

Criterion II : Teaching-Learning & Evaluation

2.1 – Student Enrollment and Profile:

2.1.1 – How does the Institute ensure publicity and transparency in the admission process?

The Institute has constituted a Board of Admissions for facilitating admissions. The Board of Admissions prepares Prospectus of the under graduate and post graduate classes every year, giving details regarding the courses, fees structure and admission procedures. All details regarding the courses, fees structure and admission procedures are also provided in the website of the Institute, www.mssiswngp.org. Wide publicity is given through newspaper advertisements which are released in the local newspapers, at least twice during the time of admission.

Word of mouth publicity by the alumni and professionals working in the sector is a very powerful medium of publicity.

Pamphlets of the courses offered by the Institution are also prepared and distributed in different schools and junior colleges both in urban and rural areas. Parents' and Students' meetings are held in certain villages in the vicinity of the city to encourage rural students.

The teachers take active interest in disseminating information and personally visit a number of schools and contact the heads and teachers and orient them about the courses. They also provide career counseling to students and motivate eligible students to join these courses.

2.1.2 – Explain in detail the criteria adopted and process of admission (Ex. (i) merit (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programmes of the Institution.

The students are admitted solely on the basis of merit, based on the marks obtained in the previous qualifying examination. The candidates are interviewed by the Board of Admissions before finalizing admission. The admission and reservation norms prescribed by the government for backward class candidates are strictly followed. Besides all relevant details regarding the students admitted are provided to the University to ensure transparency. Till date there has not been even a single complaint from any stakeholder regarding the admission process. As there are 22 affiliated colleges of social work under the University, the intake is now based on a 'first-cum-first-served' policy and therefore spot admissions prevail in all social work colleges in the city.

Written entrance tests as well as personal interviews are conducted only for the M.Phil candidates and students are selected on merit basis. After selection of candidates, a list is prepared and displayed on the Notice Board.

2.1.3 – Give minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college and provide a comparison with other colleges of the affiliating university within the city/district.

As per Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur, minimum percentage of marks for admission at entry level is 35 percent for UG classes and 40 percent for PG classes. This criterion is uniformly followed by all colleges under the University.

2.1.4 – Is there a mechanism in the institution to review the admission process and student profiles annually? If 'yes' what is the outcome of such an effort and how has it contributed to the improvement of the process?

Yes. The Board of Admissions in its periodical meetings reviews the admission process and student profile every year. In fact the decision to implement the spot admission policy based on a 'first-cum-first-served' basis was the outcome of this review. As the number of social work colleges across the country has registered a quantum growth during the last decade (it is estimated that there are more than 400 social work colleges in India today), the number of students seeking admission to the colleges of social work under the University has steadily declined. Further, there are 22 colleges of social work under the RTM Nagpur University now of which eight social work colleges are operating in the district itself. In view of these changed circumstances, the Board of Admissions has decided to revise the admission policy.

So far as student profile is concerned, The Board of Admissions have identified the following salient features :

- a. Majority of the students are from Nagpur city.
- b. Number of students from other states are gradually declining.
- c. Majority are from arts and commerce streams.
- d. Majority are women. This trend has remained steady over the years.
- e. Majority are from socially and economically backward sections.
- f. Majority have passed the previous qualifying examinations in second class.

2.1.5 – Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/ reflect the National commitment to diversity and inclusion-

- * SC/ST
- * OBC
- * Women
- * Differently abled
- * Economically weaker sections

- * Minority community
- * Any other

Students from SC/ST/OBC: The admission and reservation norms prescribed by the government for socially backward class candidates are strictly followed by the Institute. In fact, the Institute as a policy attempts to attract more number of students from socially and economically backward classes. As a result, majority (78.76%) of our students belong to backward classes. Statistical Profile of Students Admitted Based on Social Backwardness During Past Four Years is given below:

Statistical Profile of Students Admitted Based on Social Backwardness During Past Four Years at a Glance

| Class | Caste Categories | | | | | Total |
|--------------|------------------------------|------------------------------|----------------------------|------------------------------|------------------------------|--------------------------------|
| | SC | ST | NT | OBC | Open | |
| CSW | 019 | 006 | 04 | 016 | 007 | 052 |
| BSW | 144 | 117 | 34 | 155 | 068 | 518 |
| MSW | 055 | 086 | 12 | 095 | 124 | 372 |
| M.Phil | 018 | 005 | 05 | 031 | 014 | 073 |
| Total | 236 (23.53) | 214 (21.34) | 55 (5.48) | 297 (28.41) | 213 (21.24) | 1015 (100.00) |

1. Figures in parentheses indicate percentage. 2. Figures are aggregate for 2009-10, 2010-11, 2011-12, and 2012-13

Women Students: The parent body of the Institute is an organization founded by women for the development of women. Consequently, the Institute as a policy attempts to attract more number of women students. The legacy of the Institute attracts more women students. As a result, the institute caters to more women students (65.91%) as compared to male students as evident from the table below:

Statistical Profile of Students Admitted Based on Gender during Past Four Years at a Glance

| Class | Gender | | Total |
|--------------|------------------------------|------------------------------|--------------------------------|
| | Men | Women | |
| CSW | 012 | 040 | 052 |
| BSW | 174 | 344 | 518 |
| MSW | 146 | 226 | 372 |
| M.Phil | 024 | 059 | 073 |
| Total | 356 (35.07) | 669 (65.91) | 1015 (100.00) |

1. Figures in parentheses indicate percentage.
2. Figures are aggregate for 2009-10, 2010-11, 2011-12, and 2012-13.

Differently Abled Students: The Institute has constantly strived to provide an enabling environment to the differently able/ physically challenged students. However, differently abled students do not prefer social work courses as there are many other streams available to them which offer careers that are economically more rewarding. Therefore their number has been negligible. The Institute has never refused admission to any differently abled applicant till date.

Economically weaker sections: The Institute has a large number of students coming from economically weaker sections. All eligible students are provided with government scholarships. According to the government rules, only those students whose family income is less than Rs 1 lakh are eligible for scholarships. Similarly, those students whose annual family income is less than Rs 4.5 lakh is entitled to freeships. As evident from the table below which provides statistical profiles of students availing scholarships and freeships, majority (51%) of the students belonged to the economically weaker sections.

Economically Weaker Students Availing Scholarships

| No. | Year | Scholarships & Free-ships | | | Non-Scholarship Students | Total Students Admitted | Proportion of scholarship/ freeship holders |
|--------------|---------|---------------------------|--------------|---------------|--------------------------|-------------------------|---|
| | | Scholarships | Free-ships | Total | | | |
| 1 | 2009-10 | 118 | 13 | 131 | 137 | 268 | 48.89 % |
| 2 | 2010-11 | 109 | 26 | 135 | 130 | 265 | 50.94 % |
| 3 | 2011-12 | 104 | 09 | 113 | 126 | 239 | 47.28 % |
| 4 | 2012-13 | 116 | 16 | 132 | 111 | 243 | 54.32 % |
| Total | | 447 | 64 | 511 | 504 | 1015 | 51.00 % |
| | | 44.03% | 6.31% | 50.35% | 49.66% | 100.00% | |

In addition to government scholarships and freeships, the Institute has created an alumni fund from which financial assistance is given to economically weaker students who are not eligible for government scholarships.

Special facility for rural women students in Hostel: Further, the Institute has identified such students from rural areas whose parents are unable to pay for the hostel expenses and therefore wish to discontinue their education. The Institute has created a special facility for accommodating such rural women students in the Institute's Hostel free of cost, thereby helping them to continue their education. There is also a 'Book Bank' facility in the library for the economically backward students.

Students from Minority Communities: A significant portion (32.31%) of the Institute's students is drawn from minority communities comprising Buddhists, Christians, Muslims and Jains. Details are in the table below:

Statistical Profile of Students Admitted from Minority Communities During Past Four Years at a Glance

| Class | Religious Status | | Total |
|--------------|------------------------------|------------------------------|--------------------------------|
| | Minorities | Others | |
| CSW | 007 | 046 | 053 |
| BSW | 147 | 370 | 517 |
| MSW | 161 | 211 | 372 |
| M.Phil | 013 | 060 | 073 |
| Total | 328 (32.31) | 687 (67.69) | 1015 (100.00) |

1. Figures in parentheses indicate percentage.

2. Figures are aggregate for 2009-10, 2010-11, 2011-12, and 2012-13.

2.1.6 - Provide the following details for various programmes offered by the institution during the last four years and comment on the trends. i.e. reasons for increase / decrease and actions initiated for improvement.

Among the courses offered by the Institute, the one which has the highest demand ratio is the 3-year BSW programme. During the last academic session it had registered cent percent demand. However, the average demand ratio during the last four years for BSW stands at 90.42 %.

Both the PG programmes, MSW and M.Phil, have registered an average demand ratio of 80 percent and above. The CSW programme, which used to attract a large number of students two decades ago, has now declined to 26%. The Institute has initiated steps like regular faculty visits to schools to spread awareness about the CSW programme. *(More details are in the tables below).*

As indicated earlier, there are 22 colleges of social work under the RTM Nagpur University now of which eight social work colleges are operating in the district itself. All these colleges offer both UG and PG programmes. This is one of the major reasons for decrease in the demand ratio. Besides, due to the global economic recession the salary structures in the social work sector has not registered any upward revision. The number of vacancies available for social work graduates are also more or less stagnant resulting in less number of appointments. These are also reasons for the current trend.

Consolidated Data for Four Years Showing Demand Ratio

| No. | Programmes | No. of Applications | Students Admitted | Seats vacant | Demand Ratio |
|-----|-------------|---------------------|-------------------|--------------|--------------|
| 1 | CSW – I | 047 | 037 | 103 | 26.43% |
| 2 | BSW – I | 218 | 217 | 023 | 90.42% |
| 3 | MSW – I | 201 | 191 | 049 | 79.58% |
| 4 | M.Phil (SW) | 078 | 073 | 007 | 91.25% |

Details of Session-wise Demand Ratio for Different Courses Offered by the Institute

| Sl. No | Programmes (Details of Four years) | No. of Applications | Students Admitted | Seats vacant | Demand Ratio |
|---|------------------------------------|---------------------|-------------------|--------------|--------------|
| Certificate Course in Social Work (CSW) | | | | | |
| 1 | CSW – I 2009-2010 | 19 | 09 | 51 | 15.00% |
| | 2010-2011 | 09 | 09 | 51 | 15.00% |
| | 2011-2012 | 05 | 05 | 55 | 08.00% |
| | 2012-2013 | 14 | 14 | 36 | 23.33% |
| 2 | CSW–II 2009-2010 | 01 | 01 | 59 | 01.67% |
| | 2010-2011 | 04 | 04 | 56 | 06.67% |
| | 2011-2012 | 03 | 03 | 57 | 05.00% |
| | 2012-2013 | 04 | 04 | 56 | 06.67% |
| Under Graduate Course (BSW) | | | | | |
| 3 | BSW–I 2009-2010 | 70 | 60 | 00 | 100.00% |
| | 2010-2011 | 40 | 49 | 11 | 81.67% |
| | 2011-2012 | 48 | 48 | 12 | 80.00% |
| | 2012-2013 | 60 | 60 | 00 | 100.00% |
| 4 | BSW–II 2009-2010 | 42 | 42 | 18 | 70.00% |
| | 2010-2011 | 49 | 49 | 11 | 81.67% |
| | 2011-2012 | 33 | 33 | 27 | 55.00% |
| | 2012-2013 | 32 | 32 | 28 | 53.33% |
| 5 | BSW–III 2009-2010 | 28 | 28 | 32 | 46.67% |
| | 2010-2011 | 33 | 33 | 27 | 55.00% |
| | 2011-2012 | 48 | 48 | 12 | 80.00% |
| | 2012-2013 | 28 | 28 | 32 | 46.67% |
| Post Graduate Courses (MSW & M.Phil) | | | | | |
| 6 | MSW–I 2009-2010 | 68 | 58 | 2 | 96.67% |
| | 2010-2011 | 43 | 43 | 17 | 71.67% |
| | 2011-2012 | 52 | 52 | 18 | 86.67% |
| | 2012-2013 | 38 | 38 | 22 | 63.33% |
| 7 | MSW–II 2009-2010 | 50 | 50 | 10 | 83.33% |
| | 2010-2011 | 46 | 46 | 14 | 76.67% |
| | 2011-2012 | 35 | 35 | 15 | 58.33% |
| | 2012-2013 | 48 | 48 | 12 | 80.00% |
| Master of Philosophy (M.Phil – SW) | | | | | |
| 8 | M.Phil 2009-2010 | 25 | 20 | 00 | 100.00% |
| | 2010-2011 | 19 | 19 | 01 | 95.00% |
| | 2011-2012 | 15 | 15 | 05 | 75.00% |
| | 2012-2013 | 19 | 19 | 01 | 95.00% |
| Doctoral Research (Ph.D) | | | | | |
| 9 | Ph.D (Total 9 Guides) | NA | 27 | 45 | 37.50% |
| 10 | Integrated PG. | Not Applicable | | | |
| 11 | Value added | Not Applicable | | | |
| 12 | Diploma: | Not Applicable | | | |

| | | |
|----|-------------|----------------|
| 13 | PG Diploma: | Not Applicable |
| 14 | Any other: | Not Applicable |

2.2 Catering to Student Diversity

2.2.1 – How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?

The Institute has constantly strived to provide an enabling environment to the differently able/ physically challenged students. The Institute has never refused admission to any differently abled applicant till date. However, the number of candidates seeking admission to social work courses has been very less. Whenever such students are admitted, class rooms on the ground floor and social work practicum agencies that suits their requirements are allotted for the convenience of the students, in total adherence to government policies.

- a) As mentioned above the norms prescribe by the Government for SC, ST, and OBC candidates are followed students from other disadvantaged communities are also studying here.
- b) Preference is given to girl / women students we have more of women student studying in the various classes along with the male students.
- c) We have strived to provide an enabling environment to the differently abled / Physically Challenged students.
- d) We also have students coming from economically weaker section. At times the faculty of our institution, through personal contacts, arranges for the needy students we also have a Book Bank Facility for economically backward students from each class.
- e) We have students from 24 states of India including students from the North-East. It is clear from the above that our institution has adequately demonstrated its concern for access equity.

2.2.2 – Does the Institution assess the students' needs in terms of knowledge and skills before the commencement of the programme? If 'yes', give details on the process.

In case of students entering the Institute at the C.S.W - I, B.S.W – I, M.S.W – I, and M.Phil (SW) levels, their performance in the previous examination and a personal interview provides indication about the students learning levels. The Class directors of the respective classes make an assessment using the marks scored by the candidates in the previous examinations. The Class Directors also interact with the students during the orientation sessions and interview each one of them before commencement of the programme. An assessment is also made on the language skills. Such assessments forms the basis for selection of field work agencies suitable for the students.

2.2.3 – What are the strategies adopted by the institution to bridge the knowledge gap of the enrolled students (Bridge/ Remedial/ Add-on/ Enrichment Courses, etc.) to enable them to cope with the programme of their choice?

The faculty conducts remedial classes and tutorials to bridge the knowledge gap of the enrolled students. Besides, through weekly individual conferences efforts are made to bridge the knowledge gap of the enrolled students. Skill laboratory sessions and workshops are also held by the faculty, based on the needs of the students.

2.2.4 – How does the college sensitize its staff and students on issues such as gender, inclusion, environment etc.?

The Institute organizes a number of workshops related to issues such as gender, inclusion, environment etc. During the last four academic years, nineteen (38) eminent social scientists/ social thinkers/ social workers / social work educators, both from India and abroad, visited the Institute and took part in a variety of activities. *(Please refer 3.1.8 for more details)*. The faculty is allowed duty leave to attend seminars/workshops on such issues whenever such programmes are announced. During the last four academic years, the faculty attended more than 150 seminars/workshops. *(Please refer 2.4.3(c) for more details)*.

2.2.5 – How does the institution identify and respond to special educational/learning needs of advanced learners?

The advanced learners are identified through marks scored in previous university examinations, observation of the faculty, marks scored in class tests and their participation in the class-room discussion, field work, research work and co-curricular activities. It has been observed that on an average, less than twenty percent of the students fall into this category.

The institution also adopts appropriate strategies for advanced learners as follows: Advance learners are given additional classroom responsibilities. They are encouraged to conduct class-room workshops and seminars. Class presentations (using-OHPs) are widely used for giving opportunities to the advanced learners to use their skills and knowledge. In addition, the social work practicum work, dissertation work, rural camp and study tour provides opportunities to such students to deal with more complex and challenging conceptual and practice related problems and to display their knowledge level and practice skills.

Advanced learners at the post graduate level are helped by creating opportunities for them to participate in seminars outside the Institute and in collaborative and innovative programmes (e.g. voluntary 'Block Placement' in suitable agencies). The advanced learners at the M.Phil., level are helped through the facility of internet club, research articles and helped in preparing for the NET/ SET and PhD entrance test. (The Institute has been

conducting special coaching for NET/SET with UGC assistance. They are also encouraged to join the short term course in Research Methodology).

2.2.6 – How does the Institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc. who may discontinue their studies if some sort of support is not provided)?

The Institute has a more or less near ideal faculty-student ratio (about 1:13). This facilitates opportunities for closer interaction with the students. It also has a healthy practice of conducting students' individual conferences with faculty supervisors every week. It is through such interaction and observation that the Institute collects information about students at risk of drop out. There is also the practice of taking attendance of students during each theory class. There is a Board of Attendance which compiles attendance data. When absenteeism is noticed, efforts are made to contact such students by the respective class directors on their mobile phone. If such efforts fail then warning letters are issued. In severe cases the parents are contacted and need-based remedial measures are initiated. All possible efforts are made to help them in their studies and to prevent drop out.

Another very healthy practice of the Institute is regular College Council Meetings. In such meetings, the feedback on every aspect on the students' behavior, including absenteeism is placed before the Council for discussion and necessary action.

Slow learners suffer from low levels of confidence and fear that affects their motivation for sustained and systematic efforts. This is more so in case of students coming from rural and disadvantaged backgrounds. Individual conferences and counselling sessions with the faculty help remedy this situation to a large extent.

Students are encouraged to meet their teachers and the Principal to discuss with them their academic interests, anxieties, and future plans. Weak students are given special support in their studies by arranging extra classes, extra Field Work, special conferences, etc. Financially weak students are given financial support from the Institute's own reserves apart from scholarships, so as to minimize financial anxieties. Besides, study material is also provided from the Book Bank Scheme in order to encourage them to complete their education / studies successfully.

Three more reasons are noticed for students to discontinue studies in the middle of the programme: i) Students getting employed; ii) Students, especially women, getting married; and iii) Students changing their career stream. Drop out due to these reasons are on the increase. Nonetheless, the aggregate dropout rate at entry level is limited to around 10% as indicated in the following table which gives statistical information on dropout rate:

Consolidated Data for Four Years Showing Dropout Rate at Entry Level

| No. | Programmes (Entry Level) | Students Admitted | Students who Appeared for Uni. Exam | Students who Dropped out | Dropout Rate |
|--------------|--------------------------|-------------------|-------------------------------------|--------------------------|---------------|
| 1 | CSW – I | 037 | 031 | 06 | 16.22% |
| 2 | BSW – I | 217 | 197 | 20 | 09.22% |
| 3 | MSW – I | 191 | 185 | 06 | 03.14% |
| 4 | M.Phil (SW) | 073 | 051 | 22 | 30.14% |
| Total | | 518 | 464 | 54 | 10.42% |

2.3. Teaching-Learning Process

2.3.1 – How does the Institute plan and organize the teaching learning and evaluation schedule? (Academic calendar, teaching plan and evaluation blue print etc.)

The Institute every year prepares an 'Annual Academic Calendar', highlighting all the major activities of the Institute, in consultation with each faculty member. The same is circulated among the faculty for their information. Timetables for daily teaching are prepared and displayed for the information of both teachers and students. Each faculty member (subject teacher) of the Institute prepares 'Teaching Plan' at the beginning of the session, so as to ensure that the topics in the syllabus are covered adequately as per the timetable during the academic session. In other words, the teaching programmes and methodologies are well planned.

2.3.2 - How does IQAC contribute to improve the teaching-learning process?

The primary goal of the Institute is to ensure highest possible standards in teaching. Accordingly, all efforts are made to ensure effective teaching-learning process. The Institute has been constantly endeavoring to create and enhance its teaching-learning process as per the emerging needs and requirements. In the past it used to be the Institute (College) Council that used to make periodical reviews of the teaching-learning process so as to ensure transparency and accountability. Since 2003-2004, the Institute has constituted an IQAC. Thus at present both College Council and IQAC are mandated to improve teaching-learning process. The prime task of the IQAC has been to develop a system for conscious, consistent and catalytic improvement in its performance. IQAC of Institute has contributed in the following aspects:

- 1) Providing suggestions for improving admissions of students.
- 2) Recommending latest technological aids for teaching-learning to the faculty and students such as OHPs/ LCD Projectors in class rooms, cost free wi fi enabled library, computerization of library and computer support.
- 3) Suggesting remedial education through workshops and guest lectures.
- 4) Helping the students to improve computer skills.
- 5) Monitoring of the academic calendar for smooth functioning of the activities for the academic session.

- 6) Suggesting remedial education for students for NET/SET and other competitive exams.
- 7) Suggesting the facility of job placement cell.

2.3.3 - How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?

Each class has a 'Class Director' who looks after every requirement of that class. The Class Directors ensure that regular classes are held and that field practicum activities are organized efficiently. In every theory class interactive and participative learning is emphasized. The students are encouraged to participate in discussions/ interactive sessions/ collaborative learning street plays, present papers, participate in class room seminars and such other projects like skill laboratory sessions, write assignments, see and analyze films, take part in role plays etc. The students are a part of the knowledge building process through seminars, workshops, lectures of guest faculty, educational tours, observational visits, and rural camps. Each student is also required to do field work in a field work agency where he/she is placed for the entire session. They are also required to prepare a dissertation based on empirical data. The students actively participate in such activities. Our institute has provided cost free wi fi enabled internet facility for the students and they are encouraged in computer assisted learning. Most of the students have their Email ID.

The Institute has a skill laboratory learning facility for students from CSW-I to MSW Final year where a number of sessions based on or related to the curriculum are arranged every week. This provides a wide range of skills useful for the students, like social work methods, public speaking, effective communication, life skills, observational skills, skills in research methods, etc. These sessions provide ample opportunities for capacity building and confidence building for our students.

In addition to the above the undergraduate students spend at least 12 hours per week and the post graduate students spend at least 15 hours per week for supervised concurrent practice learning. This is learning by doing or experiential learning, under the supervision of faculty is highly student-centric. They are required to submit their reports every week to their faculty supervisors and attend weekly individual / group conferences.

Thus the Institute uses multiple methodologies and modalities for teaching-learning where interactive learning, collaborative learning and independent learning are emphasized in order to make the whole educational programme entirely student-centric.

2.3.4 - How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?

Workshops and classroom seminars are periodically organized to introduce a variety of social realities and the students are encouraged to ask questions in the class room. They are

encouraged to undertake independent micro-level initiatives during their concurrent field work. Similarly, each post graduate student is compulsorily required to identify a research problem and develop the research design for an empirical study, to construct the tools, collect field-based data, write their dissertations and present all these during different sessions before the entire class and the Board of Research. There are critical questioning during each such presentation, helping the students to critique their own work and to incorporate necessary changes. Such intense academic ambience and attention to details helps transform them into life-long learners and innovators.

2.3.5 -What are the technologies and facilities available and used by the faculty for effective teaching? Eg: Virtual laboratories, e-learning - resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc.

Broadband Connections: The Institute received 10 broad band connections under the National Mission on Education through ICT (NME-ICT) Project of the Union HRD Ministry during the academic session 2010-2011. As a result, the Institute has provided broadband facilities to all faculty in their cubicles. Further, the library now has wi-fi facilities for students. In addition, six internet terminals are also provided for students who do not have laptops. This has immensely helped in enhancing e-learning through free internet facilities for students and faculty.

INFLIBNET N-List: The project entitled “National Library and Information Services Infrastructure for Scholarly Content (N-LIST)” which is being jointly executed by the UGC-INFONET Digital Library Consortium, INFLIBNET Center and the INDEST-AICTE Consortium, IIT Delhi has been very helpful. The N-List project provides access to e-resources to students, researchers and faculty from institutes and other beneficiary institutions through server(s) installed at the INFLIBNET center. The Institute joined as a N-List member under category of 2F/12 B colleges, by paying Rs 5000/- as membership fee in July 2010. Thus N-List services are now made available for the teachers of the Institute. The authorized users (faculty) can now access e-resources and download articles required by them directly from the publisher’s website.

2.3.6 - How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?

Each academic year, the Institute invited many eminent resource persons and guest lecturers from the field and arranged workshops to expose the students and faculty to advanced levels of knowledge, skills and attitudes. During the past four years, a total of thirty (38) such persons of eminence interacted with the faculty and students. *(Please refer 5.1.4(g) for more details).*

2.3.7 - Detail (process and the number of students/ benefitted) on the academic, personal and psycho-social support and guidance services (professional counseling/ mentoring/ academic advise) provided to students?

Institute offers five levels of programmes namely CSW, BSW, MSW and M.PHIL, and Ph.D in Social Work. Academic, personal and psycho-social support and guidance services are provided to students of all these classes. A student has the freedom to meet any teacher or the Principal to discuss with them her/his academic interests, anxieties and future plans. To begin with, the students are offered guidance about continuation of their education. A student who has completed CSW can register for BSW programme while a BSW graduate can register for MSW in the Institute itself. Students from other Institutes of social work also take transfer and seek admission in our Institute. Having higher levels of programmes encourage and motivate the students to perform better. The faculty always encourages the students in their studies.

Psychological, emotional, social and at times financial support, are extended to the students. In every aspect of academics, the feedback about the students are obtained and placed before the Staff Council Meeting for discussion and necessary action. Weak students are given special support in their studies by arranging extra classes, extra field work, special conferences etc. Financially weak students are given scholarships and study material from the Book Bank scheme in order to encourage them to complete their studies successfully.

The Institute has a 'Job Placement Cell' which informs students about job vacancies and arranges campus interviews. There is a special bulletin board for disseminating such information. Students are also informed about job opportunities through email. A Placement Brochure is brought out annually. The Cell functions as a liaison between organizations seeking placement and the students seeking suitable employment.

Institute provides guidance for SET/NET and other competitive examinations. Besides academic engagements, almost all teachers are also engaged in personal counseling. So often, students suffer from personal problems that interfere with their studies. Whenever students express such problems, assistance is provided. Each student is placed under the supervision of a faculty member for their field work and another faculty member for their research work (at the PG level). These faculty supervisors also function as the mentors. Students who are irregular in theory, field work and/or research work are counseled by the faculty member concerned. Parents of defaulters are invited to the Institute and the Principal appraises them about the problems faced by such students. Annual Parents' Meets are also organized for better stakeholder participation.

2.3.8 - Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?

The Institute practices social work teaching by adopting the following five teaching-learning mechanisms:

- 1) Class-room teaching, including class room seminars and workshops.
- 2) Supervised Field Work and Field Work Conferences.

- 3) Experiential learning through observational visits, tours and rural camps.
- 4) Research Project Guidance through conferences and workshops.
- 5) Skill Laboratory sessions.

Teachers also use innovative methods like case studies, role plays, observational field visits, and small group discussions for effective teaching-learning.

Educational technology as a tool of teaching-learning is used extensively and effectively. Every class-room is equipped with an OHP. LCD Projectors that are also used extensively for class room teaching, seminars and workshops. Most of the staff members have their own laptops which they use for class room teaching. The Institute also organizes workshops, seminars, guest lectures on the curriculum as well as IT related topics (Especially on computer applications, use of internet resources, documentary films, power point presentations etc), which provides exposure to the students on current issues and technology and to develop scientific attitude.

2.3.9 - How are library resources used to augment the teaching- learning process?

The Institute has a well-equipped library which is the best in the field to social work in the region. The library has nearly 16,887 books, on different aspects of social work, and specializations like family and child studies, criminology and correctional administration, community development, human resource management etc. It also has books related to various other disciplines and themes intricately related to social work such as human rights, counseling, sociology, psychology, economics, law, languages etc. Open access facility is provided in the library for postgraduate students. Our library subscribes to a number of national and international journals which are immensely beneficial for both the faculty and students alike. OPAC and INFLIBNET- N-List services have been made available to the teachers of the institute. At the time of examinations the working hours of the library are increased for the benefit of the students. In order to serve the users more efficiently, the process of computerization of the library is nearing completion.

Both faculty and students make extensive use of the library, which is also equipped with computers with wi fi facilities. The library facilities are also open to non-students of the Institute. A number of research scholars too make use of the library facilities.

2.3.10 - Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If 'yes', elaborate on the challenges encountered and the institutional approaches to overcome these.

Delayed declaration of examination results and consequent delays in admissions to various courses is a trend that has been causing some concern. Due to delays in declaration of examination results, students delay taking admissions and to accommodate them the University further extends the last date for admissions. This has now become an annual feature. Delayed admissions at times upsets the academic calendar. This has become a bigger problem since the introduction of semester pattern since the session 2012-2013 in PG classes. To mitigate this, the Institute reworks on the academic calendar and arranges

for special classes and additional field work so that curriculum could be completed without compromising the quality of teaching-learning. The faculty works harder to complete the curriculum within the time frame. Special efforts are also made by the research supervisors to ensure that the PG students complete their dissertation work within the given time frame.

2.3.11 – How does the institute monitor and evaluate the quality of teaching learning?

Teaching-learning is not restricted to class-room teaching. It is in the all-important field work situation that students learn to apply theoretical knowledge, learn skills of problem solving and develop professional skills, attitudes and values in keeping with the ethics of the profession. There is linkage between the theory learnt in the class and practice in the field. The Institute has a Board of Field Practicum comprising of all Class Directors with one faculty member as its convener. Field work programme co-ordination is done by this Board, including selection of field work agencies and conducting the Field work orientation as per the field work requirements of each class. The placement of students for concurrent field work in these agencies under the supervision of different faculty members is done by the Class Directors. Once the concurrent field work comes to an end, the Class Directors arrange for the viva-voce and other formalities for conclusion of field work. Other components of field practicum such as class room seminars and observational visits are also organized by the Class Directors. The Principal holds regular meetings with the Class Directors to review academic progress. Thus all aspects of teaching are closely monitored.

Field work supervision is the core of the field work programme. It is through supervision that students become fully aware of what they have learnt. During weekly conferences (individual conferences as well as group conferences) of students with their respective supervisors, the work done by the students in the preceding week is discussed and evaluated. Prior to such conferences, the field work records of the students are corrected and returned with supervisory inputs. Independent cabins are provided to each faculty member in order to conduct the field work conferences as well as research conferences more effectively.

To strengthen the quality of evaluation of the field work programme the evaluation procedure and criteria are being revived in the light of the new curriculum. The evaluation criteria of the Institute is based on regularity of students in the theory classes, sincerity in field work, attendance for individual/group conferences, punctuality in submission of field work journals, and quality of content of field work reports. Feedback of the agency supervisor is also taken in to consideration for evaluating the students.

2.4 Teacher Quality

2.4.1 - Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum.

Faculty Selected Strictly by UGC Norms: Teachers are recruited on the basis of available subject-wise workload which is assessed by a team from the office of the Joint Director of Higher Education in the light of guidelines from the University. The members of the faculty are selected strictly as per the UGC norms and state government directives. The workload is calculated on the basis of the norms stipulated by the Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur. After scrutinizing the roster register of the Institute, the special cell for backward classes in the Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur, issues directives as to whether the vacancy is against a reserved post or not. Once the clearance is obtained from the university, the posts are advertised in both national and local daily newspapers. On receipt of applications, the candidates are interviewed by a Selection Committee which is constituted by the University. The Selection Committees have Vice Chancellor's Nominees and subject experts appointed by the University. A representative of the Joint Director, Higher Education, and representatives of the Institute management are also part of the Selection Committee. After personal interviews, the Selection Committee prepares a merit list from which the candidate ranked first is appointed. The faculty recruitment process is very systematic, highly rigorous and absolutely transparent. As a result, the Institute has teachers who fulfill the entire stipulated requirement, who are highly qualified and competent. The Institute has also appointed six teachers during the last three years on contractual basis for teaching in the self-financed post graduate programmes, namely MSW and M.Phil. All these teachers have the required qualifications and have also cleared NET/SET. The Institute is waiting for clearance of the Department of Higher Education (Maharashtra State) for appointing two more sanctioned posts, as two faculty members have retired due to superannuation in the academic session 2012-13.

All Faculty with Doctoral Degree: An important hallmark of the Institute is that all its permanent faculty members hold PhD degrees in their respective subjects and that the average teaching experience is over 15 years. Details of faculty on the basis of qualifications and designation are given below:

| Highest Qualification | Professor | | Associate Professor | | Assistant Professor | | Total |
|---|-----------|--------|---------------------|--------|---------------------|--------|-----------------|
| | Male | Female | Male | Female | Male | Female | |
| a. Permanent Teachers (including the Principal) | | | | | | | |
| D.Sc./D.Lit/ PhD | 01 | 00 | 02 | 04 | 01 | 02 | 10 ¹ |
| M.Phil | 01 | 00 | 01 | 02 | 01 | 00 | 05 |
| Post Graduate | 01 | 00 | 02 | 04 | 01 | 02 | 10 |
| b. Temporary Teachers (Appointed for self-financed PG Programmes) | | | | | | | |
| PhD ² | 00 | 00 | 00 | 00 | 00 | 00 | 00 ² |
| P.G./M.Phil | 00 | 00 | 00 | 00 | 00 | 06 | 06 |
| c. Contributory Teachers (in Social Work, Environment Studies and Hindi) | | | | | | | |
| P.G./M.Phil | 00 | 00 | 00 | 00 | 01 | 02 | 03 |

Notes: 1. Includes one Asst. Professor who is awaiting degree after submission of her PhD thesis.

2. All temporary teachers are pursuing their doctoral degree.

Lien Facility Given to Faculty: By policy, the Institute encourages its faculty to avail lien facility and gain more exposure and expertise by working in other institutions. The following table gives an overview of such exposure by faculty:

| No. | Name of Faculty | Duration of Lien | Work Experience during lien period |
|-----|----------------------|------------------|---|
| 1. | Dr John Menachery | Two years | Executive head of the Childline India Foundation, Mumbai. |
| 2. | Dr John Menachery | Three years | Professor and Dean, School of Rural Development, Tata Institute of Social Sciences. |
| 3. | Dr Ajit Kumar | Two years | Associate Professor and Deputy Director of the Centre for Study of Social Exclusion and Inclusive Policy at the National Law School University of India, Bangalore. |
| 4 | Dr Vaishali Bezalwar | Two years | Principal, Arts College, Bhandara. |
| 5 | Dr Keshav Walke | Two years | Principal, College of Social Work, Wardha. |

Two Year Extension to Retired Faculty: The LMC of the Institute resolved to facilitate extension of senior faculty who were to retire due to superannuation so as to retain experienced human resource. As a result, Dr Prajakta Tanksale who were to retire in 2012-13 could get two-year extension of service as an Associate Professor.

2.4.2 – How does the college appoint additional faculty to teach new programmes/modern areas of study (Biotechnology, IT, Bioinformatics etc.)? How many such appointments were made during the last three years?

The Institute has not started any new academic programme during the past five years. There was a need for appointment of new faculty for teaching a new module on environmental studies. Similarly, for conducting workshops in IT and for teaching Hindi to undergraduate students the Institute required additional faculty. For these the Institute engages the services of guest faculty (part time teachers) who are experts in their special fields. They are either lecturers from other Institutions or sometimes experts from the field. During the last three years the Institute has appointed three such teachers, designated as 'contributory teachers', one each in Social Work, Environment Studies and Hindi. One faculty was also invited for conducting workshops in Computer applications. In addition, all the permanent teachers of the Institute also function as 'guest faculty' for the PG courses (which is run on a self-finance mode).

2.4.3 - Provide details on staff development programmes during the last four years and elaborate on the strategies adopted by the institution in enhancing the teacher quality.

The Institute recruits its teachers entirely on merit basis and are then given all possible opportunities to develop themselves by attending short-term programmes, acquiring higher degrees, undertaking research studies, involving in field action projects, both within the Institute and outside and to involve in activities of voluntary organizations or professional bodies etc. They are also encouraged as well as given opportunities to provide consultancy services to organizations. A salient feature of the Institute is that all its permanent teachers have completed their PhD degree.

For the development of the faculty, facilities like study leave under Faculty Development Programme, Duty Leave for attending state/national, international conferences, seminars, workshops/training programmes refresher/orientation programmes, and opportunities for organizing seminars workshops etc., were provided to all faculty members, as a matter of policy, during the last four years.

Teachers keep themselves updated as the trends in the field by attending local, regional, national and international level workshops, seminars and conferences which strengthens teaching-learning process and ensures improvement in the quality. As a policy, all teachers are permitted to attend refresher courses and other development programmes if they apply for the same. During the last three years, four faculty members have availed these facilities. Consequently, all permanent teachers have already completed the required number of orientation/refresher courses organized by the academic staff colleges at different places.

a) Nomination to staff development programmes

| Academic Staff Development Programmes | No. of Faculty |
|--|-----------------------|
| Refresher courses | Three |
| HRD programmes | - |
| Orientation programmes | None are eligible |
| Staff training conducted by the university | 15 |
| Staff training conducted by other institutions | 10 |
| Summer / winter schools, workshops, etc. | Not organized |

b) Faculty Training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning

- i. The Institute organizes workshops on different subjects on a regular basis. The Institute also organized a University-level workshop on the revised MSW syllabus to help teachers to handle the new curriculum effectively. The Institute also deputed faculty to attend similar workshop organized by the Board of Studies in Social Work at the University level.
- ii. The Institute organized a “Faculty Development Programme on “API, PBAS & CAS” for its faculty on 18th October 2011.
- iii. The Institute has arranged two workshops for teachers in audio-visual aids and multimedia.

c) Percentage of faculty –

- **who were invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies.**

Many of the faculty members were invited as resource persons in workshops / seminars conferences organized by colleges and other external professional agencies.

Faculty-wise Number of Events as Resource Persons

| No. | Faculty | Number of Events as Resource Persons | | | | Total |
|--|----------------------|--------------------------------------|---------------|---------------|---------------|------------|
| | | 2009-10 | 2010-11 | 2011-12 | 2012-13 | |
| 1 | Dr Ajit Kumar | 02 | 00 | 00 | 02 | 04 |
| 2 | Ms Anuradha Joshi | 10 | 03 | 00 | 00 | 13 |
| 3 | Dr Arun Kumar | 09 | 03 | 12 | 11 | 35 |
| 4 | Dr Geetha Thachil | 03 | 10 | 01 | 02 | 16 |
| 5 | Dr John Menachery | 12 | 14 | 34 | 14 | 74 |
| 6 | Ms Jyoti Niswade | 00 | 03 | 00 | 00 | 03 |
| 7 | Dr Keshav Walke | 15 | 04 | 00 | 05 | 24 |
| 8 | Dr Naveenchandran K. | 00 | 00 | 03 | 03 | 06 |
| 9 | Dr Prajakta Tanksale | 10 | 04 | 01 | 03 | 18 |
| 10 | Dr Prince Agashe | 00 | 01 | 00 | 00 | 01 |
| 11 | Ms Rashmi Babhulkar | 03 | 00 | 00 | 00 | 03 |
| 12 | Ms Rekha Dandekar | 09 | 00 | 00 | 00 | 09 |
| 13 | Ms Sandhya Fating | 00 | 01 | 00 | 00 | 01 |
| 14 | Dr Vaishali Bezalwar | 00 | 01 | 00 | 00 | 01 |
| Total Events as Resource persons | | 73 | 44 | 51 | 40 | 208 |
| Total Faculty as Resource Persons | | 09 | 10 | 05 | 07 | 14 |
| Total Faculty Present | | 21 | 20 | 20 | 21 | |
| Percentage of Faculty | | 42.86% | 50.00% | 25.00% | 33.33% | |

- **Percentage of faculty who participated in external Workshops /Seminars /Conferences recognized by national/ international professional bodies.**

The entire faculty have participated in external workshops/ seminars/ conferences recognized by national/ international professional bodies during the last five academic sessions.

Faculty-wise Number of seminars / Conferences / Workshops Attended

| No. | Faculty | Seminars/ Conferences/ Workshops Attended | | | | Total |
|-----|-------------------|---|---------|---------|---------|-------|
| | | 2009-10 | 2010-11 | 2011-12 | 2012-13 | |
| 1 | Ms Aarti Pawar | 2 | 3 | 5 | 9 | 19 |
| 2 | Dr Ajit Kumar | 1 | 0 | 0 | 0 | 01 |
| 3 | Mr Amod Gurjar | 0 | 0 | 0 | 2 | 02 |
| 4 | Ms Anuradha Joshi | 5 | 5 | 4 | 0 | 14 |

| | | | | | | |
|--|----------------------|---------------|---------------|---------------|---------------|------------|
| 5 | Dr Arun Kumar | 2 | 0 | 2 | 1 | 05 |
| 6 | Dr Geetha Thachil | 1 | 4 | 3 | 4 | 12 |
| 7 | Dr John Menachery | 4 | 3 | 0 | 4 | 11 |
| 8 | Ms Jyoti Motghare | 1 | 1 | 2 | 2 | 06 |
| 9 | Ms Jyoti Niswade | 0 | 2 | 3 | 4 | 09 |
| 10 | Dr Keshav Walke | 6 | 2 | 0 | 5 | 13 |
| 11 | Ms Monica Taide | 3 | 3 | 3 | 0 | 09 |
| 12 | Ms Mrinal Joshi | 0 | 2 | 3 | 0 | 05 |
| 13 | Ms Nandita Mane | 1 | 2 | 3 | 5 | 11 |
| 14 | Dr Naveenchandran K. | 0 | 3 | 6 | 1 | 10 |
| 15 | Ms Payal Chamatkar | 0 | 0 | 0 | 4 | 04 |
| 16 | Dr Prajakta Tanksale | 5 | 3 | 4 | 2 | 14 |
| 17 | Dr Prince Agashe | 0 | 6 | 2 | 3 | 11 |
| 18 | Ms Rashmi Babhulkar | 0 | 0 | 1 | 0 | 01 |
| 19 | Ms Rekha Dandekar | 1 | 0 | 1 | 0 | 02 |
| 20 | Ms Sandhya Fating | 0 | 5 | 3 | 2 | 10 |
| 21 | Ms Saroj Kolhe | 1 | 5 | 3 | 0 | 09 |
| 22 | Dr Sphurti Katarni | 0 | 2 | 4 | 1 | 07 |
| 23 | Dr Vaishali Bezalwar | 0 | 4 | 3 | 1 | 08 |
| Total Seminars/workshops etc. | | 33 | 55 | 55 | 50 | 193 |
| Total Faculty attending Sem. etc. | | 13 | 17 | 18 | 16 | |
| Total Faculty Present | | 21 | 20 | 20 | 21 | |
| Percentage of Faculty | | 61.90% | 85.00% | 90.00% | 76.19% | |

- **Percentage of faculty who presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies.**

Many of our Faculty Members presented papers in workshops/ seminars/ conferences conducted and recognized by professional agencies. Academic year-wise details of such activities are provided below:

Number of Papers/ Research Reports Presented / Books Published by Faculty in 4 years

| No. | Faculty | Number of Papers/ Research Reports / Books etc. | | | | Total |
|-----|-------------------|---|---------|---------|---------|-------|
| | | 2009-10 | 2010-11 | 2011-12 | 2012-13 | |
| 1 | Ms Aarti Pawar | 0 | 0 | 0 | 2 | 02 |
| 2 | Dr Ajit Kumar | 1 | 2 | 2 | 2 | 07 |
| 3 | Ms Anuradha Joshi | 1 | 1 | 1 | 0 | 03 |
| 4 | Dr Arun Kumar | 0 | 1 | 0 | 0 | 01 |
| 5 | Dr Geetha Thachil | 0 | 0 | 1 | 1 | 02 |
| 6 | Dr John Menachery | 2 | 2 | 5 | 2 | 11 |
| 7 | Ms Jyoti Motghare | 0 | 0 | 0 | 2 | 02 |
| 8 | Ms Jyoti Niswade | 0 | 0 | 1 | 2 | 03 |
| 9 | Dr Keshav Walke | 0 | 1 | 0 | 1 | 02 |
| 10 | Ms Nandita Mane | 1 | 0 | 0 | 0 | 01 |

| | | | | | | |
|---|----------------------|---------------|---------------|---------------|---------------|-----------|
| 11 | Ms Payal Chamatkar | 0 | 0 | 0 | 1 | 01 |
| 12 | Dr Prajakta Tanksale | 0 | 1 | 0 | 8 | 09 |
| 13 | Dr Prince Agashe | 0 | 11 | 1 | 3 | 15 |
| 14 | Ms Rashmi Babhulkar | 0 | 1 | 0 | 0 | 01 |
| 15 | Dr Sphurti Katarni | 0 | 2 | 2 | 3 | 07 |
| Total Papers etc. | | 05 | 22 | 13 | 27 | 67 |
| Total Faculty presenting Papers etc. | | 04 | 09 | 07 | 11 | |
| Total Faculty Present | | 21 | 20 | 20 | 21 | |
| Percentage of Faculty | | 19.05% | 45.00% | 35.00% | 52.38% | |

2.4.4 - What policies/systems are in place to recharge teachers? (eg: providing research grants, study leave, support for research and academic publications teaching experience in other national institutions and specialized programmes industrial engagement etc.)

- The Institute has organized training programmes for the faculty in the use of computers/ Internet and Audio Visual Aids by inviting IT experts. The Institute has provided free internet facility to individual teachers, part from wi fi facilities available in the Library to improve their teaching.
- The Institute organizes workshops on different subjects on a regular basis. The Institute also organized a University-level workshop on the revised MSW syllabus to help teachers to handle the new curriculum effectively. The Institute also deputed faculty to attend similar workshop organized by the Board of Studies in Social Work at the University level.
- Licensed educational software SOUL-OPAC is frequently used by the students, faculty and research students.
- The Institute provides audio-usual aids such as OHPs and LCD projectors to all the teachers which are used by them in teaching-learning process by making more effective presentations during their class room engagements.
- As a policy, the Institute encourages staff for their academic enrichment by making them to participate in orientation programmes, refresher courses, seminars, conferences and workshops.

2.4.5 - Give the number of faculty who received awards / recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance/achievement of the faculty.

Dr Arun Kumar was bestowed the 'Shri B D Karve Award 2009' instituted by the faculty of Karve Institute of Social Service (KINSS), Pune, in memory of the founder secretary of KINSS, Shri Bhaskar Dhondo Karve, for his outstanding contribution as a social work educator. The Institute has been providing all facilities and encouragement to all the faculty to engage in research and innovations.

2.4.6 - Has the institution introduced evaluation of teachers by the students and external Peers? If yes, how is the evaluation used for improving the quality of the

teaching-learning process?

Yes, the Institute has introduced evaluation of teachers by the students. All students are required to evaluate the teachers. For this purpose the Institute has introduced a complete feedback system for evaluation of teachers by students. Student feedback touches upon three important aspects namely class room teaching, field work supervision and research project supervision. The Feedback System has been designed to ensure complete objectivity and anonymity. It relies on collecting feedback through student feedback surveys, ensuring adequate response rates. The following are the salient features of this system:

1. The system that is being followed is an 'end of the course' feedback collection system, which means the students are required to provide their feedback only once at the end of the academic session.

2. While it has been made mandatory for all students to fill in the feedback form, teachers are not given the responsibility of collecting feedback from the students, so as to ensure objectivity.

3. The feedback form is bilingual containing questions in Marathi and English. All the mandatory questions in the feedback form are close-ended in nature, with pre-coded responses, and in simple language. It is not required of the students to write anything in their handwriting, unless they so desire. Students are also not required to sign the form or write their name on the form. This is to prevent identification of the students by their handwriting, signature or name. While it is the IQAC that has been mandated to gather and process feedback, the actual responsibility of collection of feedback has been vested with the Librarian. The IQAC orients the students about the feedback collection. They are informed that confidentiality issues are taken very seriously and that their identity will not be revealed to anyone.

4. The system works like this: Students are oriented about the feedback survey by the IQAC team. They explain to students the purpose of collecting feedback from them, the methods that will be utilised, and how the feedback will be analysed and how and when the findings will be considered for improving the teaching-learning trajectory. They are encouraged to reflect on their learning experience and other relevant/associated matters. Feedback collection forms are kept with the Librarian. Before the students are issued their 'hall ticket', which allows them entry into the examination centre, they are required to obtain a 'no-dues certificate' from the library. For getting this 'no-dues certificate' from the library, the students have to return all the books that they have borrowed. Besides, they also have to sit in the library, fill in the feedback form and deposit it with the Librarian. This ensures that feedback is necessarily collected from each student, ensuring his/her privacy. The Librarian collects all such forms and submits the same to the Principal, who in turn hands it over to the IQAC for processing them. Thus, the system maximizes response rates (ensures cent percent response), ensures validity, encourages commitment and maintains confidentiality. (As a rule, if less than 60% of the students are

surveyed for feedback such feedback is not deemed representative and therefore is not considered reliable).

5. After the feedback forms are processed, the IQAC submits a report based on it to the Principal, suggesting measures to be undertaken for enhancement of quality.

6. Based on such report, those teachers who are given poor rating by the students are encouraged by the Principal to improve their performance. Besides, suggestions given by the students are also considered for implementation.

Apart from the above system, the Principal also conducts unstructured 'Student Group Interviews' and FGDs with smaller groups of students and gain feedback about the Institute and the teaching-learning process. The Principal takes random feedback from the students about theory classes and field work/research supervision from the students at different points in time during the academic session.

2.5 Evaluation Process and Reforms

2.5.1 - How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?

Faculty is oriented about changes, if any in the evaluation processes, during the 'College Council' meetings held every month. Evaluation methods are communicated to the students in the following manner so that students are fully aware about the methods of evaluation at the beginning of the session itself:

- a. During the orientation programme held for the various classes the method of evaluation is clearly communicated and explained.
- b. Before the commencement of the concurrent practice learning, each field work supervisor once again discusses the evaluation methods with the supervisees.
- c. The university syllabus also contains the breakup of marks for the different components of field work for the respective classes.
- d. The Institute prospectus also contains subject-wise distribution of marks for different classes and details of evaluation.

Parents are given such information during Parents' Meets. Parents of the students are given information about any deficiency noticed during evaluations by inviting them to the Institute.

2.5.2 – What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?

For the social work courses offered at the Rashtrasant Tukadoji Maharaj Nagpur University there exists a two-pronged strategy of evaluation, namely internal evaluation and external evaluation. So far as theory papers are concerned, the entire evaluation process is external in nature. The University conducts written examinations and the papers are assessed

entirely by external examiners. So far as field practicum and research dissertation are concerned, a mixed method of evaluation is adopted, namely, partly internal and partly external. While the internal evaluation is a continuous process done by internal examiners throughout the year, the external examiners appointed by the University conduct external viva voce for evaluating the students at the end of the course.

2.5.3 - How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?

A detailed plan of evaluation is worked out at the beginning of the academic session itself. The Class Directors ensure that evaluation reforms, if any, are implemented effectively. For internal evaluation of students, the Institute constitutes several panels. This practice help to minimize biases in evaluation.

2.5.4 - Provide details on the formative and summative assessment approaches adopted to measure student achievement. Cite a few examples which have positively impacted the system.

The Institute has been practicing the following formative and summative assessment approaches to measure students' achievement:

- a. **Class Attendance** – Regular class attendance is taken by the subject teacher and those students having less attendance are orally advised to improve their attendance. As a next measure, warning letters are sent to their residence so as to make their parents aware of their wards irregularity in the Institute.
- b. **Surprise tests** are taken in the class by the subject teacher by asking questions, or by giving written assignments.
- c. **Weekly submission of Journals** and Diaries and weekly conferences on field work or on dissertation with each student by their supervisors also helps in evaluation. Weekly submission of journals and attendance in conferences help the supervisors to assess the progress of their work. Those who are irregular in field work or dissertation work are counselled or sent warning letters so that they improve their performance.
- d. **Supervisory visits to field work agencies** is another mechanism employed by supervisors for evaluation. Feedback is taken from the agency personnel about the students' work. This helps the teacher to assess sincerity, commitment and regularity of the students.
- e. **Subject wise class-tests / unit tests** are conducted in all the classes. It is compulsory for all students. The answer papers are corrected, discussed with the students and returned to them so as to help them to improve their performance. One class test at the end of each term/semester on university pattern is also held.
- f. Since the **student-teacher ratio is ideal**, there is face-to-face interaction between teachers and students and therefore the faculty members can easily evaluate students.

2.5.5 - Details on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightages assigned for the overall development of students (weightage for behavioral aspects, independent learning, communication skills etc.

Internal assessment is transparent and adequate weightage is given for various aspects like professional attitude and behavior, ability for independent learning and communication skills. The faculty is adequately experienced for making internal assessment with utmost objectivity in a professional manner. Faculty workshops are held to ensure uniform implementation of internal assessment techniques.

While assessing the students for awarding marks for field practicum, aspects like ability to establish rapport, interviewing skills, writing/documentation skills, resource mobilization skills and communication skills are given due weightage.

Students are required to do group assignments such as group research projects, class room seminars, street plays and role plays, village camps and study tours. In many of these assignments, they have to work in a team. Due weightage is therefore given to ability to work in a team, leadership qualities, etc.

The Post Graduate students are required to undertake independent research projects. Weightage is therefore given to ability to formulate a problem, ability to select an appropriate research design, ability to construct hypotheses and basic research questions, skill in developing an interview schedule, ability to use measurement scales, report writing skills etc.

2.5.6 - What are the graduate attributes specified by the college/ affiliating university? How does the college ensure the attainment of these by the students?

Graduate attributes specified by the Institute:

The Institute has the goal to impart quality higher education in social work. In addition, it also aims to inculcate the qualities like self-confidence, tolerance, sensitivity to social issues, sensitivity to environmental issues, empathy, scientific temper, ability to work in a team, and other attitudes favorable to inclusive growth and sustainable development, etc. in the minds of its students.

Methods of imparting graduate attributes:

The above attributes are ensured through effective class room teaching, well-planned and well-supervised field work, rigorous research training, value based education, and providing opportunities to the students to participate in co-curricular and extra-curricular activities.

Emphasis on Attendance: Each student is required to attend more than 75% of the theory classes. Regular attendance of students in each theory class is taken by the teacher concerned to ensure regularity.

Sincerity in Field Practicum: Students are required to attend field work with regularity and sincerity and put in stipulated number of two days of concurrent field work aggregating 15 hours a week. Field work attendance is closely monitored.

Originality of Dissertation: The Post Graduate students (MSW and M.Phil) are required to undertake independent and original research projects under close supervision and submit a dissertation within the stipulated date.

The College Council reviews the above measures periodically. The Class Directors are mandated to review the above and ensure that no student is a defaulter. If there are students with deficits, they are counselled by the Class Directors, Faculty concerned, and if necessary, by the Principal, and corrective steps are taken.

2.5.7 - What are the mechanisms for redressal of grievances with reference to evaluation both at the college and University level?

At the University level there is a system of 'Revaluation' in place for students who are not satisfied about the marks scored in the University examinations. On an average, around 10% of our students apply for such "Revaluation" every year.

In so far as the Institute is concerned, there is a Grievance Redressal Cell for students. Students are free to make a complaint to this Cell in case of any grievance regarding evaluation. However, it may be noted that the faculty is very objective and the procedures are very transparent and so far there has not been a single case of grievance regarding evaluation of the students' performance.

2.6 Student Performance and Learning Outcomes

2.6.1 - Does the college have clearly stated learning outcomes? If 'yes' give details on how the students and staff are made aware of these?

Yes, the vision and mission of the Institute is stated in the Institute's Prospectus and the website of the Institute. The learning outcomes are communicated to the staff and students in the orientation of the institute every year at the beginning of the session. The learning outcomes are reflected through good academic results, students securing university ranks, students joining for higher studies, job placement, etc. The Institute discusses these aspects with staff and students with a view to make them aware of these.

2.6.2 - Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/programme? Provide an analysis of the students' results/ achievements (Programme/ course wise

for last four years) and explain the differences if any and patterns of achievement across the programmes/courses offered.

All the exams are conducted by the Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur. It is therefore the University that declares all the results. Students get the result through the Internet and through their marks cards. After declaration the results the Institute receives the mark sheets and they are distributed to the students. Merit list of the students is also declared by the University.

Following are the statistics of the course-wise appearance and passing of students for the years: 2009-10; 2010-2011; 2011-2012; and 2012-2013.

Summary of Statistics of Students Appearing and Passing University Exams during Last Four Years (2009-10 to 2012-13)

| Sl. No. | Name of the Examination ¹ | No. of students appeared | No. of students passed | Passing percentage |
|---------|--------------------------------------|--------------------------|------------------------|--------------------|
| 1 | CSW-I | 031 | 013 | 41.94 |
| 2 | CSW-II | 011 | 011 | 100.00 |
| 3 | BSW-I | 197 | 149 | 75.64 |
| 4 | BSW-II | 173 | 138 | 79.77 |
| 5 | BSW-III | 135 | 104 | 77.04 |
| 6 | MSW-I (Sem 1) | 185 | 155 | 83.78 |
| 7 | MSW-II | 177 | 166 | 93.79 |
| 8 | M.Phil (SW) ² | 051 | 015 | 29.41 |
| | Grand Total | 960 | 751 | 78.23 |

Notes: 1. Social work subject is under the Faculty of Social Sciences.

2. Does not include figures for 2012-2013 as University exams are yet to be held.

Details of the University Examinations at a Glance

| Sl. No. | Name of the Examination | Name of the Faculty | No. of students appeared | No. of students passed | Passing percentage |
|---------------------------------------|-------------------------|---------------------|--------------------------|------------------------|--------------------|
| I. Academic Session 2009-2010 | | | | | |
| 1 | CSW-I | Social Work | 07 | 04 | 57.14 |
| 2 | CSW-II | Social Work | 00 | 00 | 00.00 |
| 3 | BSW-I | Social Work | 56 | 49 | 87.50 |
| 4 | BSW-II | Social Work | 40 | 36 | 90.00 |
| 5 | BSW-III | Social Work | 26 | 24 | 92.31 |
| 6 | MSW-I | Social Work | 54 | 46 | 85.19 |
| 7 | MSW-II | Social Work | 50 | 46 | 92.00 |
| 8 | M.Phil (SW) | Social Work | 19 | 09 | 47.37 |
| II. Academic Session 2010-2011 | | | | | |
| 1 | CSW-I | Social Work | 09 | 02 | 22.22 |
| 2 | CSW-II | Social Work | 04 | 04 | 100.00 |
| 3 | BSW-I | Social Work | 49 | 34 | 69.39 |

| | | | | | |
|--|-------------|-------------|-----------------------|-----------------------|--------|
| 4 | BSW-II | Social Work | 49 | 42 | 85.71 |
| 5 | BSW-III | Social Work | 33 | 24 | 72.73 |
| 6 | MSW-I | Social Work | 43 | 38 | 88.37 |
| 7 | MSW-II | Social Work | 46 | 44 | 95.65 |
| 8 | M.Phil (SW) | Social Work | 19 | 01 | 05.63 |
| III. Academic Session 2011-2012 | | | | | |
| 1 | CSW-I | Social Work | 03 | 02 | 66.67 |
| 2 | CSW-II | Social Work | 03 | 03 | 100.00 |
| 3 | BSW-I | Social Work | 38 | 32 | 84.21 |
| 4 | BSW-II | Social Work | 30 | 29 | 96.67 |
| 5 | BSW-III | Social Work | 48 | 37 | 77.08 |
| 6 | MSW-I | Social Work | 51 | 46 | 90.20 |
| 7 | MSW-II | Social Work | 35 | 34 | 97.14 |
| 8 | M.Phil (SW) | Social Work | 13 | 05 | 38.46 |
| IV. Academic Session 2012-2013 | | | | | |
| 1 | CSW-I | Social Work | 12 | 05 | 41.67 |
| 2 | CSW-II | Social Work | 04 | 04 | 100.00 |
| 3 | BSW-I | Social Work | 54 | 34 | 62.96 |
| 4 | BSW-II | Social Work | 32 | 31 | 96.88 |
| 5 | BSW-III | Social Work | 28 | 19 | 67.86 |
| 6 | MSW- Sem 1 | Social Work | 37 | 18 | 48.65 |
| 7 | MSW- Sem 2 | Social Work | 35 | 25 | 71.43 |
| 8 | MSW-II | Social Work | 46 | 42 | 91.30 |
| 9 | M.Phil (SW) | Social Work | <i>Exams not Held</i> | <i>Exams not Held</i> | - |

Details of the University Merit Position at a Glance

| Sl. No. | Name of the Examination | Name of the Student | Merit position in University |
|---------------------------------------|-------------------------|------------------------|------------------------------|
| I. Academic Session 2007-2008 | | | |
| 1 | MSW-II | Ms Kajal Kiran Mohanty | 1 st |
| 2 | | Ms Ambika P. | 3 rd |
| 3 | | Mr Anish Joseph | 5 th |
| 4 | | Mr Jitendra Gouda | 7 th |
| 5 | BSW III | Ms Raini Pappachan | 5 th |
| 6 | | Ms Sneha Makkad | 7 th |
| 7 | | Mr Amit Nikhar | 9 th |
| 8 | CSW II | Ms Bimla Sharma | 1 st |
| 9 | | Ms Manjusha Borkar | 2 nd |
| II. Academic Session 2008-2009 | | | |
| 1 | MSW II | Ms Sheena Verghese T. | 1 st |
| 2 | | Mr Benny Paul | 2 nd |
| 3 | | Ms Gyani Tirkey | 4 th |
| 4 | | Ms Pramila Ekka | 5 th |
| 5 | | Ms Ruby Mary Kujur | 9 th |

| | | | |
|--|---------|-----------------------------|------------------|
| 6 | BSW III | Ms Alka Anuja Tirkey | 6 th |
| 7 | | Mr Anand G. Shinde | 7 th |
| 8 | | Mr Rajiv Viegas | 9 th |
| 9 | | Mr Rushikesh R. Kirtikar | 9 th |
| 10 | | Ms Sanjeeta Tigga | 10 th |
| III. Academic Session 2009-2010 | | | |
| 1 | MSW II | Mr Barnic Gangmei | 1 st |
| 2 | | Ms Pallavi Kwan | 1 st |
| 3 | | Ms Molly John | 2 nd |
| 4 | | Ms Deepanwita Ghosh | 3 rd |
| 5 | | Ms Mary Kutty Philip | 3 rd |
| 6 | BSW-III | Ms Poonam Kujur | 1 st |
| 7 | | Ms Anthoniamma | 2 nd |
| 8 | | Ms Sony Augustine | 3 rd |
| 9 | | Mr Amod Gurjar | 4 th |
| IV. Academic Session 2010-2011 | | | |
| 1 | BSW III | Ms Bimla Lekhnath Sharma | 8 th |
| 2 | CSW II | Ms Mouli Dinesh Upadhyaya | 1 st |
| 3 | | Ms Harshita Umesh Upadhyaya | 2 nd |
| 4 | | Mr Aamod Prashant Shiwalkar | 3 rd |
| V. Academic Session 2011-2012 | | | |
| 1 | BSW III | Ms Utkarsha Authey | 1 st |
| 2 | | Ms Grace Kamei | 2 nd |
| 3 | | Ms Khamjina Thaimai | 6 th |
| 4 | | Ms Kalara Samel Ekka | 9 th |
| 5 | CSW II | Ms Priti Niranjana Bhagat | 1 st |

(Source: University Merit Lists published periodically)

2.6.3 - How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?

The Institute adopts following learning and assessment strategies to facilitate the achievement of intended learning outcome:

- a. Appointment of qualified teachers.
- b. Formation of Boards such as Board of Admissions, Board of Academic Time Tables, Preparation of Academic Calendar, Board of Students' Council, Board of Examinations, etc.
- c. Ensuring availability of latest books in the Institute Library.
- d. Free internet facilities for the students and staff.
- e. Preparation of teaching plan and maintaining daily diary by all teachers.
- f. Use of audio-visual aids such as OHP, LCD projectors etc in teaching.
- g. Encouraging teachers to adopt student centric method such as interactive method, group discussion method and assignment method.
- h. Taking student's attendance in every class daily.

- i. Providing congenial atmosphere for teaching and learning in the campus.
- j. Conducting tutorials, skill laboratory sessions and extra classes.
- k. Special counseling for slow learners.
- l. Motivating the advanced learners for achieving merit (top ten ranks) in the university examinations.
- m. Continuous internal assessment of students through class tests, unit tests, home assignments.
- n. Organizing class room seminars, guest lectures, workshops and various competitions such as debate, elocution, essay writing poster competition, etc.
- o. Motivating students to participate in workshops seminars and such other programs.
- p. Evaluation of teachers by students at the end of the session. The institution thus tries to help students to attain their goal by providing a supportive, vibrant and challenging environment.

2.6.4 - What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (student placements, entrepreneurship, innovation and research aptitude developed among students etc.) of the courses offered?

Student Placements: The Institute networks with several voluntary organizations working in the city/state that are looking for trained social work professionals. It has a Board of Placement which brings out a 'Placement Brochure' which is circulated among several organizations. It receives information about job vacancies available in the sector and passes it on to the students, who contact the agencies and gain job placement. It also facilitates campus interviews. Therefore it is able to provide job placement to all its students who are looking for job opportunities.

Innovation and Research Aptitude: Supervised field work and research work are given great significance. The Institute places its students for their concurrent field work in organizations that are seriously pursuing social work. All efforts are made to ensure that the students undertake these activities with a high degree of sincerity and seriousness. The Institute has earned a reputation of being a serious academic institution due to its sustained emphasis on serious field work training and research.

The field action projects initiated by the Institute provides adequate opportunities for the students to observe innovations and learn from ideal models of social work practice. The rich legacy, integrity and social commitment of the Matru Sewa Sangh over the past nine decades and the academic sincerity of its faculty enhances the social and economic relevance of the courses offered and helps students to develop entrepreneurship and innovation.

Subjects like environmental studies, communicative English, Workshops in research methodology and the research projects assigned to them help the students to enhance innovative skills and research aptitude. Students are also groomed through personality development programme, NET/SET coaching classes, short term course for Research Methods. Various co-curricular activities and programmes organized by NSS, Students'

Social Work Forum, Students Council, Human Rights Cell, Legal Literacy Cell etc. contribute to enhance social accountability and love for socially inclusive approaches among students.

Entrepreneurship: Students have ample opportunities for their overall development. Through the Field Work programme, they interact with underprivileged people in the community and develop sensitivity and empathy. Through case studies, case work, group work, and by organizing programmes in the institution/community, students develop skills of problem solving, communication skills, and skills for organizing programmes. By presenting papers in the class room seminars, they develop writing skills and the art of presentation. Being part of different committees constituted for the Rural Camp as well as the Study Tour, they develop leadership skills and how to work in a team. Through maintenance of field work records, they develop documentation skills. By participating extracurricular activities like cultural events and competitions their personalities are molded. These opportunities help them develop entrepreneurship and confidence to work independently. *(Also refer 5.1.4 & 5.1.5 for more details).*

2.6.5 - How does the institution collect and analyze data on student performance and learning outcomes and use it for planning and overcoming barriers of learning?

The institution maintains records about the academic performance of its students in university examinations meticulously. These data are processed and outcomes placed before the Local Management Committee, the College Council, and the IQAC, which monitors analyzes the feed-back to ensure that high standards are consistently maintained. Besides, suggestions obtained from all stakeholders including the faculty members, students and parents are used by the Principal to ensure steps for optimum achievement of learning outcomes.

2.6.6 - How does the institution monitor and ensure the achievement of learning outcomes?

Yes. The institution meticulously maintains records about the academic performance of its students in university examinations. These data are processed and outcomes placed before the Local Management Committee, the College Council, and the IQAC, which monitors analyzes the feed-back to ensure that high standards are consistently maintained. Such details are also included in the Annual Reports and the Annual Quality Assessment Reports. Such reports form the basis for steps for assuring quality in the teaching-learning process.

2.6.7 - Does the institution and individual teachers use assessment/ evaluation outcomes as an indicator for evaluating student performance, achievement of learning objectives and planning? If 'yes' provide details on the process and cite a few examples.

Each student is internally assessed using three mechanisms: a) Continuous assessment by the faculty who supervises the student in his/her field work and/or research work; b) Internal Viva Voce panels which conduct viva voce of each student at the end of the semester/session; and c) External examiners who conduct viva voce of each student at the

end of the semester/session. Among the above three, continuous assessment by the faculty forms the basis for feedback by the faculty which is shared with the students in an effort to achieve learning objectives. It helps the faculty to indicate deficits to the students so that they are able to mitigate them. If absenteeism and such other serious irregularities are noticed, then such matters are brought to the attention of the Class Director concerned and formal warning letters are also issued to the student with the consent of the Principal. All these efforts help enhance student performance and thus achieve learning objectives. As a result of these diligent measures, students get ample opportunities to improve their performance and therefore very few students fail in field practicum or dissertation work.

Any other relevant information regarding Teaching-Learning and Evaluation which the college would like to include.

Nil