



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**V. M. SALGAOCAR INSTITUTE OF INTERNATIONAL
HOSPITALITY EDUCATION**

MANORA-RAIA, SALCETE

403720

www.vmsiie.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The phrase “Atithi Devo Bhava” enshrined on the Institute crest encompasses and envisages the guideline of oriental hospitality. Oriental hospitality has been the cornerstone of transactions. Every Eastern country had its own comprehensive rituals but pivotal was the high regard they had for their guests or visitors. In India, a guest was given the respect equivalent to that of a deity. In course of time hospitality underwent changes. Hospitality was portrayed as an industry with hospitality as an entrepreneurial enterprise, establishment of educational centres offering hospitality courses began to blossom and emerge as an extension of the industry..

To impart higher education in the field of hospitality, the V. M. Salgaocar Institute of International Hospitality Education took shape under the aegis of Vishwa Saraswati Society which was established in 2007.

The Institute offers a 3 year full time BSc. Degree in Hospitality Education and was affiliated to the Goa University from the year 2014. The Institute added the B.Sc. Culinary Arts Course in 2022 and Masters Programme in International Hospitality and Tourism Management in 2020, both of which are also affiliated to Goa University.

Nestled in the charming verdant village of Raia- Manora, the campus is absolutely green and clean and is the signature of our commitment to enhanced and sustained quality of eco-green. The clean and healthy environment offers an open invitation for avian company. There is rainwater harvesting, water filtration, wet waste garbage conversion, solar panel and other measures to make it a green and eco-friendly environment. The college has been awarded the “Swatchatham Mahavidyalaya Award” in 2017, 2018 and 2019 beating off competition from 40 plus Goan educational institutions. At the same time the Institute is very conscious of not squandering resources and has set up checks and balances. Students and everyone on the campus are conscious and committed to not squandering resources.

VMSIHE embraces continuous learning, building trust, inclusivity and advocating integrity which creates a safe space for learning. This calibrates the expectations of the institute which we can achieve.

Vision

Our vision is to be the best educational institute in international hospitality management creating world class leaders committed to excellence.

Academic excellence is engraved in our vision statement. Hence, the pursuit of excellence is what the institute strives to achieve. Without navigating through an evolving eco-system, it would be easy to slip into mediocrity. The institute attempts to redefine the sustainability through initiatives which will benefit the learner and help them to become outstanding leaders in the hospitality industry.

Core Values of our Vision to focus on integrity and building trust:

Commitment: We commit to excellence in hospitality education and training to create opportunities in keeping with the Vision and Mission of the Institute.

Integrity: We instil ethical practices among faculty, staff and students to foster integrity in all actions.

Excellence: We offer academic excellence through personalized education, effective teaching and a belief in lifelong learning to meet expectations.

Accountability: We take ownership and perform in a manner that makes us responsible and accountable to all our stakeholders.

Diversity: We encourage diversity and inclusiveness to ensure a vibrant learning community.

Professionalism: We personally commit to continuous improvement and professional growth.

Mission

Our mission is the advancement of knowledge and leadership and to develop the full intellectual and human potential of students through a commitment to excellence in learning, teaching and collaboration with the industry.

The intensive curriculum is geared to meet the hotel industry demands and ensures preparedness of students to enter as leaders of the industry. Apart from the mandatory internship, there are study/field trips beyond the curriculum which enable student to go abroad on visits to Switzerland, France, Portugal and N. Europe.

The Exchange programmes to Portugal are potentially vital and engineered to expand the students' perspective of global hospitality. Aided by experienced CHE, foreign faculty for core subjects, able management faculty, in addition to the counsellors, the students are assured of a holistic development. Events organised by students along with fine dining training ensures that students fulfil the hallmark of quality.

The infrastructure that the VMSIHE offers is of world-class quality which makes learning an easier opportunity for the learners to take benefit to enhance their knowledge. Classrooms are fitted with AC's, smart boards, LCD's to provide a conducive learning environment. For their physical development a football ground, swimming pool, and gymnasium are provided. Hostels for boys and girls, faculty apartments and residence for the head of the institution are available on the campus. The amenities offered would rival some of the best hospitality institutes around the globe. The safety facilities and equipment against any hazard is commendable.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- This aesthetically constructed campus is situated in tranquil location surrounded by pastoral greenery.
- The Institute offers state of the art learning facilities and is designed for global placement.
- Goodwill is grounded in the brand name of the founder and their supportive encouragement ensures good governance.

- VMSIHE is the recipient of Swachhtam Mahavidyalaya Puraskar for 3 consecutive years (2017, 2018 and 2019) and also recipient of other institutional awards.
- Eco-friendly campus with water and energy conservation and sustainable strategies.
- Functional international linkages and MOUs with Hotel Management Institutes and Hospitality caters to global exposure for students and faculty.
- Diversity, a multicultural ethos and culture is promoted in the institute.
- Residential campus for girls, boys and staff with a healthy, safe and hygienic environment.
- Well balanced holistic syllabus in core areas of hospitality service, non-core subjects and soft skills is a part of the curriculum.
- International chefs are invited to provide global exposure and experiential knowledge.
- Focus on faculty development.
- Team spirit and high morale among staff.
- Empaneled trainer with Fostac.
- VMSIHE is a member of Hotel Association.
- Student Exchange Programme on campus/overseas.
- Industry exposure over and above the stated curriculum provides in-depth training.
- Mega events offer opportunities to build their entrepreneurial skills and experiential learning.
- Open Day involves parents in ward's progress
- Good teacher – student ratio (1:11).
- Almost 100% results.

Institutional Weakness

- Procuring financial funding/schemes from the government for research projects is difficult as this is a self-financing institute.
- Endowments yet to be established.
- Paid Consultancy services are yet to be developed.
- Public transportation system is not stabilised in the village of Raia.
- Difficulty in appointing qualified teachers from hospitality industry as they lack qualifications required by the University.
- The institute has to strengthen multidisciplinary research studies leading to research paper/article writing.
- Value-added lateral courses should be encouraged (MOOC and Certificate courses).
- Intensive course does not provide enough time for sports training and participation.
- Student strength has to be developed to its full capacity of seats allotted.
- Alumni network to be strengthened.

Institutional Opportunity

- As tourism is an economic enhancement service industry, there are plenty of opportunities to leverage hospitality education. The institute has the potential to become a premier institute globally.
- Contributing to initiatives for sustainable development.
- Skill based education provides employment to match the exponential growth.
- More Add-on courses to empower students with new skills.
- Expanding global networking for placements and internships.
- Enhancing networking with institutions of eminence.

- Consultancy service to hotels and catering units.
- Research Centre for hospitality in subjects like hygiene, and nutrition has to be planned.
- Preparing MOOC and short-term courses in the areas of Food Production.
- Potential to develop tie-ups and multidisciplinary collaborations with national and international educational institutes / universities and excellence centres.

Institutional Challenge

- To develop a pan India presence in the realm of hospitality industry.
- To increase student strength and enhance diversity.
- The full potential of alumni can be tapped only in another 7-10 years.
- To convince hoteliers to provide more opportunities during internship along with better remuneration and work conditions
- Hospitality is an area with skill development but academically qualified faculty is a requisition of a University. Hence, we are losing out on expertise in the concerned fields.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute started functioning as a self-financing educational institution from July 2014 with the objective of training students with knowledge, skills and competencies for employability and to carve a niche in the hospitality industry.

All three programmes offered are affiliated to Goa University, B.Sc. International Hospitality Management (2014), B.Sc. Culinary Arts (2022) and M.Sc. International Hospitality and Tourism Management (2020). These programmes are governed by University Ordinances, B.Sc. IHM and CA. (OC-57) and for M.Sc. IHTM (OA 18A, OA 35). All three follow choice-based credit system.

The Board of Studies (BOS) plans and designs the C.B.C.S. curriculum. Teaching Staff, including the Principal and alumni, are the members of BOS. The curriculum is well-defined with emphasis on academic learning, practical training and professional internship and focuses on skill sets, soft skills and management competencies which are essential in the hospitality and tourism profession. The curriculum was revised in the year 2019 and four science subjects were introduced. Field projects and internships enable experiential learning and teaching. The students undergo field projects and internships to enhance their learning skills.

The outcome based program helps to acquire knowledge and skills, enables problem solving, creative and critical thinking, reflection and decision making, for effective functioning in hospitality and tourism industry.

To upgrade the teaching learning process, faculty uses various ICT tools, PPTs, YouTube videos and Google classroom. Digital resources such as Teams Microsoft, Eklavya were used during the pandemic. Add-on courses have been added to provide a holistic outlook and approach.

ISA and SEA exams are conducted at the end of each semester. There is a grievance policy to take care of any issues with regard to examinations. The Open Day invites parents to be part of their ward's educative journey and their academic progress.

Entrepreneurship is encouraged by conducting talks which emphasise the need to start one's own project and generate employment for others. Diversity, food hygiene and other cross-cutting issues are inculcated among the students to encourage community service and social service.

Teaching-learning and Evaluation

The reservation policy is in place, it has been observed that the actual number of students from reserved categories is meagre. However as the general merit seats are not completely filled at the moment, such 'reserved' seats would be redundant. Another drawback is the issue of students who do not wish to declare their reserved status and hence the deficit in such seats.

The institute has a good student-teacher ratio which is 1:11 and the students can have individual attention. There is a paradigm shift in teaching methodology. Student-centric methods are emphasized. The teaching-learning process is very vibrant, both exponentially and experientially. Training them in participative learning, problem-solving methods enable them to excel wherever they go. ICT tools are used to enhance effective teaching and learning.

Total number of full time teachers' posts during the last five years were filled as per the need of the Institute and notified to Goa University. Many of the faculty come from the hotel industry background where research work is not stressed upon, hence impacting their recruitment as teachers as per the requirement of the University.

The Goa University Ordinances are followed and the Examination committee ensures fair assessment, transparent evaluation, grievance redressal and constructive feedback. Thus promoting student improvement through repeat practicals. The average pass percentage in our institute is over 99%.

Programme Outcomes (POs) and Course Outcomes (COs) for all programmes offered by the institution are stated and displayed on the website. Attainment of programme outcomes and course outcomes are evaluated through alumni success, student performance in exams, feedback, and diverse activities and fostering holistic development. ICT tools are used to keep up with the developments in the IT field, especially with regard to the educational sector.

The institute provides many opportunities for enhancement of learner's skills and competencies. Bridge courses are conducted for students who are not familiar with areas related to hospitality, for instance eating with cutlery, familiarising themselves with French words used in Food Production and F&B Services. Career counselling, remedial classes and yoga are conducted to enable them to develop their motor and cognitive skills.

Research, Innovations and Extension

The ecosystem of innovation for students has been created in VMSIHE for providing growth and learning opportunities. The students are made aware of the importance of starting their own business or projects which in turn will generate employment for others. Some of the passes students are running their restaurants.

Research grants are not available as the Institute is a self-financing institution. The management provides financial assistance to the teaching faculty who have written research papers or presented their papers at

conferences, nationally and internationally.

The faculty are encouraged to attend research based programmes with financial support from the management. Opportunities for Workshops/seminars/conferences are provided including for Research Methodology, Intellectual Property Rights (IPR), and entrepreneurship. The institute encourages both teaching and non-teaching staff to attend conferences/training pertaining to their subject. The teaching staff is encouraged to write research papers in UGC Care Journals. This academic year 2023-24, two Scopus papers have been published. One of the students has collaborated with a staff member in writing a research paper which received commendation.

Traditional systems of India are also followed. We conduct yoga classes, dance classes. We also conduct celebrations of Indian festivals like Onam, Diwali etc. Students get an idea of how to organise events right from scratch. Information about the programs conducted by students like theme nights, cultural nights, entrepreneurship, Add on courses, etc. also provide for innovativeness and are also aware of the richness of India's culture and heritage.

The impact of the extension activities through NSS and other social work committees conducted in neighbourhood community by students has been noteworthy. The outcome of street plays, donation of food to needy people, especially during pandemic. Christmas celebrations in the neighborhood community by the institute, etc. has created a sense of compassion, sensitization, team work and exposes them to the realities of the world.

In the last five years the institute has made all-out efforts to have collaborations with hotels for internships and educational institutions and act as strategic partners to foster high performance. Some of the MOUs were signed with international bodies and others within India.

Infrastructure and Learning Resources

The institute is built in a unique manner which fascinates all visitors with its colour combination or structural beauty, which is ideally suited for a hospitality institution. The physical structure keeps in mind the greening effect, an environment free of pollution, cleanliness and hygiene. The attention paid to the benchmarks is extremely effective and we are proud awardees of the Cleanest College in Goa for 3 consecutive years. Audits for green initiative has been undertaken through ISO 14001 as well as a private agency.

A lot of effort has gone into maintaining the building as well as the equipment for the labs to provide the finest infrastructure for students. This gives the students a feel of international kitchen. The library is semi-automated and the facilities offered in the library are noteworthy. Ten computers are placed in the Library.

Every classroom too is equipped with a computers and some of the classrooms are smart-board enabled. Wi-fi connectivity is provided all over the campus. All the classrooms are AC enabled. However, students are trained not to waste electricity and switch off all such equipment when not in use during lunch/tea breaks. All Corridors have sensor lights.

The IT is another source of learning. Two labs of 30 PCs are available for students' access. All staff as well as the supervisors are provided with a PC. The library also has 10 PCs. There is regular and periodic maintenance for effective functioning of machinery.

The institute's teaching faculty and students have access to Urkund while writing research papers. Thereby the students learn the importance of avoiding plagiarism of ideas, sentences, and paragraphs without acknowledgment.

Sports, both indoors and outdoors, along with the swimming pool and gym facilities offers respite from their hectic routine. The large Auditorium offers space to hold various programs.

The students are taught to maintain their surroundings and keep the areas spotlessly clean. The institute kitchens are an example of this.

All these facilities provide for holistic development and the opportunity to aid the intellectual development of the students.

Student Support and Progression

Efforts are made to provide assistance to students. Two students from the Raia Panchayat are given a 40% financial concession on tuition fees. The students, on request, are permitted to pay fees in instalments. They are also put in touch with banks, the GEDC and Government Welfare Schemes.

Capacity development and skills enhancement activities are organised for improving students' capability through Soft skills, Language and communication skills, Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills) and Awareness of trends in technology.

Workshops on team building, nutrition, mental health, and suicide prevention were some of the programmes conducted for the students to boost their tolerance levels.

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases through implementation of guidelines of statutory/regulatory bodies, organisation-wide awareness and undertakings on policies with zero tolerance. Mechanisms for submission of online/offline students' grievances, and timely redressal of grievances through appropriate committees are carried out. Talks are arranged for their knowledge and understanding of these measures.

The percentage of placement of outgoing students and students' progression to higher education during the last five years is increasing. The institution has achieved considerable success in placing a significant number of students through campus selection processes with renowned hotel brands in both India and abroad. Some notable brands include Taj, Oberoi, Marriott, ITC, Martinhal, and others.

Given the fact that the student schedule is very hectic, it has been very difficult to participate in state and university-level sports competitions. Over the last five years, the cultural club of the institute has actively organized numerous cultural activities, commemorating various festivals and special days celebrated within the institution.

There is a registered Alumni Association of the institute which conducts bi-annual alumni gatherings, with a focus on fostering interactions with current students through talks and various activities. While the contributions of the association are more oriented towards enriching student experiences and engagement, there is a lesser emphasis on financial contributions because these students have yet to make a mark in their hospitality world.

Governance, Leadership and Management

The policies and practices of the institute, recruitment, training, performance and leadership help to achieve the Vision, Mission and Core Values. The decentralised system of governance followed is a participative style of functioning. The organogram in the DVV reflects a well-organised structure for the smooth running of the institute. It is segregated into two areas i.e. Academics and Administration. To ensure quality and transparency, internal, as well as external audits are carried out to ensure proper functioning of all the departments. This ecosystem has been running like a well-oiled machine for the last decade.

The Performance Appraisal for staff, development program, and appropriate feedback is given to the faculty and staff on a regular basis. All efforts are made to upgrade the competence of the staff.

The ERP system and tally are used by the HR, Accounts, Examination, Purchase & Stores and Food Production Department. There is a strong team involvement of all the staff who are part of the VMSIHE team, including the outsourced agencies with whom we maintain cordial ties.

The institute has welfare measures for the academic and non-teaching staff to recognise and reward the achievement of the faculty, monetary incentives are given to attend seminars/conferences and professional training to empower them. Uniforms, shoes, umbrellas, and safety gear are provided for the Kitchen, Maintenance, Security, and Gardening staff. Appreciation letters are also given. Measures for health care are provided for women staff including insurance. Special lunches and picnics also encourage camaraderie among staff members. This ensures that employees' needs are met. Initiatives for well-being and efforts to create a supportive network are created.

Institutional Values and Best Practices

Criterion 7 centers on institutional values and best practices. The institute promotes gender equity through various initiatives, including a comprehensive gender policy and audit. Awareness programs, quality education, and equal opportunities in sports and activities highlight this commitment. Committees like the Internal Complaints Committee and Anti-Ragging Committee address gender-related issues. The Gender Champions program fosters an inclusive environment. Activities include discussions on women's rights, sessions on workplace conduct, and celebrations of International Women's Day and National Girl Child Day and Fathers Day. Facilities for women on campus include safety measures, counselling, mentoring, separate hostels, and access to medical and common rooms for Girls and Boys. Special initiatives such as self-defense workshops and sanitary napkin availability support women's well-being. The Institute also adheres to state regulations for maternity leave and childcare.

The focus on best practices of the institute are mentioned herebelow:

Best Practice 1. "Swachhata Sankalp: A Step Towards Cleanliness": Emphasizing cleanliness and environmental sustainability, the Institute implements waste management, plastic reduction, and bio-organic waste conversion. Efforts include proper disposal of waste, promoting a plastic-free campus, and vehicle pollution checks. These measures have earned the Institute the Swachhata Mahavidyalaya Samman Award and recognition as a Social Entrepreneurship, Swachhata & Rural Engagement Cell (SES REC) Institution.

Best Practice 2. Promoting Healthy Eating Habit Initiatives": The Institute follows FSSAI guidelines under the

'Eat Right Campus' initiative to foster a healthy food culture. Practices include monthly audits, use of local produce, food safety checks, and minimizing food waste. The Institute has a 5-star 'Eat Right Campus' certification, reflecting improved food quality.

The next indicator highlights the Institute's engagement with the community. Initiatives include building sanitation facilities, environmental clean-ups, pandemic relief, supporting the homeless, food safety training, sustainable waste management, and offering financial aid. Health initiatives, elderly engagement, and disaster relief further emphasize community support. These efforts promote holistic student development, fostering leadership, teamwork, and cultural sensitivity. The Institute empowers students to be active citizens and agents of positive change, enhancing societal well-being.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	V. M. SALGAOCAR INSTITUTE OF INTERNATIONAL HOSPITALITY EDUCATION
Address	Manora-Raia, Salcete
City	Manora Raia Salcete
State	Goa
Pin	403720
Website	www.vmsiie.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Irfan S. Mirza	0832-6623000	7722078388	0832-6623111	vmsiihenaac@vmsiie.edu.in
IQAC / CIQA coordinator	Nelissa Alcasoas	0832-6623001	9822687270	-	nelissa.alcasoas@vmsiie.edu.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Goa	Goa University	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
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	Manora-Raia, Salcete	Rural	5.83	18603

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,International Hospitality Management, International Hospitality Management	36	10 +2 or equivalent from arts/ commerce/ science/ vocational stream from a recognized board.	English	120	38
UG	BSc,Culinary Arts,Culinary Arts	36	10 +2 or equivalent from arts/ commerce/ science/ vocational stream from a recognized board.	English	60	23
PG	MSc,International Hospitality And Tourism Management, International Hospitality and Tourism Management	24	B.Sc. International hospitality management/ hospitality studies/ hotel management/ tourism and hospitality management/ hotel and hospitality administration/ hotel and hospitality administration/ home	English	30	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	2				1				8			
Recruited	2	0	0	2	0	1	0	1	2	6	0	8
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
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						48
Recruited	29		19		0	48
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				8
Recruited	6	2	0	8
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	1	0	0	3	0	4
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	2	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	2	0	0	0	0	0	2	1	0	5
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
	3		9		12

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	34	8	3	0	45
	Female	10	6	0	0	16
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	0	0	0	0	0
	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	0	0	1	0	
	Female	0	0	0	1	
	Others	0	0	0	0	
ST	Male	0	0	0	2	
	Female	0	0	1	0	
	Others	0	0	0	0	
OBC	Male	1	0	2	3	
	Female	0	0	0	2	
	Others	0	0	0	0	
General	Male	64	48	29	40	
	Female	22	18	17	25	
	Others	0	0	0	0	
Others	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
Total		87	66	50	73	

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:

a) Delineate the vision/plan of institution to transform itself into a holistic multidisciplinary institution. The Institute from inception has set high standards and provided a holistic approach towards learning that includes activities such as organising educational trips, industrial visits, workshops and seminars through various core, non-core and non-hospitality subjects and strong encouragement for staff to attend conferences, seminars and research field. The NEP preparedness has boosted our efforts of offering a new set of skills for employability which aims to develop the skills of the students is to be integrated into the activities and bring about diversity, critical thinking and innovation. The Institute conducts socio-cultural and extension programs, sports activities and outreach programmes, develops tie-ups and multidisciplinary collaborations with national and international educational institutes as well as strengthens MOUs and collaborations/ linkages. Hence we have made all efforts for the transformative change.

b) Since the nomenclature is B.Sc. for the Bachelor's program, subjects like Nutrition and Food science, Food microbiology, Hygiene, Health and Safety and Environmental Studies have been incorporated in the syllabus along with the core subjects. These have broadened the outlook of the course. Music, drama has also been blended into the syllabus offering a wider outlook for students.

c) The institute offers a fairly flexible and innovative curricula that includes subjects like sustainable tourism and cultural studies that help students have a sense of giving back to the environment and create an outreach approach that is going to benefit the community and society and has a positive effect on the world. CSR projects are organised under Management Process 2 and add on course in Environmental Management is conducted. This holistic approach widens the window of opportunity for students.

d) A student can complete the course in 6 years with the option of multiple entry and exit. The students get a Certificate if they leave in the 1st year, and in the second year, they are awarded a Diploma certificate on completion of 3 years, they are awarded a degree by the University.

e) To encourage students and faculty to take up projects related to social issues like green marketing, entrepreneurship, impact of circular tourism on the quality of life of the local community, safe food etc.

	<p>f)The institute offers multidisciplinary, subjects like appreciation of music, drama, French, accounting and also courses on investments, banking, photography that help students with holistic skills and knowledge.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>a) Most of the students have been registered under ABC. Faculty have been delegated to attend NEP workshops organised by the Higher Education bodies. ABC related information and videos have been made available on the Institute’s website. b) No, as only Goa University can register under ABC, affiliated Institutions cannot register independently and centralised database along with college database to be established. c) Seamless collaborations for innovation of education has already been achieved by undertaking functional MOUs with colleges like Cesar Ritz (Switzerland), MIT World Peace University Pune and through the Turismo Portugal exchange program. d) Course outline is made using the Blooms Taxonomy. Lesson plans are created and approved every week, innovative assignments to students are given for example, research papers. Experiential learning like theme night, cultural nights are conducted by kitchen and service faculties. Event Management SEA is done by the students by undertaking an actual event by the management faculties. Add on courses enhance this approach. e) Creating awareness amongst the students about ABC once it is implemented.</p>
<p>3. Skill development:</p>	<p>a) A practical approach is followed in the Institute wherein students make various food products as ISA and sell them in the cafeteria. Subjects like presentation skills and interview facing skills are conducted regularly. b) Different skills are promoted through add on courses are conducted like California wine certification and workshops are organised on menu designing, food production by the teaching faculty. c) NSS program conducts some session on values, like humanism, visits to orphanages, old age homes, teach human values like love, caring and sharing. d) Plans to integrate into this mode or education is welcome. e) The Institute organises Onam and other festivals are held wherein cuisines and culture are showcased. Various other regional cuisines for the cultural nights are organised.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using</p>	<p>While the medium of instruction is in keeping with the international expectation, the diversity of</p>

online course):	language is seen in the enrolment of the student all over India. Students are taught the Indian classical dance form of Bharatanatyam (Tanjore style) once a week for an hour each as an extracurricular activity. The institute conducts 2 sessions for an hour each in a week for yoga. Through this activity we talk about how to tackle the mind & body through the ancient system and learnings in Yoga. Students perform on instruments like the Tabla etc for cultural events. The chulha is used for slow cooking so students can preserve the old way of cooking food. Recipes of ancestors are preserved and practised.
5. Focus on Outcome based education (OBE):	Already Followed
6. Distance education/online education:	a) Distance learning is difficult for subjects with practicals (food production, Food and Beverage service, Housekeeping Rooms Divisions, etc) unless a hybrid model is introduced. A number of plans are in the pipeline. b) Smart TVs, LED projectors, Google Classroom, Research Based assignments, Library automated. c) Distance learning not possible as practical based subjects, NEP from next year.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	We are going to setup in the following year.
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?	Non-Applicable
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.	Nil
4. Any socially relevant projects/initiatives taken by	Students have been educated about their voting rights

<p>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>and the procedures involved in registering and casting ballots. The NSS unit organises lectures, fun games, and activities to encourage and inspire students to think and pose questions about voting and elections. The First year students are encouraged and guided to apply for an election card. On attaining the age of 18 the students are assisted in applying for an election card. In order to foster a culture of political engagement, promote informed and moral voting, and uphold the ideals of "Every vote counts" and "No Voter to Be Left Behind," specialists from outside the institute are invited to engage with students and give two to three talks every year. The essence of citizenship development in a democracy is in developing effective voter involvement and participation, and assisting and guiding students to make morally sound voting judgments. This is the motto the Institute stands for.</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>Nil</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
176	197	216	205	178

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: 30

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
15	13	12	14	14

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
341.50	407.71	421.73	352.51	227.27

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The institute has been affiliated to Goa University since 2014 and is a self-financing institution ensuring an effective curriculum through a well-planned and documented process including an Academic calendar and conduct of continuous internal assessment

Planning:

At the start of the academic year, the Director/Principal and the faculty meet to discuss the key points and plan of action which includes allocation of subjects with objectives and program outcomes, preparation of course outline, timetable, maintenance of attendance records of students, remedial classes, conduct of ISA's, dissertations, and internships, use of library and end term exams for effective delivery of the program. The main objective is to provide hospitality education and skill development needed to prepare students for effective job employability in the hospitality industry,

Implementation of the Programme:

The syllabus prepared by BOS, which also includes institute faculty, specifies the number of credits, hours allocated for each subject, pedagogy, learning outcomes and list of recommended books.

Effective implementation of curriculum is ensured by classroom teaching, practical sessions, field visits, and invited guest lectures.

Board of Studies (BOS):

The Principal, Faculty and Alumni are members of the BOS in Hospitality and Tourism studies. The syllabus was revised in 2019 with additional science component.

Academic Calendar:

The academic calendar is issued by the University which sets out the terms and exam dates. The institute also prepares an event calendar to mark important events. It enables the students of active participation and display of talents. Subject allocation, and course outlines, are prepared as per academic calendar. Time table for each class is prepared by the class coordinator (faculty) for the term and reviewed by the Principal, and displayed on the website.

Learning Resources :

Faculty are encouraged to use innovative methods and technology through ICT-enabled infrastructure like smart boards, LCD and Wi-Fi pedagogies to ensure effective delivery of programs apart from presentations, practical assignments, case studies, seminars, workshops, lectures, industrial visits, and training. Films, blogs, podcasts, and Ted talks enhance effective teaching delivery.

Evaluation and Assessment :

Continuous evaluation and assessment process is as per Ordinances of Goa University OC-57, OA-18A,OA-35 respectively for the programs. It is an integral part of the teaching-learning process. The academic assessment consists of Internal Semester Assessment (ISA) and Semester End Assessment (SEA). The course files for each subject are prepared by the respective faculty. The institute's internal academic audit committee is headed by two senior members who audit the exam-related files

Academic Audit Committee:

An Academic Audit Committee constituted by Goa University audits exam-related files and submits the report to Goa University for declaration of results. The first two years grade sheets are prepared and provided by the institute. The consolidated three-year mark sheet, passing certificate and degree are prepared and awarded by Goa University.

- In addition to academic know how add on courses are offered to incorporate additional knowledge, life skills, and experience.
- Robust feedback is taken from all the stakeholders.

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

1.2 Academic Flexibility

1.2.1

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

Response: 10

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: 35.7

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
110	59	25	55	98

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Integrating issues of social concern into learning experiences through the curriculum is an effective strategy. Crosscutting issues in the curriculum enhance knowledge.

Professional Ethics

Subjects like International Human Resource Management, Hospitality Law, Financial Accounting, and Organizational Behavior teach students to uphold professional ethics in their personal and business practices, values, and guiding principles in performing their roles and confidence building are imparted through the curriculum.

The students are open to experiential learning through the following activities.

- Visits to hospitality industries, wholesale markets, fisheries etc. students co-relate their theoretical knowledge about professional ethics.
- Sessions with the Alumni offer opportunities to the current students to network and get an idea of professionalism and ethics.
- Through the workshop organized by Directorate of FDA, students understood Food Fraud, Safety and Adulteration more clearly.
- Theme nights, banquets, cultural nights, gala nights, mega events enable students to work independently and opportunities to interact with industry professionals.
- Students were made cognizant of proper research methodology.

Gender

Courses in Front office, Food and Beverage Service Operations, Culinary Arts, and Accommodation operation includes topics on Gender sensitization wherein all employees are treated on par with respect and dignity. Students are encouraged to critically examine the issues from a cross-cultural perspective.

- Workshops/sessions and socially relevant events are conducted by industry experts to break Gender Barriers and avoid sexual harassment at the workplace.

Human Values

Values in compassion and commitment teach us to live in harmony and peace in the world and imbibe its differences. Subjects like International Human Resource Management, Management Process, Social Psychology, Case Analysis, and Personality Development emphasize human values, marginalization, and lack of amenities for the less privileged. The offshoot of these values signifies the need for the below mentioned outreach activities.

- Blood donation camps
- Free Dental check-up camps
- Cleanliness drive
- Visit to the orphanage, community center, child care center and schools
- Workshop conducted on fundamentals of baking for students and staff of vocational training center for the differently abled to bring them within the fold of normalcy
- Visit to Paws to support animal welfare
- During the pandemic students offered their services at PHCs

Environment and Sustainability

The course on Sustainable tourism enables integrating environmental stewardship into a learning experience. They are taught about water conservation, preservation, green cover, and afforestation. This has enabled the students to be environment conscious and environment friendly. They are aware that these good practices are followed by the Institute.

Practical sessions in these areas teach them to be responsible and inculcate their duties to the Institute, community, and general public at large.

For example

- Tree plantation drive
- E-waste disposal, Waste management, rainwater harvesting, optimal use of energy devices, Organic waste converter, and Sewage treatment plant, are some of the few highlights of being environment conscious at the institute through different activities.
- Control on food waste by monitoring & documentation
- Visits to eco-resorts and sanctuaries to understand sustainability
- Organic garden is maintained by students

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: 33.52

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

Response: 59

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 45.73

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
73	50	66	87	67

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
210	150	150	120	120

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 4.87

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
8	4	0	1	2

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
86	62	62	49	49

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 11.73

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:

A paradigm shift makes education scalable and robust. Teachers use Student-centric methodologies for enhanced learning experiences and use ICT-enabled tools including online resources for effective teaching-learning process.

Experiential Learning :

Students acquire skills, knowledge, and experience to enhance their employability through:

- **Internship:** 6 months internship for B.Sc Programme at national and international hotels.
- **Practicum:** The “Learning by doing” method is adopted by the faculty of Food Production, Food and Beverage Service, Accommodation Operations and Front Office, to optimise their hands-on training.
- **Tours & Field Trips:** Enhance their exposure to get a better understanding
- **Events:** Students organize cultural nights and events bridging academic concepts with real-world applications.
- **Social Responsibility Programs:** Management Process subject activities are organised by students, to develop their management skills and promote community social responsibility.
- **Assignments:** the curriculum based assignments are allocated to the student. In the Marketing course, students design a product, and then apply the 4 Ps of the Marketing Mix to sell it in the institute.
- **Short films/ Role plays/Dramas** - Students create short films, role plays and compose dramas to foster their technical skills as well it creates a deeper understanding and awareness of social issues

Participative Learning:

All the faculty members complement the lecture method with student-centric methods such as

- Group Discussion,
- Activity-Based Learning,
- Mock interviews – As an evaluation of the Interview facing skills course, group discussions. Mock interviews are conducted to develop the confidence of the students.

Problem-Solving Methodologies:

The Case Study Method is used wherein the students are asked to identify the problem, causes and generate alternative solutions

TY B.Sc IHM student have to undertake a dissertation project where each group has to decide their area of interest and identify a problem from the literature review. They then propose a model to test their hypotheses. Data collection is done through a questionnaire and the hypotheses are tested using appropriate statistical packages.

ICT TOOLS like significant developments for educational transactions to be used optimally

- **e-Portfolios** – Portfolios craft student profiles for showcasing skills, and experiences to enhance interview selection and marketability.
- **Padlet** - An online interactive tool like Padlet enhances collaborative learning fostering online engagement.
- **Kahoot** - Subject-based quizzes like (KAHOOT) are used to reinforce subject knowledge, promoting interactive learning engagement.
- **Statistical Package for Social Sciences (SPSS)**: Hypotheses are tested using statistical packages like SPSS, and faculty and students to streamline assignments using IBM SPSS AMOS.
- **Google Classroom**: is used as communication for efficient learning.
- **Google Scholar** is used to help students find research papers for literature review for the dissertation course.
- **YouTube, Interactive TV, and TED Talks**: are used, also in Hindi, to aid comprehension for students from various regions seeking better understanding.
- **Google Forms**: Students learn to prepare questionnaires for data collection.
- **Google Meet**: For Guest Lecturers from other countries in online mode.

In addition to this, we also invite Guest lecturers from the Industry and also our alumni to deliver lectures about their own ventures and their experiences adding to the repertoire of the students' knowledge potential.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	13	12	14	14

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

2.4.2

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

Response: 30.88

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
8	5	2	3	3

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

2.5 Evaluation Process and Reforms**2.5.1**

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

Response:

The Institute has a comprehensive internal/external assessment and grievance redressal system and evaluation process in accordance with the norms and guidelines of Goa University. The examination and assessment calendar is prepared at the beginning of the academic year. At the beginning of the term, teachers email or inform subject course outlines on the Google Classroom platform specifying a breakdown of academic activities planned for the term. The topics with sub-topics and learning outcomes are mentioned. Lecture methods, supplementary materials, and evaluation criteria, including assignments and weightage are communicated and discussed in detail. Assignment guidelines are informed to the students prior to an assignment. The subject, type of assignment, allocation of marks, criteria for assessment, learning outcomes and submission dates are all specified.

Mechanism of Internal Assessment:

ISA is a continuous evaluation system. Various modes of evaluation like assignments, and written tests are adopted for the conduct of ISAs either on individual or group level. Students are shown their internal assessment scores and receive their answer booklets for review which ensures transparency. Their performance is discussed and constructive feedback is given to decide which students, need additional coaching the teachers use their observations during class together with the ISA results. Remedial classes are then conducted for students who score less than 40% in their tests. Students also can stay back and practice for their practical classes. For drama, role plays and one-act plays are performed as assessed.

Mechanism of External Assessment:

The Examination Committee ensures the proper conduct of semester-end assessment. SEA timetable and seating arrangement for the exam is displayed on the students notice board and also mailed to the students by the respective class co-ordinators. For subjects like Dissertation and internship, an external examiner is invited from other institutions/Hotel industry to evaluate and assess the students as per the examination norms. Non-secrecy policy ensures that students are informed of the paper setter, the evaluation scheme, and the pattern of the paper prior to the exam by the subject teachers. The subject teacher is present for the first 10 minutes of the exam to answer any doubts the student may have. SEA marks are shown at the open house meet, and a progress report of examinations is given to the parents. Parents are also called if the teacher realises that the student needs improvement in any particular area and feedback is given.

The Grievance Redressal System:

The Grievance Redressal Committee, constituted 1st January 2017, provides a mechanism for the redressal of students' grievances, and ensures transparency in the conduct and delivery of the programme, scheme of evaluation, prevention of unfair practices etc., (Ordinance OC- 57).

Grievances related to the internal assessment are handled as per the university rules and the policy made by the examination committee. So far no grievance addressed to the committee which shows that the transparent evaluation process together with the non-secrecy policy is effective. During open house meetings, teachers discuss students' progress with parents and students together, highlighting the importance of transparency to prevent grievances.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The University has defined the Programme Outcomes for all the programmes offered by the institute. However, the teaching faculty of the Institute under the guidance of the IQAC, have also constructed Course Outcomes. The Programme Outcomes indicate the attributes and skill sets the outgoing students will imbibe from the Institution and it is an integral part of Institute vision and mission. The Course Outcomes are constructed based on the syllabus provided by Goa University. Learning Outcomes are also vocalized by the teachers so that the learners are aware of the observable and measurable knowledge and skill goals to be achieved at the end of each lecture, assignment, or activity

The B.Sc. International Hospitality Management program curriculum strikes a balance between theoretical concepts and practical training, ensuring students are well-prepared to seamlessly transition into professional roles within the hospitality sector. Furthermore, the program instills an entrepreneurial mindset, empowering students to identify opportunities and establish ventures within the realm of hospitality services. Graduates emerge prepared to interpret and apply fundamental principles in real-world scenarios.

With a strong foundation in hospitality and tourism business functions, graduates are prepared to interpret and apply fundamental principles in real-world scenarios. The curriculum is the blend of theoretical knowledge and practical expertise that makes them resourceful, as they possess the necessary skills to excel in diverse roles within the industry. Overall, the program serves as a catalyst for students to embark on successful careers while contributing positively to the hospitality industry.

The B.Sc. Culinary Arts program provides a deep knowledge into the intricate techniques, scientific principles, and artistic creativity essential for operating within professional kitchens. Students not only master the craft of menu creation but also learn to consider nutrient requirements across various life stages, ensuring the culinary offerings are both delicious and nutritious. Safety is paramount, with the curriculum emphasizing responsible kitchen management and efficient resource utilization. Additionally, students develop a strong business acumen, becoming proficient in industry costing and control practices to promote fiscal responsibility within food service operations. This comprehensive approach equips graduates to thrive in culinary careers by seamlessly blending culinary mastery with essential managerial skills, positioning them for success in the dynamic hospitality industry.

The M.Sc. International Hospitality and Tourism Management program empowers students with a diverse skill set necessary for navigating the complexities of the global hospitality and tourism sectors.

Through an extensive curriculum, students not only develop problem-solving, critical thinking, and decision-making skills but also gain administrative and leadership competencies crucial for management roles across a variety of international operations. Emphasis is placed on professional ethics, global responsibility, effective teamwork, and personal integrity, ensuring graduates are well-equipped to lead with integrity in the multifaceted landscape of hospitality and tourism. This holistic approach prepares students to thrive as skillful leaders, contributing positively to the continual growth and development of the international hospitality and tourism industry.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Direct Attainment Method:

The course outcomes for each course is introduced to the students at the start of the semester by the subject faculty. To fulfill the criteria towards Outcome Based Education, the course outline is prepared by teachers highlighting the course outcomes taken from the syllabus and then the outcomes are attained in the form ISA's and SEA. In the case of ISAs, it is mandated by the university to conduct at least two ISAs. However if the students don't meet the learning standards, additional ISAs (retakes) are given in order to ensure that the student is given an opportunity to meet the basic learning requirements. At the end of each semester, the results of the students knowledge, skills are analysed against their measurable CO's, and their performance is evaluated. Students needing improvement are counseled by their mentors. The Institute also has a feedback mechanism wherein students evaluate the teachers in each of the courses they teach. This feedback serves as a guideline for the teacher to self-evaluate his/her performance and to assess the learning outcome. Students enrolled for add-on courses are evaluated by the institute itself. To summarise the methods of measuring, the Institute conducts ISA and SEA, external assessment by industry experts for viva/ presentation, internship, dissertation, and placement.

Indirect Attainment Method:

Programme outcomes are highlighted through career options open to students after completion of the program and the achievements of the alumni. Alumni who are successfully placed and working in India and abroad are invited to interact with current students and share their views and experiences on how the course has shaped their careers of some of the alumnus. A few of our students in fact operate their own enterprises. Feedback from Alumni is obtained to assess curriculum relevance, career readiness, and program effectiveness, and fosters continuous improvement in educational outcomes and experiences.

Feedback from the employer is sought regarding the performance of the students placed in respective organizations and those who are doing internship and the same is used to assess the level of learning outcome of the students. Parental/Guardian feedback at open house meet informs course progress, validates outcomes of courses, identifies areas for improvement, and enhances parental engagement.

The institute strives to attain the Programme and Course Outcomes by organizing various short-term Add-on courses, organization of personality development workshops, and events like annual sports day, Senior students plan a welcome/Freshers party for newcomers, while juniors organise farewell to departing classmates, organizing such events fosters leadership, teamwork, event management skills, and strengthens bonds among students, enhancing their overall social experience thus, achieving our course and programme outcomes. At the Annual Prize Distribution Function, meritorious students and those who have excelled in Academics are rewarded. The Student of the Year and other awards recognize exceptional achievement, motivating students, and fostering a culture of excellence and encouragement.

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: 99.68

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
57	88	63	51	56

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
58	88	63	51	56

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.77

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:

The institution has strategically developed an ecosystem conducive to fostering innovation, raising awareness about the Indian Knowledge System and facilitating knowledge transfer.

- **Incubation Cell:**

- The institute has established an Incubation Cell to provide a platform to foster a start-up culture among students. The vision is to support and train students interested in transforming their ideas into start-ups by organizing talks and workshops to stimulate creative thinking and nurture innovative business ideas. In 2022-23, the Incubation Cell introduced an add-on course on Mushroom Cultivation to equip students with the knowledge and skills needed to grow mushrooms effectively. The success of the course is evident in the practical application of the skills acquired. Mushrooms cultivated by students are used in our kitchen to prepare a diverse range of dishes. Some of them began cultivation at their homes.

- **Add-on Course on Entrepreneurship:**

- The institute has introduced an Entrepreneurship course to equip students with the practical skills needed for business ventures.

- **Cuisine Club:**

- The Cuisine Club of the institute organizes talks, workshops, competitions, while offering the opportunity to showcase culinary skills through student-run stalls. These stalls, serve as entrepreneurial ventures, allowing them to demonstrate innovative food creations and management skills. It organizes a pop-up market and a farmers' market giving an opportunity to various entrepreneurs from the neighborhood and our students and faculty to participate in the same.

- **Indian Knowledge System:**

- The curriculum encompasses diverse courses focusing on the Indian Knowledge System (IKS), offering a comprehensive understanding of Indian culture, Indian tourism, Indian cuisines, and more. The assignments and research projects are centered around the IKS, through events like Cultural Nights where students actively engage in exploring and showcasing various aspects of Indian culture, fostering a deeper understanding and appreciation of their heritage. The institute celebrates various Indian festivals like Onam, Diwali, Ganesh, Christmas, Dussehra, Eid, etc. to promote Indian cultural richness, traditions. preparation of diverse Indian cuisines and presentation of cultural activities. The institute also fosters Yoga and Bharatnatyam with the aim to retain a vibrant ecosystem.

- **Research, Development and Innovation Cell:**

- The institute's Research Development and Innovation Cell inspires and coordinates research and innovation initiatives. It has fostered a research culture. The institute provides research tools like books, the internet, software, etc. Notably, a student and faculty member won the Best Research Paper Award at an international conference in Mumbai in 2022-23, highlighting the success of the institute's initiative. A faculty is a peer review member of research journal. In order to safeguard innovation, the institute has an Intellectual Property Rights Policy to provide guidelines to identify, promote, and protect the intellectual properties developed in the institutes. The MOU with Salgaocar Law College has a research collaboration.

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

3.2.2

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

Response: 6

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
03	01	00	01	01

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

3.3 Research Publications and Awards**3.3.1**

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

Response: 0.4

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
04	00	03	03	02

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

3.3.2

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

Response: 0.13

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
01	02	01	0	0

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

3.4 Extension Activities

3.4.1

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

Response:

- The institute has been actively involved in various extension activities aimed at sensitizing the students and the community to social issues and promoting holistic development in a variety of categories, including gender sensitization, environmental and social awareness programmes, health camps, gardening activities, door-to-door campaigns to spread awareness on health and sanitation, cleanliness drives, free dental checkups, poster making competitions, and beach cleaning drives, etc.
- NSS Cell and Gender Champions Cell initiate these services through various programmes, while the students have gained teamwork skills and a sense of social responsibility. The institute has also established contacts with regional organizations and NGOs to carry out such outreach and extension programmes.
- Through the impact of these extension activities the students have developed important skills such as teamwork, event management, leadership, gender sensitization, mental health and positive attitude, self-defense, disaster management, decision-making, values and ethics, creative thinking, and awareness about social issues. The students have also learned about their responsibility towards society and the importance of contributing to their communities.
- For instance, during the pandemic, the institute distributed food and masks to the community, which helped to increase awareness about compassion and human value. The NSS unit in collaboration with the Raia Panchayat, has donated 50 dustbins for dry and wet waste to promote health and hygiene in the village. The institute has built toilets to contribute to the community's overall health and cleanliness and avoid OD habits. Through the various workshops and awareness talks, students were also sensitized to social issues such as gender inequality, environment protection and resource conservation.
- The impact of these extension activities has not been limited to the students alone but has also extended to the community. Through the various campaigns and initiatives, the community has become more aware of issues related to health and nutrition, cleanliness and hygiene, dental hygiene, gender sensitization, and environmental protection. The institute provided financial help during natural disasters and also helped the community to conduct village sports.

• Impact on the students:

1. Accepting and Promoting gender equality and inclusivity
2. Improved emotional well-being
3. Cultivating a sense of responsibility for positive contributions to communities
4. Instilling moral principles and ethical behavior in students
5. Developing collaboration and communication skills among students, enhancing their ability to work effectively in group settings
6. Empowering students with leadership qualities
7. Strengthening students' critical thinking and problem-solving abilities.
8. Equipping students with self-defense
9. Learning Disaster Management (Fire-Fighting) techniques

• Impact on the community:

1. Creation of awareness about health and nutrition
2. Fostering inclusivity, challenging stereotypes
3. Financial help through donation
4. Better understanding of eye healthcare
5. Community well-being and life-saving through blood donation camps
6. Creation of awareness of cleanliness and hygiene
7. Medicine and dental health check-up and its importance

File Description	Document
Upload Additional information	View 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:

- In 2016-17, 2017-18, and 2018-19, the institute was awarded the 'Swachhatam Mahavidyalaya Samman' by Goa University for its consistent efforts for maintaining cleanliness and hygiene on its campus.
- The institute was recognized as 'The Best Education Institute of the Year 2018' by the 11th International Achiever's Summit on Global Business Opportunities, held in Bangkok, Thailand, for its exemplary educational practices and contribution to the hospitality industry.
- The Knowledge Review Magazine recognized the institute as the '10 Best Hotel Management Institutes of India 2018'. This award was a for our demonstration to the quality of education and training offered at the institute.
- The institute received 'Outstanding Achievement Award for Education Excellence' at the National Seminar on Economic Development and Social Responsibilities held in New Delhi by All India Achiever's Foundation, for the institute's efforts towards promoting excellence in education and training in 2018
- The Higher Education Review Magazine recognized it as one of the 'Top 10 Travel and Hospitality Institutes in India- 2018'. This was a testament to the institute's unwavering commitment to delivering quality education and training to its students.
- In the same year the 'Brand Leadership Award' at the Goa State Best Brand Awards 2018 was given for the institute's strong brand presence and leadership in the hospitality education.
- In 2019 the 'Social Responsibility Award for Education Excellence' at 13th International Achievers Summit at Bangkok, Thailand was awarded.

- In 2020 a certificate of appreciation was awarded by Raia Panchayat, recognizing the Institute’s CSR activities for the people of Raia village.
- In 2020 the institute received a recognition as "Social Entrepreneurship, Swacchta & Rural Engagement Cell Institute" from Mahatma Gandhi National Council of Rural Education, Department of Higher Education, Ministry of Education, Government of India for social responsibility.
- In 2021, the institute was awarded a participation certificate by the Directorate of Skill Development & Entrepreneurship for conducting the State Level India Skills Goa Competition, 2021 for the institute’s efforts towards promoting skill development and entrepreneurship
- In 2018, 2020 and 2021 institute received a certificate of appreciation from the Department of Health Services, Government of Goa, for organizing a blood donation camp.
- In 2022 the institute received a letter of gratitude from village panchayat Raia, Goa for constructing 06 toilets to avoid OD in Raia village.
- In 2022, the institute received an ‘Eat Right: 5 Star rating at Eat Right’ by the Food Safety and Standards Authority of India (FSSAI). This was awarded for the efforts towards promoting healthy eating habits and ensuring the safety and quality of the food served in its cafeteria.
- In 2022 Institute received a Special Citation, category Academia, from Enviro-Care Green Award.
- In 2022 institute received an award as ‘The Best Institute in Hospitality Management 2022’ by Knowledge Review Magazine.
- The institute has received a letter of appreciation from Kings School for giving exposure to their students to the world of hospitality since 2014 and a Letter of Appreciation from the Principal’s Forum of India for providing an excellent support for organizing a Principal’s Meet in 2023.

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

3.4.3

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

Response: 27

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
4	3	3	8	9

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

3.5 Collaboration

3.5.1

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

Response: 42

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The Serene Green Award winning campus spans 23,600 sq. meters with 5 blocks having a built-up area of 18603 sq. meters.

Teaching Learning Infrastructure:

- Training hotel, akin to a 5-star establishment, features a grand lobby.
- Four operational Guest Rooms and provision for 6 more. A Housekeeping Laboratory is equipped with cleaning tools and laundry and linen room of 101.50 sq. meters
- Fine-dining training restaurant cum bar accommodates 116 guests.
- Six Food Production Laboratories equipped with state of the art amenities
 - Training Kitchen (Masci) :built-up area is 181.3sq.mts has 24 work stations
 - Training Kitchen (Zaika): 40.36sq.mts has 8 modular induction ranges.
 - Demo Kitchen (Catalonia): 120.87sq.mts has a capacity of seating 65 students and is 96.5 sq. meters with a work station.
 - Bakery and Patisserie Department (Konditori): 59.31sq.mtrs, having a capacity for 15-20 students
 - Traditional Kitchen (Chulha) 20sq.mtrs, has 4 Chulhas and artefacts and a wood fired Pizza oven.
 - Bulk Kitchen- 118.6sq.mtrs equipped to prepare 800 meals per day that is served to both the students and staff
- Cafeteria with a seating capacity of 160 also functions as a training place for dining etiquette.

ICT Enabled Teaching/Learning Facilities:

- Two computer laboratories which can accommodate 30 students each
- Library and reading room accommodate 55 and 16 individuals, respectively.
- Nine classrooms, 6 with 40 seating and 3 with 80 seating, feature advanced facilities such as central air conditioning, LCD screens, projectors, laptops, and Wi-Fi.

Cultural and Sports, Yoga Centre and Games:

- Auditorium with a 350-person capacity is equipped with audio-visual facilities utilized for cultural activities, guest lectures/ motivational talks etc.
- Multipurpose hall with a 240-person capacity which is also used for Yoga, Health camps and Gender Champions activities.
- An outdoor area with a central courtyard, Amphitheatre, and a 1500 sq. meters ground is used for cultural and sports and activity based learning.
- Swimming Pool of 20m x 10m x 1.2m . A/c gymnasium. Indoor & outdoor games

Other Facilities:

- Campus Accommodation for Student-Hostels for boys and girls, offer 38 operational A/C rooms with attached washrooms and 26 A/C rooms respectively. There is a toilet Facility for differently abled in both hostel blocks.
- Separate common room for boys and girls.
- Faculty & visiting Resource faculty accommodation comprises ground plus 3 floors with 8 apartments.
- Medical room of 28 sq. meters contains two beds, wheel chairs, stretcher, BP Apparatus, pulse oxymeter and First Aid Kit.
- Administrative and Faculty Block Campus includes a grand lobby, reception area administration block of 216.50 sq. meters, meeting room of 30.60 sq. meters, faculty block of 26 sq. meters, along with Director & Principal’s office, Counselor’s room & Training & Placement coordinator’s cabin and faculty lounge of 50 sq. meters.
- Sustainability Resources- A vegetable and fruit garden with a butterfly zone spans around 1000 sq. meters.
- Sewage Treatment plant of 56klD, Two D.G (Diesel Generator) sets of 380kva & 750Kva respectively.

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

4.1.2

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

Response: 21.46

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
72.56	121.25	103.98	50.58	27.27

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

- Library is automated using Integrated Library Management System The library named "Nalanda," was established in 2014, and derives its name from a Sanskrit combination of three words, "Na-alam -Daa," which translates to "no stopping of the gift of knowledge." The library occupies an area of 244 sq. m. and a reading room of 35 sq. m. With a total capacity of 71 seats.
- The library is automated with Integrated Library Management Software "NewGenLib" in the year 2022-23. The various functions of the library such as Technical processing, Circulation (Issue, Return & Renewal of books), data entry and so on. are done through the software. The fully automated library books are classified according to Dewey Decimal Classification.
- Web OPAC(Online Public Access Catalogue): Users can use the online OPAC by visiting the institute website <http://49.248.8.74:8080/newgenlibtxt/> Users can search the collection of books by title, author and publisher and so on. The books are being bar coded and the users are given unique barcode ID.
- Library Website: The institute library website can be accessed at <https://vmsiihe.edu.in/campus-library/> The website assists the users to library information like print journals, print and e-magazines, e-newspapers, open educational resources, e-books, rare books, quick links, question papers and new arrivals.
- The Library Policy and Library committee has been constituted for every 3 years to facilitate prompt services and necessary suggestions to improve the library services.
 - Subscription to E-Resources: The Institute library has subscribed to The Emerald Tourism

and Hospitality Management Database with 8 E-Journals. The Library subscribes to 8 Physical Journals, 13 Physical Magazines, E-Magazines, and 4 Newspapers. Furthermore, the Institute has access to E-ShodhSindhu and Shodhganga open access. The library has subscribed to Urkund anti plagiarism software. The library is equipped with 10 DESKTOPS for the patrons. The library website and resources are easily accessible and provide students with a wealth of information to aid in their studies. Apart from this, library also has Book Bank facility for students with 378 CD/DVDs related to Core Hospitality & Tourism and Management subjects.

- Amount spent on purchase of Books and Journals: Library has spent Rs 20.16 Lakhs on the purchase of books/e-books, journals/ejournals during the last five years.
- Per day usage of the library: In terms of usage and footfall, a minimum of 50 and above students use the library per day on average over the year. Students are also assigned term wise self-study hours for reference work. User orientation is provided at the beginning of the year regarding the various facilities, services and resources available in the library. The library provides reprographic service and internet service. Library is provided with Wi-Fi facility

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:

The Institute has a well-managed IT facility. The Server Dell PowerEdge R650xs, Intel Xeon Silver 4316 2.3G, 20C/40T, 10.4GT/s, 30M Cache, Turbo, HT (150W) DDR4-2666 and storage of Dell ME5012 Storage Array ME Series 2U Bezel 8 x Hard Drive Blank Filler 3.5 3 x 2.4TB 10K RPM SAS ISE 12Gbps 512e 2.5in Hot-plug Hard Drive, 3.5in HYB CARR, with Windows Server 2022 Standard - 2 Core License Pack. Dedicated servers on Virtual Hyper-V platform with Microsoft Windows Server 2022 R2 and Office 2013/2016.

The Institute allocates a huge budget for annual maintenance depending on the needs of students and teachers.

The institute subscribes to two different Internet Service Providers TATA & BSNL network, internet connections of 300 Mbps & 30 Mbps respectively.

The Institute appoints technical staff to maintain hardware and IT infrastructure. The institution updates the IT facilities regularly.

9 Classrooms are equipped with i5 Laptop with Standard configuration and audio video Projector CCTV and Wi-Fi also 4 classrooms are equipped with Interactive TV.

The departments also make use of up-to-date technological innovations like PPT, Google Classrooms, YouTube, WhatsApp, etc for the effective conduct of classes.

The institute is Wi-Fi enabled. Moreover, the Institute hires computer technicians and service providers for any disorder or damage based on the need. The institute takes utmost care to keep and replace the IT tools whenever necessary. In addition, activities such as installation of anti-virus periodically, formatting of computers in case of corrupt operating systems, and replacing hardware of old computers as well as new computers are undertaken yearly and come under Annual Maintenance Cost [AMC].

The Library of Institutions is automated with the software NewGENLIB. Recently we have added 10 Lenovo PC's in Library.

The Institute website is regularly updated by the webmaster whereas the faculty members & departments update their respective parts on the websites regularly for information sharing.

The Institute also has an up-to-date user-friendly online admission portal embedded in the website.

The operating systems of the computers are well maintained with office automation packages like MS Office and antivirus. Back-up is taken for the systems at regular intervals and the operating systems are updated regularly.

Email service regarding the general information and admission process is maintained. For online classes and other academic activities, ZOOM, Google Meet, Google Classroom, etc. are used. There are different WhatsApp groups among the students, faculties, and office staff through which office information and study materials are circulated. The whole campus of the institutions including the Boys & Girls' hostel and the library is surveilled through CCTV cameras.

The institute takes a backup of the Terminal Server/ File server/ Tally server / Profile server /Attendance Server/Opera Server /Active Directory (AD) daily /weekly on a tape drive.

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

4.3.2

Student – Computer ratio (Data for the latest completed academic year)**Response:** 2.63**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 67

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

4.4 Maintenance of Campus Infrastructure**4.4.1**

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

Response: 23.21**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
61.46	31.86	196.24	69.17	47.61

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 6.48

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
8	8	9	20	18

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 23.46

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
41	47	39	47	54

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

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
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: 70.45

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
40	45	39	47	46

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
53	85	63	51	56

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

5.2.2

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

Response: 14.29

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
6	1	3	3	0

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

5.3 Student Participation and Activities

5.3.1

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

Response: 5

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	2	3

File Description**Document**

Upload supporting document

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

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

Response: 7.4

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
10	8	0	8	11

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

5.4 Alumni Engagement

5.4.1

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

Response:

The Alumni Association was formally registered as V.M. Salgaocar Institute of International Hospitality Education-ALUMNI ASSOCIATION with Registration No. 220/GOA/2019, in adherence to the Societies Registration Act of 1860. Since its inception on September 26, 2019, the Alumni Association has experienced significant growth and now boasts of a membership of 301 former students on a common platform.

Alumni are the institute's asset, who can provide mutually beneficial relationships over time. The love and commitment of alumni are a powerful tool for fund raising and brand awareness for the institute. By being involved and connected with the alma mater, a sense of community is built. They can provide a vibrant, and global network.

Alumni can contribute effectively in various roles such as promoting institutional brand, mentoring students on campus, and facilitating internships, career opportunities, and job placement for outgoing students. The Alumni Association objectives greatly aids the institute's growth as follows:

- **Staying Connected:** The program encourages its alumnus to stay in touch by inviting them to speak at events, host webinars, and serve as resource persons. They offer advice and share their knowledge on topics like emerging trends in hospitality, new technology, and skill sets.
- **Career Direction:** A wide variety of roles are being filled by alumni in various organizations. They inform the placement coordinator and teachers of any new employment openings. In order to help students succeed in interviews, they provide guidance and support. In addition to inspiring students to pursue careers in a variety of fields, they also share their own experiences and success stories.
- **"Nostalgia" Annual Alumni Meet:** This event is planned every year by the Alumni Association in concurrence with the college. In addition to reviving relationships with former students and teachers, it provides an opportunity for alumni to engage in discussions with present students regarding their professional experiences in the corporate realm.
- **Alumni Feedback:** Alumni offer recommendations concerning the enhancement of students' skills in accordance with the demands of the hospitality sector and modern industry environments.
- **Activities organized by Alumni Association:** A number of guest lecturers and demonstrations are planned with the students across all batches.
- The alumni Coordinator crafts birthday messages for every alumni member and keeps everyone

connected and engaged through the whatsapp group.

- An annual newsletter VMSIHE CONNECT captures the essence of significant milestones and achievements, serving as an emotional document and a tribute to the continuing spirit of partnership. The Institute uses this magazine to announce new projects, build relationships, and commemorate collective triumphs.
- The Financial contribution at the movement is still picking up. The alumni contributes in kind by inviting our students to their hotels, restaurants and factories for field trips for first-hand information.

The VMSIHE envisions that they alumni association will also be able to be part of the institution-building process by empowering and mentoring the students who are on the roles.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The governance of the Institute is embedded through the vision and mission that reflect the objectives of higher education.

- The institute aims to be the best educational institution in international hospitality management by creating world-class leaders committed to excellence.
- **The governance of the institute provides the best education by facilitating:**
 - MOUs with international colleges and institutes Cesar Ritz Colleges in Switzerland for higher studies, Turismo de Portugal for collaborative international training, and student exchange, VM Salgaocar Law College for research collaboration.
 - Industry visits during the academic year.
 - Study tours to Switzerland and the student exchange program to Portugal.
 - Leadership program for students.
- **Institutional practices and growth**
- **Institute has implemented a model similar to the NEP even before it has officially started, students have been registered for the Academic Bank of Credits (ABC), Indian knowledge system will be added, the institute undertakes below activities to develop skill-based learning:**
 - Industry and other experts conduct training, webinars/seminars, group discussions, and mock interviews for students. Cultural studies, drama, music, film studies, media and public affairs, and foreign languages like French and Portuguese are included in the curriculum for better internship performance.
 - Study tours, internships in India & abroad, ODC services, and value-added courses are offered. Presentation skills are developed by conducting events as assignments.
 - The institute also has a well-functioning placement cell. NSS, sports activities, Blood Donation, eye/dental check-ups. Leadership programs are conducted instilling values of teamwork, leadership, social responsibilities.

• **Institutional Decentralization, Participative Management, and Institutional Governance:**

- The institute's approach to governance is based on decentralization and participative management, which involves promoting active participation from all stakeholders, including students, parents, faculty, and non-teaching staff, in decision-making processes. The Chairman heads the Governing Council, which is the apex board, and the Local Managing Committee (LMC) comprises members from both the management, academic units, and the industry.
- The Director/Principal heads the Heads of Departments (HODs), faculty members, and non-teaching staff, perform their duties under his leadership.
- The institute also has various committees, both statutory and non-statutory, that participate in planning, executing, and monitoring academic and administrative processes. Academic and event calendars are prepared by the compliance officer in consultation with the teachers thus involving them in the planning process. Chefs (faculty and staff) plan the food menu for the institute lunch.
- A student member is part of the IQAC. Institute encourages student participation in various events, workshops, ODCs. Events require planning to execution as students take up roles of managers and HODs, leading to effective participative management. Students are chosen as gender champions (male and female), student representatives are also part of anti-ragging committee. Students undertake gender equality programs and thereby facilitate healthy working environment in the institute.
- A parent representative is a part of IQAC, parents get to have one on one discussions during open house with teachers and if required with the principal as well.

• **Institutional Perspective Plan:**

- AI based teaching methodologies
- Monetary rewards for staff
- More facilities and amenities on campus

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:

Policies:

Institute's Strategic Plans are prepared after several discussions with all the stake holders, guided by the Mission and vision of the Institute, core values, expectation of management, students. The commencement of degree courses, creating additional facilities over a period time is the outcome of the strategic plan.

Each Department is an independent and self-contained unit with well drafted SOPs/Policies to help the various departments to carry on their day to day activities and complete the task effectively. Authority and responsibility are well defined to ensure smooth functioning of the respective departments thus ensuring the timely execution of the process. Functional delegation of all the authorities are well defined and governed by various committees / bodies set up for the purpose.

Administrative Setup:

- Institute Governing Council/Local Managing Committee (LMC) along with the Principal and some members of the Institute: The LMC decides on the strategic direction and educational character of the Institute and ensures its overall well-being and financial solvency.
- Institute governed by the Head of the Institute: Director/Principal is the highest authority responsible for administration, overall supervision of teaching programs, and implementation of decisions and suggestions of the LMC.
- The Administrator looks into the general administration. Head of different Departments/Coordinators: (involved in planning):. HR, Accounts, Marketing, etc. are part of the Admin Section led by the Administrator to provide strong leadership, manage and develop the department to ensure it achieves the highest possible standards of excellence in all its activities.
- Compliance Officer: Compliance Officer ensures compliance with University statutes and ordinances and affiliation requirements of the Goa University.
- Faculty/Subordinates: Work according to the instructions to ensure that the tasks are carried out to meet the goals as enshrined in the vision & mission of the Institute and in accordance with the core values.
- Examination Cell: Examination Cell conducts exams, maintains records and publishes results. The Pre-audit Committee oversees the examination.
- IQAC Administrative setup also accommodates the formation of the various committees for the effective Governance of the institution under IQAC benchmarking of quality.

Development Plan:

With the introduction of NEP 2020 the institute development plan has been revised and includes developing Motivated and Energized Faculty; Teaching, Learning and Education Technology; Research Development and Innovation; Industry-Academic Partnership; Institution's Placement Plan for Students; Achieving The Target For Accreditation like NAAC; Incubation and Start-up; Alumni Engagement/Activities plan; Basic Infrastructure Development plan; Skill Development of Non-teaching Staff; and other initiatives for the student's and institutional growth with an action plan that spans over a period of

2 years, 5 years and 10 years.

Appointment and Service Rules:

Appointment and service rules, procedures, etc., are as per the Institute SOPS..The appointment of Faculty is as per recommendations of Directorate of Higher Education and Goa University statutes for UG & PG.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

Purpose of Performance Appraisal:

- The Purpose of performance appraisal is to help the organization to determine the value and productivity that employee contributes towards the accomplishment of the vision and mission.
- There is a Self-Appraisal System & evaluation of performance. Performance review of all the employees is done by their H.O.Ds and recommended promotions, increments to the employees are discussed with the Administrator and final review/ approval is done by the Director/ Principal.
- Faculty salary are as per the Directorate of Higher Education circular. Teaching Faculty promotion or increment is finalized by the Administrator and is approved by the Director/Principal.
- Staff members/Faculty members fill in Self-appraisal form. HOD's go through the form and discuss with the employees for their strengths and weakness and possible areas of improvement. It is then forwarded to the Administrator with remarks/comments with recommended increment/promotion, if any. After discussing the appraisal forms with the Administrator by the HR the same are sent to the Director/Principal for his final remarks and approval.
- Two Types of increments are provided. One is annual increment depending on the grade of the employee. And bi – yearly based on the employee's performance.
- HR Dept. prepares the renewal/incremental/re-designation statement sends it to the Head office HR (HOD) for his remarks and forwarded for the Chairman's approval. After the Chairman's approval, letters are prepared by the Head Office and which are dispatched to the Institute HR, which are then given to the staff and increments are incorporated in the salary.
- Employees are made aware of their weakness and suggestions are made for improvement. The performance is rewarded monetarily by way of increments/special allowances.

Effective Welfare Measures for Teaching and Non-Teaching Staff:

- Medical Health Insurance
- Covid Kawach Insurance Policy (during the pandemic).
- Personal Accident Insurance Policy.
- Provident Fund Contribution
- Employees State Insurance Scheme (ESI)

Leaves as per norms:

- Leave Travel Allowance
- Duty Leave
- Compensatory off.

Other Welfare measures:

- Annual/Special increments
- Permissible Paid Hours

- Birthday celebrations
- Annual Staff Picnic
- Cafeteria Facility at a subsidized rate.
- Special Lunch during festivals for inclusivity
- Uniforms, Rainwear for the Maintenance staff
- Safety & First Aid
- Laundry facility for eligible staff.
- Rent Free Accommodation for support staff
- Cash rewards for extra ordinary performance.
- Salary advance provided on case to case basis.
- On campus accommodation for the teaching and non-teaching staff at concessional rates.
- Reimbursement of cost towards Study Tour/Industry visit (within India & abroad).

Infrastructure:

- Well maintained work Stations with desktop Pc
- Availability of Free Wi-Fi Connection, separate domain email address.
- Usage of Swimming Pool, Indoor Games, Gymnasium, etc.
- Locker facilities for the Support staff.

***The Newsletter provides the current information on these measures provided.**

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: 7.35

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
2	1	2	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: 3.19

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
2	1	3	1	4

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
56	55	54	63	49

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
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:

The Institute has a well-organized and effective financial management system. The computerized Accounts Department uses Tally ERP to maintain books of accounts, which helps in system-generated reports such as Trial Balance, Receipt & Payments, and Balance Sheet.

Sources of Funding:

- The main sources of funding are from fees, hostel charges, interest earned from fixed deposits, CSR Fund, donations and revenue generated through workshops/ events conducted and catering services. As we are a self-financing Institute do not receive government funding.
- The Institute ensures timely collection of fees and charges, regular follow-up for collection of unpaid fees, and reconciliation of fees receivables and actual fees.
- The Institute's process of collecting fees in two instalments or more , is a convenient arrangement for parents. Collected fee receipts are immediately deposited into the bank on a daily basis to earn interest.
- The Institute thrives to minimize strain on cash flow by taking advantage of the credit period of 15 to 30 days as per the terms accepted by the suppliers and contractors for making payments.

Optimization and utilization of funds:

- The Institute prepares Annual Budgets, including Capital & Operating Budget and Operational Budgets, based on department requirements. After careful scrutiny by the Director, the budget is

sent to Head office for approval by the Chairman.

- The Accounts Department allocates codes for Capital Expenditure items, which are conveyed to the requisitioning departments to raise requisitions to the stores.
- The purchase process is well-defined, starting from preparing the Indent based on the approved requisitions, obtaining quotations from approved vendors, and selection of the supplier by the Purchase Department, who then raises formal Purchase orders. All items are received in the stores, and the concerned person from the requisitioning department checks them as per their needs & specifications. The Security also checks and inward the items in the Material Inward Register.
- All purchases are approved by the Purchase Department and authorized/appropriate person from the concerned department. All bills/expenses are pre-audited with supporting documents and bills by Accounting Staff for authenticity and correctness, and all payment/expenses vouchers pass through a two-tier approval system before being processed for payment.
- Transparency in purchase process of major purchase/expenditure is maintained by following proper procedure before taking final approval of the Director/ Principal for the selected supplier/ contractor.
- The allocation of funds for state-of-the-art facilities like LCD projectors, computers, library books, software, and other capital items required in training kitchen, training bar & restaurants, classrooms, and IT labs helps in updating learning practices.
- The Institute plans financial resources for disbursing salaries & allowances to the teaching & non-teaching staff, guest lectures, workshops, seminars, study trips in India and abroad, sports and cultural activities for the welfare of the students.
- The Institute ensures that all TDS, ESIC, PF are verified and deposited in the appropriate Government accounts within the specified time.

Financial Audits (Internal & External):

- Internal audits are conducted whenever required, and stock taking is carried out on a monthly basis, while external audits are conducted annually by Statutory Auditors who submit their report along with statements of accounts.

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:

- IQAC conducts meetings every three months and suggestions are made and an action taken report is prepared. On the IQAC Board a parent is also a member. This ensures transparency of our teaching operations.
- IQAC ensures that all the MOUs signed by the Institute are working and functional MOUs as well as the study tours undertaken create an International Training and Education Program for tourism development and sustainability. The MOU with Turismo de Portugal and annual exchange programme for Students and Staff.
- The IQAC ensures that study Tour in India and abroad are conducted during the academic year.
- IQAC had suggested to start teaching 2 foreign languages viz. Portuguese & French to the students. Currently Portuguese is an add on course and French classes are held twice a week for a trimester to make our student multi – linguistic, which will be an added advantage to them in their career. Industry professionals and entrepreneurs from 5-star hotels are invited for guest lectures to enrich students' knowledge in hospitality education.
- Students organize Theme Nights, Banquets, cultural events, and mega events to develop leadership, team dynamics and communication skills.
- Workshops are held to add value to the programmes Fondant workshop, Chocolate Workshop are conducted. This gives the students an opportunity to interact with foreign Patisserie and Bakery Chefs. The IQAC also ensures that students have experiential learning through FSSAI training, Flower arrangement, Ice and Vegetable Carving, Gavel club for public speaking are organized to develop the required skills.

Capacity building to improve teaching:

- Faculty prepares course outlines, lesson plans of all the subjects are prepared and submitted to the Principal for his approval.
- Institute offers a course that blends academic learning and practical training. Students undergo fine dining and kitchen practicals, with extra sessions for those lagging behind. Institute ensures proper maintenance and availability of kitchen and classroom equipment for seamless learning and teaching experience.
- Conducting of Pre Academic Audits to review the teaching learning process to ensure quality deliverables. Results of internal assessment of all the subjects are analyzed and the teaching techniques are reviewed to improve the performance of students.
- One to one discussion with the students and their parents is done during the open house.
- Weekly meetings are chaired by Director/Principal and all operational / academic/ students related issues are discussed and resolved.
- Lectures, classes are monitored by Principal and suggestions made to the Faculty for required improvement in teaching techniques / methodology.
- Institute encourages the faculty members to participate in faculty development program, workshops, conference and seminars.
- All the students are required to fill a feedback-form appraising the faculty which is reviewed by the Director/ Principal.

Incremental improvement:

The Institute's long-term goals include creating a Digital and Smart Campus, Unnat Bharat Abhiyan, and signing MOUs. The campus has Wi-Fi connectivity, efficient water and waste management, and green environment initiatives. The Institute encourages and institutionalizes cleanliness and a green India among students, faculty, and employees, winning the "Swachchatam Mahavidyalaya Samman" award for the cleanest college in Goa for three consecutive years 2016-17, 2017-18, 2018-19.

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:

The Institute actively promotes gender equity and sensitivity programs to raise awareness about gender equality. There has been a noticeable increase in the enrolment of female students at the Institute.

The Gender Policy in place, various awareness programs highlight the importance and contribution of women in society. Quality education and equal opportunities in sports and other activities are encouraged.

The Institute has constituted various committees such as Internal Complaints Committee, Anti-Ragging Committee, Discipline Committee, and Grievance Redressal Committee which play an important role in generating awareness and addressing gender-related issues on the premises. Students' representation is reflected in all these bodies. The committees actively organize a number of programs related to gender sensitization.

To progress towards a gender-equitable society, the Ministry of Women and Child Development (MWCD), in conjunction with the Ministry of Education, launched the **Gender Champions** program in 2016. This initiative aims to cultivate responsible leaders in academic institutions who will foster an inclusive environment where girls are accorded dignity and respect. In line with this, the institution in accordance with the Goa University requirements has a designated male and female gender champion to implement the objectives.

Promotion of gender equity and sensitization in the last five years is through.

Curricular Activities:

- Topics on women's law, sexual harassment of women in the workplace, women's law on eve teasing, etc. are touched upon by almost all faculties during their classes.
- The Institute also breaks a lot of stereotypes such as the world's best chefs are men or front office positions are mostly for women, as an Institute we educate/train, and encourage both genders for all the core areas in the hospitality industry.
- A session on "DO's and DON'T's during the Industrial Training /Internship in the Hotel", is conducted by the Principal and Placement coordinator for the students just before they leave for an internship to caution and guide them to handle problems and situations they may encounter in the hotel during their industrial training/internship.

Co-Curricular Activities:

- Induction Program: The College organizes an Induction program for newly admitted students and their parents. Parents and students are briefed about ‘UGC regulations on curbing the menace of ragging in Higher Educational Institutions, 2009’ and sexual harassment. Undertakings acknowledged by parents as per the rules of the affiliating university are also taken from the students.
- To celebrate gender equity some of the programs conducted are:

International Women’s Day - March 8th

National Girl Child Day - January 24th

International Men’s Day - November 19th

- The Counselling Department conducts self-defense workshops for both staff and students. Additionally, the POSH Act committee hosts various sessions addressing women's laws, sexual harassment, human trafficking, and related topics for the students.

Facilities Provided To Women:

- Safety and Security
- Counselling
- Mentoring
- Common room
- Medical room
- Separate hostel facilities
- Separate pool usage timings/Gym instructor
- Availability of sanitary napkins on campus
- Rules of the State Government are followed regarding maternity/miscarriage leave, childcare facilities, etc.
- Healthcare talks/check-ups for women
- Ladies First policy
- International Women’s Day outings

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

7.1.2

The Institution has facilities and initiatives for

1. Alternate sources of energy and energy conservation measures

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

The Institute inculcates **an inclusive environment of tolerance and harmony.**

The Institute celebrates **cultural diversity** through events and festivals to promote the different cultures and backgrounds along with the cuisines and traditions associated with them. These initiatives foster a sense of acceptance and reduce the differences between students who share a different culture. National and state-level cultural festivals are celebrated with enthusiasm. Theme lunches for Onam, Christmas, Ganesh, Diwali, and Eid promote understanding and harmony among the student community and staff from diverse racial and religious backgrounds.

This initiative aims to enhance camaraderie among students. A common cafeteria ensures equality, promoting a sense of equality thereby instilling the value of an inclusive environment. Equal opportunities are extended to both boys and girls in academic pursuits and a variety of extracurricular activities in sports and participation in inter-collegiate fests. **Regional diversity** brings in issues of language, culture and groupism but the Institute welcomes students from the state and across the country, representing diverse cultures, faiths, backgrounds, and economic statuses. The admission process is solely merit-based and gender-inclusive thus prioritizing cultural inclusiveness.

The Institute's staff is equally diverse, hailing from different states, countries, religions, backgrounds, cultures, and ages. Every member is treated with equal respect and fairness. The Institute has theme nights/cultural nights which celebrate this diversity.

The Institute maintains English as the common medium of instruction. However, Marathi and Hindi have

a common origin, and is not very difficult for the students to follow the regional language of Konkani. The Institute encourages the learning of various languages like French and Portuguese. Language barriers are eliminated during competitions where **linguistic diversity** is celebrated. Students know the advantages of being multilingual in the hospitality sector.

To support local and middle/lower-class students, the Institute offers a scheme providing a tuition fee scholarship to two deserving local students from Raia, recommended by the Raia Panchayat. Additionally, the Institute assists students with interest-free education loans. Employment opportunities are provided to locals, including roles as campus helpers, gardeners, and support staff, fostering community engagement.

The Institute enforces a prescribed uniform for both students and administrative staff, promoting economic equality and a sense of unity.

Visits to orphanages, and old age homes sensitize students to the various challenges that exist in society and their social responsibility to the community around them.

Constitutional Obligations:

The Institute's mission is dedicated to promoting knowledge, leadership, and responsibilities as a citizen of India. The vision is to emerge as the premier educational institution in international hospitality management, fostering world-class leaders/citizens dedicated to excellence. The core values of our Institute encompass Commitment, Integrity, Excellence, Accountability, Diversity, and Professionalism. Thus, it can be proudly asserted that the Institute's mission, vision, and core values align with the constitutional values of India, as a socialist, secular, democratic republic, ensuring justice, equality, and liberty while striving to promote fraternity.

The Institute has consistently demonstrated through its committees and clubs to educate and raise awareness about constitutional rights, fundamental duties, and citizen responsibilities. National days are celebrated with enthusiasm.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice No.1

Title of the Practice: "Swachhata Sankalp: A step towards cleanliness"

Objectives of the Clean and Green practices:

With a focus on cleanliness and hygiene, the Institute aims to create an environment that is conducive for teaching-learning process.

The objective is to make a conscious effort to sensitize the younger generation on the necessity of maintaining cleanliness and green vegetation cover for the future generations. The purpose is to reduce energy, water consumption, avoid pollution, plastic waste and to understand the significance of reduce, reuse and recycle.

Context:

The Government of India's Swachh Bharat Mission, a nationwide cleanliness campaign, is one of the most significant cleanliness campaigns.

Through our efforts, the institute hopes to contribute to the larger goal of a 'Clean India' and encourage others to adopt good environmental and hygiene practices.

Practice:

The Institute ensures that the campus is not only aesthetically pleasing but also environmentally sustainable. From the day students enter the campus, they are taught the value of cleanliness. The ethos of cleanliness is deeply ingrained in the students, and they take pride in maintaining the immaculate state of the campus.

The Institute has adopted and implemented requisite measures to safely dispose of different types of waste generated. Appropriate methods are employed for handling and disposal of waste. Dry waste is collected by an agency validated by the Goa State Pollution Control Board. Wet waste is processed in a Bio-organic Waste Converter Plant (OWC), and the by-product 'manure' is used for the Institute's garden, with surplus manure distributed. Vegetable peels are collected by a local and used as cattle feed. Liquid waste is sent to the Sewage Treatment Plant (STP) which is treated and used for gardening purpose. E-waste, used cooking oil and generator oil is collected and disposed of to various agencies. Biomedical waste is disposed of safely following the required medical protocols.

Efforts are on to reduce plastic and to remain a Plastic Free Campus. Glass bottles, polycarbonate glasses and bio-degradable straws are used.

PUC certificates of staff and students vehicles are made mandatory to reduce carbon footprints.

Evidence of Success:

The prestigious Swachhtam Mahavidyalaya Samman Award for the cleanest college was bagged by our Institute for three consecutive years 2016-17, 2017-18 and 2018-19.

Furthermore, the Institute is now a Recognized Social Entrepreneurship, Swachhata & Rural Engagement Cell (SES REC) Institution, which emphasizes our commitment to cleanliness, and engagement with rural communities.

We are a Certified ISO 14001:2015 Institute. This has provided a framework to continually improve our environmental performance.

Problems Encountered:

The hectic academic schedule prevents students to take up many more cleanliness drives.

Best Practice No.2

Title of the Practice: "Promoting Healthy Eating Habit Initiatives"

Objectives of the Practice:

To promote a healthy and safe food culture among students and staff, we encourage well-balanced diet and local food products, and minimizing the use of salt, sugar and oil. Oil and other products are fortified as per food grade prescribed by FSSAI guidelines. We ensure that our students and staff eat hygienically prepared food while maintaining all safety regulations. We also promote a right eating culture and avoid food wastage.

The Context:

As a hospitality institute, we recognize the importance of fostering good eating habits, avoiding food waste and reducing plastic use. The Institute decided to undertake 'Eat Right Campus' certification through FSSAI (Food Safety and Standards Authority of India) to support these objectives.

The Practice:

The 'Eat Right Campus' initiative aims to promote safe, healthy and sustainable food habit in college campuses. The objective is to improve the healthy ecosystem of students and staff and promote social and economic development of the community.

Our institute has registered for the 'Eat Right Campus' initiative under FSSAI. To maintain the standards, we conduct monthly internal audits and bi-annual external audits by FSSAI auditors conducted.

The checklist for accreditation, such as upkeep of the pantry and food receiving area, healthy and sustainable food is provided to staff and students. Temperature checks are done for items which are to be stored in the fridge. Daily checks are performed on perishable and non-perishable food items. Packed items which do not carry FSSAI labels, date of packing, expiry dates are not accepted. Water filters are cleaned periodically.

Personal hygiene of food handlers is an essential condition. Sanitary cards to carry out health checks for food handlers is done every 6 months at the local Health Centre.

We use local, seasonal, and traditional food produce.

Sustainable food practices such as Repurpose of Used Cooking Oil (RUCO), no food waste, and environmental-friendly initiatives are undertaken by the Institute.

Quantity of daily food waste for all meals is recorded and displayed prominently in order to foster a sense of individual responsibility.

Evidence of Success:

The institute received a 5-star ranking in an external audit conducted by 'Eat Right Campus' Certification.

Students are also aware about its importance and significance and they ensure that they follow these guidelines.

The award for Cleanest Campus for three consecutive years is an evidence of our efforts.

Insistence of FSSAI labelling has increased the quality of food items which lead to healthy eating habits.

The produce from our vegetable garden is used in the kitchen which is organically grown.

With the training provided to food handlers, they are able to develop a culture of safe and hygienic handling of food operations.

Problems Encountered:

Purchasing from local vendors and suppliers who do not have e-forms, as this is a requirement for maintaining the certification. This issue has been brought to the notice of FSSAI.

Many of the vendors do not have proper packaging details and cannot be purchased.

Local vendors only accept cash and do not issue bills which is a challenge for auditing purpose.

Training underqualified staff to keep accurate records of checklist items can pose a problem.

Organising meetings with the village community regarding hygiene and sanitation is a little difficult because of the constraints of timings and availability of the community who are busy carrying on their street food business.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

"Fostering Community Engagement: Bridging the Gap Beyond Institute Boundaries"

The institute's objective is to instill a profound sense of social responsibility and community engagement in the students by fostering collaborative partnerships with local stakeholders. Through sustainable initiatives, the institute aims to bridge the gap between academic institution and the surrounding community, cultivating socially conscious students committed to enhancing the well-being of society.

Rooted in the compassionate legacy of the Institute's founder, who held deep empathy for the people of Goa, the institute remains dedicated to continuing his commitment to community welfare. Through various initiatives, the institute endeavors to imbue the students with a profound sense of social responsibility and the significance of contributing positively to society.

Here below are some of initiatives implemented by the institute to enhance community engagement.

Sanitation Improvement: Recognizing the pervasive issue of open defecation in Raia Panchayat, the institute initiated the construction of six toilets, contributing significantly to public health and hygiene in the region. This initiative not only addresses a pressing health concern but also underscores our commitment to improving the living conditions of our neighboring communities.

Environmental Cleanup: In our efforts to combat littering, we donated 50 bins and organized a cleaning drive, fostering environmental stewardship among students and villagers alike. By actively involving the students and the local community in environmental conservation efforts, we foster a sense of shared responsibility towards preserving the natural surroundings.

Pandemic Response: During the COVID-19 pandemic, the students demonstrated remarkable resilience and compassion by actively engaging in various relief efforts. They sewed and distributed masks, provided essential food packets, and volunteered at the Public Health Centre, demonstrating solidarity and support for the community's healthcare efforts. These actions not only provided immediate relief but also exemplified the importance of collective action in times of crisis.

Homeless Support: Collaborating with "The Healers" NGO, the students collected and distributed essential items to homeless individuals in Vasco, thereby addressing the needs of the most vulnerable members of society, we instill in the students a deep sense of empathy and social responsibility.

Food Safety Training: In collaboration with the Food & Drugs Administration, the institute conducted comprehensive food safety and hygiene training sessions for street vendors, promoting health awareness and safe food practices within the community. This initiative not only ensured the well-being of consumers but also empowers local entrepreneurs with valuable knowledge and skills.

Waste Management: Through the repurposing of vegetable waste as cattle feed, we initiated a sustainable waste management system, promoting environmental conservation practices. By implementing innovative solutions to address waste management challenges, the institute demonstrates commitment to sustainable development and environmental stewardship.

Financial Support: Offering a 40% financial concession in the fee to two Raia Panchayat students, the institute facilitated access to education, promoting inclusivity within the community. Education is a powerful tool for social mobility, and by reducing financial barriers, the institute ensures that all members of the community have equal opportunities to pursue their academic aspirations.

Health Initiatives: Organizing dental check-ups and blood donation camps for villagers emphasized the importance of healthcare and altruism within the community. By promoting preventive healthcare measures and facilitating access to essential services, the institute contributes to the overall well-being of the community.

Elderly Engagement: Arranging interactive sessions and donating essential items to elderly community members during festivals fostered intergenerational connections and compassion. It is essential to recognize and honor the wisdom and contributions of our elders, and through these initiatives, the institute fosters a sense of respect and solidarity across generations.

Disaster Relief: Active participation in fundraising efforts and collecting donations supported relief efforts during the Kerala floods, underscoring the importance of solidarity and humanitarian aid. Natural disasters often require swift and coordinated responses, and by mobilizing resources and support, the institute demonstrates commitment to assisting communities in times of need.

These initiatives have significantly narrowed the gap between the institute and the community, fostering a profound sense of social responsibility and active engagement among students. Success is evident in improved sanitation practices, heightened awareness of health and hygiene, and strengthened community bonds. Through collaborative efforts, tangible contributions to community welfare and sustainable development have been made.

Holistic Development: Beyond the tangible outcomes, the institute community engagement program plays a pivotal role in the holistic development of the students. Active involvement in various initiatives provides opportunities to hone essential skills such as leadership, communication, and teamwork. Coordinating with stakeholders and organizing community events offers invaluable experiential learning, nurturing organizational and social skills. Engaging with diverse communities cultivates cultural sensitivity and empathy, fostering personal growth and broadening perspectives.

Furthermore, participation in community service in old aged homes, orphanages instills responsibility

and accountability, fostering a strong sense of civic duty among students. By actively contributing to societal betterment, students develop a deep understanding of their role as active citizens and agents of change. These experiences enrich their academic journey and equip them with the values and skills necessary to navigate the real world with compassion and integrity.

In conclusion, the institution's commitment to community engagement transcends academic boundaries, serving as a cornerstone of the institute's educational philosophy. By fostering a culture of social responsibility and active citizenship, we empower students to become catalysts for positive change in their communities. Through collaborative partnerships and impactful initiatives, the institute has not only addressed local challenges but also nurtured the holistic development of the students. Upholding the legacy of community service, the institute remains dedicated to empowering students to make meaningful contributions to society, thereby creating a brighter and more inclusive future for all.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

We attempt to redefine our sustainability in teaching through initiatives which would benefit the learners. For instance participation in the Eat Right Campus secured us the top rank and 5 star rating enables students to be aware of the significance of cleanliness/hygiene and inculcating good eating habits.

The Institute's close ties with the Raia Panchayat and the community enables us to support the ventures like no open defecation in the village and also encouraging community sporting events through sponsorship.

Every year the Institute invokes the blessings of the Almighty holding a Pooja and Blessing by a priest to set the right tone for the academic year.

Each academic year something unique or different is planned. Recently a Farmer's Market was held with sale of local produce and other products. Some farmers were invited to speak about their experiences. A Christmas Pop-up Bazaar was held for the local neighbourhood to showcase and sell their Christmas goodies.

A programme called Ekvott – Employees Appreciation Programme was conducted to encourage the morale of the staff.

The institute has setup a two bed infirmary with wheelchair, stretcher and a doctor on call for preventive treatment for those on campus. In more serious cases they are taken to nearby hospitals. Vehicles are on standby in case of hospitalisation. First Aid Kits are available in the campus.

The campus is utilised to conduct the Occupational English Test (OET) Exams, while the auditorium (700 capacity) is utilised by many agencies / bodies to hold programmes.

The Red Ribbon Club is a voluntary on-campus intervention programme in collaboration with the department of HIV/Aids, wherein we conduct programmes for the students.

Concluding Remarks :

As a standalone institute much thought, effort and foresight has been put in by the Management to ensure that VMSIHE contributes not only to Goa's knowledge-building hub, but also strives to be an educational brand ambassador. Academic excellence is engraved in the Vision and Mission of the Institute. The Management has endeavoured to ensure that quality is the benchmark and also commits to enhancement and sustenance of quality. The leadership, governance, and management of the institute has been anchored in its commitment to excellence without which it is easy to slip into mediocrity. The curriculum is kept relevant through add-on courses, and new ICT initiatives to the teaching other than participative and experiential learning. In addition exchange programmes to Portugal, study trips to Europe offer a global perspective.

To lead cultural transformation strategies, MOU's signed between the institute and other educational institutes is functional. Exchange students from Portugal along with their instructors stay for a month on campus to learn about Indian cuisine and culture during the month of February. Our students also go to Portugal accompanied by our faculty.

The IQAC has been established to monitor quality initiatives. Looking into the strengths, enabling us to identify the limitations and rectifying drawbacks in the initial stages itself is part of our educational goal. The VMSIHE has attempted to redefine sustainability through initiatives which benefit the students.

Many of the students have received appreciation letters and documents for their effort and have risen up the ladder of hospitality. A few students have continued their further studies and are doing equally well.

SSR - Prepared and compiled by Dr. Marie Raj, Administrator (NAAC Convenor)

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<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>Answer before DVV Verification :</p> <p>Answer After DVV Verification :10</p> <p>Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have excluded courses under regular curriculum</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>145</td> <td>124</td> <td>45</td> <td>55</td> <td>141</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>110</td> <td>59</td> <td>25</td> <td>55</td> <td>98</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have excluded courses under regular curriculum</p>	2022-23	2021-22	2020-21	2019-20	2018-19	145	124	45	55	141	2022-23	2021-22	2020-21	2019-20	2018-19	110	59	25	55	98
2022-23	2021-22	2020-21	2019-20	2018-19																	
145	124	45	55	141																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
110	59	25	55	98																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 103</p> <p>Answer after DVV Verification: 59</p> <p>Remark : DVV has made changes as per supporting documents shared by HEI</p>																				
2.1.2	<p><i>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</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p>																				

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	4	0	1	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	4	0	1	2

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
98	71	71	56	56

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
86	62	62	49	49

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded due to excess of seats in reserve category

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	13	12	14	14

Remark : DVV has made changes as per supporting shared by HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	07	07	08

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
03	01	00	01	01

Remark : DVV has made necessary changes as per supporting document shared by HEI and values have been downgraded as we have considered programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
07	00	03	03	02

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
04	00	03	03	02

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have considered publication under UG Care and has followed calendar year (JAN-DEC)

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	10	3	10	13

Answer After DVV Verification :

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

4	3	3	8	9
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Remark : DVV has made changes as per supporting documents shared by HEI and values have been downgraded as we have excluded days celebration like Integration day, Women's Day, Republic Day, Youth Day, World Poetry Day etc

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
419.02	333.95	410.82	383.88	344.01

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
61.46	31.86	196.24	69.17	47.61

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
21	14	0	10	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	8	0	8	11

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as events under similar date has been counted as one

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

6.3.2.1. Number of teachers provided with financial support to attend

conferences/workshops and towards membership fee of professional bodies year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	2	2	3

Answer After DVV Verification :

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

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have excluded financial support less than Rs. 2000.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	28	53	26	38

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	3	1	4

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
56	55	54	63	49

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
56	55	54	63	49

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have excluded FDP and MDP less than 5 days

6.5.2 **Quality assurance initiatives of the institution include:**

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

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

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

Remark : DVV has made necessary changes as per supporting document shared by HEI and 3 of above option has been selected as we have received supporting for Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented, Academic and Administrative Audit (AAA) and follow-up action taken, Collaborative quality initiatives with other institution(s)

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>497.33</td> <td>395.24</td> <td>466.20</td> <td>451.46</td> <td>411.83</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>341.50</td> <td>407.71</td> <td>421.73</td> <td>352.51</td> <td>227.27</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	497.33	395.24	466.20	451.46	411.83	2022-23	2021-22	2020-21	2019-20	2018-19	341.50	407.71	421.73	352.51	227.27
2022-23	2021-22	2020-21	2019-20	2018-19																	
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