



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

Accreditation - (Cycle - 1)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
SHRI BALASAHEB TIRPUDE COLLEGE OF HOTEL MANAGEMENT
AND CATERING TECHNOLOGY**

C-18976

**NAGPUR
Maharashtra
440001**

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

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Section I: GENERAL INFORMATION

1.Name & Address of the institution:	SHRI BALASAHEB TIRPUDE COLLEGE OF HOTEL MANAGEMENT AND CATERING TECHNOLOGY NAGPUR Maharashtra 440001	
2.Year of Establishment	1994	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	1	
Programmes/Course offered:	1	
Permanent Faculty Members:	11	
Permanent Support Staff:	14	
Students:	158	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. The institute is located centrally. 2. Effective application of gender sensitization. 3. Student-centric good activities	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 24-09-2024 Visit Date To : 25-09-2024	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. R SHRIDHAR	Vice Chancellor,Kalinga University
Member Co-ordinator:	DR. DHEER SINGH	FormerDean,BUNDELKHAND UNIVERSITY
Member:	DR. BALMEET SINGH GILL	Professor,GURU NANAK DEV UNIVERSITY
NAAC Co - ordinator:	Dr. Jagannath Patil	

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Section II: CRITERION WISE ANALYSIS

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

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion 1)

1.1	Curricular Planning and Implementation
1.1.1 QIM	The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	<i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum</i>
1.4	Feedback System

Qualitative analysis of Criterion 1

A well-planned Academic calendar is prepared considering the academic teaching, co-curricular activities, and extra-curricular activities along with the sessional examination and efforts are taken for efficient implementation as per the planning. Faculty members are encouraged to participate in various national and international conferences; and FDPs to update their knowledge in the course content and its delivery techniques. To ensure transparency the institute takes feedback from various stakeholders like students, industry experts, employers, and alumni feedbacks to review and revise the curriculum delivery methods as per the changing needs of the hospitality industry.

Criterion 2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion 2)

2.1	Student Enrollment and Profile
2.2	Student Teacher Ratio
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT-enabled tools including online resources for effective teaching and learning process
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<i>Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website</i>
2.6.2 QIM	<i>Attainment of POs and COs are evaluated.</i> Explain with evidence in a maximum of 500 words
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

The Institute provides equal opportunity for quality education to students from diverse backgrounds. The

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institute supports TFWS/EWS students and helps reserved category students for availing Scholarships according to the government schemes. The institute has seven ICT-enabled classrooms for innovative and interactive teaching. The institute has a student-teacher ratio of 17:1. The institute has two faculty members with PhD. The other faculties are in the process of obtaining a PhD, which will improve the academic caliber of the faculty. The institutions follow a valuation process as per affiliating university guidelines, and the grievance related to examination is dealt with in a transparent and time-bound manner. The institution evaluates feedback from students and takes remedial corrective actions.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QIM	Institution has created an ecosystem for innovations, 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
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	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.
3.4.2 QIM	Awards and recognitions received for extension activities from government / government recognised bodies
3.5	Collaboration

Qualitative analysis of Criterion 3

The students are encouraged to undertake research with the guidance of faculties. Research helps students to find solutions to a defined problem in a real-time situation. The faculty members have minimal publication in reputed national and international conferences/journals. They must make efforts to publish articles, papers, etc regularly to improve the research criteria of the institute. The Institute organized an Awareness session on Intellectual Property Rights for the benefit of all the stakeholders. The NSS unit of the institute works for community upliftment through various social activities. "SOJI" is encouraged among the students to create self-awareness for cleanliness in the working premises for the benefit of all the stakeholders. The institute makes efforts for the placement of the students through agreements with hotels and placement consultants.

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Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<p>The Institution has adequate infrastructure and other facilities for,</p> <ul style="list-style-type: none"> • teaching – learning, viz., classrooms, laboratories, computing equipment etc • ICT – enabled facilities such as smart class, LMS etc. <p>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.)</p>
4.2	Library as a Learning Resource
4.2.1 QIM	<i>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</i>
4.3	IT Infrastructure
4.3.1 QIM	<p>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</p> <p><i>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</i></p>
4.4	Maintenance of Campus Infrastructure

Qualitative analysis of Criterion 4

The institute is located in the prime location of Nagpur. The institute has a built-up area of 3860 meters on a campus of 3 acres. It has 7 ICT-enabled classrooms for interactive classroom sessions with the students. It has facilities for indoor and outdoor sports along with a hall for cultural events. The library has CBLMS – Mastersoft Libman for managing library functions along with 10 computers for students. The library is a member of e-Shodhsindhu, NDLI, etc e-resources for the benefit of all the stakeholders. The institute has a LAN with 100 MBPS along with laptops, servers, etc available for students and faculty. However, the institute lacks elevators and ramps required for differently abled students. The institute lags hostel facilities for boys and girls on its campus. The institute should apply to various agencies for grants that may lead to the construction of a hostel facility for the students.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.4	Alumni Engagement
5.4.1 QIM	There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Qualitative analysis of Criterion 5

The institute provides equal opportunity for quality education for all students. The TFWS/EWS students are assisted in availing scholarships as per the govt norms for their benefit. Various activities/competitions like theme lunches, soft skill sessions, food festivals, etc are organized to promote competitive spirit among the students. The institute has various functioning cells to address the various grievances raised by the students.

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The students are taken for visits to hotels, wineries, and various events to enhance their professional capability and employability. The students submit industrial training reports which are evaluated by an external examiner.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<i>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.</i>
6.2	Strategy Development and Deployment
6.2.1 QIM	<i>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</i>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	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)
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Qualitative analysis of Criterion 6

The institution has a clearly stated vision, mission, and goals for guiding the working of the institute. The management in consultation with the principal identifies the areas that need improvement for the benefit of the stakeholders. Guest Lectures, training programs on CCMS software, and HPMS-InnKey Software are used for advanced training for the students. The College Academic Committee looks after the academic calendar of the institute. Various college committees as per the guidelines of the affiliating university are active and carry out their administrative activities regularly. The institution has welfare measures for teaching and non-teaching staff like sanction of leaves, medical/casual/ maternity, etc. As per the AICTE norms for teaching and non-teaching staff. The salary is released in an orderly manner and teaching/ and non-teaching members of EPFO. The tuition fees obtained from the students are the only source of income for the institute, which leaves limited scope for other activities. The IQAC cell monitors quality assurance and contributes towards improvements in the functioning of the institute. The management and the principal should strive to obtain funds from government schemes for improving the overall improvement of the institute.

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Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. <i>Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i>
7.1.4 QIM	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)
7.2	Best Practices
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Qualitative analysis of Criterion 7

The institute ensures gender safety and security as it has 24/7 CCTV coverage of its campus for the benefit of female students as well as staff. The institute has a solar power plant and rainwater harvesting System. The waste generated is removed by NMC Nagpur. The institute carries out cleanup drives and tree plantations for the betterment of the environment. The institute promotes the spirit of nationalism by celebrating all days of national importance it promotes tolerance and goodwill among different stakeholders in the institute. The institute promotes the SOJI concept amongst the students, i.e. Sense of responsibility, discipline, and environmental consciousness among the students. The Tandoori Nights, food Festival encourages students to test their practical skills learned during academic lectures and practical sessions. It Encourages entrepreneurship spirit to the professional growth of the students

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

Overall Analysis

Strength:

Strong parental brand and affiliation with the reputed university, less competition, strong value-based ethical standards, good industry institute relation.

Weaknesses:

Lack of hostel facility, reduced number of research development activities by the faculties, lack of ramp/lift/elevator facility up to the top floor of the institute, and no transport services for the students.

Opportunities:

Located in the premier location, good opportunity for the reputed hotel industry, and better opportunities for

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corporate training and consultancy.

Challenges:

Meeting the expectations of the students, and regular changes in academic regulations, to attract students in the service industry.

Section IV: Recommendations for Quality Enhancement of the Institution

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

- More focus on research especially in the publication of papers in high-index journals.
- Conduction of more faculty development programs.
- Encourage the students to have startups and entrepreneurial ventures.
- Transport facility for the students.
- Colleges should encourage students to enroll in MOOC's, courses.
- Need for sufficient playground.

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

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Signature of the ~~Head of the Institution~~

OFFICIATING PRINCIPAL
Shri Balasaheb Tirpude
College of Hotel Management
& Catering Technology, Nagpur

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Sl.No	Name		Signature with date
1	DR. R SHRIDHAR	Chairperson	<i>R. Shridhar</i>
2	DR. DHEER SINGH	Member Co-ordinator	<i>Dheer Singh</i> 25/9/24
3	DR. BALMEET SINGH GILL	Member	<i>Balmeet Singh Gill</i> 25/9/24
4	Dr. Jagannath Patil	NAAC Co - ordinator	

Place *Nagpur*

Date *25/9/24*