

10. Post-accreditation Initiatives

If the college has already undergone the accreditation process by NAAC, please highlight the significant quality sustenance and enhancement measures undertaken during the last four years. The narrative may not exceed ten pages. (Refer section IX of Guidelines for Assessment and Accreditation)

The Beginnings: Late Padmashri Kamlati Hospet (1896-1981), a child widow, established the Matru Sewa Sangh in 1921 along with another child widow, Smt Venutai Nene. The MSS, an all-women organization since inception, runs a chain of maternity homes, hospitals, institute for nurses' training and other activities with a special focus on women, children, the elderly, the mentally challenged, and other vulnerable groups. Through its record of service, dedication and commitment, it occupies a special stature on the voluntary sector skyline of central India. One of its important activities of MSS is the Matru Sewa Sangh Institute of Social Work (MSSISW). The MSSISW was founded by Late Dr (Miss) Satyabala Tayal, a Gandhian and Bhoodan activist from Haryana, in 1958. The MSSISW which celebrated its Golden Jubilee over a period of two calendar years in 2007 & 2008, with its rich heritage and proud legacy has carved a niche for itself in the realm of social work education in the country.

The MSSISW is affiliated to the Rashtrasant Tukadoji Maharaj Nagpur University (earlier known as Nagpur University). It is one of the oldest colleges of Social Work education in the country and the oldest in Vidarbha and the central India. The MSSISW, over the years, has played a leadership role, through its trendsetting examples and initiatives and its uncompromising insistence on quality education. The MSSISW is the first college of Social Work in the Vidarbha region to get itself accredited by the NAAC in the year 2003. The MSSISW receives salary grants from the state government for the UG courses. The PG programmes, including MSW and M.Phil (Social Work), do not receive salary grants and are self-financing in nature. The Institute, which is centrally located, has its own well maintained infrastructure, facilities and human resource to provide high quality education.

Curricular Aspects: Wide range of academic programmes – from Certificate to M.Phil and Ph.D. The Institute follows the curriculum prescribed by the Rashtrasant Tukadoji Maharaj Nagpur University. Offers four specializations at the MSW level. It has made a significant contribution to the curriculum development process at the university level through at many of its faculty (two were members of the previous Board of Studies in Social Work at Nagpur University) and the Principal who served as special invitee of the BoS for the curriculum reform work in 2011. The Institute made valuable inputs for syllabus reforms and introduction of semester system at the MSW level in 2012-2013. The MSSISW also played a lead role in providing training to social work educators for implementing the semester pattern efficiently. Feedback from the alumni, employers and field work agencies and other stakeholders was used as inputs for curricular reforms. The Institute is currently being consulted on syllabus modification and introduction of semester pattern at the UG level. The Institute has demonstrated its preparedness and willingness to go beyond the prescribed curriculum to enhance the quality of the educational programmes. A series of workshops and interfaces were organized with eminent

social scientists/ thinkers/ social workers/ activists and others, every year to supplement the curriculum. Currently, the Institute is offering social work courses at all levels, and four specialization programmes at the MSW level.

Admissions & Students: Wide publicity of the courses is given through local newspapers, website, and face to face communication. Wide access and equity are ensured during the admission process which is highly transparent. The fact that the Institute has attracts students from more than 15 states of the country and that students from a foreign country like Israel are regularly placed with the Institute for their International Social Work Training, is eloquent testimony for the high quality of educational ambience that prevails here. Reservation norms are strictly adhered to and the Institute provides an enabling environment for the physically challenged and the socially disadvantaged groups. Its focus on all strata of the society is clear from the fact that more than half its students are drawn from socially and economically weaker sections. The gender balance of students is skewed in favour of women. The needs of advanced learners and slow learners are taken care of. The size of its student population is ideal and the well-thought out systems for monitoring the performance of students ensure that the progress of all students receives equal attention of the well-qualified and experienced faculty.

Teaching-Learning and Evaluation: The teaching-learning process stands out amongst all the strengths of this Institute. The emphasis is on interactive, dialogical and participatory teaching-learning with the use of a multiplicity of methodologies such as discussions, paper-presentations, workshops, individual research projects (group research projects at the undergraduate level), seminars & projects (involving presentations by students), role plays, street plays, educational visits and tours, rural camp, skill laboratory sessions with audio-visual aids and games, field practicum (concurrent placement learning), and research conferences as a special form of tutorials, block placement / internment etc. in addition to the classroom lectures. The Institute follows a mixed-language approach – using English, Hindi, and Marathi – as there are students from different language groups. Audio-visual equipment like OHPs and LCD Projectors are frequently used.

Teaching-learning is further facilitated and enriched through mechanisms such as the Internet Club, the Students' Social Work Forum, the Skill Laboratory, the organization of seminars, workshops, colloquiums and classroom level workshops etc.

The seriousness attached to field work activities, is another strongpoint of the Institute. Weekly conferences of the students with the field work and research supervisors, which is a hallmark of the Institute, also served as a specialized form of tutorials, which richly complements the teaching-learning process.

The student-evaluation process is by and large prescribed by the university and consists of both written examinations and viva-voce at the end of the year. However, in addition, this Institute has been following other practices such as periodic class tests, assignments, and classroom presentations by students etc. to engage the students in learning activities throughout the year. The field work and research supervisors also engage in continuous assessment of the performance of the students, all through the academic session.

The Institute has been one of the first to introduce and sustain the practice of the evaluation of teachers by students. The Institute has introduced a fool-proof of system in this regard.

Library: The rich computerized library of the Institute with many national and international journals, with free internet, INLIBNET and wi-fi facility, with open access to books, a bulletin board for new arrivals and a variety of other services is undoubtedly the best in the region and is well utilized by not only the faculty and students of the Institute but other scholars as well to enhance their learning requirements. Through the formation of the Internet Club and free internet facilities in the Library, the Institute has been promoting computer literacy and the use of the internet as a learning resource by the students. Using SOUL software, the Institute has initiated steps for the computerization of the Library.

Human Resource: The Institute's experienced faculty is well-qualified with all its permanent teachers possessing Ph.D. and M. Phil. qualifications. Among the permanent teachers, only one is yet to get her PhD degree, although she has submitted her thesis. The Principal is the member of Board of Studies in Social Work in two universities - Pune University and Devi Ahilya Vishwavidyalaya, Indore- and one faculty member is the member of Board of Studies in Social Work in Gondwana University. The Principal is a paper setter for SET of Maharashtra and AP and one faculty member has been a paper setter for NET.

A very high proportion of the sanctioned posts is filled and the rules related to reservations etc. are strictly followed. The teaching and non-teaching staff appointed on sanctioned posts get all the facilities as per rules. The Institute extends full support to the employees and this contributes to their improved performance, motivation and commitment. The Institute also encourages and supports the faculty and staff in other ways such as the provision of study leave, duty leave, support for availing the facility of FIP, and provision of lien. Faculty are encouraged to participate in and also to organize seminars/ conferences etc., so as to enhance their qualifications and skills. Many of them have been appointed in various committees/bodies of the University and other organizations. They are also encouraged to work as resource persons/ consultants etc. in other institutions as well so that their capabilities are further strengthened and are put to optimum use for the benefit of the society.

Seminars and Publications: The Principal and a few faculty members have participated in international events and presented papers abroad. All the faculty members have presented papers in national/ state level seminars/workshops. On an average the faculty attended more than 30 seminars/workshops in an academic year. Many papers in refereed journals and several social work books (in Marathi) have been published. Papers/articles have also been published in reports of national seminars, compendiums, newspapers etc.

Research and Consultancy: Research, consultancy and extension activities have a high priority on the agenda of the Institute. Each MSW/MPhil Student has to engage in independent research work under the supervision of a faculty. At the undergraduate level, group project is an integral component of field work. A Board of

Research strengthens the research work of students and conducts a series of workshops in research methods for the benefit of the students. Practice viva-voce is also conducted.

Nine faculty members are approved guides for doctoral research. All faculty members are engaged in guidance of MSW/M.Phil level research. Several research projects have been completed by the faculty, including a UGC sponsored Major Research Project titled, "Major Rivers in India (Ganga, Jamuna, Godawari, Cauveri, Krishna and Narmada): Culture, Literature and Life Style on River Banks". She is currently pursuing a second Major Research Project titled "Nomadic Tribes of India: Culture and Literature". Two faculty members were involved in international collaborative research projects with foreign universities. No other college of social work in the region has earned these rare distinctions.

Over the last five years the research activities have been considerably strengthened. Several faculty members have engaged themselves in consultancy related to research and completed such assignments successfully. Almost all faculty members have engaged in consultancy (in several forms) to various social development organizations, both governmental and non-governmental.

Field Action Projects: From early days, the Institute has a history of initiating Field Action Projects. At present the Institute is engaged in the following Field Action Projects – the Special Cell for Women in Distress (Family Counselling Centre) at Dhantoli Police Station (supported by the CSWB), the Nodal Agency of Nagpur Childline (supported by the Ministry of Women and Child Development, GoI), GFATM – Saksham Counselling Component (in collaboration with the Tata Institute of Social Sciences), Community Action for Environment (CAFÉ), and the School Social Work Programme. It also ran a project called for Social Work Intervention for Promotion of Juvenile Justice for over two years on an experimental basis with financial support from the Rotary Club. Besides, through the National Service Scheme Unit and also through the work of its faculty and the practicum work of its students, the Institute has made an appreciable contribution in the area of extension.

Infrastructure and Learning Resources : The Institute, located in its own spacious building on a 1.26 acre campus, has a sufficient number of class rooms, staff rooms, library, reading room, common spaces, playground etc., for all its present academic, co-curricular and extra-curricular activities. The classrooms are well-equipped with furniture, lecture platforms, fans, lights, Green Boards, OHPs, LCD projectors etc., The college has other audio-visual aids such as, public address system, television, DVD player etc. It has 16 computers out of which 13 are connected to LAN. Broadband Internet facility using ten telephone lines is also available. The library is wi-fi enabled. Independent cubicles for the faculty and modern workstations for the administrative staff are available. Reprographic facilities, parking facilities, on-campus hostel facilities for women, adequate toilet facilities, water cooler with water purifier, power inverters, portable gensets etc. are available. The infrastructure is being suitably augmented and optimally utilized and is well maintained. An amount of more than Rs. Fifty Three lakhs (approximately) was spent during the last four years on infrastructure augmentation and maintenance.

Student Support and Progression: Student population of the Institute is a very heterogeneous group, linguistically, culturally, socially and gender-wise. Many are drawn from socially and economically disadvantaged sections of the society. Conscious efforts have been made to minimise drop-out rate among the students through mentoring, counselling and financial assistance through scholarships and freeships. More than 54 % of the students received such assistance during the last academic year. On an average, in the last four years, more than 44 percent of the UG students progressed to further studies (i.e. MSW) and about 10 percent progressed from MSW II to the M. Phil. course.

Excellent Results: The examination results of the students have been consistently excellent, both in terms of pass percentage and the number of University rank holders. Several awards and scholarships are given to the students on the basis of merit or merit-cum-means basis to encourage them in academic progress. There was cent percent success rate in CSW, 71 percent success in BSW and 91 percent success in MSW course during the last academic session.

Job Placement : A Board of Job Placement is in existence and through information sharing, campus interviews, publication of placement brochures etc., it greatly facilitates the job placement of students. All the MSW students who are interested in working get job offers and many of them get placed through the efforts of the Board. On an average, 5-6 organizations regularly conduct campus interviews every year. More than 40 percent PG students are placed through campus selection every year. The Institute also encourages and motivates its students to become social entrepreneurs. With this view, occasional programmes are organized for additional inputs regarding formation and registration of NGOs, NGO management and preparation of project proposals.

Alumni Association: An Alumni Association is in existence since 2001-2002. The Institute and its alumni share a mutually supportive relationship. The Institute felicitates the outstanding alumni for their achievements. The alumni participate in the seminars, workshops and other events and share their expertise and experiences with the students and the faculty. The alumni association has been contributing towards disseminating information about various academic programmes of the Institute and in creating an endowment for helping students who are economically weak. They have also contributed towards subscription of a few journals in the Library. Efforts are on for registering the alumni association.

Governance and Leadership : The Institute has well defined statements of vision, mission, aims and objectives and guiding values. These are in consonance with the objectives of the higher education policies of the nation. All activities of the Institute are geared towards the achievement of the goals. The Local Managing Committee (LMC) is constituted as per the provisions of the Maharashtra Universities Act, with adequate staff representation. All members of the LMC are highly educated. The President of the Matru Sewa Sangh is the Chairperson of the LMC and the Principal is the ex-officio Secretary of the LMC. The Executive Committee of the Matru Sewa Sangh is the superior governing body. The LMC meets at least four times in a year and takes major financial, administrative and other policy decisions. The management takes keen interest in the functioning and progress of the Institute. The governance of the Institute is characterized by a democratic, participatory and

humane approach. Delegation and decentralization of work is achieved through the formation of many Boards. The value of obtaining the relevant information and feedback is recognized by the Institute. Proper systems are in place for eliciting feedback from the stakeholders and for the performance appraisal of faculty. The decentralized, collaborative and transparent approach deeply influences the quality of the educational programmes by contributing to efficiency in the various processes.

The college prepares proposals for development assistance, from the UGC, during respective plan periods. These proposals serve as the perspective plan documents of the Institute. The statements of vision, mission, aims and objectives of the Institute are communicated to all through the website, prospectus, annual reports, placement brochure, information brochure etc. The ideal size of the Institute facilitates good internal co-ordination and monitoring. The budgetary provisions are maintained and fulfilled as per the directions of the Joint Director, Higher Education, the UGC and the RTM Nagpur University. Optimum use of available financial resources is done by way of judicious allocation and expenditure on academic and administrative activities and maintenance.

Institutionalizing Innovative Practices : The establishment of the IQAC (in 2004) and its sustenance is in itself an affirmation of the commitment of the Institute towards quality enhancement, assurance and sustenance. This constantly reminds all the constituents of the Institute about the need for achieving greater heights. The Cell gives a broad direction to the efforts for quality improvement in various areas.

The Institute has made appreciable efforts to promote and Institutionalize many Best Practices. They are: Setting up of several Boards for encouraging participatory governance; Setting up of the Research Resources Cell and encouragement to faculty for research and consultancy work; The Internet Club; The Wall Magazine; Students' Social Work Forum; Life Skills Education; Student Evaluation of Teachers; Research methodology workshops at different stages of student research project; Systems for Monitoring Students' Performance; Systems for Collection of Feedback from students; Opportunity to each Teacher to Organize Events; Board of Grievance Redressal; The English Corner; Encouraging Students to avail Volunteering Opportunities; Board of Job Placement; Involving Students in various Boards; Felicitation of Students through Awards; The Literary Club etc.

The Students' Council is very active in the Institute. Through the Students' Council, the Students Social Work Forum and the NSS the students learn to organize and participate in a variety of programmes, including academic, social, cultural and sports events. The students are represented on several Boards and committees at the Institute and actively participate as volunteers in the process of organization of academic and other events. These mechanisms also provides the students opportunities for creative expression.

Epilogue: The concern for inclusiveness is palpable in the Institute. Gender sensitivity and enabling environment for the disadvantaged groups (including economically disadvantaged and those from rural areas) are unmistakable traits of the Institute. The Institute invites and interacts with Government officials, grant-giving authorities, NGO representatives, university authorities, parents, alumni, scholars, social work practitioners, representatives from the community and others

from time to time. Their experience and expertise is availed of by the Institute by inviting them as resource persons for a variety of events. The Institute recognizes the importance of all stakeholders and has good relations with them. The stakeholders' perception of the Institute is very good and they work in partnership with the Institute to enrich the educational programmes. The activities of the Institute have a community-orientation and it is one of the objectives of the Institute to promote civic consciousness and a sense of social responsibility.

The Core Values of the NAAC and the core values of our Institute are consonant with each other, convergent and overlapping. All our activities are characterized by the quest for excellence so that our students are well equipped with global competencies and are conversant with the use of the latest educational technology for contributing to human, social and national development with a firm grounding in a value-base that is so essential in contemporary times.

In conclusion, it may be said that the Institute has made sincere efforts in the last five years of the post-accreditation phase towards quality improvement, consolidation, assurance and sustenance. NAAC reaccreditation is yet another occasion for the Institute to reaffirm its commitment to achieve greater heights.

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