



**Anjuman-I-Islam's**  
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# 7.2.1

## Best Practices



**Anjuman-I-Islam's**  
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## **7.2.1**

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



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## Index of Criteria

Sr No	BEST PRACTICE NAME	TYPE
01	Balanced Diet	Description
02	Awards & Recognition	Description
03	Balanced Diet	Photograph's & documents
04	Awards & Recognitions	Photograph's & documents

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## Best Practice No 1

### I. TITLE OF THE PRACTICE

Balanced Diet

### II. OBJECTIVES OF THE PRACTICE

#### 1. On Duty and On Campus Wholesome Meals

All employees and students have access to wholesome Meals on Job to maintain peak levels of energy during the duty hours. Cooked foods are abundant in vital nutrients including proteins, carbs, minerals, and lipids, among others.

#### 2. Meals Preparation

In the Quantity Training Kitchen 2, chefs, students, and staff prepare these meals every day.

#### 3. Consumed By

These meals are consumed by students, teaching and non-teaching staff.

#### 4. On-duty meals

The fact that all employees and students are provided with these on-duty lunches makes this a Best Practice.

#### 5. Aim

The primary Aim of this best practice is to also make students understand the value of balanced diet.

6. Students get knowledge about Quantity training Kitchen operations.

7. The safe and correct handling of large amounts of kitchen equipment is something that students learn.

8. Students prepare fixed rotational menus for balanced diets.

9. Meals (Lunch) are served from Monday through Friday.

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### **III. THE CONTEXT**

1. Designing the practice
2. Implementing the practice
3. Contextual features of the practice
4. Challenges

#### **1. Designing the practice**

Quantity Training Kitchen chefs create the menu for the balanced diet, which is then approved by the principal. Then, this healthy menu is put into practice.

#### **2a. Implementing the practice**

The approved menu is routinely developed and put into action.

#### **2b. Contextual features of practice**

400 to 500 pax receives a nutritious, well-balanced meal every day. The approved menus are chosen and implemented in advance according to days and dates.

The food on this menu is intended for use by employees, students, and teachers (deployed in the dining area in accordance with the duty roster).

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## IV. PRACTICE

### i. Menu Short-listing

The head chef and the students develop the weekly menu. When creating a menu, the menu team must take into account a variety of factors, including nutrition, cooking time, processing equipment, available ingredients, budget, and more.

### ii. Cost Consideration

The overall cost is considered from procurement to service. And then the roadmap is made in accordance.

### iii. Menu Production

Food then is cooked by students with the help of dedicated team of kitchen helpers. And, under the watchful eye and leadership of Professor Chef.

### iv. Service

Then, the containers are filled with food to be served. Then these containers are loaded onto the Bain Marie for service.

Meanwhile, the plates for the service are also stacked strategically onto the service area tables for ensuring smooth pick up and furtherance of the diners.

The steel plates come with compartments which are easy for portioning of meals that are then served.

- The bins for collection of food remnants & waste are also placed strategically under the Bain Marie where diners can first empty the plate contents before giving the plates for washing.

### v. Washing Procedure

- The **3 sink washing procedure** is adopted for ensuring optimum hygiene. Here, the team of Kitchen helpers collect soiled plates.

- They then clean all the waste remnants from the plates.

- Plates are then kept in warm soapy water

- From there the plates are then kept in soapy lukewarm water in second sink

- After this the plates are then soaked in final third sink with a chemical sanitizing solution prior to final wash.

- After a thorough wash the plates are then wiped with a clean cloth

- The plates are then stacked in onto the plates rack for further use.

The students get a wonderful learning opportunity with food service. Students who enter the kitchens are then required to eat every item on the menu in order to provide a balanced supper. Utilizing adjacent classrooms supplemented by dining area to consume meals allows students to consume meals comfortably. The staff watches over to undertake timely cleaning in case of any spill over's. Any type of food wastage is strictly discouraged. Following steps are followed for successful implementation of this

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practice like; menu selection, budget finalization, menu finalization, menu processing, menu service, cleaning and clearance.

## **V. EVIDENCE OF SUCCESS**

- a. Performance against targets
- b. Benchmarks
- c. Reviews / Results
- d. Indication of Results

### **A. Performance against targets**

The following Key Performance Indicators are used to set targets for this Best Practice: nutrition, menu planning, food preparation, food service, and area management.

The target intends to do the following:

1. Provide general information about balanced nutrition, diet components, and benefits of eating a balanced diet.
2. Daily gatherings for the purpose of preparing and sharing meals under predetermined SOPs help foster camaraderie and connection.
3. Every student has to be aware of the value of a healthy diet.
4. The finalized menu is maintained for the whole year without any changes or additions.
5. The menu and portion sizes are chosen such that the food's flavour is preserved or improved.

Since its inception, this approach has persisted and continuously been recognized as a Best practice. It has become a standard protocol that students from First Year through Third Year.

### **B. Benchmarks**

Thanks to regularly applying this best practice, numerous students have been hired, have remained, and have maintained steady employment in the hospitality industry, particularly in the food and beverage and food production sectors.

### **C. Reviews / Results**

Since the last 15 years (excluding the pandemic years), this practice has been used.

### **D. Indication of Results**

To work in Quantity Kitchen and operate the dining area, students have ingrained discipline.

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## **VI. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED**

- a. Budget Allocations
- b. Preparation and order management
- c. Staffing and administration
- d. Nutrition and taste
- e. Post Pandemic new norms

### **a. Budget Allocations**

Serving balanced diet to nearly 400 plus everyday needs the proper budget allocation.

### **b. Preparation and order management**

Every day the food is prepared under the guidance of Chef and supervision of the Kitchen Staff.

For orders, the CR's of every class take a food count with the signatures of present students which is then forwarded to the kitchen for processing.

### **c. Staffing and administration**

The Kitchen brigade is led by Professor in Charge, the kitchen attendants, students in the kitchen, CR's of every batch who take the food count, then the students who are deployed for crowd management and activities like checking id's of diners, grooming etc.

### **d. Nutrition and Taste**

In balance diet it is important for students to consume everything. It becomes challenging for kitchen to ensure that menu that is planned is tasty as well as nutritious.

### **e. Post Pandemic new norms**

Practice was halted during pandemic and it was a tough task re work on the entire norms post pandemic. However, utmost concern for hygiene, followed by draft of new procedures, standards ensured resumption of this practice post pandemic too.

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## VII. NOTES

Since its establishment, the Best Practice at AIICHTMSR has been consistently in place, proving highly beneficial for students as they navigate through the phases of learning, planning, execution, and task supervision. This approach not only enhances their technical skills but also cultivates managerial skills such as teamwork, design proficiency, dedication, discipline, crowd management, administrative capabilities, leadership qualities, decision-making proficiency, adherence to orders, respect for authority, and human resource planning. The cumulative result is a continuous accumulation and improvement of skills in students, ultimately shaping their interest in specializing in Food Production and Food & Beverage service as a career path. Working in the Quantity Training Kitchen twice a week plays a pivotal role in this process.

The success of this skill can be attributed to effective fiscal strategy, well-thought-out service procedure layout, meticulous staff planning, and the drafting of Standard Operating Procedures (SOPs), all of which have significantly contributed to the triumph of this technique at the Higher Education Institution (HEI).

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## BEST PRACTICE NO 2

### I. TITLE OF THE PRACTICE

Awards & Recognition

### II. OBJECTIVES OF THE PRACTICE

To encourage students to enhance their academic performance and inspire staff to consistently improve their academic delivery, a system of rewards will be implemented.

#### Motivating Performance

This approach serves as an incentive for students to excel in their academics.

#### Enhancing Institutional Productivity

It fosters increased effort, commitment, and productivity within the institution.

#### Elevated Course Engagement

The pursuit of awards heightens student engagement, elevates morale, and serves as a catalyst for greater achievements.

#### Enhanced Classroom Conduct

The award system encourages students to be more inclined towards their courses, resulting in improved classroom behavior in terms of increased connect with the course and course contents.

#### Faculty Motivation for Research

The award system serves as a motivator for faculty members to enhance academic excellence through research efforts.

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### III. THE CONTEXT

1. Designing the practice
2. Implementing the practice
3. Contextual features of the practice
4. Challenges

#### 1. DESIGNING THE PRACTICE

The integration of verbal encouragement with a rewards system gives rise to a motivational structure that shapes the academic portfolios of students and enhances their fundamental knowledge base.

#### 2. IMPLEMENTATION OF THE PRACTICE

Establishing and maintaining this practice requires ongoing efforts in the maintenance and upgrading of datasets, involving collaborative responsibilities between administrative and academic staff.

#### 3. CONTEXTUAL FEATURES OF PRACTICE

Awards are strategically scheduled and pre-announced, allowing students to be aware of them and actively strive towards the goals. The awards are conferred annually during the Valedictory ceremony, held in the first week of March.

#### 4. CHALLENGES

Several challenges in formulating this practice are:

- Precise quantitative analysis for the identification of deserving students.
- Determining or incorporating new award categories.
- Annual revision of quantitative metrics.
- Addressing logistical hurdles in the planning of the practice during the Valedictory ceremony.

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#### IV. THE PRACTICE

In the context of higher education in India, our institution stands out due to a distinctive practice – the yearly recognition of outstanding students in both academic and non-academic spheres. This practice is rooted in our strong conviction that education should extend beyond conventional textbooks and exams. We are committed to nurturing individuals who excel not only academically but also in areas such as extracurricular activities, leadership, community service, and creative pursuits. What distinguishes us is our acknowledgment that a student's worth is not solely determined by their academic grades. While academic excellence is important, we stress the significance of achievements in non-academic domains. Our awards celebrate students who demonstrate excellence in diverse fields, recognizing their varied talents and contributions.

However, implementing this practice presents its own set of constraints and challenges. One major challenge lies in quantifying non-academic accomplishments. Unlike academic performance, which can be measured using standardized metrics, evaluating achievements in extracurricular activities, leadership, or community service often involves subjective judgment. This subjectivity can lead to potential biases and disputes, necessitating a meticulous and transparent evaluation process. Additionally, the financial burden associated with these awards can be substantial.

Offering recognition and incentives in both academic and non-academic areas requires a significant budget allocation. In a higher education landscape where financial constraints are prevalent, this financial commitment poses a challenge. Furthermore, this practice demands a considerable amount of time and effort from the faculty and staff responsible for assessing and validating student achievements. Ensuring fairness and accuracy in the selection process is a complex task that demands a robust and efficient system.

Lastly, there may be resistance to change within the broader context of Indian higher education. Traditional approaches often prioritize academic performance, potentially neglecting non-academic development. Convincing various stakeholders, including students, parents, and regulatory bodies, of the value of a more holistic approach to education can be a formidable task.

In conclusion, our institution's unique practice of annually recognizing outstanding students in both academic and non-academic realms reflects our commitment to nurturing well-rounded individuals who are not only academically proficient but also socially aware, creative, and equipped with essential life skills. Despite the constraints and challenges, we remain dedicated to this holistic approach, believing that it prepares students for a diverse and dynamic world, where success goes beyond grades and encompasses a multifaceted range of talents and experiences.

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## V. EVIDENCE OF SUCCESS

Awards are assigned not solely based on academic performance but also in related non-academic categories. This provides students with an opportunity to excel in various aspects of management, allowing them to accumulate achievements in multiple areas.

### PERFORMANCE AGAINST TARGETS

#### 1. Advanced Notification

Students are informed about the awards system during orientation, providing them with sufficient time to enhance their performance and strive for the award.

#### 2. Establishment of Standards

For each subject, the benchmark is set as the maximum marks attained by the student in that specific subject. These marks comprise both theoretical and practical components in each subject category.

#### 3. Integration

Given the practical nature of Hospitality Studies, the highest marks are determined by a combination of both theory and practical components.

#### 4. Additional Categories

In addition to academic criteria, awards are distributed in the following categories:

- i. Outstanding Educator
- ii. Consistent Achiever
- iii. Most Committed Staff Member of the Year (Non-Academic category)
- iv. Best Male and Female Athletes of the Year.

#### b. Reviews / Results

An increasing number of staff and students are driven to enhance their performance consistently, spurred by the enticing prospect of receiving awards.

#### c. Indication of Results

An increasing number of staff and students are driven to enhance their performance consistently, spurred by the enticing prospect of receiving awards.

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## VI. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

- a. Lengthy process
- b. Arranging the Valedictory Event
- c. Fixing and short –listing of parameters
- d. Logistical challenges.

### a. Lengthy process

The process becomes demanding as determining score-based criteria and subsequently implementing them is a time-intensive undertaking. The academic team assesses the papers, transfers them to the administration, and, in turn, the administrative team formulates merit-based shortlists, which are further scrutinized to impartially identify deserving candidates.

### b. Arranging the Valedictory Event

The Valedictory Event is scheduled annually in the initial week of March to honor deserving students. Organizing the event includes obtaining necessary approvals and coordinating with students, parents, and staff, making the arrangements a prolonged and laborious process.

### c. Fixing and short –listing of parameters

The rating system's dynamic nature makes it challenging to settle on a single criterion or a specific set of criteria and parameters. Task for jury then becomes difficult to narrow down on parameters.

### d. Logistical Challenges

Organizing a comprehensive awards ceremony, complete with a stage, dignitaries, and other arrangements on an annual basis poses a challenge for the team in terms of logistical planning. The task is further complicated by the necessity to arrange the function on the ground based on its availability. Arranging it in library is also a challenge in itself due to space constraints.

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## VII. NOTES

Our institution's distinctive best practice of annually recognizing both students and staff acts as a potent motivational tool. For students, it promotes engagement and motivation by acknowledging excellence not only in academics but also in extracurricular pursuits. This comprehensive approach encourages holistic development, motivating students to excel in various facets of their education. It transcends traditional academic accolades, fostering a sense of purpose and a commitment to comprehensive achievement.

Simultaneously, presenting awards to staff members serves as a robust incentive for exceptional performance. This acknowledgment recognizes their commitment and contributions to the institution's advancement and academic delivery. It instills a sense of pride and dedication among the staff, cultivating a culture of ongoing improvement in both teaching and administrative capacities.

In summary, our institution's practice establishes a positive cycle of motivation, propelling students to excel academically and beyond, while motivating staff members to consistently elevate their performance. This collective effort contributes to the overall excellence of the institution in the realm of education.

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# **Documents & photographs supporting Best Practice No I**

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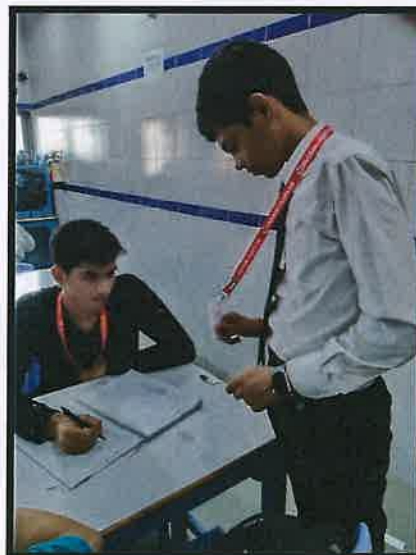
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Dining area operations are in full swing, meticulously supervised by the dining area staff, the faculty in charge, the head chef, and assistant students.



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### Nutritious food Balance diet for students



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**Daily Dining area registers specifying the total number of students who arrived and consumed their meal on campus on a given day**

Anjuman-I-Islam's Institute of Hotel Management Attendance Dining Lunch at CHTMS/CHTMS-2			
Date: 20/07/2015		Faculty Incharge: Prince D.	
Sl. No.	Name of the Student	Sl. No.	Name of the Student
1	Abbas	41	Abbas
2	Abbas	42	Abbas
3	Abbas	43	Abbas
4	Abbas	44	Abbas
5	Abbas	45	Abbas
6	Abbas	46	Abbas
7	Abbas	47	Abbas
8	Abbas	48	Abbas
9	Abbas	49	Abbas
10	Abbas	50	Abbas
11	Abbas	51	Abbas
12	Abbas	52	Abbas
13	Abbas	53	Abbas
14	Abbas	54	Abbas
15	Abbas	55	Abbas
16	Abbas	56	Abbas
17	Abbas	57	Abbas
18	Abbas	58	Abbas
19	Abbas	59	Abbas
20	Abbas	60	Abbas
21	Abbas	61	Abbas
22	Abbas	62	Abbas
23	Abbas	63	Abbas
24	Abbas	64	Abbas
25	Abbas	65	Abbas
26	Abbas	66	Abbas
27	Abbas	67	Abbas
28	Abbas	68	Abbas
29	Abbas	69	Abbas
30	Abbas	70	Abbas
31	Abbas	71	Abbas
32	Abbas	72	Abbas
33	Abbas	73	Abbas
34	Abbas	74	Abbas
35	Abbas	75	Abbas
36	Abbas	76	Abbas
37	Abbas	77	Abbas
38	Abbas	78	Abbas
39	Abbas	79	Abbas
40	Abbas	80	Abbas

Anjuman-I-Islam's Institute of Hotel Management Attendance Dining Lunch at CHTMS/CHTMS-2			
Date: 20/07/2015		Faculty Incharge: Prince D.	
Sl. No.	Name of the Student	Sl. No.	Name of the Student
1	Abbas	41	Abbas
2	Abbas	42	Abbas
3	Abbas	43	Abbas
4	Abbas	44	Abbas
5	Abbas	45	Abbas
6	Abbas	46	Abbas
7	Abbas	47	Abbas
8	Abbas	48	Abbas
9	Abbas	49	Abbas
10	Abbas	50	Abbas
11	Abbas	51	Abbas
12	Abbas	52	Abbas
13	Abbas	53	Abbas
14	Abbas	54	Abbas
15	Abbas	55	Abbas
16	Abbas	56	Abbas
17	Abbas	57	Abbas
18	Abbas	58	Abbas
19	Abbas	59	Abbas
20	Abbas	60	Abbas
21	Abbas	61	Abbas
22	Abbas	62	Abbas
23	Abbas	63	Abbas
24	Abbas	64	Abbas
25	Abbas	65	Abbas
26	Abbas	66	Abbas
27	Abbas	67	Abbas
28	Abbas	68	Abbas
29	Abbas	69	Abbas
30	Abbas	70	Abbas
31	Abbas	71	Abbas
32	Abbas	72	Abbas
33	Abbas	73	Abbas
34	Abbas	74	Abbas
35	Abbas	75	Abbas
36	Abbas	76	Abbas
37	Abbas	77	Abbas
38	Abbas	78	Abbas
39	Abbas	79	Abbas
40	Abbas	80	Abbas

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**Dining Area Duty Rota is a rotational Duty allocation for Faculty members**



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**DINING AREA DUTY ROTA QTK2**

Dining Area I	Monday	Tuesday	Wednesday	Thursday	Friday
Faculty On Duty	Suhel S	Preeti T	Amul G	Sanjay W	Darshana G
Signature					
Reliever	Pranod B	Simoene D	Sabiha G	Delsey J	Pervez P
Signature					



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Dining Area Duty Rota with the specifications of instructions, rules and regulations



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### **DINING AREA DUTY ROTA QTK2**

Dining Area I	Monday	Tuesday	Wednesday	Thursday	Friday
Faculty On Duty	Suhel S	Preeti T	Ankit G	Sanjay W	Darshana G
Reliever	Pramod B	Simpene D	Sabiha G	Delscy I	Pervez P
Chef In Charge	Chef Girish S				
Kitchen Assistants	Mr Tanaji & Mr Aslam				

#### **DUTY**

All the above mentioned staff members of Anjuman-I-Islam's College of Hotel & Tourism Management Studies & Research are requested to report at the allotted Dining Area on their designated duty day.

#### **REPORTING TIME**

Staff members must reach dining area by 1.05 sharp and leave by 2.00 pm.

#### **TASKS & RESPONSIBILITIES**

Dining Area supervisor must ensure that students follow proper queue, display their ID Cards, are well groomed and have their own stainless steel spoons when entering dining area.

- Faculty must also ensure flawless flow queue and crowds.
- Please note that QTK-2, Chef Girish S will always be there for any assistance
- Post duty, the dining area supervisor is requested to have their lunch in the respective dining area only.

#### **SIGNATURES**

During the dining area supervision duty, supervisor must sign the Dining Area Register kept in respective dining area with the mention of specific in and out timing.

#### **RELIEVER**

- Reliever shall ensure their presence in Dining Area only in case the respective lecturer is absent on the particular day.
- Relievers are requested to check if that day's dining area supervisor is present or not and take charge accordingly.
- In case of absence of both other staff can mutually discuss and take charge of the duty voluntarily.
- All the lecturers need to follow duty Rota for smooth functioning of the dining area.



  
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# **Documents & photographs supporting Best Practice No II**



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# AWARDS FOR 2022 – 2023



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**Awards for 2022 – 2023**

**Page 01**

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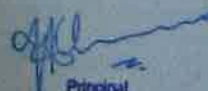
**AWARDS FOR 2022 – 2023**


**FYBSc. (HS)**

Sr No	NAME OF THE AWARD CATEGORY & STUDENT RECIPIENT/'S
1	Highest marks in Communication Skill (English & French) Shirsath Prathamesh Satish Asha
2	Highest marks in Principles of Hotel Accountancy Merchant Amaan Irfan Shahina
3	Best Students of First Year BSc.(HS) - Karantutkar Harsh Rajesh Aarti - Khan Arqam Zamir Khananisa Khatoon

**SYBSc. (HS)**

Sr No	NAME OF THE AWARD CATEGORY & STUDENT RECIPIENT/'S
1	Certificate for Excellence in Research - Shinde Leena Milind Vijayanti - Dalvi Suchita Digamber Laxmi - Bhuwad Gaurav Prakash Priyanka - Shinde Sahil Sanjay Iyori - Maqsood Ahmed Ataur Rehman Firdous Begum - Soans Alden Austin Keupa
2	Best Student of Second Year BSc.(HS) - Shaik Shifa S Mohammad Rafiq S Anjum Inayath - Shaikh Mohammed Noman Mashimullah Rahi

   
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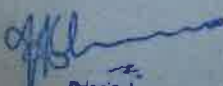
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Awards for 2022 – 2023

Page 02

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<b>Extra- Curricular Category</b>	
<b>Sr No</b>	<b>NAME OF THE AWARD CATEGORY &amp; STUDENT RECIPIENT/S</b>
1	<b>Sports Man Of The Year</b> Pavil Sahil Sanjay Kapali
2	<b>Sportswomen Of The Year</b> Singh Ashwini Ashok Sheela
3	<b>Exemplary Dedication in academics during pandemic</b> Khan Daniyal Ayub Mumawwar
4	<b>Salad Competition Winners</b> Sayed Tabassum Mohd Ahmed Nehmatosa Anshu Yash Anandeep Kavita
5	<b>What is the Good Words?</b> Shahk Mohd Shahbuddin Mohd Farooque Shahnaz Khan Sahil Nadeem Mohammed Shohra
6	<b>Plate it up Competition</b> Shahk Motundillo Imran Baseena
7	<b>Winner of the Principal's Endowment Fund, Cash Award of Rs. 333/- &amp; Certificate for Securing 100% Attendance</b> Karangutkar Harsh Rajesh Shahk Farzan Abdul Geonkar Mayur Anandeep Shah Mansoor Shahid
8	<b>Best All Rounder Student of the College</b> - Udyawar Priyesh Suresh Revathi - Nair Rishikesh Ravi Ganga



  
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Page 03

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**TYBSc. (HS)**

Sr No	NAME OF THE AWARD CATEGORY & STUDENT RECIPIENT /'S
1	Highest Marks in Advanced Food & Beverage Operation Management Dsinza Shaun Kenneth Sabina
2	Highest Marks in Advanced Front Office Operation Swarthi Ramakrishnan Vedavalli
3	Highest Marks in Advanced Housekeeping Joglekar Samiksha Sachin Sharvari
4	Highest Marks in Advanced Bakery & Confectionery Karnekar Tejas Kamalakar Neha
5	Highest Marks in Strategic Management & Services Marketing Sayed Aqeel Suhel Saba

  
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