



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SAI SHIVA EDUCATIONAL TRUST'S ARUN MUCHHALA INTERNATIONAL COLLEGE OF HOTEL MANAGEMENT

ARUN MUCHHALA INTERNATIONAL COLLEGE OF HOTEL MANAGEMENT,
SAI BABA VIHAR COMPLEX, GHODBUNDER ROAD, THANE- 400615
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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Arun Muchhala International College Of Hotel Management established is a premier constituent College of University of Mumbai The College is situated in the exclusive neighbourhood of Sanjay Gandhi National Park that inhabits a 1.5-acre plot that enhances the College atmosphere to an educational paradise. The built-in area encompasses five-storied building that comprises of well-furnished air-conditioned classrooms and the airy administrative offices.

A multipurpose auditorium with a seating capacity of about 300 also houses laboratories in form of Basic Training Kitchen- Quantity Training Kitchen - Advance Training Kitchen, Training restaurant 1 (with Bar) and Training Restaurant 2 (without bar), Housekeeping Lab attached with Guestroom 1 and 2, Front office lab, Dining hall/ Mess with a capacity of 300 , Computer lab and one mini conference room. The library lends itself to a quiet and reflective ambience for the students as well as the faculty members. It is well-stocked with 1333 books, having titles 298.

Codes of professional ethics guide all stakeholders of the College about its principles of integrity, accountability, inclusiveness, commitment and sustainability. All stakeholders work within the institutional policies and practices so as to satisfy the Vision and Mission of the College.

The College practices a well-structured system of mentoring to provide proper guidance to the students in not only choosing the right career path but also to help them to become confident and emotionally secure individuals.

The College is committed to making students conscious of their social responsibility through outreach programmes organized through Extension Activities to enhance students' social awareness and sensitivity towards various sections of the society.

The College celebrate its Annuals in form of “ ARUNOTSAV” every year with a sense of great pride and fulfilment. The College has been imparting quality education as a means of empowering women so that they recognize and fulfill their roles and responsibilities as equal contributors towards nation building and making India a forerunner on the global map.

Vision

Vision

The Vision and Mission of Arun Muchhala International College of hotel management are reviewed and redefined in view of changing national and global trends in education. Goals are set to attain the objectives enshrined in national policy for higher education. In the present context, the vision of the College is to be a

global leader in education and a valuable partner in the evolution of a just, humane and inclusive society in India.

AMICHM, makes its contribution to the society through providing transformative education. The vision of the College defines its educational policy and has been one of its major strengths and characteristic features from the time of its inception till date. AMICHM provides a caring and nurturing environment where our students come into their own, blossoming into confident youngsters ready to face the world.

Untiring efforts are made to instill the values of mutual trust, team work and promotion of social capital, easy sharing of knowledge, skills and resources to create a vibrant society. At AMICHM, we appreciate, respect and promote the perspectives, rights and dignity of each individual.

Mission

Mission

The institution's mission reflects the distinctive characteristics of the institution. The College caters to the educational, social, cultural and economic needs of the society. All these characteristics are reflected in its policies. High quality educational programmes and healthy practices are being implemented keeping in mind the policy of uncompromising adherence to the values and principles of inclusion, responsibility and social accountability.

The success of the institution's mission is driven by value-based ethical behaviour of its committed faculty members, staff and students. The College believes that all aspects of education focus on the core values of contributing students development while keeping in view the philosophy of having professional ethics and a sound uniform ethical conduct.

The mission of the College is not merely confined to imparting knowledge in the classroom and Laboratories, but is a means of reinforcing values of love, compassion and equality. The College aspires to produce academically oriented, sensitive and responsible citizens who will contribute towards making the world a better place.

We accompany and mentor our students so that they develop competence, compassion and conscience, and empowered with ignited minds and hearts, pursue the goal of transformation of themselves as well as for society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

As a leading Hotel management College, the main strength of the College rests on providing a gender-sensitive and empowering education which assist students to realize their potential and self-worth and enabling them to

make a significant contribution in all spheres of national and global development.

Effective and efficient leadership of Principal supported by the management

Enthusiastic and diversely qualified staff members

The College follows a dialogic process with its stakeholders and has a robust system of collecting feedback from students, teachers, employers, parents, and the non-teaching staff.

The continuous evaluation and suggestions given by the stakeholders are regularly analyzed and appropriate action is taken to incorporate such suggestions into all aspects of functioning in the institution.

Healthy student teacher relationship, mentoring system and direct interaction between student and Principal

AMICHM seeks to uphold the dignity and worth of every individual who is part of the institution particularly its young student community. It has a 'zero-tolerance policy' towards sexual harassment.

All members of the staff refrain from verbal, non-verbal and/or physical misconduct of a sexual nature in their interactions with students, other college staff, and visitors to the college.

Members of the Governing Body are eminent and experienced academicians and administrators who contribute substantially towards quality enhancement.

The College admits students from diverse national backgrounds which promotes a multi-cultural ethos on the campus.

An active Internal Quality Assurance Cell (IQAC) plays a central role in the monitoring, augmentation and sustenance of the overall quality of the institution.

The Placement Cell and individual departments constantly provide a vibrant platform to meet the different needs of students for employability. College also provide opportunities for internship Local as well as abroad.

Continuous Industry- academia relations are build up actively.

AMICHM strives to create a model of education that is based on fostering a culture of eco-friendly practices and making the campus environmentally sustainable.

It is a campus that is plastic free, produces minimal waste, conserves energy, protects biodiversity and maintains through cleanliness.

Strong cultural values are imbibed in students through student support services provided by various Student councils.

Institutional Weakness

For enhancement of institutional growth and development, the number of teaching staff in the College needs to be increased.

AMICHM is primarily an undergraduate Hotel management college which focuses on teaching and learning activities rather than on research. Therefore, there is a limited scope in enhancing the research rigor on campus.

The College being a affiliated College of University of Mumbai, is bound to follow the curriculum devised by the University and therefore does not allow for flexibility in curriculum design and delivery.

Limited resources in the use of digital technology to enhance teaching- learning on campus.

The College is dependent on Fees paid by students and has limited financial resources to cater to the growing academic needs that support funding requirements to enhance teaching-learning resources for faculty members. Generation of funds is often a serious limitation in expansion and up gradation of campus facilities

Institutional Opportunity

- The potential to collaborate with Universities abroad and develop multidisciplinary academic collaborations/ faculty and student exchange programmes etc., is abundant AMICHM has a wide network of working relationships with practitioners at international levels.
- AMICHM provides ample scope to promote and create a more harmonious and peaceful world through its students who are groomed to be agents of social transformation in keeping with its vision and mission.
- Highly efficient and committed faculty members who are capable of organizing and conducting high quality seminars, workshops, conferences is an added opportunity to further partner with eminent institutions internationally, to carry out certificate programmes, add-on courses, etc. This will provide the scope to create more teaching-learning material and contribute to the various fields of education.
- With the recent employment trends that require a more highly skilled workforce, AMICHM can initiate professional and job-oriented courses that meet the current needs of the society.

- Senior faculty members are equipped with knowledge and skills to train and conduct FDPs that induct the younger generation of students and faculty into the high quality of teaching and learning skills that stem from the timeless values and ethos of AMICHM.
- Given the emerging educational needs and the constant change in the structures of work and employability, AMICHM has a large repertoire of its alumnae who can enhance learning experiences on campus adding relevance to the current programmes offered. This effort will strengthen the social capital of the college with the alumnae.
- Over the years AMICHM has developed its own credibility and established strong bonds with industrial partners through its Placement Cell and internships. The scope to expand these linkages wider between the industry and the academic fraternity should be able to strengthen innovation and entrepreneurship activities in more tangible outcomes.

Institutional Challenge

- Although the College offers one UG course in Hospitality, only teaching and no research is conducted at the level of the institution. The admission and examinations are controlled by the University of Mumbai and only teaching ie. Theory and Practicals held in the College. Therefore, there is limited scope for research at the under graduate level.
- AMICHM caters to a large number of students who hail from the marginalized sections of society, many of whom are first generation learners. The challenge of meeting their day-to-day educational and personal needs is an urgent and immediate need.
- The initiation of any new academic programme requires a long and complicated procedure for getting permissions from multiple authorities which often delays the process.
- The demand ratio for most courses remains consistently high, which leads to mismatch between the

intake and the institutional capacity.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Academic processes are streamlined, with timetables, workloads and other supporting administrative tasks prepped well in advance of the teaching session. ICT supplements the intellectual teaching body of AMICHM. AMICHM library provides access to a vast repertoire of Internship reports, books etc. Besides its academic credentials, AMICHM is one of the few colleges that offer dedicated certificate add-on courses like Flower Arrangement, Towel Origami, Basic Cocktails, Advance Cocktail, Menu Card Designing, Napkin folds, Fancy chocolates, Moulded chocolate, Vegan Meal. These courses impart skill development and are transacted by practitioners, thus providing opportunity to students for hands on experience and building bridges with the world of work. At AMICHM, education is a dialogic process, and it is feedback system that gives, feedback forms for students, teachers, alumni, parents, and the non-teaching staff are to confidently give the college their evaluations and suggestions. Our College gives importance to cross-cutting issues such as Gender, Environmental Sustainability Tourism, Human Values and Professional Ethics. Although these are covered in curriculum, activities of various departments also contribute to sensitizing students towards cross-cutting issues as described below:

1. Gender-related issues are addressed directly or indirectly in courses like Course. In the Food & Beverage service department the students irrespective of their gender actively participate in events e.g. girls students open wine bottles and serve it to the invited hoteliers and guests, preparing cocktails that are being practiced by girl students.
2. Environment and Sustainability: In Bsc Hospitality Environmental sustainable tourism subject is included in the curriculum. Food production department follows a practice of waste management where all garbage from the kitchen gets segregated into DRY AND WET garbage and kept for collection.
3. Human Values and Professional Ethics: In our College, the RDM Department organizes the thematic rangoli competition where the students can show their creativity through sketching and making rangoli.

Teaching-learning and Evaluation

- AMICHM focuses on holistic intellectual, social, emotional and aesthetic development of the students. We try to work conscientiously to reflect upon and enhance our pedagogic methods.
- Right from admission, the college follows a well-administered and transparent procedure with ease of
- With the intention to develop critical and innovative thinking, student centered pedagogies are evolved at the department level.
- **The 3 core departments helps to combine theoretical knowledge with practical knowledge,**

through visits to 5 star hotels. It gives students a platform to enhance their interpersonal skills and provide an insight regarding internal working of hospitality industry.

- **Fully equipped practical Labs for BSc Hospitality Studies Students are created to familiarize them with the actual working environment. Students also intern with leading hotel chains to gain hands-on experience and make them professionally ready.**
- Special attention is given to students with special needs and also from economically weaker sections.
- The evaluation procedure is elaborated upon in the prospectus and restated during subsequent classes to ensure effective implementation of the internal assessment.
- **The Program Outcomes (PO) and Course Outcomes (CO) are adopted for all programs offered by the institution in accordance with “University of Mumbai” guidelines.**
- **The Learning Outcomes-based Curriculum Framework (LOCF) is intended to suit the present day needs of the student in terms of securing their path towards higher studies or a terminal degree guiding students towards career choices.**
- **Learning outcomes form an integral part of college vision, mission and objectives.**
- Students are assessed on a continuous basis through innovative and reformed techniques such as group discussions, assignments, practicals
- All students are encouraged to participate in inter-college competitions to optimize their potential.

Students are given multiple opportunities to succeed.

- Through internal assessment students are encouraged and guided to improve their responses with more than one attempt at times.
- There is a democratic teacher-student interaction, which makes it easier to report any discrepancies in the process before marks are uploaded on the University portal.
- The robust evaluation process is not the only parameter to assess the integrity of the teaching-learning

process.

Research, Innovations and Extension

- **AMICHM faculties participates in cross training programme which is especially designed by Hotel industry professionals working in hotels.**
- **Faculty gains hands on experience in hotels by working in the respective specialized department to stay updated with current trends.**

- **In AMICHM Faculties are motivated for Cross Training/ FDPs**

- **Research papers are not started yet...It is in the future development.**

- **AMICHM College HOD's organizes extension activities in the hospitality industry and in the neighborhood community that sensitizes students towards community issues, social inequity, etc., which inculcates social values and commitment to society.**

Following activities conducted in our college by respective departments:

- **The RDM department has organized like Green walkathon, Swatch Bharath Abhiyan for better, greener, and cleaner environment in students through initiatives**
- **Food production department organized Ganesh Pooja where the students learn social values and commitment towards society and their holistic development.**

Field visits organized by RDM & FPP department

- **Dmart visit conducted for Grocery Market knowledge,**
- **Akshay patra visits conducted for knowledge of bulk food preparation**
- **Hotel laundry Visits conducted for insight knowledge of hotel laundry work.**

Infrastructure and Learning Resources

AMICHM College prioritizes quality education and holistic student development, maintaining a well-designed infrastructure across its buildings.

The 5th floor houses spacious classrooms, labs, the library, administrative offices, and essential rooms for academic activities.

Projectors are employed for effective classroom teaching. The 1st floor is dedicated to training kitchens, labs, a dining hall, and a store room.

The 2nd and 3rd floors accommodate advanced training facilities, restaurants, housekeeping labs, and a computer lab. The college library, located on the 5th floor, spans 750 sq ft with internet connectivity and a seating capacity for 40 users.

It includes sections for core departments and an e-library for accessing e-journals. A 3000 sq ft Multi-Purpose Hall on the ground floor serves academic events and student activities.

Additionally, a 2000 sq ft Multi-Purpose/Dining Hall on the 1st floor provides space for cultural activities, sports, and support amenities.

The fully equipped auditorium on the ground floor, covering 2000 sq ft, seats 300 persons. It boasts excellent acoustics, a sound system, projector, air conditioning, and safety features.

The auditorium hosts various events, exhibitions, and cultural activities. The college prioritizes comprehensive sports training, offering facilities like football and basketball courts and cricket and badminton areas

The library, equipped with desktops and software for book status identification, includes sections for different hotel departments. The hardware infrastructure comprises 20 desktops for students, Dell and HP workstations, printers, LCD projectors, and a dedicated IT coordinator.

The college utilizes Windows-based servers, a 100 Mbps LAN, and operating systems like Windows 7, 8.1, and 10. It ensures regular updates, backups, and employs office automation packages.

In summary, AMICHM College's commitment to quality education is reflected in its well-structured infrastructure, comprehensive facilities, and emphasis on technology integration for effective learning and development

Student Support and Progression

In our college we always give support to the students. Our students apply for Scholarship from MDBT from last 5 years 0.71% benefited from scholarship. All the supportive documents G.R, Notices of scholarship and data of student reservation categories.

All internal departments of our college organised capacity development & skill enhancement activities for student capability improvement. Through

1. Soft skills – Rdm department organised grooming session for students. 2. Communication skills—Food and service department organised french online pronunciation class for better communication.

3. Food production department organised life skills yoga activity for good concentrations, stretchability.

In student progression Our college students don't appear any competitive examination & career counselling. In College we adopts timely redressal of the general grievance and women grievance through appropriate committees. Our college provide guidance on higher education to all our students but ratio of opting is very low. College has mutual tie up with all Five star Hotels for Internship & Placement.

AMICHM organised every year sport days in month of December where the students are encourage to participate in sports like cricket ,chess, badminton, caramo, mobile gaming etc. Also all departments organised competition to boost student's skills. Cultural committees organised fresher's party, orientation, Ganesh puja , Navratri celebration etc. In AMICHM all HOD often communicate with Old students and organize the Alumni meet to build another channel of personal and professional support. The Mission of Alumni Meet is to provide a vibrant, global network and forum that connects and engages the alumni with their Alma Mater.

Governance, Leadership and Management

AMICHM College focuses on evolving with industry and global education trends, redefining its Vision and Mission accordingly.

The institution emphasizes inclusivity, responsibility, and social accountability, implementing high-quality educational measures.Governed by a dedicated body, the college ensures effective administration through bodies like IQAC and Student Council.

The Principal forms committees for overall management, addressing aspects like admissions, examinations, and cultural activities, aligning with the institution's vision and mission.The college mobilizes funds for infrastructure enhancement through student fees, showcasing commitment to higher education goals.

Decentralization and participatory management are evident through committees like IQAC and Student Council, reflecting democratic governance.The strategic plan, aligned with the institution's vision and mission, targets key areas like curricular planning, teaching-learning processes, and student support.

Initiatives like faculty development programs, innovative courses, and collaborations with international

hotels enhance the quality of education. Effective welfare measures are in place for teaching and non-teaching staff, covering leave benefits, retirement benefits, and support facilities like cafeterias and gyms.

The institution conducts regular internal and external financial audits, ensuring transparency and compliance. The Institutional Quality Assurance Cell (IQAC) plays a crucial role in maintaining academic standards. Through practices like academic audits and stakeholder feedback, IQAC fosters continuous improvement in teaching-learning processes.

Collaborations with hotels and industry-academia partnerships provide students with practical experiences. The use of ICT tools for teaching and learning is encouraged, reflecting the institution's commitment to innovative pedagogical methodologies.

In summary, AMICHM College is dedicated to adapting to evolving educational landscapes, ensuring quality, inclusivity, and continuous improvement.

The institution's strategic plans, welfare measures, financial audits, and emphasis on innovative teaching methods contribute to its overall commitment to excellence in education.

Institutional Values and Best Practices

In AMICHM (name obscured) College, founded in 2010, is dedicated to providing quality education with a vision centered on transformative education for a just, humane, and inclusive society.

This commitment extends to gender sensitization within and beyond the classroom, fostering critical thinking and creative resistance among students.

The focus is on creating an intersectional awareness of inequalities confronting different genders.

To address contemporary challenges, the institution actively addresses mental health, sexual identities, and workplace harassment.

AMICHM ensures diversity and inclusivity in its admissions, celebrating cultural festivals and embracing linguistic and regional differences.

The curriculum delves into the intricacies of regional cuisines, and students organize events showcasing diverse traditions, fostering both cultural understanding and event management skills.

The college's commitment to communal diversity extends to providing equal opportunities for students from various communities, including SC, ST, and other general communities.

Constitutional awareness is actively promoted through the celebration of national festivals, instilling a sense of patriotism and civic duty in students.

Practical training is a cornerstone of AMICHM's approach, particularly in the Training Restaurant and through grooming sessions.

The institution goes beyond theoretical knowledge, ensuring students gain hands-on experience in the hospitality industry, from food preparation and service to housekeeping and guest interactions.

Green audits, waste management programmes and e-waste management programmes were conducted

The Colleges' best practice "The Gift of Green: Towards Building a Sustainable and Clean Campus" aims to build an environmentally sustainable campus that is plastic free, produces minimal waste, conserves energy, protects biodiversity and practices self-sustainability in areas of power, water and cleanliness through notable projects on campus

Dry & waste garbage management is general practice in FPP department.

The Internal Complaints Committee (ICC) addresses workplace sexual harassment in line with UGC guidelines.

The ICC organizes sessions to educate students on identifying harassment and the complaint filing process, promoting transparency and accountability.

AMICHM stands as an institution dedicated to empowering education, fostering diversity, and preparing students for success in the hospitality industry through a comprehensive and inclusive approach.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SAI SHIVA EDUCATIONAL TRUST'S ARUN MUCHHALA INTERNATIONAL COLLEGE OF HOTEL MANAGEMENT
Address	Arun Muchhala International College of Hotel Management, Sai Baba Vihar Complex, Ghodbunder Road, Thane- 400615
City	Thane
State	Maharashtra
Pin	400615
Website	www.amichm.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	BIPIN JADHAV	022-25973939	9920493337	-	amichmtp@gmail.com
IQAC / CIQA coordinator	PRAJAKTA DHURI	022-25971199	9773025357	-	prajaktatalekar21@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Arun Muchhala International College of Hotel Management, Sai Baba Vihar Complex, Ghodbunder Road, Thane-400615	Urban	1	3000.86

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	177

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				3				7			
Recruited	0	0	0	0	1	2	0	3	3	4	0	7
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				12
Recruited	8	4	0	12
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	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

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0	1	0	1	1

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	51	4	0	0	55
	Female	16	2	0	0	18
	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	22	23	20	10
	Female	3	2	0	1
	Others	0	0	0	0
ST	Male	1	1	2	2
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	31	36	30	25
	Female	6	11	13	10
	Others	0	0	0	0
General	Male	125	113	88	76
	Female	33	39	27	18
	Others	0	0	0	0
Others	Male	139	173	71	28
	Female	18	17	16	10
	Others	0	0	0	0
Total		378	415	267	180

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	HEI attended orientation program for faculties at Dnyanasadhana college of Arts , Commerce and Science . The resource speaker Dr. Ganesh provided the vision / plan of both HEI's to transform HEI into
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	a multidisciplinary institution. .The AMICHM has four institutions in same campus as Senior and Junior college of Arts, Commerce , Science, Polytechnic and Hospitality Studies. The Institutional approach towards the integration of humanities, science, technology, could be combined as multidisciplinary / interdisciplinary.
2. Academic bank of credits (ABC):	HEI organize n orientation program for faculties of the colleges and Associate Professor Mrs Runa Patil of AMICHM college chair session on topic ABC . She explain HEI roll, initiatives, encouragements for ABC. Each students had been ask to open ABC account and deposit his marks, Academic Details in ABC. HEI is affiliated college of university of Mumbai. However class teachers of HEI took initiative and insisted every signal student/ individual for ABC.
3. Skill development:	HEI will takes effort as teachers will groom students to get skill development though internship , events and add on courses. Hospitality Studies program is completely kills oriented and Internship is part of the program as Semester 4 i.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The initiatives of Institution for teaching in Indian language is a practice in HEI . It had discuss with parents to use an Indian language . The institution caters to locals as stakeholders. Hence local culture and language ie. Marathi and Hindi is exclusively used in teaching - learning process.
5. Focus on Outcome based education (OBE):	HEI takes initiatives to focus on outcome based on education. HEI works on course outcome as well as program outcome. The evaluation of CO - PO are workout by disciplined internal as well as external continuous Evaluation Process.
6. Distance education/online education:	HEI focuses on online learning. HEI has Microsoft teams lincased version, and regularly take workshops, webinar's in online mode, encouraging students for the use of online platform.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy Club – It is decided by HEI to set up the ELC for Electoral Literacy
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<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 in Association with IQAC on Celebration at National Voters' Day.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>AMICHM 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. programmed 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 98% of students over 18 years in HEI are registered Voter in Electoral List of Democratic India. The list of students with registered id are shared with local election office as per requirement on regular basis.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
170	180	266	327	318

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 66

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	14	15	13

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
88.61357	71.36387	46.38460	71.90383	61.09758

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

1. Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

AMICHM is an affiliated college of University of Mumbai, and as such follows a pre-determined syllabus set by the University. The college innovates within these established academic structures, committed to providing holistic development for its students.

Academic processes are streamlined, with timetables, workloads and other supporting administrative tasks prepped well in advance of the teaching session. Departmental reports are collated at the end of each academic session, documenting the academic and extracurricular work undertaken by the department in that year, thereby compiling its response in a systematic manner. For continuous growth, our teachers regularly update their knowledge through active involvement in Cross Training which helps them in contributing to curriculum reviews, assessment and evaluation.

ICT supplements the intellectual teaching body of AMICHM. The college employs technologically enabled infrastructure for everyone, with special infrastructural assistance for our students with disabilities, which makes it possible for all our students to engage in an appropriate teaching- learning process. Experiential learning for the students through internships, projects, and field trips is specifically facilitated. AMICHM library provides access to a vast repertoire of Internship reports, books etc as well as e-resources to strengthen the teaching learning processes

Besides its academic credentials, AMICHM is one of the few colleges that offer dedicated certificate add- on courses like Flower Arrangement, Towel Origami, Basic Cocktails, Advance Cocktail, Menu Card Designing, Napkin folds, Fancy chocolates, Liquor chocolates Moulded chocolate ,Vegan Salad,. These courses impart skill development and are transacted by practitioners, thus providing opportunity to students for hands on experience and building bridges with the world of work.

Complementing the pursuit of effective curriculum transaction is the strong tutorial and mentor- ward system. Smaller groups of students are created, so that academic and other discussions are individualized. AMICHM prioritizes the amalgamation of academic and mental

health of our students through the mentor-ward system where each year class is assigned a faculty mentor as class councilor for academic and extra-academic guidance. Through focused interactions and guidance offered by the teachers, students are able to have their academic and other issues suitably addressed.

At AMICHM, education is a dialogic process, and it is the robust feedback system that gives it this accountability. Feedback forms for students, teachers, alumni, parents, and the non-teaching staff are displayed on the college website for the requisite stakeholders to confidently give the college their evaluations and suggestions. The institution strives to incorporate these into all aspects of its functioning.

AMICHM champions an empathetic approach, endeavoring to raise the consciousness of our students about how gender-based inequalities, neglect of environmental concerns and lack of ethics hamper an individual's growth. This allows them to participate in society as mindful individuals.

File Description	Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

<p>1.2.1</p> <p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Response: 9</p>	
File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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: 3.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
09	09	09	10	06

File Description

Document

Institutional data in the prescribed format

[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

Response:

Our College gives importance to cross-cutting issues such as Gender, Environmental Sustainability Tourism, Human Values and Professional Ethics. Although these are covered in curriculum, activities of various departments also contribute to sensitizing students towards cross-cutting issues as described below:

- 1. Gender-related** issues are addressed directly or indirectly in courses like Course. Modules on Gender bias and Human rights, Rights to equality and non-discrimination, women entrepreneurship, values and gender sensitization are discussed in these courses. Topics like population growth, family welfare, human rights, women and child welfare are explained through various case studies. The Institute has an active Women Development Cell, general grievance cell and cultural committee which deal with sensitization on such issues. In the Food & Beverage service department the students irrespective of their gender actively participate in events e.g. girls students open wine bottles and serve it to the invited hoteliers and guests, preparing cocktails that are being practiced by girl students.
- 2. Environment and Sustainability:** In Bsc Hospitality Environmental sustainable tourism subject

is included in the curriculum. The objective of this subject is to create environmental awareness among students by emphasizing on issues related to the environment and non- renewable energy sources, ecosystems, bio- diversity and its conservation. The institute is proactive in sensitizing students towards environmental issues. Food production department follows a practice of waste management where all garbage from the kitchen gets segregated into DRY AND WET garbage and kept for collection.

3. Human Values and Professional Ethics: In Bsc Hospitality like Communication Skills, Principles of Management, Organizational Behavior, Event Management and Corporate English, strategic management is part of curriculum and emphasizes the importance of human values and professional ethics. Pre-training activities and mock training sessions are arranged through the training cell of the college so that students are well-groomed and professional ethics are inculcated. Institute also encourages use of software to check plagiarism. All these efforts help our students to lead a value based and socially responsible life. In our College, the RDM Department organizes the thematic rangoli competition where the students can show their creativity through sketching and making rangoli. Also the students enact small plays in various Cultural programmes organized throughout the year which integrate cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics besides the curriculum.

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

1.3.2

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

Response: 25.29

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

Response: 43

File Description	Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from

various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: C. Feedback collected and analysed

File Description	Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 70.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
177	181	269	327	318

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
360	360	360	360	360

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 58.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	18	28	69	74

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

2022-23	2021-22	2020-21	2019-20	2018-19
74	74	74	74	74

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 17

2.3 Teaching- Learning Process

2.3.1

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

Response:

The College makes continuous and conscious efforts to enable its students to realize their potential and evolve as leaders/hotel management professionals and transforming agents of society/hospitality industry. Some of the methods employed by the college in this process are:

Market & industry visits are organised by college to gain an understanding of the basic, departmental and economic factors of the hospitality industry.

The 3 core departments helps to combine theoretical knowledge with practical knowledge, through visits to 5 star hotels. It gives students a platform to enhance their interpersonal skills and provide an insight regarding internal working of hospitality industry.

Fully equipped practical Labs for BSc Hospitality Studies Students are created to familiarize them with the actual working environment. Students also intern with leading hotel chains to gain hands-on experience and make them professionally ready.

Field trips to various 5 star hotels are organized to promote grass root understanding of various departments & its concepts.

Extensive use of Case Studies to improve the problem-solving ability of the students.

Use of ICT & E-resources by students is encouraged.

The college employs an interactive approach through discussions, debates, oral group presentations to encourage greater participation and interactive learning.

Assignments are assigned in all practical subjects to encourage teamwork and participative learning.

Short-duration Add-on Courses like Flower Arrangement,Chocolate making, Cocktails and Towel Origami and many others are conducted to fill the gaps in knowledge and give students a competitive edge.

Class teachers are employed to enhance the learning process by supporting them with their personal and professional concerns, if any.

Special lectures/seminars/conferences Carving, Bed making is organized to encourage and motivate students to become participative agents and not just passive recipients of knowledge.

As part of the BSc. Hospitality course, Second Year/Semester IV students engage in a six month long Internship in various Domestic & International hotels.

Teachers of the College try to make the best use of the technology in their teaching process. Teachers have the knowledge and skills to use new digital tools to help all students achieve high academic standards. ICT has enabled better and swifter communication; presentation of ideas in an effective and relevant way. It is an effective tool for acquiring information from multiple sources to help students to enhance their knowledge database.

The college uses ICT in the form of portable projectors, Laptops, speakers which helps in the e-learning processing form of videos ,PPT. Teachers use and share E-notes through various platform like whatsapp, mails and Microsoft teams which are very useful for the students as they are handy and saves the cost of buying the physical books.

The college has a Library with Mumbai University prescribed books. The library provides accessibility to various books to teachers and students. This provides resources to enable them to do various assignments. The library also helps in accessing information from anywhere in the world, easy search and retrieval of information, etc.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	14	15	13

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: 0

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

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

File Description	Document
Institution data in the prescribed format	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Mechanism of Internal assessment is transparent and robust in terms of frequency and mode: AMICHM, being an affiliated college of University of Mumbai, is bound by the University rules regarding Internal Assessment. It gives 25% weightage in overall assessment of the students. The breakup of Internal Assessment as prescribed by the University of Mumbai is as follows: 80 % through Class Tests, 20% through Assignments, Projects & Attendance. Practical Assessment also take place for Major Subjects- Food Production & Patisserie, Food & Beverage Operations, Front Office, Housekeeping 50 % Internal, 50% External. Teachers ensure that the students are aware of the Internal Assessment Evaluation Criteria. It is discussed with them in detail to enhance transparency and rigor with a view to focus on individual and original work. The criterion is objective and transparent to avoid biases on the part of the teacher. Students are informed in advance that independent learning, original thinking and new ideas will be given additional points. Assignments and tests are regularly conducted and students are given second chances under Re Class Test opportunities to improve their performance. A variety of techniques and methods such as Case studies, Report writing, Classroom presentations, individual and group projects are employed. The College encourages the teachers to adopt innovative methods such as sharing Question banks for each subject, before Semester-end examinations held by the University. Teachers also bridge the knowledge gap of the students through innovative pedagogical practices employed in tutorials. According to individual needs of the students, sometimes personalized and individual evaluation methods are evolved, especially for students with disabilities. Students are given the opportunity to improve upon their performance through Re-tests and one to one discussion in tutorials. Teachers are given free hand to design their own evaluation methods in this category, whereby students are encouraged to participate in interactive sessions, group discussions, PowerPoint presentations, projects and assignments. Students are also encouraged to apply the Practical components taught in Practical to real life situations/problems through events conducted for Third years & Second years. In practical examination of food Production Semester –III the examination is entirely event based to make the course content relevant to actual professional life. The faculty addresses the rightful grievances of the students

pertaining to the marks obtained in the Internal assessment. The students are offered the option of revaluation or photocopy in case of any discrepancy. Any query of students regarding the feedback and evaluation is thoroughly addressed by the respective teachers. The marks are sent to the university only after each student has been given ample opportunity and time to review and register her complaint, if any. The final Internal Assessment marks are reviewed by the Departments Heads and submitted to examination department. There is a Moderation Committee of HODs who moderate Semester End papers as per the guidelines of Examination set by University of Mumbai. If any error is detected in the final mark-sheet in spite of rigorous scrutiny, it is promptly reported to the University by the College. Hence the College employs a robust multi-tiered mechanism to ensure transparency and objectivity in dealing with grievances related to internal examinations.

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The Program Outcomes (PO) and Course Outcomes (CO) are adopted for all programs offered by the institution in accordance with “University of Mumbai” guidelines.

The Learning Outcomes-based Curriculum Framework (LOCF) is intended to suit the present day needs of the student in terms of securing their path towards higher studies or a terminal degree guiding students towards career choices. Learning outcomes form an integral part of college vision, mission and objectives.

The learning objectives are communicated through various means such as college prospectus, Principal’s address to students and parents, Alumni meets and dissemination in classroom by concerned staff. These are also prominently featured on college boards and other publications brought during guest lectures and seminars.

Informing the stakeholders, especially the parents, persuade students towards skill oriented and value based course. Students are made aware of the course specific outcomes through orientation programme, classroom discussion, expert lectures and practicals. Teachers are also well communicated about the outcomes.

The college deputed teachers for workshops, seminars, conferences and FDPs to enrich them to attain the outcomes while teaching learning in the classes. Teachers actively participate in workshops on revision of syllabus organized by the university. Many teachers are also the

members of syllabus sub committees, thus the process of perception and outcomes takes place in exact manner and excel the quality of teaching learning.

Successful alumni students are also invited to interact with both students and teachers at specific events and meetings where they share how their course shaped their career thus helping existing students align better with the specified course outcomes.

File Description	Document
Upload Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The Institution regularly evaluates the performance of students through various methods for measuring the attainment of each of the Program Outcomes, Program Specific Outcomes and Course Outcomes.

Evaluation Process: The programme outcomes and Programme Specific outcomes are assessed with the help of course outcomes of the relevant programme through direct evaluation process. It is provided through University Examinations, Sem End examinations, Internal examination and assignments.

Average attainment in Evaluation Process: Students under university examination are evaluated for 75% of total marks and institutions for 25% marks as internal assessment.

Students enrolled for Add On/Certificate Courses offered by the institution are evaluated by the institution itself. At the same time, observations of student knowledge and skills against measurable course outcomes are evaluated throughout the year

The Methods of measuring attainment:

1. Class Test and End Semester University Examination: The affiliating University conducts examinations as per semester and annual pattern through which the institution measures programme outcomes based on the course attainment level fixed by the programme. It is a direct evaluation process.

2. Internal and External Assessment: In Semester 5 & 6 Internal class tests are conducted for the students which are mostly aligned with Programme Outcomes of the respective subject. External Assessment is evaluated by external experts for the Practical examinations, appointed by the University through Viva-Voce and practicals.

3. Institutional Examination and Tests: Students are assessed and evaluated throughout the year at institutional level through unit test, sem end examination and the performance of the student is analyzed for assessing the attainment level of programme outcomes and programme specific outcomes.

4. Feedback Evaluation: The Institution collects feedback from students, Alumni, Employers and Parents which is an important method of measuring attainment with objectives of identifying the attainment level of students in terms of programme, subject, course and syllabus outcomes and to understand the impact of teaching learning process.

5. Internships: Students are encouraged to take up internships, projects, fieldwork, etc. This helps them to obtain necessary skills and practical experience in their chosen discipline.

6. Placements: One of the most important Programme Outcomes of Undergraduate Degree is the employability of students upon successful completion of their degree programme. The college has a vibrant Placement Cell, which caters to the demands of hotels from different sectors.

7. Higher Studies: Another parameter to measure attainment of IELTS examination as a qualifying exam for pursuing master courses affiliated to various foreign universities.

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

2.6.3

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

Response: 97.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
47	82	110	105	70

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

2022-23	2021-22	2020-21	2019-20	2018-19
53	82	111	106	72

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

NIL

3.2.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

3.3.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

3.4 Extension Activities

3.4.1

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

Response:

AMICHM College HOD organizes extension activities in the hospitality industry and in the neighborhood community that sensitizes students towards community issues, social inequity, etc., which inculcates social values and commitment to society. A brief description about activities are follow in our college are as of following :

- In our college RDM department Hod takes the initiative to work towards promoting the ethos of preservation and protection of our environment. The RDM department instills a feeling of responsibility for a better, greener, and cleaner environment in students through initiatives like Green walkathon, Swatch Bharath Abhiyan.**
- Food production department organizes Ganesh Pooja where the students learn social values and commitment towards society and their holistic development.**
- All departments of College organize various personality and skill development-oriented programs through Field Visits for students in which the students get knowledge and exposure to develop their hospitality skills. For example :- first year Dmart visit for Grocery Market knowledge, Second year Akshay patra visits knowledge of bulk food preparation and Hotel laundry Visits for insight knowledge of hotel laundry work.**
- Cultural committee organizes activities for new budding hoteliers, where they can showcase their talent ,skills and get acquainted with their other peer group through functions like Orientation , freshers party , Events etc.**
- Women grievance cell brings about awareness and sensitivity in the girl students and instills the desire to work for an equitable, safe, and just society for women through various activities like organized SELF DEFENSE programmed.**

Besides this, most teachers work towards inculcating these values in their classroom teaching and as living examples.

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

3.4.2

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

Response:

AMICHM has never followed practices for extension activities from Government recognised bodies.

3.4.3

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

Response: 6

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

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

File Description	Document
Institutional data in the prescribed format	View Document

3.5 Collaboration

3.5.1

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

Response: 3

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

AMICHM College has constantly endeavoured to provide quality education and ensure all round development of the students in order to create awareness and responsibility. The institution has a well maintained, user friendly and resilient infrastructure conducive to teaching, learning and comprehensive development of students.

The College Building **5th floor** has spacious **classrooms, Front office Lab, Library, Head of department rooms**, Principal Cabin, Training and Placement cell, Exam room, CAP room, IQAC room Boys locker rooms , Girls locker room and Administrative office. Classroom teaching is carried out through projectors for strengthening academic discourse

The College Building **1st floor** has Basic training Kitchen Lab , Quantity Training Kitchen Lab, Bakery Lab, Mess/Dining Hall with wash up area and Store room.

The College Building **2nd floor** has Advance training kitchen lab, Training restaurant lab with bar

The College Building **3rd floor** has Training restaurant (without bar lab), Housekeeping lab with Guest room 1 and Guest room 2, and Computer lab with basic software package of office 2010.

The well-stocked **College Library** is available in building, with a total area of 750 SQ FT. It is airy and well ventilated, enabled with internet connectivity and has a seating capacity of 40 users. At the entrance of library there is computer placed installed with APACE software, where student can view and identify the status of the books available on the shelf. The library has a Text-Book Section into main core departments of hotels, i.e. Food & Production, Food and Beverage Service, Rooms division management, and Management section . The e- library, which has 100 mbps internet bandwidth to access e-journals through Kimi Hospitality Research, AtithyaJournal & Avahan Journal Reference Section, Book Bank, a reading room.

The magnificent **Multi-Purpose Hall with an Auditorium**, , has a total area of 3000 sq.ft. for Academic events like workshops, seminars, talks etc. and student activities are hosted in the auditorium.

It provides adequate facilities for cultural activities, indoor and outdoor sports as well as other student and faculty support amenities.

A spacious fully equipped and air-conditioned Auditorium on ground floor and Multi-Purpose Hall/ Dining hall on 1st floor are available for the students to organize and participate in co-curricular, recreational and cultural activities.

The Multi-purpose / Dining hall has an area of 2000 square feet. The Auditorium is situated on ground floor .

The auditorium has a seating capacity of 300 persons. The auditorium has excellent acoustics and has a sound system with six speakers, one amplifiers. There are two hand mikes, one collar mike, two floor mikes and eight standing microphones. The auditorium has been provided with a screen and a projector. There is Full Stage System of lights .The hall has an air conditioning system. There are 10 hand fire extinguishers and two exit points in the hall.

The Auditorium provides vibrant space for various exhibitions and festivals. It has been an active space used for cultural activities like personality competition, Barbie competitions, various parties like freshers party, convocation ceremony, etc

The college takes pride in its comprehensive sports training .

The outdoor sports facilities include football court, basketball court, cricket , badminton

File Description	Document
Provide Link for Additional information	View Document

4.1.2

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

Response: 22.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
23.22305	9.50447	15.64403	14.88155	11.67413

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The well-stocked **College Library** is available in building on 5th floor, with a total area of 750 SQ FT. It is airy and well ventilated, enabled with internet connectivity and has a seating capacity of 40 users.

At the entrance of library there is Desktop installed with OPAC software, where student can view and identify the status of the books available on the shelf. The library has a Text-Book Section into main core departments of hotels, i.e. Food & Production, Food and Beverage Service, Rooms division management, and Management section .

Periodical Section and computer access. Reading room for faculty and students is available in the library itself.. The e- library, which has 100 mbps internet bandwidth to access e-journals through Kimi Hospitality Research, AtithyaJournal &Avahan Journal Reference Section, Book Bank, a reading room.

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

4.3 IT Infrastructure

4.3.1

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

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth

within a maximum of 500 words

Response:

Hardware Infrastructure

1. Institute has 20 desktops in IT lab for students and 09 desktops are available for teaching and non teaching staff which includes CAP room, exam room .
2. College uses Dell & HP workstations.
3. Computer lab have adequate number of desktops maintaining students and computer ratio is 1:1.
4. There are 3 Deskjet printers in the administrative block.
5. The College uses 2 LCD Projectors Epson and Zebronics in the teaching block.
6. The college has employed full time IT co ordinator for maintenance & support of the ICT infrastructure.
7. Internet facilities are being provided to all teaching staff as well as for students.
8. Institution provide access of desktop to teachers and students which allow them to use for practical session and for learning.
9. To make learning more effective various innovative method including group assignments and power point presentation where students can explore their knowledge together.
1. The college has 2 server to allow fast transmission of data to computers. Servers are Windows based active directory and Kaspersky antivirus.
2. All the desktops are supported by a 100 Mpbs LAN.
3. All the desktop are running on Windows 7 & 8.1 & 10 operating system.
4. Office automation package like Open Office, MS Office and License Antivirus are purchased by college and are updated regularly.
5. A backup is taken for all the system in every three months, windows and antivirus are updated on a regular basis.

File Description	Document
Provide Link for Additional information	View Document

4.3.2

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

Response: 8.5

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

Response: 20

File Description	Document
Extracts stock register/ highlighting the computers issued to respective departments for student’s usage.	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 97.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
87.78605	69.30310	42.91279	70.69803	61.03243

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 0.71

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

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

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

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

Response: B. 3 of the above

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

5.1.3

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

Response: 0

5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

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

File Description	Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: D. 1 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

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

Response: 33.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
09	17	0	0	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	31	0	0	17

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document

5.2.2

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

5.3.2

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

Response: 69.6

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated

year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
169	0	0	40	139

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

5.4 Alumni Engagement

5.4.1

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

Response:

In AMICHM all HOD often communicate with Old students and organize the Alumni meet to build another channel of personal and professional support. The Mission of Alumni Meet is to provide a vibrant, global network and forum that connects and engages the alumni with their Alma Mater.

The objectives of the Alumni meet are:

- To plan and organize successful reunions
- Involve alumni in student development through participation in ongoing academic activities including teaching, workshops, Placements.
- To promote best practices in different areas of social life for the benefit of society

In order to foster a warm relationship, the College maintains regular contact with the alumni and former faculty through various email groups and social networking sites such as Facebook. The Alumni is very active in promoting, mentoring and guiding the current students of the College. It has worked extensively in connecting the alumni with its Alma Mater through motivational talks, workshops by eminent Alumni at various levels. Our former faculty and alumni have been keenly involved in all major college functions such as the annual college festival Arunotsav.

File Description	Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The Vision and Mission of AMICHM College are reviewed and redefined in view of changing Industry trends and global trends in education. Goals are set to attain the objectives enshrined in national educational policy (NEP) for higher education. In the present context, the vision of the College is to be a leader in education and a valuable partner in the evolution of a just, humane and inclusive society in India.

The institution's Vision and Mission reflect the distinctive characteristics of the institution. The College caters to the educational, social, cultural and economic needs of the society. All these characteristics are reflected in its policies. High quality educational measures and healthy practices are being implemented keeping in mind the policy of uncompromising adherence to the values and principles of inclusion, responsibility and social accountability.

The Governing Body and the Principal together work towards the designing and implementation of the institutional quality policy. The various administrative and academic departments of the College are effectively governed through a constitution of mandatory bodies such as IQAC, Student Council, having well-defined roles and principles keeping in sync with the vision and mission of the College.

The Principal forms the committees under the convenorship of a teacher and a non-teaching staff with members from teaching staff, non-teaching staff and students for overall management of the various operations of the college, such as, admission, academic coordination, conduct of examinations, development of infrastructure-facilities, appointment of staff, maintenance of service records, encouraging cultural activities, implementation of healthy practices in the campus and inculcation of the spirit of national integrity and social responsibility.

The Principal is ably supported by the Teachers-in-Charge who help in executing the strategic and perspective plans through their department members.

The management mobilizes funds through Students fees for enhancement of infrastructure, laboratory, library and office equipment, apart from creating environment friendly campus/premise.

The concern and commitment of the Principal and the Governing Body towards the goals of higher education is evident through their continuing efforts of mobilizing resources and introducing job-oriented courses.

The practice of decentralisation and participatory management is reflected in all the activities of the College through a strong and efficient Committees which includes the IQAC, the examination committee, Student Council, Time cultural Committee and sports committee.

All the major stakeholders of the College including Management, The Governing Body, The Principal, Teaching and Non-Teaching Staff, and Students in a democratic way of governance following the tacit rules of accountability in execution of their duties and responsibilities.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institutional Strategic / Perspective plan is effectively deployed

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

It is effectively deployed to focus on bringing quality improvements in the areas of:

1. Curricular Planning and Implementation

1. Teaching- Learning Processes

1. Collaboration and Extension Activities

1. Academic infrastructural facilities

1. Student Support Activities and Student Progression

1. Internal Quality Assurance System

1. Institutional Values and Best Practices

1. Governance, Leadership and Management

At the beginning of the academic year, various bodies and committees that constitute the Organogram of the institution, chalk out the strategic plan of events and activities which will support the growth and development in these key areas and at the end of the year, a review is taken about implementation and the outcomes of the perspective plans.

One such broad area in which the Institutional Perspective and Strategic Plan has been successfully implemented is that of Teaching, Learning and Research. This has been achieved through the deployment of Action Plan for the following initiatives:

1. Faculty Development Programmes by HODS of each Departments. <https://www.amichm.com>.

1. Introduction of innovative Add-on/Certificate Courses by the Add-on-Courses Committee. <https://www.amichm.com>

1. Collaboratio with International hotels for Students International Internship Programmes. By International Placement and training coordinator

1. MoUs signed with Industrial sectors for training, internship and placements.

1. New certificate courses are introduced keeping in mind their relevance and market needs, in order to empower students through targeted recruitment, internship programs, MOU's with various industries and other professional enrichment opportunities.

1. Emphasis on using the projectors and videos for effective teaching and learning.

File Description	Document
Institutional perspective Plan and deployment documents on the website	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: B. 3 of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution has effective welfare measures for teaching and non-teaching staff

Leave Benefits (As per University rules)

12 days of casual leave are provided to both teaching and non-teaching staff.

05 Full-pay leave (SL) can be availed by the permanent teaching staff after completing one year of service. 10 Full-pay leave (SL) can be availed by the permanent teaching staff after completing two year of service. Non-teaching staff is allotted as same as teaching staff.

Vacation leaves of maximum 40 days to the teaching staff are provided as per the Government rules. If Teacher works during vacation ie. During examinations the leave is converted into full pay leave, which can be availed as per convenience. Non-teaching staff is also given Earn leave of 30 days.

Female teaching and non-teaching staff can avail a Maternity Leave of 90 days only once.

Male teaching and non-teaching staff can avail Paternity Leave of 15 days. Study leave up to 3 years is

provided to both teaching and non-teaching staff on fulfilling certain educational criteria .

A Sabbatical Leave of 2 years may also be availed by the teaching staff subject to certain conditions.

Retirement Benefits (As per the University Rules)

EPF (Employee Provident Fund) which allows Pension to employees after superannuation.

Loan Benefits

Both the teaching and non-teaching staff can avail Loan facilities as per Government rules . Quick Provident Fund Loan Facility – 100% of those who applied have availed the benefit.

Faculty Development Programmes

Faculty Enhancement programmes for skill up-gradation and training are organized for teaching staff

Permission is readily granted to participate in Refresher Courses/ Orientation Programmes/ Short- Term Courses to the teaching staff for professional development.

Support Facilities

Staff Cafeteria

Grievance Redressal cell.

Internal Complaints Committee

Parking facilities for both teaching and non-teaching staff.

Clean drinking water facilities.

Bank facilities

Facilities such as lifts are available.

ICT Facilities

The College provides portable projectors along with audio equipments to teachers to deliver lectures

CAP room computers are fully available for teaching and non teaching staff

Desktop facilities are provided in the staff room.

Recreational Activities for Physical and Emotional Wellbeing

One-day annual excursion for both teaching and non-teaching staff.

Separate department rooms are provided to the teaching staff.

Outdoor and indoor Gymnasium facilities for all.

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

6.3.2

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

Response: 1.61

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

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

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

6.3.3

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

Response: 8.06

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

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

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

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

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Institution conducts internal and external financial audit on regular basis.

Mechanism for internal and external audit

Internal audit is a continuous process which ensues after each and every financial transaction, whereby the college itself carries out the initial stage of the internal audit.

In the initial stage, the Admin in-charge scrutinizes and verifies the financial data. This is again scrutinized by the the Principal for clarity, authenticity, transparency and financial accuracy.

Income/Expenditure is closely monitored by the Principal and the admin incharge (Accounts). The Institution is liberal, yet follows the strategy of restraint as far as the expenditure is concerned.

Proper procedure for purchases is adopted. Quotations are called for and prices are compared. The Institution has formed a different Purchase Committee for the different purchases ie. Stationary, uniforms, groceries, etc .

The audit wing of the head office visits the college periodically and inspects all the files pertaining to the financial matters that the college has availed of and all the receipts and payments in the college.

Corrections are effected on the basis of the audit team verbally and clarifications called by them are submitted to audit wing of our head office.

No grants are received from the UGC, as college is private and self finance. .

External Audit:

The external audit takes place annually after the completion of every financial year. The Chartered Accountant, who works as an auditor is appointed by the College. The program goes on for 8 to 15 days during the month of July –August..

The bills and vouchers of the revenue expenditure are checked. The vouchers and proper record with the concerned Department of the capital expenditure is also checked and verified.

Departmental Accession Register, Dead Stock Registers/Purchase Registers are physically checked..

Statutory external audit and assessment of Income-Expenditure and Receipt-Payment is also done by Income tax department of India.

The audit objections/compliance, if any, is handled by the Accounts Department located in our head office.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

AMICHM has a rich culture of institutional functioning through participation among all stakeholders especially faculty, students and the non-teaching staff. The IQAC plays an important role in ensuring quality of the functioning of academic units of the college. In order to make the students aware of the current and futuristic challenges and opportunities, the teaching faculty is encouraged and motivated to develop a scientific temper so as to propagate a rich culture amongst the

students. This is achieved by constantly sharing findings in their respective fields with the students.

It has been one of the primary concerns of IQAC to adopt practices, which will provide quality education to the students through an effective and meaningful teaching-learning process.

IQAC achieves this through mainly two practices, viz.,

1) Conducting Academic Audits annually wherein departments are made to do a SWOC Analysis of their performance based on results, research projects, effective curriculum implementation and use of ICT-related pedagogical methodologies. Based on the audit, the IQAC gives constructive feedback to the Departments suggesting measures for internal quality enhancement. It makes recommendations for the Departments to do self-evaluation and to set higher goals to meet new challenges.

2) Collecting feedback from stakeholders like students, parents, staff and alumni to facilitate teaching-learning reforms. This helps in obtaining an unbiased and honest opinion about the institutional performance especially in academics. Student feedback of teachers is conducted regularly. A careful analysis of the feedback received is done and communicated to the teachers to enable them to enhance their teaching skills and their relationship with the students.

Based on the information received , IQAC, has been able to develop a system for conscious, consistent and catalytic action to bring about reforms in teaching-learning process, structure, methodologies and learning outcomes.

IQAC suggests innovative pedagogical methodologies like Power Point Presentations, , Field Trips, Role Plays, , videos etc. in addition to the completion of curriculum through Assignments, Class Tests, practicals etc.

Collaborations are established with various hotels and Organizations as this helps to widen the horizons of the students enabling them to gain in depth understanding of the course content.

Internship opportunities are made available to the students by inviting reputed hotels to the College through the Training and placements Cell .

Many Industry-Academia collaborations are established , as the latest trends in the various hotel departments viz, kitchen-japanese cuisine, cravings, plate presentations, F&B- Outlet visit, layouts through observations, gurieodeon – flambe making, RDM- Flower decoration, towel origami etc. add to the learning outcomes of the programme being taught to the students.

Effective Use of ICT in Teaching and Learning

IQAC has ensured that all classrooms and labs are fully equipped with ICT facilities.

There has been infrastructure augmentation wherein classrooms have portable projectors and whiteboards as screens.

Teachers are encouraged to use ICT tools to prepare and deliver their lectures through audios, videos and PPTs.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

As a leading Hotel Management college, our vision rests on creating a safe space for our students and providing a gender sensitive and empowering education.

The pedagogy of gender sensitization is not limited to classrooms alone. We pride ourselves in having created a vibrant campus environment that allows students to think critically, and question, act and resist creatively.

The college has organised an impressive number of formal events related to gender each year: from 2018-19, 2019-20, 2020-2021 (online), 2021-2022 (online), 2022-2023.

The Women's Study Centre (WSC) plays a critical role in fostering gender sensitivity on campus. Programmes in the form of lectures are organised throughout the year that aim to provide an intersectional approach in creating awareness amongst students about the inequalities confronting all genders.

The focus of the WSC has been to provide adequate space for students to engage in open discussions and think critically on various issues such as: 1. women and labour 2. gender and sexuality 3. violence at home 4. influence of media 5. laws and rights 6. health and hygiene.

Food and beverage department , Rooms division management and Training and Placement cell organises events that reinforce the institution's larger vision and mission to provide empowering education to young women.

In 2020 and 2021 during the Covid-19 pandemic necessitated lockdown, AMICHM organised online workshops addressing gender issues.

AMICHM has an active Women Greivance cell /Internal Complaints Committee, a statutory body formed to register complaints of harassment and to undertake formal proceedings to resolve them.

The WGC/ICC and WSC have also organised various awareness orientation programmes and workshops for all the students, teaching and non-teaching staff on the issue of sexual harassment at the workplace.

Special attention has also been paid to issues relevant to women in the 21st century, especially those of mental health, sexual identities, and sexual harassment in the workplace. For more personal and individualised help

7.1.2

The Institution has facilities and initiatives for

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

Response: B. 3 of the above

File Description	Document
Circulars and report of activities for the implementation of the initiatives document	View Document

7.1.3

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

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

Response: C. Any 2 of the above

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

7.1.4

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

Response:

AMICHM is an institution that places great value on inclusive practices in all aspects of its operations, particularly in its admission policy. The institution strives to admit students from diverse cultures, recognizing the importance of representation and equal opportunities. As part of its commitment to fostering unity in cultural diversity, AMICHM celebrates festivals such as Diwali, Onam, and Christmas. These festivities serve as a platform for students to learn, appreciate, and respect Indian culture, regardless of their personal backgrounds.

The institution offers admissions to students from different castes and linguistic backgrounds, irrespective of their religious affiliations. By providing this opportunity, AMICHM ensures that students can express themselves and communicate effectively in their mother tongues, promoting language preservation and inclusivity.

AMICHM's dedication to diversity extends to regional differences as well. The institution acknowledges the vast culinary heritage of India and the world. As part of the curriculum, students delve into the intricacies of specific regional cuisines, gaining a deep understanding of their unique flavors, techniques, and cultural significance. To showcase their knowledge and skills, students organize events that highlight different regional cuisines. For instance, they may host evenings dedicated to Italian cuisine during the Victorian Era, or organize Bollywood-themed nights. Through such events, students not only learn about diverse regional traditions but also develop event management skills that are essential in the hospitality industry.

AMICHM places great importance on communal diversity. The institution ensures that admissions

are granted to students from all communities, including SC (Scheduled Castes), ST (Scheduled Tribes), and other general communities. By providing equal educational opportunities to students from different backgrounds, AMICHM creates an inclusive and harmonious environment where individuals can learn and grow together.

To promote awareness and understanding of constitutional obligations, AMICHM actively engages in sensitizing students. The institution commemorates significant national festivals like Republic Day and Independence Day, involving teaching and non-teaching staff as well as students in the celebrations. These events serve as platforms for sensitize participants, to their responsibilities as citizens of the nation. By instilling a sense of patriotism and civic duty, AMICHM fosters a positive mindset among its students, preparing them to contribute meaningfully to society.

AMICHM offers extension activities that contribute to the holistic development of its students.

Students receive training in Yoga, lvisit popular shopping destinations like D-Mart, engage in cocktail-making workshops, explore laundry facilities, and participate in Ganesh pooja ceremonies. These activities enhance students' skill sets, broaden their perspectives, and nurture their personal growth.

AMICHM's commitment to diversity, inclusivity, and holistic development creates a nurturing and enriching environment for its students. Celebrating cultural festivals, embracing linguistic and regional diversity, prioritizing communal harmony, promoting constitutional awareness, and providing extension activities.

AMICHM equips its students with the necessary skills, knowledge, and values to thrive in a multicultural society. With inclusive practices, the institution prepares students to become responsible and compassionate individuals who can contribute positively to their communities and the world at large.

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:

GROOMING SESSION

- Personal grooming plays a pivotal role in making a positive first impression, particularly within the hotel industry. It communicates professionalism, meticulousness, and a sense of care for one's appearance. In the hospitality industry, where guests have high expectations for service and attention, personal hygiene and grooming take on even greater significance.

- AMICHM recognizes the importance of personal grooming in the hotel industry and conducts grooming sessions for its students in accordance with industry standards. These sessions are designed to equip students with the necessary grooming skills they will need during their internships and final placements.
- The grooming training provided to students encompasses various aspects, including appropriate dress for different job roles, creating a professional image, and adhering to hygiene standards. For instance, students are educated on the importance of maintaining clean and trimmed nails, particularly if they are working in the foodservice industry, as it helps prevent the spread of germs during service.
- Furthermore, female students are taught basic makeup techniques to achieve a natural and polished look. The aim is to enhance their appearance while maintaining a professional demeanor.
- To ensure that students receive the best guidance and insights into grooming practices, AMICHM invites industry professionals each year to provide training on grooming. These experts share their experiences and expertise, helping students understand the value and significance of grooming in the hospitality industry.
- By emphasizing the importance of personal grooming, AMICHM prepares its students to meet the professional standards expected in the hotel industry. These grooming sessions contribute to the overall development of students, enabling them to make a positive impression and succeed in their future careers.

TRAINING RESTURANT

- AMICHM goes above and beyond in providing practical training to its students, particularly in the Training Restaurant. With a fully equipped "Training Bar & Restaurant," students gain invaluable live experience in the hospitality industry, honing their skills to meet industry standards.
- The curriculum prescribed by Mumbai University serves as the foundation for the training program. The Kitchen Faculty takes charge of planning the menu, ensuring that students learn the latest techniques and stay up to date with industry trends.

- During the training, students prepare food in their respective kitchens and then transport it to the pantry. In the pantry, the food is pre-heated, plated, and handed over to the Food & Beverage stewards for service. This process allows students to understand the flow of operations and the coordination required between different departments.
- To provide a realistic training environment, the Food & Beverage faculty appoints in-charges from different student classes. Third-year students take on managerial roles, second-year students become team leaders, and first-year students serve as stewards responsible for plating the food in the restaurant.
- Practical knowledge is imparted to students on setting up table covers. They learn how to arrange various spoons and glasses on the table, ensuring proper etiquette and aesthetics. Different napkin folds are also taught through live demonstrations in the restaurant.
- Students gain hands-on experience in serving guests, including portion sizing and understanding how to cater to guests' needs until the table is finally cleared. Additionally, they are instructed on dishwashing protocols and the importance of cleanliness and organization in the back-of-house operations.
- In addition to the training restaurant, AMICHM provides students with exposure to modern guest rooms. This includes training on upkeep, decoration, and the use of the latest equipment. Students learn essential skills in linen management, laundry operations, guest supplies management, the use of chemicals, and general accommodation upkeep.
- By offering comprehensive practical training across various facets of the hospitality industry, AMICHM equips its students with the necessary skills and knowledge to excel in their future careers. The emphasis on hands-on experience ensures that students are well-prepared to handle the challenges and demands of the industry.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

AMICHM College was founded in 2010 with a mission to provide quality education.

Our vision has been to provide the kind of transformative education that will enable our students to create a just, humane and inclusive society develop as a citizen of competence, compassion and conscience pursue the goal of social transformation as empowered individuals realize their potential and self-worth so that they evolve as leaders and transforming agents who make a significant contribution in all spheres of national and global life.

Gender Sensitization within and outside the Classroom

As a leading hotel management college, we prioritize creating a safe space for our students to gain a gender sensitive and empowering education.

Though the pedagogy of gender sensitization extends beyond the classroom. We take pride in having created a vibrant campus environment that allows students to think critically, to question, act and resist creatively.

The auditorium , the Common Room, and the big lobby at AMICHM provide spaces to students to hold public discussions and interactive sessions. Our Women's Study Centre often uses these spaces .

Each department organises events that reinforce the institution's larger vision and mission to provide empowering education to young women.

In 2020, during the lockdown necessitated by the Covid-19 pandemic, AMICHM organised webinars addressing gender issues.

The Women's Study Centre (WSC) and Its Specialized Role in the Institution

WSC, AMICHM plays a critical role in fostering gender sensitivity on campus. Programmes in the form of acts, talents show, and personality competition are organised throughout the year to create an intersectional awareness amongst undergraduate students about the inequalities confronting different genders.

From 2014-23, the WSC has been focused on providing adequate space for students to think critically and engage in open discussions about various issues such as:

- 1. women and labour**
- 2. gender and sexuality**
- 3. violence at home**
- 4. influence of media**
- 5. laws and rights**
- 6. health and hygiene.**

Sensitivity to Mental Health Issues and Provision of Counsellors on Campus . Special attention has been paid to issues relevant to women in the 21st century, especially those of mental health, sexual identities, and sexual harassment in the workplace.

For more personal and individualised help, the WSC has engaged teachers as counsellors to be available to students. These teacher counsellors not only meet students for individual sessions but also meet with other teachers to further help them to create a gender sensitive and enabling classroom environment.

Internal Complaints Committee (ICC)

The college has constituted an ICC in accordance with the guidelines delineated by the UGC and notifications issued by the University of Mumbai pertaining to the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressed) Act, 2013.

ICC comprises of elected students and nominated members from the teaching and administrative communities. It registers complaints of workplace sexual harassment and undertakes formal proceedings to resolve them.

Every year the ICC organizes a special session on what constitutes sexual harassment and explains the procedure of filing a complaint with the ICC. Information of the ICC members is displayed in important places in the college and on the college website

5. CONCLUSION

Additional Information :

“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 Arun Muchhala International college of Hotel Management 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 AMICHM, it's our continuous endeavor to constantly better the quality of education imparted to the student. 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 AMICHM 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,

Mr. Bipin Jadhav

Principal

Concluding Remarks :

In 12 years since its inception, the College has expanded its horizons, attaining many a milestone.

The students are receiving industry relevant skill-based education with the objective to meet the rising demand in the hotel industry, finedining, real estate, airline and retail sector job market.

AMICHM has been successfully conducting FDPS with reknon hotels like Trident Nariman point, Renaissance , Trident BKC and establishing academic collaborations with eminent hospitality colleges like sofia college of hospitality studies and Sheila college .

Many Industry-Academia collaborations are established wherein students get the opportunity to keep themselves abreast of the latest trends in the various sectors viz hotel industries, fine dining reasturants, airlines etc through Add-on-Courses. A few of these courses are: Chocolate making , bed making etc.

To support interactive/classroom pedagogical methodologies, the teachers are also encouraged to use ICT tools to deliver their lectures using audios, videos and PPTs.

Numerous renowned companies visit the College annually and a large number of our students find placements with them.

The college is proud of many of its alumni who have made a mark for themselves in various spheres of academics, resturants , politics, public services, business entrepreneurship, corporate industry.

The college strives to fulfill its vision of imparting transformative education for the empowerment of students and promotion of a more just and humane society.