



INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 4)

PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
COLLEGE OF HOME SCIENCE
C-33603

Mumbai
400020

- 1) *N. R. Datta*
28/09/2021
- 2) *(N. Tambari Datta)*
28/9/21
Prof. Nilufer Khan.
- 3) *Myr*
28/9/2021
(M. EYANI)

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:	COLLEGE OF HOME SCIENCE Mumbai Maharashtra 400020	
2.Year of Establishment	1969	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	4	
Programmes/Course offered:	9	
Permanent Faculty Members:	26	
Permanent Support Staff:	30	
Students:	660	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Only Home Science college affiliated to University of Mumbai 2. Unisex Womens college focused on women empowerment and employment 3. Located in the heart of Mumbai city	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 27-09-2021 Visit Date To : 28-09-2021	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. NILAMBARI DAVE	Vice Chancellor(in-charge),SAURASHTRA UNIVERSITY
Member Co-ordinator:	DR. NILOFER KHAN	Dean
Member:	DR. EYINI MUTHUKUMARASAMY	FormerPrincipal,THIAGARAJAR COLLEGE
NAAC Co - ordinator:	Dr. A.v. Prasad	

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Section II: CRITERION WISE ANALYSIS

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

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

1.1	Curricular Planning and Implementation
1.1.1 QIM	The institution ensures effective curriculum delivery through a well planned and documented process
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	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

College of Home Science Nirmala Niketan, located at New Marine Lines Mumbai, is a grant-in-aid and self-financing institution affiliated to the University of Mumbai. Since this is an only Home Science college, many of the senior faculties are involved in the adhoc BOS for curriculum design and development. The college offers nine programmes in Home Science: one UG, five PG, one Doctoral, one PG Diploma programme, one Diploma course. Besides four certificate courses/value added courses on Life Skills and Employability are offered.

The curriculum design ensures that core human values, professional ethics and sensitization to human rights and values that are globally relevant like sustainability and gender studies, happen insidiously in the learner.

The curriculum is revised periodically for UG programme. The third year BSc curriculum revision in 2016 was as per the need of time and also focused on entrepreneurship and extension with practical training inputs and skill development. The post graduate curriculum has been revised to make it more applicable in the industry and to include current concepts with global relevance as well as with a strong research emphasis. Effective curriculum delivery has been made possible at the departmental level with the availability of resource material substantiating teaching efforts, seminars, conferences and guest lectures for students. Multiple methods are employed to make the classroom experience relevant and applicable, like innovative audio-visual aids and Interactive life and application based lectures. Advanced learners at UG level are given projects/dissertations to find creative solutions to the real world problems. CBCS is yet to be implemented.

Students regularly participate in community work with NGOs, government organizations, schools, hospitals and clinics with the links that college has fostered. As a part of routine teaching-learning process, the Departments organize workshops and training programs for students by inviting subject experts, resource persons from organizations of national and international eminence. Advanced learners are encouraged and facilitated to read beyond the requirements of the syllabus as well as to take up internships and additional online MOOC courses during semester breaks. They are also motivated to join innovation projects of the faculty to develop their research acumen.

IQAC conducts seminars, workshops, guest lectures, faculty orientation programs for curriculum enrichment

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and enhancement. Curriculum revision takes into consideration the **feedback** obtained from all stakeholders and industry experts through IQAC.

Curriculum is implemented through theory and practical courses that include Internships, field trips and extension activities besides the use of ICT tools and academic software as a part of alternate methods of teaching. Each academic session is planned with the academic calendar issued by the University of Mumbai, schedule of departmental meetings, allotment of workload, preparation of timetables and teacher's diary.

Core human values are incorporated in the syllabus of the core papers in UG and PG programmes. Professional ethics is dealt in the papers on Entrepreneurship. Besides the activities of Women development cell, interfaith committee, Diet counselling centre and Employment and Placement cell etc. Continuous assessment through internal assessment needs to be given weightage of some marks.

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, after admission and organises special programs 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
2.3.4 QIM	Innovation and creativity in teaching-learning
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Reforms in Continuous Internal Evaluation(CIE) system at the institutional level
2.5.2 QIM	Mechanism of internal assessment is transparent and robust in terms of frequency and variety
2.5.3 QIM	Mechanism to deal with examination related grievances is transparent, time-bound and efficient
2.5.4 QIM	The institution adheres to the academic calendar for the conduct of CIE
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	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
2.6.2 QIM	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

The student strength of the college is 660. With 30 teaching staff in service, the Student-teacher ratio works out to 22:1. In addition, thirty guest faculty are engaged for handling SF courses. Student enrolment is almost 100%.

Slow learners are provided with Learning resources and additional support systems beyond classroom hours by the faculty members. Advanced learners are encouraged to take MOOC courses and participate in

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Research Conventions at PG level.

Twenty six out of 30 full-time faculty positions are filled. Only 12 teachers are Ph. D. qualified. Ten teachers are recognized Ph. D. guides. All teachers are examiners and moderators for various University examinations. The student strength of the college is 660. The Student-teacher ratio works out to 22:1.

Majority of the theory papers have a practical component. Classroom discussions, debates, presentations by students, brainstorming activities, creating mind maps, role play, facilitate participative learning. Students are given individual projects and class assignments, focusing on self-study and independent learning. Extension activities, industrial visits, internships and trainings ensure experiential learning for students. Teachers motivate students to participate as researchers in presenting poster and paper presentation and attend as well as organize conferences which inculcate a scientific temper at undergraduate and postgraduate level. College faculty initiated AARYA undergraduate intercollegiate research competition to promote research at first year and second year level.

Based on the academic calendar of the University, final examinations and CIA are planned. Academic calendar of the institute prepared by the Academic committee includes schedule of curricular implementation, assessments, internal events, class tests, submission dates list of holidays, guest lectures, list of events, industrial / hotel visits and bridge courses.

Since it is an affiliated college, only PG programmes have internal assessment. The norms of which are fixed by the University of Mumbai. The teachers make the assessment more robust by giving assignments that require specific skills of the students.

Examination Grievances committee deals with the examination related grievances of students. The core team consists of Principal, HOD, Subject teacher and Mentor. For university examinations, the grievances are forwarded to the university and to reassess the answer papers. If any discrepancy is found, the revised results are sent to the Institute by the university.

Based on the academic calendar of the University, final examinations and CIA are planned. Academic calendar of the institute prepared by the Academic committee includes schedule of curricular implementation, assessments, internal events, class tests, submission, list of holidays, guest lectures, food festival, industrial / hotel visits and bridge courses.

The syllabi for all the aided courses specifying the POs, PSOs, course objectives and course outcomes are drafted by and displayed in the website of the University of Mumbai. Those of the self supporting courses are drafted in the ad hoc BOS of the college and displayed in the prospectus and college website.

Evaluation of the attainment of the Programme objectives, programme specific objectives and Course Objectives is carried out on the basis of the feedback of different stake holders and students' progression to higher studies.

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Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrices(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QIM	Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years
3.5	Collaboration

Qualitative analysis of Criterion 3

Innovation and Incubation Cell has been set up in the college. The college has initiated several steps to promote research such as gradual increase in the budget allocation to buy new equipment, strengthening the library, organisation of conferences etc. Research based assignments and projects are given to the students to inculcate the inclination towards research. Innovative ideas from students were incubated, screened by AFSTI and selected ideas were executed as part of MSc dissertation. The College has an annual competition for research ideas for first and second year students (AARYA). PG students and research scholars participate in AVISHKAR research convention regularly. FND and TFT departments have initiated Entrepreneurship and Incubation Cell (EIC) and Institution Innovation Council in 2018-19. Students and staff members present research papers regularly in conferences and seminars.

3.4.1

Extension activities are carried out through NSS involving I and II year B. Sc. Students. III year B.Sc., PG and research students are involved in extension activities by conducting awareness and training programmes to the marginal and needy population of the nearby society through linkages with NGOs, Govt. Organisations and University department of Lifelong Learning and Extension.

The students have organised Swaach Bharat Abhiyan as an event in cultural contexts like conducting street plays on social issues and green practices. The institution has undertaken a variety of social activities such as blood donation, eye-check up camp, tree plantation etc

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Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrices(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.
4.1.2 QIM	The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.2.2 QIM	Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment
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

The college has adequate classrooms for students of UG and PG aided and self-financed courses, a lecture room with required audio-video facilities, a computer lab with advanced software like SPSS, diet cal etc, 12 laboratories for conducting the practical sessions and for the Ph. D scholars' research work and an auditorium for conducting examinations, competitions and functions.

4.1.2

The institution does not have adequate space for conducting outdoor games and cultural activities. Indoor games are conducted in the auditorium and in the common room. Cultural activities are conducted in the auditorium. The college utilizes University sports ground for Sports day celebration, which is nearby.

4.1.3

Library has a seating capacity for 100 students. It is automated with WIFI and SLIM 21 software. Library is registered with UGC INFLIBNET and N- List programme to enable students in accessing e- resources. Library has computers with OPAC facility for students and Ph. D. Scholars. Photocopy facility is available for students, which is payable. Inter college loan facility linking 3 nearby colleges is available.

Library has good number of books including some rare books. Budgetary allocation is done on yearly bases for purchase of books and journals. Library committee oversees the smooth functioning and organizes annual book exhibitions, best reader award etc. Due to pandemic situation, students are not coming to college now a days, as per state government guidelines.

There is a well-equipped ECCE lab. Displaying educational material like puppets, soft toys, posters to be used as teaching aids. Some of the materials are developed by students and used in street plays and other extension programmes.

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4.2.1

There is a big library having good no. of books and journals. There is facility for around 100 students for sitting and learning.

4.3.1

College has good number of computers which are accessible by students. Internet connection is provided. All classrooms are ICT enabled. Few smart boards are also installed in some of the class rooms.

ICT facilities are adequately available for academic and administrative purposes and staff and students use these facilities. Hardware and software is purchased as and when required. There is regular maintenance of the IT facilities and the college promotes the optimum utilization of the same. Internet connections both from Hathway and MTNL are non-lease and campus Wi-Fi on all floors with LAN Facility.

4.4.2

Budget is allocated for maintenance of campus infrastructure. Records are maintained for maximum utilization of space and any repairs or replacements required. College is well maintained and neat and clean with all basic facilities.

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	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement
5.4.1	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 5

5.3.2

College has a student council with Class representatives, Assistant Class representatives as members. Their main role is to bridge the gap between students and management. They are allowed to attend various Univ. Programmes for student welfare and grievances. The student council members are included in various committees of the college.

5.4.1

Alumni association is yet to be registered. Their services to college includes being guest lecturers, mentors and resource persons. They support campus interviews and have instituted award funds for meritorious students. Alumni have collected some fund for college development activities. Financial assistance to economically backward students disseminating and helping needy students to avail of government scholarships, freeships and private scholarships. More opportunities can be explored for getting good support from alumni.

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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 an effective leadership in tune with the vision and mission of the institution
6.1.2 QIM	The institution practices decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QIM	Perspective/Strategic plan and Deployment documents are available in the institution
6.2.2 QIM	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
6.2.4 QIM	Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions
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	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
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	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
6.5.5 QIM	Incremental improvements made during the preceding five years (<i>in case of first cycle</i>)
	Post accreditation quality initiatives (<i>second and subsequent cycles</i>)

Qualitative analysis of Criterion 6

6.1.1

The management is proactive for implementation of institution's vision and mission. The College Management, College Development committee, the internal College Management Committee and IQAC of the college govern the College to attain the vision and mission of the college.

Financial resources are mobilized through Management, State Government, UGC, RUSA of MHRD and private organizations. Human resources are mobilized through numerous linkages and MOUs. Perspective plans are made based on the NAAC Peer team of the previous cycle.

6.1.2

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Effective leadership, participatory management, representation of faculty in decision making, decentralization of authority helps to achieve the vision, mission and goals of the institute. The option of payment of fees in instalment to needy students. Midday meal facilities to students in need are provided by the Management.

6.2.1

Perspective plans are made based on the report of NAAC Peer team of the previous cycle and also suggestions from management and IQAC and rules of affiliating University. Financial resources are mobilized through many sources.

6.2.2

The college has an organised structure, the organogram is uploaded in the college website. The functions of various bodies, service rules procedures, recruitment and promotional policies are being maintained in the administrative office. Service books are well maintained. Appointments and promotions are made as per the government and UGC norms.

6.2.4

Minutes of all the meetings conducted at the department level are maintained by the departments. Minutes of the BOS and Governing body meetings are being maintained by the administrative office.

6.3.1

The institution observes welfare of teaching and non-teaching staff. They provide help and funds on need based.

6.3.5

Performance appraisal for teaching staff is done through self-appraisal forms and student feedback. The feedback of the students are collected, analysed and intimated to the staff members by the HOD. The institution has performance appraisal system for non-teaching staff which is channelized through confidential report

6.4.1

The internal audit of the college is done by an auditor every six months. The final audited statement after resolving any discrepancies is issued in July every year. The JD of Collegiate Education and AG's office are the external auditors of the college.

6.4.3

Financial resources are mobilized through the financial committee of the college. Human resources are mobilized through numerous linkages and MOUs.

6.5.1

IQAC ensures quality through the sustenance initiatives which include regular IQAC meetings, timely

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submissions of AQARs, conduct of academic audit, participation in NIRF, collection and analyses of feedback. IQAC reviews Teaching Learning Process, structures and methodologies of operations periodically as per norms.

6.5.2

IQAC reviews Teaching Learning Process, structures and methodologies of operations periodically as per norms. Learning outcomes are reviewed by the results of the final examinations and the student progression to higher studies or employment.

6.5.5

As many as possible recommendations given in the PTR of third cycle were fulfilled by the institution. As a part of post accreditation quality initiatives the college has conducted Academic and Administrative Audit. It has participated in NIRF and AISHE. The staff are encouraged to register for Ph. D. Ten staff members have registered for Ph. D. in the last five years and one has been awarded her degree. NSS unit has been initiated in the college.

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Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrices(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.2 QIM	<p>1. Institution shows gender sensitivity in providing facilities such as:</p> <ol style="list-style-type: none"> 1. Safety and Security 2. Counselling 3. Common Room
7.1.5 QIM	<p>Waste Management steps including:</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • E-waste management
7.1.6 QIM	Rain water harvesting structures and utilization in the campus
7.1.7 QIM	<p>Green Practices</p> <ul style="list-style-type: none"> • Students, staff using <ol style="list-style-type: none"> a) Bicycles b) Public Transport c) Pedestrian friendly roads • Plastic-free campus • Paperless office • Green landscaping with trees and plants
7.1.18 QIM	Institution organizes national festivals and birth / death anniversaries of the great Indian personalities
7.1.19 QIM	The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions
7.2	Best Practices
7.2.1 QIM	Describe at least two institutional best practices (as per NAAC Format)
7.3	Institutional Distinctiveness
7.3.1 QIM	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Qualitative analysis of Criterion 7

7.1.2

Every year the college organizes various gender equality promotion programs, emphasizing women empowerment, self-protection, laws for women, improvement of physical and mental health, etc. The college has prepared a handbook of a code of conduct for students. For differently abled students, the college has provided basic amenities such as a ramp, railings in the lift, wheelchair, etc. For visually disabled students, the

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facilities could be improved in terms of brail literature etc.

7.1.5 There are good strategies for segregating solid, dry and wet wastes and up cycling of textile wastes. There are separate waste bins kept for dry and wet waste.

7.1.6

There is no feasibility for establishing the rain water harvesting structures as the college is situated in the heart of city where there is no ground available, all the structures are cemented, but rain water collected is used for gardening.

7.1.7

College staff members and students use public transport and office automation partially makes it paperless.

7.1.18

The college also regularly organizes activities such as Swachh Bharat Abhiyan, International Women's Day, Blood donation camps etc. for the promotion of universal values, human values, and national integration and for the inclusion of cultural, regional, linguistic, communal, socio economic diversities. The college celebrates all the national Days.

7.1.19

The college has fostered a very nice environment and work culture which states their effort towards national responsibilities. It is also visible in the syllabus which inculcates human values, tolerance towards cultural diversity and also make students responsible citizens.

7.2.1

The college tries to implement their Best practices. They have inculcated a very good family culture. Trend towards research is visible in college as they are implementing some research projects at Ty. BSc. Level also. Good number of research students are registered. They get proper guidance and facility for research.

Another of the best practices focuses on using teaching – learning methods which promoting Skill-based education, Extension activities, Entrepreneurship and Value oriented approach. Various learning techniques and approaches are seen.

7.3.1

As the college is Home Science Women College, the syllabuses are designed and also implemented in various ways which promotes women empowerment. Women are given ample opportunities to grow by the institution. Under privileged students are helped by providing scholarships.

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

Overall Analysis

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Strength:

Women's college with the vision of women empowerment.

Only Home Science college affiliated to University of Mumbai having location at heart of the city.

A nice coherent culture which nurtures family, social and cultural values.

Research culture sustained and nurtured among staff and students.

Good number of extension activities.

Weaknesses:

Less number of Ph. D qualified Staff, major research projects and quality publications in high impact factor journals

Alumni association not registered.

Less number of students placed as the institution is situated in metro area.

CBCS is yet to be implemented at UG level.

Opportunities:

Online educational portals to enable students acquire additional diplomas and certificates.

Industry-academia tie up for innovative programmes and courses based on the industry demand

Inter departmental research projects by staff members and interdisciplinary courses at PG level

Tapping the synergy of academia-alumni relationship

Utilising various Govt. research schemes for women like DST New Delhi's Women Scientists Scheme

To become an autonomous college.

Challenges:

Drawing admission of interstate and international students

Augmenting academic skills with employability skills

Inculcating the spirit of entrepreneurship among the students.

Income generation through consultancy

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Section IV: Recommendations for Quality Enhancement of the Institution

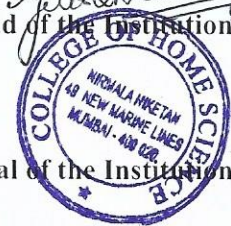
(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Starting new PG programmes
- Upgrading Women Development Centre into Women Studies Centre.
- To have an autonomous status.
- National and international collaborations and MOU's to be explored.
- Student corpus fund to be initiated.
- Teachers and non-teaching staff cooperative society.
- Alumni Association to be registered.
- CBCS to be implemented at UG level.

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



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Sl.No	Name		Signature with date
1	NILAMBARI DAVE	Chairman	N. R. Dave
2	NILOFER KHAN	Member Co - ordinator	N. Khan
3	EYINI MUTHUKUMARASAM Y	Member	My 28/9/2021
4	Dr. A.v. Prasad	NAAC Co - ordinator	

Place Mumbai

Date 28/09/2021

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