



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)**

Accreditation - (Cycle - 1)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
ATHARVA COLLEGE OF HOTEL MANAGEMENT AND CATERING
TECHNOLOGY**

**Mumbai
Maharashtra
400095**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	ATHARVA COLLEGE OF HOTEL MANAGEMENT AND CATERING TECHNOLOGY Mumbai Maharashtra 400095	
2.Year of Establishment	2007	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	19	
Departments/Centres:	1	
Programmes/Course offered:	1	
Permanent Faculty Members:	19	
Permanent Support Staff:	15	
Students:	553	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Private Affiliated Institution 2. Rich Infrastructure 3. Ideally Located	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 05-03-2019 To : 06-03-2019	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. SUDALAIMUTHU SETHU	Vice Chancellor,ALAGAPPA UNIVERSITY
Member Co-ordinator:	MR. ABBY MATHEW	Principal,M.S. RAMAIAH COLLEGE OF HOTEL MANAGEMENT
Member:	DR. S C BAGRI BAGRI	FormerVice Chancellor,HIMGIRI ZEE UNIVERSITY
NAAC Co - ordinator:	DR. VISHNUKANTH S CHATPALLI	

Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	The institution ensures effective curriculum delivery through a well planned and documented process
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion 1

Atharva College of Hotel Management and Catering Technology is an affiliated college of Mumbai University and offers only one programme B.Sc. Hospitality Studies and accordingly the institution follows only the curriculum issued by the affiliating University. For effective implementation of the curriculum, besides the guidelines issued by the University, the institution has its own strategy. The college inculcates the vision that aims at constantly strive and provide comprehensive hospitality education in a healthy learning environment developing the hotel management professionals to meet the requirements of the hotel industry.

One of the notable feature in the curriculum is it more focuses on practical rather than the theory. For effective implementation of the curriculum, the faculty prepare 'Teaching Plan' for every semester based on the academic calendar provided by the University. Faculty Members are encouraged to use innovative methods such as presentation, practical assignments, case studies, seminars / workshops, guest lectures, industrial visits and industrial training. The feedback from students, faculty, alumni and industry are collected.

During the last 5 years, in one year 2015-16 one faulty member was representing in the Board of Studies in Hotel Management of affiliated university.

Institution integrates cross-cutting issues relevant to gender, environment and sustainability, Human values and professional ethics into the curriculum to a limited extent.

The subject 'Environmental Studies' is introduced as a separate subject in the curriculum by the University itself. The college has a green audit system by a team and the team also conducts program like 'Swacch

Bharat', 'Atharva Clean Drive' and 'Three Plantation'. To deal with gender related issues, the institution has a Women Cell which conducts orientation programme for safety of the women. It does not seem that the curriculum has human values or professional ethics as part of their curriculum designed by affiliating university.

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Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.4 QIM	Innovation and creativity in teaching-learning
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Reforms in Continuous Internal Evaluation(CIE) system at the institutional level
2.5.2 QIM	Mechanism of internal assessment is transparent and robust in terms of frequency and variety
2.5.3 QIM	Mechanism to deal with examination related grievances is transparent, time-bound and efficient
2.5.4 QIM	The institution adheres to the academic calendar for the conduct of CIE
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students
2.6.2 QIM	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

The institution assesses the leaning levels of students basing on the marks scored by them at the 12th standard, class performance and their communication skills and categorise them as slow learners, average learners and advanced learners. Students of each category are counselled and provided with required support.

Extra teaching and training hours are given to slow learners. No special privileges seems to be given to advanced learners.

To enhance the learning experiences, interactive classroom session are held. Audio-visual aids such as power-point presentations and demo videos relating to each subject are incorporated in daily lectures. Role plays are conducted in class rooms to make students understand handling of specific situations. Guest lectures by professional from the industry are organised to educate the students on current trends in the industry. Industrial visits are arranged throughout the year to give hands on experience to students. Food festivals and similar events are organised to bring out the creativity and potentials of the students.

The institution encourages various innovative and creative teaching methods through well- equipped laboratories such as house-keeping lab, kitchen, bakery, SPA, guest rooms, banquet to enable students to acquire practical knowledge. Group discussions to develop communication skills, deputing the students and faculty to attend conferences to enhance their knowledge in their domains.

The ratio between internal and external marks is 25:75. For practical examinations 50% by internal and 50% by external examiners awarded. Mechanism of internal assessment does not spell out clearly the pattern of assessment. There is a core team to look after the examination related grievances of students. The core team consists of Principal, HoD, Subject teacher and Mentor. For university examinations, the grievances are forwarded to the university for rectification and reassess the answer papers and if any discrepancy is found, the updated results are sent to the Institute by the university.

Basing on the academic calendar, teaching plan is prepared. Academic calendar of the institute includes schedule of curricular implementation, assessments, internal events, class tests, submission, list of holidays, guest lectures, food festival, industrial / hotel visits and bridge course. Academic Committee ensures the academic calendar for the conduct of CIE is adhered to.

The learning objectives and outcomes are defined and communicated to students. At the end of the semester, all the departments evaluated POs and COs by analysing term end results and feedback from students. The specific outcomes are to make the students employable, become valuable global citizens and are academically sound. The attainment of program outcome, program specific outcome and course outcome are evaluated by the institution but method of evaluation is not specified.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QIM	Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years
3.5	Collaboration

Qualitative analysis of Criterion 3

Though Research is in growing stage in hospitality industry, the institute has initiated certain steps to promote research such as gradual increase in the budget allocation to buy new equipments, strengthening the library, organisation of conferences etc. Research based assignments and projects are given to the faculty members to inculcate the inclination towards research. The faculty members are made aware about the research techniques.

The institute invites eminent researchers in the field of hotel management to interact with teachers and students and guide them how to make use of different equipment for research.

But actual performance in the area of research or creation of an ecosystem for innovations including incubation centre is improving.

The students conducted Swaach Bharat Abhiyan as an event in cultural contexts like conducting street plays on social issues and green practices. The institution has undertaken a few social activities such as blood donation, distribution of books and raincoats to children of rural areas, eye-check up camp, tree plantation, technology awareness to kids of Dharvali village, motivating youth to join Indian army, distribution of 100 computers to the 100 daughters of Martyrs and soldier of India.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.
4.1.2 QIM	The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.2.2 QIM	Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment
4.3	IT Infrastructure
4.3.1 QIM	Institution frequently updates its IT facilities including Wi-Fi
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Qualitative analysis of Criterion 4

The institution has 5 class rooms – both air conditioned and non-air conditioner. It has a front office reception, different types of restaurants, house-keeping laboratory, 3 types of housekeeping rooms, public area with gender, swimming pool, with basic, quantity and advanced kitchens, spa with massage room, parlour, steam bath, computer lab and gymnasium.

The front office has daily currency exchange board, working area with open lobby and Fidelio PMS enabled 24 computer systems in two IT Labs besides two system at reception area giving hands-on knowledge on room reservation to the students. Institution has two restaurants named Mirage with 68 covers offering fine dine speciality and the second one is, Cellar 11 along with Cheese with Wine training restaurant Ozone having 22 covers . Further the Institute has Crystal banquet, Open air dining and Housekeeping lab.

The institute celebrates various festivals like Onam, Ganesh Chaturthi, conduct different competitions such as Chef competetion, Mock tail making competition, canteen day, food festival and there is in-house DJ on every Friday to rejuvenate the students.

The institution has a library with 159.51 Sq.mtrs with a working hours of 9 .m. to 6.00 p.m. It has all useful books on Hotel Management & Catering Technology Library is automated with SMS Library Management System with version 1.0.481.

Library has internet facility with adequate computer systems, besides magazines, CDs, e-journals, newspapers, question bank, study material on Front Office, Housekeeping, Food & Beverage Services, Cookery and Baker & Confectionery.

The institution has two computer labs with a total of 48 computers which are connected on LAN with internet speeds of upto 20Mbps. In order to secure internet, su firewall and anti-virus software are used.

There is a dedicated system of IT professionals to keep a check on the working of the server and system on regular basis. Also upgradation is done. Fidelio and MIS is taught to students to learn about hotel reservations and bookings.

The institution has a system and procedure for general maintenance and cleanliness. Cleanliness, carpentry, electrical and plumbing are maintained by the in-house employees and all maintenance related issues are reported and entered in the maintenance register kept at the reception. Maintenance of IT equipments are done by the designated I.T. personnel

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement
5.4.1 QIM	The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Qualitative analysis of Criterion 5

The Student Council members are appointed on the basis of students' academic performance in co-curricular activities, knowledge on past academic events, experience, calibre and dedication.

The following are the posts of the Student council: 1)General Secretary Head, 2) Vice General Secretary, 3)Vigilance Head, 4)Vigilance Assistant, 5) Food Service Head, 6) Food Service Assistant, 7) Food Production Head, 8)Food Production Assistant, 9) Cultural Head, 10) Cultural Assistant, 11) Sports Head, 12) Decor Head, 13) Decor Assistant, 14) Marketing Head,15) Marketing Assistant, 16) Academic Head,17) Housekeeping Head, 18)Housekeeping Assistant, 19) Registration Head, 20) Registration Assistant, 21) Front Office Head.

The College has various academic and administrative in charges that supervise the role of the student representatives. This representation helps them for their overall skill development. These bodies create more avenues for students to develop Professional skills for Hospitality industry. to guide them further for smooth and efficient work culture.

The academic schedule of the entire year for the Student Council starts with "INDEPENDENCE DAY" The freshers party where the final year students organized it for the new comers by performing cultural activities. Also the college arranges Induction Programme for first year students soon after their admissions

The institute maintains Atharva Alumni Association to remain connected with the students of the college. The college gets feedback from all students and addresses the suggestions and drawbacks in the interest to maintain the academic and administrative standard of the college.. Feedback forms and course exit form are filled by the students and kept in the college for further records whenever the college plans to propose development plan and proposals on periodical basis..

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution
6.1.2 QIM	The institution practices decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QIM	Perspective/Strategic plan and Deployment documents are available in the institution
6.2.2 QIM	Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism
6.2.4 QIM	Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QIM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution conducts internal and external financial audits regularly
6.4.3 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QIM	The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms
6.5.5 QIM	Incremental improvements made during the preceding five years (<i>in case of first cycle</i>) Post accreditation quality initiatives (<i>second and subsequent cycles</i>)

Qualitative analysis of Criterion 6

"Atharva College of HOTEL MANAGEMENT AND CATERING TECHNOLOGY aims to constantly strive hard to achieve conducive work culture with highest level of professionalism and dedication in progressively enhanced manner. The college action plans for academic enhancement are prepared under the supervision and guidance of the Principal and Heads of the departments. Each department has a well-planned academic calendar before the start of each semester. This calendar lists down all the curricular, co-curricular and extracurricular activities and events to be organized throughout the semester duration.

There are multiple committees that exist within the department which plan into developmental activities and ensure their timely execution. Based on the suggestions given by the major stakeholders, guest lectures, qualitative training programmes are arranged to bridge the gap between industry and academic. The college

follows a well-structured approach for implementing the required changes to ensure improvement in the performance of quality teaching and training. The heads of various departments conduct meetings with the supporting staff members and faculties to review the activities undertaken before execution of any further plans.

The institution has the policy of decentralisation and authority is given to the respective HoD to plan and implement workshops, guest lectures and use innovative teaching methods. Weekly meeting is conducted on every Friday to assess the progress of preceding weeks. Faculty members are given representation in various committees and to conduct various programmes to show their abilities.

On going through the development plans of the college, It seems institution has not prepared and perspective / strategic plan for its future growth. As regards to the governance, the institution has a Governing body and local Management Committee. The top management seems to provide effective leadership to develop the institution. Self-appraisal of the faculty Women cell, Anti-Ragging Committee and Student Council exist.

The college has made suitable provisions of casual, maternity leave, PF, Uniform and lunch for teaching and non-teaching staff members. In order to keep the faculty members updated on the subject of their teachings, Principal conducts interviews twice a year for the annual appraisal of faculty member .

The institution prepares budget every year and reviewed by Trustees and Accounts team. The institution conducts internal audit by its own professional and external audit by statutory auditors and the financial statements along with auditors report is submitted for implementation.

The major source of funds for the institution is tuition fees collected from the students. The Atharva Educational Trust contributes funds from time to time to take up various major infrastructural development projects. The Finance Committee ensures the optimum use of the available financial resources.

The IQAC of the institution has taken certain quality initiatives. More systematic academic and administrative audit needs to be carried out by IQAC. However there seems to be incremental improvements during the preceding five years in the area of teaching and practicals.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.2 QIM	<p>1. Institution shows gender sensitivity in providing facilities such as:</p> <ol style="list-style-type: none"> 1. Safety and Security 2. Counselling 3. Common Room
7.1.5 QIM	<p>Waste Management steps including:</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • E-waste management
7.1.6 QIM	Rain water harvesting structures and utilization in the campus
7.1.7 QIM	<p>Green Practices</p> <ul style="list-style-type: none"> • Students, staff using <ol style="list-style-type: none"> a) Bicycles b) Public Transport c) Pedestrian friendly roads • Plastic-free campus • Paperless office • Green landscaping with trees and plants
7.1.18 QIM	Institution organizes national festivals and birth / death anniversaries of the great Indian personalities
7.1.19 QIM	The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions
7.2	Best Practices
7.2.1 QIM	Describe at least two institutional best practices (as per NAAC Format)
7.3	Institutional Distinctiveness
7.3.1 QIM	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Qualitative analysis of Criterion 7

The institution follows gender equity among students and staff members. It also shows gender sensitivity by providing safety and security through its security teams in the campus. On admission, all students are counseled irrespective of their gender. During counseling sessions students are made aware of the course format, subjects, exams, students code of conduct and other rules and regulations. They are also made aware of the facilities available to all students on campus. During the study year, each batch of students has a mentor, whom they can approach in case of any doubts or grievances arises therein . To address any grievance, the

college has a Student Grievance Cell, that meets once a year or as and when it is deemed required by the faculty in charge of the Student Grievance Cell. At such meetings, grievances if any, are discussed and solved. The root of the issue is also found and a solution is found in such a way so that the same does not occur again in future.

Grooming session are held for students (boys/girls) to prepare them as per industry standards.

There are separate locker facilities for boys and girls.

To deal with solid waste management the institution has separate dry waste bins and wet waste bins in kitchen and other areas in the campus. While dry waste is disposed off in the BMC Garbage bins, the wet waste is sent to the Bio plant. The wet waste generated per day is 5kgs. The institution has a liquid waste management system. Rainwater harvesting system is also in vogue.

Majority of students and staff use public transport with minimal use of plastics in the campus.

The institute has not followed any worthy best practice to mention. However the college organizes 'food festival' and it cannot be considered as a best practice. The main distinctiveness of the institution is state of art of technology and excellent world class infrastructure.

Section III: OVERALL ANALYSIS based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC) (up to 500 words)

Strength

The institution is a standalone institution in the Malad area of Mumbai in Hotel Management and Catering Technology discipline with more than a decade of its existence. The Atharva College of Hotel Management and Catering Technology has gradually developed its infrastructure and at present has excellent infrastructure in terms class rooms, kitchen, house-keeping, front office etc. The student strength of the institution has also increased which is a testimony for its reputation. At present it offers three year BSc degree programme. The teaching-learning and evaluation seems to be good. On and Off Campus placement is satisfactory.

Since the college is focussing on the grooming of the students in Hospitality trade, hence the weakness component of the college is the publication and research projects as well as the senior faculty members having wide experience of teaching and trade. Barring a few committees including Anti-Ragging, and women cell there is further scope of having more committees and cells for the welfare and professional development of the students and faculty members.

The ongoing three year BSc programme has an excellent opportunity in terms of placement not only at the national level but also at the global level provided the students are trained with the required competency and skills needed to match the bench marking of international hospitality standard. The major challenge before the college is to develop a professional team matching the global requirement. Similarly, it is also a challenge to the institution to develop a mind-set among its teaching faculty towards research, as they have all along been trained in teaching only. The college is expected to develop both training and research simultaneously, and there is no doubt that by adopting this action plan the institute would play a role of beckon light in the field of hotel management and catering technology education in the years to come.

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- • The institution has to offer more value added / add on programmes in the areas of skills development making the students employable as well as competent entrepreneur
- • It should instil research culture among the faculty members and faculty members be motivated to do UGC refresher programme through National Resource Centre of MHRD government of India
- • Incentives may be given to faculty who publish papers in UGC approved and peer reviewed research journals.
- • Collaboration with leading hotel chains preferably in overseas be made for the industrial training and placement of students.
- • IQAC to be strengthened
- • Students to be given opportunity to learn foreign languages such German in addition to French which is taught.
- • To strengthen communication skill, language laboratory to be augmented.
- • Faculty members and principal be given UGC scale so that existing staff are motivated and competent and knowledgeable faculty members may be invited for quality education and training.
- • Non teaching staff members be given grade pay scale with applicable benefits they are entitled for.
- • The on going three year BSc programme in Hospitality Studies be replaced with three year BHM programme introduced by University Grants Commission on choice based credit system.

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. SUDALAIMUTHU SETHU	Chairperson	
2	MR. ABBY MATHEW	Member Co-ordinator	
3	DR. S C BAGRI BAGRI	Member	
4	DR. VISHNUKANTH S CHATPALLI	NAAC Co - ordinator	

Place

Date

NAAC