

Criterion VI: Governance, Leadership & Management

6.1 - Institutional Vision and Leadership

6.1.1 - State the vision and mission of the Institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.?

Our Vision :

- The Matru Sewa Sangh Institute of Social Work aspires to become a pre-eminent abode of knowledge, that is robust, committed, futuristic and people-centered and that addresses the complexities of human conditions.
- Imparting of professional knowledge, skills and attitudes necessary for building a democratic society that is emancipated, enlightened and empowered.
- To develop a cadre of professionals who will strive towards building a society that is inclusive, free from exploitation and who will be sensitive to the emerging challenges at the local, regional, national: and global levels.

Mission Statement :

- The Matru Sewa Sangh Institute of Social Work seeks to provide the highest quality of social work education to prepare committed professional social workers.
- It offers opportunities for teaching – learning through theory, practicum, research, field action and extension projects in the context of the prevailing social, cultural, economic and political realities of our country.
- Being a pioneering institute of social work education of this region, it sets standards for working with individuals, groups, communities and organizations in order to attain equality, equity, social justice, secularism and freedom, so that all forms of discrimination and exploitation in the society can be eliminated.

The mission statement provides a backdrop or perspective to all our activities such as classroom teaching, practicum, research work, field action projects, extension work and co-curricular activities. Further, the aims and objectives of the Institute are built in consonance with the mission statement, namely:

1. To provide professional education in Social Work and to develop a sense of civic consciousness and social responsibility in the students.
2. To train personnel for a wide range of social work intervention at various levels in the field of social development through classroom teaching, research and field work strengthened by various field action projects.

The Institute has been completely focused on social work education ever since its inception. The Executive Committee of Matru Sewa Sangh, the Local Managing Committee (LMC) of the Institute and the College Council are the bodies mandated with preparation of policies and plans in accordance to the vision and mission of the Institute

and rules of the state government and directives of the Rashtrasant Tukadoji Maharaj Nagpur University. These concerted efforts over the past five and a half decades has given it the advantage of rich experience and legacy.

Through various academic and co-curricular activities, as reported in IQAC reports from time to time, the mission of the Institute is implemented with utmost care. It provides the highest quality of social work education both at undergraduate as well as postgraduate classes.

The Institute has put together an excellent combination of human resource and physical infrastructure for imparting high quality education. Its faculty members are well qualified and committed, its library is well-stocked, and its physical infrastructure is world class. It lays equal importance on to all aspects of social work education, namely theory classes, field practicum and research.

It has launched several field action projects in the context of child rights, women's rights, school education, environment, HIV/AIDS, etc. primarily to address to the needs of the society, provide practice opportunities to faculty and also to provide field training facilities to its students. These projects also reflect the institution's traditions, value orientations, and vision for the future.

It has been making concerted efforts to attract students to the courses offered by it from all sections of the society without any kind of discrimination. It has been successful in catering to the educational needs of students also from marginalized sections from different parts of the country. The Institute takes into account not only the academic needs of the students but also their career aspirations.

6.1.2 - What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

The Local Managing Committee (LMC) of the Institute has members who are highly educated and well experienced, drawn from different walks of life. It also has four elected staff representatives (three teaching staff and one non-teaching staff). The LMC meets at least four times in an academic session and thoroughly reviews the work of the Institute, ensuring its quality policy and plans. It should be noted here that during the last four years, there has been absolute harmony in the functioning of the LMC. The LMC has been extremely supportive in all the educational endeavors of the Institute.

The Principal of the Institute has been making concerted efforts to ensure top quality in whatever the Institute does. Principal ensures that, the action plans are in accordance with policies and as per the vision and the mission of the institute; he provides academic as well as administrative leadership; links the institution with the management, the Department of Higher Education, the UGC, the University, the NAAC, civil society organizations, and parents. As a chief executive officer and the drawing and disbursing authority he is constantly involved in preparing policy statement and preparation of action plan etc. As the Chairperson of the different Boards of the Institute, the Principal

provides inputs for design and implementation of different action plans with regard to academic programmes, field action projects, research activities, statutory activities, extension work, student welfare, staff welfare etc. He has been able to set a role model in him for the students. The Principal maintains direct contact with the students of all classes and students are encouraged to approach the Principal with their needs and problems.

There has been an upward development of the institution in different areas like the conduct of many seminars and workshops; improvement in infrastructure; consistently good results and high pass percentage of the students; a very low percentage of dropouts; no grievances reported to the Grievance Redressal Cell; high percentage of student's attendance and active involvement in field work, and in co-curricular and extra-curricular activities.

For better governance and management of the institute some steps taken by the Principal are as follows :

- Various Boards at Institute level have been constituted for the smooth functioning of curricular and other activities. Thus decentralization and participation is promoted.
- The Principal stresses the importance of students' attendance in classes, field work, students' participation in various activities etc. and provides full support and encouragement.
- The Principal has introduced a new system and sustained the practice of student evaluation of teachers.
- The Principal also does scientific appraisal of the performance of the teachers with regard to teaching, practicum, research and other work done by them and holds discussions with the teachers to review their performance and gives appreciation, encouragement and suggestions.
- The Principal also meets all non-teaching staff separately to evaluate their performance.
- Meetings of the College Council are held every month and decisions are taken in the academic interest of the Institute under the guidance of the Principal.
- The Principal has been successful in maintaining a good rapport with the local media, and there is increased visibility of the Institute's activities in the media.

Thus, the Principal has been playing a key and vital role in the functioning and the development of the institution. He has been an educator, motivator, leader, encourager, manager, administrator, disciplinarian and guide for the faculty, staff and students.

The Faculty of the Institute is well-qualified and experienced. The Faculty are conveners/members of various Boards constituted by the Institute. These Boards are largely responsible for design and implementation of the quality policy and plans of the Institute, and hence the Faculty plays a very crucial role. The Faculty of the Institute has a reputation of involving in their work with utmost sincerity and commitment. Apart from regular class room and field work engagements, the Faculty is also involved in research work, seminars and publications.

6.1.3 - What is the involvement of the leadership in ensuring:

- The policy statements and action plans for fulfillment of the stated mission.
- Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan.
- Interaction with stakeholders.
- Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders.
- Reinforcing the culture of excellence.
- Champion organizational change.

(The response given to 6.1.2 is applicable to 6.1.3 also)

6.1.4 - What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

Work of various Boards: The Institute has created several Boards which look after different activities of the Institute. These Boards hold periodical meetings to review the progress of the activity which they are mandated with. This is a primary formal procedure adopted to monitor and evaluate the activities of the Institute.

The College Council: As a statutory body, the College Council is another procedure adopted to monitor and evaluate. It holds meetings every month. All aspects of the functioning of the Institute and the different Boards are reported to the College Council by the Principal or the Conveners of Boards. The College Council also reviews the work of each individual faculty. It is a highly democratic body with an elected Secretary which monitors and evaluates the policies and its effective implementation. The teachers report their work achievement, problems, needs etc. with reference to teaching, practicum, research, rural camp, study tour, attendance of the students, extracurricular activities, student's performance, defaulter students etc.

Self-Appraisal Forms: Each faculty member makes a 'Self-Appraisal' at the end of the academic session using the prescribed format. This is another mechanism being used by the Institute for monitoring and evaluation.

Student Feedback: The Institute has developed an excellent system for collection of feedback from 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 IQAC processes these feedback and suggests measures for improvement from time to time *(Also refer 2.4.6 for more details).*

Parents' Meet: This is yet another mechanism being used by the Institute to monitor and evaluate its policies and plans. It is held once a year. The parents are encouraged to share their observations in an informal manner with faculty and the Principal.

Financial Audit: Financial audit conducted by an external agency provides valuable insights on the effectiveness of implementation of policies. All the financial transactions of the Institute come under the purview of such audit.

Annual Reports and AQARs: Besides formal meetings other avenues are also used for monitoring and evaluation. Preparation of the annual report is yet another procedure adopted by the institution to monitor and evaluate policies and plans. The Annual Reports of the Institute are meticulously prepared making all efforts to document all aspects on the implementation of the policies and practices of the Institute. Similarly the AQARs submitted to NAAC every year also provide a procedure for monitoring and evaluation.

6.1.5 - Give details of the academic leadership provided to the faculty by the top management?

The top management of the Institute is the Local Managing Committee (LMC). It is headed by the President of the parent body, the Matru Sewa Sangh (MSS). The Secretary and Treasurer of the MSS are also its members. It also has four elected staff representatives (three teaching staff and one non-teaching staff). The LMC ordinarily meets once in every three months. All its members are highly educated and experienced. The Principal is the secretary of the LMC.

The LMC sends its representative to all important selection committees held for selection and appointment of faculty. The LMC approves all the budgets of the Institute and all audited financial statements are placed before it for its scrutiny. The representative of the top management who constantly interacts with the faculty is the Principal. It is the Principal who provides academic leadership on behalf of the top management. The Principal heads the College Council and all Boards of the Institute. All decisions regarding implementation of all policies of the Institute is done under the leadership of Principal, who periodically reports such matters to the LMC (*Also refer details provided under 6.1.2*).

6.1.6 How does the college groom leadership at various levels?

At the staff level there are three mechanisms for leadership training namely: **a) Representation in Local Managing Committee:** The LMC of the Institute has four elected staff representatives (three teaching staff and one non-teaching staff). Working with the LMC provides some inputs in leadership; **b) Exposure through Convenership of Boards:** Each academic year to ensure participatory decision making various Boards are constituted by the Principal. Each Board has a faculty member as the convener. Convener has functional responsibilities and participates in the policy making and decision making processes. The work of the Boards is one mechanism adopted by the

Institute for grooming leadership; **c) The College Council:** As a statutory body, the College Council is another mechanism that provides opportunities for leadership training, especially to the Faculty member who is elected as the Secretary.

At the student level, involvement in the following activities helps groom leadership: Students' Council, Human Rights Cell, Legal Literacy Cell, Students' Social Work Forum, English Corner etc. Various committees formed during educational tour and rural camp which also offers opportunities to practice leadership.

6.1.7 - How does the college delegate authority and provide operational autonomy to the departments/ units of the institution and work towards decentralized governance system?

Decentralized governance is ensured in the Institute which has constituted separate Boards for each activity. The boards are led by faculty members. Each Board has operational autonomy to select the issues, plan and implement activities and evaluate them (*Also refer information under point 6.1.6*).

6.1.8 - Does the college promote a culture of participative management? If 'yes', indicate the levels of participative management.

Yes. The Institute promotes a culture of participative management. The LMC of the Institute four seats reserved for elected representatives. Three seats are for elected faculty representatives while one seat is for elected non-teaching staff representative. The IQAC of the Institute is constituted with external members along with teaching and non-teaching staff.

In so far as the involvement of students in participative management is concerned, the Institute has given the responsibility of arranging extra-curricular activities to the Students' Council, which has representatives from each class, along with representation to women, sports person and cultural person. There are also other fora like Human Rights Cell, Legal Literacy Cell, Students' Social Work Forum, and English Corner that encourages the culture of participative management (*Also see the information under 6.1.3*).

6.2 - Strategy Development and Deployment

6.2.1 - Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

Institution has a formally stated and well defined quality policy in the form of IQAC objectives. These objectives were developed through a series of consultative meetings of the Faculty, the Local Management Committee and the IQAC. These objectives are reviewed at the beginning of each academic year.

All activities of the Institute are planned and implemented strictly in accordance with the stated objectives of the IQAC. Thus IQAC plans, deploys and reviews the quality policy.

Each Board constituted by the Institute also develops its activities in accordance with the quality policy.

6.2.2 - Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

The Institute has a perspective plan for development. Institute prepares proposals for development assistance from UGC and Government. The Institute also prepares perspective plan every year with reference to academic programmes, field action projects and also infrastructure improvements. While taking decisions regarding budget formulation, infrastructure development, faculty recruitment, faculty development, research, national and international linkages, workload, and academic activities etc., the perspective plan is treated as the guiding principle.

The aspects considered for inclusion in the plan includes the following: The rich legacy of Matru Sewa Sangh; Responsibilities of a social work educational institute towards society; Mandate of a social work college in the context of social work education and social work profession; Need for modernizing the Institute in the light of contemporary technology; Strategies for sustenance of post graduate education in the absence of government aid; Processing for recruiting faculty and non-teaching staff to fill the vacancies of superannuated staff; and Training requirements of staff; and Enhancement of stakeholder participation in institutional management.

6.2.3 - Describe the internal organizational structure and decision making processes.

Parent Body - Matru Sewa Sangh : The Institute is an activity of the parent body, the Matru Sewa Sangh (MSS), Nagpur, which is a registered organization. The MSS was founded by a child widow Late Padmashree Kamalatai Hospet in the year 1921, as an all-women organization which stands for the service of women. It has many branches and activities in Maharashtra and Madhya Pradesh. The main decision making body of the MSS is its Executive Committee, which is an all-women entity. The office bearers and members of the Executive Committee are elected by the General Body of MSS, which is also an all-women entity. The Executive Committee also has a few ex-officio positions. Thus, the Principal of the Institute is an ex-officio member of the Executive Committee. It meets every month.

Local Managing Committee: So far as the Institute is concerned, the Local Managing Committee (LMC) is the top level decision making body. It is constituted by the MSS. It has two types of members, nominated and elected. The nominated members are persons with standing and repute from the civil society. The members are highly educated and well experienced, drawn from different walks of life. It also has four elected staff

representatives (three teaching staff and one non-teaching staff). The LMC meets at least four times in an academic session and thoroughly reviews the work of the Institute, ensuring its quality policy and plans. The LMC sends its representative to all important selection committees held for selection and appointment of faculty. The LMC approves all the budgets of the Institute and all audited financial statements are placed before it for its scrutiny.

The Local Managing Committee of the Institute for the period 2009-2014 is as follows:

No.	Name	Designation	Address
1	Dr Aruna Babhulkar	Chairperson	President Matru Sewa Sangh, Sitabuldi, Nagpur.
2	Dr John Menachery	Secretary	Principal, Matru Sewa Sangh Institute of Social Work, Nagpur
3	Dr Lata Deshmukh	Member	Secretary, Matru Sewa Sangh, Sitabuldi, Nagpur.
4	Dr Sneha Deshpande	Member	Treasurer, Matru Sewa Sangh Sitabuldi, Nagpur.
5	Dr G. B. Mundhada	Member	Laxminagar, Nagpur
6	Dr Ramesh Pande	Member	Hindustan Colony, Wardha Road, Nagpur
7	Dr Prajakta Tanksale	Teaching Staff Representative	Associate Professor, Matru Sewa Sangh Institute of Social Work, Nagpur
8	Dr Geetha Thachil	Teaching Staff Representative	Associate Professor, Matru Sewa Sangh Institute of Social Work, Nagpur
9	Dr Vaishali Bezalwar	Teaching Staff Representative	Associate Professor, Matru Sewa Sangh Institute of Social Work, Nagpur
10	Mr Baba J. Ingale	Non-Teaching Staff Representative	Head Clerk, Matru Sewa Sangh Institute of Social Work, Nagpur

College Council: The statutory academic body of the institute is the College Council. It meets once every month. Here the academic matters are discussed and recommendations made to the Principal. All aspects of the functioning of the Institute and the different Boards are reported to the College Council by the Principal or the Conveners of Boards. The College Council also reviews the work of each individual faculty. It is a highly democratic body with an elected Secretary which monitors and evaluate the policies and its effective implementation. The teachers report their work achievement, problems, needs etc. with reference to teaching, practicum, research, rural camp, study tour, attendance of the students, extracurricular activities, student's performance, defaulter students etc.

Boards: The Institute constitutes Boards giving representation to staff and students to and delegated with powers to plan, implement and evaluate the allotted work, related to academic matters like social work practicum, research, attendance, skill lab, cultural activities, extension activities, Field Action Projects etc. The Principal as the administrative and academic head of the institute, is the Chairperson of these Boards.

6.2.4 - Give a broad description of the quality improvement strategies of the institution for each of the following:

- Teaching & Learning
- Research & Development
- Community engagement
- Human resource management
- Industry interaction

Teaching & Learning: Experience sharing is encouraged with a view to improve the quality of teaching. During the College Council meetings, experiences of the faculty who attend national and international seminars and events are shared amongst the faculty. At times workshops, separate special, discussion sessions, etc., arranged with this objective.

A series of seminars, workshops and such other academic events are organized by the Institute every year to provide opportunities for intellectual stimulation and to provide platforms to share knowledge, skills and expertise.

Research & Development: Research workshops are specially organized for Under Graduate and Post Graduate students to enhance their research abilities. Presentation on research topics and tools of data collection also contribute in this direction. A Board of Research Resources Centre has been constituted encourage faculty to prepare research proposals to be sent to UGC, ICSSR etc. The Research Resources Centre also undertakes research consultancy projects on behalf of the Institute. Faculty is also encouraged to prepare seminars and workshops proposal, and proposals to set up new field action projects, etc. Many faculty members have completed Minor Research Projects. One Faculty member has completed one Major Research Project and is currently working on a second Major Research Project. Faculty has also been providing research consultancy and undertaking national and international research assignments *(Also refer details under 3.1.5)*

Community engagement : The Institute has a rich tradition of initiating various field action projects thereby involving itself in community engagements. At present the Institute is engaged in the following field action projects:

No.	Field Action Project	Aim	Inception
1	Community Action for Environment (CAFÉ)	Environment protection	2009
2	Saksham GFATM Round-7	Training of HIV/AIDS Counsellors	2009

3	Family Counselling Centre (Special Cell for Women in Distress in Dhantoli Police Station)	Protection of Women in Distress	1998
4	CHILDLINE (Nodal Organization)	Protection of children in difficult circumstances	1998
5	School Social Work Programme	Educational rights	2009
6	Social Work Intervention to Promote Juvenile Justice (SWIPJJ)	Promotion of juvenile justice in Nagpur for children in conflict with law.	2009

In addition, the Institute also organizes village camps, a variety of programmes for creating community awareness on various issues in society, and research work also keep the Institute involved in community engagements.

Industry interaction: The Research Resources Centre of the Institute has been engaged in research consultancy to benefit industry and social development organizations. (*Also refer details under 3.1.5*)

Human resource management : The members of the faculty are selected strictly as per the UGC norms and state government directives. The faculty recruitment process is very systematic, highly rigorous and absolutely transparent. Teachers also appointed on contractual basis for teaching in the self-financed post graduate programmes. All teachers are provided facilities for attending orientation/refresher courses. Three teachers have so far been given study leave for completion of PhD under Faculty Development Programme. By policy, the Institute encourages its faculty to avail lien facility and gain more exposure and expertise by working in other institutions. Four teachers have taken advantage of this policy. 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, an Associate Professor who were to retire in 2012-13 could get two-year extension of service. The Institute provides all the leave facilities as stipulated by the government of Maharashtra. In addition, the faculty is given duty leave to allow them to participate in various courses, seminars, workshops and such other academic programmes held anywhere in the world.

6.2.5 - How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

The value of obtaining relevant information and feedback is recognized by the Institute. Information regarding work done by the faculty, information on students research, student attendance in theory classes and field practicum, and student feedback etc., is obtained by the Principal through appropriate Boards or through the Class Directors. Such information is made available to the Local Management Committee and the College Council. It is also used for Institutional review.

The Institute also has started an in-house magazine called 'Page One' since 2009. Every month at least one issue is published, carrying information on the activities and achievements of the students and staff of the Institute. Page One is made available to all stakeholders, including the top management.

6.2.6 - How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

The Institute promotes a participatory approach with involvement of teaching and non-teaching staff at all levels. It has a system of issuing internal memos, thereby communicating all decisions to all concerned. All staff members are members of one or more Boards which cover various organizational aspects. Board have full opportunity to discuss and act for the progress of the institution (*Also refer to information under 6.2.4*).

6.2.7 - Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.

In the year 2012-2013 the LMC (Management Council) made the following resolutions:

No	Date	Gist of Resolutions of LMC	Status of implementation
1	18.4.2013	Resolved to dispose of as scrap material the following two old vehicles under the ownership of the Institute, which are not in running condition any more: 1. Hindustan Trekker jeep; 2. Rajdoot motorcycle.	Implemented
2	29.6.2012	Resolved that Needy Girl Students of Matru Sewa Sangh Institute of Social Work, Nagpur shall be permitted to reside at concessional rates in the Dormitory of the Women's Hostel.	Implemented
3	28.06.2013	Resolved that the NSS account No. 60047648291 at the Bank of Maharashtra, Shankar Nagar Branch, Nagpur shall be jointly operated by Dr. John Menachery, Principal, Matru Sewa Sangh Institute of Social Work & Dr. Keshav Walke, NSS Programme Officer (in the place of Dr Vaishali Bezalwar).	Implemented
4	11.3.2011	Resolved to grant lien to Dr Ajit Kumar (Associate Professor) on the post held by him at the Matru Sewa Sangh Institute of Social Work for a period of twelve months with effect from 28 th March 2011 to 27 th March 2012, as requested by him.	Implemented
5	4.4.2013	Resolved to authorize the Principal to apply	Implemented

		to the Department of Adult, Continuing & Education of the Rashtrasant Tukadoji Maharaj Nagpur University for seeking permission to conduct a short term academic programme titled "Six-Months Short Term Course in Social Science Research Methods" from the academic session 2013-2014.	
6	9.2. 2013	Resolved to close the State Bank of India account number 31479142429 and transfer the balance in the said account to State Bank of India account number 10984001192.	Implemented
7	9.2. 2013	Resolved to deposit an amount of Rs 23,00,000 (Rs twenty three lakh only) as Fixed Deposit for a period of one year in the Bank of Baroda account number 06040100009621 (Building Fund UGC A/c).	Implemented
8	3.8.2012	Resolved to appoint eleven agencies as 'Recognized Agencies' for awarding contract work and for ordering supply of materials and services to the Institute with immediate effect, till further orders.	Implemented
9	26.4.2012	Resolved to recommend for extension of service of Ms Anuradha Joshi (Associate Professor), who is due for retirement from the Matru Sewa Sangh Institute of Social Work due to superannuation at the age of 60, on 31 August 2012, for two more years up to the age of 62, provided that the legally constituted committee of the University accords its permission for such extension.	Implemented. <i>Could not extend service as the University Committee did not recommend.</i>

6.2.8 - Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If 'yes', what are the efforts made by the institution in obtaining autonomy?

Rashtrasant Tukadoji Maharaj Nagpur University has provisions for according the status of autonomy to the affiliated institution. In the IQAC meeting and also in College Council meetings this issue was discussed. However, as there are still many doubts about the advantages of autonomous colleges, the general consensus has been against obtaining autonomy. Therefore the Institute has decided to tread cautiously on this issue.

6.2.9 - How does the Institution ensure that grievances/ complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder relationship?

Institution has created systems which enables any aggravated person to approach the authorities formally as well as informally. Employees can discuss their grievance directly with the Principal or can raise the issue in the LMC through their representatives. Institute has students' redressal cell which deals with grievances of students. Anti-ragging cell, campus and hostel disciplinary action committee, women's grievance cell, student's information and guidance center, suggestion boxes etc., also exist. Any matter received by any of the above bodies is addressed immediately following proper procedure. Nonetheless, the fact is that during the last four years, none of these bodies have received any grievance either from the staff or from the students or any other stakeholder.

6.2.10 - During the last four years, had there been any instances of court cases filed by and against the Institute? Provide details on the issues and decisions of the courts on these?

There been no instances of any court case filed by or against the institution during the last four years.

6.2.11 - Does the Institution have a mechanism for analyzing student feedback on institutional performance? If 'yes', what was the outcome and response of the institution to such an effort?

Yes. The Institute has a well-developed mechanism for collection and analysis of students' feedback. The collected feedback is analysed by the IQAC, and its findings were submitted to the Principal. The following are the outcome and response of the Institute:

- a. It enabled introspection at personal and institutional level. The Principal shared this information in the College Council meetings and encouraged the faculty to take steps to overcome the deficiencies pointed out by the students. It also resulted in discussions about the kind of improvements needed.
- b. It has helped the Institute to plan the institutions strategies and action plan for the coming year. Based on the students' feedback the Institute redesigned the workshops in research methodology.
- c. The feedback data indicated that a section of students were not satisfied with the performance of some of the teachers. The Principal communicated this information to the teachers concerned and encouraged them to improve their performance.
- d. Similarly, the feedback data indicated that a section of students were highly satisfied with the performance of some of the teachers. The Principal communicated this information to the teachers concerned and appreciated their efforts, which was a step to sustain the good performance of these teachers.

6.3 Faculty Empowerment Strategies

6.3.1 - What are the efforts made by the institution to enhance the professional development of its teaching and non-teaching staff?

During the last four academic years, thirty eight (38) eminent social scientists/ social thinkers/ social workers / social work educators/ medical doctors, both from India and abroad, visited the Institute and took part in a variety of activities. These activities were an excellent medium for exposing the faculty to advanced level of knowledge, skills and attitudes to enhance professional development (*Also refer to details given under 3.1.8*).

The Institute organized various workshops and seminars from time to time as well as encouraged the staff to attend seminars, workshops and training programmes organized by other organizations at local to international levels to enhance professional development. Some of such activities are listed under 6.3.2.

The Institute also encouraged the faculty to contribute to the development of the profession by way of writing books, presentation of research based papers and undertake research.

The faculty was given duty leave to participate in refresher courses, orientation courses, for taking part in consultancy services to other organizations, and to attend seminars, workshops and training programmes. As a policy, the Institute never refuses permission to faculty to attend such activities aimed at professional development. As a result, during the last four years, the Faculty functioned as Resource Persons in 208 events outside the Institute; attended more than 100 seminars/workshops organized by various agencies; and presented/published 67 research papers/books (*Also refer to details given under 2.4.3*).

All Faculty members are encouraged to involve themselves in field action projects. Five Faculty members are actively associated with field action projects of the Institute.

Institute is a member of the International Federation of Social Workers and Association of Schools of Social Work in India. Faculty is also encouraged to take membership in professional organizations like MASWE, NUTA, NAPSW etc.

Non-teaching staff was also deputed to attend training programmes whenever such programmes were announced.

6.3.2 - What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

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. The faculty was given duty leave to participate in such activities. As a policy,

the Institute never refuses permission to faculty to attend such activities aimed at professional development.

The Institute has organized workshops on different subjects on a regular basis. During the past four years, the Institute organized more than 30 such activities. 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 members to attend similar workshop organized by the Board of Studies in Social Work at the University level.

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.

6.3.3 - Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

The Institute has developed a system for capturing all information on multiple activities, like attending seminars /conferences, paper presentations, publication of papers, publication of books, functioning as resource persons outside the institute, and appointment in committees outside the Institute, etc. The faculty members are required to inform the office along with documentary proof of their involvement in such activities. The office in turn captures all those details in the said system with the help of computer. Information on the involvement of the faculty in filed action projects are also captured through respective reports of such activities.

Each year, it is mandatory for all faculty members to submit their 'Self Appraisal Reports' in the prescribed 'Performance Appraisal' formats. The Principal verifies the 'Self Appraisal Reports' in the light of the data available in the office (captured in the above computerized system) thus ensuring an objective appraisal.

6.3.4 - What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

The Principal verifies each 'Self Appraisal Reports' and ensures its authenticity. If there are inaccuracies in such reports, the same is pointed out to the faculty concerned and subsequently rectified. After such verification, the reports are maintained in the office. Principal appraises the management during the LMC meetings about the performance of the staff.

The verified 'Performance Appraisal Reports' are considered by the 'Placement Committees' appointed by the University at the time of promotions or placement of the faculty in higher pay scales.

6.3.5 – What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

The following welfare schemes are available to the permanent staff of the Institute:

- a. LTC within the state of Maharashtra.
- b. Home town travel reimbursements.
- c. Medical reimbursement for self and dependents.
- d. Non-refundable loans from Provident Fund account.
- e. Advance payment to nonteaching staff in case of delays in salary.
- f. Leave encashment benefits.

The non-teaching staff in the class IV category (peons etc) are also entitled to the following benefits (which are not available to other staff members):

- a. Staff quarter facility.
- b. Washing allowances.
- c. Cycle facility for official work.
- d. Cycle maintenance and repairing allowances.

About 20 percent of the teaching staff and about 50 percent of the non-teaching staff have availed the benefits of the above welfare schemes during the last four years.

6.3.6 – What are the measures taken by the Institution for attracting and retaining eminent faculty?

Advertisements about vacant faculty positions are widely published – through national newspapers, employment exchange and the website. Recruitment for the permanent posts is done strictly on the basis the policies, directives, rules and regulations of the Higher Education Department of the Govt. of Maharashtra, Rashtrasant Tukadoji Maharaj Nagpur University, and the University Grants Commission.

The Institute renders all possible administrative support and submits proposals in time and invites Committees from the University for the placements to higher pay scales and promotions of the faculty.

Faculty who wish to apply for extension of retirement age (as per rules) are fully supported and encouraged to do so (One senior faculty was thus retained for two more years after superannuation). Thus the institution makes all efforts to retain eminent faculty.

6.4 Financial Management and Resource Mobilization

6.4.1 -What is the institutional mechanism to monitor effective and efficient use

of available financial resources?

The Institute prepares annual budgets of each of its activities. While preparing the budgets, care is taken to ensure the availability of financial resources and to ensure that the resources are allocated for optimum impact. These budget estimates are scrutinized by the Local Management Committee, which finally gives its approval.

During the year, periodical reviews are undertaken to ensure the required expenses as per the approved budget heads, so as to avoid lapse of available resources from the governmental sources or the UGC.

6.4.2 - What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

The internal audit is done by the office staff with the help of the Principal. This is an ongoing work. The Principal endorses every financial transaction before payments are released. Care is taken to ensure that each financial transaction has authentic supporting bills/vouchers.

External auditor is appointed by the parent body, which is Matru Sewa Sangh. The Matru Sewa Sangh appoints a common auditor for all its activities. During the past four years the external audit is carried out by the same external auditor, namely, Mrs Sujata M. Oak, Chartered Accountant. The last audit was completed in 31 July 2013.

There were no audit objections in the last audit. The auditors had given the following advice to the parent body:

- a. "Trustees are advised to prepare a register of immovable properties and movable properties and produce before Auditors at time of Audit.
- b. That strong measures by way of designing a fool proof plan of internal control be introduced and various checks and balances be put in place.
- c. That Bank accounts, of all projects and units, be opened in the name of the President, General Secretary and Treasurer with operation being undertaken by any of the two. The Head of the Unit/Institution be given delegated power to incur expenditure with prudential financial limits properly defined.
- d. All the receipt in cash of donations, fees or other income and revenue be deposited in bank next day. The daily expenditure of the trust/unit/institution be incurred from the cash maintained with cashier which is to be replenished periodically by withdrawal from bank account."

Details on compliance are as follows: The advice was placed before the parent body which is initiating suitable steps. So far as advice 'c)' is concerned, as per University/Government directives, salary account and NSS account cannot be operated by President/Secretary/Treasurer of the parent body, and hence cannot be implemented. All other accounts of the Institute are jointly operated.

6.4.3 - What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institution, if any.

Major sources of institutional receipts/funding are the following:

- i. Department of Higher Education, Government of Maharashtra.
- ii. University Grants Commission.
- iii. Ministry of Women and Child Development, Government of India.
- iv. Maharashtra State Social Welfare Advisory Board.
- v. GFATM (Tata Institute of Social Sciences, Mumbai).
- vi. The Matru Sewa Sangh, Nagpur.

The deficits were managed from financial inputs from the parent body.

*(Audited income and expenditure statements of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institution is given as **Annexures 2 to 6.**)*

6.4.4 - Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

Nil

6.5 Internal Quality Assurance System (IQAS)

6.5.1 – Internal Quality Assurance Cell (IQAC)

- a. **Has the institution established an Internal Quality Assurance Cell (IQAC)? If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?**

Yes. The Institute has established an Internal Quality Assurance Cell (IQAC). The policy of the Institute is to ensure that the IQAC is involved in the quality assurance efforts of the Institute and to take suggestions from the IQAC for improving the quality of its activities. As a result of this policy, the Institute has facilitated regular meetings of the IQAC and ensured that the IQAC is continuously engaged in promoting the self-evaluation of the institution. The IQAC is authorized to monitor the preparation of the AQARs and to make suggestions for quality enhancement.

It is the policy of the Institute to bring the following institutional aspects before the IQAC:

- Curricular aspects, teaching learning and evaluation process, quality of field work, and quality of education.
- Status and quality of research and consultancy assignments.
- Efforts for improvement of infrastructure and technical aspects.
- Efforts towards participatory management involving teachers and students.
- Progression and support to the students.
- Healthy practices initiated by the Institute.
- Information on field action projects of the Institute.
- Information on seminars workshops etc., for improvement of skill, knowledge base and intellectual milieu.
- Information about organizational administration and management.

b. How many decisions of the IQAC have been approved by the management/ authorities for implementation and how many of them were actually implemented?

The IQAC recommended the setting up of alumni association and holding of Alumni Meets every year. The IQAC also suggested installation of biometric attendance system for staff of the Institute. Holding of Parents' Meet every year was another suggestion of the IQAC. The IQAC also suggested setting up of different Boards and a Research Resources Cell. All these suggestions have been implemented by the management. All decisions of IQAC are approved by the management as members of the management are also members of IQAC.

c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.

Internal Quality Assurance Cell always has two external members. Both of them are very active members. They significantly contribute to the discussion and decisions of IQAC. Their contributions are recorded in the minutes of the meetings of IQAC. They make an effort to study the Annual Reports and AQARs of the Institute and monitor the efforts of the Institute in assuring quality in all its activities. The suggestions for Alumni Meets, Parents' Meets, and installation of biometric equipment for registering attendance of faculty, as indicated above, were made by the external members.

d. How do students and alumni contribute to the effective functioning of the IQAC?

The feedback received from the students and alumni are placed before the IQAC for its consideration. Thus the IQAC gets to know the pulse of the students and alumni about the functioning of the Institute, which helps in its effective functioning.

e. How does the IQAC communicate and engage staff from different constituents of the institution?

The suggestions of the IQAC are shared by the Principal with the faculty of the Institute during the College Council meetings and the meetings of the Local Managing Committee

(which has staff representation). Informal meetings of the staff were also organized with the external members of the IQAC.

6.5.2 - Does the institution have an integrated framework for Quality Assurance of the academic and administrative activities? If 'yes', give details on its operationalisation.

For academic and administrative quality assurance, various activities are planned. At the beginning of each session IQAC formulates objectives for quality improvement. Various programmes and activities enhance quality, provide varied experiences and exposure, they facilitate learning process along with sensitization of the students on various current issues; create awareness of avenues for social work intervention. Hence, with this perspective number of programmes and activities are planned and implemented for all stakeholder (as mentioned under 6.3.2).

Frame work for quality assurance has included collaborative perspective hence various academic activities in collaboration with external organizations are undertaken. Environmental issues and current social issues are included in the frame work, thus framework in integrated frame work. Activities cited in 6.3.2 explain its operational aspect.

6.5.3 - Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If 'yes', give details enumerating its impact.

Institute arranged a series of workshops and training programmes as follows for the staff on various issues with a focus on quality assurance during the last four years:

- Faculty Workshop on themes for skill laboratory sessions.
- Faculty Workshop on converting annual pattern of exam in to semester pattern (2009-2010).
- Workshop on pension procedures.
- Computer and internet training for teachers.
- SOUL training to Librarian and Library Assistant.
- Training in Master Software for Administrative Staff (2011- 2010)
- Two state level faculty development workshops.
- Non-Teaching staff attended a State Level Training for Administrative Staff held at BP National Inst. of Social Work held on 3-4 March 2012.
- University level Faculty workshop on field work in the criminal justice system.
- Onsite/Online training has been organized by the University for Administrative Staff from time to time for computerization of admission, examination and scholarship related work.

Impact of these quality assurance efforts are witnessed in the following:

- Skill laboratory has been institutionalized as an integral part of teaching-learning process with enhanced expertise of the faculty.
- Quality of field work supervision has enhanced.
- Use of computers by the faculty has increased.
- The Library staff has initiated steps for computerization of the Library.
- The Administrative Staff has become more skilful in handling online processes.

6.5.4 - Does the institution undertake Academic Audit or other external review of the academic provisions? If 'yes', how are the outcomes used to improve the institutional activities?

No. So far the Institute has not undertaken Academic Audit or other external review of the academic provisions.

6.5.5 - How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/ regulatory authorities?

Theory, social work practicum and research are the three vital components of the curriculum of social work education prescribed by the University. These are in consonance with the UGC guidelines. The Institute makes all efforts to implement the syllabus in the best possible manner.

Theory classes are held with all seriousness as per the declared timetable. As part of the internal quality assurance, measures like maintaining attendance records theory classes, field work attendance records, conference sheets, conducting class tests, objective evaluation, organizing skill labs, etc., are meticulously followed. Equal importance is given to quality in imparting theory as well as field work training.

The Institute complies with all the directives of the University with regard to admissions, teaching-learning mechanisms, pedagogy, and evaluation. Periodical reports are submitted to the University. Similarly, the norms prescribed by the NAAC are fully complied with. Annual Quality Assurance Reports are submitted to NAAC every year.

6.5.6 - What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

Self-appraisal forms, computation of API scores, student's feed-back forms, evaluation of students' performance in theory, field work and research through written examinations and viva voce are the mechanisms in place to review the teaching learning process. Various Boards are constituted to ensure faculty participation in all academic and co-curricular activities. These Boards review their work through periodical meetings. All these mechanisms have helped the Institute in ensuring success of majority of its students in University examinations. Yet another outcome was that the Institute was

reaccredited with an 'A' Grade in 2009. The Institute has carved a niche for itself as a centre for quality social work education.

6.5.7 - How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

The Prospectus and the website are two main channels for communicating, quality assurance policies and mechanisms of the institute to the stakeholders. The AQAR communicates with an external stakeholder like NAAC. Page One, the in-house news bulletin communicates about the quality outcomes to the internal stakeholders.

Placement brochures communicates with external stakeholders i.e., mainly employers who conduct campus interviews.

Any other relevant information regarding Governance Leadership and Management which the college would like to include.

Nil