous benefits. It serves as a versatile platform for effectively relaying important messages and providing virtual tours of the college. An effective medium for sharing crucial announcements, event updates, and vital information with the college community.

Drum Set

The alumni's generous drum set donation significantly enhanced the college's music and cultural scene. It diversified the music program, offering students a chance to explore percussion, enriching their talents. The drum set became a central component of cultural events and the annual fest, boosting performance quality and variety. It enriched the college's cultural activities, fostering diversity. The gift symbolized alumni engagement and strengthened the college's sense of community. It facilitated skill development and inspired future generations. The annual fest became more memorable with vibrant, high-energy performances, leaving a lasting impact on the institution.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The Governance of Anjuman I Islam IHM

All IHM - It is Anjuman I Islam's Institute of Hospitality Management, Mumbai

Governance body- All IHM is governed by Anjuman I Islam Trust, Mumbai

Decentralization practices by Governance

The Decentralisation of Governance has following setup, as

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

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

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

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

Participative Practices by Governance

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

It all indicates participative practices by Governance at every tier for better governance.

Leadership of Governance is in accordance of vision

Our main focus is towards quality education, transparency, growth to become world class Educational Social Service organization.

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

Leadership of Governance is in accordance of mission

At Anjuman-I-Islam's IHM our authorities ensure that the faculty members are always motivated and thence with full vigour and force impart innovative and quality education to our students so that they become dynamic and courteous hospitality personnel and entrepreneurs for the industry.

Institutional practices in NEP implementation

- Preparing & encouraging our staff to participate in FDP's related to NEP 2020 and encourage them to represent Institution in the capacity of a Resource Person
- Organizing FDP's pertaining to NEP 2020
- Institution generates mandatory ABC Ids for students and Vidwan ID for faculties.
- Institution adopts holistic approach for development of its students.
- Institution has experienced year on year increasing GER in its BSc Hospitality Studies.

Short Term Institutional Perspective Plan

- To keep faculty members abreast with the latest trends and developments in research, Technology and Teaching methodologies.
- To motivate the faculty to remain exposed to the Industrial processes & activities.
- To continue the special classes for non-English medium students to improve their Communication Skills.
- To make the Campus green and chemical free.
- To go for the energy auditing of the whole campus.
- Conducting faculty and student development programs for cutting edge trends and technologies.

Long Term Institutional Perspective Plan

- To build & promote teams of experts in the upcoming trends and technologies in education sector.
- To promote quality research and undertake research projects keeping in view their relevance to needs and requirements of technology in local industry
- To sustained quality system embedded with a conscious, consistent and programmed action.
- To create an enabling academic environment for students embedded with sincerity, discipline and commitment
- To mould students to be good citizens of the nation
- To establish globally the brand image of the college
- To emerge a model college for hospitality education

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

I. The Institutional perspective plan is effectively deployed:

Objective:

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

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

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

?

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

B) Through Administrative set up-

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

- a) President b) Vice President c) General Secretary d) Treasurer
- a) principal b) Faculties c) Supporting staff d) Admin
- a) admin b) Senior clerk c) Junior Clerk d) Housekeeping staff e) Security

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

C) Through appointment and Service rules-

The HEI belongs to Anjuman Trust, Mumbai Trust. The Trust and Management has been very efficient in view through appointment and service. The trust has its own rules and manual for the appointment and service rules. These rules are in frame work of state government rules and Central government rules. The manual depicts the qualification, procedure appointment and perks as salary.

The service rules of trust for Principal and teaching faculty is as per University.

The appointment and service of admin staff- nonteaching staff is as per joint higher education.

The Instructional Strategic / Perspective plan is effectively deployed

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

At the beginning of the academic year, various bodies and committees that constitute the Organogram of the institution, check out the strategic plan of events and activities which will support the growth and development in these key areas and at the end of the year, a review is taken about implementation and the outcomes of the perspective plans. One such broad area in which the Institutional Perspective and Strategic plan has been successfully implemented is that of Teaching, Learning and Research.

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

6.2.2

Institution implements e-governance in its operations

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

Response: C. 2 of the above

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

6.3 Faculty Empowerment Strategies**6.3.1**

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

Response:

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

AII Institute of Hospitality Management is one of the best hotel management college in the field of education.

AII IHM is HEI who has Effective welfare for staffs

1. Performance appraisal for staff - Employees behavior and performance is final outcome to invest in the pillars of betterment policies of HEI
2. Motivation to Staff : HEI motivates staff members through Awards and appreciation
3. Employees Co-operative credit society – Its assist employee for a quick and reliable financial need
4. EPF for staff — Management contributes the amount.
5. Food for all staff — HEI provide lunch for all the staff every day.

6. Uniforms for teaching & non-teaching staff — HEI provides uniforms to all support staff
7. Job securities by HEI — approvals, permanent orders to employees
8. Manual — Rule book for services, leaves, promotions by rule book.
9. Spacious ambience infrastructure for staffs — Up to mark ambience for staff
10. Work culture — HEI encourages healthy atmosphere for better work output.
11. Scope for holistic development — HEI motivates for research, book writing, book publication, teaching facilities, library, gym, help each staff for its holistic development.
12. Educational environment — HEI has educational environment which includes curriculum enrichment, teaching and learning, innovation, ecosystem, cultural, sports, social involvement of staff for students.
13. Travelling Allowances – HEI contributes in Travelling allowance during official work

Performance appraisal system for teaching and non-teaching staff

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

All IHM follows the technique for performance appraisal system which has four significant steps as goal settings, evaluation standards, analysis, and periodic review.

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

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

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

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

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

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

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

6.3.2

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

Response: 11.84

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
4	0	0	3	2

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

6.3.3

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

Response: 0

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

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

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

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

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

6.4 Financial Management and Resource Mobilization**6.4.1**

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

Response:**Strategies for optimal utilization of resources and funds**

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

- To promote research activities
- To Promote teaching learning enthusiasm
- To promote extension activities, social activities
- To promote distinctiveness of institute, best practices of students.
- To promote quality education by undergoing assessment and accreditation process (NAAC)

Strategies for Regular Financial Audit (Internal & External)

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

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Anjuman I Islam’s Institute of Hospitality management has rich culture of institutional functioning through participation among all stakeholders especially faculty, students, employer and alumni. The IQAC plays an important role in ensuring quality of the functioning of administrative and academic units of the college. The Internal Quality Assurance Cell constantly reviews, monitors and modifies the strategies, process and measures in practice to sustain and improve the quality of teaching- learning and upgrade the know-how and domain knowledge of its faculty members. It is mandatory for all the faculty members to submit Annual Performance Appraisal Report (APAR) which tends to self-evaluate them on the basis of a number of performance indicators viz. Research publications, paper presentations in National and International Conferences, innovative practices in teaching, awards extracurricular activities, commitment to social causes through extension activities and other academic achievements.

IQAC contribution for institutionalizing in the following points :

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

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

1. IQAC contribution in Teaching – Learning process –

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

3. Structures & methodologies of operations at periodic intervals –

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

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

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

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

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

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

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

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

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: C. Any 2 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	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:

AIIHM, has demonstrated a strong commitment to fostering a supportive and inclusive environment for its students, particularly women. The establishment of the Women Development Committee and Sexual Harassment Committee highlights this to ensure the safety and well-being of female students. These committees play a vital role in addressing any concerns related to gender-based issues and working towards creating a more equitable campus for all.

One of the standout features of AIIHM is its co-educational curriculum delivery, which provides an equal opportunity for female students to access quality education. This approach acknowledges that both genders have an equal right to receive proper teaching and lessons. Gender equity is not just limited to theoretical knowledge; it extends to practical learning experiences in lab rotations, where girls and boys are encouraged to collaborate and share collective efforts. This not only enhances their academic skills but also fosters an atmosphere of inclusivity and mutual respect.

Project presentations are an integral part of the curriculum, and AIIHM ensures that female students are equally involved in this aspect of their education. This practice not only helps in building their confidence but also prepares them for real-world scenarios where they will need to showcase their knowledge and skills. A significant milestone in promoting gender equality is the enthusiastic participation of female students in training and projects over an entire academic year. This initiative allows them to gain hands-on experience and prepare for future roles in their chosen fields. It also serves as a testament to the institution's commitment to empowering women in education and beyond. The institution goes beyond the classroom by providing state-of-the-art facilities, including a fully automated library that caters to e-learning and reading. This not only offers equal opportunities for academic advancement but also promotes self-directed learning. AIIHM recognizes that gender equity is a cross-cutting issue, and therefore, it integrates this principle into its curriculum enrichment efforts, fostering an environment where both genders can thrive.

AIIHM's infrastructure is designed to be women-centric, offering Girls' Common Rooms and amenities like Sanitary Napkin Vending Machines. The strategically placed network of CCTV cameras and security guards further ensures the safety and discipline of female students. The provision of counselling by lady teachers adds an additional layer of support for female students, acknowledging the importance of mental well-being and guidance.

Gender Audit is a crucial tool used by the institution to continuously assess and improve its policies, practices, and procedures related to gender issues. This comprehensive evaluation encompasses

everything from policies and programs to security measures and organizational structures. The commitment to regular assessment demonstrates the institution's dedication to ongoing improvement and its mission to create a campus where all students, regardless of gender, can thrive.

In conclusion, AIIHM's steadfast commitment to gender equality and inclusivity is evident through its multifaceted approach. The institution's policies, programs, and infrastructure collectively create an environment where female students are empowered, safe, and encouraged to excel. AIIHM serves as a beacon of progress in promoting gender equity in education.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: B. 3 of the above

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

7.1.3

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

- 1. Green audit / Environment audit**

2. Energy audit**3. Clean and green campus initiatives****4. Beyond the campus environmental promotion activities**

Response: B. Any 3 of the above

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

7.1.4

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

Response:

The institution has demonstrated a strong commitment to promoting diversity and inclusivity through various initiatives, particularly the Faculty Development Programme (FDP). This 5-day FDP centred on the theme of "Constitutional Obligations" and was a comprehensive endeavour to educate both teaching and non-teaching staff. Resource persons provided in-depth knowledge on various aspects of this theme, including:

1. Indian Constitution Preamble

An introduction to the fundamental principles that underpin the Constitution.

2. Values of Indian Citizens

Highlighting the ethical and moral principles that guide the behaviour of Indian citizens.

3. Rights of Indian Citizens

Discussing the legal entitlements and freedoms granted to individuals under the Constitution.

4. Duties of Indian Citizens

Exploring the responsibilities and obligations that come with being a citizen of India.

5. Responsibilities of Indian Citizens

Emphasizing the importance of active participation and contributions to the nation's welfare.

India, known for its rich cultural and religious diversity, embraces this multiplicity as one of its greatest strengths. The institution serves as a microcosm of this diversity, enrolling students from various cultures, languages, religions, and regions. It plays an essential role in fostering an inclusive environment that promotes tolerance, harmony, and unity. The diversity within the institution can be categorized into several key dimensions:

1. Cultural Diversity

The curriculum is designed to help students appreciate and understand the rich tapestry of cultures present in India. The institution celebrates various festivals and events, providing a platform to showcase and uphold this diversity.

2. Regional Diversity

The institution admits students from diverse regional backgrounds, further promoting a sense of unity and collaboration among individuals from various parts of the country.

3. Linguistic Diversity

As a "Minority Institution," the college makes conscious efforts to create an environment where students speaking different languages and hailing from diverse cultures can thrive. This linguistic diversity is recognized as a valuable asset.

4. Communal Socio-economic Harmony

The institution takes a strong stance against discrimination based on community or socio-economic backgrounds. It promotes an inclusive atmosphere where all students are given equal opportunities to succeed.

5. Sensitization to Constitutional Obligations

The Faculty Development has an ultimate goal is to instill a sense of social harmony and active participation in the staff members, which can then be passed on to the students.

The institution's commitment to celebrating various cultural and social events reflects its dedication to upholding these values. The observance of occasions such as Swami Vivekananda Jayanti, Chhatrapati Shivaji Maharaj Jayanti, Marathi Language Day, International Women's Day, Dr. Babasaheb Ambedkar Jayanti, Buddha Purnima, World Environment Day, Hindi Diwas, Mahatma Gandhi Jayanti, Children's Day, AIDS Awareness Day, and more, serves as a testament to its promotion of diversity and social awareness.

In conclusion, the institution has created an environment that not only embraces diversity but actively seeks to promote tolerance, harmony, and unity among its students and staff. Through its comprehensive educational initiatives, it fosters a deep understanding of constitutional obligations and encourages active participation in upholding the values that make India a culturally and socially diverse yet harmonious nation.

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

7.2 Best Practices

7.2.1

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

Response:

Anjuman I Islam's Institute of Hospitality Management follows two Best Practices.

Practice No 1 Annual Awards & Practice No 2 Daily Balanced Diet

ANNUAL AWARDS as Best Practice

This practice is a powerful tool for incentivizing and motivating both students and staff to excel not only in their academic pursuits but also in various non-academic domains. One of the notable features of this practice is the advanced announcement of awards. Students are made aware of these accolades well in advance, giving them clear goals to work towards during their academic journey. This foresight ensures that recognition is not solely based on traditional grading systems but encompasses various aspects of a student's development, from academic achievements to leadership roles, community service, extracurricular activities, and creative endeavours.

Challenges associated with this practice include the quantitative analysis required for short-listing meritorious students and the logistical complexities involved in planning the awards ceremony. This practice effectively creates a culture of holistic development, instilling in students and staff a drive for continuous improvement and a broader perspective on success.

This practice aims to further fine-tune its processes, ensuring that it continues to inspire excellence in all facets of education. Institution remains committed to nurturing well-rounded individuals who are well-prepared for the multifaceted challenges of the modern world.

BALANCED DIET AS A BEST PRACTICE

The objectives of the "Balanced Diet" practice encompass a range of goals and initiatives aimed at ensuring the well-being of staff and students, as well as enhancing their culinary and operational skills within the institutional environment. These objectives are vital components of the practice's holistic approach, which goes beyond merely providing meals and extends to fostering skill development and adherence to stringent operating procedures.

The objective to ensure that all staff and students have access to nutritious meals during their duty hours is aligned with the broader commitment to promoting the health and well-being of the institution's community. These meals are carefully curated to be rich in essential nutrients, encompassing proteins, carbohydrates, minerals, and fats, among others. This strategic focus on nutrition ensures that individuals have access to meals that optimize their energy levels, thereby contributing to their overall well-being and performance.

Additionally, the practice emphasizes the processing of meals on a daily basis, a key aspect of the Quantity Training Kitchen 1. The participation of chefs, students, and staff in this meal preparation process not only enables the creation of nutritious and satisfying dishes but also facilitates experiential learning. Another distinctive feature of this practice is the provision of complimentary meals on duty to all staff and students. This not only ensures that individuals are well-fed during their work hours but also serves as a way to acknowledge their dedication and contribution to the institution. By engaging in the daily meal preparation and related activities, students acquire practical knowledge and skills that are instrumental in their educational journey. This component of the practice reinforces the institution's commitment to holistic learning, allowing students to combine academic knowledge with hands-on experiences.

The adherence to Standard Operating Procedures (SOPs) is another critical aspect of this practice. The practice incorporates the concept of cyclical menus as well. Menus are thoughtfully designed and approved by Quantity Training Kitchen chefs and the Principal, ensuring that meals remain nutritious, appealing, and diverse. This approach prevents monotony and enables students to explore various culinary techniques and styles over time. Despite the challenges associated with menu selection, budget allocation, and the maintenance of nutritional quality, this aspect of the practice greatly enriches the dining experience and contributes to the overall well-being of the institution's community.

The execution of this practice involves a series of well-defined steps, from menu selection and budget allocation to menu processing, food loading, food service, and cleaning. These steps are meticulously orchestrated to ensure the smooth operation of the dining areas and the consistent delivery of high-quality meals. The cleaning and maintenance of the dining area are integral components of this practice, as they contribute to the overall hygiene and efficiency of the food service process.

Performance targets for this practice are established based on key indicators such as nutrition, menu quality, food processing, and area management. Over the past 15 years, this practice has consistently delivered positive results, highlighting its enduring value and the positive outcomes it generates.

Several challenges are associated with the implementation of this practice. Budget allocation is a critical aspect, as resources must be allocated in advance to manage daily serving for over 300 individuals. This financial commitment is essential to ensure the provision of nutritious and complementary meals and to support the learning experiences of students in Quantity Training Kitchen 1.

Order management is another challenge that requires the careful coordination of class representatives and kitchen staff to gather accurate food counts from students. This process ensures that the right quantities of food are prepared, minimizing waste while meeting the dietary needs of the community.

Staffing and administration are essential components of this practice, with the kitchen brigade led

by the Professor in Charge and supported by kitchen attendants, students, and class representatives. The effective deployment of students for crowd management and other tasks is crucial to the smooth operation of the dining areas. These roles encompass checking customer identification, maintaining grooming standards, and more, emphasizing the practice's commitment to professionalism and operational excellence.

Ensuring both taste and nutrition in the prepared meals is another challenge, as striking a balance between these aspects can be complex. This requires constant attention to the quality of ingredients, preparation methods, and portion sizes to create meals that are both healthy and delicious.

Despite these challenges, the "Balanced Diet" practice has been in place since the institution's inception, providing students with invaluable learning experiences. These skills contribute to the well-rounded development of students, ultimately preparing them for careers in the Food Production and Food & Beverage service industries. It stands as a testament to the institution's dedication to providing a nurturing and holistic educational environment, preparing students for successful careers beyond the classroom.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

AIHIM maintains distinctiveness in 3 different areas namely Training & Placement, Post-Graduation and distinct alumni.

TRAINING & INTERNSHIP FACILITATION

AIHIM being an early entrant in the domain of Hospitality training is a preferred hiring platform for Industry fraternity. Internship is a mandatory component in SYB.Sc HS curriculum and T&P cell facilitates internship to its students at renowned hotel properties. Once placed at the property for Internship in house T&P Cell regularly interacts with the HR Teams for ensuring that the Internship for the students is properly executed. And, students get the multi-departmental exposure i.e. balanced Training opportunity in 4 core departments of the Hotel and if possible also in allied departments of hotel like Human Resources, Sales & Marketing, finance and accounts, engineering and maintenance, security and more.

Post Training active assistance is extended to the students for ensuring that they complete post training formalities like;

- Filling up of Industrial Training log book
- Scheduling of Industrial Training Viva with External examiner who is from the Industry
- Filling up of Certification forms
- Finally, the Industrial Training Certificate

After training the Institution calls for Industrial Training Viva with an aim of understanding the overall knowledge amassed by the particular student throughout the training.

CAMPUS PLACEMENTS

Campus placements are channelized and executed via 3 major areas;

INDUSTRY ENGAGEMENT

Training and placement cell at the college regularly engages with Industry players not only to train and place students but also interface with industry for bridging industry academia divide.

CAMPUS INTERVIEWS

Institution's Training and Placement cell ensures to provide; on campus interviews, referred placements wherein hotel HR contacts the campus about the ongoing or upcoming requirements followed by the scheduling of the interviews.

ENGAGEMENT WITH ALUMNI

With many Graduates placed with renowned companies in Hospitality and allied sectors, many students have also gone ahead to pursue higher studies or start their own businesses. T&P also interfaces and encourages its Alumni to share the details about ongoing and upcoming vacancies at their organizations.

POST GRADUATION

Bearing in mind the overall post graduate academic aspirations of graduate hospitality management students. AIIHM became first ever and only Institution to design, initiate and offer a full-fledged Master's Degree titled **Master of Science (Hotel & Hospitality Administration)**.

This unique Master's Degree program is offered in affiliation with renowned University of Mumbai. AIIHM is the only Institution amongst 90 odd Institute's affiliated with University of Mumbai to offer this Master's Degree. Main aim of this Course is to up skill the aspiring entrants, existing workforce in Hospitality sector and eventually introducing Faculty of Hospitality studies for the Doctorate program in University of Mumbai to bridge the severe Research & Development based gap in the sector. Syllabus of M.Sc in Hospitality Studies is spread over 2 years and 6 Semesters is a perfect blend that offers an amazing combination of subjects related to Hospitality Studies, Tourism.

Institution is a preferred choice for aspirants wishing to pursue their Career in Hospitality Industry. Outcome of this legacy is globally widespread Alumni network with Alumnus working in sectors and sub sectors of Hospitality industry worldwide. They are the pride of Institution bearing a strong and unique prowess in their respective fields.

DISTINCTIVE ALUMNI

Alumni of AIIHM hold a special and enduring role as key stakeholders in the institution's ongoing journey of academic excellence and industry engagement. Their consistent and active involvement in the life of the institution goes beyond mere appreciation for the education they received; it reflects a commitment to nurturing the ongoing success and growth of the institution. In many ways, they are the torchbearers of the institute's values, a source of guidance, and an irreplaceable connection to the professional world.

The relationship between an institution and its alumni is one that evolves and matures over time. Alumni serve as a bridge between the past, present, and future of the institution, offering insights, support, and mentorship to the students and faculty. Their valuable role as mentors and advisors cannot be overstated. By sharing their experiences, knowledge, and expertise, they guide current students in their career paths, helping them make informed choices, set realistic expectations, and navigate the ever-changing landscape of the industry.

Alumni form a robust and reliable network of professionals who are deeply invested in the success of the institution. They serve as a living testament to the quality of education and the values instilled by the institution. Financial and kind donations from alumni represent a vital source of support for the institution. The generosity of alumni can significantly enhance the institution's ability to provide scholarships, improve infrastructure, develop new programs, and invest in research and innovation. Their contributions, both monetary and in-kind, are instrumental in driving the institution's growth and development.

Beyond financial support, alumni participate in career counselling sessions, workshops, and guest lectures, enriching the learning experience for current students. Their practical insights, gained through real-world experiences, are invaluable in bridging the gap between theoretical knowledge and industry application.

Moreover, alumni connections provide institutions with the unique opportunity to tap into a vast network of potential employers. As alumni progress in their careers, they often hold positions of influence and decision-making within their respective organizations. This positions them to facilitate job placements, internships, and collaborative opportunities for the institution's students.

It serves as a platform for alumni to reconnect with old friends, establish new professional connections, and engage in meaningful conversations and discussions. Such communities often organize reunions, alumni meets, and events that bring together graduates from different years, enabling them to relive their student days and strengthen their bond with the institution.

In conclusion, alumni are an integral part of any educational institution, and AIIHM is no exception. They are a reservoir of knowledge, support, and connection that enriches the institution's academic environment. The enduring bond between the institution and its alumni community reflects the shared commitment to academic excellence, professional success, and personal growth. As the institution

continues to grow and evolve, the involvement of its alumni remains a vital force.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Anjuman-I-Islam stands as a distinguished Educational and Social Organization in India, tracing its origins back to 1874 when it was founded by a visionary group led by the Late Justice Badruddin Tayabji. With a history spanning 150 years, Anjuman-I-Islam has been unwavering in its commitment to education and social welfare. Rooted in the values of secularism and national integration, the Education Trust serves as a beacon of these ideals.

Comprising of over 100 institutions, Anjuman-I-Islam has made significant contributions across various fields such as Engineering, Medicine, Pharmaceuticals, Polytechnics, Home Science, Hospitality and Tourism Management, Business Management, Research Institutes, B.Ed. Colleges, and several other Degree Colleges. With more than 100,000 students enrolled, Anjuman-I-Islam is on a promising trajectory towards achieving the status of a deemed University.

At present, the prime focus of Anjuman-I-Islam is towards quality education, transparency, growth to become a world class Educational Social Service organization. Anjuman-I-Islam has, thus established an Integrated Technical Campus in Navi Mumbai having faculties in Engineering, Management, Pharmacy, Architecture and Computer Applications (Information Technology).

Beyond education, the organization has established three Orphanages, a Centre for Distressed Families, and Ambulance Services, exemplifying its commitment to holistic social service through various programmes and managing 15 trusts. A notable accolade is the Maharashtra Government's "State Award 2000," a prestigious recognition that sets Anjuman-I-Islam apart as the sole institution in Maharashtra to receive this honour for its excellence in educational and social activities.

Guiding the Trust's endeavours is the dynamic leadership of honourable President Dr. Zahir I. Kazi, who, along with his dedicated team, continues to steer Anjuman-I-Islam toward a future defined by continued growth and positive impact.

Concluding Remarks :

HEI is keen on Curricular aspects where the Institute implements 25 major aspects for effective Curriculum delivery, 27 add-on MOOC's courses, Organized 24 lecture series on Professional Ethics, Gender, Human values and Environmental Sustainability. About 60% students appeared for project work and internships.

With 91% enrollment in HEI the institute is excellent in terms of teaching learning and evaluation process by

implementing experimental, participative and problem solving learning techniques. About 95% of the seats are filled for reservation. 100% posts are filled with full time teachers mechanism or assessment, evaluation along with a grievance redressal system.

It held a National conference where the students and teachers presented over 100 research papers published in International ISSN Journal with Conference proceedings. HEI organized 25 workshops on IPR, Research methodology and Entrepreneurship and about 50 Extension Activities focusing on social issues. AII IHM has 20 functional MOU's with academic institutes, NGO's and employers for enhancing knowledge research and extension activities.

AII-IHM has a state of the art infrastructure, ICT enabled classrooms, well advanced equipped laboratory, 1 computer: 3 student ratio, 28.8% total expenditure for infrastructure augmentation, ILM's Library, E- library resources with ICT Facilities in the campus.

Institute takes care of student support and progression by providing about 17% student's scholarships, 19 capacity building and skills enhancement initiatives, 47% student's benefited by guidance for Career Counselling, about 92% placement of outgoing student, 8% of students progression, 23 awards honored to the students with 52 events of sports and Cultural programmes, alumni association and alumni significantly contributing for student progression and support.

HEI is excellent in implementation of e-governance. HEI cares for effective welfare measures for faculties, HEI provides 40% financial support required for FDP, MDP for all the teaching and non-teaching staff. HEI has IQAC as directive force for quality improvisation and maintenance.

HEI has ISO Certification, Green Audit, Environmental Audit, Energy Audit, E-Waste Management, Water Conservation, Water Harvesting and Waste Management System. The Second one is Annual Awards to the meritorious students. Master's programme & about 100% placement record and well placed Alumni are the distinctiveness of Institute.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.2	<p><i>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</i></p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>389</td> <td>394</td> <td>409</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>389</td> <td>342</td> <td>315</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	389	394	409	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	389	342	315	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
389	394	409	0	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
389	342	315	0	0																	
1.4.1	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies</p> <p>Remark : As per clarification received from HEI, DVV input is recommended.</p>																				
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>151</td> <td>132</td> <td>153</td> <td>159</td> <td>127</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>80</td> <td>80</td> <td>80</td> <td>80</td> <td>80</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	151	132	153	159	127	2022-23	2021-22	2020-21	2019-20	2018-19	80	80	80	80	80
2022-23	2021-22	2020-21	2019-20	2018-19																	
151	132	153	159	127																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
80	80	80	80	80																	

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
164	140	164	164	158

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
165	165	165	165	140

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years
2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
73	56	72	80	63

Answer After DVV Verification :

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
76	66	77	80	64

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
82	82	82	82	70

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years
2.4.1.1. Number of sanctioned posts year wise during the last five years

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25	0	0	0	0

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	0	1	0	2

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
101	0	0	0	0

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	0	0	1	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	0	0	1	2

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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 :18

Remark : As per clarification received from HEI, DVV input is recommended.

4.1.2	<p><i>Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years</i></p> <p>4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>60.19</td> <td>27.47</td> <td>35.79</td> <td>43.99</td> <td>23.80</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>29.18</td> <td>4.85</td> <td>7.15</td> <td>15.88</td> <td>5.39</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	60.19	27.47	35.79	43.99	23.80	2022-23	2021-22	2020-21	2019-20	2018-19	29.18	4.85	7.15	15.88	5.39
2022-23	2021-22	2020-21	2019-20	2018-19																	
60.19	27.47	35.79	43.99	23.80																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
29.18	4.85	7.15	15.88	5.39																	
4.4.1	<p><i>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</i></p> <p>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)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1133 1046 1267"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>147.66</td> <td>68.77</td> <td>47.12</td> <td>103.44</td> <td>104.39</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1346 1046 1480"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>137.66</td> <td>66.48</td> <td>44.59</td> <td>99.03</td> <td>99.46</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	147.66	68.77	47.12	103.44	104.39	2022-23	2021-22	2020-21	2019-20	2018-19	137.66	66.48	44.59	99.03	99.46
2022-23	2021-22	2020-21	2019-20	2018-19																	
147.66	68.77	47.12	103.44	104.39																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
137.66	66.48	44.59	99.03	99.46																	
5.1.4	<p><i>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i></p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is</p>																				

recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
140	136	73	117	122

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
50	45	48	50	45

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
140	136	123	121	128

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
95	144	123	128	108

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	11	0	0	0

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that without certificates claim could not be considered so DVV input is recommended accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	8	6	13	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	3	7	5

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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: C. 2 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

4	0	0	3	2
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Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
39	35	36	36	36

Answer After DVV Verification :

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

6.5.2 Quality assurance initiatives of the institution include:

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

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

	<p>Answer After DVV Verification: C. Any 2 of the above Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>
7.1.2	<p>The Institution has facilities and initiatives for</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: B. 3 of the above Remark : As per clarification received from HEI, DVV input is recommended.</p>
7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : As per supporting documents provided based on that DVV input is recommended.</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 18 Answer after DVV Verification : 17</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>15</td> <td>15</td> <td>15</td> <td>15</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>15</td> <td>15</td> <td>15</td> <td>15</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	17	15	15	15	15	2022-23	2021-22	2020-21	2019-20	2018-19	16	15	15	15	15
2022-23	2021-22	2020-21	2019-20	2018-19																	
17	15	15	15	15																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
16	15	15	15	15																	