

# HIMACHAL PRADESH TECHNICAL UNIVERSITY, HAMIRPUR (HP)

## Self-Study Report (SSR) for Academic Audit of Colleges

### INDEX

<b>Sr. No.</b>	<b>Particular</b>	<b>Page No.</b>
1.	GENERAL INFORMATION	02-06
2.	PART-I	07-45
3.	PART-II	01-06
4.	PEER TEAM REPORT	01-11

**SELF STUDY REPORT (SSR)  
(PART-I & PART-II)**

For

**Academic Audit**

By

**Affiliating Colleges/Institutions**

**Name of College/Institution: L.R Group of College Solan Himachal Pradesh/ L.R  
Institute of Hotel management and Catering Technology.**

**For the Year: 2025-26**

Submitted to:

**Himachal Pradesh Technical University,  
Hamirpur -177 001, H. P.**

**HP Technical University, Hamirpur (HP)**  
**Academic Audit**  
**SSR Performa to be submitted by Affiliated Institutions**

**GENERAL**  
**Profile of College/Institution**

**1. General information**

<b>Name and full Address of the College/Institution with PIN</b>	
L.L.R Group of College Solan, Village Jabli Kyar, P.O. Oachghat, Distt. Solan, H.P. 173223 (India)	
Website	<a href="https://lrinstitutes.com">https://lrinstitutes.com</a>

**2. Contacts for Communication**

Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director of Academics	Dr.P.P Sharma		9418019455		lrrietsolan@gmail.com
Principal (HM)	Dr. Suresh Chauhan		9816715589		hm@lrinstitutes.com

**3. Establishment Details**

Establishment Date of the College/Institution	2018
Status prior to Establishment, if applicable	Not Applicable

**4. Accreditation Details**

AICTE/PCI approval date & reference With Name of Course(s) (Non-AICTE/Non-PCI courses: write „Not Applicable“)	First: Not Applicable Latest: Not Applicable
HPTU approval date & reference With Name of Course(s)	<b>First:</b> 13/09/2018 & HimTU-3(Acad)B-6/2016-Vol-I-12006 BSc.HM&CT  <b>Latest:</b> 09/10/2024 & HimTU-3(Acad)B-6/2016-Vol-I-7259 BSc.HM&CT
NAAC rank/grade	Not Applicable
NBA rank/grade	Not Applicable
NIRF rank/grade	Not Applicable

**5. Location, Area and Activity of Campus**

Campus Type	Address	Location	Campus Area in Acres	Built up Area in sq.mts.	Programmes offered
Rural	L.L.R Group of	Solan	7.6 acr	2500 sq. mtr	BSc. HM&CT

	College Solan, Village Jabli Kyar, P.O. Oachghat, Distt. Solan, H.P. 173223 (India)				

## 6. Built-up Area Details (Sq. Meters)

### i) Administrative and Amenities/Circulation Area in Sq. Meters

Faculty/Stream	Intake of students	<sup>1</sup> Administrative Area			<sup>2</sup> Amenities/Circulation Area		
		Required	Available	Deficiency	Required	Available	Deficiency
Engineering		250 sqm for intake of 300			750 sqm for intake of 300		
Pharmacy		100 sqm for intake of 100			100 sqm for intake of 100		
Hotel Management	60	100 sqm for intake of 100	60	Nil	100 sqm for intake of 100	Nil	60 sq. mtr
Total							

<sup>1</sup>Administrative area includes: **Principal's office**, main office, **faculty seating area**, store, reception area, **conference room**, strong room, etc.

<sup>2</sup>Amenities/Circulation area includes: Common rooms for boys and girls, medical facility room, canteen, Post Office, Bank, Cooperative Store, Phone facility etc.

### ii) Instructional Area:

Instructional Area	Minimum No. of Rooms		Carpet Area in sqm per Room	
	Required	Deficiency	Required	Deficiency
Class rooms/Engg/Pharmacy/Management	Total Number of Divisions per Year x Total Duration of Course in years x 0.5	Nil	66 (For a division of 60) 33 (For a division of 33)	NIL
Tutorial Rooms Engg/Pharmacy/Management	25% of Total Class Room	25%	33	33
*Laboratory for First Year	4 (which includes 2 laboratories for Basic sciences)		66	Not Applicable
Laboratory other than first year	2 per course per year up to intake of 180 per course		66	Not Applicable
Laboratory for Post Graduate Courses	1 per Course	Not Applicable	66	Not Applicable
Additional Laboratory/Workshop for "X" Category Courses	1	Not Applicable	200 (For UG)	Not Applicable
Drawing Hall (Engg)	1 (Up to an intake of 600)	Not Applicable	132	Not Applicable
Computer Centre	1 (up to an intake of 600)	NIL	150	95
Seminar Hall	1	Nil	132	82.
Library	1	NIL	400	137
Language Laboratory	1	Not Applicable	33	Not Applicable

- "X" Category Courses such as Mechanical, Production, Civil, Electrical, Chemical, Textile, Marine, Aeronautical and Allie/Relevant Courses shall require an Additional Laboratory/Workshop.

- Additional 5 labs per Course, if number of Branch is more than 2 per Course

\*For First year Engg. Class work, the following labs are required: **Pl. tick if available:**

- 1) English Language Communication Skills Lab [ ];
- 2) Computer Programming Lab [ ]
- 3) Physics Lab [ ];
- 4) Chemistry Lab [ ];
- 5) IT Workshop [ ];
- 6) Engineering Workshop [ ].

\*For first year class work, the following Pharmacy labs are required: **Pl. tick if available:**

- 1) Remedial Biology Lab [ ];
- 2) Dispensary & Hospital Pharmacy Lab - I [ ];
- 3) Pharm. Inorganic Chemistry lab [ ];
- 4) Pharmaceutical Organic Chemistry lab-I [ ];
- 5) Anatomy and Physiology lab [ ];
- 6) English Language Communication Skills Lab [ ].

## **Executive Summary**

### **Introduction:**

LR Institute of Hotel Management & Catering Technology has been started in the year 2018 with the vision of imparting world class Hospitality Education within the reach of all dynamic and hardworking students. LR Institute of Hotel Management & Catering Technology is the 1st Hospitality college of Himachal which is affiliated to HPTU, Hamirpur. We focus on the Technological & Managerial skill of the students and combination of Theoretical & Practical Training. Every student of our Institute is assured of a high level of hands-on-Practical, beyond the traditional classroom and Professional activities. Hospitality sector is becoming the fastest growing worldwide and require versatile, adoptable and flexible talent. Our aim is to provide the relevant skills and spirit to succeed as a leader and entrepreneur

### **Vision:**

To be a premier institution sharing future leaders in culinary arts and hospitality

### **Mission:**

To equip students with the skills, creativity and professionalism needed for success in the culinary and hospitality industry

## COWS Analysis

[Challenges, Opportunities, Weaknesses & Strengths]

### Institutional Challenges:

- **Intense Competition:** There are various Hotel Management Institutes & online platforms that pose a strong challenge to our institute and we need to develop strong hospitality core values as our biggest differentiator.
- **Limited Job Opportunities & Career Progression:** Perceived limited career growth or low initial pay in the industry and also lack of awareness can deter prospective students from enrolling with us.
- **Lack of Adequate Infrastructure:** the biggest USP of a HM institute is its Labs, appropriate uniforms and emphasis on practical and we need to work on it on priority.

### Institutional Opportunities:

- **Research:** This is one opportunity which we plan to fully explore under the able guidance.
- **Industry Exposure:** This is another opportunity area wherein we can try to send our faculty to various hotels so that they can get an update on the latest systems and technologies being deployed and then share the same with students.
- **Computer Literacy:** This is another huge opportunity and we need to update our faculty and students on.

### Institutional Weaknesses:

- **Lack of Emphasis on Soft skills:** This is one of our biggest weaknesses and we need a suitable program and resource that has to work with our students on their soft skills and communication.
- **Lack of Grooming & Uniform:** The biggest USP of a hospitality person is his grooming and appropriate uniform and we are lacking somewhere on this front.
- **Infrastructure:** This is one aspect which we have to work on as we need to constantly upgrade our lab and equipment so to bridge the gap between industry and academia where we are currently lacking in.
- **Faculty Development & Research:** we need to work on getting more FDPs for our faculty and also work on ways to give them more exposure of the industry and encourage them to do research.

### Institutional Strengths:

- Industry ties partnerships with top Hotel Chains like **ITC, Accor, Radisson, Hyatt, Club-Mahindra and with local Hotels like Paragon, Santa Roza, Royal Arc etc.**
- **Qualified and experienced staff:** Our faculty is very well qualified in accordance with HPTU guidelines and have relevant industry experience.
- **Strong Academics:** Ever since inception our students have always been meritorious and have topped in all university exams.
- **Placement:** Our placement record has been exceptionally well and our students are working in various good properties in India & abroad.

## **Criteria wise Summary**

- 1. Curricular Aspects:**
- 2. Teaching-learning and Evaluation:**
- 3. Research, Innovations and Extension:**
- 4. Infrastructure and Learning Resources:**
- 5. Student Support and Progression:**
- 6. Governance, Leadership and Management:**
- 7. Institutional Values and Best Practices:**



## PART I

### Criterion 1 – Curricular Aspects

#### Key Indicator-1.1: Curricular Planning and Implementation

Item No.	Particulars
1.1.1	<p><b>The institution ensures effective curriculum delivery through a well-planned and documented process</b></p> <p>L.R Institute of Hotel Management and Catering Technology is a constituent Institute of H.P.T.U, and as such follows the syllabus set by the parent university. Within these established academic structures, our Institute attempts to innovate curricular planning and implements effective curriculum delivery providing holistic development for its students. Academic processes are streamlined with the help of University Academic Schedules issued every year. Institute Academic Plans, Time Tables are then made in accordance with the guidelines laid down by the university. We also conduct Orientation Programs providing awareness about faculty and teachers for 1st year students, also remedial classes for students who are lagging in particular subjects.</p> <p>The teachers of L.R Institute of Hotel Management and Catering Technology regularly and continuously update their knowledge through active involvement in Faculty Development Programs. HPTU provides a perfect complement to our curricular planning, implementation and intellectual teaching by providing us adequate platforms to hone our skills. Students receive innovative education through field trips, projects, and internships.</p> <p>Department prepares Time Tables in the beginning of the semester and all the faculty members strictly adhere to their individual time tables for effective implementation and smooth functioning of class work without any hindrance. Faculty are strictly advised to plan for the conduct of Unit Tests, University Internal Examinations and other co-curricular activities. Departmental reports pertaining to examinations and attendance of students are collected at the end of each semester and the progress of the students is analyzed. Based on the departmental reports, the students are categorized into slow learners and advanced learners.</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Annexure Attached</li> </ul>
1.1.2	<p><b>The institution adheres to the academic calendar including conduct of CIE</b></p> <p>The academic calendar serves as an information tool to plan the academic activities for students and faculty of the institution. The academic calendar is well disseminated on the website, so as the other stakeholders are informed regarding the activities and events happening in the institution. The academic calendar includes dates for admission, the commencement of classes, field visits, Practical examinations, Continuous Internal Evaluation (CIE) and University examinations.</p> <p><b><u>Continuous Internal Evaluation Process:</u></b></p> <p>Internal evaluation in the institution is transparent and robust which includes advanced mentoring, <b>academic calendar, Grievance Redressal</b>, forwarding the <b>internal marks</b> in the university. The institution strictly adheres to the guidelines of H.P.T U with regard to evaluation process.</p> <p><b><u>CIE and end semester examination: The ratio of weightage is 40% Continues Internal Evaluation (CIE) and 60% End Semester Examination (ESE).</u></b></p>

1. **Announcement of overall structure schedule of CIE:**

The institution has sessional examination record keeping committee (SEC) to oversee the conduct of the internal assessment tests. The process of internal evaluation starts at the classroom level. For each subject two internal tests are conducted.

**The following reforms have been carried out for CIE:**

1. **Time table:** Schedule for internal examinations is communicated to the students well in advance despite mentioning the same in the academic calendar.
2. **Syllabus:** The syllabus for the internal examination is also communicated to the students in the classroom by subject teacher one week in advance and also displayed on the department notice boards.
3. **Setting of question papers:** subject faculty set the question paper keeping Programme Outcomes (POs) and Course Outcomes (COs) and unitized syllabi and University examination pattern in consideration.
4. **Conduct of internal assessment:** Internal assessment test is conducted as per the seating plan communicated to the students.
5. **Communication of IA marks:** Internal Assessment (IA) marks are announced and the answer scripts are distributed in the class within the next seven days from the conclusion of IA test. IA marks are displayed on the notice board. The students are given a chance to bring their grievances if any to the concerned subject teacher or HOD to solve it within one week from the announcement of IA results.
6. **Parent - Teachers meetings:** Poor performance due to frequent absenteeism is dealt with by informing the parents of such students. Parent - Teacher meetings are conducted after every internal assessment test and the feedback about performance of students is discussed.
7. **Submitting IA marks to University:** For each subject, two internal assessments are conducted and IA marks are recorded in the consolidated IA marks register. The better of the two internal assessments with respect to each student is considered and the same is uploaded in the university portal.

**Attach as Annexure(s)**

- Annexure Attached

1.1.3	<p><b>Teachers of the institution participate in following activities related to curriculum development and assessment of the University and/are represented on the following academic bodies during the last five years</b></p> <p>(a) Academic Council/BoS of Affiliating University  (b) Setting of question papers for UG/PG programs  (c) Design and Development of Curriculum for Add on/certificate/diploma courses  (d) Assessment/evaluation process of the affiliating University</p> <p><b>Options:-</b></p> <ol style="list-style-type: none"> <li>1. All of the above.</li> <li>2. Any 3 of the above.</li> <li>3. Any 2 of the above.</li> <li>4. Any 1 of the above.</li> <li>5. <b>None of the above ✓</b></li> </ol> <p>Data requirement:</p> <ul style="list-style-type: none"> <li>• No. of teachers participated</li> <li>• Name of the body in which full time teacher participated</li> <li>• Total No. of teachers</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Detail of participation of teachers in various bodies/activities provided as a response to above (Scanned copies of the letters issued by the University/Institutions w.r.t. the activity in which the teachers are involved).</li> <li>• Any additional information</li> </ul>
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## Key Indicator-1.2 Curriculum Enrichment

Item No.	Particulars		
1.2.1	<p><b>Institution integrates cross cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.</b></p> <p>BSc. HMCT course in their curriculum integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics in Ist semester and IV semester. Various programs are arranged by the institute which contribute to sensitize students to these cross-cutting issues.</p> <p><b><u>Gender equality:</u></b></p> <p>Institute encourages boys and girls to participate in <b>sports and cultural activities. A Medical (Pharmacy with Pharmacist) &amp; Doctor on call</b> for common medical facility to boys and girls. Institute has functional Women empowerment cell headed by senior faculty members who look into the problems of girl students regarding academics and personal. Girls and boys common rooms are available in the institute with all amenities. Internal complaints committee has been established for Counselling of students on received grievances. The cell has been organizing various programs for girl students such as Women’s safety, health check-up, personality development for boys and girls. Boy’s hostels are available within the campus.</p> <p><b><u>Environment Sustainability:</u></b></p> <p>By considering depleting energy sources and Pollution, Institute has installed its own solar power panel. Institute has been conducting various social events such as tree plantation, rallies in nearby villages on energy conservation, save water rallies, seminars.</p> <p><b><u>Human Values:</u></b></p> <p>A necessary part of curriculum is to inculcate good Human values among students. Our institute always believes to make each student to be a good human being and good engineer. Students learn not only respects to teacher, seniors but also to respects themselves. Institute has Anti-Ragging Cell to ensure ragging free environment in the campus. Internal complaints committee and discipline committee headed by senior faculty to take care of human values. Institute has a physically challenged friendly campus. Institute has constructed ramp near staircase for physically challenged students.</p> <p><b><u>Professional Ethics:</u></b></p> <p>Institute has given equal importance about professional ethics along with academics because knowingly and willingly students should not do wrong things. Professional ethics encompasses personal and corporate standards of behaviour. Expecting professional ethics is a branch of philosophy that addresses the concepts of right and wrong or good and evil.</p> <p><b><u>Soft Skills:</u></b></p> <p>Institute has organized various personality development programs through skill development cell, to increase the employability of students. Industrial visits and internships are made compulsory and experts from corporate are invited to share their views with students to understand corporate standards and culture. It is observed that a huge difference in change in behavior and attitude and well communication with peers and teachers</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• <b>Annexure attached</b></li> </ul>		
1.2.2	<p><b>Average percentage of courses that include experiential learning through project work/field work/internship during the last five years</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; vertical-align: top;">1.2.2.1</td> <td>No. of courses that include experiential learning through project work/field work/internship year wise during the last five year.</td> </tr> </table>	1.2.2.1	No. of courses that include experiential learning through project work/field work/internship year wise during the last five year.
1.2.2.1	No. of courses that include experiential learning through project work/field work/internship year wise during the last five year.		

Data requirement for last five years:

- Name of the Course
- Details of experiential learning through project work/field work/internship
- Name of the programme

Formula:

$$\text{Percentage per year} = \frac{1 \times 100}{1} = 100$$

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

**Attach as Annexure(s)**

- Any additional information.
- Programme/curriculum/syllabus of the courses.
- Minutes of the Board of Studies/Academic Council meetings with approvals for these courses.
- MoU's with relevant organizations for these courses, if any.
- Average percentage of courses that include experiential learning through project work/field work/internship

1.2.3

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

1.2.3.1 | No. of students undertaking project work/field work/internships

Data requirement:

- Name of the programme BSc HMCT
- No. of students undertaking project work/field work/internships =20
- Total Number of students undertaking project work/field work/internships= 20

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

Programme name	Program Code	List of students undertaking project work/field work/internship	Link to the relevant document
B.SC HMCT	HM&CT	Dinesh Kumar (Accor IBIS Gurgaon)	
B.SC HMCT	HM&CT	Mukesh (Accor IBIS Gurgaon)	
B.SC HMCT	HM&CT	Sandeep kashyap (Accor IBIS Gurgaon)	
B.SC HMCT	HM&CT	Yashwant (Accor IBIS Gurgaon)	
B.SC HMCT	HM&CT	Sahil ( Ramada Chandigarh)	
B.SC HMCT	HM&CT	Ankush ( Ramada Chandigarh)	
B.SC HMCT	HM&CT	Harsh ( Ramada Chandigarh)	
B.SC HMCT	HM&CT	Anirudh ( Ramada Chandigarh)	
B.SC HMCT	HM&CT	Manish ( Ramada Chandigarh)	
B.SC HMCT	HM&CT	Vikas raj ( Ramada Chandigarh)	

B.SC HMCT	HM&CT	Suresh ( Ramada Chandigarh) Left	
B.SC HMCT	HM&CT	Abhishek	
B.SC HMCT	HM&CT	Dinesh ( Baljee regency Shimla)	
B.SC HMCT	HM&CT	Shelly ( ITC Solan)	
B.SC HMCT	HM&CT	Varsha ( ITC Solan)	
B.SC HMCT	HM&CT	Sneha ( ITC Solan)	
B.SC HMCT	HM&CT	Karan ( ITC Solan)	
B.SC HMCT	HM&CT	Aaditya shah ( paragon Solan)	
B.SC HMCT	HM&CT	Rajeev ( Paragon Solan)	
B.SC HMCT	HM&CT	Prince ( Royal ark Solan)	
B.SC HMCT	HM&CT	Sushil (Cabana resort and spa)	

Formula:

$$\frac{21 \times 100}{21} = 100\%$$

**Attach as Annexure(s)**

- Annexure Attached

### Key Indicator 1.3 (Feedback System)

Item No.	Particulars
1.3.1	<p><b>Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders</b></p> <p>(1) Students (2) Teachers (3) Employees (4) Alumni</p> <p><b>Options:-</b></p> <p>(A) All of the above. (B) Any 3 of the above (C) Any <b>2 of the above</b> (D) Any <b>1 of the above</b> (E) None of the above</p> <p><b>Data Requirement:</b></p> <p>Report of analysis of feedback received from different stakeholders year wise</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"><li>• URL for stakeholder feedback report, if any</li><li>• Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management</li><li>• Any additional information</li></ul>
1.3.2	<p><b>Feedback process of the Institution may be classified as follows</b></p> <p><b>Options:</b></p> <p>(A) Feedback collected, analysed, action taken and feedback available on website (B) Feedback collected, analysed and action has been taken. (C) Feedback collected and analysed. (D) Feedback collected. (E) <b>Feedback not collected.</b></p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"><li>• Stakeholders' feedback report, action taken report of the institute.</li><li>• Any additional information.</li><li>• URL for feedback report, if any.</li></ul>

## Criterion 2 – Teaching-Learning and Evaluation

### Key Indicator-2.1 Student Enrolment and Profile

Item No.	Particulars											
2.1.1	<b>Average Enrolment percentage (Average of last five years)</b>											
2.1.1.1	No. of students admitted year wise during the last five years											
2.1.1.2	No. of sanctioned seats year wise during the last five year											
Data requirement for last five years Enrollment percentage of <b>2020-21</b> = $(7/60) \times 100 = 11.66\%$ Enrollment percentage of <b>2021-22</b> = $(6/60) \times 100 = 10\%$ Enrollment percentage of <b>2022-23</b> = $(11/60) \times 100 = 18.33\%$ Enrollment percentage of <b>2023-24</b> = $(20/60) \times 100 = 33.33\%$ Enrollment percentage of <b>2024-25</b> = $(40/60) \times 100 = 66.66\%$  Average percentage = $\frac{11.66+10+18.33+33.33+66.66}{5} = 21.33\%$  <b>Attach as Annexure(s)</b> • Institutional data <b>Annexure Attached.</b>												
2.1.2	<b>Average percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the last five years (exclusive of supernumerary seats))</b>											
2.1.2.1	No. of actual students admitted from the reserved categories year wise during the last five years											
		<b>Year</b>	<b>Average percentage of seats filled against seats reserved for various categories</b>					<b>Number of Students admitted from the reserve category</b>				
			<b>S. C</b>	<b>S. T</b>	<b>O B C</b>	<b>Divyan gjan</b>	<b>EWS</b>	<b>S. C</b>	<b>S. T</b>	<b>O B C</b>	<b>Divyangjan</b>	<b>EW S</b>
		<b>2021-22</b>	13	3	11	0	6	3	1	0	0	0
		<b>2022-23</b>	13	3	11	0	6	4	1	1	0	0
		<b>2023-24</b>	13	3	11	0	6	8	0	0	0	0
		<b>2024-25</b>	13	3	11	0	6	21	0	4	0	0



Data requirement for last five years:

- No. of students admitted from the reserved category.
- Total No. of seats earmarked for reserved category as per State Government/Himachal Pradesh Technical University rules.

$$\text{Percentage per year} = \frac{18.5+22.2+29.6+92.5}{27} * 100 = \mathbf{162.8}$$

$$\text{Average percentage} = \frac{\Sigma 162.8}{4} = 40.7$$

**Attach as Annexure(s)**

- Any additional information.
- Average percentage of seats filled against seats reserved (**Annexure Attached**)

2.1.3

**Principal/Director Name:**

**Date of Birth: 27/03/1976 Age: 48 yrs. 8 months (age <65 yrs)**

**Qualifications: (Ph. D. in Hotel Management and Tourism).**

Date of appointment in the present institution: **1/11/2024**

Principal recruited/appointment ratified through H.P. Technical University: Yes [ ], No []

If no, Reason thereof: **it will be done as per University schedule.**

**2.1.4 : Teaching Faculty Position:- Department wise (Enclose copies of all degrees & Aadhar Card):**

S. No.	Course	Branch/Deptt.	No. of Faculty members present in the Dept. on the day of Inspection/Visit of Team			Faculty on leave (With proof)	Remarks, if any
			Prof.	Assoc. Prof.	Asstt. Prof.		
1.	B. Tech.	Civil					
2.		Mechanical					
3.		Electrical					
4.		Computer					
5.		Electronics					
6.		IT					
7.							
8.	M. Tech.						
9.	B. Pharmacy						
10.	M Pharmacy						
11.							
12.							
13.	Hotel management	BSc.HMCT		1	4	0	
		Total		1	4		

**2.1.5 Faculty: Students' ratio:-**

Norms	Required	Actual	Deficiency
Hotel management (UG)=1:20			
1 <sup>st</sup> Year	12	5	7
2 <sup>nd</sup> Year			
3 <sup>rd</sup> Year			

The cadre ratio should be 1: 2: 6 (Professor / Associate Professor / Assistant Professor)

\* Faculty to be considered as full time are those who are qualified as per AICTE/PCI requirements

\*\* Faculty/ student ratio of a dept. shall not be less than 1: 20 for 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> years of B.Tech. programmes, and overall ratio should also be 1:20.

**For PG Courses:**

One professor with Ph. D. in concerned discipline and two Associate Professors/Assistant Professors with minimum M. Tech. Qualifications are necessary, exclusive of UG load.

**2.1.6 Total Staff Position of the College/Institution**

Total No. of Teaching Faculty (Actual)	Total No. Labs & Supporting Staff* (Actual)
5	4 & 1

\* Faculty to supporting staff (Programmers/Lab Assistants/Technicians) ratio should be 1: 0.5

**iv) Appointment / Ratification of Faculty through H.P. Technical University Selection Committee (Private College):**

No. of faculty recruited/ratified through University: 0 \_\_\_\_\_ out of total 0 \_\_\_\_\_ = 0 \_\_\_\_\_ %

## Key Indicator-2.2 Catering to Student Diversity

Item No.	Particulars
2.2.1	<p><b>The institution assesses the learning levels of the students and organizes special programmes for advanced learners and slow learners</b></p> <p>Based on student performance on internal exams and the test, as well as their responses in class, advanced and slow learners have been identified. This aids in identifying slow learners and creating specialized tutorial or remedial sessions to close the achievement gap between them and more proficient students</p> <p>Teachers engage their students in the following activities:</p> <ol style="list-style-type: none"> <li>1. Remedial Classes.</li> <li>2. Extra notes.</li> <li>3. Internal examination process.</li> <li>4. Field trips</li> <li>5. Industrial expert lecture</li> </ol> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• <b>Annexure Attached</b></li> </ul>
2.2.2	<p><b>Students : Full time teacher ratio (Data for the latest completed academic year)</b></p> <p style="text-align: center;">Students :68 for current 3 year teachers ::5</p> <p><b>Data requirement:</b></p> <ul style="list-style-type: none"> <li>• Total No. of students enrolled in the institution.</li> <li>• Total No. of full time teachers in the institution.</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• <b>Annexure Attached</b></li> </ul>

## Key Indicator-2.3 Teaching-Learning Process

Item No.	Particulars
2.3.1	<p><b>Student centric methods, such as experiential learning, participative learning and problem solving methodologies used for enhancing learning experiences</b></p> <p>The teachers employ a range of teaching methods, such as interactive learning, project-based learning, computer-assisted learning, experiential learning, and lectures. Lessons are accompanied by additional lectures and illustrations to increase the efficacy of these techniques. Besides traditional oral lectures, PowerPoint presentations are also utilized to enhance learning.</p> <p><b>Lecture method:</b> This conventional method is commonly adopted by all teachers. This method facilitates the teacher to interpret, explain and revise the content of a text-only for better understanding of the subject by the learners.</p> <p><b>Interactive method:</b> The faculty members make learning interactive with students by motivating student participation in group discussion, role-play, subject quiz, discussion, and questions and answers on current affairs. Departments provide an effective platform for students to develop the latest skills, knowledge, attitude, values to shape their behaviour in the correct manner. The department conducts innovative programs which stimulate the creative ability of students and provide them a platform to nurture their problem-solving skills and ensure participative learning.</p> <p>The department Implements student-centric methods of enhancing the lifelong learning skills of students. Faculty members make efforts in making the learning activity more interactive by adopting student-centric methods.</p> <p><b>1. Experiential Learning:</b> Department conducts add-on Programs to support students in their practical learning. The department communicates the following experiential learning practices to improve creativity and intellectual levels of the students –</p> <ul style="list-style-type: none"> <li>• Lab Sessions are conducted with content syllabus experiments.</li> <li>• Industrial Visits to engage them in experiential learning while visiting the Hotels.</li> </ul> <p><b>2. Participatory Learning:</b> In this type of learning, students participate in different activities such as seminars, group discussions, wallpapers. Students are encouraged to contribute in activities where they can use their specialized skills.</p> <ul style="list-style-type: none"> <li>• <b>Annual cultural program</b> – This is organized every year for the students of the department to give an opening to their creativeness.</li> <li>• <b>Seminar Presentation</b> –Students develop technical skills while presenting papers in seminars.</li> </ul> <p><b>3. Problem-solving methods:</b> Department encourages students to acquire and develop problem-Solving skills. For this, the department organizes expert lectures on different topics, participate in different technical tests and other competitions. •Regular assignments based on problems</p> <ul style="list-style-type: none"> <li>• Class presentations</li> </ul> <p>In addition to the traditional teaching-learning methods, the institute is providing innovative student-centric methods such as Workshops, Seminars Roleplay, Video, Demonstration, Activity-based learning, Guest lecture, GD/ debate, Peer learning groups, MOOCs, Project-based learning, Worksheets, PPT, Journal Review, Viva, Poster presentation, Public Speaking to encourage Participative, Problem-solving and Experiential learning.</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• Link of additional information, if any</li> </ul>

2.3.2	<p><b>Teachers use ICT enabled tools for effective teaching-learning process.</b></p> <p>To be prepared for the workforce, students nowadays must learn and become proficient in the newest technology. Consequently, in order to engage students in long-term learning, teachers are fusing technology with conventional teaching methods. Information and communication technology, or (ICT), is used by colleges to assist, improve, and streamline the way that education is delivered.</p> <p><b>ICT Tools:</b></p> <ol style="list-style-type: none"> <li>1. Projectors- projectors are available in classrooms/labs</li> <li>2. Desktop and Laptops- Arranged at Computer Lab and Faculty cabins.</li> <li>3. Printers- They are installed at all prominent places.</li> <li>4. Photocopier machines - Multifunction printers are available at all prominent places in the institute.</li> <li>5. Seminar Rooms- Seminar halls are equipped with all digital facilities.</li> <li>6. Auditorium- It is digitally equipped with mike, projector, cameras and computer system.</li> <li>7. Online Classes through Zoom, Google Meet, Microsoft Team, Google Classroom)</li> <li>8. MOOC Platform (NPTEL, SWAYAM etc)</li> </ol> <p><b>Use of ICT by Faculty-</b></p> <p><b>A. PowerPoint presentations-</b> Faculties are encouraged to use power-point presentations in their teaching by using LCD's and projectors.</p> <p><b>B. Industry Connect-</b> Seminar and Conference room are digitally equipped where guest lectures, expert talks are regularly organized for students.</p> <p><b>C. Online quiz-</b> Faculties prepare online quiz for students after the completion of each unit with the help of GOOGLE FORMS.</p> <p><b>D. Video Conferencing-</b> Students are counselled with the help of Zoom / Google meet applications.</p> <p><b>E. Video lecture-</b> Recording of video lectures is made available to students for long term learning and future referencing.</p> <p><b>F. Online competitions-</b> Various technical events and management events such as Poster making, Ad-mad show, Project presentations, Business quiz, Debates, paper presentations etc. are being organized with the help of various Information Communication Tools.</p> <p><b>G. Workshops-</b> Teachers use various ICT tools for conducting workshops on latest methods</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• Provide link for webpage describing the ICT enabled tools for effective teaching-learning process, <b>Annexure- same as 2.3.1 for industrial guest Lectures</b>, Seminar Room Photo Attached.</li> </ul>
2.3.3	<p><b>Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)</b></p>
2.3.3.1	<p>No. of mentors:: 2</p>
	<p>No. of students assigned to each Mentor :: 20</p>
	<p>Mentor: 2      Mentee :: 20</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Year wise number of students enrolled and full time teachers on roll.</li> <li>• Circulars pertaining to assigning mentors to mentees</li> <li>• Mentor/mentee ratio (<b>Annexure Attached</b>)</li> </ul>

## Key Indicator-2.4 Teacher Profile and Quality

Item No.	Particulars																		
2.4.1	<p><b>Average percentage of full time teachers against sanctioned posts during last five years</b></p> <p>Data requirement for last five years:</p> <ul style="list-style-type: none"> <li>• No. of full time teachers.</li> <li>• No. of sanctioned posts.</li> </ul> <p>Formula:</p> <p>Number of Faculty in academic session 2019-20: - 2            Number of Faculty in academic session 2020-21: - 3            Number of Faculty in academic session 2021-22: - 3            Number of Faculty in academic Session 2023-24: -4            Number of Faculty in academic Session 2024-25: -5</p> <p>Percentage of Faculty in Academic Session 2019-20: - 22.22%            Percentage of Faculty in Academic Session 2020-21:-33.33%            Percentage of Faculty in Academic Session 2021-22:- 33.33%            Percentage of Faculty in Academic Session 2022-23:-44.44%            Percentage of Faculty in Academic Session 2024-25: -55.55%</p> <p>Average percentage = <math>\frac{188.87}{5} = 37.77\%</math></p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Year wise full time teachers and sanctioned posts for five years.</li> <li>• Any additional information.</li> <li>• <b>Annexure Attached</b></li> </ul>																		
2.4.2	<p><b>Average percentage of full time teachers with Ph.D./D.Sc./D.Lit. during the last five years (consider only the highest degree for count)</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 10%;">2.4.2.1</td> <td colspan="5">No. of full time teaches with Ph.D./D.sc./D.Lit. during the last five years</td> </tr> <tr> <td></td> <td style="text-align: center;"><b>Year</b></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;"><b>Number</b></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Data requirement for last five years:</p> <ul style="list-style-type: none"> <li>• No. of full time teachers with Ph.D./D.Sc./D.Litt.</li> <li>• Total No. of full time teachers.</li> </ul> <p>Formula:</p> <p>Percentage for year 2018-19:- 20%            Percentage for year 2019-20:- 0%            Percentage for year 2020-21:- 0%            Percentage for year 2021-22:- 0%            Percentage for year 2022-23:- 0%            Percentage for year 2024-25:-20%</p> <p>Average percentage = <math>\frac{20+0+0+0+0+20}{5} = \frac{40}{5} = 8\%</math></p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• List of full time teachers with Ph.D./D.Sc./D.Lit. and number of full time teachers for five years.</li> </ul>	2.4.2.1	No. of full time teaches with Ph.D./D.sc./D.Lit. during the last five years						<b>Year</b>						<b>Number</b>				
2.4.2.1	No. of full time teaches with Ph.D./D.sc./D.Lit. during the last five years																		
	<b>Year</b>																		
	<b>Number</b>																		

2.4.3	<b>Average teaching experience of full time teachers in the same institution (data for the latest completed academic year in number of years)</b>
2.4.3.1	Total experience of full time teachers.
	<p>Data requirement for last five years:</p> <ul style="list-style-type: none"> <li>• Name and No. of full time teachers with years of teaching experiences</li> </ul> <p>Formula:</p> $\frac{9.8}{5} = 1.96$ <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• List of teachers including their PAN, designation, department and experience details <b>(Annexure Attached)</b></li> </ul>

## Key Indicator-2.5 Evaluation Process and Reforms

Item No.	Particulars
2.5.1	<p><b>Mechanism of internal assessment is transparent and robust in terms of frequency and mode</b></p> <p>The Institute has transparent and robust in terms of frequency and mode. In order to ensure transparency in internal assessment, the system of internal assessment is communicated with the students well in time. The H.O.D directs all faculties to ensure effective implementation of the evaluation process. Students who are admitted for the concerned course are assessed continuously through various evaluation processes at institute and university levels. Continuous evaluation is made through Sessional test, Assignment Submission and their Attendance. The weightage for Sessional varies as per the performance of the students. Personal guidance is given to the poor performing students. For transparent and robust for internal assessment the following Mechanism are conducted:-</p> <ul style="list-style-type: none"> <li>• Internal examination committee.</li> <li>• Question paper setting.</li> <li>• Conduct of Sessional Examination.</li> <li>• Result Display.</li> <li>• Interaction with students regarding their internal assessment.</li> </ul> <p>The method of internal assessment helps the teacher evaluate students more appropriately. Due to internal assessment, the interest of the students towards learning and attending the classes has also been increased. It has created the interest among the students to take active participation in various co- curricular and extracurricular for their overall personality development. In this way mechanism of internal assessment is transparent and robust.</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> </ul>
2.5.2	<p><b>Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient</b></p> <p>Students with grievances about internal examinations represent or personally approach the concerned teacher and seek redress. A student dissatisfied with the external assessment may seek reevaluation by filling out a simple form online. The college office provides assistance for the same. A student not qualifying for one course may appear for a supplementary examination. A rare case of withholding of examination results by Himachal Pradesh Technical University due to non-submission of dues or missing awards (caused mostly due to inappropriate subject-code entry in examination form by the students) is pursued by the college via email or phone to ensure a satisfactory and timely resolution.</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Annexure Attached</li> </ul>



**Key Indicator-2.6 Student Performance and Learning Outcome**  
**National Credit Framework (NCrF) Learning Objectives and Learning Outcomes**

<b>Item No.</b>	<b>Particulars</b>
2.6.1	<p><b>Teachers and students are aware of the stated programme and course outcomes of the programmes offered by the institution.</b></p> <p><b>Programme Outcome:</b> Provide students with a comprehensive understanding of the hospitality industry, including its history, scope, current trends, and future directions. Equip students with practical knowledge and skills in various aspects of hotel operations, including front office management, housekeeping, food and beverage management, catering, event management, and revenue management. Develop students' ability to provide exceptional customer service and guest satisfaction, emphasizing the importance of professionalism, communication skills, and problem-solving abilities. Provide opportunities for students to gain hands-on experience through internships, practicums, or industry placements, allowing them to apply theoretical knowledge in real-world hospitality settings and develop industry-specific skills. Support students in their professional development by offering career guidance, networking opportunities, and exposure to industry professionals, helping them to launch successful careers in hotel management and related field. To prepare students for careers in the global hospitality industry, equipping them with cross-cultural competence, adaptability, and an understanding of international hospitality trends and practices.</p> <p><b>1. Program Learning Objectives (PLOs)</b></p> <p>The learning objectives are designed to prepare students for a wide range of careers in the hospitality and catering sectors, including hotel management, food service management, event planning, and tourism management. The curriculum of a BHMCT course typically encompasses theoretical knowledge, practical skills training, industry internships, and experiential learning opportunities to ensure students are well-prepared to meet or exceed the expectations of industry. Here are some common program learning objectives for a BHMCT course:</p> <p>Gain a deep understanding of the hospitality industry, including its history, structure, trends, and challenges.</p> <p>Develop skills in managing catering operations, including menu planning, food production, beverage management, catering logistics and legal aspects of industry.</p> <p>Understand the importance of food safety and hygiene standards in hospitality operations and learn to implement best practices to ensure compliance.</p> <p>Gain knowledge and skills in planning, organizing, and executing various events, such as conferences, weddings, and banquets.</p> <p><b>2. Course outcome (CO)</b></p> <p>The learning objective of a foundation course in food production may vary depending on the specific institution or program. The specific learning objectives may vary depending on the following:</p> <ol style="list-style-type: none"> <li>1. Develop fundamental culinary techniques, such as knife skills, cooking methods (grilling, roasting, sautéing, etc.), and food preparation.</li> <li>2. Learn about various ingredients, their characteristics, and how to handle and store them properly.</li> <li>3. Interpret recipes, measure ingredients accurately, and execute cooking techniques to produce a wide range of dishes.</li> <li>4. Understand the importance of quality control in food production, ensuring consistency and excellence in dishes.</li> </ol> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> </ul>

2.6.2	<p><b>Attainment of Programme outcomes and course outcomes are evaluated by the institution</b></p> <p>The college's student-centric approach is reflected in diverse spheres of student performance. Evaluation of Program Outcomes (POs) and Course Outcomes (COs) occurs throughout the academic Annual Quality Assurance Report of L.R Institute of Hotel Management Solan - year, encompassing both curricular and co-curricular activities.</p> <p>Formal and informal mechanisms include mid-term and end-term examinations, practical examinations, quizzes, group discussions, project work, assignments, and presentations. Faculty maintain attendance-cum-record registers with dedicated columns for attendance, mid-term exam results, and in-class assessments. Term-end exam results are obtained from Himachal Pradesh University. POs and COs guide student participation in co-curricular activities, and recommendations are given for involvement. Student participation in subject societies, clubs, and inter-departmental competitions is recognized with awards and certificates. Feedback from stakeholders, including alumni, is sought in formal forums, influencing curriculum integration. Professionals' assessments during placement drives, field visits, and lectures contribute to evidence of COs and POs. Remarkably, students have excelled in national events, inter-college Youth Festivals, and various competitive exams, showcasing the college's commitment to holistic education.</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• <b>Annexure Attached.</b></li> </ul>																																	
2.6.3	<p><b>Average pass percentage of students during the last five years</b></p> <table border="1" data-bbox="231 952 1455 1288"> <tr> <td data-bbox="231 952 343 1019">2.6.3.1</td> <td colspan="6" data-bbox="343 952 1455 1019">Total No. of final year students who passed the University examination year wise during the last five years.</td> </tr> <tr> <td data-bbox="231 1019 343 1086">2.6.3.2</td> <td colspan="6" data-bbox="343 1019 1455 1086">Total No. of final year students who appeared for the University examination year wise during the last five years</td> </tr> <tr> <td data-bbox="231 1086 343 1176"></td> <td data-bbox="343 1086 566 1176"><b>No. of student appeared</b></td> <td data-bbox="566 1086 742 1176"><b>Year 1</b></td> <td data-bbox="742 1086 917 1176"><b>Year 2</b></td> <td data-bbox="917 1086 1093 1176"><b>Year 3</b></td> <td data-bbox="1093 1086 1268 1176"><b>Year 4</b></td> <td data-bbox="1268 1086 1455 1176"><b>Year 5</b></td> </tr> <tr> <td data-bbox="231 1176 343 1288"></td> <td data-bbox="343 1176 566 1288"><b>No. of students passed</b></td> <td data-bbox="566 1176 742 1288"></td> <td data-bbox="742 1176 917 1288"></td> <td data-bbox="917 1176 1093 1288"></td> <td data-bbox="1093 1176 1268 1288"></td> <td data-bbox="1268 1176 1455 1288"></td> </tr> </table> <p>Data requirement</p> <ul style="list-style-type: none"> <li>• Programme code</li> <li>• Name of the Programme</li> <li>• No. of students appeared</li> <li>• No. of students passed</li> <li>• Pass Percentage</li> </ul> <p>Formula:</p> <p><b>Percentage for 2018-2019 =75%</b>  <b>Percentage for 2019-2020=100%</b>  <b>Percentage for 2020-2021=83.33%</b>  <b>Percentage for 2021-2022=83.33%</b></p> <p>Average percentage = <math>\frac{75\%+100\%+83.33\%+83.33\%}{4} = 85.41\%</math></p>						2.6.3.1	Total No. of final year students who passed the University examination year wise during the last five years.						2.6.3.2	Total No. of final year students who appeared for the University examination year wise during the last five years							<b>No. of student appeared</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>		<b>No. of students passed</b>					
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	<b>No. of student appeared</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>																												
	<b>No. of students passed</b>																																	

Attach as Annexure(s)

- List of programmes and No. of students passed and appeared in the final year examination.( **Annexure Attached**)

## Key Indicator-2.7 Student Satisfaction Survey (SSS)

Item No.	Particulars (SSS by HPTU)
2.7.1	<p><b>Online student satisfaction survey regarding teaching learning process of about 20% students.</b></p> <p style="padding-left: 40px;">Data requirement:</p> <p>NAAC (National Assessment and accreditation council) is conducting a Student Satisfaction Survey regarding Teaching – Learning and Evaluation, which will help to upgrade the quality in higher education. A student will have to respond to all the questions given in the following Format with her/his sincere effort and thought. Her/his identity will not be revealed.</p> <p><b>A) Please confirm this is the first and only time you answer this survey.</b>  a) Yes <span style="margin-left: 200px;">b) No</span></p> <p><b>B) Age:</b> <span style="margin-left: 150px;">C) College Name:</span></p> <p><b>D) Gender:</b>  a) Female <span style="margin-left: 100px;">b) Male</span> <span style="margin-left: 100px;">c) Transgender</span></p> <p><b>E) What degree program are you pursuing now?</b>  a) _____</p> <p><b>F) What subject area are you currently pursuing?</b>  a) F&amp;B Production <span style="margin-left: 50px;">b) F&amp;B Service</span> <span style="margin-left: 50px;">c) Accommodation Operation</span>  d) Front Office e) Other: ( )</p> <p><b>Instructions to fill the questionnaire</b></p> <ul style="list-style-type: none"> <li>● All questions should be compulsorily attempted.</li> <li>● Each question has five responses, choose the most appropriate one.</li> <li>● The response to the qualitative question no. 21 is student’s opportunity to give suggestions or improvements; she/he can also mention weaknesses of the institute here. (Kindly restrict your response to teaching learning process only)</li> </ul> <p style="padding-left: 40px;">(Data base of all currently enrolled students need to be prepared and shared with H.P. Technical University)</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>● <b>Annexure Attached</b></li> </ul>

## Criteria-3 Research, Innovations and Extension

### Key Indicator 3.1 Resource, Mobilization for Research

Item No.	Particulars					
3.1.1	<b>Grants received from Government and non-governmental agencies for research projects/endowments in the institution during the last five years (INR in lakhs)- NIL</b>					
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)					
	<b>Year</b>					
	<b>INR in Lakhs</b>					
<p>Data requirement for last five years:</p> <ul style="list-style-type: none"> <li>• Name of the Project/Endowments</li> <li>• Name, Designation &amp; Department of the Principal Investigator</li> <li>• Year of Award</li> <li>• Funds provided</li> <li>• Duration of the Project</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• E-copies/hard copies of the grant award letters for sponsored research projects/endowments.</li> <li>• List of endowments/projects with details of grants/hard copies</li> </ul>						
3.1.2	<b>Percentage of departments having Research projects funded by government and non-government agencies during the last five years – NIL</b>					
3.1.2.1	No. of departments having research projects funded by government and non-government agencies during the last five years					
	<b>Year</b>					
	<b>Number</b>					
<p>Data requirement for last five years:</p> <ul style="list-style-type: none"> <li>• Name, Designation &amp; Department of Principal Investigator</li> <li>• Duration of project</li> <li>• Name of the research project</li> <li>• Amount/Fund received</li> <li>• Name of the funding agency</li> <li>• Year of sanction</li> </ul> <p>Formula:</p> $\frac{\text{No. of departments having research projects funded by government/non-government agencies during the last five years}}{\text{Total No. of departments}} \times 100$ <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• List of research projects and funding details.</li> <li>• Any additional information.</li> <li>• Supporting document from Funding Agency.</li> <li>• Paste link of Funding Agency website, if any.</li> </ul>						

3.1.3	<b>Number of seminars/conferences/workshops conducted by the institution during the last five years- NIL</b>					
3.1.3.1	Total No. of seminars/conferences/workshops conducted by the institution year wise during the last five years					
	<b>Year</b>					
	<b>Number</b>					
<p>Data requirement:</p> <ul style="list-style-type: none"> <li>• Name of the workshops/seminars</li> <li>• No. of participants</li> <li>• Date (from-to)</li> <li>• Link to the activity report on the website, if any.</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Report of the event.</li> <li>• Any additional information.</li> <li>• List of workshops/seminars during the last five years.</li> </ul>						

**Key Indicator 3.2-Research Publication and Awards**

Item No.	Particulars					
3.2.1	<b>No. of papers published per teacher in the Journals notified on UGC website during the last five years</b>					
3.2.1.1	No. of research papers in the Journals notified on UGC website during the last five Years					
	<b>Year</b>					
	<b>Number</b>					
	Data requirement:					
Sr.no	Name of Author	Department of Teacher	Name of Journal	Year of Publication	ISSN Number	Link of the recognition UGC enlists the Journal
1	Vikas Rana	L.R Institute of Hotel Management	INTERNATIONAL JOURNAL OF ENGINEERING, PURE AND APPLIED SCIENCES, 2022		2456-3129	<a href="https://ijepa.no-4-sept-2022">https://ijepa.no-4-sept-2022</a>
	Formula: $\frac{1}{3} = 0.33\%$ <b>Attach as Annexure(s)</b> <ul style="list-style-type: none"> <li>Any additional information. <b>Annexure Attached</b></li> <li></li> </ul>					
3.2.2	<b>No. of books and chapters in edited volumes/books published and papers published in National/International conference proceedings per teacher during the last five years.</b>					
3.2.2.1	Total No. of books and chapters in edited volumes/books published and papers in National/International conference proceedings year wise during the last five years					
	<b>Year</b>					2024-25
	<b>Number</b>					2

Data requirement for last five years :

- Name of the teacher: Title of the paper
- Title of the book published: Name of the author/s: Title of the proceedings of the conference
- Name of the publisher: National/International
- National/International: ISBN/ISSN number of the proceedings
- Year of publication.

Formula:

$$\frac{\text{Total No. of books and chapters in edited volume, books, published} \\ \text{and papers in National/International conference proceedings during the last five years}}{\text{Average No. of full time teachers during the last five years}}$$

**Attach as Annexure(s)**

- Any additional information.
- List of books and chapters edited volumes/books published



**Key Indicator 3.3: Extension Activities (NCC/NSS/Red Cross, etc.)**

Item No.	Particulars																		
3.3.1	<p><b>Extension activities carried out in the neighbourhood community, sensitizing students to social issues for their holistic development, and impact hereof during the last five years</b></p> <p>The college organizes a number of extension activities to promote institute-neighbourhood community to sensitize the students towards community needs. The students of our college actively participate in social service activities leading to their overall development.                      Blood Donation Camp                      Forest Cleaning Camp</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Annexure Attached .</li> </ul>																		
3.3.2	<p><b>No. of awards and recognitions received for extension activities from government/government recognized bodies during the last five years</b></p> <table border="1"> <tr> <td align="center">3.3.2.1</td> <td colspan="5">Total No. of awards and recognition received for extension activities from Government/government recognized bodies year wise during the last five years</td> </tr> <tr> <td align="center"><b>Year</b></td> <td></td> <td></td> <td></td> <td></td> <td align="center">2024-25</td> </tr> <tr> <td align="center"><b>Number</b></td> <td></td> <td></td> <td></td> <td></td> <td align="center">2</td> </tr> </table> <p>Data requirement for last five years:</p> <ul style="list-style-type: none"> <li>Name of the activity</li> <li>Name of the award/recognition</li> <li>Name of the Awarding government/government recognized bodies</li> <li>Year of the award</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Annexure Attached</li> <li>Number of awards for extension activities in last five years (data template)</li> <li>E-copy/hard copies of the award letters</li> </ul>	3.3.2.1	Total No. of awards and recognition received for extension activities from Government/government recognized bodies year wise during the last five years					<b>Year</b>					2024-25	<b>Number</b>					2
3.3.2.1	Total No. of awards and recognition received for extension activities from Government/government recognized bodies year wise during the last five years																		
<b>Year</b>					2024-25														
<b>Number</b>					2														
3.3.3	<p><b>No. of extension and outreach programs conducted by the institution through NSS/NCC/Red Cross/YRC etc. (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years NIL</b></p> <table border="1"> <tr> <td align="center">3.3.3.1</td> <td colspan="5">No. of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organizations through NSS/NCC/Red Cross/YRC etc., year wise during the last five years</td> </tr> <tr> <td align="center"><b>Year</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td align="center"><b>Number</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	3.3.3.1	No. of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organizations through NSS/NCC/Red Cross/YRC etc., year wise during the last five years					<b>Year</b>						<b>Number</b>					
3.3.3.1	No. of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organizations through NSS/NCC/Red Cross/YRC etc., year wise during the last five years																		
<b>Year</b>																			
<b>Number</b>																			

Data requirement for the last five years:

- Name and No. of the extension and outreach programmes
- Name of the collaborating agency: Government/Non-Government, industry, community with contact details

**Attach as Annexure(s)**

- Reports of the event organized.
- Any additional information.
- No. of extension and outreach programmes conducted with industry, community etc. for the last five years

**3.3.4 Average percentage of students participating in extension activities at 3.3.3 above during the last five years NIL**

3.4.4.1 Total No. of students participating in extension activities conducted in collaboration with industry, community and Non-Government Organizations through NSS/NCC/Red Cross/YRC etc. year wise during the last five years

Year					
Number					

Data requirement for the last five years:

- Name of the activity
- Name of the scheme
- Year of the activity
- No. of teachers participating in such activities
- No. of students participating in such activities

Formula:

$$\text{Percentage per year} = \frac{\text{Total No. of students participated in such activities}}{\text{No. of students}} \times 100$$

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

**Attach as Annexure(s)**

- Reports of the event.
- Any additional information.
- Average percentage of students participating in extension activities with Government or NGO etc.

### Key Indicator 3.4: Collaboration

Item No.	Particulars					
3.4.1	<p><b>Collaborations/linkages of the institution for Faculty exchange, student exchange, internship, field trip, on-the-job training, research etc. during the last five years</b></p> <ul style="list-style-type: none"> <li>No. of linkage (s) for faculty exchange, student exchange, internship, field trip, on-the-job-training, research etc. year wise during the last five years</li> </ul>					
	<b>Year</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2024-25</b>
	<b>Number</b>	16	6	12	20	
	<p>Data requirement for the last five years:</p> <ul style="list-style-type: none"> <li>Title of the linkage</li> <li>Name of the partnering institution/industry/research lab with contact details</li> <li>Year of commencement</li> <li>Duration (From-to)</li> <li>Nature of linkage</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li><b>Annexure Attached</b></li> </ul>					
3.4.2	<p><b>No. of functional MoUs with National and International institutions, universities, industries, corporate houses etc. during the last five years</b></p>					
3.4.2.1	<p>No. of functional MoUs with institutions of National, International importance, other universities, industries, corporate houses etc. year wise during the last five years</p>					
	<b>Year</b>	2019-20	2020-21	2021-22	2022-23	2023-24
	<b>Number</b>	1	0	1	1	0
	<p>Data requirement for the last five years:</p>					
	<b>Organisation with which MoU has been signed</b>	<b>Name of the institution/industry/corporate house</b>	<b>Year of signing MoU</b>	<b>Duration</b>	<b>List the actual activities under each MoU</b>	<b>No. of students/teach participating under MoU</b>
	Hotel	D'Polo Dharamshala	2019	1	NIL	0/1
	Hotel	D'Polo Dharamshala	2022	1	NIL	0/1
	Hotel	Nature Valley Chamba	2023	1	NIL	0/1
	<p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li><b>Annexure Attached</b></li> </ul>					

**Criteria-4 Infrastructure and Learning Resources**  
**Key Indicator 4.1 Physical Facilities**

Item No.	Particulars		
4.1.1	<p><b>Infrastructure and physical facilities for teaching-learning, viz., classrooms, laboratories, computing equipment etc. of the institutions.</b></p> <p>The College encompasses a well maintained lush green campus spread over 7 acres of land ensuring adequate availability and optimal utilization of physical infrastructure for teaching learning activities.</p> <p><b>Classrooms:</b> college encompasses sufficient number of well-furnished, well ventilated, spacious classrooms.</p> <p><b>Seminar Hall:</b> The College has a seminar halls. These halls are regularly used for conducting seminars. The students are promoted for active involvement in presentations, group discussions, etc.</p> <p><b>Laboratories:</b> All laboratories are well equipped with state of the art equipment and facilities. All the laboratories are established as per HPTU norms. These labs are utilized for conducting practical classes as per the requirements of the curriculum. Labs are also utilized for technology learning &amp; training as a part of teaching contents beyond the syllabus.</p> <p><b>Wi-Fi:</b> The entire campus is Wi-Fi enabled with 24/7 internet facilities to the students.</p> <p><b>Available band width:</b> 200 mbps (Faculty &amp; Staff Band width limit- 2.5Mbps/User, Students bandwidth limit - 2 Mbps/User). Internet facility is available in whole campus including labs, classrooms, library, offices of all Departments and hostels.</p> <p><b>Library:</b> Our central library has 877 books covering all subject of Hotel management. The library covers enough area for an ample study. Excellent Resources are available for self-learning at library.</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> </ul>		
4.1.2	<p><b>Facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.</b></p> <p>The Institute, with its compulsory Core Courses and the continuous evaluation scheme, integrates sports and extra-curricular activities as essential components. This is done not only for participation but also for assessment of students.</p> <p>It has adequate facilities for sports, games and cultural activities. L.R group of Institution has large playground with provision for multiple games, such as, Cricket, Basketball. Another field provides Badminton courts. Outdoor badminton courts and gymnasium are available.</p> <p>Facilities for outdoor sports and games that include badminton, volleyball, basketball, carom, and gymnasium exist for Girls and Boys.</p> <p><b>Attach as Annexure (s)</b></p> <ul style="list-style-type: none"> <li>Annexure Attached</li> </ul>		
4.1.3	<p><b>Percentage of classrooms and seminar halls with ICT-enabled facilities such as smart class, LMS etc.</b></p> <table border="1" data-bbox="209 1845 1474 1877"> <tr> <td data-bbox="209 1845 331 1877">4.1.3.1</td> <td data-bbox="331 1845 1474 1877">No. of classrooms and seminar halls with ICT facilities</td> </tr> </table>	4.1.3.1	No. of classrooms and seminar halls with ICT facilities
4.1.3.1	No. of classrooms and seminar halls with ICT facilities		

Data requirement for the last five years:

No. of classrooms with LCD facilities	NA
No. of classrooms with Wi-Fi/LAN facilities	1
No. of smart classrooms	NA
No. of classrooms with LMS facilities	NA
No. of seminar halls with ICT facilities	NA

Formula:

$$\frac{\text{No. of classrooms and seminar halls with ICT facilities}}{\text{Total No. of classrooms/seminar halls in the institution}} \times 100$$

**Attach as Annexure(s)**

- Any additional information.
- Details of classrooms and seminar halls with ICT enabled facilities

4.1.4 Average percentage of expenditure, excluding salary, for infrastructure augmentation during the last five years (INR in lakhs)

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary, year wise during the last five years (INR in lakhs)

<b>Year</b>					
<b>INR in lakhs</b>					

Date requirement for the last five years:

- Expenditure for infrastructure augmentation.
- Total expenditure excluding salary

**Formula:**

$$\text{Percentage per year} = \frac{\text{Expenditure for infrastructure augmentation excluding salary}}{\text{Total expenditure excluding salary}} \times 100$$

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

**Attach as Annexure(s)**

- Any additional information.
- Audited utilization statements.
- Details of budget allocation, excluding salary during the last five years

## Key Indicator 4.2 Library as a learning Resource

Item No.	Particulars																					
4.2.1	<p><b>Library is automated using Integrated Library Management System (ILMS)</b></p> <p>Date requirement for the last five years: Write a description of library within (100-150 words)</p> <ul style="list-style-type: none"> <li>• Name of ILMS software (NIL)</li> <li>• Nature of automation (fully or partially) (NIL)</li> <li>• Version (NIL)</li> <li>• Year of automation (NIL)</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• Paste link for additional information, if any</li> </ul>																					
4.2.2	<p><b>The institution has subscription for the following e-resources</b></p> <ol style="list-style-type: none"> <li>(1) e-journals</li> <li>(2) e-Shodh Sindhu</li> <li>(3) Shodh ganga Membership</li> <li>(4) E-books</li> <li>(5) Databases</li> <li>(6) Remote access to e-recourses</li> </ol> <p><b>Options:-</b></p> <ol style="list-style-type: none"> <li>(A) Any 4 or more of the above</li> <li>(B) Any 3 of the above</li> <li>(C) Any 2 of the above</li> <li>(D) Any 1 of the above</li> <li>(E) <b>None of the above</b></li> </ol> <p>Data requirement for last five years:</p> <ul style="list-style-type: none"> <li>• Details of membership</li> <li>• Details of subscription</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• Detail of subscriptions like e-journals, e-Shodh Sindhu, Shodh ganga Membership etc.</li> </ul>																					
4.2.3	<p><b>Average annual expenditure on purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in lakhs)</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">4.2.3.1</td> <td colspan="6">Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during the last five years (INR in lakhs)</td> </tr> <tr> <td></td> <td style="width: 10%;"><b>Year</b></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;">2023</td> <td style="width: 10%;">2024</td> <td style="width: 10%;">2025</td> </tr> <tr> <td></td> <td><b>INR in Lakhs</b></td> <td></td> <td></td> <td>11,000/-</td> <td>11,900/-</td> <td>11,900/-</td> </tr> </table> <p>Data requirement for the last five years:</p> <ul style="list-style-type: none"> <li>• Expenditure on the purchase of books/e-books</li> <li>• Expenditure on the purchase of journals/e-journals</li> </ul>	4.2.3.1	Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during the last five years (INR in lakhs)							<b>Year</b>			2023	2024	2025		<b>INR in Lakhs</b>			11,000/-	11,900/-	11,900/-
4.2.3.1	Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during the last five years (INR in lakhs)																					
	<b>Year</b>			2023	2024	2025																
	<b>INR in Lakhs</b>			11,000/-	11,900/-	11,900/-																

	<ul style="list-style-type: none"> <li>Year of expenditure</li> </ul> <p>Average Expdt. per year:</p> $\frac{34800}{3} = 11600/-$ <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> <li>Audited statement of accounts.</li> <li>Details of annual expenditure for purchase of books/e-books and journals/e-journals during the last five years.</li> </ul>
4.2.4	<p><b>Percentage per day usage of library by teachers and students (foot falls and login data for online access)</b></p>
4.2.4.1	<p>No. of teachers and students using library per day over last one year.</p>
	<p>Data requirement</p> <ul style="list-style-type: none"> <li>Attach last page of accession register details (<b>Annexure Attached</b>)</li> <li>Method of computing per day usage of library</li> <li>No. of users using library through e-access</li> <li>No. of physical users accessing library</li> </ul> <p>Formula:</p> $\frac{\text{No. of teachers and students using library per day} \times 100}{\text{Total No. of teachers and students}}$ <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> <li>Details of library usage by teachers and students.</li> </ul>



### Key Indicator 4.3: IT Infrastructure

Item No.	Particulars
4.3.1	<p><b>Institution frequently updates its IT facilities including Wi-Fi</b></p> <p>With the increasing demand for internet access in educational campuses due to evolving standard of education and flexibility offered by the Internet - universities, colleges, educational institutes etc., are keenly stepping forward to setup secured and stable wired or Wi-Fi network campus for their students.</p> <p>Educational campuses have major requirements of user access control, control over bandwidth consumption, and differentiated policy control for management faculty's access and student's access.</p> <p>Currently we are using BSNL lease line of 100 MBPS. Also we have provided Wi-Fi facility to student at both hostel as well as in campus. Campus is having 100 MBPS and hostel has high speed internet facility. The institute has a 24X7 Wi- Fi facility in the college campus for the student and faculty members to avail internet connection at any place in the college, &amp; hostel.</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• Paste link for additional information, if any.</li> </ul>
4.3.2	<p><b>Student-Computer ratio</b> (Data for the latest completed academic year)</p> <p>No. of students :<b>67</b> No. of Computers::<b>24</b></p> <p>Data requirement:</p> <ul style="list-style-type: none"> <li>• No. of computers in working condition :<b>24</b></li> <li>• Total no. of computers :<b>24</b></li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• Student-computer ratio <b>1:3</b></li> </ul>
4.3.3	<p><b>Bandwidth of Internet connection in the Institution</b></p> <p><b>Options:</b></p> <p>(A) 10 GBPS            (B) 1 GBPS            (C) 750 MBPS            (D) 500 MBPS            (E) Others (specify)</p> <p>Data requirement:</p> <ul style="list-style-type: none"> <li>• Available internet bandwidth <b>100 MBPS</b></li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• Details of available bandwidth of internet connection in the institution.</li> </ul>

## Key Indicator 4.4 Maintenance of Campus Infrastructure

Item No.	Particulars																					
4.4.1	<p><b>Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities), excluding salary component, during the last five years (INR in lakhs)</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">4.4.1.1</td> <td colspan="6">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)</td> </tr> <tr> <td></td> <td style="width: 15%;"><b>Year</b></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> </tr> <tr> <td></td> <td><b>INR in lakhs</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Data requirement year wise: (As per data template in Section B)</p> <ul style="list-style-type: none"> <li>• Non salary expenditure incurred</li> <li>• Expenditure incurred on maintenance of campus infrastructure</li> </ul> <p>Formula:</p> <p style="text-align: center;">Percentage per year = <math>\frac{\text{Expenditure on maintenance of physical and academic support facilities excluding salary component}}{\text{Total expenditure excluding salary component}} \times 100</math></p> <p style="text-align: center;">Average percentage = <math>\frac{\sum \text{Percentage per year}}{5}</math></p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• Audited statements of accounts.</li> <li>• Details about assigned budget and expenditure on physical facilities and academic support facilities</li> </ul>	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)							<b>Year</b>							<b>INR in lakhs</b>					
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)																					
	<b>Year</b>																					
	<b>INR in lakhs</b>																					
4.4.2	<p><b>Established systems and procedures for maintaining and utilizing physical, academic and support facilities-laboratory library, sports complex, computers, classrooms etc.</b></p>																					
	<p><b>Class room</b> Classroom being the most primary and important work space, it is managed with proper systems and procedures as recommended by the Management and the University. It is followed keeping in mind the modern teaching learning environment. The classrooms are well equipped for better and effective teaching</p> <p><b>Laboratory</b> As the College has 4 major departments, the Laboratory policy forms the core in the working of the Department. Laboratory has several instruments and equipment.</p> <ul style="list-style-type: none"> <li>• Front Office Lab</li> <li>• Accommodation Operation Lab</li> <li>• Housekeeping Lab</li> <li>• Food and Beverage Production Lab</li> <li>• Food and Beverage Service Lab</li> </ul> <ol style="list-style-type: none"> <li>1. General Instructions to students regarding the safe and secure usage while in the laboratory are displayed in each lab.</li> <li>2. In Locations of lab have fire extinguishers help to assure protective measures to minimize the casualties.</li> </ol> <p><b>Library</b></p>																					

The library of the college has its own mechanisms and system in place to identify the purchases based on the courses offered, check on the facilities to be provided for the students and the staff. Generally, the norms conform to the institutional policies and the policies of the parent body.

### **Sports**

For holistic development, students are encouraged to participate in the competitions. Coaches for events where there, are appointed with the permission of the Management and the Principal for good student representation. The celebration of the International. Yoga Day has become a regular affair and many students and staff participate in the same.

#### **Attach as Annexure(s)**

- Any additional information. **NIL**
- Paste link for additional information, if any.

**Criterion 5-Student Support and Progression**  
**Key Indicator 5.1 Student Support**

Item No.	Particulars					
5.1.1	<b>Average percentage of students benefitted by scholarships and freeships provided by the Government during the last five years.</b>					
5.1.1.1	No. of students benefitted by scholarships and freeships provided by the Government year wise during the last five years					
	<b>Year</b>	2018-2019	2019-20	2020-21	2021-22	2023-24
	<b>Number</b>	0	6	3	4	5
	<p>Data requirement year wise:</p> <ul style="list-style-type: none"> <li>Name of the Scheme</li> <li>No. of students benefitted/benefiting (<b>Summary Attached as Annexure</b>)</li> </ul> <p>Formula:</p> <p>Percentage per year 2018-2019: - <b>0%</b>            Percentage per year 2019-2020: - <b>37.5%</b>            Percentage per year 2020-2021: - <b>42.85%</b>            Percentage per year 2021-2022: - <b>66.66%</b>            Percentage per year 2022-2023: - <b>54.54 %</b></p> <p>Average percentage = <math>\frac{0+37.5+42.85+66.66+54.54}{5} = \frac{320.35}{5} = \mathbf{64.07\%}</math></p> <p align="center"><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Self attested letter with the list of students sanctioned scholarship. <b>Annexure Attached</b></li> <li>Any additional information.</li> </ul>					
5.1.2	<b>Average percentage of students benefitted by scholarships, freeships etc. provided by the institution/non-government agencies during the last five years     NIL</b>					
5.1.2.1	Total No. of students benefitted by scholarships, freeships, etc. provided by the institution/non-government agencies year wise during the last five years					
	<b>Year</b>	2018-2019	2019-20	2020-21	2021-22	2023-24
	<b>Number</b>	0	0	0	0	0

Data requirement for last five years:

- Name of the scheme with contact information
- No. of students benefitted/benefiting

Formula:

$$\text{Percentage per year} = \frac{\text{Total No. of students benefitted by scholarships and freeships provided by the institution or non-government agencies}}{\text{Total No. of students}} \times 100$$

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

**Attach as Annexure(s)**

- Any additional information.
- No. of students benefitted by scholarships and freeships provided by institution/non-government agencies in last five years

**5.1.3 Capacity building and skills enhancement initiatives taken by the institution including the following:**

- (1) Soft skills
- (2) Language and communication skills

(3) Life skills (Yoga, physical fitness, health and hygiene)

(4) ICT/computing skills

**Options:-**

- (a) All of the above.
- (b) 3 of the above
- (c) 2 of the above
- (d) 1 of the above
- (e) **None of the above**

Data requirement:

- Name of the capacity building and skills enhancement initiatives
- Year of implementation
- No. of students enrolled
- Name of the agencies involved with contact details

**Attach as Annexure(s)**

- Any additional information.
- Link to the institution website, if any.
- Details of capability building and skill enhancement initiatives.

**5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years**

5.1.4.1 No. of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during the last five years

Year	2018-2021	2019-2022	2020-2023	2021-2024
------	-----------	-----------	-----------	-----------

Number	0	0	0	0
--------	---	---	---	---

Data requirement for last five years:

- Name of the scheme
- No. of students who have passed in the competitive examination
- No. of students placed

Formula:

Percentage per year =  $\frac{\text{No. of students benefited by guidance for competitive examination and career counselling offered by the institution}}{\text{No. of students}} \times 100$

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

**Attach as Annexure(s)**

- Any additional information.
- No. of students benefitted by guidance for competitive examinations and career counselling during the last five years.

5.1.5 **The Institution has a transparent mechanism for timely redressal of students' grievances including sexual harassment and ragging cases.**

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

**Options:**

- (A) All of the above
- (B) 3 of the above
- (C) 2 of the above
- (D) 1 of the above
- (E) None of the above

### **Anti-Ragging Guidelines PREVENTION OF RAGGING POLICY**

**Objective:**

**L.R institute of Hotel Management and Catering** has a strict, zero- tolerance policy towards ragging. Ragging in any form is totally prohibited inside and outside the campus. It is the main objective of every member community consisting of the management, faculty members and staff and students and their parents/guardians to make the institute as 'ragging free' institution and ensure a conducive environment for fresher to adapt to the changes that the college life may demand and grow up along with their seniors. The institution is committed to follow all regulations and guidelines promulgated by the UGC and other higher authorities from time to time. The institute will not permit or condone any incident of ragging in any form. Anti-ragging committee has been formed to take necessary and required measures to achieve the objective of eliminating ragging within the institution.

**Prohibited Conduct under this Policy:**

As defined by the UGC, ragging constitutes one or more of any of the following acts:

1. Any conduct by any student or students whether by words spoken or written or by an act which has the effect of teasing, treating or handling with rudeness a fresher or any other

student.

2. Indulging in rowdy or indiscipline activities by any student or students which causes or is likely to cause annoyance, hardship, physical or psychological harm or to raise fear or apprehension thereof in any fresher or any other student.
3. Asking any student to do any act which the student will not in the ordinary course do and which has the effect of causing or generating a sense of shame, or torment or embarrassment so as to adversely affect the physique or psyche of such fresher or any other student.
4. Exploiting the services of a fresher or any other student for completing the academic tasks assigned to an individual or a group of students.
5. Any act of financial extortion or forceful expenditure burden put on a fresher or any other student by students.
6. Any act of physical abuse including all variants of it: sexual abuse, homosexual assaults, stripping, forcing obscene and lewd acts, gestures, causing other danger to health or person.
7. Any act or abuse by spoken words, emails, post, public insults which would also include deriving perverted pleasure, vicarious or sadistic thrill from actively or passively participating in the discomfiture to fresher or any other student.
8. Any act that affects the mental health and self-confidence of a fresher or any other student with or without an intent to derive a sadistic pleasure or showing off power, authority or superiority by a student over any fresher or any other student.

#### **Complaint Procedure:**

Complaints can be made in the following ways

1. Complaints can be notified through committee members or any other faculty members of the institute.
2. Complaints can be written and dropped in the boxes.
3. Students can register the complaint with the principal.
4. Students can access the following 24 hours toll free telephone number 1800-180- 5522, or website: [helpline@antiragging.net](mailto:helpline@antiragging.net) of UGC to register their complaints regarding ragging for which action will be taken within 24 hours keeping the intimation confidential.

#### **Punishments for Ragging:**

Every incident of ragging will be investigated by one of the anti-ragging squads, who will enquire the details and submit all information related with the incident to the principal along with their findings and recommendations.

On receipt of the recommendation of the anti-ragging squad or on receipt of any information concerning any reported incident of ragging, the principal will determine if a case under the penal laws is made out and if so, either on his own or through a member of the anti-ragging committee authorized by him in this behalf, proceed to file a First Information Report (FIR), within twenty four hours of receipt of such information or recommendation, with the police and local authorities, under the appropriate penal provisions relating to one or more specified cases of the UGC regulations, for further action.

The committee depending on the nature and gravity of the guilt establish by the squad those found guilty with one or more of the following punishments,

1. Suspension from attending classes and academic privileges.
2. Withholding or withdrawing scholarship/fellowship and other benefits.
3. Debarring from appearing examination.
4. Suspension from the hostel.
5. Cancellation of admission.

6. Expulsion from the institution and consequent debarring from admission to any other institution for a specified period.

### **INTERNAL COMPLAINT**

As per the Supreme Court of India Directive, it is mandatory to ensure the safety of women at the workplace. Preamble The Parliament of India passed the "Sexual Harassment of Women at Workplace (Prevention, Prohibition, and Redressal) Act" in the year 2013. The ACT provides protection against sexual harassment of women at work and for the prevention and Redressal of complaints of sexual harassment, and for matters connected therewith or incidental thereto.

To ensure safety of women against the following unwelcome acts or behavior (whether directly or by implication) the internal complaints committee of L.R Engineering & Technology deals with:

1. Eve-teasing
2. Unsavory remarks
3. Jokes causing or likely to cause awkwardness or embarrassment
4. Innuendos and taunts
5. Gender-based insults or sexist remarks
6. Physical contact and advances
7. A demand or request for sexual favors
8. Making sexually colored remarks
9. Showing pornography
10. Any other unwelcome physical, verbal, or non-verbal conduct of a sexual nature

#### **Objectives of ICC:**

1. To develop guidelines and norms for a policy against anti-harassment.
2. To develop principles and procedures for combating anti-harassment.
3. To work out details for the implementation of the policy against discrimination and sexual harassment against women by promoting gender amity among students and employees,
4. To make recommendations to the principal for changes or elaborations in the rules for students in the prospectus and by-laws to make the policy gender just and to lay down procedures for the prohibition, resolution, settlement, and pro discrimination and sexual harassment against women by the students and the employees.
5. To deal with cases of discrimination and sexual harassment against women in a time-bound manner, aiming at ensuring support services to the victimized and termination of the harassment.
6. To recommend appropriate punitive action against the guilty person.

#### **Role of the ICC:**

1. To create and ensure a safe work environment that is free of sexual harassment, particularly of women employees, students to maintain an atmosphere of equality and gender justice.
2. To take note of complaints of sexual harassment of female employees and to conduct inquiries, and to provide assistance
3. To redress complaints of sexual harassment of women employees, recommend penalties and action against the accused, if necessary.
4. To recommend to the concerned authorities, follow-up action and to monitor the same

#### **Investigation procedures:**

Upon receiving a report on sexual harassment, the receiving authority shall refer the matter to the anti-sexual harassment committee to investigate. The receiving authority shall also inform the principal for necessary interim action especially in cases where the perpetrator is in higher authority than the survivor and is likely to interfere with investigations. Interviews will be



confidential and discreet. Persons with information on the incidence will also be interviewed.

**Disciplinary measure:**

The disciplinary committee shall then submit its recommendation to the principal for action. This policy document states the college's commitment to providing an environment free from sexual harassment, and any employee or student who violates the policy shall be subject to serious disciplinary action, which could include:

- 1) Termination of services
- 2) Suspension or expulsion of the student from the college
- 3) Barring such persons from accessing the college premises.
- 4) Conciliation

The college recognizes that individuals may make false reports and therefore prohibits this. Persons who make false allegations are subject to disciplinary action.

**Reporting Mechanisms**

The survivor of sexual harassment who wishes to pursue or make a complaint of sexual harassment has two options through which they can make the complaint.

1. Informal complaint
2. Formal complaint

An informal complaint is made to any academic member of staff, personal tutor, or administrator. It is made in those cases where the survivor wishes for something to be done (e.g., warn the harasser, transfer him/her to another department, or change his/her dissertation supervisor), but is not ready to lodge a formal complaint.

The policy emphasizes the importance of documenting all cases of sexual harassment within the college premises or involving the students, college administrators, teaching and non-teaching staff

S.No	Description	Link to the Relevant Document
1	Implementation of guidelines for statutory/regulatory bodies.	<a href="https://lrinstitutes.com/online-grievance-redressal-portal/">https://lrinstitutes.com/online-grievance-redressal-portal/</a>
	Anti-Ragging Committee/ Internal Complaint Committee	<b>Document has been Attached</b>
	Guidelines of Grievance and Redressal Committee	<b>Document has been Attached</b>
2	Organization wide awareness and undertakings on policies with zero tolerance	N/A
3	Mechanism for submission of online/offline students' grievances	Document has been Attached
4	Timely Redressal of the grievances through appropriate committees	As, per requirement by University

**Attach as Annexure(s)**

- Details of students grievances redressal policy including sexual harassment and ragging cases, No. of cases received and redressed.
- Minutes of the meetings of Students' Redressal Committee, Prevention of Sexual Harassment Committee and Anti Ragging Committee.
- Any additional information.

## Key Indicator 5.2 Students' Progression

Item No.	Particulars																																															
5.2.1	<b>Average percentage of placement of outgoing students during the last five years</b>																																															
5.2.1.1	No. of outgoing students placed year wise during the last five years																																															
	<b>Year</b>	<b>2018-2021</b>	<b>2019-2022</b>	<b>2020-2023</b>	<b>2021-2024</b>																																											
	<b>Number</b>	2	11	6	6																																											
<p>Data requirement for last five years <b>Annexure Attached</b></p> <p>Formula:  <b>Students Placed in Session 2018-2021: - 66.66%</b>  <b>Students Placed in Session 2019-2022: - 68.75%</b>  <b>Students Placed in Session 2020-2023: - 85.71%</b>  <b>Students Placed in Session 2021-2024: - 100%</b>                      Average percentage = <math>\frac{66.66 + 68.75 + 85.71 + 100}{4} = \frac{235.41}{4} = 58.85\%</math></p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Self attested list of students placed, during last five years.</li> <li>• Any additional information.</li> </ul>																																																
5.2.2	<b>Average percentage of students progressing to higher education during the last five years</b>																																															
5.2.2.1	No. of outgoing students' progression to higher education																																															
<p>Data requirement:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 10%;">5.2.2</th> <th colspan="6">Average percentage of progressing to higher education during the last five years</th> </tr> <tr> <td style="vertical-align: top;">5.2.2.1</td> <td colspan="6">No. of outgoing students progressing to higher education during the last five years</td> </tr> <tr> <td></td> <td style="text-align: center;"><b>Year/ Batch</b></td> <td style="text-align: center;"><b>2018-2021</b></td> <td style="text-align: center;"><b>2019-2022</b></td> <td style="text-align: center;"><b>2020-2023</b></td> <td style="text-align: center;"><b>2021-2024</b></td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;"><b>Total Number of Students</b></td> <td style="text-align: center;">3</td> <td style="text-align: center;">16</td> <td style="text-align: center;">7</td> <td style="text-align: center;">6</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;"><b>Number of Students Placed</b></td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> <td></td> </tr> </thead> <tbody> <tr> <td colspan="7" style="padding: 10px;"> <p>No. of students proceeding from</p> <ul style="list-style-type: none"> <li>• <b>UG to PG: 1</b></li> <li>• PG to M. Phil:</li> <li>• PG to PhD:</li> <li>• M. Phil to Ph.D.:</li> <li>• Ph. D. to Post Doctoral:</li> </ul> </td> </tr> </tbody> </table>							5.2.2	Average percentage of progressing to higher education during the last five years						5.2.2.1	No. of outgoing students progressing to higher education during the last five years							<b>Year/ Batch</b>	<b>2018-2021</b>	<b>2019-2022</b>	<b>2020-2023</b>	<b>2021-2024</b>			<b>Total Number of Students</b>	3	16	7	6			<b>Number of Students Placed</b>	0	0	1	0		<p>No. of students proceeding from</p> <ul style="list-style-type: none"> <li>• <b>UG to PG: 1</b></li> <li>• PG to M. Phil:</li> <li>• PG to PhD:</li> <li>• M. Phil to Ph.D.:</li> <li>• Ph. D. to Post Doctoral:</li> </ul>						
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Formula:

**Attach as Annexure(s)**

- **Supporting data of students/alumni. Attached As Annexure**
- Any additional information.
- Details of student progression to higher education **Attached As Annexure**

5.2.3	<b>Average percentage of students qualifying in State/National/International level examinations during the last five years (e.g.: JAM/GATE/GMAT/CAT/GPAT/GRE/TOEFL/Civil Services/State Government examinations)</b>					
5.2.3.1	No. of students qualifying in State/National/International level examinations (e.g.: JAM/GATE/GMAT/CAT/GPAT/GRE/TOEFL/Civil Services/State Government examinations) year wise during the last five years - <b>NIL</b>					
	<b>Year</b>					
	<b>Number</b>					
5.2.3.2	No. of students appearing in State/National/International level examinations (e.g.: JAM/ GATE/ GMAT/CAT/ GPAT/ GRE/ TOEFL/Civil Services/ State Government examinations) year wise during the last five years <b>NIL</b>					
	<b>Year</b>					
	<b>Number</b>					

Data Requirement for last five years:

No. of students selected to

- JAM
- NET
- SLET
- GATE
- GMAT
- CAT
- GPAT
- GRE
- TOEFL
- Civil Services
- State Government examinations

Formula:

$$\text{Percentage per year} = \frac{\text{No. of students qualifying in State, National, International level examinations}}{\text{No. of students appeared for the State, National, International level exams.}} \times 100$$

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

**Attach as Annexure(s)**

- Supporting data for the same. **NIL**
- Any additional information. **NIL**
- List of students qualifying in State/National/International level examinations during the last five years **NIL**

### Key Indicator 5.3 Students' Participation and Activities

Item No.	Particulars					
5.3.1	<p><b>No. 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.</b></p>					
5.3.1.1	<p>No. 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) year wise during the last five years. <b>NIL</b></p>					
	<b>Year</b>					
	<b>Number</b>					
<p>Data requirement for last five years:</p> <ul style="list-style-type: none"> <li>• Name of the award/medal <b>NIL</b></li> <li>• University/State/National/International <b>NIL</b></li> <li>• Sports/Culture <b>NIL</b></li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• E-copies/hard copies of award letters and certificates.</li> <li>• Any additional information.</li> <li>• List of awards/medals for outstanding performance in sports/cultural activities at University/State/National/International level during the last five years.</li> </ul>						
5.3.2	<p><b>Institutions facilitates students' representation and engagement in various administrative, co-curricular and extra-curricular activities (student council/students representation on various bodies as per established processes and norms) <b>NIL</b></b></p>					
<p>Describe the students' representation and engagement in various administrative, co-curricular and extra-curricular activities within 100-150 words.</p>						
<p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information. <b>NIL</b></li> <li>• Paste link for additional information, if any. <b>NIL</b></li> </ul>						
5.3.3	<p><b>Average No. of sports and cultural events/competitions in which students of the institution participated during the last five years (organized by the institution/other institutions) <b>NIL</b></b></p>					
5.3.3.1	<p>No. of sports and cultural events/competitions in which students of the institution participated year wise during the last five years</p>					
	<b>Year</b>					
	<b>Number</b>					
<p>Data requirement for last five years:</p> <ul style="list-style-type: none"> <li>• List of events/competitions</li> </ul> <p>Formula:</p> $\frac{\text{No. of sports and cultural events/competitions in which students of the institution participated during the last 5 years}}{5}$ <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Report of the event.</li> <li>• Any additional information.</li> <li>• List of sports and cultural events/competitions in which students of the institution participated during the last five years.</li> </ul>						

### Key Indicator 5.4 Alumni Engagement

Item No.	Particulars
5.4.1	<p><b>Is there a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services? NIL</b></p> <p>Describe in 100-150 words</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information. <b>NIL</b></li> <li>• Paste link for additional information, if any. <b>NIL</b></li> </ul>
5.4.2	<p><b>Alumni contribution during the last five years (INR in lakhs) NIL</b></p> <p><b>Options:</b></p> <p>(A) <math>\geq 5</math> lakhs            (B) 4 lakhs – 5 lakhs            (C) 3 lakhs – 4 lakhs            (D) 1 lakh - 3 lakhs            (E) <math>\leq 1</math> lakhs</p> <p>Data requirement for last five years:</p> <ul style="list-style-type: none"> <li>• Alumni association/Name of the alumni <b>NIL</b></li> <li>• Quantum of contribution <b>NIL</b></li> <li>• Audited statement of account of the institution reflecting the receipts <b>NIL</b></li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> </ul>

**Criterion 6-Governance, Leadership and Management**  
**Key Indicator 6.1 Institutional Vision and Leadership**

<b>Item No.</b>	<b>Particulars</b>
6.1.1	<p><b>The Governance of the institution is reflective of and in tune with the vision and mission of the institution</b></p> <p>Principal is the Head of the institution who looks after the Academic and Administration of the institution with the co-operation and assistance of staff members. The institution practices decentralization and participative management by constituting various committees, entrusting responsibilities and involves all the stakeholders to contribute for the administration and governance. Apart from constituting various committees, certain authorities and responsibilities are delegated to the Head Of Department who is the most senior faculty in the institute. Apart from faculty, student office bearers are also involved in many activities like organizing meetings, functions and celebration of Significant Days.</p> <p>The Principal reports to Director Academics who then reports to top management. The Director oversees not only the functioning of off other institutes falling under the LR Group.</p> <p>The LR group is headed by a trust.</p> <p><b>VISION:</b> To be a premier institution shaping future leaders in culinary arts &amp; hospitality</p> <p><b>MISSION:</b> To equip students with the skills, creativity &amp; professionalism needed for success in the culinary &amp; hospitality industries</p> <p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Boost Student Satisfaction</li> <li>• Enhance industry partnership</li> <li>• To provide conducive environment to students for achieving academic excellence to face the global challenges</li> <li>• To bring together the best global practices, corporate thinking and accountability</li> <li>• To ensure education based on Scientific, moral and value based to meet the challenges of global environment.</li> <li>• To enhance alumni engagement</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information. <b>NA</b></li> <li>• Paste link for additional information, if any. <b>NA</b></li> </ul>
6.1.2	<p><b>The effective leadership is visible in various institutional practices such as decentralization and participative management</b></p> <p>Describe a case study (if any) showing decentralization and participative management in the institution in practice within 100-150 words.</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information. <b>Nil</b></li> <li>• Paste link for additional information, if any. <b>Nil</b></li> </ul>

## Key Indicator 6.2 Strategic Development and Deployment

6.2.1	<p><b>The institutional strategic/perspective plan is effectively deployed</b> Describe one activity successfully implemented based on the strategic plan within 100-150 words</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"><li>• Strategic plan and deployment documents on the website.</li><li>• Any additional information.</li><li>• Paste link for additional information, if any.</li></ul>
6.2.2	<p><b>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative set up, appointment and service rules, procedures etc.</b></p> <p>LR Institute of Hotel Management is run by Lala Lilu Ram Trust. The trust plays a major role in setting up organizational Structure and in decision making process of the institution. The overall supervision of the college comes under their purview. The Principal is the Head of the Institution. The principal is assisted by HOD. HOD and Staff act as an advisory body to the principal. The principal monitors and manages the day -to - day academic and administrative functions of the college with the assistance of HOD &amp; staff.</p> <p>The principal constitute committees for various academic activities. The coordinators of co-curricular and extra-curricular activities prepare annual plans and execute the same and the approval of the principal. They recruitment and promotion policies are followed as per the guidelines of UGC, State and affiliating University regulations and the management. The office administrative staff take care the implementation of the promotions, leaves, pay and service related issues</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"><li>• Any additional information.</li><li>• Link to Organogram of the Institution website, if any.</li><li>• Paste link for additional information, if any.</li></ul>



6.2.3 **Implementation of e-governance in areas of operation**

- (1) **Administration:: Annexure Attached**
- (2) **Finance and Accounts:: Annexure Attached**
- (3) **Student Admission and Support:: Annexure Attached**
- (4) Examination

**Options:**

- (A) All of the above
- (B) 3 of the above
- (C) 2 of the above
- (D) 1 of the above
- (E) None of the above

Data requirement:

- Areas of e-governance  
Administration  
Finance and Accounts  
Students Admission and Support  
Examination
- Name of the Vendor with contact details
- Year of implementation

**Attach as Annexure(s)**

- ERP (Enterprise Resource Planning) Document.
- Screen shots of user interfaces
- Any additional information
- Details of implementation of e-governance in areas of operation, Administration etc.

### Key Indicator 6.3 Faculty Empowerment Strategies

Item No.	Particulars																		
6.3.1	<p><b>The institution has effective welfare measures for teaching and non-teaching staff.</b>                      The LR.HM&amp;CT, Solan, offers several welfare measures for teaching and non-teaching staff to ensure their well-being and effective functioning. These include a full-fledged canteen and small kiosks providing food and snacks at reasonable prices, a thrift society offering loans at low interest rates, and medical facilities with visiting doctors. Additionally, the institution organizes cultural programs and holiday trips for staff, and provides facilities like the auditorium and conference hall for family functions. These measures foster a supportive and inclusive environment for all staff members.</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• Paste link for additional information, if any.</li> </ul>																		
6.3.2	<p><b>Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years NIL</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">6.3.2.1</td> <td colspan="5">No. of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years</td> </tr> <tr> <td></td> <td style="width: 15%;">Year</td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> </tr> <tr> <td></td> <td>Number</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Data requirement for last five years:</p> <ul style="list-style-type: none"> <li>• Name of the teachers</li> <li>• Name of conference/workshop attended for which financial support provided.</li> <li>• Name of the professional body for which membership fee is provided</li> </ul> <p>Formula:  <small>Percentage per year = <math>\frac{\text{No. of teachers provided with financial support to attend conferences, workshops and towards membership fee of professional bodies}}{\text{No. of full time teachers}} \times 100</math></small></p> <p style="text-align: center;">Average percentage = <math>\frac{\sum \text{Percentage per year}}{5}</math></p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• Details of teachers provided with financial support to attend conference, workshops etc. during the last five years.</li> </ul>	6.3.2.1	No. of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years						Year						Number				
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	Year																		
	Number																		
6.3.3	<p><b>Average No. of professional development/administrative training programs organized by the institution for teaching and non-teaching staff during the last five year NIL</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">6.3.3.1</td> <td colspan="5">Total No. of professional development/administrative training programmes organized by the institution for teaching and non-teaching staff year wise during the last five years</td> </tr> <tr> <td></td> <td style="width: 15%;">Year</td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> </tr> <tr> <td></td> <td>Number</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	6.3.3.1	Total No. of professional development/administrative training programmes organized by the institution for teaching and non-teaching staff year wise during the last five years						Year						Number				
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	Year																		
	Number																		

Data requirement for the last five years:

- Title of the professional development programme organized for teaching staff.
- Title of the administrative training programme organized for non-teaching staff
- Dates (From-to)

Formula:

Average per year =  $\frac{\text{Total No. of professional development or administrative training programmes organized for teaching and non-teaching staff during the last five years}}{5}$

**Attach as Annexure(s)**

- Any additional information.
- Details of professional development/administrative training programmes organized by the University for teaching and non-teaching staff.

**6.3.4 Average percentage of teachers undergoing online/face-to-face Faculty Development Programmes (FDP) during the last five years**  
(Professional Development Programmes, Orientation/Induction Programmes, Refreshers Course, Short Term Course etc.)

6.3.4.1 Total No. of teachers attending professional development programmes viz., orientation/induction programme, refresher course, short term course year wise during the last five years

Year				2024	2024-2025
Number				1	1

Data requirement for the last five years:

- No. of teachers : - 5
- Title of the programme
- Duration (from-to)

Formula:

Percentage per year  $5 \times 100 / 5 = 100\%$

Average percentage =  $100 / 5 = 20\%$

**Attach as Annexure(s)**

- Details of teachers attending professional development programmes during the last five years.
- Any additional information. **Annexure Attached**

**6.3.5 Institution's Performance Appraisal System for teaching and non-teaching staff**  
The LR HM&CT, Solan, implements an effective Performance Appraisal System for both teaching and non-teaching staff. This system is designed to assess individual performance, provide feedback, and identify areas for professional development. The appraisal process for teaching staff includes evaluation of their teaching effectiveness, student feedback, and involvement in extracurricular activities. For non-teaching staff, the appraisal focuses on job performance, efficiency, and contributions to institutional goals. Regular reviews and assessments are conducted, and the results are used to facilitate promotions, increments, and professional development opportunities. This structured approach ensures continuous improvement and aligns staff performance with the institution's objectives, fostering a culture of excellence and accountability.

**Attach as Annexure(s)**

- Any additional information.
- Paste link for additional information, if any. **Annexure Attached**

## Key Indicator 6.4 Financial Management and Resource Mobilization

Item No.	Particulars																					
6.4.1	<p><b>Institution conducts internal and external financial audits regularly</b>                      Institution conducts internal and external financial audits regularly Which are observed every year w.e.f. 1<sup>ST</sup> April to 31<sup>st</sup> March. Institution conducts internal audits on its official level and the external audit is conducted by charter accountant. They observe and examine the balance sheet and the profit and loss account for the said year which is in agreement with the books of account maintained by the trust or institution. The audit takes place under section 12A(b) of the Income-tax Act, 1961, in the case of charitable or religious trusts or institutions. Institute provides all the information and explanations which is to the best of institute knowledge and belief is necessary for the purpose of the audit.</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> </ul>																					
6.4.2	<p><b>Funds/Grants received from non-government bodies, individuals, philanthropers during the last five years (Not covered in Criterion III) NIL</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">6.4.2.1</td> <td colspan="6">Total grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in lakhs)</td> </tr> <tr> <td></td> <td style="text-align: center;"><b>Year</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;"><b>INR in lakhs</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Data requirement for last five years:</p> <ul style="list-style-type: none"> <li>• Name of the non-government bodies, individuals, Philanthropers</li> <li>• Funds/grants received</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Annual statements of accounts.</li> <li>• Details of funds/grants received from the non-government bodies, individuals, Philanthropers during the last five years.</li> <li>• Any additional information.</li> </ul>	6.4.2.1	Total grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in lakhs)							<b>Year</b>							<b>INR in lakhs</b>					
6.4.2.1	Total grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in lakhs)																					
	<b>Year</b>																					
	<b>INR in lakhs</b>																					
6.4.3	<p><b>Institutional strategies for mobilisation of funds and the optimal utilization of resources</b>                      The LR HM&amp;CT, Solan, has a well-defined resource mobilization policy to ensure optimal utilization of funds and resources. Effective budgeting and financial planning are core components of the policy, ensuring that funds are allocated to priority areas such as infrastructure development, academic programs, and staff development. The institution follows transparent procedures for financial management, with regular audits and reviews to ensure accountability. Resource utilization is optimized through strategic planning, cost-effective practices, and continuous monitoring. This approach ensures that the institution can sustain its growth, maintain high standards of education, and support its mission and vision effectively.</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> </ul>																					

**Criterion 7 – Institutional Values and Best Practices**  
**Key Indicator-7.1 Institutional Values and Social Responsibilities**

<b>Item No.</b>	<b>Particulars</b>
7.1.1	<p><b>Measures initiated by the institution for gender equity promotion of gender equity during the last five years</b></p> <p>Describe gender equity and sensitization in curricular and co-curricular activities, facilities for women on campus etc. within 100-150 words</p> <p>Provide web link to (if any):</p> <ul style="list-style-type: none"> <li>• Annual gender sensitization action plan</li> <li>• Specific facilities provided for women in terms of               <ul style="list-style-type: none"> <li>(a) Safety and security</li> <li>(b) Counselling</li> <li>(c) Common Rooms</li> <li>(d) Day care center for young children</li> <li>(e) Any other relevant information</li> </ul> </li> </ul>
<b>Environmental Consciousness and Sustainability</b>	
7.1.2	<p><b>The institution has facilities for alternate sources of energy and energy conservation measures</b></p> <p>(1) Solar energy ✓ <input type="checkbox"/></p> <p>(2) Biogas Plant <input type="checkbox"/></p> <p>(3) Wheeling to the Grid <input type="checkbox"/></p> <p>(4) Sensor-based energy conservation <input type="checkbox"/></p> <p>(5) Use of LED bulbs/power efficient equipment ✓ <input type="checkbox"/></p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Geotagged photographs</li> <li>• Any other relevant information</li> </ul>
7.1.3	<p><b>Describe the facilities in the institution for management of following types of degradable and non-degradable waste (within 100-150 words)</b></p> <ul style="list-style-type: none"> <li>• Solid waste management</li> </ul> <p>Liquid waste management: Next to air, water is the most important element for the preservation of life. Water is a finite commodity which, if not managed properly, will result in shortages in the near future. Water conservation can go a long way to help alleviate these impending shortages. Students are made aware that conserving water is equivalent to conserving their future. Drinking water from the tap, and refilling bottle as often as the students need is one of the best practices followed. Sustainable liquid waste treatment is adopted in campus through bioremediation using microorganism metabolism which helps to minimize the chemical and biological load of domestic sewage and is good for gardening purpose.</p> <ul style="list-style-type: none"> <li>• Biomedical waste management</li> <li>• E-waste management</li> <li>• Waste recycling system</li> </ul>

	<ul style="list-style-type: none"> <li>• Hazardous chemicals and radioactive waste management</li> </ul> <p>Provide web link to (if any):</p> <ul style="list-style-type: none"> <li>• Relevant documents like agreements/MoUs with Government and other approved agencies</li> <li>• Geo-tagged photographs of the facilities. (<b>Annexure Attached</b>)</li> <li>• Any other relevant information.</li> </ul>
7.1.4	<p><b>Water conservation facilities available in the Institution:</b></p> <p>Rain water harvesting</p> <p>(1) Borewell/Open well recharge <input type="checkbox"/></p> <p>(2) Construction of tanks and bunds ✓ <input type="checkbox"/></p> <p>(3) Waste water recycling ✓ <input type="checkbox"/></p> <p>(4) Maintenance of water bodies and distribution system in the campus <input type="checkbox"/></p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Geo-tagged photographs/videos of the facilities.</li> <li>• Any other relevant information.</li> </ul>
7.1.5	<p><b>Green campus initiatives include:</b></p> <p>(1) Restricted entry of automobiles ✓ <input type="checkbox"/></p> <p>(2) Battery-powered vehicles <input type="checkbox"/></p> <p>(3) Pedestrian-friendly pathways <input type="checkbox"/></p> <p>(4) Ban on the use of plastics <input type="checkbox"/></p> <p>(5) Landscaping with trees and plants ✓ <input type="checkbox"/></p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Geotagged photographs/videos of the facilities. <b>Annexure Attached</b></li> <li>• Any other relevant information.</li> </ul>
7.1.6	<p><b>Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives: NIL</b></p> <p>(1) Green audit <input type="checkbox"/></p> <p>(2) Energy audit <input type="checkbox"/></p> <p>(3) Environment audit <input type="checkbox"/></p>

	<p>(4) Clean and green campus recognitions/awards <input type="checkbox"/></p> <p>(5) Beyond the campus environmental promotion activities <input type="checkbox"/></p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Reports on environment and energy audits.</li> <li>• Any other relevant information.</li> </ul>
7.1.7	<p><b>The institution has disabled-friendly, barrier free environment</b></p> <ul style="list-style-type: none"> <li>• Built environment with ramps/lifts for easy access to classrooms <input type="checkbox"/></li> <li>• Disabled-friendly washrooms <input type="checkbox"/></li> <li>• Signage including tactile path, lights, display bards and signposts <input type="checkbox"/></li> <li>• Assertive technology and facilities for persons with disabilities <input type="checkbox"/></li> </ul> <p>(Divyangjan) accessible website, screen-reading software, Mechanized equipment</p> <ul style="list-style-type: none"> <li>• Provision for enquiry and information: Human assistant, reader, Scribe, soft copies of reading material, screen reading <input type="checkbox"/></li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Geo-tagged photographs/videos of the facilities.</li> <li>• Any other relevant information.</li> </ul>
	<p><b>Inclusion and Situatedness</b></p>
7.1.8	<p><b>Describe the institutional efforts/initiatives in providing an inclusive environment, i.e., tolerance and harmony towards cultural, regional, linguistic, communal socio-economic and other diversities (within 100-150 words)</b></p> <p>The LR HM&amp;CT, Solan, is dedicated to fostering an inclusive environment that embraces and celebrates diversity in all its forms. The institution actively promotes tolerance and harmony through various initiatives, such as cultural festivals, regional celebrations,. Student clubs and committees are encouraged to organize events that promote communal harmony and socio-economic inclusiveness. Additionally, the institution offers scholarships and financial aid to support students from diverse socio-economic backgrounds.. These efforts ensure that every member of the LR Group of Institutes feels valued and respected, contributing to a vibrant and harmonious campus atmosphere.</p> <p><b>Provide Web link to: (if any)</b></p> <p><a href="https://www.instagram.com/reel/C70wnStJs6Q/?igsh=cGMwaWxqMmd5cmhm==">https://www.instagram.com/reel/C70wnStJs6Q/?igsh=cGMwaWxqMmd5cmhm==</a></p> <p><a href="https://www.instagram.com/reel/DBipKmeH9C5/?igsh=eG8yc295YWp3MXNh==">https://www.instagram.com/reel/DBipKmeH9C5/?igsh=eG8yc295YWp3MXNh==</a></p> <p><a href="https://www.instagram.com/p/DBQPB3tB-nX/?igsh=MWF3eHp0Z21xOGw2Zw==">https://www.instagram.com/p/DBQPB3tB-nX/?igsh=MWF3eHp0Z21xOGw2Zw==</a></p> <ul style="list-style-type: none"> <li>• Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)</li> <li>• Any other relevant information.</li> </ul>
	<p><b>Human Values and Professional Ethics</b></p>



7.1.9	<p><b>Sensitization of students and employees of the institution to the constitutional obligations: values, rights, duties and responsibilities of citizens</b></p> <p>L.R HM&amp;CT believe in giving holistic all round education to the students. And sensitizing students on our constitutional rights, values, duties and responsibilities is one of the primary educations given at the institute through various means. Sensitization of students and employees of the Institution to the constitutional obligations is done through curriculum as well as through extra-curricular activities. Many of the subjects offered have topics which sensitize the students about the constitutional obligations.</p> <p>The University has introduced a compulsory paper on the Indian Knowledge System and Universal Human Value at Degree level across all to create awareness and sensitizing the students and employees to constitution obligation .As a part of strengthening the democratic values. Also, all students have subject of Environment studies in their first year which gives them insight into environment acts, wildlife protection act, forest act, global environmental concerns etc.</p> <p>.</p> <p>Provide Web Link to: (if any) <b>NIL</b></p> <ul style="list-style-type: none"> <li>• Details of activities that inculcate values; necessary to render students into responsible citizens.</li> <li>• Any other relevant information.</li> </ul>
7.1.10	<p><b>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard</b></p> <p>(1) The code of Conduct is displayed on the website: Yes/No  (2) There is a committee to monitor adherence to the Code of Conduct: Yes/No  (3) Institution organizes professional ethics programmes for students, Teachers, administrators and other staff: Yes/No  (4) Annual awareness programmes on Code of Conduct are organized: Yes/No</p> <p>The contribution that the teaching profession makes to society is significant. Whoever accepts teaching as a profession assumes the obligation to conduct himself/herself as per the ideals of the profession. A teacher is constantly under the scrutiny of his students and society at large. Therefore, every teacher should see that there is no incompatibility between his precepts and practice.</p> <p>This code of conduct for teachers will enhance and deepens the confidence and trust that society places in teachers.</p> <ol style="list-style-type: none"> <li>1) A teacher shall not in course of his/her duties disobey, disregard or wilfully default in carrying out any lawful instructions , reasonable orders , or directives given by any person or body having authority to give such lawful instructions , reasonable orders or directives. A teacher shall not refuse to carry out the academic and administrative decisions taken by Head. A teacher however have the right to express his/ her differences with the policies and decisions of the institution/ management authorities and officers of the college.</li> <li>2) Every teacher shall always maintain absolute integrity and devotion to duty.</li> <li>3) A teacher shall report to the duty regularly and punctually.</li> <li>4) A teacher shall sign the attendance register on arrival and before leaving the campus after working hours. A teacher maybe required to work beyond the required time in certain circumstances to be determined by the head.</li> <li>5) A Head of the institution shall keep a record of attendance of the teachers working in his institution. Every teacher shall observe the scheduled hours of working during which he must be present at the place of his duty.</li> </ol>

- 6) A teacher shall devote the requisite number of teaching hours as assigned by the Head of the institution according to the teaching workload.
- 7) A teacher shall not neglect to correct practical records, classwork or assignment done by the students.
- 8) A teacher shall not remain absent from the institution without leave or permission of the Head of the institution, provided that where such absent without leave or the previous permission, is due to reasons beyond the control of teacher concerned.
- 9) A teacher shall not indulge in or resort to, directly or indirectly, any malpractice or unfair means in teaching/examination/administration.
- 10) A teacher shall not rudely or aggressively behave persistently with other staff members and students.
- 11) A teacher shall not involve himself/herself in any activity that is likely to bring the teaching profession into disrepute. It is therefore responsibility of every teacher to preserve the dignity and honor of his profession and maintain his/her dignity, honor, and integrity.
- 12) Teachers are expected to dress professionally and maintain a neat and clean appearance while on college premises. The teacher should avoid wearing clothing that is too casual, revealing or provocative.
- 13) Smoking is strictly prohibited on college premises, including in classrooms, offices, corridors and outdoor areas. Consuming alcohol or intoxicating substance is strictly prohibited on college premises.

Teachers are expected to comply with this code of conduct at all times while on college premises. Failure to comply with this code of conduct may result in disciplinary action.

#### **Code of conduct for students**

- 1) Respect for institution and its property: Students should respect the institution, its property and facilities.
- 2) Academic integrity: Students should maintain academic integrity, honesty, and fairness in all academic pursuits.
- 3) Respect for teachers and staff : Students should treat teachers, staff, and peers with respect , dignity and courtesy.
- 4) No Ragging: Students should not engage in ragging, harassment or any form of physical or mental abuse.
- 5) No smoking and substance abuse: Students should not smoke or consume intoxicating substances on campus.
- 6) Attendance and Punctuality: Students should maintain regular attendance and punctuality in classes and other academic activities.
- 7) Compliance with institutional rules: Students should comply with institutional rules, regulations and policies.
- 8) Reporting Incidence: Students should report any incidents of misconduct, harassment or other concerns to the institutional authorities.
- 9) Participation in Co-Curricular Activities: Students should participate in co-curricular activities , such as sports, cultural events and community service.
- 10) No mobile phone usage: Students should not use mobile phones during classes, exams or academic activities.

By adhering to this code of conduct students can contribute to a positive and supportive learning environment.

#### **Attach as Annexure(s)**

- Code of ethics

	<ul style="list-style-type: none"> <li>• Appropriate information about the monitoring committee composition, number of programmes organized etc. in support of the claims.</li> <li>• Any other relevant information</li> </ul>
7.1.11	<p><b>Institution celebrates/organizes National and International commemorative days, events and festivals</b></p> <p>The LR HM&amp;CT, Solan, takes pride in celebrating and organizing national and international commemorative days, events, and festivals. Over the past five years, the institution has consistently hosted a variety of activities to honor significant occasions. These include Republic Day, Independence Day, and Gandhi Jayanti, where events like Food Festivals , and cultural programs are organized to instill patriotism and civic values. International days such as World Environment Day, International Women's Day, and International Yoga Day are also celebrated with enthusiasm. Activities for these days often involve seminars, workshops, awareness campaigns, and student-led initiatives. Festivals like Diwali, Holi, Christmas, and Eid are celebrated to promote cultural diversity and unity among students and staff. These efforts foster a sense of community, inclusivity, and awareness, aligning with the institution's commitment to holistic development and cultural sensitivity</p> <p>Provide web link to (if any):</p> <ul style="list-style-type: none"> <li>• Annual report of the celebrations and commemorative events for the last five days.</li> <li>• Geotagged photographs of some of the events.</li> <li>• Any other relevant information.</li> </ul>

## Key Indicator – 7.2 Best Practices

Item No.	Particulars
7.2.1	<b>Describe two best practices successfully implemented by the Institution</b>  Provide web link to (if any) or Attach as Annexure (s) <ul style="list-style-type: none"><li>• Best practices in the Institutional website</li><li>• Any other relevant information</li></ul>

**Note:**

### Format for presentation of best practices

1. **Title of the Practice:** This title should capture the keywords that describe the practice.
2. **Objectives of the Practice:** What are the objectives/intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice? (in about 100-150 words)
3. **The Context:** What were the contextual features and/or challenging issues that needed to be addressed in designing and implementing this practice? (in about 100-150 words)

### Mentor system

#### Goal:

- Continuous monitoring of student performance.
- To maintain discipline in the college.
- To give individual attention to the students and help them to develop homely feeling about the college
- To ensure healthy relationship between the students, teachers and non-teaching staffs.
- To provide support, guidance and encouragement for the all-round development of the students.
- Student counseling and redressing their grievances. Majority of the students are from urban areas and belongs to lower middle class. They are generally very shy and not bold enough to openly express their difficulties in study as well as personal problems. Due to lack of individual attention, performance of the students in academics as well as extracurricular activities would suffer. To overcome this problem and to decentralize control, mentor system was set up.

#### Practice:

Groups of 20 students each are made and a teacher is allocated to each group as a mentor. Periodic counseling sessions are held to redress their grievances and interaction with their parents is also made if necessary.

### Student Feed Back System

A student feedback system is important because it provides valuable insights into the learning experience, allowing educators and institutions to assess teaching effectiveness and identify areas for improvement. It helps to enhance student engagement, as students feel their voices are heard and their opinions matter. This feedback can lead to more tailored teaching strategies, a better understanding of students' needs, and improvements in course design, materials, and delivery. Additionally, it fosters a continuous loop of improvement, helping both students and educators to achieve their educational goals more effectively. Ultimately, a student feedback system contributes to a more responsive and supportive learning environment.

## PART II

### Standard Operating Procedure (SOP)

**For the year:**

**Name & address of the College/Institution:**

1.0 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five year.

- (a) Academic Council/BoS of Affiliating University or the Institution.
- (b) Setting of question papers for UG/PG programs.
- (c) Design and Development of Curriculum for Add on/certificate/Diploma Courses
- (d) Assessment/evaluation process of the Affiliating University.

**Options:**

- A. All of the above.
- B. Any three of the above.
- C. Any 2 of the above.
- D. Any 1 of the above.
- E. None of the above.

1.1 Number of Add on/Certificate Programs offered during the last five years (Human Values/Yoga/NCC/NSS etc.)

1.2 Average percentage of students enrolled in Certificate/Add-on programs as against the total number of students during the last five years.

1.3 Average percentage of courses that include experiential learning through project work/field work/internship during the last five years.

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

1.5 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders:-

- (a) Students
- (b) Teachers
- (c) Employers
- (d) Alumni

**Options:**

- A. All of the above.
- B. Any three of the above.

- C. Any 2 of the above.
- D. Any 1 of the above.
- E. None of the above.

1.6 Feedback process of the Institution may be classified as follows:-

**Options:-**

- A. Feedback collected, analysed and action taken and feedback available on website.
- B. Feedback collected, analysed and action has been taken.
- C. Feedback collected and analysed.
- D. Feedback collected
- E. Feedback not collected.

2.0 Average Enrolment percentage (Average of last five years)

2.1 Students-Full time teacher ratio (Data for the latest completed academic year).

2.2 Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year).

2.3 Average percentage of full time teachers against sanctioned posts during the last five years.

2.4 Average percentage of full time teachers with Ph.D./D.Sc./Dl. Litt. during the last five years (consider only highest degree for count).

2.5 Average teaching experience of full time teachers in the same institution (data for the latest completed academic year in number of years).

2.7 Average pass percentage of students during the last five years (branch wise).

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

3.1 Percentage of departments having Research projects funded by government and non-government agencies during the last five years.

3.2 Number of seminars/conference/workshops conducted by the institution during the last five years.

3.3 Number of papers published per teacher in the Journals notified on IEEE, Science Direct, Web of Science, UGC-Care and Scopus during the last five years.

3.4 Number of books and chapters in edited volumes/books published and papers published in national/international conference proceedings per teacher during the last five years (with verifiable ISSN, ISBN).

3.5 Number of awards and recognitions received for extension activities from government/government recognized bodies during the last five years.

3.6 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red Cross/YRC etc. (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years.

3.7 Average percentage of students participating in extension activities at 23 above during the last five years.

- 3.8 The institution has several collaboration/linkages with industry/institution for Faculty exchange and student placement, internship etc.
- 3.9 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years.
- 3.10 Percentage of classrooms and seminar halls with ICT-enabled facilities such as smart class, LMS etc.
- 4.0 Average percentage of expenditure, excluding salary for infrastructure augmentation during the last five years (INR in Lakhs).
- 4.1 The institution has subscription for the following e-resources:-
- (a) e-journals
  - (b) e-Shodh sindhu
  - (c) Shodh ganga Membership
  - (d) E-books
  - (e) Databases
  - (f) Remote access

**Options:**

- A. Any 4 or more of the above.
  - B. Any 3 of the above.
  - C. Any 2 of the above.
  - D. Any 1 of the above.
  - E. None of the above.
- 4.2 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in lakhs).
- 4.3 Percentage per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)
- 4.4 Student-Computer ratio (Data for the latest completed academic year).
- 4.5 Bandwidth of internet connection in the Institution

**Options:-**

- A 10 GBPS
  - B 1 GBPS
  - C 750 MBPS
  - D 500 MBPS
  - E) Others (specify)
- 4.6 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in Lakhs).
- 5.0 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years.
- 5.1 Average percentage of students benefited by scholarships, freeships etc. provided by the institution/non-government agencies during the last five years.
- 5.2 Capacity building and skill enhancement initiatives taken by the institution include the following:-

- (a) Soft skills
- (b) Language and communication skills
- (c) Life skills (Yoga, physical fitness, health and hygiene)
- (d) ICT/computing skills

**Options:-**

- A All of the above.
- B 3 of the above.
- C 2 of the above.
- D 1 of the above.
- E None of the above.

5.3 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the Institution during the last five years.

5.4 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases:-

- (a) Implementation of guidelines of statutory /regulatory bodies.
- (b) Organisation wide awareness and undertakings on policies with zero tolerance.
- (c) Mechanisms for submission of online/offline students' grievances.
- (d) Timely redressal of the grievances through appropriate committees

**Options:**

- A All of the above.
- B 3 of the above.
- C 2 of the above.
- D 1 of the above.
- E None of the above.

5.5 Average percentage of placement of outgoing students during the last five years with average salary.

5.6 Average percentage of students progressing to higher education during the last five years.

5.7 Average percentage of students qualifying in State/National/International level examinations during the last five years (eg: JAM/GATE/GMAT/CAT/GPAT/GRE/TOEFL/Civil Services/State Government examinations)

5.8 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.

5.9 Average number of sports and cultural events/competitions in which students of the Institution participated during the last five years (organized by the institution/other institutions).

5.10 Alumni contribution during the last five years (INR in Lakhs)

**Options:**

- A  $\geq 5$  lakhs
- B 4 Lakhs-5 lakhs
- C 3 lakhs-4 lakhs
- D 1 lakhs-3 lakhs
- E  $\leq 1$  lakhs



6.0 Implementation of e-governance in areas of operation

- (a) Administration
- (b) Finance and Accounts
- (c) Student Admission and Support
- (d) Examination

**Options:-**

- A All of the above.
- B 3 of the above.
- C 2 of the above.
- D 1 of the above.
- E None of the above.

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

6.2 Average number of professional development/administrative training programs organized by the institution for teaching and non-teaching staff during the last five years.

6.3 Average percentage of teachers undergoing online/face-to-face Faculty development programme (FDP) during the last five years (Professional Development Programmes, Orientation/Induction Programmes, Refresher Course, Short Term Course etc.)

6.4 Funds/Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III).

6.5 Quality assurance initiatives of the institution include:

- (a) Participated in NAAC with grade obtained.
- (b) Collaborative quality initiatives with other institution (s).
- (c) Participation in NIRF.
- (d) Any other quality audit recognized by State, National or International Agencies (ISO Certification, NBA), list of branch with NBA grading.

**Options:-**

- A All of the above.
- B 3 of the above.
- C 2 of the above.
- D 1 of the above.
- E None of the above.

7.0 The Institution has facilities for alternate sources of energy and energy conservation measures

- (a) Solar energy
- (b) Biogas plant
- (c) Wheeling to the Grid
- (d) Sensor-based energy conservation
- (e) Use of LED bulbs/power efficient equipment

7.1 Water conservation facilities available in the institution

- (a) Rain water harvesting.
- (b) Borewell/Open well recharge

- (c) Construction of tanks and bunds
- (d) Waste water recycling .
- (e) Maintenance of water bodies and distribution system in the Campus

7.2 Green campus initiatives include:

- (a) Restricted entry of automobiles
- (b) Battery-powered vehicles
- (c) Pedestrian-friendly pathways
- (d) Ban on the use of plastics
- (e) Landscaping with trees and plants

7.3 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:

- Green audit
- Energy audit
- Environment audit
- Clean and green campus recognitions/awards
- Beyond the campus environmental promotion activities

7.4 The Institution has disabled-friendly barrier free environment

- Built environment with ramps/lifts for easy access to classrooms.
- Disabled-friendly washrooms
- Signage including tactile path, lights, display boards and signposts
- Assistive technology and facilities for persons with disabilities (*Divyangjan*) accessible website, screen-reading software, mechanized equipment.
- Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading

7.5 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- (a) The Code of Conduct is displayed on the Website.
- (b) There is a committee to monitor adherence to the Code of Conduct.
- (c) Institution organizes professional ethics programmes for students, teachers, administrators and other staff.
- (d) Annual awareness programmes on Code of Conduct are organized.

**Academic Audit of Affiliated Institutions/Colleges**

**PEER TEAM Report**

**For Year:**

**Section-I: General Information**

<b>Items</b>	<b>Information/Particulars</b>
1. Name & Address of the Institution:	
2. Year of Establishment:	
3. Current Academic Activities at the Institution (Numbers):	
• Departments/Centers:	
• Programmes/Courses offered:	
• Permanent Faculty Members:	
• Permanent Support Staff:	
• Students:	
4. Three major features in the institutional context (As perceived by the Peer Team):	
5. Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure).	
6. Composition of the Peer Team which undertook the on-site visit:	
<b>Chairman:</b>	
<b>Member:</b>	
<b>Member:</b>	

**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 the Institution under each criterion)**

**Criterion I – Curricular Aspects  
(Key Indicators in Criterion I)**

**1.1 Curricular Planning and Implementation:**

**1.1.1** The institution ensures effective curriculum delivery through a well planned and documented process.

**1.2 Academic Flexibility:**

**1.3 Curriculum Enrichment:**

**1.3.1** Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

**1.4 Feedback System:**

**Qualitative analysis of Criterion I (100 to 150 words)**

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<b>Criterion 2- Teaching-Learning and Evaluation (Key Indicators in Criterion II)</b>	
<b>2.2</b>	<b>Catering to Student Diversity:</b>
<b>2.2.1</b>	The institution assesses the learning levels of the students, after admission and organizes special programs for advanced learners and slow learners.
<b>2.3</b>	<b>Teaching-Learning Process:</b>
<b>2.3.1</b>	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences.
<b>2.3.4</b>	Innovation and creativity in teaching-learning
<b>2.4</b>	<b>Teacher Profile and Quality:</b>
<b>2.5</b>	<b>Evaluation Process and Reforms:</b>
<b>2.5.1</b>	Reforms in Continuous Internal Evaluation (CIE) system at the institutional level
<b>2.5.2</b>	Mechanism of internal assessment is transparent and robust in terms of frequency and variety
<b>2.5.3</b>	Mechanism to deal with examination related grievances in transparent, time-bound and efficient
<b>2.5.4</b>	The institution adheres to the academic calendar for the conduct of CIE
<b>2.6</b>	<b>Student Performance and Learning Outcomes:</b>
<b>2.6.1</b>	Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed on website and communicated to teachers and students
<b>2.6.2</b>	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution
<b>2.7</b>	<b>Student Satisfaction Survey:</b>

<b>Qualitative analysis of Criterion II (100 to 150 words)</b>	

**Criterion 3- Research, Innovations and Extension  
(Key Indicators in Criterion III)**

<b>3.1</b>	<b>Resource Mobilization for Research</b>
<b>3.2</b>	Innovation Ecosystem
<b>3.2.1</b>	Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge
<b>3.3</b>	<b>Research Publications and Awards</b>
<b>3.4</b>	<b>Extension Activities</b>
<b>3.4.1</b>	Extension activities in the neighbourhood community in terms of impact and sensitizing students to social issues and holistic development during the last five years
<b>3.5</b>	<b>Collaborations:</b>

**Qualitative analysis of Criterion III (100 to 150 words)**

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**Criterion 4- Infrastructure and Learning Resources  
(Key Indicators in Criterion IV)**

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

**Qualitative analysis of Criterion IV (100 to 150 words)**

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**Criterion 5- Student Support and Progression  
(Key Indicators in Criterion V)**

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

**Qualitative analysis of Criterion V (100 to 150 words)**

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<b>Criterion 6- Governance, Leadership and Management (Key Indicators in Criterion VI)</b>	
<b>6.1</b>	<b>Institutional Vision and Leadership:</b>
<b>6.1.1</b>	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution
<b>6.1.2</b>	The institution practices decentralization and participative management
<b>6.2</b>	<b>Strategy Development and Deployment:</b>
<b>6.2.1</b>	Perspective/Strategic plan and deployment documents are available in the institution
<b>6.2.2</b>	Organizational structure of the Institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism
<b>6.2.4</b>	Effectiveness of various bodies/cells/committees is evident minutes of meetings and implementation on their resolutions
<b>6.3</b>	<b>Faculty Empowerment Strategies:</b>
<b>6.3.1</b>	The institution has effective welfare measures for teaching and non-teaching staff
<b>6.3.5</b>	Institutional has Performance Appraisal System for teaching and non-teaching staff
<b>6.4</b>	<b>Financial Management and Resource Mobilization:</b>
<b>6.4.1</b>	Institution conducts internal and external financial audits regularly
<b>6.4.3</b>	Institutional strategies for mobilization of funds and the optimal utilisation of resources
<b>6.5</b>	<b>Internal Quality Assurance System:</b>
<b>6.5.1</b>	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
<b>6.5.2</b>	The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms
<b>6.5.5</b>	Incremental improvements made during the proceeding five years (in case of first cycle)
	Post accreditation quality initiatives (second and subsequent cycles)

<b>Qualitative analysis of Criterion VI (100 to 150 words)</b>	

<b>Criterion 7- Institutional Values and Best Practices (Key Indicators in Criterion VII)</b>	
<b>7.1</b>	<b>Institutional Values and Social Responsibilities:</b>
	<b>Gender Equity</b>
<b>7.1.2</b>	Institution shows gender sensitivity in providing facilities such as: a) Safety and Security b) Counselling c) Common Room
	<b>Environmental consciousness and Sustainability</b>
<b>7.1.5</b>	Waste Management steps including: • Solid waste management • Liquid waste management • E-waste management
<b>7.1.6</b>	Rain water harvesting structures and utilization in the campus
<b>7.1.7</b>	Green Practices • Students, staff using a) Bicycles b) Public Transport c) Pedestrian Friendly roads • Plastic-free campus • Paperless office • Green landscaping with trees and plants
	<b>Differently abled (<i>Divyangjan</i>) friendliness</b>
	<b>Inclusion and Situatedness</b>
	<b>Human Values and Professional Ethics</b>
<b>7.1.18</b>	Institution organizes national festivals and birth/death anniversaries of the great Indian personalities.
<b>7.1.19</b>	The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions
<b>7.2</b>	<b>Best Practices:</b>
<b>7.2.1</b>	Describe at least two institutional best practices (as per NAAC format)
<b>7.3</b>	<b>Institutional Distinctiveness:</b>
<b>7.3.1</b>	Describe/explain the performance of the institution in one area distinctive to its vision, priority and thrust

<b>Qualitative analysis of Criterion VII (300 to 500 words)</b>	

**Section III: OVERALL ANALYSIS**

based on *Institutional Challenges, Opportunities, Weaknesses & Strengths (COWS)*  
(100 to 150 words each)

<b>Challenges</b>	
<b>Opportunities</b>	
<b>Weaknesses</b>	
<b>Strengths</b>	

**Section IV: *Recommendations for Quality Enhancement of the Institution***

(Please limit to ten major ones and may use telegraphic language)

**I have gone through the observation(s) of the Peer Team as mentioned in this report.**

**Signature of the Head of the Institution  
Name:**

Seal of the Institution

**Section V:**

Recommendation of Pear Team for consideration of Grant of Affiliation/Extension of Affiliation to the Institution (name of Institution: ) for the year:

Please write (Recommended/Not Recommended):

Signatures of the Peer Team Members:

<b>Sr. No.</b>	<b>Name</b>		<b>Signature with date</b>
1	Prof. ....	Chairperson	
2	Prof. ....	Member	
3	Prof. ....	Member	

Place:

Date: