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INSTITUTIONAL ASSESSMENT AND ACCREDITATION (Effective from July 2017)

Accreditation - (Cycle -3)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF
V. K. KRISHNA MENON COLLEGE OF COMMERCE AND ECONOMICS AND
SHARAD SHANKAR DIGHE COLLEGE OF SCIENCE

C-34001
Maharashtra
Mumbai
400042

(Draft)

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

Section I: GENERAL INFORMATION

1. Name & Address of the institution:

V. K. KRISHNA MENON COLLEGE OF COMMERCE AND
ECONOMICS AND SHARAD SHANKAR DIGHE COLLEGE OF
SCIENCE
Mumbai
Maharashtra
400042

| 2. Year of Establishment | 1982 | | | | | | | | | | |
|---|---|------|---------------------------------|-------------|--|----------------------|--|---------|--|----------------------|-----------------|
| 3. Current Academic Activities at the Institution (Numbers): | | | | | | | | | | | |
| • Faculties/Schools: | 4 | | | | | | | | | | |
| • Departments/Centres: | 4 | | | | | | | | | | |
| • Programmes/Course offered: | 5 | | | | | | | | | | |
| • Permanent Faculty Members: | 11 | | | | | | | | | | |
| • Permanent Support Staff: | 37 | | | | | | | | | | |
| • Students: | 1650 | | | | | | | | | | |
| 4. Three major features in the institutional Context (As perceived by the Peer Team): | 1. College with academic flexibility offering student centric development 2. Upliftment of socially and economically backward student 3. College being run on Philanthropic basis | | | | | | | | | | |
| 5. Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure): | Visit Date From : 29-04-2022 Visit Date To : 30-04-2022 | | | | | | | | | | |
| 6. Composition of Peer Team which undertook the on site visit: | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th>Name</th> <th>Designation & Organisation Name</th> </tr> </thead> <tbody> <tr> <td>Chairperson</td> <td>DR. SUDESH CHHIKARA Vice Chancellor, BPS WOMEN UNIVERSITY</td> </tr> <tr> <td>Member Co-ordinator:</td> <td>MR. HARDEEP SINGH Professor, GND UNIVERSITY</td> </tr> <tr> <td>Member:</td> <td>DR. ALOK KUMAR Principal, CHINMAYA DEGREE COLLEGE</td> </tr> <tr> <td>NAAC Co - ordinator:</td> <td>Dr. A.v. Prasad</td> </tr> </tbody> </table> | Name | Designation & Organisation Name | Chairperson | DR. SUDESH CHHIKARA Vice Chancellor, BPS WOMEN UNIVERSITY | Member Co-ordinator: | MR. HARDEEP SINGH Professor, GND UNIVERSITY | Member: | DR. ALOK KUMAR Principal, CHINMAYA DEGREE COLLEGE | NAAC Co - ordinator: | Dr. A.v. Prasad |
| Name | Designation & Organisation Name | | | | | | | | | | |
| Chairperson | DR. SUDESH CHHIKARA Vice Chancellor, BPS WOMEN UNIVERSITY | | | | | | | | | | |
| Member Co-ordinator: | MR. HARDEEP SINGH Professor, GND UNIVERSITY | | | | | | | | | | |
| Member: | DR. ALOK KUMAR Principal, CHINMAYA DEGREE COLLEGE | | | | | | | | | | |
| NAAC Co - ordinator: | Dr. A.v. Prasad | | | | | | | | | | |

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 (QIM) in Criterion1)

1.1 Curricular Planning and Implementation

| | |
|--------------|---|
| 1.1.1 QIM | The Institution ensures effective curriculum delivery through a well planned and documented process |
| 1.1.2 QIM | The institution adheres to the academic calendar including for the conduct of CIE |
| 1.2 | Academic Flexibility |
| 1.3 | Curriculum Enrichment |
| 1.3.1 QIM | Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum |
| 1.4 | Feedback System |

Qualitative analysis of Criterion 1

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)

1.1 Curricular Planning and Implementation

1.1.1 QIM The Institution ensures effective curriculum delivery through a well planned and documented process

1.1.2 QIM The institution adheres to the academic calendar including for the conduct of CIE

1.2 Academic Flexibility

1.3 Curriculum Enrichment

1.3.1 QIM Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

1.4 Feedback System

VK Krishna Menon College of Commerce and Economics and Sharad Shankar Dighe College of Science Bhandup Mumbai is affiliated to University of Mumbai. College has been imparting education for last 40 years to students belonging to socially and economically backward section of the society. The College offers UG programmes in commerce and science streams. The Curriculum is designed and developed by the concerned BOS of affiliating university. IQAC conducts regular meeting with all HODs and Prepares annual academic calendar. Effective implementation of Curriculum and distribution of workload is carried out in departmental meetings. The workload of the teacher is as per the UGC norms. Four Faculty members have their representation on respective BOS, university of Mumbai and of various autonomous Colleges. All faculty members are involved in Board of Examination and Evaluation activities like paper setting, evaluation, revaluation, Moderation and Practical etc.

The use is made of online open resource like NPTEL and MOOCs, though in limited way. The HODs monitors the curriculum completion status every fortnight. The teaching faculty is responsible for monitoring the progress of students in the class.

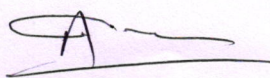
The College delivers various relevant issues like ethics, gender equalities, Human values, Environment and Sustainability into the Curriculum

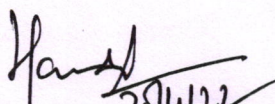
Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)

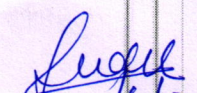
| | |
|--------------|--|
| 2.1 | Student Enrollment and Profile |
| 2.2 | Catering to Student Diversity |
| 2.2.1 QIM | The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners |

| | |
|--------------|---|
| 2.3 | <i>Teaching- Learning Process</i> |
| 2.3.1 QIM | Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences |
| 2.3.2 QIM | Teachers use ICT enabled tools for effective teaching-learning process. |
| 2.4 | <i>Teacher Profile and Quality</i> |
| 2.5 | <i>Evaluation Process and Reforms</i> |
| 2.5.1 QIM | Mechanism of internal assessment is transparent and robust in terms of frequency and mode |
| 2.5.2 QIM | Mechanism to deal with internal/external examination related grievances is transparent, time- bound and efficient |
| 2.6 | <i>Student Performance and Learning Outcomes</i> |
| 2.6.1 QIM | Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students. |
| 2.6.2 QIM | Attainment of programme outcomes and course outcomes are evaluated by the institution. |
| 2.7 | <i>Student Satisfaction Survey</i> |

Qualitative analysis of Criterion 2


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Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)**2.1 Student Enrollment and Profile****2.2 Catering to Student Diversity**

2.2.1 QIM The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

2.3 Teaching- Learning Process

2.3.1 QIM Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

2.3.2 QIM Teachers use ICT enabled tools for effective teaching-learning process.

2.4 Teacher Profile and Quality**2.5 Evaluation Process and Reforms**

2.5.1 QIM Mechanism of internal assessment is transparent and robust in terms of frequency and mode

2.5.2 QIM Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

2.6 Student Performance and Learning Outcomes

2.6.1 QIM Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

2.6.2 QIM Attainment of programme outcomes and course outcomes are evaluated by the institution.

2.7 Student Satisfaction Survey

The faculty is dedicated and oriented towards class room teaching. The schedule for class room teaching is strictly adhered to. A limited use of ICT in classroom teaching is made. To access the learning level of the students, Continuous evaluation of the students is undertaken by the way of conducting class test, quizzes and seminar etc. The Slow learning Students are provided with remedial classes and fast learners are encouraged to participate in seminars and are given high end projects. The Evaluation/ revaluation and Moderation processes are transparent. A limited number of field trips/Industrial Visit are undertaken. The Internal assessment of the student is carried out as per university norms. Orientation programmes is conducted at the beginning of every academic sessions and the students are made of the evaluation process and schedules. The Principal constitute the examination committee for the smooth and effective conduct of examination at the college and also addresses the students about examination related issues and guide them to find a speedy solution to their grievances. Attainment of PO's and CO's are evaluated by the utilisation in a limited way

**Criterion3 - Research, Innovations and Extension
(Key Indicator and Qualitative Metrics(QIM) in Criterion3)**

| | |
|--------------|--|
| 3.1 | Resource Mobilization for Research |
| 3.2 | Innovation Ecosystem |
| 3.2.1 QIM | Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge |
| 3.3 | Research Publications and Awards |
| 3.4 | Extension Activities |
| 3.4.1 QIM | Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years. |
| 3.5 | Collaboration |

Qualitative analysis of Criterion 3

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)

3.1 Resource Mobilization for Research

3.2 Innovation Ecosystem

3.2.1 QIM Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

3.3 Research Publications and Awards

3.4 Extension Activities

3.4.1 QIM Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

3.5 Collaboration

In all 17 faculty members possess Ph.D degrees in their respective subject. Very low output in terms of research paper publications has been observed. Of the published papers a very few are in UGC approved journals. Regular research activity is lacking. The Teaching is oriented towards the completion of curriculum only and no space is provided to the students out of curriculum teaching and innovative thinking. Innovative ideas on part of faculty and students are lacking. The extension work is being carried out by the college by the way of organising various camps for environment awareness, blood donation and propogation of the ideas of Mahatma Gandhi. The College has unit of NSS which undertakes these activities. College does not have any NCC unit. The membership to various professional societies is neither encouraged nor undertaken. The Department of Lifelong Learning and Extension does undertakes certain extension activities in the nearby areas. A few research projects, granted by the University of Mumbai have been carried out by the faculty members. The Total amount of grant of these projects is approximately 1.16 Lakhs. The College is yet to create an effective Eco-System for innovations including incubation centre and other initiatives for creation and transfer of knowledge.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)

| | |
|--------------|---|
| 4.1 | Physical Facilities |
| 4.1.1 QIM | The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc. |
| 4.1.2 QIM | The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc. |
| 4.2 | Library as a Learning Resource |
| 4.2.1 QIM | Library is automated using Integrated Library Management System (ILMS) |
| 4.3 | IT Infrastructure |
| 4.3.1 QIM | Institution frequently updates its IT facilities including Wi-Fi |
| 4.4 | Maintenance of Campus Infrastructure |
| 4.4.2 QIM | 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 4

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)

4.1 Physical Facilities

4.1.1 QIM The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

4.1.2 QIM The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

4.2 Library as a Learning Resource

4.2.1 QIM Library is automated using Integrated Library Management System (ILMS)

4.3 IT Infrastructure

4.3.1 QIM Institution frequently updates its IT facilities including Wi-Fi

4.4 Maintenance of Campus Infrastructure

4.4.2 QIM There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

The College is located adjoining to Bhandup railway Station with a campus having an area of 3762.57 Sq Mtr with a buildup area of about 80000 Sq Ft. The College has 23 classrooms and 1 seminar hall. There exists two computer labs with 114 computers and 2 printers, Two Scanners with networking facilities. There are four labs in science faculty for chemistry, botany, Zoology and Physics. UGC network resource centres have been established under XII plan. There exist facilities for Gymnasium student council room and Auditorium. The Library possess 34,000 reference and 4,000 textbooks. 60 Periodicals and E-books each are subscribed to. Library also has N-List subscription to INFLIBNET. ILMS software (SOUL 2.0) is used for automation of library. The Footfall in the library is on the lower side Braille software is provided for visually challenged students.

There are a total of 124 computers in the campus. The internet is available with the bandwidth of 50MBPS. The Student Computer ratio is 11:1.

Adequate facilities for outdoor sports are not available. Procedure for maintaining and utilising the computers and IT infrastructure is not centralised. The institution frequently updates its WIFI

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)

5.1 Student Support

5.2 Student Progression

5.3 Student Participation and Activities

5.3.2 QIM Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

5.4 Alumni Engagement

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

Qualitative analysis of Criterion 5

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)

5.1 Student Support

5.2 Student Progression

5.3 Student Participation and Activities

5.3.2 QIM Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

5.4 Alumni Engagement

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

College in order to enhance the capacity building and leadership qualities involves students in all the major activities of the college. Students have representation on the committees for curricular and co-curricular activities like sports, culture and extension work etc. There exists a student association which plays an important role in conveying and solving the students concerned with the management. Students representative is also there in the IQAC.

The College has Alumni Association but it is not registered. Atleast one meeting of Alumni association carried every year. Alumni are closely associated with the working of the college. The Alumni association funds for scholarship to 6 economically weaker but deserving students every year. There is scope for more alumni engagement

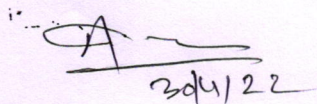
the Pass percentage of the college is high with about 90% of the students passing out of the degree every year. An average of 20% of the students progressed to higher education after completing the degree in the college. The Placement of the student is on the lower side. The College organises the soft skills development and communication skills programme for the students. There are grievances redressal mechanisms, Anti ragging cells and Internal Complaint Committees in the College.

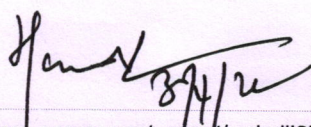
Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)

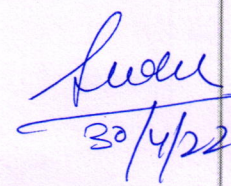
| | |
|--------------|---|
| 6.1 | <i>Institutional Vision and Leadership</i> |
| 6.1.1 QIM | The governance of the institution is reflective of and in tune with the vision and mission of the institution |
| 6.1.2 QIM | The effective leadership is visible in various institutional practices such as decentralization and participative management |
| 6.2 | <i>Strategy Development and Deployment</i> |
| 6.2.1 QIM | The institutional Strategic / Perspective plan is effectively deployed |
| 6.2.2 QIM | The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc. |
| 6.3 | <i>Faculty Empowerment Strategies</i> |
| 6.3.1 QIM | The institution has effective welfare measures for teaching and non-teaching staff |

| | |
|--------------|---|
| 6.3.5 QIM | Institutions Performance Appraisal System for teaching and non-teaching staff |
| 6.4 | <i>Financial Management and Resource Mobilization</i> |
| 6.4.1 QIM | Institution conducts internal and external financial audits regularly |
| 6.4.3 QIM | Institutional strategies for mobilisation of funds and the optimal utilisation of resources |
| 6.5 | <i>Internal Quality Assurance System</i> |
| 6.5.1 QIM | Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes |
| 6.5.2 QIM | <p>The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities</p> <p>(For first cycle - Incremental improvements made for the preceding five years with regard to quality</p> <p>For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)</p> |

Qualitative analysis of Criterion 6


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Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)

6.1 Institutional Vision and Leadership

6.1.1 QIM The governance of the institution is reflective of and in tune with the vision and mission of the institution

6.1.2 QIM The effective leadership is visible in various institutional practices such as decentralization and participative management

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6.2.1 QIM The institutional Strategic / Perspective plan is effectively deployed

6.2.2 QIM The 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 QIM The institution has effective welfare measures for teaching and non-teaching staff

6.3.5 QIM Institutions Performance Appraisal System for teaching and non-teaching staff

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6.4.3 QIM Institutional strategies for mobilisation of funds and the optimal utilisation of resources

6.5 Internal Quality Assurance System

6.5.1 QIM Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

6.5.2 QIM The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

The College has management believes in gandhian philosophy. The College has dedicated faculty members for fulfilling the academic requirements of the students in tune with the vision and mission provided by the college. The personality development skills are provided to the students in order to make them self-reliant. The Long term strategic plan is missing. However institutional policy documents covers the appointment, promotions and service rules and is based on higher education department, Government of Maharashtra. University of Mumbai and UGC. The Faculties empower by the way of conduct of various professional development programmes. A continuous performance appraisal is done by the IQAC. PBAS and Student satisfaction survey are carried out. The Academic and Administrative Audit (AAA) has been carried out by IQAC for three years..IQAC conducts workshops and seminars for quality enhancement of the education in the College. An Academic Calendars standardised documentation process and various collaborations are looked after by IQAC. Financial Audit is being got done regularly by the management.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)

7.1 Institutional Values and Social Responsibilities

7.1.1 QIM **Measures initiated by the Institution for the promotion of gender equity during the last five years.**

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|---------------|---|
| 7.1.3 QIM | <p>Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • Biomedical waste management • E-waste management • Waste recycling system • Hazardous chemicals and radioactive waste management |
| 7.1.8 QIM | <p>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).</p> |
| 7.1.9 QIM | <p>Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).</p> |
| 7.1.11 QIM | <p>Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).</p> |
| 7.2 | <i>Best Practices</i> |
| 7.2.1 QIM | <p>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.</p> |
| 7.3 | <i>Institutional Distinctiveness</i> |
| 7.3.1 QIM | <p>Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words</p> |

Qualitative analysis of Criterion 7

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Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)

7.1 Institutional Values and Social Responsibilities

7.1.1 QIM Measures initiated by the Institution for the promotion of gender equity during the last five years.

7.1.3 QIM Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

7.1.8 QIM Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

7.1.9 QIM Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

7.1.11 QIM Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

7.2 Best Practices

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

7.3 Institutional Distinctiveness

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

The Number of Females students is more than the male students in the College. Thereafter the college shows the gender sensitivity through various initiatives for creating safe and secure campus. CCTV cameras have been installed for monitoring the movement and activity of the students. The College Conduct various programmes for inculcating the spirit of environment sustainability, Waste management and Water Conservations. A limited use of solar energy is made. Green Audit has been conducted. Barrier free environment has been created for specially abled students. The Teachers and the Students are regularly sensitized towards this end. For the integration of the socially backward and economically weaker and Minority students various schemes has been initiated. The College regularly provides education for Human Values, Professional Ethics and Inclusiveness by the way of preaching the teaching of Mahatma Gandhi

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

Overall Analysis

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Strength:

- Value driven management committed to the education of socially and economically deprived strata, especially of girls
- Locational advantage due to proximity to railway station
- It is affiliated to prestigious Mumbai University
- Ethical work culture instilled by the founders

Weaknesses:

- Being an Affiliated institution, the college has limited flexibility with respect to curriculum and its delivery
- Limited programmes offered by the college
- lack of research culture in the institution
- Poor Placements and lack of focused industry collaboration

Opportunities:

- Mumbai being commercial capital of india offers condusive environment for lucrative opportunities to the students
- opportunities for starting post-graduate programmes in chemistry, physics, zoology and management etc
- starting professional programmes like Digital Marketing, Data Analytics
- The College can set up Research Centre and Incubation Cell

Challenges:

- First Generation Learners with the limited financial capacity
- Access to limited Government Grants
- Competing with large number of Colleges in the adjoining areas
- Providing Lucrative placement to the students

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)

- Management should introduce more Post graduate courses
- Sports and canteen facilities needs to be improved
- Students should be given more opportunities for industrial training, Internship and field visit
- Financial supports for deserving needy students should be institutionalised
- Upgradation of Laboratories in the science faculty.
- NCC should be started for both boys and girls students
- Opportunities should be given to faculty for attending national and international conferences
- The management should explore the possibility of alternate sources of funding
- Staffroom's, Common Room's and Office of the college needs to have better infrastruture
- Arrangement should be made for Competitive Exams preparation and Career Counselling for students

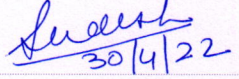
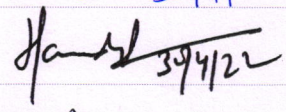
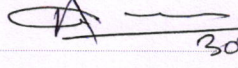
I have gone through the observations of the Peer Team as mentioned in this report



Signature of the Head of the Institution
Seal of the Institution
PRINCIPAL

V. K. Krishna Menon College Of Commerce And
Economics & Shantkar Dighe College Of Science
(BHANDUP (E), MUMBAI- 400 042)

Signature of the Peer Team Members:

| Sl.No | Name | | Signature with date |
|-------|-----------------|---------------------|--|
| 1 | SUDESH CHHIKARA | Chairperson |  30/4/22 |
| 2 | HARDEEP SINGH | Member Co-ordinator |  30/4/22 |
| 3 | ALOK KUMAR | Member |  30/4/22 |
| 4 | Dr. A.v. Prasad | NAAC Co-ordinator | |

Place: Mumbai. Date 30/4/22