



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

## **BUNTS SANGHA'S RAMANATH PAYYADE COLLEGE OF HOSPITALITY MANAGEMENT STUDIES**

**SHASHI MANMOHAN SHETTY HIGHER EDUCATION COMPLEX, OPPOSITE  
BUNTARA BHAVAN MARG KURLA EAST**

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**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**July 2023**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

### 1. The Governance of RPH-

1. RPH- It is Ramanath Payyade College of Hospitality Management Studies, Kurla, Mumbai
2. Governance body- RPH is governed by Bunts Sangha, Mumbai trust
3. Establishment of Governance- Bunts Sangha, Mumbai established in 1927
4. Features of Governance-

- It is socio cultural organisation of Bunts Community.
- It is in education for more than 9 decades.
- It is objective is to promote education and cultural needs of the society in general and Bunts community in specific.
- The Governance established two night schools for needy children in 1950s.
- The Governance established Junior college in Powai, 1998.
- The Governance established 4 college (one of it is RPH) in 2008 at Kurla, Mumbai

### 2) Decentralisation practices by Governance-

The Management meets regularly, to review the functioning of the institution.

The decentralisation of Governance has following setup, as-

a) Chairman b) Vice Chairman c) Secretary d) Treasurer

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

a) RPH admin b) Sr. Clerk c) Jr. Clerk d) House keepings e) Securities

a) Internal decentralisation- Principal, faculties, Committees for academics, administration, Extension etc.

It shows decentralisation of Governance in RPH.

### 3) Participative Practices by Governance-

Managing committee meets regularly (weekly), It review the functioning of the institution. It suggests corrective measures. It comprises of members of various committee of Higher Education of college management. It also consists of President, Vice President, Treasurer and secretary of Bunts Sangha meets once in month as participative practices.

Principal meets, calls meetings of Academic staff for Academic – Administrative difficulties.

Faculty of RPH had minimum 20 committees like Exam committee, Anti ragging committee, Redressal committee and so on. In many committees students are also active members.

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

## **Vision**

### **Leadership of Governance is as in accordance of vision-**

To inculcate enthusiasm to serve is the vision of Governance leadership is in accordance to vision, as-

- Securing from 1927 for education to society with enthusiasm
- Night colleges, Junior colleges, 04 colleges in 2003
- Socio culture educational activities for general society and for Bunts Sangha in particular.
- Better infrastructure, quality resources provided for education.

## **Mission**

- Appointment of trained resources; best of training to every students project work for every student, ICT enabled infrastructure, advanced laboratories, extension activities, Gym, sports amenities, seminars, workshops etc. are focused for learners by Governance. It is as permission of the HEI.
- Governance provide platforms to students to learn every dimension of Hospitality.
- Governance caters add on courses, cross cutting issues, skill based programmes, research and innovation for learners to equip the hospitality professionals with lateral thinking and fluency in communication skills.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

#### **STRENGTH**

1 Supportive Management

2 Professional Programme

3 Dedicated Staff

4 Up to Mark Infrastructure

5 ICT facilities

6 Focus on Practical skills

7 Academic Flexibility

8 Academic enrichment

9 Feedback system

10 Student support progression & participation

11 Financial Management

12 Research Activities

13 Extension Activities

14 IQAC

1. Supportive Management : Bunts Sangha's Management to HEI is guided leadership. It is supportive in terms of resources. It shows concern for students, parents and staff. It treats them with dignity and respect.
2. Professional Programme : Hospitality management studies programme is connected with a job that needs a high level of training, skill and dedication.
3. Dedicated Staff : Teaching nonteaching staff of Institute is devoted to teaching ,learning,, evaluation skills for students.
4. Up to Mark Infrastructure : Spacious, modern, well elevated building is strength of college.
5. ICT facilities : Wi-Fi campus, projectors, internet , PC's , laptops, servers, routers, backup for electricity supply, etc. are ICT facilities well maintained is strength of RPH.
6. Focus on Practical skills : Dedicated staff deals with students for maximum practical skills development.
7. Academic Flexibility : HEI organizes value added, skill based certificate courses for holistic development of students.
8. Academic enrichment : HEI always deals with curriculum enrichment by organizing cross cutting issues.

9. Feedback system : HEI collects feedback, then analysis it for action - correction of system. It is to deal with students, parents, teachers, alumni and employer.
10. Student support progression & participation : HEI is confident in it. HEI always encourages students for workshop, seminars and conference , publication.
11. Financial Management : Management has visionary and supportive nature in finance for quality & quantity of HEI.
12. Research Activities : HEI has active research, innovative team. Teachers involve students in research activities.
13. Extension Activities :Social attachment , social work is strength of HEI. It may be in reach for outreach social work. HEI leads with committed volunteers
14. IQAC : HEI has dedicated Internal Quality Assurance cell which leads to AA by NAAC.

### **Institutional Weakness**

#### **WEAKNESS :**

1. Budding HEI
2. Monofaculty HEI
3. To focus on entrance examination like TOFEL.
4. To focus on government scholarship.

1. Budding HEI: RPH is emerging in field of Hospitality studies.

2. Monofaculty HEI : RPH has single programme that is Hospitality studies ( Management) graduation. It limits the multi-disciplinary concept of NEP.

3. To focus on entrance examination like TOFEL: HEI has to focus on Entrance Examination for various post graduation and abroad studies.

4. To focus on government scholarship: HEI has to focus on getting more beneficiaries in Government of India scholarship.

### **Institutional Opportunity**

#### **OPPORTUNITY:**

1. Building HEI.
2. Expert in Hospitality Studies.
3. Focus on student's progression to abroad studies.
4. GOI scholarship to avail.
5. To get assessment and accreditation by NAAC

1. Building HEI.: Young HEI (Budding HEI) has scope to built in quality and quantity of Institute.

1. Expert in Hospitality Studies: Monofaculty in Hospitality Studies means scope to become specialized professional excellence, expertship in Hospitality Studies.

1. Focus on student's progression to abroad studies: HEI has an opportunity to focus on TOFEL like examination so students can get an opportunities in abroad avenues.

1. GOI scholarship to avail: There is opportunity to HES to work on increase in students to appear for GOI scholarship.

1. To get assessment and accreditation by NAAC: HEI has an opportunity to undergo Assessment and Accreditation by NAAC, NIRF for improvement in quality education.

## **Institutional Challenge**

### **CHALLENGES:**

1. Enhance the quality Education
2. Increase the intake.

1.Enhance the quality Education: HEI is good and better in curriculum delivery, teaching, learning-evaluation, research activities and Extension activities.

HES thrives and take it as challenge to become best in curriculum delivery, teaching, learning- evaluation, research activities and extension activities.

Similarly HEI has good- better infrastructure, however, its challenge to improve its services towards the student upto the excellence level.

2.Increase the intake: HEI has challenge in quantitative growth. It has to increase its intake by the increasing its own bar of Quality Education.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

#### **CRITERION 1**

HEI has 20 major for effective curriculum delivery. These are such as Academic calendar, Class Time Table, Teaching plan, Syllabus Completion Report, Online / Outline lectures, Students Daily Attendance, Defaulter's list, PTA meeting, ICT Classrooms, Library as Knowledge Resource, Well Equipped Laboratories, Feedback analysis with action taken report, Semester end Examinations, Vaccination Drive, Conference and Continuous Internal Evaluation.

This Institute carried out about 25 Add-on (value added) certificate courses of minimum 30 hours duration. HEI deals with all courses of SWAYAM – MOOC platform. About 64% students attended these add-on value added SWAYAM certificate courses which carried out by HEI, itself Attendance sheet of each course, evaluation method and details of course, course syllabus has been presented.

RPH organized 9 lecture series each on Professional ethics, Gender Equality, Human values and Environmental Sustainability as important cross cutting issues to address the students in transacting the Curriculum. 9 lecture series for each series on 4 cross cutting issues ,means 36 lectures were used to address the cross cutting issues for curriculum enrichment.

In the college , 86.27% average number of students appeared for project work/ internship in 2021-22. The students submitted their Internship completion letter after completion of internship from the hotel industries

where they performed the same .

The HEI has collected, processed, analyzed and the action taken of the feedback of stake holder. The feedback is collected from students, parents, alumni, teachers as well as employer.

The feedback means, critical judgement of stack holder which appraise for betterment & suggestion, for expectation. HEI did sent google forms to each stack holder for comment for every aspect is collected and compliments taken before more improvement & suggestion for betterment.

## **Teaching-learning and Evaluation**

### **CRITERION 2**

HEI has process of admitting students is a transparent, well administered, complying with all norms of government. Enrollment percentage in HEI is 64% of the total sanctioned intake capacity.

RPH follows students centric methods for teaching and learning .HEI follows three student centric methods as 1. Experiential Learning 2.Participative Learning 3.Problem solving methodologies .

RPH has 10 laboratories for experiential learning .learning is a counter part of teaching .Each teacher is ICT expert , techno savy,therefore the participative learning process is by ICT expert teacher takes place. Seminars, PowerPoint presentations ,classroom interaction, social classroom interaction, sports ,cultural activities are participative teaching-learning methods .RPH undergoes problem solving methods like Research, Innovation projects tests,evaluation process, training in hospitality industry etc.

RPH has 114% of seats filled against seats reserved for various categories (SC,ST,OBC,Divyangjan etc) as per applicable reservation policy during last five years.

HEI has 100% of full time teachers against sanctioned posts during the last five years .HEI has all full time teachers with required post-graduation qualification. No any teachers have NET –SET or Phd.



HEI has transparent mechanism of Internal/External assessment.. It has the statutory grievance redressal system. It is time bound and efficient institute works as per the schedule, procedures, ordinances of Examinations Committee of University of Mumbai . Institute has Examination committee, uniform means vigilance, Internal & External Examinations as per University of Mumbai , Redressal of Examination is resolved by SOP stated by University of Mumbai.

### **Research, Innovations and Extension**

RPH received 1,65,000 grants for research in accordance year 2021-2022. The research grant is received by NGO. Amount of Rs 27500 is received by the teachers each. They successfully completed the research project and published 41 research papers.

For understanding new processes, adopting new technologies to achieve better outcomes for the business and the guests has formed ecosystem.

About 3 research papers published per teacher in the journal which is International Pier Team received, issues indexed online journal. There are I all about 46 research papers published.

26workshops/ seminars as well as conferences were conducted by HEI. The topics for workshops are research methodology. IPR- Intellectual property rights and Entrepreneurship. HEI covered as workshops on research methodology. 8 workshops on IPR while 9 on entrepreneurship.

RPH teachers published 14 books within indexed LULU publication online with IISM. The conference proceeding is published by this institute. It is peer team revisited journal. In the proceeding about 51 research papers published. In the research work, students also included along with teacher as mentors, guides and philosophers.

45 in house extension activities are carried out by the institute. These extension activities are for existing students to social issues, for their holistic development, for their professionalism development.

Winning an award is always a special moment for an institute. RPH honored by 3 special recognition awards. . RPH received Special social award, Multi facilities diamond award and blood donation award. RPH has always felt close to society for social awareness activities. These awards means recognition by society for society work to RPH team.

Over 2 social outreach activities are carried out by RPH. It includes blood donation, sea shore cleaning, and help during pandemic, community cleaning, food distribution, medical camp, etc.

RPH is associated with 17 different establishments for academic, administrative and social work by official MOU's. RPH has 7 MOU's with other HEI's, 7 MOU's with industries and 3 MOU's with NGO's. Collaboration with 17 different establishments shows mutual exchange of academic activities and social association. Every MOU with RPH is functional means activities are collectively carried out with each collaborative establishment.

## Infrastructure and Learning Resources

### Criterion 4:

Infrastructure present in RPH is categorized as –

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

1. Infrastructure for Academics for Academics include – 09 advanced ICT classrooms, 10 advanced laboratories, staffroom with 18 cabins, 10PC's dedicated to staff. RPH has 120 computers exclusively for students along with library.
2. Infrastructure for administration include ICT based office.
3. Infrastructure for extension activities includes air conditioned Auditorium, NSS room, Canteen, Gymkhana, Playground.
4. Infrastructure for general utilities includes common room for Girls, Boys, Locker room, washroom, Parking areas, CCTV's, Fire extinguisher system, Lifts and Disabled friendly amenities.

The HEI carried out about 39% total expenditure for infrastructure augmentation excluding salary.

Library is knowledge asset for HEI. Library is automated using Integrated Library Management System as KOHA. NDL is E-resource for Library. It also provide open source link to E-contents, E-library is dedicated part of physical library with 7 PC's and internet. E-resources are free at cost, open access for E-databases, E-Journals, E-magazines, E-books, E-audio, E-images, E-Books, E-encyclopedia and E-newspapers.

Library has remote access as it is a part of college website. Anyone can access the college library on the soft copy form.

The most critical period to mention for colleges, students, and libraries is the Pandemic situation in 2019-20, 2020-21 and early 2021-22. Every Institute, especially Library suffered a lot due to COVID-19 situation.

Library purchases, library development and library E-resources suffered a lot due to Covid-19 situation.

Library has 992 hard copies of books, 102 users (seating capacity). It is related to Shabda-ganda, Shabda-Sindhu subscription.

HEI is advance in ICT facilities for all stakeholders. HEI has network equipment, servers, power back-ups system security, vigilance facilities, ICT classrooms, Wi-Fi facilities, Internet services, software's.

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

## **Student Support and Progression**

### **Criterion 5:**

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

About 30% of students benefited by scholarships and free-ships provided by the Government and Non-Government agencies and Philanthropists during last five years.

HEI carried out total 20 capacity building and skill enhancement initiatives. It includes 5 soft skills enhancement programmes while 5 programmes for language and communication skills carried out. HEI taken initiative for Life skill activities and ICT skills enhancement in students. Life skill includes Yoga, Physical health, fitness and hygienic activities. HEI carried out 5 and 5 activities under Life skills and ICT for students capacity building respectively. For these activities HEI called for expert, resource personalities in specific field.

52.14 % of students benefited by guidance for career counseling offered by the Institution. The HEI organized programmes for support to student to choose the career after graduation in Hospitality Management. The experienced personalities were called for career counseling of the students.

The Institution has a transparent mechanism for student grievances. It includes sexual harassment and ragging cases. Institute take initiatives for implementation of guidelines of statutory/regulatory bodies. These guidelines are on website of college for reference of students. HEI has offline mechanism for submission of students grievances. There is grievance committees, anti-ragging committee as well as committee to look after sensible matters of girl students. Institute has made aware about such nuisances, menace under '0' tolerance. The HEI made posters and displayed to aware and sensitive to the students.

86.44 percentage of placement of outgoing students who graduated in this HEI and progressed to higher education in this Institute.

340 number of outgoing students placed in last five years, its percentage is 42.92%.

17 number of outgoing students are went to higher progression education during last five years.

3 number of awards honoured to students for outstanding performances in sports & cultural activities.

79 number of sports and cultural programmes in which students of HEI participated.

There is registered Alumni Association, it is very active. It donated over five lakh valued Equipments / Instruments to the HEI. They participated in many functions of HEI.

## **Governance, Leadership and Management**

The Decentralization of trust, governance has a set up as Chairman , Vice Chairman ,Secretary and Treasurer and the members .The Decentralization in College governance has as set up as Principal, faculties & Supporting staff.

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

The functioning of Institutional bodies is effective and efficient . It has socio cultural policies decentralized and supportive management.

HEI is very pro for e-governance , in every area of operation such as administration, Finance and accounts., students administration and support and Examination .

Online admissions , online fees payment ,entire exam form filling , online paper assestment,online courses, online result ,online notices are some of examples of e governance.

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

About 14 % of teachers are provided with financial support to the self-academic progress.

About 59 % of teaching and non teaching staff participated in Faculty Development program.

HEI only receive funds by students education fees , it is mobilized properly. In 7 decades to have schools, night schools, professional degree College , Traditional degree college are showing proper best financial management and resource mobilization.

IQAC is directive force to assess and accrediate itself. IQAC contributed significantly. Proper infrastructure , continuous over 90 % result of TY students in Sem VI free lunch to everyone , EPF, med claim, awards in sports & cultural participation in excellence in community activities , improvement through feedback evaluation, add on course on quality outcomes of IQAC for the HEI student.

IQAC undergo regular meetings, collaborative quality activities with about 17 functional MOUs will participate in NIRF and undergoing process of NAAC

### **Institutional Values and Best Practices**

**HEI is well versed with importance of gender equity . Function of such as**

**Coeducation, classroom environment, employee ratio; student ratio (Boys & Girls); curriculum toppers , extension activity participation, sports, cultural, research activities participation, equal opportunities in HEI.**

**HEI celebrate the 18 National and International commemoration days for holistic development of student. Out of these days 9 are international while rest are National importance day.**

**Institution has bound institutional values and social responsibilities. The HEI has initiated as solar energy system and L.E.D bulbs initiatives for alternate energy source. HEI has proper management at degradable and non-degradable waste. The institute has proper waste conversation system. It has campus with dense trees, green potted plant, green vertical garden and other plantation are some of the initiative carried out by HEI.**

**Under green campus initiative. The HEI campus is disable friendly washrooms, ramps, railings and lifts system and separate administration center for especially able students.**

**HEI carried out green audit. It contains floor wise facility, key recommendations for improving environment at RPH College, green area count, CO2 output , carbon withdrawn.**

**Energy audit calculated distribution of annual and energy consumption of the campus. Rest audits are satisfied and upto mark.**

**HEI respect inclusion, situatedness, human values and professional ethics. Institution takes efforts for cultural, regional, linguistic, economical and socio economic diversity.**

**HEI follows two best practices throughout the year. One is balanced diet food for students and staff. HEI serves free of cost balanced nutrient diet to each stack holder To develop menu, to purchase, to prepare, to serve each day to the group of above 300. It means actual practice of Hospitality management for students under the able guidance of students.**

**The second best practice is to counselling of students with counsellor.**

This practice provides the platform to students to talk about their problems, strength, weakness, better decisions, to relive emotional stress, psychological stress, to develop special abilities, right attitudes, etc. it also includes the career guidance, career coaching, counselling, and personal guidance.

The institutional distinctiveness is in best placement. About 100% placements of B.Sc graduate students.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	BUNTS SANGHA'S RAMANATH PAYYADE COLLEGE OF HOSPITALITY MANAGEMENT STUDIES
Address	Shashi Manmohan Shetty Higher Education Complex, Opposite Buntara Bhavan Marg Kurla East
City	Kurla
State	Maharashtra
Pin	400070
Website	<a href="http://rph.bunts.edu.in">rph.bunts.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Yogesh Utekar	022-24059015	9820825190	022-24059015	principal.rph@bunts.edu.in
IQAC / CIQA coordinator	Kirti A Suripaga	022-24059017	8692822266	022-24059017	kirti.suripaga@bunts.edu.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular



<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">Doc1.pdf</a>
If Yes, Specify minority status	
Religious	
Linguistic	Kannada
Any Other	

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

<b>Recognitions</b>	
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	Shashi Manmohan Shetty Higher Education Complex, Opposite Buntara Bhavan Marg Kurla East	Urban	0.78	2667

## 2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Science	36	Twelve Pass	English	360	239
UG	BA,Arts	36	Twelve Pass	English	60	8

### Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	4	6	0	10
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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	8	4	0	12
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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	1	0	0	1
Yet to Recruit				0

### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	4	0	7
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	2	0	3
UG	0	0	0	0	0	0	0	0	0	0

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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
		2	3	0	

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	81	2	0	0	83
	Female	22	2	0	0	24
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	9	14	10	2
	Female	3	6	1	1
	Others	0	0	0	0
ST	Male	0	1	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	20	10	8	5
	Female	1	3	5	1
	Others	0	0	0	0
General	Male	48	56	36	19
	Female	17	11	14	5
	Others	0	0	0	0
Others	Male	26	29	18	11
	Female	23	3	1	4
	Others	0	0	0	0
Total		147	133	93	48

### Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>HEI organized nine days orientation program for faculties o Bunts Sanghas Ramanath Payyade College Of Hospitality Management Studies and Sophia College from 19 June 2021 to 27 June 2021. If was online made with everyday schedule from 5:30pm to 7:00pm The resource speaker Mrs Kirti Suripaga provided the visiopn / plan of both HEI's to transform HEI into a multidisciplinary institution .The Bunts Sangha's has five institutions in same campus as Arts, Commerce , Science, Management and Hospitality Studies. .The Instituional approach towards the integration of humanities, science, technology, could be combined as multidisciplinary / interdisciplinary.</p>
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<p>2. Academic bank of credits (ABC):</p>	<p>HEI organise nine days orientation program for faculties of two colleges and Asst. Professor. Ajay Kadam of RPH college chair one session on topic ABC in NEP. He explain HEI roll, initiatives, encourage for ABC. Each student has ask to open account in ABC and deposit his marks, Academic Details in ABC. HEI is affiliated college of unite of Mumbai. HEI can not open is on ABC. However exam department of HEI took initiative and resisted every signal, individual for ABC</p>
<p>3. Skill development:</p>	<p>IN NEP- 2020 skill development efforts are very important .HEI held nine days workshop on NEP-2020 sensitize teachers HEI takes effort for teachers to get skill development though projects, internship and add on courses.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>HEI held workshop on NEP-2020 for teacher. The one session was on Initiatives of Institution for teaching in Indian language . HEI will use Hindi and Marathi version a reference books for teachers learning . If will discuss with student parents to use at Indian language in curriculum.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>HEI organised NEP 2020 workshop. In this workshop Asst Prof. Hoshang Velati Of RPH College, deliver lecture on 23rd June 2021 it was related to initiatives of institution to focus on outcome based on education. HEI works on course outcome as well as PO - Programme outcome. The evaluation of CO - PO are workout by disciplined internal as well as external continues Evaluation Process.</p>
<p>6. Distance education/online education:</p>	<p>In workshop on NEP 2020 organised by HEI, the 6th session was initiative of Institution on Distance Education. Pandemic 2020,21,22 taught us the online education. COVID 19 situation trained us the need of Distance Education/Online Education. The HEI has ICT enabled classroom, Well maintained ICT facilities and Human Resources is the capital with RPH to take initiative on Online Education/ Distance Education. This NEP 2020 was also carried out online. Many more academics, extension activities are carried out on Distance Education Mode.</p>

### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Electoral Literacy Club – It is decided by HEI to set up the ELC for Electoral Literacy</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>HEI carried out function for Voter awareness by HEI in Association with NSS and IQAC on Celebration at National Voters' Day.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Bunts Sangha's RPH carried out Recitation of Pledge on 25th January, 2022. Voters; rights, duties and Voting right execution was briefed by the Principal Sir to the faculties and students.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>National Voters' Day (25th Jan) in 2021-2022 was observed for Voter's awareness. On this day faculties and students had attended the function. Recitation of Pledge for Voters about Voting. programmes was online. The link was shared with students and attendance was mandatory.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Over 90% students over 18 years in HEI are registered Voter in Electoral List of Democratic India.</p>



## Extended Profile

### 1 Students

#### 1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
226	327	333	284	215
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

Response: 13

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	11	09	08

### 3 Institution

#### 3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
210.00	205.36	278.22	241.26	180.76
File Description		Document		
Upload Supporting Document		<a href="#">View Document</a>		



## 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:**

**Curriculum** : Institute adopt the curriculum designed and developed by University of Mumbai, who assessed which rank itself as A++ by NAAC. Institute ensures effective curriculum delivery through a well-planned process. Institute ensure with proper documentations.

**Majors for effective curriculum delivery**

Institute has major for effective curriculum delivery such as academic calendar, class time table, daily attendance and defaulter list, regular class test, slow learners efforts, remedial lectures, class test advanced learners, efforts, and on courses, cross cutting issues, project based on curriculum, internal examination, Term end examination, evaluation, use of library as learning resource and adherence to the Academic calendar.

1. **Academic Calendar** : Is the base for effective curriculum delivery. It have has been divided as teaching learning part and continuous internal assessment part
2. **Time Table** : Of each programme for FY.Bsc.HS,SY.Bsc.HS, TY.Bsc.HS & FY.BACA classes prepared by each teacher.
3. **Teaching Plan** : Curriculum of subject is divided into papers, units, modules, topics.
4. **Syllabus Completion Report** :
5. **Online /offline Lecture**: Its ensures the actual curriculum delivery in the classrooms.
6. **Students Daily Attendance** : Of each programme for FY.Bsc.HS,SY.Bsc.HS, TY.Bsc.HS & FY.BACA classes prepared by each teacher
7. **Defaulter**: Irregular absent students for lectures practical's noted as defaulters. Effort made to turn them I regular students by taking follow up with individuals student and his/her parents.
8. **PTA Meeting** : Monthly defaulters list issued or displayed on the basis of students daily attendance on the same is discussed in PTA meeting.
9. **Regular Class Test** : HEI carried out frequent class test.
10. **Presentation by Students** : Advanced learners students asked to give Presentation on the Curriculum
11. **ICT Class room**: Use of ITC classroom including smart boards facilities are made available in classrooms.
12. **Library-Knowledge resource**: It's a knowledge resource. HEI take efforts to use of library for students and teachers.
13. **Well-equipped Laboratory** :

- 14. **FEED BACK Collection and Analysis with ATR**
- 15. **Semester End Exam (Practical & Theory):** HEI also carries out Term end Examination to get Assessment of curriculum delivery work.
- 16. **Vaccination Drive:** Follow up for offline presence of students for Effective curriculum Delivery. Complete vaccination of students and staff were ensured by the HEI through the support of Bunts Youth wing for the smooth & safe conduct of curriculum.
- 17. **Project Work:** Project is allotted to students based on the curriculum. The presentation of projects means practical approach to curriculum delivery.
- 18. **Research / Review:** Students write the review paper on the topics based on their curriculum to enhance their research aptitude.
- 19. **National/International Conference:** Students Participated and present papers in national and international conferences with the objective of effective curriculum delivery.
- 20. **Continuous Internal Evaluation (slow & advanced learners) :** Based on the Class test performances and daily lectures participation , interaction, Slow learners were noted and more efforts put in for them .
  
- 21. Curriculum delivery is two way process. HEI put the extents for interaction of Teachers and students while effective curriculum delivery. The Library is used as knowledge resource to update the curriculum delivery.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:**

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

Other Upload Files	
1	<a href="#">View Document</a>

### 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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
155	294	308	0	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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:**

**1.3.1**

RPH institute is affiliated college. It has to execute curriculum set by the University of Mumbai. However considering the importance of Cross cutting issues in transacting curriculum RPH took initiative for same. Cross cutting issues helps learner to understand the relationship between their learning & the world of work.

A college curriculum should enable learner to gain experience related to work & careers, developing knowledge of breadth of opportunities them throughout their lives.

RPH institute organized 3 lecture series for the cross cutting issues. It prefers to consider Professional ethics, Gender ,Human Values & Environment sustainability as important cross cutting issues to address the students in transacting the curriculum. RPH carried out 3 lectures for one class on one issue. It means it carried out 4 cross cutting issues x 3 lectures x 3 classes = 36 lecture series for it.

The 9 lectures series was engaged by Resource Chef Vicky Bardeskar of RPH on the topic 'Teaching Professional Ethics in Culinary Studies'. It is based on research paper by Amir Shani published in Journal of Contemporary Hospitality Management. It provides the details of the incorporation into the course work of culinary schools, utilizing value chain analysis as a theoretical frame work to explore & confront Food ethics concerns.

The 9 lectures series was engaged by Resource Chef Tanuja Tipnis of RPH. The topic was 'Gender issues in professional kitchen' It is based on research paper by Imamuella R. Anditalo & Ikma Citra Ronteallo. It highlights the present situation of professional kitchen. It shows that men make up for 80 -90% chefs while women had only 20 – 10% of executive chef positions. Women executive chefs earning near by 22% less as against their male counterparts. As a result the stereotypical male dominated kitchen culture has led to females pursuing alternative career paths.

The 9 lectures series was engaged by Resource Ms. Ayesha Mohta of RPH. The topic was 'Employee responsibility & basic human values in the Hospitality Sector' It is based on the research paper by Antonio Ariza Montes, Juan M. Arjma- Fluentes, Heesup Han & Rob Law. It is published in International Journal of Hospitality Management. It gives the connection between the personal values, profile of different groups of hospitality employees (that is restaurant managers, chefs/cooks, waiters/bartenders & kitchen helpers) & the magnitude authority & responsibility in their positions.

The 9 lectures series for First, Second & Third year students of BSc.(HS) was engaged by Resource Mr. Ajay Kadam. The topic was ' Understanding the human side of green hospitality management.' It is based on research paper presented by Clement Carbal, Charbel Jose & Chiappetta Jabbour published in International Journal of Hospitality Management. The effects of environmental training on the performance organizations in the hospitality industry have been underlined in this lecture series. It explores that a) positive & significant relationship between green training & environmental performance b) a mediating effect of green competencies c) a mediating effect of proactive environmental management maturity.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.3.2

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

**Response:**

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

Response: 132

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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:**

File Description	Document
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

##### Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
48	93	133	132	102

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

2021-22	2020-21	2019-20	2018-19	2017-18
180	180	180	132	120

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

#### 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:

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



2021-22	2020-21	2019-20	2018-19	2017-18
32	62	89	88	69

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

2021-22	2020-21	2019-20	2018-19	2017-18
36	68	95	95	74

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.2 Student Teacher Ratio**

**2.2.1**

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

**Response:**

**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:**

**Criterion 2.3.1**

**STUDENT CENTRIC ICT TOOLS**

RPH follows student centric methods of teaching & learning. It is also called as SCL – Student centered learning. It is teaching method that focuses on creating connections with student's interests in learning In SCL, students get more involved in learning process.

HEI follows three student centric methods as – (A) Experimental learning (B) Participative learning & (C) Problem solving methodologies.

**1. Experimental learning**

RPH has about 10 laboratories where the experimental learning going on. Front office laboratories experiments with check in – check out of guest. Laundry laboratories experiments with collection of all soiled cloths, linens & cleaned. Bed making, Room cleaning, Surface cleaning learning with two Guest rooms in RPH The two restaurants for students to learn the food service, beverage service & guest hospitality. Experimental learning like Basic training in kitchen, Quantity training & Advanced Training kitchen for international cuisine carried out by students under able guidance of expert resources. Experimental learning by students about Baking of breads, cookies etc. is carried out in Bakery laboratory in RPH. Every laboratory is having advance machineries with ICT. The IT can learn in IT laboratories. Each laboratory of Is work area of Experimental learning of students.

**1. Participative learning**

Learning is a counter part of teaching. Each teacher is ICT expert, technosavy. Therefore, the participative learning process is by ICT expert teacher & perceptive active students.

Seminars in teaching learning process participative learning with ICT. Power point presentation in teaching learning process is one of the best use of ICT. Experimental learning in practicals is mainly based on ICT of advanced technique, advanced equipment. Academic learning is core of HEI. Social attachment learning, Social awareness learning is carried out by RPH team for students through the NSS, DLLE like programs. Blood donation, Swatch Bharat, Cleanliness, Planation, Health camps, Orphanage visit in view of humanity, Relief donation for flood affected areas are some of activities carried out by RPH for participative learning.

Participative in group, social group, society is very important because Man is Social animal. The participative learning is catered to students by teachers, management & governance. The Participative learning is also carried out by involving students – teachers in sport competitions, sport activities. Students are made available with ICT to involve in sports activities as part of participative learning.

**1. Problem solving methodology**

Edison thousand time failed in making Bulb. Every time in process of 'Bulb' making, he faced problems & at last the 'problem get' solved by using the consistent efforts – Never to give up.

RPH also having student centric method of teaching – learning by using ‘Research’ based teaching. On curriculum, students work on experiments, research, hypothesis problem based concept. Student involved in research, work on problem (Hypothesis), experiments based on problem, set the analysis of findings, result & conclusion is referred by e-journals, ICT use & solution found. It means problem solving methodology is practically applied by RPH through research, projects, training in Industrial properties along with mentor.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:**

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	11	09	08

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:**

#### 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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

  

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.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:**

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

**2.5.1- Mechanism of Internal / External assessment**

**A.** Statutory Examination Committee.

**B.** Unfair means circular by University of Mumbai.

**C.** internal / external examination ordinance.

**D.** Internal / External examination assessment remuneration.

**E.** Revaluation / Rechecking / Xerox copy of answer sheet as a means of Examination transparency.

**F.** Exam redressal SOP for Unfair means by students:

1. Students Application
2. Jr. Supervisor's application

- 3.Exam Committee discussion
- 4.Time bound communication to students for complaint of student.

**G. Examination Evaluation:**

- 1.Prescribed forms distribution to students for evaluation.
- 2.Time bound – The plea of student to answer within 7 days.

**H. ATKT examination for students as chance to improvise.**

**I. Additional examination or out of term examination on basis of medical ground or any justifying reason.**

**J. Timely resort declaration of students.**

**K. In academic year 2019-20 and 2020-21 (first Half) due COVID- 19 pandemic situation, there was online examination, therefore, there was no evaluation – rechecking and Xerox system of marks.**

**L. HEI has mechanism of assessment in transparent because there is provision of rechecking, revaluation and even though Xerox of answer sheet.**

**M. HEI has grievances redressal system is time bound & efficient because, HEI answers within 15 days of grievances by the students.**

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**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:**

2.6.1 RPH is keen on teaching learning and evaluation process. The HEI follows the Curriculum University of Mumbai being affiliated college. HEI self-neither construct programme and courses, University of Mumbai develop curriculum for Hospitality management with specific programme outcome and course outcome HEI has to execute the quality education process with POs and Cos.HEI uploaded the POs and Cos on the college website for reference to every stakeholder including students, parents, alumni and employers.The important programmes outcomes in graduation of Hospitality Management are as-

- To achieve skills for guest satisfaction in Hospitality industry.
- To achieve skills and knowledge of critical thinking in Hospitality industry.
- To achieve skills of leadership in Hospitality industry.
- To achieve skills of effective communication in Hospitality industry.
- To achieve skills of multicultural perspectives in Hospitality industry.
- To achieve skills to use knowledge for economic and environmental sustainability.
- To achieve skills of ability to perform best in tourism like Airline, Cruise, Travel agencies.

2.6.1 The Course outcomes can be summarized as below,

- To achieve skills in the art of culinary the food production and advance use of utensils in kitchen.
- To achieve skills to summarize procedures for selling and serving of cocktails, beer, wine and all kinds of beverages.
- To achieve skills to develop guest relations, telecommunications and Front office of hotel industry.
- To achieve skills in room cleaning equipment’s and Housekeeping.
- To achieve skills in Rooms division, Room management, Dusting, Cleaning of valuable, artistic properties.
- To achieve skills in communication to learn at least one valuable foreign language fluency on Indian languages.
- To achieve skills for report writing Organizational communication, Effective presentation, French basic conversion.
- To achieve skills for Accountancy, Principles of Management, Hospitality Law and Human Recourse Management, Consumer Protection Laws and so on.

The HEI is very keen on Quality and Quantity education in programme and course.

The POs and Cos to treat as guidelines and pathways for teaching learning and evaluation process. The Cos and POs are considered as direction to get better education.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**2.6.2**

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

**Attainment of CO/PO –**

Attainment is the action of achieving a standard result.

CO-PO attainment tools – There are two types of tools or programs for CO-PO attainment, as

1. Direct attainment method
2. Indirect attainment method

1. Direct attainment method – It involves performance of students in the continuous internal assessment (tests, seminars, project, research, internal exam, and term end examination).
2. Indirect attainment method – It involves surveys of students, parents, alumni, employee, and employer.

- Steps for CO-PO mapping –
  - Step I – To obtain CO, PO
  - Step II – Setting weightages.
  - Step III – PO, CO measurements through assessment
  - Step IV – PO, CO measurements through feedback
- Direct assessment method and end semester examination assessment examination are considered for 80% and 20% weightages respectively.
- Indirect assessment (20%) and term end examination (80%) weightages taken for attainment.

1. The Rubrics considered as given below:-

1. Attainment level 1 – 60% of students score more than 40%
2. attainment level 2 – 70% of students score more than 40%
3. attainment level 3 – 75% of students score more than 40%
4. The total attainment is the sum of 20% of internal assessment and 80% University attainment.
5. Indirect assessment is done through program end survey and alumni survey (50% each weightage).
6. CO attainment – T.Y.B.Sc. (HS) VI Sem result to refer of 2021-22

The procedure to calculate the attainment of CO. PO by using rubrics – Direct – Indirect method

In Sem VI of 2021-22. Total no. of students is 105. Out of these 104 students passed. The analysis of result of T.Y.B.Sc. (HS) Sem VI of 2021-22 shows that out of 105 appeared 104 candidates passed the examination. It means 104 candidates / successful candidates secured more than 40% minimum marks. It means about 99% students secured more than 40% marks. This analysis of CO-PO is called as direct assessment based on 60% of data of term end examination.

CO-OP attainment is also done at Internal examination level.

For that purpose, CO-1 (paper I) to CO-6 (Paper VI) i.e. course (paper) are considered for assessment. The assessment year is 2021-22, T.Y.B.Sc. (HS), Sem VI examination. For each Course -I to course- VI, 105 students appeared. Out of 105 appeared candidates, 104 student candidates passed the internal examination. It also counts to 99% of total % of students who passed means secured minimum 40% marks.

As per the rubrics, attainment level three is attained because more than 95-99% students attainment achieved. Thus, direct attainment of PO+CO is over 99% with term end examination and internal examination.

Indirect attainment is done through program end survey and alumni survey. In this method the 50% weightage was given to the present stakeholders & 50% weightage to alumni that is past student. The feedback of stakeholders was collected, analyzed and found that over 90-99% of stakeholders are satisfied with 90-99% of stakeholders are satisfied with curriculum length, knowledge, content and its outcome.

The total attainment of CO-PO by direct and indirect method is over 99%

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 2.6.3

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

#### Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
104	108	83	47	40

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

2021-22	2020-21	2019-20	2018-19	2017-18
105	119	83	61	45



<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
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.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1

#### Online student satisfaction survey regarding teaching learning process

#### Response:

<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>

### 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:**

##### 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)

2021-22	2020-21	2019-20	2018-19	2017-18
1.65	0	0	0	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

#### 3.2 Innovation Ecosystem

##### 3.2.1

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

**Response:**

##### 3.2.1

##### 1. Ecosystem for innovations in RPH

RPM is professional college for developing professional in industry. RPH has an ecosystem for innovations. For undertaking new processes, adopting new technologies, and or implementing creative new ideas to achieve better outcomes for the business and its guests.

RPH ecosystem for innovations is a recent proposition in this direction. It should rethink of traditional tourism and destination structures. It takes initiative in integration of tourists and residents in that area.

##### 1. RPH initiatives for creation of knowledge -

A) Research conference - RPH Faculties and students took initiative to organize research conference. It was thought churning process to discuss about mobile self-check in ,lobby media panels, electronic luggage tags, bring your own devices, bring your own content platforms, smartphone boarding passes, hotel services optimization systems, guest device connectivity tools etc. The conference main was – To study the case studies; Beverages case studies, front office case studies and so on.

The conference leads to creation of knowledge. The students used to go for training for one complete semester for hands on experience of actual industry. In each hotel property has its own method of locational advantage, technical advances, food production method, room division techniques and food serving mannerism, front office duties with advance technique and so on. It is all critically analyzed by students under guidance of faculties. It has been presented in national conferences. There were about 60 research papers received in National conference.

B) **Event management by Third year students** – Innovation ecosystem of RPH takes initiative for event management by every student in a group of 3 to 6 numbers. It involves innovation in purchasing, budgeting, cooking, plating and serving along with marketing, selling the content. The event management ideas to help the group (consider as property) succeed. It creates an innovation (knowledge).

C) **Continuous research Innovations review** : The RPH faculties and students throughout academics keeps themselves busy. It is continuous research innovations and reviews. The events, reciepes, mixology, fruit craving, flower arrangement, entertainment, servings, nutrition’s etc. are part of continuous research and innovation reviews of innovation ecosystem. It creates innovation knowledge.

**3) RPH initiatives for transfer of innovation knowledge-**

a) Transfer of Innovation knowledge of Research Conference –About 60 different case studies about hospitality industries in Research Conference at RPH on 14/10/21 created innovation knowledge. To transfer it,RPH formed proceeding at research conference. It is published in online – International double peer team reviewed ISSN indexed research journal with about 5-6 impact factor.

b)Event Mangement by Third Year students –The innovation created by these students under mentors as faculties are bound in hand bound copies(black books) and submitted in Library.These knowledge books means transfer of innovation from one batch to next batch of students.

c) Continous Research Innovations review publications – About 40 research papers were published in online International Journals which is double peer team reviewed with ISSN index and impact factor about 5/6.Thus the innovation ecosystem is transferring innovation knowledge from RPH to Hospitality Industry.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**3.2.2**

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

**Response:**

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

2021-22	2020-21	2019-20	2018-19	2017-18
26	0	0	0	0

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**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:**

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	15	16	0	0

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

### 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:**

**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**

2021-22	2020-21	2019-20	2018-19	2017-18
12	0	0	0	0

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

## 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:**

Extension Activities (in reach) By the Higher Education Institute social worker inside the HEI campus.

Bunts Sangha’s Ramanath Payyade College of Hospitality Management Studies (RPH) – Higher Education Institute (HEI) is very focus on the aspect of education emphasizes community services. RPH always preferred extension activities to be often integrated with curriculum as extended opportunities. These extension activities are intended to help, serve, reflect, and learn. The HEI arranges curriculum extension interface which has an educational value.

HEI organized about 45 extensions activities in the latest academic year for assessment and accreditation. In these extension activities, NSS, student council members, social concern volunteers and sensible learners of HEI actively participated.

NSS, Social concern volunteers at this college organized world Environment Day Planation, seminars on Hygiene, Reading day, and Yoga Day in month of June 2021. It helps to instill social responsibility, groom overall personality, and create awareness on social issues.

In July month HEI extension activities include seminars on Precautions Better Than Cure, Overcoming covid, on context to pandemic situation. The students also organized a function for “Guru’ as Guru Pournima. It allows the learners for more practice, long term memory, confidence, and ‘real’ learning to happen.

In month of August, HEI carried out 5 extension activities, such as seminar on nutrition to boost immunity during pandemic, degree distribution day organization, Independence Day celebration, State level online workshop, for flower arrangements, known as Buds and Blooms, The interventions through extension activities resulted in improved literacy, reduce drugs abuse, and hygienic surroundings, improved health and cleanliness.

One of the objectivities of extension activities such as – material increase production, income, educational change the outlook of the people and develop the individuals. In the month of September teacher’s day, Bappa Morya, NSS days activities, were carried out. The student and mentor were involved in it.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

**3.4.2**

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

**Response:**

3.4.2. Awards and recognitions received for extension activities from government/ government recognized bodies. Winning an award is always a special moment for individual or for an institute. A word by government/government recognized bodies is condition laid by name. It's unfair, award is after all award. To get award means to get recognized by society people, to be in general. Specification is award means underestimating other awards. RPH is professional college of Hospitality management. Its focus is towards its skill full professionals to form through best of academics. However, Bunts Sangha's Management as it well as RPH known focus on value based education along with skills. RPH has social attachment. NEI carry out social activities, inside the college and outside the college. The in-reach and out-reach social activities of RPH are recognized by some of Non-Government organization. Special Societal Award – National Foundation is NGO, recognized with Maharashtra State Government., under charitable commissioner act. Such Government recognized organization (NGO) known as National Foundation honored special societal award – 2021-22. It is recognition at societal extension work at RPH by NGO. The National Foundation NGO said that “Bunts Sangha’s Ramanath Payyade College of Hospitality Management Studies, Mumbai. Congratulations and Special Societal Award - Its great proud moment in RPH extension work arena. Multi facilities Diamond Award is honored by country Inn and Suites Industry at Navi Mumbai. Country Inn and Suites is an ultimate name for fame in Hospitality and tourism destination. RPH students regularly approach to this property for training. The office bearer of this “Country Inn”, permits to perform on RPH students. This establishment is also recognized by MTDC – Maharashtra Tourism Development Corporative. For long run at time students given permission to be in stay with Country Inn. Multi Facilated Diamond Award (2021-2022) was honored to RPH. The appreciable few words in award is presented herewith as “On behalf at Country Inn and Suits, Navi Mumbai. The third recognition award is given by Rotary club, Kurla - Mumbai region. It is for outstanding contribution of RPH for the blood donation. Rotary club, is social recognition body. To honor the best blood donor, to RPH, they given the prize/award. To donate the blood voluntary to society. RPH always feel close to society for social extension activities. RPH is looking for more awards for social extension by society for society.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**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:**

**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**

2021-22	2020-21	2019-20	2018-19	2017-18
7	4	7	6	4

  

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.5 Collaboration

<p><b>3.5.1</b></p> <p><i>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.</i></p> <p><b>Response:</b></p>	
File Description	Document
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>



## 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:**

4.1.1 – Availability of adequate Infrastructure and physical facilities for Teaching – Learning. Viz., Classrooms,

Laboratories Computing equipment's in the institution.

Governance trust, of Bunts Sangha & RPH HEI itself having vision statement as to in calculate institution to serve. The infrastructure, Physical facilities, ICT facilities, Facilities for extension activities means to inculcate enthusiasms in students, Parents, faculties to serve the individual, society & nation

Infrastructure present in RPH presented in four utility discussion as –

A – Infrastructure for Academic

B – Infrastructure for Administration

C – Infrastructure for Extension activities

D – Infrastructure for Central Amenities

#### **1. Infrastructure for Academic -**

RPH has ICT enabled classrooms (9), Advanced laboratory (10), Knowledge resource library with 7 PCS with Internet facilities, Air conditioned corridors, Staffrooms with 18 'Cabins with 10 Pc's Dedicated to Teachers.

**RPH has 120 Computers exclusively for students in computer Laboratories**

#### **1. Infrastructure for Administration –**

RPH has Specious Chamber for head of Institution (Principal) Sufficient Spacious Administration Office, Specious Space as Waiting Lounge admin office has 7 Pc's dedicated to admin staff.

RPH has transport facilities for the students & faculties, well-furnished conference (meeting) rooms, specific reception area, separate Examination room, Reception room, 1 Pc for admin, 1 laptop is secured for the Admin Dept, Purchase desk, Server room, NAAC room are special area for administration.

**1. Infrastructure for extension activities –**

RPH has well planned & spacious space for Extension activities. HEI has Air Conditioned Auditorium for presentation & extension activities talent. NAAC Room, NSS Room, Comparative exam room, canteen, Playground (for outdoor sports) are basic infrastructure for extension activities yoga also.

**1. Infrastructure for the general utilities –**

Clean spacious hygienic washrooms are available along with Lockers Room, /Common Room (08), Boy’s Common Room, Girls Common Room, First Aid room are priority incubation center. HEI has common facilities for CCTV’s, Lifts, Fire Extinguisher in built & with Cylinders system is available, RFID Entry Access Machine, Staircase with Evacuation marks in disaster, Notice board, Bill boards, Security Guards to maintain disciplines, RPH has disabled friendly toilet at ground floor, wheel chair for the disabled and so on.

Thus RPH is such an institution where Infrastructure, amenities made available and properly Maintained. Every infrastructure of RPH is Standard of its own.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**4.1.2**

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

**Response:**

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

2021-22	2020-21	2019-20	2018-19	2017-18
1.88	0.28	48.64	240	8.20

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:

**Criteria 4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library.**

Library is 100% automated with digital facilities using KOHA, which is an open-source integrated library system. In addition subscriptions to e-resources and journals are made. Hence the library usage is to the maximum by the faculty and students.

- – Our Library is a knowledge hub for researchers, students teaching as well as non-teaching staff. Its open access system and ease of access attracts faculty and students alike. In addition, we also have resources like reference books, Question papers, Projects, Journals, Newspapers, e-resources etc.

**Library Management System** – Library is 100% automated using the KOHA which is a fully featured, open-source scalable library management system. KOHA enables to manage all the functions of a library from maintain the database of books, textbooks, reference books, Question papers, Projects, Journals, Newspapers and e-resources of knowledge.

With KOHA we are able to perform the most important function of a library such as cataloguing, membership report, status, report generator, public access catalogue and acquisition, purchase orders, bills paid, books borrowed, books on rack, books on demand slips, received books, fine for late books.

- – NDL is one of the e-resources available for our faculty and students. In addition, we also provide open source links, to various websites, blogs etc which are hospitality industry related to help library users to find E-Journals, E-Magazines, E-Books, E-Audio, E-images.
- : RPH library also has a dedicated e-facility area with 7 PCs for students, teachers and researchers.

The E-Resources are free of cost, because being specialized course E-Databases, E-Journals, E-Magazines, E-Books, E-Audio, E-images, E-Encyclopedia and E-Newspapers all are open access.

**Subscription to E-Resources** – Open access resources means these online resources are available to our users any time any day and every day at no cost.

Thus, RPH library has many e-resources, in form of numerous down-loadable e-books to numerous e-journals too. We provide many such links to our students and faculty for e-resources. Hence at present we do not feel the need of paid services for subscription to e-resources.

**Library Expenditure** – RPH Library records on expenditure from 2019- 2023 for books, journals & other purchases, is provided in the audited statement of expenses and income by C.A.

The most critical period to mention for colleges for students and for entire world was that of the last few months of 2019-20, entire 20-21, and first half of 2021-22.It was the pandemic period.

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

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

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1

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

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

**Response:**

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

4.3.1 – Institution frequently updates its IT Facilities & provides sufficient band with for internet connection Describe it facilities including Wi-Fi with data and nature of updation available internet band with

- 1.IT facilities in HEI –
- 2.Wi-Fi Facilities in HEI –
- 3.Wi-Fi Nature of Updation firewall Sophas
- 4.Wi-Fi available internet bandwidth – 50MBS – Tear dire
- 5.It Facilities Updation by HEI

1.IT FACILITES IN HEI – RPH Technosavy HEI. It has over 15-16 ICT Facilities which are regularly updates to keep the pace with information world HEI has ICT/IT facilities such as Routers, Data Packets Their intended IP Address as the nature Equipment Telephones Intercoms closet computer network, videos telephones and internet services Including the telecommunication services

HEI has advanced computing facilities such as Application server, data base server  
ICI / IT Technology Requires basic need at electrical supply HEI has Provision of electrical supply By

MSCB State Government BESI & Adani are electricity suppliers.

HEI has vigilance kept Third eye services by CCTVs.

HEI has ICT enabled class room & laboratories as IT Facilities servers are available as data backup system.

Institute has Wi-Fi for Free access of internet institute has wired access of internet provided by JIO internet services provided.

1.IT FACILITIES UPDATION BY HEI – Admission academics administration Examination student support are HEI regular activities these all activities are performed by wing IT Facilities Collage governance is done our gor by assign ICT Facilities it underlines the updation of IT facilities in collage. Computer laptops are updated with hardware – RAM processors, digital, mouse keyboard High configuration of PCs. Anti-virus system is updated on regular basis. Formatting of PCs done on regular basis daily weekly monthly checking if every electric and electronic deuces of ICT Facilities done by IT technicians. Cleaning dusting proper cooling (ACs) are to look after the ICT Facilities is updates by CCTV & IT follow-ups

1.Wi-Fi Facilities in HEI – The HEI is having high speed internet facilities. The HEI has fiber

Ultra speed board bond by JIO. A Centralized internet facility for state holder is provided

IT is with provided with a high bond with

1.Wi-Fi nature of updation – updation upgrading of Wi-Fi on a regular basis helps to increase speed of internet quicker response of Wi-Fi updation helps in less drops or disconnection It increase the large of Wi-Fi network by adapter driver with window d\*\*\*\*\* manager.

HEI has Sophos – firewall system for updation.

1. Wi-Fi Available internet bond with – HEI has internet service as –

1 – JIO – 50 MBP

2 – leased line 10mbps swastik internet (Specially for computer lab)

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.3.2

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

**Response:**

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

Response: 120

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student’s usage.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 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:**

**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)**

2021-22	2020-21	2019-20	2018-19	2017-18
155.81	149.71	214.92	198.83	163.33

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>



## 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:**

**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**

2021-22	2020-21	2019-20	2018-19	2017-18
33	34	32	26	23

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

#### 5.1.2

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

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

**Response:**

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)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:**

**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**

2021-22	2020-21	2019-20	2018-19	2017-18
105	119	83	61	45

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:**

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

## 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:**

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

2021-22	2020-21	2019-20	2018-19	2017-18
81	96	73	51	39

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

2021-22	2020-21	2019-20	2018-19	2017-18
104	108	83	47	40

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)	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.2.2

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

**Response:**

**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.)**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

### 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:**

*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*

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	1	2	0

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

**5.3.2**

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

**Response:**

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

2021-22	2020-21	2019-20	2018-19	2017-18
03	01	07	03	04

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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:**

**Alumni Association:**

1. **Registration**
2. **Contribution of Alumni in student's grievances**
3. **Contribution of Alumni in development of the Institution through kind support services.**

1. Registration:

The Higher Education Institution took initiative filled form of application for registration at a public trust schedule II (vide rule6) of the Assistant Charity Commissioner Mumbai region, Mumbai on 13 Sept, 2021.

The registration of Alumni Association was done under the name of trust as 'Alumni – Association of Bunts Sangha's Ramanath Payyade College of Hospitality Management Studies, c/c Bunts Sangh Bombay, Prop- Institutional building, Bhandari Estate, C.T.S. 139/9, Village Kurla, Kurla (E), New Bunts Bhavan, Mumbai – 400070.

The Alumni Association public trust has management as President, Vice-President, Secretary, Joint-Secretary, Treasurer, Joint-Treasurer and three members. The Alumni Association has nine office bearers, Alumni members leads this registered Alumni Association.

The objectives of trust are to create and to maintain a strong and fruitful relationship between the students of RPH, both past and present. It also has another important objectives is that to give donation and support to the RPH – HEI educational aspects.

The Registration Certificate number of Alumni Association issued by Assistant Charity Commissioner of Mumbai region of Government of Maharashtra is 987/2021.

1. Contribution of Alumni in students Grievances:

The Alumni actively engaged with present student for awareness of student’s grievances, anti- ragging and sexual harassment. The Alumni delivered the You tube video sharing with present students about grievances.

The Alumni especially the office bearer of the Alumni Association are actively involved in the activity of awareness about sexual harassment, awareness about grievances and awareness about ragging. These ex-students shared you you tube videos to make sure, to know one of present students even think about nuisance, sexual harassment and ragging.

The you tube video selected to air, for present student was serious work. It was done by alumni and they took initiative. Beside these video presentations, Alumni collected posters against ragging and sexual harassments. The posters/ display placards were shown to students class to class. These posters were also displayed at canteen, gym, laboratories, library, class rooms as well as corridors. These awareness efforts by alumni is worth to billions because even if one life of youth (present student) survived against depression of sexual harassment or ragging. The poster displayed by alumni, shows ways to depressed alumni to overcome grievances, sexual harassment and ragging.

1. Contribution of Alumni in development of the Institution through support (in Kind) not directly in monetary :

The Alumni association on themselves contribute and donated two equipment’s to the HEI. The alumni students are just in phase of career to start, Therefore, they are not in position to take full momentum activities at Alumni Association. The affection, attachment, for college is with alumni. Therefore, they ask for voluntary contribution on them and purchased two equipment for college as – 1. Electrlux Combi Oven and 2. Kasher Dry Vaccum Cleaner.

Electrolux Combi Oven is worth of approximately over Rs. Three Lacs. It is useful during practicals of roast meats, vegetable steaming, rice steaming, grilling of vegetables, bakery practicals like Baking of cakes, Biscuits, Cookies, breads, etc.

Alumni donated Dry Vaccumm Cleaner to HEI. It is about Rs. 20,000/- worth. It is useful for cleaning floor and upholstery.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:

##### 1)The Governance of RPH-

- 1.RPH- It is Ramanath Payyade College of Hospitality Management Studies, Kurla, Mumbai
- 2.Governance body- RPH is governed by Bunts Sangha, Mumbai trust
- 3.Establishment of Governance- Bunts Sangha, Mumbai established in 1927
- 4.Features of Governance-

- It is socio cultural organisation of Bunts Community.
- It is in education for more than 9 decades.
- It is objective is to promote education and cultural needs of the society in general and Bunts community in specific.
- The Governance established two night schools for needy children in 1950s.
- The Governance established Junior college in Powai, 1998.
- The Governance established 4 college (one of it is RPH) in 2008 at Kurla, Mumbai

##### 2) Decentralisation practices by Governance-

The Management meets regularly, to review the functioning of the institution.

The decentralisation of Governance has following setup, as-

a) Chairman b) Vice Chairman c) Secretary d) Treasurer

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

a) RPH admin b) Sr. Clerk c) Jr. Clerk d) House keepings e) Securities

a) Internal decentralisation- Principal, faculties, Committees for academics, administration, Extension etc.

It shows decentralisation of Governance in RPH.

##### 3) Participative Practices by Governance-

Managing committee meets regularly (weekly), It review the functioning of the institution. It suggests



corrective measures. It comprises of members of various committee of Higher Education of college management. It also consists of President, Vice President, Treasurer and secretary of Bunts Sangha meets once in month as participative practices.

Principal meets, calls meetings of Academic staff for Academic – Administrative difficulties.

Faculty of RPH had minimum 20 committees like Exam committee, Anti ragging committee, Redressal committee and so on. In many committees students are also active members.

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

**4) Leadership of Governance is as in accordance of vision-**

To inculcate enthusiasm to serve is the vision of Governance leadership is in accordance to vision, as-

- Securing from 1927 for education to society with enthusiasm
- Night colleges, Junior colleges, 04 colleges in 2003
- Socio culture educational activities for general society and for Bunts Sangha in particular.
- Better infrastructure, quality resources provided for education.

**5) Leadership of Governance is in accordance of mission-**

- Appointment of trained resources; best of training to every students project work for every student, ICT enabled infrastructure, advanced laboratories, extension activities, Gym, sports amenities, seminars, workshops etc. are focused for learners by Governance. It is as permission of the HEI.
- Governance provide platforms to students to learn every dimension of Hospitality.
- Governance caters add on courses, cross cutting issues, skill based programmes, research and innovation for learners to equip the hospitality professionals with lateral thinking and fluency in communication skills.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**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:**

6.2.1 The functioning of the Institutional bodies is effective and Efficient as visible from policies, administrative setup, appointment and service rules, procedure, deployment of institutional strategic/perceptive /development plan etc.

6.2.1 Functioning of the Institutional bodies

I. Functioning of the RPH bodies effective and efficient as visible

1. Through policies
2. Through administrative set up
3. Through appointment & Service rules
4. Through deployment of institutional strategic
5. Through prospective plan/ development plan

A) Through policies- Bunts Sangha's , Mumbai (trust) was established in 1927, It is Socio- Cultural organisation of Bunts Community of Mumbai. It is in quality education for society for more than last five decades.

Bunts Sangh, Mumbai has Ramanath Payyade College of Hospitality Management studies, Kurla-Mumbai, as a policy to provide professional, advance technical education to query one of upper, middle to lower strata of society students.

Through policies of Bunts Sangha trust it has realised the need and importance of Higher Education. As per education policies of Bunts Sangha, Mumbai it established (1) Anna Leela College of Commerce and Economics Shobha Jayaram Shetty College for BMS (2) Ramanath Payyade College of Hospitality Management Studies (3) Uma Krishna Institute of Management Studies and research and (4) Arathi Shashikiran Shetty Junior College.

Thus functioning of RPH bodies is effective and efficient as visible through policies.

B) Through Administrative set up-

Ramanath Payyade College of Hospitality Management Studies has its state of infrastructure facilities quality education provided through great administrative set up is as-

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

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

C) Through appointment and Service rules-

The Management Governance of RPH is Bunts Sangha's Higher Education Committee. The RPH belongs to Bunts Sangha, Mumbai Trust. The Trust and Management has been very efficient in view

through appointment and service. The trust has its own rules and manual for the appointment and service rules. These rules are in frame work of state government rules and Central government rules. The manual depicts the qualification, procedure appointment and perks as salary.

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

The appointment and service of admin staff- nonteaching staff is as per joint higher education. It has been presented on

D) Through deployment of institutional strategy

The trust established in 1950. As an need of professional advanced education, in 2003, the trust deploy the institutional strategy. It is that quality education in affordable cost. Therefore,Bunts Sangha trust started the educational institutes at Kurla, Mumbai. One of \* Institute is RPH- Ramanath Payyade college of Hospitality Management Studies college. To develop skilled manpower in Hospitality Management field, RPH is established. The Bunts Sangha backed to start

RPH with their immense and invaluable experience and contribution in Hotel Industries, as traditional business of Bunts.

E) Through prospective plan/ development plan-

Bunts Sangha developed B.A.C.A- B.A in Culinary Arts in 2022-23. The skilled Chef making course. It has perspective plan to undergo assessment of accreditation by NAAC, Rank itself in NIRE, ISO certification, collaboration with foreign Universities, foreign food industries for better prospective of RPH entrants. It shows excellence of RPH functioning.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**6.2.2**

*Institution implements e-governance in its operations*

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

**Response:**

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

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

Bunts Sangha with huge and valuable experience and contribution to Indian hotel Industry, opened the Bunts Sangha’s Ramanath Payyade College of Hospitality Management Studies at Kurla, Mumbai.

Bunts Sangha is one of the best governed management in field of education. The vision, mission and objectives of Bunts Sangha directs the RPH institution with effective welfare measures.

RPH is HEI who has

- 1. Effective welfare for staffs and
- 2. Performance appraisal for staffs

Effective welfare for staff

- 1. EPF for staff – Management contributes the amount.
- 2. Food for all staff – HEI provide lunch for all the staff every day.
- 3. Uniforms for non teaching staff – HEI provides uniforms to all support staff

4. Mediclaim for teaching & non-teaching staff – contributed by management.
5. Group insurance – HEI take care of premiums.
6. Job securities by HEI – approvals, permanent orders to employees
7. Manual – Rule book for services, leaves, promotions by rule book.
8. Spacious ambience infrastructure for staffs – Up to mark ambience for staff
9. Work culture – HEI encourages healthy atmosphere for better work output.
10. Scope for holistic development – HEI motivates for research, book writing, book publication, teaching facilities, library, gym, help each staff for its holistic development.
11. Educational environment – HEI has educational environment which includes curriculum enrichment, teaching and learning, innovation, ecosystem, cultural, sports, social involvement of staff for students.

**Performance appraisal system for teaching and non-teaching staff**

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

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

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

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

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

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

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

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**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:**

**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**

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	0	4	1

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

**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:**

**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**

2021-22	2020-21	2019-20	2018-19	2017-18
20	22	23	0	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
04	10	12	11	12

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

**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:**

**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)**

- HEI has:**
- a. Strategies for mobilization of resources & funds**
  - b. Strategies for optimal utilization of resources and funds .**
  - c. Strategies for regular financial audits (Internal & External)**

**A. Strategies for Mobilization of resources and funds**

**HEI is private unaided self-financed education institute. It is governed by Bunts Sanghas (Educational Trust) & Affiliated to University of Mumbai .**

### **Sources of Resources of Funds :**

HEI being governed by government registered educational trust-Bunts Sangha has provision to accept the donation of well-wishers ,established personalities, businessmen in a way of monetary and kind, advanced ICT, technical facilities are raised by burning the pockets of society-especially Bunts Sangha.

Thus, Bunts Sangha a trusted name in education out of its faith trust and dedication could collect crores of rupees of donations, helps to college to establish advanced, up to the mark infrastructure. It is the best strategy of Bunts Sangha Management, to establish RPH institute of its best kind .

**Fess of students – RPH has source of resource and funds is the fess of the students.**

**Institute utilizes this amount for maintenance of resources, augmentation of infrastructure and salary of staff. The strategies used by the institute for mobilization of resources and funds replicate continuous qualitative and quantitative growth of institute.**

### **2. Strategies for optimal utilization of resources and funds**

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

### **3. Strategies for Regular Financial Audit (Internal & External )**

- HEI has proper strategies for proper planning,vision,execution and vigilance for financial resources.
- To read HEI financial objective ,HEI undergoes :
  
- Appointment of Internal Auditor



- Appointment of External Auditor
- Audit Inspection
- Surveillance Programs.
- Audit transparency reports
- Improving and maintaining Audit quality

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

## 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:**

#### Criteria 6.5.1

**Internal Quality Assurance Cell (IQAC) activities**

**IQAC contribution for institutionalizing in –**

1. **The quality assurance strategies & processes -**
2. **Teaching – Learning process -**
3. **Structures & methodologies of operations at periodic intervals -**
4. **Structures & methodologies of learning out comes at periodic intervals -**
5. **Recording the incremental improvements in various activities –**

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

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

#### 1. **IQAC contribution in Teaching – Learning process –**

IQAC looks after the better quality in teaching – learning process. The key indicators provided by NAAC

for teaching learning process are looked upon by IIQA for qualitative progression of Institution. It includes the student enrollment, profile of teachers, ratio of teacher to the student, upgradation of teaching learning process, Teacher quality in terms of technical qualification, focus on evaluation process & reforms in evaluation process. It also keen on student satisfaction survey (SS) as well as IQAC works for student performance & learning outcomes.

**1.Structures & methodologies of operations at periodic intervals –**

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

**1.IQAC contributes in structures and methodologies of learning outcomes at periodic intervals –**

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

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

**1.IQAC Contributes in recording the incremental improvement in various activities.**

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

IQAC contributes for sports activities to be best by improvement in gymkhana, facilities with sports shoes, sports dress shorts, T shirts, sports equipment’s and so on.

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

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**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:**

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

## 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:**

#### **A.Measures initiated by the Institution for the promotion of Gender Equity**

**1.Co-education :** RPH Management started Hospitality Management College . It is Co-education college .

**2. Classroom Environment :** RPH administration makes sure that students are being treated fairly in the classroom where they feel equality about taking part in any conversation .

**3. Employee ratio:** RPH has 06 lady teacher while 04 gents teacher. In all 60% faculty employee are ladies .

**4.Student-Boys-Girls Ratio :** In this HEI , the admission is not based on sex –male –female basis . In 2021-22, total students are 226, out of that girl students are 50 .

**5.Currriculum toppers :** IN HEI many of girl students are toppers in curriculum . It shows gender equity is observed in college .

**6.Extension activity participation :** Social events , NSS, social functions are equality available for male students and female students . Girl students were never discriminated on basis of gender .

**7. Sports activity participation:** It may be Indoor sports or outdoor sports activity , every sport activity may be daily or competition ,

**8. Cultural activity participation :** HEI always provide equal opportunities to boys and girls to participate and present equally in Cultural activity participation .

**9. Research activities :** HEI provides gender equity in participation of research activities .

**10. Equal opportunities in HEI :** HEI provides equal opportunities to male students and female students in practical's participation .

- Placement activity
- Scholarship-freeships
- Project, Internship etc.

**B . Celebation of National/ International/Commemoration :**

- HEI celebrated World Environment Day on 5th June every year.
- Reading Day celebration was carried out on 19th June .
- Yoga Day celebration on 21st June
- Guru purnima is observed by students to respect the faculties.
- 15th August-Independence Day is celebrated as National Festival. It is the day to salute the freedom fighter who paid the cost at their lives for Independence of India.
- Teachers Day -5th September celebrated to respect the teacher.
- 24th September is observed as NSS foundation Day. The social sensitization is given to the college students by NSS.
- 2nd October is observed as Non –Violence day as Human Value given by Mahatma Gandhiji who was born on this day.
- 20th October remembered and respected as International Chef Day . It is proud moment to feel proud to be as ‘Chef’ as profession.
- World Vegan day (1st Nov) celebrated for National Awareness .
- Milk Day-19th Nov is celebrated for National awareness
- 26th Nov is observed as Indian Constitutional Day for democracy .
- World Aids Day (01st December) is observed as Aids Awareness Day
- Youth Day -12th Jan is observed as Swami Vivekananda Birth Anniversary to honor the Youth power
- 26th January is celebrated as National Festival for democratic India .
- World Bar tender Day (24th February) is celebrated to respect and to feel the profession.
- Marathi Bhasha Din (25th February) is celebrated to feel the pride for being Maharashtrian and Marathi as language.
- 23rd February is observed as Shahid Din Kargil Vijay Din

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**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:**

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

### 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:**

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

### 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 Institutional efforts/ initiatives in providing an inclusive environment ie. tolerance and harmony towards cultural, regional, linguistic, communal socioeconomics diversity and sensitization of students and employees to the constitutional obligations: values, rights, duties, and responsibilities of citizens.

1. Institutional efforts in providing an inclusive environment ie. tolerance and harmony towards

1. Cultural diversity
2. Regional diversity
3. Linguistic diversity
4. Communal diversity
5. Socio- economic diversity

1. Cultural diversity

HEI celebrates the Ganpati festival, Ramazan Eid celebration, Deepavali as well as Christmas. Unity in cultural diversity is one of the strong points of India. In HEI various cultural celebrations are carried out by management, administration, and academics. Everyone respects to Indian culture through act of RPH College.

1. Regional diversity

RPH respects its inclusive environment ie. including teaching staffs from all over India and non-teaching staff from different regions of India. In RPH students have taken initiative to admit from Maharashtra as well as various regions of India.

1. Linguistic diversity

The RPH is having linguistic minority certificate. However, the HEI provides admission to students belonging to any cast, any cader, any language of any region.

1. Communal diversity

In RPH admission are given to all students who belongs to SC, ST, NT, others, Divyangan as well as general community. The admission are provided to students filled the earmark seats for different casts. Over 100% seats of communal diversity is filled and every community justify for the admissions, educations, extend activate.

1. Socioeconomic diversity

RPH is govern by Bunts Sangha the management (Bunts sangha) never discriminate admission on basis of social or economic status.

The employee working in RPH belongs to diverse social groups and diverse economic groups.

The RPH provides employment to male as well as female. It respects socioeconomic diversity of Indian society.

1. Sensitization of students and teachers to the constitutional obligation

RPH provides efforts for sensitization of students and teaches for constitutional obligations. Celebration of Independence Day of India, Republic Day celebration, patriotic songs, patriotic cultural programmes are always carried out to sensitization citizans.

HEI carried out seven days workshop on constitutional and obligation for human values, preamble of Indian constitution, constitutional values, and political system sensitization to constitutional obligation, constitutional rights, rights in Indian Society and its execution, and democratic values in Indian society.

Various colleges, its teachers, and students attended the FDP along with students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

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:**

**Balanced Diet Food –Cook to serve –Practice Everyday**

**Objectives of the Practice:**

- 1. **To underline the importance of Balanced Diet –**

**A balanced diet is a diet in which contains adequate amount of all nutrients to grow, to remain**



healthy. Balanced diet provides the necessary energy requirement, protects against vitamin, mineral and other nutritional deficiency .It builds up immunity .

1. **Cooking – The balanced nutrient food is to cook even by the chef and group of students alternately .**
2. **To serve – RPH management serves the balanced diet food to all the students , teaching staff , non teaching staff , everyday in lunch .**
3. **Free of cost – The food is served free of cost to all. It is best practice carried out by the Chief –Principal , Chef Teacher along with helpers and group of students.**
4. **To know the content of balanced diet .**
5. **To Know the practice of cooking by students .**
6. **To know the serving of food by another group of students .**
7. **To Prepare different menus of balanced diet .**

**The Context –**

1. **Designing the practice**
2. **Implementing Practice**
3. **Contextual features of practice**
4. **Challenging issues**
5. **Designing the Practice – Hospitality Management students must know the contents & balanced diet, importance of balanced diet, preparation(cooking) of balanced diet, serving practices are considered while designing the practice .**

**The Menu of balanced diet is designed by Principal , senior chef and any one to ready to work as designer for menus of balanced diet .**

**2a. Implementing Practice – The balanced diet menu is to prepare. The content of menu may be decided and finalize Date and day wise .**

**2b. Contextual features of practice : - It is prepared and served daily to group of 300-400. Everyday lunch is to provided With all students, teachers , non teachers etc.**

**Team of chefs with team of students the ready to cook. It Provides cooking experience to the HEI students under able guidance of chefs . Serving the lunch is also adds the experience of profession.**

**Thus contextual basis for best practice is best practice of profession through menu selection, menu cooking, service of menu dish .**

**The students along with helpers serves the food . Mostly it is self service of balanced diet Individual who is part of this system , while self service gets an amount of one type of food that is enough/sufficient or require by himself/herself. Self serving is acting for your own advantage . It is best practice in Hospitality to enjoy the food quantity wise of own choice . It taught to help yourself in meals and not to waste the food .**

**In this practice balanced diet is served by following steps –as-selection of menu, finalization of menu per budget , cooking of menu and serving of menu and serving of menu to about 300 people .**

Everyday for lunch , everyone gathers in quantity kitchen , in restaurant is sort of socialization –social gathering .

**1.Evidence of Success :-**

- 1.Performance against target
- 2.Bench Marks
- 3.Review/Results
- 4.Indication of results

**1.Performance against targets –**

Targets are set in terms of KPI-Key Performance Indicators . In this practice , set KPI can be set as – Importance of Balanced diet , Menu to set, Cooking of balanced diet, serving of food & Socialization

Target involves :a. Every one especially from Hospitality studies programme , should know the importance of balanced nutritional diet. Such balanced dietits composition, its ingredients and its merits should be aware by individuals of this system .

b. Daily menu to execute which is set for a week for month and ultimately for entire academic year . It is critical innovative task to set the menu for 365 daysin one year .

c. Cooking the nutritious diet without loss of taste , texture and delicacy is the e target to the cooking team

d. Serving the food to the gathering of about 300-400 daily with pleasant, healthy way is the target to this group .

e. Socialization- Daily coming together at lunch time for eating in restaurant , daily coming together for menu setting , daily coming together for menu setting ,daily coming together for cooking, daily coming together for serving and eating with exchange of thoughtsis target of this practice as socialization .

- 1.Benchmarks : Almost every graduate of HEI got placement of service in Hospitality Industry i.e about 100 % placement is benchmark . This practice made practice of students for better work , consistent work .
- 2.Review/Results – Consistency of this best practice (exceptional to pandemic) for 12 years itself reveal the success of practice .
- 3.Indication of Results : Best Practice of balanced diet food cook to serve – practice everyday is successful in profession of Hospitality studies Management .

**1.Problems encountered and resources required**

**1. Problems encountered and resources**

1. **Budget – Monetary expenses –Everyday over 300 balanced diet food to serve is ‘too’ expensive . The Bunts Sanghas Management is generous in this case . For last 12 years practice is continuously going on . The Problem of budget is overcome by the Bunts Sanghas Management.**
2. **Daily Service –To maintain regularity, punctuality in balanced diet food menu preparation , cooking, serving in healthy and hygienic conditions is challenge-problem .The dedicated teaching staff , non teaching staff and of course enthusiastic ever ready ever charged RPH students made it great success.**
3. **Variation to maintain- Advanced nutrient food to serve daily with balanced nutrients, great taste and perfect serve are the challenges. These are variables. Staff and students maintain the continuous variation in everyday serving balanced diet food .**
4. **Taste with nutrition is maintained by staff and students.**
5. **Schedule – Examinations, functions , Seminars , Workshops , Evaluations etc are challenges to maintain the schedule . To maintain the schedule of over 300 guests is everyday is problem . It is solved by college staff and students . The Principal provides certain degree of contribution to maintain the schedule .**

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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:**

**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**

In 2009, Bunts Sangha established Ramanath Payyade College of Hospitality Management Studies at Kurla, address as a Professional Degree college. It is Higher Educational Institute to prepare students for careers in particular profession that is specific field. RPH is a professional degree college in Hospitality Management Studies. It is a degree in Hospitality Studies that prepares students to work in Hospitality

Profession. RPH meant for completion of the academic requirements to begin practice for completion of the academic requirements to begin practice in the profession of Hospitality Industries. It involves overseeing various aspects of Hospitality establishments, such as guest services, operations, marketing, finance, human resource and more with the ultimate goal at – providing exceptional, customer experiences and maximizing profitability. Bunts Sangha’s RPH observed that the hospitality sector has a significant surge because – Growth in Tourism, Booming economy, Government support and changing lifestyles. That is why there is lot of career opportunities in this professional degree programme.

The programme outcome and course outcome of RPH college is very impressive and distinctive. The distinctive performance of the RPH institution is in “Best Placement”. About 100% placements of higher studies graduate students were done by the higher education institution is distinctiveness.

In the last five years assessment period, it is noted that almost every students get placed in Hotel Industry.

Sr. No	Year	No. of students working /Status placed	
1	2017-18	39	Direct & Indirect employment placement
2	2018-19	51	Direct & Indirect employment placement
3	2019-20	73	Direct & Indirect employment placement
4	2020-21	96	Direct & Indirect employment placement
5	2021-22	81	Direct & Indirect employment placement

Performance of the Institution especially professional institute is calculated in terms of placement of the professional graduate. To get about 100% placement is the distinctiveness of Ramanath Payyade college of Hospitality Studies. The placement area is the crucial area where the performance of Institute scaled, measured, defined. The feather in crown of distinctiveness.

Placements give students an important direction to progress and establish in life. RPH has distinctiveness in about 100% placement of B.Sc HS students.

Better placements by hospitality education industry helps in test practical skills of aspirants. Placements offer students to get quick start on their careers real quick. RPH allows them to grab more opportunities in life. Hospitality education institute helps them to set their right foot forward in the huge market of working profession.

Placement cell works on its own way for putting the efforts to get placement for students. In RPH, the push, support and guidance by placement cost matter.

The distinctiveness of placement in RPH is that graduate students get job on their own. Each student of each batch almost got jobs either by push of itself, not matters, if matters to get placement, get job.

Each student after passing B.Sc (H.S) got job, get placed, it means his/her grooming is better by the hospitality education institute for three years. To prepare each student with holistic, development, holistic hand skill, complete soft skill, sensitive to social issues, critical mind for research and innovative are distinctive of RPH. HEI while teaching-learning process.

About 100% placement of graduate students in professional field at Hotel Management is the unique selling point. It is because –

1.RPH provides – proper curriculum planning and implement.

- Value added courses, (Massive open online course) MOOC – Swayam course
- Curriculum enrichment by cross cutting issue
- Proper feedback collection, analysis and ATR

1.RPH provides - Provides proper students : teacher ratio

- Proper students : Personal computer ratio
- Teaching with proper programme outcome and course outcome
- Teaching-learning with student's satisfaction.

1.RPH provides – Research, Innovation along with extension activities for better student development to better student placement.

1.RPH provides – Upto mark physical facilities

- Proper ICT facilities
- Better utilization of library as knowledge source

1.RPH provides – better student support for placement

- Guidance for capacity building course
- Efforts for soft skill development
- Auditorium (hall), laboratory cell

1.RPH provides – Active participation of the students in sports and cultural programme

- Guidance to students – student development programme workshops

1.RPH provides – up to mark effective welfare measures for faculty empowerment strategies

- Financial support to teachers for self-appraisal

The effort by HEI helps to proper better grooming of professional graduates. This results in higher placements.

Better teacher with better efforts helps in better grooming of students results in better placement.

Better infrastructure with better facilities helps in better grooming at students results in better placement.

Consistent extension activities, consistent sport activities, cultural activities help students to shape out better personality. The better personality, soft skill development helps the student to get better placement.

To get better placement of students, is the distinctiveness of HEI. It is because HEI has consistent efforts to get better output by physical resources, human resources for better students to groom out.

HEI provides the better education culture, disciplined culture consistently for students. It helps in better result in terms of placement.

Distinctiveness of RPH is to groom the professional graduate into get insight into the work place, improves confidence, develops a sense of responsibility, self-reliance builds the self – esteem.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

#### PRESIDENT'S MESSAGE

“Education is the movement from darkness to light”

An educational institution has a profound role to play in strengthening the youth of today, in turn, the society, and the nation. Our objective at Bunts Sangha's Higher Education Institution is to provide sound and quality education. The entire education has a single-minded goal and mission to provide hope, direction and the promise of a bright future for aspiring youth.

We are determined to provide holistic learning experience to our students. Hence, we strive to maximise their full personality and potential.

At Bunts Sangha, it's our continuous endeavour to constantly better the quality of education imparted at the Higher Education Institutions. Overall development of the individual is the goal of education and we all have to ensure that there is no stone left unturned to equip the student of today for the challenges of life.

We have created state of the art infrastructure for our Institutions. I'm confident that with competitive environment and under the guidance of expert faculty our students will do exceptionally well.

I thank you for joining hands in a collaborative and contributory environment. We have a lot more to achieve and will require a lot more vigour as well, in our on – going progress

I take this opportunity to wish my colleagues in Management, faculty, staff and students of Bunts Sangha's Higher Educational Institutions all the very best!

My thanks to all of you for your continued commitment to the College.

“Develop a Passion for learning. If you do, you will never cease to grow.”

Best wishes.

Best Wishes,

**Shri. Chandrahas K. Shetty**  
**President**

### Concluding Remarks :

## CONCLUSIVE

HEI ensures effective curriculum delivery through 20 major well planned steps. HEI carries out 19 add on certificate courses as academic flexibility.

Over 99 % attended the Swayam courses . Institution integrates 36 lectures for cross cutting issues for professional development of students. 86.27 % of students undertake Project work. HEI leads to collection, analysis, action taken on feed back from stake holder.

64.14% is enrollment percentage of students. 99.60 % seats filled against seat reserved for social justices , Student : Teacher ration is 22: 1 . 100% full time teachers against sanctioned posts. Attainment of PO's & CO's are evaluated and its more than 90% .percentage of students is over 90% .

Research Innovation & extension is upto mark of the institution. Rs 165000 received as grant for research by NGO. Research paper carried out by 6 teachers who received Rs 27500 as research grant . HEI carried out 9 workshop on Research Methodology , 8 workshops on Intellectual Property Rights IPR and entrepreneurship. 41 research papers published in International peer team reviewed journal with ISSN index and impact factor more than 5. HEI teachers published 12 books with ISBN index LULU publication , 1 national conference held by HEI , where 59 papers presented . HEI published all these papers in proceeding. HEI carried out over 47 in-reach and about 10 out-reach activities . 2 awards for Best social extension contribution by society.. RPH has 17 MOU's.

HEI contributes 38.99% of expenditure used for maintenance of campus infrastructure.

HEI always has step ahead for student support & progression. 29.13 % of students benefited by scholarship, 20 capacity building and skill enhancement workshop arranged . 52.14 % of students benefited by career counseling. HEI got 3 awards for sports and cultural programme. Active alumni association is having registration over 5 lakhs worth equipment's donated to college by alumni.

. 2 best practices such as food for all (RPH) & and counseling for all are carried out in HEI. The distinctiveness of HEI is the professional college with best professional outcome in terms of 100% placement.



## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>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)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :22</p> <p>Remark : DVV has made changes as per report shared by HEI.</p>																				
1.2.2	<p><b>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</b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>225</td> <td>320</td> <td>336</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>155</td> <td>294</td> <td>308</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per report shared by HEI.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	225	320	336	0	0	2021-22	2020-21	2019-20	2018-19	2017-18	155	294	308	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
225	320	336	0	0																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
155	294	308	0	0																	
2.1.2	<p><b>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</b></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>47</td> <td>67</td> <td>66</td> <td>51</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>32</td> <td>62</td> <td>89</td> <td>88</td> <td>69</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year</p>	2021-22	2020-21	2019-20	2018-19	2017-18	24	47	67	66	51	2021-22	2020-21	2019-20	2018-19	2017-18	32	62	89	88	69
2021-22	2020-21	2019-20	2018-19	2017-18																	
24	47	67	66	51																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
32	62	89	88	69																	

**wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
24	47	67	66	51

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
36	68	95	95	74

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	11	10	09

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	11	09	08

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
71	0	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
12	0	0	0	0

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

**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:

2021-22	2020-21	2019-20	2018-19	2017-18
81	96	73	51	39

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
81	96	73	51	39

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
105	119	83	61	45

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
104	108	83	47	40

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	17	23	18	14

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
03	01	07	03	04

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
22	22	23	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
20	22	23	0	0

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
13	12	15	11	12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
04	10	12	11	12

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

**2.Extended Profile Deviations**

ID	Extended Questions																				
1.1	<p><b>Number of students year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>226</td> <td>327</td> <td>339</td> <td>286</td> <td>214</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>226</td> <td>327</td> <td>333</td> <td>284</td> <td>215</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	226	327	339	286	214	2021-22	2020-21	2019-20	2018-19	2017-18	226	327	333	284	215
2021-22	2020-21	2019-20	2018-19	2017-18																	
226	327	339	286	214																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
226	327	333	284	215																	
2.1	<p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b></p> <p>Answer before DVV Verification : 10</p> <p>Answer after DVV Verification : 13</p>																				
2.2	<p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p>																				

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	11	10	09

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	11	09	08

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
209.96	205.37	278.22	241.26	180.76

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
210.00	205.36	278.22	241.26	180.76