INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF
M A RANGOONWALA INSTITUTE OF HOTEL MANAGEMENT AND RESEARCH
C-41994

Pune
Maharashtra
411001

Section I: GENERAL INFORMATION

1.Name & Address of the institution:	M A RANGOONWALA INSTITUTE OF HOTEL MANAGEMENT AND RESEARCH Pune Maharashtra 411001
2.Year of Establishment	2006
3.Current Academic Activities at the Institution(Numbers):	
Faculties/Schools:	
Departments/Centres:	1
Programmes/Course offered:	1
Permanent Faculty Members:	5
Permanent Support Staff:	6
Students:	105
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. A private, self-financed ,co-education Linguistic minority college affiliated to Savithri Phule University in a standalone building 2. Offering Food Safety Training and Certification (FoSTaC) of FSSAI to stakeholders of college, and employees of catering Institutes 3. Linkages and MoUs with hospitality indutriesfor training and Employability
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 22-11-2023 To : 23-11-2023
6.Composition of Peer Team which undertook the on site visit:	

	Name	Designation & Organisation Name
Chairperson	DR. V SARADHA RAMADAS	FormerProfessor,AVINASHILINGA INSTITUTE FOR HOME SCIENCE AND HIGHER EDUCATION FOR WOMEN
Member Co-ordinator:	DR. SHIV KUMAR GUPTA	Dean,School of Management HNBG University
Member:	DR. SAMPADA KUMAR SWAIN	Professor,Pondicherry University
NAAC Co - ordinator:	Dr. Vishnu Mahesh K R	

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

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrices(QlM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QlM	**The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment**
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QlM	*Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum*
1.4	Feedback System

Qualitative analysis of Criterion 1
The M.C.E. Society's M.A. Rangoonwala Institute of Hotel Management & Research is a linguistic minority institute, affiliated to Savitribai Phule Pune University (SPPU). The institute prepares its own academic calendar for curricular, co-curricular, and extracurricular activities as per the guidelines of SPPU for two terms in the beginning of the year and displayed after the approval from the CDC. Teaching staff are appointed as per the institute   policy & guidelines and of the affiliating university. Students' Attendance is maintained and communicated to parents during parents-teacher meetings. PowerPoint presentations, Videos, and teacher's notes on various subjects are accessible online. Continuous Assessment is done with a focus on progressive assessment of students. This provides feedback on students learning. Term-end examination performance of the students is displayed on the notice board. The performance of the students is analyzed and action for improving overall performance is taken if necessary. The institute follows the choice-based credit system. The institute associates with the Board of Students Development, Planning & Development Department, Health Department of Savitribai Phule Pune University, the Hospitality industry, and Alumni to conduct seminars, conferences, workshops, sports activities, etc. The NSS unit exists and is involved in student welfare and community development programs. Laboratories and classrooms are equipped with the functional equipment. The course plan, and course outcomes are displayed on the website. The institute makes an attempt to integrate course outcomes with program outcomes & program-specific outcomes. The IQAC provides guidance and training programs to the faculty in implementing the process so that curriculum implementation is effective. The institute adheres to the curriculum of the Savitribai Phule Pune University to incorporate courses addressing Gender, Human Values, Professional Ethics, Environment, and Sustainability into the Bachelor of Science in Hospitality Studies program. Various co-curricular activities pertaining to community outreach programme, social welfare and human values were conducted through the NSS , the Board of Students Development, and Savitribai Phule Pune University. Various International and national days were celebrated. Awareness on environment was highlighted in the orientation programme . Theme Lunches and cooking competitions were organized during which professionals from the hospitality industry participated to interact with the students and share their experiences.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(QlM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Student Teacher Ratio
2.3	Teaching- Learning Process
2.3.1 QlM	**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT-enabled tools including online resources for effective teaching and learning process**
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QlM	**Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient**
2.6	Student Performance and Learning Outcomes
2.6.1 QlM	***Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website***
2.6.2 QlM	***Attainment of POs and COs are evaluated.*** Explain with evidence in a maximum of 500 words
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2
As an experiential learning, students were motivated to participate in the theme Lunches, Outdoor Catering, Industrial Training, Exhibitions & competitions, Industrial / Institutional Visits,   Project Presentation, Rallies, Demonstrations and Lectures for Food Business Operators on Food Safety Standards. In addition, involvement in catering activities, presentation of models, basket cookery competitions, role play, restaurant duty rosters and mock interviews were undertaken.   Sessions in Financial Management, Case Studies, and Problems on complaint handling and customer care promoted the learning experiences of the students were conducted. The ICT tools like Google Classroom,YouTube,PowerPoint presentations, Digital Library resources Projectors & Desktops were also used.The institute organized workshops and faculty development programs for teachers to update them with the latest methods and enhance their professional skills.   The institute has a comprehensive internal/external assessment and grievance redressal system and evaluation process in accordance with the norms and guidelines of Savitribai Phule Pune University, Pune.   The Principal as the chairperson acts as the Institute Examination Officer handles the examination-related grievances along with active teaching staff. The schedule prepared by the IQAC for the continuous internal assessment is displayed and posted on the WhatsApp group and assignments are posted on Google Classroom, stating the date of submission. The continuous internal assessment marks are computed and displayed on the notice board. The answer booklets are shared with students. The external assessment for the practical work/project/viva voice are assessed by the internal and external examiner. The institute guides the students to fill out and submit the application to the university depending on the type of grievance stated on the university website. There is a provision for revaluation and obtaining the photocopies of the answer booklet for greater transparency.   The program and course outcomes for the B.Sc. in Hospitality Studies are prescribed in the syllabus and displayed on the SPPU website.   The Class Coordinators briefed the program and course outcomes on the commencement of the academic term.

The institute evaluates the attainment of program outcomes and course outcomes from the results. The feedback is taken from the industry on the performance of the students during their internship.

There exists an feedback appraisal from the Alumni and students pertaining to the Training and Placement. The IQAC Coordinator facilitates the teaching learning process for the progress of students. The alumni feedback was analyzed for the attainment of the programme outcomes.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrices(QlM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QlM	**Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QlM	**Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.**
3.4.2 QlM	**Awards and recognitions received for extension activities from government / government recognised bodies**
3.5	Collaboration

Qualitative analysis of Criterion 3
The syllabus of the Bachelor of Science in Hospitality Studies embraces various the details of regional cuisines, places of tourist interest in India, cultures, fairs, festivals, dances, music, etc. Tourism day, theme lunches, assignments, and projects are related to Indian Knowledge system . The institute organized guest lectures, competitions, quizzes related to the hospitality industry. Action programme needs to be initiated to encourage the innovation. Motivations can be the source of the innovative output and IPR . The institute needs to strengthen the ecosystem in various areas of education to increase the knowledge of students.Some functional MoUs exist in the areas of training, placement, community extension, guest lecture, etc. Students are engaged in various extension activities through NSS Unit . Awareness on cleanliness, hygiene, and sanitation was created as activities of Swacch Bharat Abhiyan . Distribution of the fruits and *patravali to warkaris* were done so as to provide comfort, support, and a sense of community to the devotees. Blood donation camps and Rallies were undertaken by the students. Awareness Drive for Blood Donation, Rallies to observe the birth anniversary of reformers and stalwarts like Mahatma Jyotiba Phule, Dr. Babasaheb Ambedkar, Chhatrapati Shivaji Maharaj, and Prophet Mohammed were organized so as to imbibe communal harmony and religious tolerance. Students along with faculty members participated in the food safety and hygiene audit in Bhimthadi Jatra.   Students demonstrated healthy recipes and distributed refreshments to the in-mates of Tayyabia Orphanage to help in creating emotional support and mentorship, building a sense of community and belonging, personal growth and fulfillment, and providing a loving and supportive environment. The institute received appreciations and awards for social work and FOSTAC training for the *Mahila Bachat Gat* food stall owners of the *Bhimthadi Jatra* to comply with the food safety standards at the State, regional and local levels.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrices(QlM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QlM	**The Institution has adequate infrastructure and other facilities for,** • **teaching – learning, viz., classrooms, laboratories, computing equipment etc** • **ICT – enabled facilities such as smart class, LMS etc.** **Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)**
4.2	Library as a Learning Resource
4.2.1 QlM	*Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students*
4.3	IT Infrastructure
4.3.1 QlM	**Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection** *Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*
4.4	Maintenance of Campus Infrastructure

Qualitative analysis of Criterion 4

The institute is situated in the strategic location in the Pune city in the standalone building in the premises of MCES. This multistroyed building with 30367.00 sq.ft. built up area with facilities and amenities. This infrastructure provides academic environment for holistic and quality education.

The building houses classrooms and tutorial rooms , practical, laboratories, library , computer room., etc The institute has provided infrastructure and resources to support the teaching-learning requirements of BSc(Hospitality Studies) program. Classrooms and Tutorial rooms are equipped with Internet connection, projectors, LCD Screen and speakers.

As BSc(Hospitality Studies) program is a practical oriented course, the Institute has developed practical laboratories related to four core areas of operations of Hotel Management. It has three kitchens namely Basic, Advance and Quantity training kitchen and Bakery & Confectionary Lab. The Institute has designed and equipped training restaurants, Front office and Housekeeping Lab . It has a Computer Laboratory with 25 computers with LAN.

The institute makes use of facilities for various indoor and outdoor sports of the MCES group institutions. Outdoor sports facilities for cricket, Athletic track, football, volleyball, basketball, , Kabaddi, Kho-Kho and badminton are available. Indoor Sports facilities for 0.22 Rifle Shooting Range, Fencing Games, Carom, Powerlifting and Kickboxing are available.

Library is automated with Version 2.0 of the Vriddhi Integrated Library Management System (ILMS) software way back in 2006.However, this needs to be upgraded. Online Public Access Catalogue(OPAC) provides search options for students and faculty members about the available resources.

Remote access facility to e-resources and the availability of books is to be provided to students and teachers. It has a reasonable collection of different text and reference books. Nevertheless, more books are to be procured for hotel management and other allied disciplines. But rare books, manuscript and special reports and e-resources are required to enrich the library. Annual expenditure to procure resources for library should be enhanced.

Institute has desktop computers in the computer lab, classrooms, library, laboratories, internet hub, administrative offices, and staff room . The Institute has the internet connectivity at the rate of 2 Gbps. While the campus is Wi-Fi enabled with a speed of 1.1 Gbps and under CCTV surveillance. The institute is using the free version of G-suite by which the online classes are conducted through Google Classroom and Google Meet applications. Facilities of toilet, drinking water, canteen, Parking area, are within the campus. For differently able persons including students and staff, the institute initiates   to strengthen disable friendly facilities.

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

Qualitative analysis of Criterion 5

The institute provides financial assistance to eligible or performing students in the form of scholarships and free ships from non-government and government schemes. The institute annually sponsors up to 18 students from the economically disadvantaged section of society. In addition, the Maharashtra Cosmopolitan Education Society offers fee reductions to needy and deserving students. Students are also encouraged and assisted in applying for financial aid from philanthropists and private trusts. During the last five years, approximately 14.9 percent of students have benefited from scholarships and free ships provided by the institution, government and non-government bodies, industries, individuals, and philanthropists. The institute's efforts to assist needy students are lauded.

The institute is committed to providing value-added courses to develop soft skills, communication skills, life skills, ICT and computing skills, and other service skills as part of student and progression. The courses offered are vocational in nature, with opportunities for campus placements or the development of employable skills to help students find work quickly. Furthermore, the institute has begun efforts to develop and integrate activities related to the Training and Placement Cell with the course curriculum, as well as to provide a simulated environment for learning interview techniques, group discussions, and presentation. Students are placed in hotels and the hospitality industry.

students are also benefited from the Institution's guidance for competitive examinations and career counseling. Although result of teaching-learning, placement, and training exercises are visible, the gap between students receiving competitive examination guidance and those passing the exams must be bridged in order to reduce and increase the percentage of qualifying students.

Alumni meeting is conducted with registered Alumni Association the institution. It helps students and gives valuable suggestions regarding various career opportunities and skill development of students according to the requirement of the hospitality industry. Alumni Association network is to be expanded and frequency of

meeting can bring the alumni members closer to the institute for sharing their contributions.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QlM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QlM	*The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.*
6.2	Strategy Development and Deployment
6.2.1 QlM	*The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc*
6.3	Faculty Empowerment Strategies
6.3.1 QlM	**The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**
6.4	Financial Management and Resource Mobilization
6.4.1 QlM	**Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)**
6.5	Internal Quality Assurance System
6.5.1 QlM	**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

Qualitative analysis of Criterion 6

M A Rangoonwala Institute of Hotel Management and Research has displayed the Vision, Mission, and Goal statement. The institute makes every effort to adhere objectively to its Vision, Mission, and Goal. Participatory management is emphasized through an organizational system with the participation of all stakeholders, resulting in running governance system. Teaching and non-teaching staff members are supported with medical benefits, loans and monetary incentives, fee concessions for their wards, and appreciation letters in order to improve talent management. However, these benefits are a good gesture that should be increased gradually. One such example is the institute, to provide uniforms and shoes to non-teaching and kitchen staff."

A performance appraisal system is in place .   The scope for receiving funds must be broadened, with strategies to be implemented as policy to align with funding agencies. The internal and external auditing system are in place to examine its internal governance, accounting, and financial reporting controls. The Internal Quality Assurance Cell (IQAC) begins with the idea of running the Mentor-Mentee and Academic and Administrative Monitoring Program along with reviews and reports on the quality of teaching-learning processes, pedagogies, and learning outcomes. IQAC is expected to set an agenda to be achieved in a given time period. There exist Anti-Ragging Committee and Grievance Redressal Committee to control ragging and resolve grievances. The perspectives plans includes a Happy, Creative, and Empowered Students, an Inclusive and Cohesive Institution, the Preferred Place to Learn, Research, and Progress, a Smart and Sustainable Institution, a Pivotal Hub in Indian Education, and good Governance .

Teachers are receiving financial assistance to attend conferences/workshops and pay professional body membership fees. Teaching and non-teaching staff are encouraged to participate in Faculty Development Programmes (FDPs), Management Development Programmes (MDPs), and professional development/administrative training programs. Even though the financial assistance is insufficient to cover all of the costs of attending seminars or conferences, there is an attempt to provide incentive or financial support. The Academic Monitoring System is in place to keep track of a student's academic progress, attendance, and participation in curricular and co-curricular activities.

The Academic Calendar is strictly adhered to. Students are counselled on a regular basis. feedback is obtained, and appropriate steps are taken to improve the teaching-learning process. The Peer Mentoring Program provides freedom to Peer Mentors to assist mentees throughout the program.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrices(QlM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QlM	**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.** *Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*
7.1.4 QlM	**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**
7.2	Best Practices
7.2.1 QlM	**Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual**
7.3	Institutional Distinctiveness
7.3.1 QlM	**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

Qualitative analysis of Criterion 7
Gender sensitivity, safety and security is ensured by institute. The Board of Students Development SPPU under *Vidyarthini Vyaktimatva Vikas Yojana* and *Nirbhay Kanya Abhiyan* has created gender sensitization and has conducted courses on human values, professional ethics, and human rights, among other activities. Under the Planning and Development's Quality Improvement Program, seminars on topics such as human trafficking, women's law, sexual harassment of women in the workplace, and women's law on eve teasing were held. Parents and newly admitted students attended an orientation program. Facilities like security checks, CCTV surveillance, emergency numbers, and suggestion boxes are available to guarantee the protection of female students. Committee for internal complaints, ragging, discipline, and grievance redress worked to make zero tolerance campus. Gender equity initiatives, environmental and cleanliness initiatives, technology-based learning practices, and celebrations of national and international commemorative days are regularly conducted. In order to instill values, ethics, and leadership, a number of extension initiatives, including blood donation, tree planting, health camps, and the celebration of Forest Week were conducted. During COVID-19, the institute played a critical role in helping the society.   Among the environmentally friendly methods prioritized were rainwater collection, installing CFL bulbs and

tubes, and managing solid, liquid, and electronic waste. Bicycles, public transportation, pedestrian-friendly streets, and green landscaping with trees and plants are some other environment friendly practices. The utilization of renewable energy to power solar energy systems at a lower cost is practiced. Tolerance and communal socio-economic ideals that are cultural, regional, and linguistic are guaranteed.

Two best practices followed by the institute are

 1) The biogas plant produces affordable and sustainable cooking fuel for use in training kitchens

 by using wet waste segregation to efficiently reduce cooking expenses and waste,

2) The institute offers advanced training for food handlers in the hospitality sector and educational institutions as an endorsed training partner of FoSTaC (FSSAI).

Section III:OVERALL ANALYSISbased on Institutional strengths.Weaknesses,Opportunities & Challenges(SWOC)(up to 500 words)
Overall Analysis

Strength:

- Support of SPPU Research Grant Scheme
- Industrial MoUs with local Leading Hotel Chains
- Experienced Faculty in both Academic & Industry
- Partnership and association with FOSTAC under FSSAI
- Transparent Admission process
- Financial support offered by non-government agencies.

Weaknesses:

- · 	Lack of Research Projects, Research Papers and Book/Chapter Publication by faculty members.
- · 	Less number of books, reference books, periodicals and journals.
- · 	Lack of of Certificate/ Add-on/Value added program.
- · 	The college has limited scope of academic flexibility.

Opportunities:

- To start PG, Certificate Diploma and Value added courses in Hospitality and Tourism.
- To create more MOUs and linkages for the development of education.
- To Increase use of ICT for teaching learning programmes.
- To promote students/faculty exchange programmes with National and International Institutions.
- Scope for extension activities to enrich the curriculum.
- To strengthen career guidance and placement cell.
- To develop research culture and Involvement of teachers in Research projects
- To provide Consultancy to hotels and catering units.
- Improving in the collaboration with industries for job training and placement

Challenges:

- Enhance the Job market as per the changing requirements
- Updating the laboratories with modern Technology
- Motivation of students to pursue higher education
- Introduce PG course and diploma courses
- Low Salary packages offered by the Industry.
- Motivation for faculty for research by getting research grants from various funding agencies.

Section IV:Recommendations for Quality Enhancement of the Institution
(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Develop strategy to enhance declining admission

- To promote Research culture and develop research publications

- Strengthen the Automation Library and increase the availability of current books

- Provision of Mini auditorium

- Introduce PG ,PG Diploma Course , programme related to Hospitality studies

- Strengthen linkages and MoUs with National and International Agencies and Industries

- Provision of free parking facility for the students

- Motivation to plan and apply project proposal and research Publications in Peer reviewed /scopus Journals

- Strengthen Alumni Association / Parent Teacher Association to widen the scope of the existing programme

- Development of Catering and Bakery outlet by the student stakeholders for instill marketing skill as well for revenue generation

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

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. V SARADHA RAMADAS	Chairperson	
2	DR. SHIV KUMAR GUPTA	Member Co-ordinator	
3	DR. SAMPADA KUMAR SWAIN	Member	
4	Dr. Vishnu Mahesh K R	NAAC Co - ordinator	

Place

Date

Sl.No	Name		Signature with date
1	DR. V SARADHA RAMADAS	Chairperson	
2	DR. SHIV KUMAR GUPTA	Member Co-ordinator	
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4	Dr. Vishnu Mahesh K R	NAAC Co - ordinator	

01-12-2023 09:03:05

Name of the Institution: M A RANGOONWALA INSTITUTE OF HOTEL MANAGEMENT AND RESEARCH
Type of the Institution: Affiliated/Constituent Colleges
Dates of Visit: 22 - 11 - 2023 to 23 - 11 - 2023

No	Criteria	Weightage (W_i)	Criterion-wise weighted Grade Point $(CrWGP_i)$	Criterion-wise Grade Point Averages $(CrWGP_i/W_i)$
1	Curricular Aspects	100	375	3.75
2	Teaching-learning and Evaluation	350	1124	3.21
3	Research, Innovations and Extension	110	250	2.27
4	Infrastructure and Learning Resources	100	320	3.2
5	Student Support and Progression	140	295	2.11
6	Governance, Leadership and Management	100	316	3.16
7	Institutional Values and Best Practices	100	330	3.3
	Total	$\sum_{i=1}^{7}(W_i) = 1000$	$\sum_{i=1}^{7}(CrWGP_i) = 3010$	3.01

$$\text{Institutional CGPA} = \sum_{i=1}^{7}(CrWGP_i) / \sum_{i=1}^{7}(W_i) = 3010 / 1000 = 3.01$$

Grade: A