SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

MAHARASHTRA STATE INSTITUTE OF HOTEL MANAGEMENT AND CATERING TECHNOLOGY PUNE

MAHARASHTRA STATE INSTITUTE OF HOTEL MANAGEMENT AND CATERING TECHNOLOGY PUNE 412 C K M MUNSHI ROAD BAHIRAT PATIL CHWOK NEAR BHARTI VIDYA BHAVAN SCHOOL PUNE 16
411016
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Established in 1969, formerly known as Food Craft Institute, Maharashtra State Institute of Hotel Management & Catering Technology embarked on its journey with a focus on vocational courses, aiming to meet the growing demand for skilled professionals in the hospitality sector. Over five decades, the Institute's rich legacy continues to flourish, cementing its reputation as a premier educational institution in the field of hospitality. Recognized by the All India Council of Technical Education (AICTE) and affiliated with Savitribai Phule Pune University (SPPU), MSIHMCT has been a pioneer in introducing programs in Hotel Management. Noteworthy among these are the 4-year Bachelor's Degree Program in Hotel Management and Catering Technology (BHMCT) launched in 2003, and the Master's in Hotel Management and Catering Technology (MHMCT) program initiated in 2012.

These professional courses operated under the management stream offer students training in hospitality management, equipping them with the skills and knowledge to excel in the industry. Situated centrally in Pune, the Institute enjoys strategic proximity to various hospitality establishments, providing students with opportunities for practical learning and industry exposure. The Institute boasts of state-of-the-art facilities which include well-equipped laboratories, ergonomic classrooms and modern kitchens, to encourage experiential learning opportunities. With a faculty comprising of experienced professionals and its affordable fee structure, the Institute has maintained an track record of 100% placements across various segments of the hospitality industry. MSIHMCT also places a strong emphasis on holistic development, integrating ICT into teaching methodologies to enhance learning outcomes. The institute promotes entrepreneurial activities within its campus, providing students with opportunities to develop and implement innovative ideas. MSIHMCT takes pride in its extensive alumni network, with graduates placed across the globe in various managerial and entrepreneurial roles within the hospitality industry. This network not only provides connections but also serves as an inspiration for current students.

As MSIHMCT looks towards the future, it remains committed to its mission of shaping the next generation of hospitality ambassadors and entrepreneurs. With a focus on academic excellence, industry relevance, and holistic development, the Institute continues to empower students to achieve their goals and make meaningful contributions to the hospitality sector.

Vision

To be the premier Hospitality Institute and a preferred destination for all the stakeholders of the Tourism and Hospitality Industry.

This vision serves as a guiding principle for MSIHMCT, directing its efforts towards achieving excellence in all aspects of its operations. With the introduction of the Bachelor's Degree Program in Hotel Management and Catering Technology (BHMCT) and the Master's in Hotel Management and Catering Technology (MHMCT) programs highlights MSIHMCT's dedication to providing top-notch education.

The Institute has created a conducive learning environment with its state-of-the-art facilities, including well-equipped laboratories, modern kitchens, and ergonomic classrooms, provide students with the resources they

need to excel in their studies. The Institute's experienced faculty members are dedicated to providing mentorship and guidance, ensuring that students receive a well-rounded education. The Institute has cultivated strong partnerships with leading brands in the hospitality sector, facilitating industry-relevant research and collaboration. Through internships, placements, and networking events, students gain practical experience and build connections that can benefit them in their future careers. The Institute regularly reviews and updates its curriculum to ensure that it remains relevant and responsive to industry trends and demands. Additionally, ongoing Faculty Development Programs ensure that faculty members stay abreast of the latest developments in the field and are equipped to deliver high quality education to students. At the core of its vision is the empowerment of students to become future leaders and innovators in the field of hospitality. MSIHMCT provides students with opportunities to develop their leadership skills, entrepreneurial mind-set, and innovative thinking through various initiatives such as entrepreneurship initiatives and start-up incubators.

The Institute has successfully translated its vision into reality by implementing various initiatives and strategies aimed at achieving excellence in hospitality education.

Mission

- To set high standards of knowledge and practice so that students are empowered to achieve progressive careers and desired goals.
- ??To enhance the quality of research in hospitality in order to be dedicated solution providers to the hospitality industry.
- ??To train students to be efficient, ethical and take pride in their work and to create benchmarks of excellence in the hospitality industry.
- ??To act a hub, providing a common platform for exchanging ideas and information with the help of extensive use of the library, laboratories, seminar group discussions etc.
- ??To maintain close liaison between faculty, students and industry so that all are given equal opportunity for growth and development.
- ??To develop the fundamentals of the students in promoting entrepreneur activities by providing them opportunities in core entrepreneur venture in an outside institute.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Long-standing reputation:** MSIHMCT has a prestigious history spanning 54 years, as one of the oldest institutes in Maharashtra.
- **Highly qualified faculty:** The institute boasts of well-educated and experienced faculty members.
- **Strong industry connections:** Institute maintains excellent liaison with the industry, providing students with ample opportunities for industrial training and job placements.
- **Affordable tuition fee:** With one of the lowest fee structures, making quality education accessible to a diverse range of students.
- **Holistic development:** The institute emphasizes holistic development through various academic and wellness activities.
- **Entrepreneurship focus:** Students are actively involved in entrepreneurship development activities.
- **Strategic location:** Centrally located with easy accessibility via all modes of transportation, the institute provides convenience for students and stakeholders.

- **Rich and global presence of alumni network:** Distinguished alumni who have excelled in the hospitality industry and this network extends globally, with graduates holding managerial and entrepreneurial roles in various hospitality establishments worldwide.
- **Transparency in admission process:** Transparency is maintained in its admission process.
- **Transparent functioning:** The institute operates with transparency in all its activities, ensuring trust and accountability among students, faculty, and stakeholders.
- **Memorandums of Understanding (MOUs) with leading brands:** MSIHMCT has established strategic partnerships with leading brands in the hospitality industry.
- **State-of-the-art infrastructure:** The institute boasts state-of-the-art infrastructure, including modern classrooms, well-equipped laboratories, and advanced kitchen facilities.
- **Preferred choice for recruiters:** Recruiters prefer MSIHMCT graduates due to their comprehensive training, industry relevance, and strong skill sets.
- **Visionary leadership:** Under the guidance of its Principal, who holds the distinction of being the first faculty member to achieve a PhD in Hotel Management, with several Ph.D. holders under her mentorship, contributing to the institute's strong research culture.
- **Strong research culture:** The institute cultivates a robust research environment, with faculty members actively involved in research activities, publications, and collaborative initiatives.
- **Faculty expertise:** Faculty members help in curriculum development, serving on Boards of Studies (BOS) and are eminent members in several AICTE committee's. They are also invited as guest lecturers, examiners, paper setters, and resource persons, further enhancing the institute's academic reputation.
- **Consultancy services:** MSIHMCT offers consultancy services to various government organizations such as MTDC, YASHADA and CDAC.

Institutional Weakness

- **Impact of post-COVID admissions:** The hospitality industry faced challenges post-COVID, affecting admissions due to uncertainties and disruptions in the industry.
- **Comparison of pay packages:** Students and parents may compare pay packages in the hospitality industry with those in other sectors, leading to perceptions of lower remuneration and career prospects.
- **Progression from BHMCT to MHMCT:** Some students may seek to convert from Bachelor's in Hotel Management and Catering Technology (BHMCT) to Master's in Hotel Management and Catering Technology (MHMCT), posing administrative challenges and impacting cohort dynamics.
- **Entry Barrier to MHMCT:** Criteria for admission to MHMCT may pose challenges for some students, potentially affecting enrolment and diversity in the program.

Institutional Opportunity

- **Achieving NAAC accreditation:** Attaining accreditation from the National Assessment and Accreditation Council (NAAC) presents an opportunity for MSIHMCT to showcase its academic excellence and institutional quality, enhancing its reputation and credibility.
- **Staff completion of PhDs:** Faculty members completing their PhDs contribute to the academic prowess of the institute, enriching the learning experience for students, and enhancing research capabilities.
- **Publications in recognized journals:** Faculty publications in recognized journals will enhance the

institute's academic standing, contribute to knowledge dissemination, and establish faculty members as thought leaders in their respective fields.

- **Increasing female to male student ratio:** Increasing the ratio of female students relative to male students presents an opportunity to promote gender diversity and inclusivity.
- **Collaboration with industry partners:** Strengthening collaborations with industry partners provides opportunities for internships, guest lectures, and industry projects, enhancing students' practical exposure and employability.
- **Integration of technology in education:** Embracing technological advancements in teaching methodologies and infrastructure enhances the quality of education, promotes interactive learning experiences, and prepares students for digital-driven workplaces.
- **Global partnerships and exchange programs:** Establishing partnerships with international institutions and offering exchange programs provides students with opportunities for global exposure, cultural immersion, and broadening of perspectives.
- **Strengthening alumni network:** Engaging alumni through networking events, mentorship programs, and industry collaborations creates avenues for knowledge sharing, career guidance, and fostering a sense of community among graduates.

Institutional Challenge

- **Pay package competitiveness:** The hospitality industry's pay packages may face challenges in comparison to other sectors, potentially impacting career choices and recruitment rates.
- **Delay in admission process:** Post-COVID admissions face delays, affecting enrolment numbers and academic planning.
- **Industry perception:** Overcoming industry stereotypes and misconceptions about hospitality careers presents a challenge in attracting and retaining talented students, particularly in managerial roles.
- **External factors impacting admissions:** External factors such as economic conditions, regulatory changes, or shifts in industry demand may impact admissions and enrollment patterns at MSIHMCT.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curriculum at MSIHMCT offers students a comprehensive and industry relevant education. Affiliated with Savitribai Phule Pune University (SPPU) and recognised by the All India Council of Technical Education (AICTE), the curriculum undergoes periodic revision and development to ensure its alignment with the latest industry trends and standards. This process involves gathering inputs from various stakeholders, including students, parents, industry experts, and faculty members. The Institute follows a structured approach to curriculum planning with a detailed academic calendar which include curricular, co-curricular, and extra-curricular activities with term schedules, exam dates, assignments submission dates, internal and external exams and the alignment of this academic calendar is as per AICTE and SPPU guidelines. Continuous assessments are conducted to monitor student progress and ensure their academic growth. The credit-based grading system offers flexibility and opportunities for students.

Feedback from stakeholders, particularly students and employees, is highly valued and used as a basis for improvement. At the end of each semester, we gather feedback and implement action plans to address areas of concern or suggestions for change, ensuring continuous enhancement of the curriculum.

In addition to the core curriculum, the Institute offers as well as promotes value-added programs and certificate-based extracurricular activities to ensure holistic development. These activities help address important issues such as gender, sustainability, entrepreneurship, ethics, and values, aiming to train students to become strong leaders and visionaries in their chosen fields. The Institute also integrates research, projects, fieldwork, and skill-based activities into its educational framework. The institute's focus on program-based outcome learning, which begins with a clear understanding of the desired competencies and attributes that students should possess upon completion of their studies. To achieve these outcomes, the curriculum is carefully designed to incorporate a blend of theoretical instruction, practical training, experiential learning opportunities, and industry exposure. Moreover, the Institute places a strong emphasis on instilling ethical values and integrity, respect for diversity, and a commitment to excellence are emphasized throughout the curriculum.

Through its curriculum and commitment to continuous improvement, MSIHMCT strives to provide students with an enriching educational experience that prepares them for the challenges of the hospitality industry.

Teaching-learning and Evaluation

Within the domain of hospitality education, MSIHMCT shines as the top pick for individuals seeking careers in the industry. With an increased intake from 60 to 120 students since 2020, MSIHMCT has responded to the growing demand by ensuring having qualified full-time teachers from hospitality backgrounds. The Faculty members undergo regular up gradation of knowledge through Faculty Development Programs (FDPs) and Refresher Training sessions to ensure they remain abreast of the latest industry trends. The Institute also maintains strong ties with the Industry through regular liaison activities, signed Memorandums of Understanding (MOUs), and participation in industry exposure initiatives.

To enhance the teaching-learning process, the Institute leverages ICT technology, including Google Classroom and YouTube channels, for promoting video-based learning. The curriculum is designed to offer a comprehensive learning experience, with a focus on interactive and practical-based learning. Hands-on learning opportunities, industry visits, and engagement with alumni professionals further enrich students' practical experience. Students are encouraged to participate in theme-based events and entrepreneurship development initiatives and take on leadership roles in various committees. These activities develop their managerial and organizational skills.

To evaluate progress, the Institute conducts result analysis, internal monitoring of classes and continuous assessments. Course Outcomes (COs) and Program Outcomes (POs) are clearly defined and regularly analysed and evaluated. For students who require additional support, remedial classes are ensured alongside regular ones. Feedback from stakeholders ie the students is actively sought for continuous improvement. This commitment to excellence has resulted in consistent good scores for students and placement opportunities in leading companies, setting them on a path towards successful careers in the hospitality industry. The institute's commitment to transparency and efficiency in assessment processes is also evident through mechanisms such as grievance redressal systems and transparent internal and external assessment procedures.

The Institute values the diverse student body and strive to provide them with a conducive and practical learning environment. With a dedicated and experienced faculty, transparent evaluation methods, and a strong focus on holistic development, it always aim to nurture excellence and prepare its students for successful careers in the hospitality industry

Research, Innovations and Extension

MSIHMCT distinguishes itself with its intricate ecosystem aimed at nurturing innovation, promoting entrepreneurship, and making meaningful contributions to society. At the core of MSIHMCT's efforts is its strong framework for innovation by setup of an Intellectual Property Rights (IPR) cell and an Start Up and Innovation Cell that enable the exchange of knowledge. A Research Centre offers an environment for both faculty and students to engage in research work, participate in seminars, and share their discoveries through published works. Complementing these endeavours is the Entrepreneurship Development Cell, which serves as a platform for cultivating entrepreneurial spirit among students. Through guest lectures, events such as 'Festive Treats', and engagement with alumni, the cell instils in students the skills necessary for navigating the business landscape.

Beyond the confines of academia, MSIHMCT actively engages in extension activities aimed at promoting community welfare and holistic student development. Initiatives such as bakery workshops for children with special needs and city-wide cleaning drives highlight the institute's commitment to social responsibility and environmental stewardship. Recognitions are received for outstanding contributions during the COVID-19 pandemic, consistent organization of blood donation camps in collaboration with Deenanath Mangeshkar hospital, and active participation in environmental conservation initiatives. Faculty members engage in consultation work with government bodies such as YASHADA, CDAC and MTDC, promoting collaborations and staying abreast of the latest industry trends and technological advancements.

At the heart of the institute's achievements is the leadership of its Principal, who holds the distinction of being the first faculty member to achieve a PhD in the field of Hotel Management. These scholarly achievements have elevated MSIHMCT to new heights in hospitality education. Guided by her vision, MSIHMCT is pioneering new avenues in research and academic excellence. Numerous faculty members are now pursuing doctoral degrees, utilizing diverse platforms such as YouTube channels and publications to advance knowledge dissemination and expertise sharing. Collaborations with other HMCT colleges, deemed universities, and autonomous colleges further enrich the academic landscape.

MSIHMCT's multifaceted approach to research, innovation, community engagement, and academic excellence serves as a testament to its dedication to excellence and societal impact in the hospitality sector.

Infrastructure and Learning Resources

MSIHMCT, centrally located in Pune, prides itself on its state-of-the-art infrastructure and abundant learning resources, catering to the diverse needs of its students and faculty.

The Institute, offers specialized facilities for culinary training, administrative offices, and academic pursuits. The newly constructed 6-floor building features spacious classrooms with ample natural lighting, ensuring a conducive learning environment. Manned with 24*7 security, it offers a secure atmosphere for students and stakeholders. Equipped with the latest technological equipments and being fully stocked, all laboratories provide hands-on experience to students. The inclusion of smart classrooms enhances interactive learning experiences, while the multi-purpose conference and assembly hall serves as a versatile space for various events, from indoor games to exhibitions to seminars. Sustainable features like solar-heated water systems are incorporated to promote environmental stewardship.

The library, situated on the 5th floor, offers a vast collection of print and digital resources to support academic

and research needs. Equipped with computers and internet facilities, the library promotes access to e-books, journals, and online databases. The institute prioritizes the maintenance and upgrade of its infrastructure, ensuring that facilities remain in top-notch condition. A designated maintenance department, comprising faculty members, oversees periodic maintenance tasks, while third-party Annual Maintenance Contract (AMC) ensures the overall upkeep of the campus. Regular upgrades, including furniture replacements and technological advancements, contribute to the continuous improvement of the learning environment. The Institute prioritizes technological advancements, providing high-speed internet connectivity. Wi-Fi routers are strategically placed for easy access, facilitating seamless communication and collaboration. The adoption of Google Classrooms enhances student-faculty interaction. Modern smart classrooms equipped with multimedia content and interactive tools promote dynamic learning experiences.

With its well-equipped infrastructure and abundant learning resources, MSIHMCT provides a conducive environment for academic excellence and holistic development.

Student Support and Progression

With a history spanning over 54 years, MSIHMCT boasts an extensive network of alumni engaged in various support services. From academic tutoring and career counselling to mental health support and extracurricular activities, every aspect of student life is carefully considered. Notably, the Alumni Association (registration under process) provides scholarships to deserving students, ensuring financial constraints do not hinder academic excellence. Beyond financial aid, alumni contribute through guest lectures, demonstrations, and industry visits, bridging the gap between theory and practice. Their involvement extends to sponsoring annual events like food festivals, helping with networking opportunities for students.

Academic success is paramount and students receive support to excel in their studies where in faculty members provide personalized guidance and tutoring. Additionally, the Institute offers access to state-of-the-art facilities, including a well stocked library, well equipped and spacious laboratories, and smart classrooms, to enhance the learning experience. Experiential learnings are integral to the curriculum through visits, demonstrations, workshops, and industry collaborations. The Training and Placement Cell provides students with opportunities for internships, industrial training, and job placements, offering career guidance to help students navigate the job market and make informed career decisions.

Recognizing the importance of mental health, MSIHMCT prioritizes the well-being of its students. Trained counsellors are available to provide confidential support and guidance. It also promotes a culture of wellness through yoga class, and recreational activities. The Institute also boasts a vibrant student community, driven by a variety of cultural, sports, and extracurricular activities. The SCA (Student Centred Activities) cell organizes events, competitions, and social gatherings. From cultural festivals to sports weeks and intra-college competitions like **"Hospi-Tech,"** students have ample opportunities to showcase their talents and build lifelong friendships.

Lastly, the institute recognizes the importance of parental involvement in student success. Parent and student meets are organized regularly, providing opportunities for open communication, feedback, and guidance.

With a dedicated focus on holistic development, MSIHMCT continues to shape the future leaders of the hospitality industry, equipping them with the skills, knowledge, and resilience needed for success in the global marketplace.

Governance, Leadership and Management

MSIHMCT is a government self-financed institute. It is governed by a Board of Governors (BoG). The members comprise, Chairman who is the Director of Technical Education (DTE) Mumbai (Ex Officio), Vice Chairman Director of Technical Education Regional Office Pune (R.O DTE Pune), Deputy Secretary of Higher and Technical Education Mantalay is the Ex Officio Member, and the Principal of the Institute is the Member Secretary. This governance structure is deeply rooted in the institute's vision and mission, driving its institutional practices.Aligned with its vision to become the preferred destination for stakeholders in the tourism and hospitality industry, MSIHMCT operates under the guidance of its Board of Governors. This body sets strategic direction, oversees policy formulation, and ensures regulatory compliance, while the Principal and the College Development Committee (CDC) provide support in maintaining high educational standards and practices.Academic committees and coordinators ensure effective governance, adhering to regulatory standards set by AICTE and SPPU.

The Institution's perspective plan outlines both short-term and long-term goals, which is to enhance student intake and infrastructure respectively. The deployment of this plan is visible through efficient functioning of institutional bodies, adherence to policies, transparent administrative setups, and effective deployment of funds. Clear governance structures ensure fair appointments and service rules, while adherence to financial regulations and regular audits ensure transparent financial management. The institute prioritizes staff welfare and development, with performance appraisals, various faculty development programs, and measures in place. It has a supportive environment for both teaching and non-teaching staff, aligning with government regulations and ensuring equitable workload distribution.

The Internal Quality Assurance Cell (IQAC) significantly contributes to institutionalising quality assurance strategies and ensuring effective communication among stakeholders. Through various committees and initiatives, IQAC monitors teaching-learning processes, operational methodologies, and learning outcomes, while promoting research and innovation.

The institution's commitment to transparency, fairness, and continuous improvement is evident in its institutional practices and emphasis on staff welfare and development. With a clear roadmap outlined in its institutional perspective plan and the active involvement of the IQAC Cell, MSIHMCT remains dedicated to achieving its goals and upholding its reputation as a leader in the field.

Institutional Values and Best Practices

MSIHMCT strongly believes that it plays a pivotal role in shaping individuals and societies, not only through academic pursuits but also by inculcating values and promoting best practices that contribute to the holistic development of its students. It upholds the principles of inclusivity and constitutional obligations by ensuring fairness, transparency, and equal opportunities for all students. The admission process is devoid of caste-based discrimination, with eligibility determined solely on merit and adherence to government regulations. It also provides scholarships to economically underprivileged students, reducing barriers to education. Celebrations of Constitution Day and the birth anniversaries of national leaders display the institution's commitment to promoting constitutional values, national integration, and cultural heritage. The institute celebrates linguistic diversity and cultural inclusivity through initiatives such as Marathi Bhasha Din and the promotion of Indian cuisine through its various. By highlighting regional cuisines and cultural traditions, it promotes a sense of unity, pride, and respect for diverse cultures amongst its students. Extended activities, such as blood donation camps and visits to organisation for the specially-abled, cleaning drives under the Swachh Bharat Abhyan and

tree plantation drives reinforce values of social responsibility and humanity among students.

At the core of MSIHMCT's mission is the promotion of entrepreneurial activities among students. Through dedicated cells and initiatives, such as the Start-up and Innovation Cell and the Entrepreneurship Development Cell, students are encouraged to explore their potential, innovate, and take on entrepreneurial initiatives. Theme lunches and dinners, festivals, and food hampers curated for various Indian festivals provide students with practical experience in market research, budgeting, and event management. The annual food festival serves as a platform for students to showcase their culinary talents and managerial skills, while also providing networking opportunities with industry experts and guests.

Through its holistic approach to education and promotion of values-based initiatives, MSIHMCT sets a benchmark for institutions striving to create positive impacts on individuals and society alike.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAHARASHTRA STATE INSTITUTE OF HOTEL MANAGEMENT AND CATERING TECHNOLOGY PUNE
Address	Maharashtra state institute of hotel management and catering technology pune 412 C K M munshi road Bahirat Patil chwok Near bharti vidya bhavan school pune 16
City	PUNE
State	Maharashtra
Pin	411016
Website	www.msihmctrs.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Seema Zagade	020-25676640	9822944405	020-2567664 0	msihmcttpo@gmail .com
IQAC / CIQA coordinator	Chintamani Sahasrabudhe	020-29707345	9975775489	020-2970734 5	crs3626@gmail.co m

Status of the Institution	
Institution Status	Government and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Savitribai Phule Pune University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	[View Document](#)	15-05-2023	12	

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	Maharashtra state institute of hotel management and catering technology pune 412 C K M munshi road Bahirat Patil chwok Near bharti vidya bhavan school pune 16	Urban	0.595993	3010.03

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	BHMCT,Hotel Management And Catering Technology, HOTEL OPERATIONS	48	HSC	English	120	102
PG	MHMCT,Hotel Management And Catering Technology, HOTEL OPERATIONS	24	BHMCT	English	24	16

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	2				6				14			
Recruited	0	1	0	1	2	0	0	2	6	8	0	14
Yet to Recruit	1				4				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

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Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				20
Recruited	11	7	0	18
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

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

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	6	0	9
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	4	6	0	10

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	302	0	0	0	302
	Female	115	0	0	0	115
	Others	0	0	0	0	0
PG	Male	6	0	0	0	6
	Female	11	0	0	0	11
	Others	0	0	0	0	0

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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	3	2	11	10
	Female	2	2	3	7
	Others	0	0	0	0
ST	Male	0	2	1	1
	Female	0	0	2	0
	Others	0	0	0	0
OBC	Male	9	11	15	17
	Female	1	4	7	9
	Others	0	0	0	0
General	Male	53	29	33	39
	Female	15	5	19	17
	Others	0	0	0	0
Others	Male	15	16	18	17
	Female	4	4	8	7
	Others	0	0	0	0
Total		102	75	117	124

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	In the wake of the New Education Policy (NEP), it is imperative for the Institute to adapt its educational approaches to meet the evolving needs of students and society. Multidisciplinary education involves integrating knowledge and methods from multiple disciplines to address complex problems and promote holistic learning experiences. At the forefront of this shift is the diverse range of programs and innovative teaching pedagogies poised to meet the challenges and opportunities presented. MSIHMCT offers programs such as the Bachelor's Degree Program in Hotel Management and Catering Technology (BHMCT) launched in 2003 and the Master's in Hotel Management and Catering Technology

(MHMCT) launched in 2012. These programs expose students to various subjects and aspects of the hotel industry, providing them with an overall understanding of the field. These include hospitality management, culinary arts, food and beverage service, accommodation operations, several aspects of business administration, and tourism studies. By integrating elements from different disciplines, the Institute ensures that students receive a well rounded education that prepares them for diverse career paths in the hospitality sector and beyond. MSIHMCT goes beyond traditional disciplinary boundaries to help with learning. It encourages students to develop an open attitude and a wider perspective by providing access to many opportunities and different profiles within the hospitality industry. This approach helps students to explore different facets of the industry and understand the interconnectedness of various disciplines within it. The curriculum is designed to give students exposure to different hospitality verticals and management styles. Through a combination of theoretical instruction, practical training, industry exposure, and experiential learning opportunities, students acquire the knowledge and skills necessary to excel in a dynamic and ever-evolving industry. In addition to its multidisciplinary curriculum, it equips students with the right set of skills to thrive in today's competitive job market. The institute emphasizes critical thinking, problem-solving, communication, teamwork, and leadership skills, which are essential for success in any field. By providing a supportive learning environment, state-of-the-art facilities, and opportunities for personal and professional growth, MSIHMCT prepares students to navigate the complexities of the modern world and make meaningful contributions to society. By embracing multidisciplinary approaches, institutes can empower students to become versatile, adaptable, and globally competitive professionals who are equipped to address the challenges of the 21st century.

2. Academic bank of credits (ABC):	The Academic Bank of Credit (ABC) system has been integrated into the academic framework, ensuring that all students have registered and are actively benefiting from its advantages. All the students at MSIHMCT are required to register with the into the system, thereby creating their digital

	academic profiles. This ID is crucial for accessing and managing their academic records, including course credits, grades, and certificates. At MSIHMCT, the ABC system has been integrated into the curriculum to streamline credit recognition and enhance academic mobility for our students. Through this implementation, students can accumulate credits for courses completed at MSIHMCT. This promotes a more flexible and personalized approach to education, enabling students to pursue diverse learning opportunities and career pathways. MSIHMCT and SPPU (affiliated University) has also streamlined its administrative processes to ensure that exam forms are filled using the ABC system ID. This not only simplifies the exam registration process for students but also ensures the accuracy and security of their academic data. By centralizing exam registration through the ABC system, the Institute has minimized errors and delays, enhancing efficiency and accountability in academic operations. Additionally, the institute actively promotes the use of digital platforms like DG Locker, where students can securely store and access their academic documents. This integration enables students to conveniently manage their academic records, including transcripts, certificates, and other essential documents, from a single, centralized platform. Whether applying for jobs or further education, students can easily share their verified academic credentials with employers or institutions, systemizing the application process. The Institute has embraced the ABC system as an important function of its academic infrastructure, ensuring that all students are registered and leveraging its benefits.
3. Skill development:	Skill development is paramount for MSIHMCT to align with the objectives of the New Education Policy (NEP). At MSIHMCT, skill development is approached comprehensively, addressing both technical competencies and soft skills essential for success in the hospitality sector. Technical skills form the backbone of the curriculum, covering a wide array of aspects essential for a successful career in hospitality. This encompass food production, food and beverage management, housekeeping operations, and front office management. These skills are honed through hands-on training in state-of-the-art facilities, including well-equipped kitchens, simulated guest

	rooms, and front desk setups. In addition to technical skills, soft skills play a vital role in hospitality. These include communication, interpersonal skills, problem-solving, adaptability, and cultural competence. MSIHMCT integrates soft skill development into its curriculum through interactive sessions, role-playing exercises, group projects, and industry interactions. This holistic approach ensures that graduates are not only proficient in their craft but also possess the interpersonal skills necessary for guest satisfaction and effective teamwork. Skill development at MSIHMCT extends beyond the classroom to include industry exposure and experiential learning opportunities. Students engage in mandatory 15 week industrial training, and field visits to hotels, restaurants, and other hospitality establishments. These experiences provide exposure to industry practices, allowing students to apply their skills in real-world settings and gain insights into industry trends and standards. The Institute emphasizes lifelong learning and professional development. Faculty members facilitate workshops, seminars, and guest lectures by industry experts to keep students abreast of emerging trends, technologies, and best practices in the hospitality sector. This continuous learning approach ensures that graduates remain competitive and adaptable in a rapidly evolving industry landscape. In preparation for the NEP, MSIHMCT is enhancing its skill development initiatives to align with the policy's emphasis on multidisciplinary learning, practical exposure, and holistic development.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	At MSIHMCT, the integration of Indian Knowledge System is evident through various initiatives aimed at celebrating Indian heritage, language, and traditions. These include, Theme lunches and dinners planned every semester feature at least one Indian cuisine, highlighting the diversity of regional dishes and culinary traditions. These themes often revolve around showcasing the culinary traditions of specific regions or states within India and highlights the unique flavours, ingredients, and cooking techniques characteristic of the chosen region. Events like these provide students with opportunities to appreciate the cultural significance of food in Indian society. Food festivals at MSIHMCT are carefully curated to celebrate the diverse culinary heritage of India. The

themes for these festivals are chosen to showcase the rich cultural tapestry of the country and provide students with a platform to explore and appreciate different regional cuisines. Themes may also be selected based on the cultural significance of certain dishes or cuisines. Traditional Day celebrations showcase the rich cultural heritage of India, with students dressing in traditional attire representing various states and regions. 'Marathi Bhasha Din' is observed to promote the Marathi language and culture, with activities such as essay writing competitions, poetry recitations, and cultural performances. With observance of National Events like Constitution Day is commemorated to honor the Indian Constitution and promote awareness of fundamental rights and duties among students. Other national events such as Independence Day and Republic Day are celebrated with flag hoisting ceremonies, cultural programs, and patriotic songs. Essay writing competitions in regional languages encourage students to express themselves in their native tongues, fostering language proficiency and cultural pride. Under the Entrepreneurship Development (ED) cell at MSIHMCT, entrepreneurial activities are infused with a spirit of celebration through events like "Festive Treats." During various festivals such as Christmas, Diwali, and Ganesh Chaturthi, the Institute organizes curated food hampers known as "Festive Treats" to commemorate these special occasions. 1. During the festive season of Christmas, students to curate special food hampers filled with traditional Christmas delicacies. 2. Diwali, the festival of lights, is celebrated with great enthusiasm at MSIHMCT through the "Deepawali Delights" initiative. Students come together to prepare an assortment of homemade sweets, snacks, and savouries synonymous with Diwali festivities. 3. Ganesh Chaturthi, the festival dedicated to the elephant-headed deity Lord Ganesha, is marked by the "Modakotsav" event at MSIHMCT. Modaks, a sweet dumpling considered Lord Ganesha's favorite delicacy, take center stage during this festival. "Festive Treats" events contribute to the festive atmosphere on campus, inculcating a sense of camaraderie and cultural exchange among students and faculty members. Through these celebrations, MSIHMCT not only nurtures entrepreneurship but also promotes cultural diversity and inclusivity

	within the campus community. Through all these initiatives, students not only gain practical skills in hospitality management but also develop a deeper appreciation for their heritage and identity as Indian hospitality professionals.
5. Focus on Outcome based education (OBE):	In the context of implementing the National Education Policy, outcome-based education is pivotal in shaping quality and relevance. Program Outcomes (POs) and Course Outcomes (COs) serve as the guiding framework, shaping the essential skills and knowledge students should acquire. The BHMCT program, spanning four years, and the MHMCT program, extending over two years, represent this approach. Each semester's courses, complemented by internal and external assessments, are meticulously designed to align COs with key POs. This integration of COs and POs ensures a coherent and purposeful educational journey, nurturing well-rounded professionals equipped to excel in leadership roles within the dynamic hospitality industry. Firstly, POs and COs are defined at the outset of program development. Regular analysis and evaluation of POs and COs are conducted through a systematic and iterative process. Furthermore, assessment data are collected and analyzed to evaluate the extent to which students are meeting the established POs and COs. This data-driven approach allows faculty members to identify strengths and areas for improvement within the curriculum. For instance, assessment results may reveal areas where students consistently perform well, indicating successful attainment of specific COs. Conversely, they may highlight areas where students struggle, prompting faculty to revisit teaching methods, instructional materials, or assessment strategies to address gaps in learning. Continuous evaluation of POs and COs ensures that the curriculum remains dynamic and responsive to changing industry demands and educational standards.
6. Distance education/online education:	MSIHMCT, affiliated with Savitribai Phule Pune University (SPPU) and recognized by the All India Council of Technical Education (AICTE), is at the forefront of embracing this paradigm shift in education. Both the programs (BHMCT & MHMCT) are full time regular courses. In addition to these full time programs the Institute has integrated online education into its educational framework. This dual

approach ensures that students have access to diverse learning modalities tailored to their needs and preferences. One of the key initiatives undertaken by MSIHMCT is the promotion of online education through Massive Open Online Courses (MOOCs) and the Swayam platform. MOOCs offer students the opportunity to enroll in courses from leading institutions and experts worldwide, covering a wide range of topics relevant to hospitality management. By leveraging MOOCs, MSIHMCT supplements its traditional curriculum with cutting-edge content, ensuring that students stay abreast of the latest industry trends and developments. The institute actively encourages faculty members to participate in online Faculty Development Programs (FDPs) through the AICTE Training and Learning (ATAL) Academy. These FDPs provide faculty members with the opportunity to enhance their pedagogical skills, explore innovative teaching methodologies, and stay updated on advancements in their respective fields. By investing in the professional development of its faculty, MSIHMCT ensures that students receive high-quality instruction that is informed by the latest research and best practices in hospitality management education. MSIHMCT recognizes the importance of having collaborative and interactive online learning environment. Through virtual classrooms, discussion forums, and interactive multimedia content, students engage with course materials, interact with classmates, and receive personalized feedback from instructors. As technology continues to reshape the educational landscape, MSIHMCT remains committed to harnessing the power of online education to enrich the learning experience of its students.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electrol Literacy Club has been set up in the college on 1st September 2022. It is a platform to engage students through interesting activities and hands-on experience to sensitize them on their electrol rights and familiarize them with the electrol process of registration and voting. The club has adequate staff and students representatives. Vision :

	Originating in integrated civic and voter education and electoral participation right to make its most contribution to have an active democratic citizenry from a youngage. Objectives: The primary objective of the club is sensitizing the student community about democratic rights which includes casting of votes in elections.
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?	Sr. No. Name of Member Designation 1 Dr. Seema Zagade - Chairman 2 Mr. Chintamani Sahasrabudhe- Nodal Officer 3 Mr. Abhay Manolkar - Co-ordinator 4 Mr. Darshan Joshi - Member- SCA 5 Mr. Devesh Janvekar - Member – SCA 6 Mr. Ajay Kadam - Member- Student Representative 7 Mr. Rahul Gade - Member – Administration The committee is functional and conducts different activities as per the calendar decided at the start of the semester.
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.	The following are the Initiatives undertaken by the ELC of the MSIHMCT Pune 1 - Participate in voter awareness campaign 2 - Right to Vote Pledge 3 - Promotion on ethical voting, 4 - Registering the students and communities for voter registration in their residential areas.
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.	Students of the MSIHMCT Pune actively participate the Govt. programs in electoral process. The Institute has participated voter registration campaign programme for the period of 17/11/2022 to 27/11/2022 as per the order of Collector Officer Pune. The purpose of the programme was To Enrollment of new elector / voter, linking of adhar number with voter ID. The programme was held in the auditorium hall on 25 November 2022. All the students who have completed 18 years of age were informed about the campaign and asked to register as new voter. The documents required registration were checked by the ELC members and the students were asked to register. The website for new voter register was given to the students www.nvsp.in and the procedure was explained to them. The notice was displayed on the institute notice board about the same. Also MSIHMCT Pune organized activities under the "Mera Pehla Vote Desh Ke Liye"

	campaign from 2nd March to 6th March 2024. Our students actively participated, taking pledges to vote and engaging in fun games centered around civic duty. MSIHMCT Pune is proud to contribute for this initiative.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The students above 18 years age are encouraged to be the registered voter by way of awareness camps and pledge. The student certificates were recorded of the pledge. National Voter Day Celebration : Celebrated on 25th January of the every year, is significant in its purpose to encourage young voters to take part in the electrol process. The ELC members, have already garned enough knowledge on the electrol process and subjects related to voter awareness.

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
422	420	340	255	240

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

2 Teachers

2.1

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

Response: 15

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
10	14	14	12	12

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
54.58553	65.08248	100.27645	62.12961	59.11980

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:

The Institute is affiliated to Savitribai Phule Pune University (SPPU) and follows the curriculum approved by Savitribai Phule Pune University. The Institute has two courses, Bachelors in Hotel Management and Catering Technology and Masters in Hotel Management and Catering Technology which are credit-based courses. In 2016, the Curriculum was restructured into a syllabus with Cafeteria approach ensuring relevance and applicability. The faculty of the Institute along with senior and experienced Faculty from other Hotel Management Colleges under SPPU participated in meticulously planning and documenting this process that ensures the efficacy of curriculum delivery in these programs. This curriculum followed by the Institute is approved by the Board of studies and Academic Council of Savitribai Phule Pune University.

The Institute exclusively offers a 2 years Masters in Hotel Management and Catering Technology Program. The curriculum designing and periodic upgradation of the same is done at the Institute level. The Examination for this Program is methodically planned and assessed by knowledgeable faculty of the Institute.

The academic process commences with a staff meeting where courses for the academic year are discussed and allocated to faculty. The workload is meticulously balanced to facilitate effective content delivery. Course files, a crucial component of documentation, are issued to faculty members, ensuring they have the necessary resources for effective teaching.

The term schedule is created based on the SPPU term schedule, with defined dates for internal assessments, mark sheet submissions, backlog examinations, and academic monitoring. Faculty members are actively involved in the planning process, creating a plan of work that addresses gaps in the curriculum. The inclusion of workshops, visits, and demonstrations further enriches the learning experience.

Timetables are published well in advance, allowing students and parents to plan accordingly. Remedial classes are scheduled to assist students who may face challenges in coping with the curriculum. The first week of classes is designed to help students acclimate to the new term schedule, subjects, and faculty.

Internal academic monitoring is carried out for each class which is a continuous process. The dates of internal monitoring are mentioned in the term schedule, internal monitoring consist of faculty providing monthly details of theory classes and practicals conducted, cross-checked by an academic monitoring team. Shortfalls and discrepancies are identified, and course coordinators work closely with class counsellors to address the variables. Any classes or practicals missed out are re-scheduled to achieve the

targeted numbers. Internal monitoring is carried out twice in each semester, once in the mid of the semester and one towards the end of semester. Monthly academic review meetings with faculty provide a platform to discuss challenges and find effective solutions.

Journals / files are assessed regularly for content quality, ensuring a high standard of course delivery. Each faculty submits the course completion certificates after the term end alongwith the course files. Course co-ordinators and IQAC head verifies the documentations submitted. The Institute's commitment to effective curriculum delivery is in its methodical approach.

MSIHMCT aligns with SPPU standards, and maintains a systematic documentation process.

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

1.2 Academic Flexibility

1.2.1

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

Response: 3

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: 21.88

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
85	110	69	52	51

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:

Institutions of higher learning serve as medium for nurturing not just academically skilled individuals but also socially responsible and ethically grounded professionals. A symbol of a progressive institution lies in its ability to seamlessly weave together various crosscutting issues such as professional ethics, gender sensitivity, human values, and environmental sustainability into its educational fabric.

Aligned with industry requirements, the mission of the institution is twofold: to impart relevant professional skills and to cultivate a strong ethical and socially responsible philosophy among its students. This vision serves as the guiding principle driving the initiatives aimed at incorporating crosscutting issues into its educational framework.

- **Professional ethics** - Professional ethics forms the foundation of the curriculum, with dedicated courses and integrated modules across various subjects. From communication skills to human resource management, the syllabus is meticulously crafted to imprint ethical principles in students. Moreover, the institution goes beyond the confines of the syllabus by organizing special sessions and workshops focused on personality development, interview skills, and communication skills in collaboration with NGOs like the Naandi Foundation. Additionally, longstanding partnerships with organizations such as Bal Kalyan Sanstha Pune (A cultural and entertainment centre for the specially abled), highlight the commitment of the institution to a

sense of social responsibility and community service among its students.

- **Gender** - Gender sensitization is actively promoted through a multifaceted approach encompassing counselling sessions, awareness programs, and grievance redressal mechanisms. The institution ensures equal opportunities and representation for all genders in both academic and extracurricular spheres. Programs like Nirbhay Kanya (A self-defence workshop for women) and inclusive group discussions provide platforms for addressing gender-related issues and fostering a culture of gender equity on campus.

- **Environment and Sustainability** - Environmental sustainability is woven into the very fabric of the curriculum and campus life. Courses dedicated to environmental and sustainable practices, coupled with awareness campaigns and internal competitions, induce a sense of environmental stewardship among students. Initiatives such as tree plantation drives, waste segregation, and solar panel installations emphasize the commitment of the Institution to reducing its ecological footprint and promoting sustainable practices. Additionally, measures such as groundwater recharging and recycling of used paper demonstrate the proactive approach of the Institute towards environmental conservation.

The integration of crosscutting issues into the curriculum and extracurricular activities is not merely a token gesture for this institution; it is a fundamental aspect of its educational philosophy. By helping individuals become skilled in their fields and also ethical, socially aware, and environmentally conscious, the institution is laying the groundwork for a better and more sustainable future.

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: 45.97

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

Response: 194

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

1.4 Feedback System

1.4.1

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

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

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

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Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 86.02

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
86	144	144	75	68

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

2022-23	2021-22	2020-21	2019-20	2018-19
144	144	144	84	85

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

2.1.2

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

Response: 60.33

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
29	50	46	29	27

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
72	72	72	42	42

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 42.2

2.3 Teaching- Learning Process

2.3.1

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

Response:

The Institute focuses on holistic education, putting students at the forefront of all its activities. Through a myriad of teaching methods and extracurricular activities, it strives to mold well-rounded individuals preparing them for success and emphasizing hands-on learning to provide practical industry experience.

With an array of experiential learning opportunities, including the 15-week mandatory internships integrated into the curriculum and industry placements spanning various sectors within the hospitality industry, students are offered the chance to translate theoretical knowledge into practical application. Engaging in activities such as the Annual Food Festivals and themed events every semester they learn by immersing themselves in real-world scenarios. By assuming diverse responsibilities during these experiences, students acquire practical skills that closely mirror the challenges they will face in their future careers, equipping them with the requisite expertise.

In addition to traditional classroom instructions, MSIHMCT incorporates innovative simulation exercises to enhance student's soft skills in a controlled environment. Activities such as 'Basket Cookery' and 'Model Making' of restaurants and rooms offer practical experience in hospitality concepts. Moreover, day-to-day exercises like staff service practices and 'Managers of the Week' simulations provide hands-on training opportunities. The Institute encourages participation in the learning process through diverse teaching pedagogies, like brainstorming sessions, case studies, presentations, seminars, and regular on-the-job training activities like Outdoor Catering (ODCs), ensuring students receive adequate exposure to the industry.

In its endeavor to bridge the gap between academia and industry, the Institute organizes various activities, such as visits to hotels, restaurants, and other hospitality-related venues whilst also inviting alumni who are core industry professionals to share their experiences. It promotes hands-on learning through activities like group projects, field-based assignments, and practical demonstrations, complemented by workshops designed to impart specialized skills. Furthermore, the institute helps ignite an entrepreneurial spirit among students through various initiatives under the Start Up and Innovation Cell and the Entrepreneurship Development Cell, providing platforms for innovative thinking and business acumen development.

Embracing healthy competition, the institute actively engages in national and intercollege competitions, while its own annual intra-college event, "Hospitech," provides a showcase for students' talents across various disciplines. Beyond academic pursuits, a strong emphasis is placed on social responsibility and ethical conduct, with the Student Centered Activities (SCA) Committee spearheading initiatives such as blood donation camps, tree plantation drives, and visits to NGOs.

The Institute prioritizes technological advancement in education, offering an ICT infrastructure that includes smart classrooms, LCDs, computers and Google Classroom for course delivery. Tools like Microsoft Teams and Zoom facilitate virtual meetings, Faculty Development Programs and guest lectures. Access to digital libraries and networking platforms like LinkedIn enriches students' learning experiences. The Institute actively maintains a Facebook and Instagram handle for student engagement and providing updates on events, activities, and opportunities. The Institute also has YouTube channels where lectures, tutorials, and industry insights are shared.

As the students engage in hands-on experiences, collaborate with industry professionals, and leverage technological resources, they are empowered to excel in their chosen careers and make meaningful contributions to the field of hospitality management.

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: 65.26

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
25	22	16	16	16

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

2.4.2

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

Response: 29.03

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	4	4	4

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The Savitribai Phule Pune University (SPPU) has implemented the Credit Based Evaluation (CBE) from 2016, and the Institute follows the directives outlined by them. With a focus on Continuous Assessment, the Internal Marking criteria is crafted by the collaborative efforts of the Principal, College Exam Officer, and faculty members.

Prior to each semester, " Term Schedules" detailing all assessment procedures is displayed on the notice boards. This allows students to familiarize themselves with the evaluation process from the outset. During introductory lectures, students receive briefings on assessment protocols. In terms of internal assessments, which include unit tests, practical exams, assignments, field work and prelims, the Institute strictly adheres to the University guidelines. 10 days before these assessments, the timetable and seating arrangements are communicated via notice boards and digital platforms like WhatsApp. The correction of all internal exam papers are completed within a timeframe of 10 days and following the conclusion of the exam and the mark sheets must be sent to the Examination office to ensure timely record-keeping and adherence to guidelines. The students are given the opportunity to review their answer sheets, provide signatures, thus signifying transparency. Any discrepancies identified by students are promptly addressed by the respective professors.

In ensuring fair and thorough assessment, Institute conducts term-end practical exams diligently, following the recommendations of SPPU by appointing experienced external examiners to evaluate students. These examiners provide evaluation sheets that are signed by both the external and internal examiners.

The University conducts end-semester exams in accordance with the academic calendar. Transparent and timely communication of examination information and results ensures students are kept informed throughout the process. Special provisions, such as separate seating arrangements and additional time for students with learning disabilities, are made in alignment with university guidelines for the final end-term theory exam. Furthermore, students are afforded the option to obtain photocopies of their answer

books and exercise their right to revaluation or rechecking, enhancing transparency and accountability in the assessment process.

The Institute employs a systematic approach to grievance redressal. Internally, before the end-term theory exams, consolidated mark sheets are displayed on the notice board. Under the guidance of the Principal, the College Exam Officer, and faculty members, any grievances or discrepancies are resolved promptly. Official notifications are displayed for online exam form dates, SPPU theory exam schedules, and practical timetables.

To ensure students receive timely resolution for their grievances, the Institute facilitates and maintains a grievance register, for grievances such as name corrections, exam form fillings, result discrepancies, course dropouts, and subject addition requests. Grievances are reported to the university, and resolution times vary based on the nature of the issue. The revaluation process follows a specific timeframe, ensuring efficiency and adherence to deadlines. Photocopy applications must be submitted within seven days of the link opening, revaluation applications within 7 to 10 days after receiving the photocopy, and amendments in marks take approximately 30 days.

The Institute's commitment to transparency, communication, and grievance redressal serves as a testament to its dedication to academic excellence.

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:

In the ever-evolving hospitality education, a crucial aspect of ensuring quality and relevance lies in defining clear Program Outcomes (POs) and Course Outcomes (COs). These outcomes serve as a roadmap for both professors and students, guiding the learning journey and providing a framework for assessment. The Program Outcomes are (POs) are taken from All India Council for Technical Education's (AICTE) Handbook.

Foundation of Program Outcomes: Program Outcomes, as defined in the handbook provided by the All India Council of Technical Education (AICTE), serve as the guiding principles for the key goals of academic programs. In the context of our hospitality management programs, these outcomes express the essential skills, knowledge, and attributes that students should acquire by the time they graduate.

BHMCT Program Overview: The BHMCT program spans four years, divided into eight semesters. Each semester includes six courses, four external and two internal, designed to cover a spectrum of subjects ranging from culinary arts to hotel operations. At the core of this program are the well-defined Course Outcomes, which articulate the specific knowledge, skills, and attitudes that students are expected to acquire by the end of each course.

Mapping COs to POs: The COs are meticulously crafted to align with the broader Program Outcomes. These outcomes summarise the key skills and competencies that graduates of the BHMCT program should possess. For instance, a course on "Front Office Operations" may have COs focused on guest handling, reservation systems, and conflict resolution. These COs, in turn, map to Program Outcomes such as communication skills, technical skills, and cognitive skills.

Assessment and Evaluation: Regular assessments, such as Class tests, practical exams, and end term theory exams are conducted to evaluate students' progress in achieving the specified Course Outcomes. Practical exercises, case studies, and internships complement theoretical learning, ensuring a holistic understanding of the subject matter. The assessment process also aids professors in refining their teaching methodologies and adjusting the curriculum to meet the evolving demands of the industry.

MHMCT Program Overview: Building upon the foundation laid by the BHMCT program, the MHMCT program is a two-year journey spread across four semesters. With a focus on advanced concepts and specialized areas within hospitality management, this program is designed to prepare students for leadership roles in the industry. The courses offered in each semester, including six external courses, three internal courses, and two value addition courses, reflect the depth and breadth of the curriculum.

Integration of COs and POs at the Master's Level: The Master's program further refines and expands upon the POs established at the undergraduate level. For example, a course on "Strategic Management in Hospitality" may have COs centered around strategic planning, financial analysis, and leadership development. These COs align with Master's-level Program Outcomes related to strategic thinking, financial intelligence, and leadership skills.

The alignment of COs with POs ensures a coherent and purposeful educational journey, fostering the development of well-rounded professionals equipped to meet the challenges of the global hospitality industry.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The evaluation of Program Outcomes and Course Outcomes is a critical component of ensuring the effectiveness of academic programs. In our Bachelor's in Hotel Management and Catering Technology (BHMCT) and Master's in Hotel Management and Catering Technology (MHMCT) programs, the evaluation process is robust, transparent, and meticulously designed to measure the attainment of desired outcomes.

Internal Assessment Consolidation: Internal assessment plays a pivotal role in measuring students' understanding and performance in each course. The internal marks obtained by students across all batches in BHMCT and MHMCT programs are consolidated to provide a comprehensive overview of the learning outcomes.

Attainment Level Determination: A crucial step in the evaluation process is setting the attainment level for each course at 60%. This means that students are expected to achieve a minimum of 60% of the maximum internal marks allocated for a particular course to meet the desired attainment level.

Calculation of Attainment Marks: The attainment marks for each course are calculated using a simple formula: attainment marks = (attainment level / 100) * maximum internal marks. This formula ensures a proportional representation of the students' performance relative to the set attainment level.

Count of Students Achieving Attainment Marks: Once the attainment marks are determined for each course, the next step involves counting the number of students who have achieved the specified attainment marks or above. This count is derived by comparing the individual scores of students with the calculated attainment marks.

Calculation of Attainment Percentage: The percentage of students who have scored the attainment marks or above is then calculated by dividing the count of students meeting the criteria by the total number of students appearing for that particular course. This percentage provides a clear measure of the proportion of students who have successfully attained the desired level of understanding and performance.

Attainment Level Classification: Finally, based on the calculated percentage, attainment levels are classified as follows:

Attainment Level 1: 50% and above

Attainment Level 2: 60% and above

Attainment Level 3: 70% and above

This classification ensures a comprehensive understanding of the students' performance and helps identify areas for improvement in the curriculum or teaching methodologies.

Benefits of the Evaluation Process: The systematic evaluation process outlined above offers several benefits. Firstly, it provides a quantitative measure of the attainment of POs and COs, allowing educators and administrators to assess the effectiveness of the curriculum. Secondly, it helps identify areas of strength and weakness in the learning outcomes, enabling targeted interventions for improvement.

Additionally, this process fosters accountability and transparency in the educational system.

The attainment evaluation process in the BHMCT and MHMCT programs is a well-structured and data-driven approach to assessing the achievement of Program Outcomes and Course Outcomes. By setting clear attainment levels, calculating attainment marks, and classifying attainment levels based on percentages, the evaluation process ensures a complete understanding of student performance and the overall effectiveness of the academic programs. This systematic approach contributes to the continuous improvement of education quality in hospitality management.

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: 91.11

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
66	64	62	51	44

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
72	68	67	51	57

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.47

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:

At our Institute, nestled within the vibrant ecosystem of innovation, we take pride in cultivating a culture where creativity thrives and entrepreneurial spirits soar. Our multifaceted approach encompasses a wide array of initiatives aimed at nurturing the next generation of innovators and business leaders.

Under the overarching umbrella of fostering innovation, our Institute organizes a profusion of start-up and entrepreneurial activities. These endeavours not only provide students with hands-on experience but also instil in them the essential skills required to navigate the complexities of the business world. Events such as Festive Treats, Modak-o-sav, and Deepawali Delights not only serve as platforms for showcasing entrepreneurial talents but also contribute to community engagement, business savvy and celebration.

Central to our philosophy is the Innovation and Incubation Cell, which serves as a catalyst for promoting innovation and development. Through motivational talks, seminars, and practical workshops, students

are equipped with the skills and mindset required to embark on risk-taking ventures.

In alignment with our commitment to academic excellence, our Institute actively encourages participation in prestigious competitions such as 'Avishkar', under the Innovation and Incubation centre of the Savitribai Phule Pune University (SPPU). These competitions serve as motivation for innovation, fostering a spirit of healthy competition and collaboration among students.

Moreover, our annual food festival stands as a testament to our dedication to holistic learning. Through this event, students gain first-hand insights into the intricacies of business analysis, from market research to product development and marketing strategies.

In 2023, our institute embarked on a remarkable journey of promoting awareness about millets and their nutritive value. Through a series of competitions, guest lectures, and interactive sessions, students were enlightened about the significance of millets in fostering a sustainable and healthy lifestyle.

Keeping in touch with the industry trends and technological advancements our Institute organizes regular demonstrations by industry experts, visits and hands-on workshops providing students with invaluable insights into the latest innovations and emerging technologies. Additionally, the course offers a practical 5-week Industrial training, enabling students to grasp the advances of every department within a hotel through hands-on experience.

At the heart of our Institute lies a commitment to research and intellectual exchange. Faculty and students are actively encouraged to participate in research seminars, conferences, and workshops, fostering a culture of innovation and collaboration. Research subjects are seamlessly integrated into the syllabus, empowering students to embark on intellectual explorations under the guidance of experienced faculty members.

The commitment of the Institute to foster innovation and entrepreneurship transcends traditional boundaries, providing students with a holistic learning experience and Knowledge transfer that prepares them to thrive in an ever-evolving global landscape. Through a synergistic blend of academic rigour, practical exposure, and entrepreneurial spirit, we endeavour to nurture the leaders and innovators of tomorrow.

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: 4

3.2.2.1 **Total number of workshops/seminars/conferences including programs conducted on**

Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	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: 0.33

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
2	3	0	0	0

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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: 0.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	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](#)

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:

Over the past two decades, the Institute has been at the actively engaging in extension activities which is aimed to benefit the local community while nurturing the holistic development of the students.

One standout initiative is the annual bakery workshop conducted for children with special needs at Bal Kalyan Sanstha, Pune. Through this, Second-Year students impart baking skills for the specially abled children. The impact of this workshop transcends mere culinary expertise; it instils in our students a profound sense of compassion and appreciation for diversity. They understand the challenges faced by these kids and learn to appreciate and help others who are different from them.

Kade Pathar, nestled in the outskirts of Pune, holds significant cultural and historical importance. This picturesque location, known for its serene landscapes and ancient rock formations, attracts tourists and locals alike. However, despite its natural beauty, it has faced environmental challenges due to littering and neglect.The Institute actively champions environmental stewardship through city-wide cleaning drives under the Swachcha Bharat Abhyan. From Kade Pathar, Jejuri to historically famous places like Shaniwarwada and Chatushrungi temple, the cleaning drives make these areas look better and create

awareness about keeping the surroundings clean.Additionally, the participation in community events like the Pune Cyclothon promotes environmental sustainability and healthy lifestyles. Guest lectures on topics like cyber security and human rights are organized to raise awareness among students and the community. These lectures empower the students to make informed decisions and take proactive measures to safeguard themselves and their communities.

Various exhibitions and heritage walks are organized on World Tourism Day to raise awareness about preserving cultural heritage and promoting responsible tourism. The commitment to environmental sustainability extends to annual tree plantation drives at Hanuman Hill. Care is taken that this activity takes place just after the monsoon is settled in the city, so the saplings get enough water to grow. The students don't just plant the trees; they also keep an eye on them to see how well they are growing.

The institute actively engages in contributing to the welfare of the community with initiatives like the donation of excess fresh food made under the Entreprenuership Development activities to NGOs for helping those in need. The Institute's steadfast commitment to community welfare is also seen by its consistent organisation of Blood Donation Camps in collaboration with Dr. Deenanath Manageshkar Hospital since 2011. This initiative in the Institute's dedication to health promotion and altruism. These camps serve as more than just opportunities for blood donation; they are platforms for students to directly impact and save lives.

In addition to these aforementioned activities, various others like organising women's safety workshops, and counselling sessions about the Prevention of Sexual Harassment (POSH) Act help promote gender equality and safety. Furthermore, commemorating national days such as Constitution Day instils patriotism and honours the contributions of our national heroes.

These array of extension activities undertaken by MSIHMCT have had a positive impact on both the local community and the students.

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 accolades serve as a testament to an Institute's dedication to excellence and innovation and having said that, the Institute has garnered numerous recognitions and appreciation for showcasing its commitment to both community welfare and holistic student development.

During the COVID-19 pandemic, the faculty members contributed to community welfare by conducting

training sessions on resort sanitization for the staff of the Maharashtra Tourism Development Corporation (MTDC). Through this it played a pivotal role in ensuring the safety of guests and staff across various resorts. By signing an MoU with MTDC, the Institute facilitates the constant provision of training programs, both in-house and online. This empowers the staff and by supporting MTDC in their efforts to provide training and education, the also plays a significant role in contributing to economic growth and development, contributing to the GDP of the country. These efforts have not gone unnoticed, as the institute has received recognition and appreciation from MTDC and other stakeholders for the contributions during the challenging times.

The institute's consistent organization of Blood Donation Camps in collaboration with Dr. Deenanath Manageshkar Hospital since 2011 has reflected its commitment to community welfare promotion. These camps have not only raised awareness about the significance of blood donation but also provide a tangible opportunity for the students to directly contribute to saving lives. The Institute's participation in cleaning drives under the Swachh Bharat Abhiyan initiative at renowned tourist destinations in Pune, like Shaniwar Wada and Chaturshingi reflects its dedication to environmental conservation and sustainability in the tourism sector. Through such initiatives, the institute not only contributes to the beautification of historical sites but also promotes awareness about the importance of preserving our cultural heritage and natural resources.

The Institute's engagement in tree plantation drives demonstrates its proactive approach to environmental stewardship and addressing climate change concerns. By planting trees in and around the campus or other designated areas, the institute actively contributes to increasing green cover, mitigating air pollution, and ensuring a healthier ecosystem.

By engaging its Second-Year students in bakery workshops for differently-abled children at the Balkalyan Institute, which is renowned for its dedication to the overall development, the longstanding tradition serves as a keystone of the Institute's commitment to social responsibility and inclusive education. For years, students have actively participated in these workshops, which not only provide valuable learning experiences but also encourages empathy and a sense of social responsibility among the student body.

At the forefront of all these achievements stands Dr. Seema Zagade, the Principal, who was honoured with the 2019 Hospitality Educators Award. This prestigious accolade not only acknowledges her contributions to hospitality and tourism education but also reflects positively on the Institute's commitment to academic excellence and innovation. As the first PhD holder in the field of hospitality in Pune, Dr. Zagade's pioneering work sets a high standard for the institution, inspiring both faculty and students.

With its diverse array of initiatives, the Institute consistently ensures to leave a profound mark on local communities and hospitality sector.

File Description	Document
Upload 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: 6

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
01	01	00	02	02

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: 28

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 institute stands as an apex of excellence in the heart of the city, surrounded by lush greenery. It has a well-gated community ensuring security through surveillance cameras and the security guards cabin at the entrance, welcoming students and stakeholders. The 6-floor building is designed in an atrium style flooding its interiors with natural light and employing LED lighting for energy efficiency. Sustainable features like solar-heated water system and Ground Water Recharging are included.

Institute infrastructure has a three-level parking facility, with the ground level dedicated to students and the 2 basements catering to faculty and visitors. Other features on the ground level include a restroom for Divyanganjan, gas bank, generator set and garbage disposal pits.

Institute features 2 elevators ensuring free movement and safety of the occupants. Separate and clean washrooms for boys and girls are available on each floor. Potable drinking water facility is located on various floors with students lockers.

The 1st floor accommodates conference hall and the main store which meet the practical needs of all students. This level also accommodates a maintenance room.

On the 2nd floor the main administrative hub includes the Principal's Office, Administrative Office, Peshwa Board Room alongside Training Restaurant – IRIS, Advance Training Kitchen – I. Housekeeping Lab, Training Guest Room, & R&D Kitchen.

On the 3rd floor, specialized culinary skills find a home in the Bakery & Confectionary section, Large Quantity Training Kitchen is well equipped attached to Dinning Hall which accommodate over hundred students. This floor also houses one Faculty common Room and Computer Lab and server.

The 4th floor is a multifaceted space with a spacious Basic Training Kitchen, Advance Training Kitchen II, and Training Restaurant- Zafraan. It also houses the Front Office Lab and a multipurpose Assembly Hall. With the provision of a big LCD screen, this hall suitable for seminars, guest lectures, presentations, and cultural activities.

The 5th and 6th floor has 6 classrooms of which can accommodate 60 students each, a research centre, two tutorial rooms which can accommodate 30 students each, and a library facility.

All the classrooms are designed with functionality and comfort in mind comprised of ergonomic desks, provide students support during long hours of study. The space is organized to allow for easy circulation, with ample room between desks for supervision and teaching observation. The housekeeping labs include mock hotel rooms with beds and dressers for hands-on practice of cleaning techniques and mock guest room setup. The lab includes laundry facilities for teaching linens and uniform care, and cleaning supplies.

All the culinary laboratories have the latest equipments such as Salamander, Robot Coupe, etc provide the essence of the commercial kitchen. Two ultra-modern ovens help create symphonies of international food. A Combi- Oven in the bakery fulfils the requirements of baking.

A separate Girls Hostel Wing is equipped with 14 rooms. Additional facilities include an elevator, a warden's room and a hostel canteen.

Each floor serves specific functions to promote academic excellence, practical training, and well-being for all.

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: 18.22

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
0.17	4.24	5.85	49.94	1.98

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:

MSIHMCT stands proudly as one of the oldest and most esteemed institutes in Maharashtra, a legacy spanning 54 illustrious years. As one of the hallmark features, the library plays a pivotal role in supporting its commitment to academic excellence.

Situated on the 5th floor, the Institute's library boasts an expansive, well-ventilated layout with ample natural light, housing well-allocated space for all kinds of books catering to both the Bachelor of Hotel Management and Catering Technology (BHMCT) and Master of Hotel Management and Catering Technology (MHMCT) programs. The library offers a collection of rare and classic books alongside the latest publications, ensuring students and faculty have access to a comprehensive array of resources.

In addition to traditional print materials, the Institute also offers access to national and international journals. With a dedicated space equipped with 4 computers for referencing e-books, the availability of internet facilities and Wi-Fi further enhances the accessibility of online resources. The library is automated with digital facilities using the Integrated Library Management System (ILMS), 'Autolib' to automate the process of cataloguing and circulation, ensuring efficient management and access to resources. Adequate subscriptions to e-resources and 2 journals are made, further enhancing the depth and breadth of available materials. Moreover, it also provides access to a wide range of e-books, ensuring that the students and faculty members can stay updated with the latest resources in the field.

To facilitate optimal utilisation, library cards are distributed at the start of each semester, with allocated library periods in the timetable to monitor usage. Emphasising the importance of referencing, students are encouraged to utilise the library's vast resources for research and study. Equipped with comfortable seating arrangements, designated reading areas and easy access to reading material, alongside access to online databases, the library serves as a cornerstone for thesis preparations and referencing e-journals for research papers.

The library also serves as a focal point for participative learning, evident in numerous success stories and academic achievements. Whether it is students conducting research on recent hospitality trends or faculty members incorporating case studies to enrich their lectures or holding numerous cultural events in the library, the integration of the library into all facets of academic and extracurricular activities underscores its significance within the Institute's ecosystem. Initiatives like the magazine and the annual newsletter "The Stock Pot" promote the library and encourage student contributions, showcasing creativity and sharing perspectives on industry trends and campus. Equipped with designated study areas, and access to online databases, the library serves as a cornerstone for faculty members and students for thesis preparations and referencing e-journals for their research papers. The Institute library has emerged as an invaluable asset for reference needs.

As the Institute continues to evolve, it remains steadfast in its mission to uphold its legacy of enriching its library and resource excellence for years to come.

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:

At MSIHMCT, it is recognized that integrating advanced Information Technology (IT) facilities is crucial for creating a participative learning environment and ensuring operational efficiency in the modern education world. Therefore, the Institute is dedicated to remaining at the forefront of technology. Regular updates are made to the IT facilities, and a strong internet connection is ensured to meet the needs of the academic community.

Recognizing the importance of reliable internet access in today's digital era, the Institute has secured a high-capacity internet plan of 2000 GB per month through Bharat Sanchar Nigam Limited (BSNL). This bandwidth not only supports daily administrative functions but also facilitates diverse online activities for faculty and students, such as research references, assignments, and other educational pursuits.

To ensure convenient wireless access, Wi-Fi routers are strategically positioned in both the staff rooms located on the third and sixth floor respectively and corridors, providing easy internet connectivity for all faculty and staff members. Additionally, Local Area Network (LAN) connections are established

throughout the institute to create a stable and secure network for various operational needs.

Since 2020, the Institute has adopted Google Suite, allowing faculty and departments to utilise official Institute IDs for enhanced collaboration and communication. Google Classrooms serve as dynamic platforms for sharing study materials, assignments, and exams, fostering seamless interaction between faculty and students at all times. To streamline administrative processes, the Institute has also implemented a comprehensive Management Information System (MIS) Smart School Enterprise Resource Planning (ERP) system. This system integrates modules for administrative tasks and grievance redressal, providing a centralised platform for efficiently managing institutional functions. In pursuit of financial transparency and efficiency, the Institute utilises Tally software for accounting purposes.

The institute has modern smart classrooms with interactive features to make learning more engaging. These classrooms use multimedia content, interactive whiteboards, and collaborative tools to promote dynamic and participatory learning experiences.

With a total of 48 computers available, it also ensures that both faculty and students have access to necessary hardware. These desktop computers are equipped with specifications to run various software applications and educational resources, supporting academic excellence.

The Institute is committed to staying technologically advanced, offering strong internet, Wi-Fi, Google Suite, smart classrooms, and efficient accounting software. This blend of tech and education supports traditional teaching and encourages interactive learning. As technology evolves, the Institute is ready to adopt innovations, making the academic journey for faculty and students seamless and contributing to our community's growth and success.

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: 11.11

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

Response: 38

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 0.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.27	0.038	0.305	0.026	0.046

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: 59.57

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
285	279	204	125	106

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

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 8.71

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
56	48	0	42	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: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof 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](#)

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: 57.49

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
43	50	17	20	35

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
66	64	62	51	44

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

5.2.2

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

Response: 9.02

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
4	2	2	3	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

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: 2

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
1	1	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](#)

5.3.2

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

Response: 3

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
3	2	3	3	4

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:

The alumni plays a pivotal role in contributing significantly to the development of the Institute through various support services. With a rich history of over 54 years, the Institute has established a strong network of alumni who are actively involved in supporting their alma mater.

One of the key contributions of the alumni association is in providing scholarships to deserving students. Through generous donations from distinguished alumni like Mr. Vikram Kamat, awards are given to the toppers of the Bachelors in Hotel Management and Catering Technology and Masters in Hotel Management and Catering Technology students, ensuring that no constraints hinder academic excellence. This initiative not only provides support to deserving students but also highlights the alumni's dedication to investing in the future of the institute and its students.

Beyond this aid, the alumni actively engage with current students through a range of support services, the primary being guest lectures. The accomplished alumni are invited for various sessions throughout the academic year, and they offer their perspective and practical knowledge, thus helping us bridge the gap between theory and practice. Furthermore, demonstrations and workshops at our institute in various departments and industry visits organized by the established alumni provide students with hands-on experiences and exposure to real-world practices.

The alumni's involvement extends to sponsoring our annual events, namely the food festivals, which serve as platforms for students to showcase their talents and skills gained throughout their academic journey. By supporting these events financially and through active participation, the various alumni have not only contributed to the success of such initiatives but also been instrumental in networking opportunities for students to interact with industry professionals and gain perspective into the ever growing hospitality sector.

Moreover, our alumni play an important role in placements, career guidance, and counselling, offering students the support needed in navigating the job market and shaping their professional trajectories. Through their industry connections and first-hand experiences, alumni help the Training and Placement Office facilitate placement drives, internships, and career opportunities for graduates and post graduates, paving the way for successful transitions into the workforce. The mentorship and guidance provided by alumni create a sense of community and continuity, building a supportive environment for students as they embark on their professional journeys. Various alumni actively contribute to the institute's development by participating in committees and initiatives such as the Internal Quality Assurance Cell (IQAC). They serve as members in college development committee (CDC) meetings and attend meetings regularly to provide insights and guidance.

The Alumni Association of MSIHMCT stands as a support and dedication to the institution's development. From scholarships to educational initiatives, event sponsorships, and career guidance, the alumni association's contributions demonstrate the alumni's commitment to ensuring that our institute remains a hub of excellence in hospitality education. Through their multifaceted contributions, the alumni association continues to play a vital role in shaping the future of the institution and nurturing the next generation of hospitality professionals.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

At MSIHMCT, institutional governance and leadership are intricately woven into the fabric of the institute's vision and mission, driving all its practices into shaping and achieving its short term and long term goals. The Institute's vision and mission statements serve as guiding principles that steer the governance decisions and actions.

With a legacy spanning over 54 years, the Institute's vision to become the preferred destination for all stakeholders in the Tourism and Hospitality Industry is evident in every aspect of its operations. From its vast alumni network to its global presence, central location, fee structure, state-of-the-art infrastructure, scholarship opportunities and interactive learning pedagogies making it an attractive choice for students and industry stakeholders alike. In accordance with the mission, which includes the desire to set high standards of knowledge and practice, empower students for progressive careers, encourage research in Tourism and Hospitality, promote ethical principles and act as a hub for knowledge exchange, is reflected in various institutional practices.

The governance structure of MSIHMCT is anchored by its Board of Governors (BOG), a body entrusted with setting strategic direction, overseeing policy formulation, and ensuring adherence to regulatory guidelines. At its core, the administrative structure consists of the Principal, Course Coordinators, Head of Departments, Assistant Professors,librarian and support staff responsible for various functional areas such as academic affairs, student services, finance, human resources, and facilities management. Financial decisions are taken by the BoG where daily expenses are reported to the Chairman Director Technical Education (DTE) Mumbai in the form of a monthly budget. The Board of Governors (BoG) also serve as the final authority, entrusting the Principal (Member Secretary) with the autonomy to make day-to-day decisions and ensuring effective coordination and implementation of institutional policies. She is supported by the College Development Committee (CDC), comprising stakeholders from various domains like NGOs, social organizations, industry, alumni, and students, all of whom play a vital role in academic and administrative decision-making, aligning with the institution's mission to maintain high standards of education and practice. Academic committees, course coordinators, and class counsellors facilitate effective governance, adhering to regulatory standards set by AICTE and SPPU.

MSIHMCT's institutional perspective plan encompasses both short-term and long-term goals providing a roadmap for our journey towards excellence and growth.Short-term plans focus on course promotion such as promoting courses through college connects and raising awareness about hospitality opportunities lay the foundation for sustainable growth, accreditation, collaborations through MoUs. Long-term goals include expanding student intake, fostering research and innovation, enhancing infrastructure, and establishing centers of excellence, ensuring our readiness to meet the evolving needs

of our stakeholders and the industry.Notably, recent collaborations with architecture colleges highlight the institution's commitment to holistic development and industry relevance.

The institutional governance and leadership at MSIHMCT are integral to the success and effectiveness as an educational institution. The commitment to continuous improvement and responsiveness to the needs of our stakeholders showcases the dedication to achieving our institutional goals and aspirations.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The Institute views the deployment of a Perspective Plan as a clear demonstration of its dedication to growth and service excellence. Aligning with its vision and mission, MSIHMCT strategically implements its perspective plan to strengthen various aspects of its operations, focusing on admission seats, infrastructure development, and nurturing an environment conducive to efficient administrative operations, ensuring fair appointments and service rules.

MSIHMCT has already embarked on a strategic journey to enhance its student intake from 60 to 120 from the academic year 2020. To strengthen this intake and ensure consistency, it has implemented a series of promotional activities through college connections. These activities are organized to raise awareness among students from various colleges about the lucrative career opportunities in the dynamic hospitality industry. Through these initiatives, MSIHMCT has showcased how hospitality is an attractive and rewarding career option, attracting a diverse pool of talented individuals from different backgrounds and regions.

In tandem with efforts to augment admission seats, the Institute prioritizes infrastructure development. The institution invests in state-of-the-art facilities, modern classrooms, well-equipped laboratories, and simulated hotel environments that replicate real-world hospitality settings. It has made significant investments in ICT-based technology to enhance the teaching and learning process through the provision of smart classrooms, Google Classroom platforms, computer labs, and curated YouTube-enabled content.

The governance structure of MSIHMCT is anchored by its Board of Governors (BOG), a body entrusted with setting strategic direction, overseeing policy formulation, and ensuring adherence to regulatory guidelines. At its core, the administrative structure consists of the Principal, Head of Departments,

Assistant Professors, librarian and support staff responsible for various functional areas such as academic affairs, student services, finance, human resources, and facilities management. In line with state government regulations, the administrative setup is characterized by clear delineation of roles and responsibilities. Transparent appointment procedures as per the MCSR rules are crucial for maintaining integrity and fairness in the recruitment process. The Institute adheres to established guidelines for creating new staff positions as per norms.. The sanctioning of posts by government bodies and roster updating from the Savitribai Phule Pune University (SPPU) reservation cell ensures compliance with reservation policies. Advertisement in leading newspapers and selection committee oversight by the SPPU further enhance transparency in the recruitment process. Appointment letters and approval from SPPU provide formal documentation of employment.

MSIHMCT follows service rules and regulations mandated by regulatory bodies such as the Maharashtra Civil Service Rule (MCSR). Faculty retirement and leave policies are aligned with government regulations.

The institution adheres to policies that ensure equitable distribution of workloads among faculty members, taking into account their strengths and areas of expertise. The institution invests in the professional development of its faculty members through Faculty Development Programs (FDPs) and Refresher Courses.

The pursuit of accreditation aligns with MSIHMCT's institutional perspective plan. By integrating TIS into its strategy, the Institute is ensuring that institutional goals and initiatives are aligned with industry benchmarks and best practices. The Institute showcases its dedication in exceeding established standards and benchmarks set by the accrediting bodies.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)

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:

The Institute is dedicated to prioritising the welfare and professional development of its teaching and non-teaching staff. To address the crucial aspects of professional growth and personal well being the institute has implemented various initiatives aimed at enhancing the overall experience of the staff.

It follows a performance appraisal system where each year, teaching and non teaching faculty members fill out a Confidential Report (CR) which they submit to the Principal for evaluation. This evaluation process employs a 360-degree approach, wherein following the submission of CR's, the evaluations are done by competent authority.

Faculty Development Programs form a linchpin in the development framework, offering a spectrum of opportunities for both the teaching and non teaching staff. This encompasses participation in seminars, conferences, workshops, and skill enhancement programs, including refresher training sessions. These extend beyond traditional academic pursuits to include holistic development like providing training in yoga and meditation, promoting not only physical well-being but also mental health. Guest lectures and workshops on pertinent topics like financial empowerment, stress management, and team building are organised regularly. Faculty members have actively participated and completed various programs offered on SWAYAM and ATAL platforms. Non-teaching staff members are actively included in fieldwork visits and encouraged to participate in guest lectures, mirroring students' experiences to deepen their understanding of their respective departments.

Apart from professional development, the Institute places a strong emphasis on the welfare of its staff. This is evident through various welfare measures and support systems in place them being:

- Female employees are entitled to 6 months of maternity leave in adherence to state government regulations.

- Employee Provident Fund (EPF) is provided in compliance with state and central government norms.

- Casual Leave (CL), Earned Leave (EL), and Medical Leave are granted as per applicable regulations.

- Leaves are granted to accommodate faculty members pursuing their PhD.

- Mediclaims and Accidental Policy coverage provided for medical emergencies and accidents.

- Group Accidental Policy by United India Insurance Policy which is an additional protection for staff members.

- Salary scales aligned with the 7th Pay Commission and based on designation.

- Non Teaching Staff encouraged to enrol in exams for further education.

- The institute provides funds for FDP's, visits, seminars etc.

Faculty members are encouraged to attend seminars and gain exposure to different industries. Moreover, initiatives such as laboratory safety programs from a kitchen and housekeeping department standpoint ensure a secure working environment for all members. Faculty members are prominent members with external bodies such as the Board of Studies (BOS) at the SPPU level. They serve as external examiners, paper setters, trainers and contribute to syllabus design. Additionally, they are sought after as guest speakers and consultants for esteemed organizations like YASHADA and CDAC and MTDC. Faculty members are also appointed as experts in AICTE Committees.

By investing in the staff, the Institute not only empowers their members to excel in their roles but also enrich the academic community as a whole.

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: 1.61

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

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

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	[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: 28.95

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	16	24	01	3

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
18	18	18	18	18

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
Annual reports highlighting the programmes undertaken by the teachers	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Over the years, MSIHMCT has demonstrated strategies for mobilising and efficiently utilising resources and funds, whilst also ensuring transparent financial management.

It operates different types of accounts which includes receipts and payment accounts, income, expenditure accounts, and balance sheets. Financial planning is conducted in advance to aid budgeting. Regular reviews are carried out by the Accounts Head under the supervision of the Principal, HoDs, and Account Personnel. This approach involves various academic departments and administrative sections of the institute to ensure that budget allocations align with the Institute's goals and priorities.

The institution undertakes a rigorous process of budget preparation, which involves considering various sources of earnings and expenditures in the core departments. Recurring sources of income primarily come from student fees, which are collected in accordance with the norms set by the Maharashtra Government Technical Education with 100% of student admissions being allocated through the Government Quota, devoid of any management quota. Fees collected from students are in accordance with the reservation policy and guidelines established by the Fees Regulating Authority (FRA) of the State Government. The process of fee collection begins in June of each year, with funds directly deposited into the institute's bank account. These funds are then utilised towards covering recurring expenses, including staff salaries and other non-salary expenditures such as practical materials, electricity, maintenance, fuel, government taxes and infrastructural development initiatives. The budget and funds are approved by the Chairman Board of Governors, with the Principal and Director serving as signatory authorities for financial transactions. Monthly income and expenditure statements are reviewed and approved by the Chairman BOG.

The Institute places a strong emphasis on financial audits, both internal and external, to ensure

compliance with financial regulations and best practices. A fully computerised accounting system with all financial transactions recorded through software known as "Tally". Financial rules are strictly enforced, and online fee payment options are encouraged to streamline financial processes.

During the course of internal audits, necessary measures are taken to ensure the accuracy of the accounts, including obtaining confirmations for credit balances. A detailed internal audit report covering all aspects related to the maintenance of accounts is diligently preserved for reference. At the conclusion of every odd semester in the academic year, the inventory of each department is verified by faculty members from other departments, with any qualified remarks provided by auditors taken into account for future actions.

External audits are performed by chartered accountants appointed by the institute, with financial statements audited at the end of each year. The finalisation of accounts is completed in June, with audited statements prepared in July. Findings are consolidated with the charity commission, and annual returns are submitted to relevant authorities, including Income Tax Authorities and the Registrar of Societies in Maharashtra, Pune, and other concerned authorities. Government scholarships and funds received are subject to separate audits conducted by institute-appointed auditors. The Governance scrutinises them and audited financial statements are made public through placement on the institute's website ensuring transparency and accountability in financial matters.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Since its establishment in 2022, the Internal Quality Assurance Cell (IQAC) has been vital in maintaining quality at the Institute by creating a conducive environment and strive for continuous improvements.

It serves as a crucial intermediary among different stakeholders viz, students, faculty members and parents, with its primary function being that of facilitating effective communication among them. Regular communication channels are maintained with both parents and students to provide timely updates regarding semester-related developments. IQAC liaises with parents to obtain necessary NOC's for various activities and monthly attendance reports are sent to the parents. It arranges a thorough 3 week induction program for the new first-year students which includes guided tours of the campus with parents, allowing both students and families to familiarize themselves with the college environment. Additionally, students are introduced to the college community through guest lectures by alumni and industry experts, enriching their understanding of their chosen fields.

A core responsibility is to ensure the equitable distribution of workload among its faculty members. Through careful task and specialisation allocation based on faculty expertise, it aims to optimise productivity whilst understanding that students need to majorly benefit in the process. It also ensures course completion from faculty members.

At the onset of each semester, term schedule is formulated for the BHMCT and MHMCT programs in accordance with Savitribai Phule Pune University (SPPU) dates thus ensuring smooth operational transitions. Academic monitoring stands as a fundamental aspect of IQAC's operations, with a focus on conducting monthly internal assessments to track missed classes, arrange supplementary sessions, and uphold timetable commitments.

With the establishment of diverse committees mandated by AICTE, which includes the Anti-Ragging Committee, Internal Complaints Committee (ICC), Entrepreneurship Development (ED), Start-up and Innovation, as well as Grievance Redressal, the IQAC ensures that its committees regularly meet, keeping detailed records of their meetings and decisions to demonstrate a strong dedication to transparency. The cell ensures maintenance of course completion files, enhancing record-keeping practices.

The IQAC maintains a focus on the evaluation process, actively seeking feedback from faculty and students to implement an action plan. With a vision to establish a research centre, the IQAC encourages faculty members to pursue Ph.D. programs and organizes workshops on research methodology. By organizing guest lectures, workshops, seminars, it ensures that faculty and students are kept updated with the latest trends in the industry. Emphasizing modern teaching methods which include smart classrooms, computers, e book database, social media presence and google classrooms the cell enhances teaching-learning processes. The cell also conducts Gender and Green audits.

Furthermore, the IQAC actively seeks opportunities to enhance the institute's offerings by signing MOUs with relevant organizations. These activities are being carried out as part of the institute's perspective plan aimed at achieving accreditation, showcasing its proactive approach towards meeting the quality benchmarks set forth by accrediting bodies.

As the IQAC continues to evolve and adapt to the changing needs of its stakeholders, it remains poised to further elevate the institution's standards and achievements in the years to come.

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

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**

2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The institution has undertaken a series of measures aimed at promoting gender equity within its premises, fostering a safe and inclusive environment for all its members. These initiatives encompass various aspects ranging from institutional policies to practical facilities and educational programs.

First and foremost, the institution has established an Internal Complaint Committee (ICC) that remains active to address any grievances related to gender discrimination, harassment, or misconduct. This committee serves as a vital mechanism for ensuring accountability and providing a platform for individuals to voice their concerns confidentially.

Additionally, a Grievance Redress Cell has been set up to handle complaints promptly and impartially, ensuring fair treatment and resolution of issues affecting gender equity. This cell acts as a support system for individuals seeking recourse for any form of injustice or discrimination they may encounter.

The institution is also committed to implementing the Prevention of Sexual Harassment (POSH) guidelines rigorously, creating awareness and enforcing a zero-tolerance policy towards any form of sexual harassment or misconduct.

Furthermore, an Anti-Ragging Committee has been formed to prevent and address instances of ragging, ensuring the safety and well-being of all students, particularly women who may be more vulnerable to such practices.

To promote mental health and well-being, the institution conducts counseling sessions for both girls and boys, facilitated by external experts. These sessions aim to address various concerns, including stress management, interpersonal relationships, and gender-related issues, fostering a supportive and inclusive campus culture.

Recognizing the importance of providing safe and comfortable facilities for female students, the institution has provisions for lockers and changing rooms exclusively for girls, ensuring their privacy and convenience.

Moreover, the institution has taken steps to ensure hygiene by installing special bins for sanitary napkin disposal in washrooms, promoting cleanliness and dignity for women.

In addition to these institutional policies and facilities, the institution organizes programs such as

Nirbhay Kanya, a self-defence session conducted annually. These sessions empower female students with essential techniques and knowledge, enhancing their confidence and ability to protect themselves.

The institution's approach towards promoting gender equity includes not only policy frameworks and infrastructural provisions but also educational and awareness-building initiatives. By fostering a culture of respect, inclusivity, and empowerment, the institution endeavours to create a conducive environment where all individuals can thrive and contribute to their fullest potential, irrespective of gender.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
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](#)

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: C. Any 2 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

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 initiatives undertaken by the college are deeply rooted in the principles of inclusivity and constitutional obligations, reflecting a commitment to uphold the values, rights, duties, and responsibilities of citizens. From the very beginning, the admission process represents equality, with caste playing no role in determining eligibility of a student. Adhering strictly to the norms and regulations set forth by the Government of Maharashtra and Savitribai Phule Pune University ensures fairness and transparency in the selection process, fostering an environment where every student is given an equal opportunity to pursue their education.

In our pursuit of inclusivity, we recognize and address the socio-economic barriers that may hinder the educational journey of a student. We provide assistance, in form of various scholarships, to those from economically underprivileged backgrounds, ensuring that financial constraints do not obstruct their access to education. The Institute follows uniform dress codes for reducing class barriers and clothing-based prejudice thus helping in the sense of community and camaraderie among students.

Beyond academics, the college promotes values by encouraging participation and engagement among students, offering opportunities for involvement in various extracurricular activities and initiatives. From tree plantation drives at Hanuman Tekdi to Swachch Bharat campaigns and environmental awareness programs, every student is encouraged to contribute to initiatives that promote sustainability and civic responsibility.

Each year, on 26th November, the Institute celebrates Constitution Day to commemorate the adoption of

The Constitution of India for promoting Constitutional value among the students.

Celebrating the birth and death anniversaries of National and community leaders highlights our commitment to fostering national integration and preserving cultural heritage.

The Syllabus emphasizes on Indian cuisine highlighting the recipes and cultures of various regions. The importance of unity in diversity and promote a sense of collective identity among the students this course plays a pivotal role.

Recognizing our social duties and responsibilities, the college organizes blood donation camps in collaboration with Deenanath Mangeshkar Hospital, serving the local community for over last sixteen years. The Institute every year plans a day to spend, with the specially-abled, at the dedicated entertainment and cultural centre – Balkyan. These initiatives not only contribute to the well-being of individuals but also reinforce the importance of community service and humanity among the students.

The celebration of Marathi Bhasha Din represents our commitment to cultural inclusivity, showcasing respect and harmony towards the language and culture of the State. By celebrating linguistic diversity, we promote a sense of unity and pride among students, fostering an environment where all languages and cultures are respected and valued.

In essence, the institutional efforts and initiatives are guided by a deep-seated commitment to all-encompassing practices, social responsibility, and national integration. By upholding the values and principles preserved in the constitution, we strive to create an environment where every individual feels valued, empowered, and inspired to contribute positively to society.

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

7.2 Best Practices

7.2.1

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

Response:

1. **1.** **Title:** "From Concept to Creation: Entrepreneurship initiatives at MSIHMCT.

   Objectives of the Practice:

   · Promoting Entrepreneurship among students through tailored activities and workshops.

·   Encouraging students to embrace spontaneity and risk-taking in entrepreneurial endeavours.

·   Providing hands-on experience in business analysis to enhance students' practical skills.

·   Teaching the process of conducting comprehensive market surveys to guide production decisions.

·   Offering insights into post-production activities such as marketing, sales strategies, and customer engagement.

·   Analysing and utilizing both positive and negative feedback to refine entrepreneurial strategies and initiatives.

The Context:

Entrepreneurship Development Cell of MSIHMCT drives innovative initiatives, integrating theory with practice. Themed events throughout the academic years foster practical learning, from breakfast themes for first-years to industry-aligned functions for third-years. The Annual Food Festival showcases skills of the students. Ventures like "Festive Treats" and "Deepawali Delights" enable students to curate festival-themed hampers. From seed funding, budget making to market research, students undergo a comprehensive entrepreneurial journey. These initiatives cultivate innovation and prepare students for the success in hospitality.

The Practice:

The entrepreneurial activity at MSIHMCT, facilitated by the Entrepreneurship Development (ED) cell under the Start-up and Innovation initiative, showcases a unique approach to fostering business insight within Indian higher education. Through initiatives like festive hamper making and customizing a 10-kg cake for special occasion of Pharmacist Day, students are immersed in a hands-on entrepreneurial journey. The process begins with funding allocation, empowering students to kick-start their ventures. Drawing from diverse academic years, students brainstorm ideas for hampers tailored to current market demands, conducting extensive market research to pinpoint trends and allocate resources efficiently. Utilizing various marketing strategies including social media campaigns and presentations, students boost visibility and ensure the success of their ventures. Crucially, students also solicit feedback from customers, honing their customer engagement and feedback management skills. This holistic approach not only develops business-related competencies but also enhances soft skills crucial for professional success. The tradition of the institute crafting elaborate 10-kg cake further exemplifies its commitment to excellence. The cake, meticulously designed to reflect thematic elements, showcases creativity of the students and attention to detail, reinforcing the reputation of the institute for hospitality excellence. In essence, entrepreneurial activities of MSIHMCT represent a unique blend of practicality, creativity, and commitment to excellence, setting a precedent for entrepreneurial education within Indian higher education.

Evidence of Success:

Students at MSIHMCT demonstrate remarkable success in managing events, consistently surpassing sales targets and efficiently handling orders. From booking to dispatching orders,

students take charge of every aspect, including accounting for expenses and calculating profits. Positive feedback from both students and guests reaffirms the achievement of set targets. For instance, an event targeting 100 customized hampers for Deepawali delights exceeded expectations with the successful delivery of 200 hampers. Such accomplishments underscore the dedication of the students, their proficiency, and the effectiveness of their entrepreneurial endeavours.

Problem Encountered and Resources Required:

Scheduling conflicts arise when exams coincide with major festivals, hindering the execution of Entrepreneurship Development activities. Additionally, since these events require a limited number of students for effective management, many miss out on participation opportunities. These challenges underscore the need for strategic planning to mitigate conflicts and ensure inclusive participation, balancing academic commitments with entrepreneurial endeavours.

2. Title: Blood Donation Camp

Objectives of the Practice:

The Blood Donation Camp aims to encourage active participation from students, promote humanity and social responsibility, and raise awareness about the importance of voluntary blood donation to save lives.

The Context:

The Blood Donation Camp addresses the perpetual shortage of blood supply in Pune city, fostering a culture of selflessness and civic responsibility while directly impacting patients in need of blood transfusions.

The Practice:

Organized since 2011 in association with Deenanath Mangeshkar Hospital (A multi-speciality 900 bed hospital), the Blood Donation Camp demonstrates our commitment to community welfare and health promotion. Meticulous planning by the Student Centre Activity (SCA) team ensures the success of the event.

Pre-event Promotion: Extensive promotional campaigns are conducted to raise awareness and encourage participation through posters, announcements, and official communication channels.

Volunteer Engagement: The SCA team volunteers for various tasks during the camp, including registration, venue management, and providing support to blood bank employees.

Medical Partnership: Collaboration with Deenanath Mangeshkar Hospital ensures professional medical supervision, prioritizing the safety and well-being of donors throughout the donation process.

Donation Facilities: Adequate infrastructure is set up to accommodate donors comfortably, including registration counters, medical examination booths, and refreshment areas.

Post-event Follow-up: Donors receive post-donation care instructions and appreciation certificates as tokens of gratitude for their contribution.

Evidence of Success:

Ever since 2011, the Blood Donation Camp has had a significant impact:

- Quantity: The camp has collected an average of **60 units of blood bags per event**, contributing to the overall blood supply in the region.
- Awareness: It has raised awareness about the importance of regular blood donation and dispelled myths surrounding the process.
- Community Engagement: The camp has fostered community spirit and solidarity among students, faculty, and staff, serving others with a common purpose.
- Lifesaving Contributions: Donated blood has been utilized in various medical emergencies, surgeries, and treatments, potentially saving countless lives in the community.

Problem Encountered and Resources Required:

Despite catering to around 400 students, space constraints and preconceived notions about hygiene concerns occasionally arise, prolonging wait times and discouraging some students from participating due to their health conditions. Effective communication and cooperation between the hospital and the Institute are crucial to address these challenges and facilitate successful blood donation drives.

Conclusion:

The Annual Blood Donation Camp reflects the commitment of the Institute to social responsibility and community engagement. Through sustained efforts, we have made a tangible difference in addressing the critical need for blood donations while instilling values of empathy and compassion among stakeholders. We look forward to continuing this tradition of service and making an even greater impact in the future.

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:

MSIHMCT was established in 1969, and since then solidified its position as one of the oldest and most esteemed institutes in the realm of hotel management in Maharashtra. Throughout its prestigious history, the Institute has remained dedicated in upholding its core value of 'knowledge as the paramount strength'(?????? ???? ???? !) as evidenced by its extensive network of accomplished alumni who have achieved remarkable success in the global hospitality industry. Central to the institute's ethos is the belief in equipping students not just with academic prowess but also with a sense of integrity, professionalism, and social responsibility. The Institute is committed to nurturing a sense of social awareness and empathy among its students. One exemplary initiative that embodies this commitment is the Institute's collaboration with **'Balkalyan Sanstha' Pune** - an organization dedicated to the welfare of specially abled individuals. This unique initiative not only creates socially aware students but also inculcates a culture of inclusivity and acceptance within the Institute. As a result, MSIHMCT alumni emerge as accomplished and compassionate professionals who value diversity and actively seek to make a positive impact in society.

Ever since 2011, MSIHMCT has been collaborating with **'Balkalyan Sanstha'** to engage the Second-year BHMCT students in community service initiatives. Students dedicate themselves to preparing fresh bakery products within the Institute and then teach icing techniques at the organization's day care centre with the differently abled individuals. This collaboration offers a transformative experience for both the Second-year BHMCT students and the specially abled children at the organization's day care centre. The visit begins with students arriving at the centre where the students are greeted by the smiling faces of the differently abled children, creating an enthusiastic and welcoming atmosphere. Guided by the students who proceed to teach the children how to decorate cookies and cakes using various icing techniques, sparking their creativity and allowing them to express themselves artistically. Throughout the day, students engage in meaningful interactions with these specially abled individuals, forming genuine connections and building friendships. They listen attentively to their stories, offer words of encouragement, and provide support and assistance wherever needed. As the day draws to a close, students reflect on their experiences, realizing the profound impact that their time spent at Balkalyan Sanstha has had on their personal growth and development. They leave with a renewed sense of purpose and a deeper appreciation for the value of diversity and inclusion. For the differently abled individuals, the day spent with the students brings joy, laughter, and a sense of empowerment, reinforcing their sense of self-worth and dignity.

The objectives of this practice are multi-faceted. Firstly, it aims to provide students with first-hand experiences to develop empathy and understanding towards specially abled individuals. This approach allows the students to engage with them in real-life settings, enabling them to witness their daily challenges, triumphs, and unique perspectives. Through these interactions, it develops a deeper sense of empathy, compassion, and understanding towards individuals with disabilities, transcending societal stereotypes and biases. Secondly, it encourages students to recognize their social responsibility towards marginalized communities, promoting a sense of duty to contribute positively to society. Thirdly, it strives to promote a culture of inclusivity and acceptance by demonstrating the value of diversity. This is aimed at creating an environment where all individuals feel valued, respected, and included, regardless of their background, identity, or abilities. Furthermore, it offers experiential learning opportunities that complement academic knowledge with real-world experiences, nurturing well-rounded individuals equipped to navigate diverse social contexts. By complementing academic knowledge with experiential learning, the institute nurtures holistically developed students who are not only academically proficient but also socially and emotionally competent. Lastly, it empowers students to advocate for the rights and needs of individuals with mental challenges, encouraging them to become allies in promoting equality and inclusion.

Participating in these activities has been successful in various ways for everyone involved. Interacting with individuals, particularly children with diverse abilities cultivates empathy among students, challenging stereotypes and fostering appreciation for diversity. By engaging directly with individuals with mental challenges, students develop a deeper understanding of their experiences and challenges, leading to greater empathy and compassion. Communicating with specially abled individuals may require patience, understanding, and alternative methods of communication. Through these interactions, students refine their own communication skills, learning to adapt their communication styles to meet the needs of others. This not only enhances their ability to connect with individuals with these diverse abilities but also strengthens their overall communication skills.

Finally, for some students, the experience ignites a passion for careers in social services or working with specially abled populations. By witnessing the impact of their efforts on the lives of others, students may feel inspired to pursue careers that allow them to make a meaningful difference in the lives of individuals with diverse abilities. This not only benefits the students themselves but also has a positive impact on the communities they serve. When our students enter the workforce, they bring with them a unique perspective on diversity and inclusion. They understand the importance of creating diverse teams and recognize the strengths that individuals with diverse abilities bring to the table. For example, when our students work in companies like Reliance and McDonald's, which actively hire specially abled individuals, they have a better understanding of how to work with and lead them effectively.

In conclusion, the collaboration with **Balkalyan Sanstha** showcases MSIHMCT's commitment to social responsibility and inclusivity. Moving forward, MSIHMCT will continue to nurture empathy, promote inclusivity, and inspire positive change in society through its ongoing partnership with **Balkalyan Sanstha**. As it continues to empower students to excel in their careers and contribute meaningfully to society, MSIHMCT remains at the forefront of hospitality education, setting the highest standards of knowledge and practice.

File Description	Document
Appropriate web in the Institutional website	[View Document]()
Any other relevant information	[View Document]()

5. CONCLUSION

Additional Information :

N/A

Concluding Remarks :

In conclusion, MSIHMCT epitomizes excellence in the domain of hospitality education, embodying a legacy of over five decades. It has evolved into a premier educational institution, recognized by the All India Council of Technical Education (AICTE) and affiliated with Savitribai Phule Pune University (SPPU). Its journey has been marked by continuous innovation, with the introduction of programs like the Bachelor's Degree Program in Hotel Management and Catering Technology (BHMCT) and the Master's in Hotel Management and Catering Technology (MHMCT).

MSIHMCT has consistently strived for academic excellence, industry relevance, and holistic development. Its curriculum is crafted to offer students an industry-relevant education. Its commitment to teaching and learning evaluation ensures that students receive a well-rounded education. It distinguishes itself through its emphasis on research, innovations, and various extension activities. The institute's ecosystem for innovation, entrepreneurship, and community engagement ensures a culture of creativity and social responsibility among students and faculty alike. Through initiatives like the Start Up and Innovation Cell and the Entrepreneurship Development Cell, it actively promotes research, innovation, and entrepreneurial spirit among its students.

MSIHMCT boasts state-of-the-art facilities and abundant resources, from well-equipped laboratories and modern kitchens to spacious classrooms and a vast library, the Institute prioritizes the maintenance and upgrade of its infrastructure to ensure an optimal learning experience for students. It places a strong emphasis on student support and progression, offering a wide range of services and opportunities. From academic tutoring and career counselling to mental health support and extracurricular activities, the Institute ensures that every aspect of student life is carefully considered. The active involvement of alumni further enhances student support through scholarships, guest lectures, and industry visits.With a decentralized governance structure and strategic direction set by its Board of Governors (BOG), the Institute maintains high standards of education and practices.

In essence, the Maharashtra State Institute of Hotel Management & Catering Technology embodies a holistic approach to hospitality education, combining academic excellence, industry relevance, and societal impact. MSIHMCT continues to shape the future ambassadors of the hospitality industry, empowering them to make meaningful contributions to society and thrive in the global market.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :3 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 198 Answer after DVV Verification: 194 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)** Answer before DVV Verification:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
86	145	146	75	68

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
86	144	144	75	68

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
144	162	162	92	85

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
144	144	144	84	85

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
21	50	46	27	26

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
29	50	46	29	27

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
72	72	72	42	42

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
72	72	72	42	42

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
34	16	0	3	11

Answer After DVV Verification :

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

3	1	0	0	0

Remark : As per the revised data and clarification received from HEI, based on that the workshops/seminars/conferences which are not related to Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship could not be considered so DVV input is recommended accordingly.

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	7	4	0	2 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
2	3	0	0	0 | Remark : As per supporting documents provided, thus DVV input is recommended.
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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
3	7	1	3	3 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
01	01	00	02	02 | Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
4.1.2	*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.36701	0.07198	6.07582	54.7368	6.42719

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.17	4.24	5.85	49.94	1.98

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

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

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

Answer before DVV Verification : 48
Answer after DVV Verification: 38

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

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)*

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)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2.14886	0.16996	0.90657	0.62695	0.2897

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.27	0.038	0.305	0.026	0.046

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
285	280	205	125	106

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
285	279	204	125	106

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

| 5.1.3 | **Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
57	50	43	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
56	48	0	42	0

Remark : As per the revised data and clarification received from HEI, based on that DVV input is 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
44	50	21	23	36

Answer After DVV Verification :

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

| 43 | 50 | 17 | 20 | 35 |

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
66	64	62	51	44

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
66	64	62	51	44

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

| 5.2.2 | *Percentage of students qualifying in state/national/ international level examinations during the last five years* |

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.)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	1	3	3	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	2	3	0

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
2	3	1	0	4

Answer After DVV Verification :

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

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

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
3	3	3	3	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	3	3	4

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
5	1	00	5	3

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that less than Rs. 5000/ of financial support per teacher per year could not be considered as per Manual, so DVV input is recommended accordingly.

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
0	16	24	0	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	16	24	01	3

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
0	0	3	0	0

Answer After DVV Verification :

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

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

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

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 17 Answer after DVV Verification : 15
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	16	18	15	14

Answer After DVV Verification:

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