

**The Annual Quality Assurance Report (AQAR) of the IQAC
2007-2008**

Part – A

1. Details of the Institution

1.1 Name of the Institution

College of Social Work

1.2 Address Line 1

Nirmala Niketan

Address Line 2

38, New Marine Lines

City/Town

Mumbai

State

Maharashtra

Pin Code

400 020

Institution e-mail address

nn@cswnn.edu.in

Contact Nos.

022-22002615; 022-22067345

Name of the Head of the Institution:

Dr. MARY ALPHONSE

Tel. No. with STD Code:

022-22002615, 022-22067345

Mobile:

09892874410 (Dr. Geeta Balakrishnan)

09820327249 (Prof. Anjali Kanitkar)

Name of the IQAC Co-ordinator:

Mrs. FARIDA LAMBAY

Mobile:

09820098085

IQAC e-mail address:

iqaccsw@gmail.com

1.3 NAAC Track ID (For ex. MHCOGN 18879)

MHCOGN10106

1.4 NAAC Executive Committee No. & Date:

(For Example EC/32/A&A/143 dated 3-5-2004.

This EC no. is available in the right corner- bottom of your institution's Accreditation Certificate)

March 31, 2007/RA/007

1.5 Website address:

www.cswnn.edu.in

Web-link of the AQAR:

http://www.cswnn.edu.in/naac/aqar_2007_08.pdf

For ex. <http://www.ladykeanecollege.edu.in/AQAR2012-13.doc>

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 st Cycle	5 stars	75+	2001	2001-2006
2	2 nd Cycle	A+	930/1000	2007	2007-2012

1.7 Date of Establishment of IQAC :

DD/MM/YYYY

07/04/2004

1.8 AQAR for the year (for example 2010-11)

2007-2008

1.9 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC ((for example AQAR 2010-11 submitted to NAAC on 12-10-2011)

- i. AQAR 2007-2008 is the first after the Accreditation by NAAC in March 2007. This was submitted on 28/06/2008

1.10 Institutional Status

University State Central Deemed Private

Affiliated College Yes No

Constituent College Yes No

Autonomous college of UGC Yes No

Regulatory Agency approved Institution Yes No

(eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution Co-education Men Women

Urban Rural Tribal

Financial Status Grant-in-aid UGC 2(f) UGC 12B

Grant-in-aid + Self Financing Totally Self-financing

1.11 Type of Faculty/Programme

Arts Science Commerce Law PEI (Phys Edu)

TEI (Edu) Engineering Health Science Management

Others (Specify)

Social Work

1.12 Name of the Affiliating University (*for the Colleges*)

University of Mumbai

1.13 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University No

University with Potential for Excellence	No	UGC-CPE	No
DST Star Scheme	No	UGC-CE	No
UGC-Special Assistance Programme	No	DST-FIST	No
UGC-Innovative PG programmes	No	Any other (<i>Specify</i>)	-
UGC-COP Programmes	No		

2. IQAC Composition and Activities

2.1 No. of Teachers	5					
2.2 No. of Administrative/Technical staff	1					
2.3 No. of students	0					
2.4 No. of Management representatives	1					
2.5 No. of Alumni	0					
2.6 No. of any other stakeholder and community representatives	0					
2.7 No. of Employers/ Industrialists	0					
2.8 No. of other External Experts	1					
2.9 Total No. of members	8					
2.10 No. of IQAC meetings held	6					
2.11 No. of meetings with various stakeholders:	No.	4	Faculty	2		
Non-Teaching Staff	2	Students	Alumni	Nil	Others	Nil

2.12 Has IQAC received any funding from UGC during the year? Yes No

If yes, mention the amount

NA

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos. International National State Institution Level

(ii) Themes

Semester System-3; Foundation for Academic Excellence and Access-1; Gender Training for Police Personnel- 1

2.14 Significant Activities and contributions made by IQAC

Pathways programme of Ford Foundation run under FAEA: 12 students benefitted from exposure visit and special mentoring

Police training Workshops- MoU signed with Mumbai Police; 8 sessions on Gender Sensitisation conducted by faculty members for police personnel

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year *

Plan of Action	Achievements
<p>Working on semester system to be introduced at PG and UG level. The semester system will be introduced at the BSW level in 2008 to be followed thereafter by MSW.</p> <p>The Directorate of Social Welfare made it mandatory to increase student-staff ratio from 10:1 to 14:1 The College is planning to initiate distance education courses in collaboration with IGNOU.</p> <p>The College is planning to extend International Exchange programmes to more Universities in other countries.</p> <p>The College is planning to raise funds for its Field Action Projects in the next academic year</p>	<p>Several talks of resource persons from other affiliated colleges and University Departments were organised to understand the merits and problems.</p> <p>The College made plans to increase space for classrooms to accommodate higher class strength.</p> <p>Certificate Courses were started on Disaster Management and Peace Education</p> <p>Dr Nader from Gavle University, Sweden visited College with two of his colleagues to explore possibilities for staff & student exchange.</p>

**Refer Annexure I for Academic calendar of the year 2007-08*

2.15 Whether the AQAR was placed in statutory body Yes No

Management Y Syndicate N Any other body Local Managing Committee

Provide the details of the action taken

Significant Achievements of the Year:
Approved New Accounting system for College
Classrooms to be restructured to create more space.

Part – B

Criterion – I

1. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	1	0	0	0
PG	1	0	0	0
UG	1	0	0	0
PG Diploma	0	0	0	0
Advanced Diploma	0	0	0	0
Diploma	1	0	1	0
Certificate	5	0	5	0
Others	0	0	0	0
Total	9	0	6	0

Interdisciplinary	___	___	___	___
Innovative	___	___	___	___

1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options-

ELECTIVE OPTION

(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	0
Trimester	0
Annual	2- BSW & MSW

1.3 Feedback from stakeholders* Alumni Parents Employers Students
(On all aspects)

Mode of feedback : Online Manual Co-operating schools (for PEI)

**Refer Annexure II for Teaching Assessment Questionnaire (TAQ)*

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

The BSW syllabus was revised from annual to semester system to be implemented from 2008-2009; the syllabus was also upgraded to include courses like Human Rights and Peace Education as electives

1.5 Any new Department/Centre introduced during the year. If yes, give details.

No

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
20	13	6	0	1

2.2 No. of permanent faculty with Ph.D.

5

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
2	2	0	0	0	0	0	0	2	2

2.4 No. of Guest and Visiting faculty and Temporary faculty:

Guest: 75

Visiting: 12

Temporary: 3

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended Seminars/ Workshops	1	8	7
Presented papers	0	4	3
Resource Persons	0	0	15

2.6 Innovative processes adopted by the institution in Teaching and Learning:

A Book Exhibition was put up by the Library to acquaint students with books not in frequent use by them, but useful to their studies

2.7 Total No. of actual teaching days during this academic year

180 days per year as per University rules

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)

Nil

2.9 No. of faculty members involved in curriculum restructuring/ revision/syllabus development as member of Board of Study (BoS)/Faculty/ Curriculum Development Workshop

Six in BoS

One in Academic Council

Nineteen in Syllabus Review Sub- Committees

2.10 Average percentage of attendance of students

90%

2.11 Course/Programme wise distribution of pass percentage :

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
BSW	38	1 (2.63%)	20 (52.63%)	17 (44.73%)		100%
MSW	43	2 (4.65%)	25 (58.13%)	13 (30.23 %)		93.02%

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes:

The IQAC took up the suggestions of the NAAC Peer Team given in the previous year and began the process of syllabus review for introducing the semester system at the UG level.

The IQAC also explored more international exchange programmes for enhancing exposure for staff and students

2.13 Initiatives undertaken towards faculty development

Faculty / Staff Development Programmes	Number of faculty benefitted
Refresher courses	–
UGC – Faculty Improvement Programme	–
HRD programmes	1 (ICSSR Fellowship)
Orientation programmes	–
Faculty exchange programme	–
Staff training conducted by the university	–
Staff training conducted by other institutions	–
Summer / Winter schools, Workshops, etc.	–
Others	

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff (Grant)	12	4	0	0
Technical Staff (Non Grant)	7	0	0	0
Administrative Staff (Non Grant)	13	0	0	0

Criterion – III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

The College has an independent Research Unit which takes up commissioned research. Faculty members are encouraged to collaborate with the Unit on projects

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	Two	Two		Two
	Mapping Nowhere Children: Registering the Births of Children in Vulnerable Circumstances in Mumbai		6.66	Yes
	Evaluation of the Sponsorship Programme and Allied Services.		3.49	Yes
		Exploration of Women's Daily Lives & Participation in the Formal Labour Market in Mumbai	2.99	
		Action Research on Prevention of Unintentional Injuries Among Children (0-14 years) in Mumbai	3.80	
Outlay in Rs. Lakhs	16.94			

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	Three	Two		Three
	Development of Materials for the National Convention of Children Against Child Labour Organized by CACL – Central Secretariat		0.60	Yes
	Mapping of the Criminal Justice System in Maharashtra		0.74	Yes
	Exploration of Women’s Daily Life and Participation in the Informal Labour Market		0.78	Yes
		Evaluation of Cooperatives and Micro-Finance Initiatives of YUVA (Youth for Unity and Voluntary Action)	0.54	
		A Process Evaluation of the ‘Communication of Health Messages Affecting Malnutrition Through Traditional Art Forms.	0.36	
Outlay in Rs. Lakhs	3.02			

3.4 Details on research publications

	International	National	Others
Peer Review Journals	1	5	-
Non-Peer Review Journals	-	-	4
e-Journals	-	-	-
Conference proceedings	-	-	-

3.5 Details on Impact factor of publications: NA

Range Average h-index Nos. in SCOPU

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received (After TDS Deducted)
Major projects	One to Two years	Plan India (FCRA), Department of Economics & Department of Psychology- California State University - San Marcos (FCRA), Safe Kids Foundation (India), Children of the World	16.94	15.05
Minor Projects	One to Two years	CACL, YUVA, PCGT (Public Concern for Governance Trust), Impact India Foundation	1.71	1.62
Interdisciplinary Projects				
Industry sponsored	One year	Rohuk Consultants	0.78	0.78
Projects sponsored by the University/ College				
Students research projects (other than compulsory by the University)				
Any other(Specify)				
Total			19.43	17.45

3.7 No. of books published i) With ISBN No. Chapters in Edited Books

ii) Without ISBN No.

3.8 No. of University Departments receiving funds from: **Nil**

UGC-SAP CAS DST-FIST
DPE DBT Scheme/funds

3.9 For colleges: Nil

Autonomy CPE DBT Star Scheme
 INSPIRE CE Any Other (specify)

3.10 Revenue generated through consultancy

3.11 No. of conferences

organised by the
Institution

Level	International	National	State	University	College
Number			1		4
Sponsoring agencies			Mumbai Police		College

3.12 No. of faculty served as experts, chairpersons or resource persons

3.13 No. of collaborations

International

National

Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs:

From Funding agency

From Management of University/College

Total

3.16 No. of patents received this year- Nil

Type of Patent		Number
National	Applied	--
	Granted	--
International	Applied	--
	Granted	--
Commercialised	Applied	--
	Granted	--

3.17 No. of research awards/ recognitions received by faculty and research fellows
Of the institute in the year- Nil

Total	International	National	State	University	Dist	College
Nil						

3.18 No. of faculty from the Institution who are Ph. D Guides and students registered under them

3.19 No. of Ph.D. awarded by faculty from the Institution

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)
JRF SRF Project Fellows Any other

3.21 No. of students Participated in NSS events: **NA**
University level State level
National level International level

3.22 No. of students participated in NCC events: **NA**
University level State level
National level International level

3.23 No. of Awards won in NSS: **NA**
University level State level
National level International level

3.24 No. of Awards won in NCC: **NA**
University level State level
National level International level

3.25 No. of Extension activities organized
University forum College forum
NCC NSS Any other

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

1. CHIRAG (a field action Project of the College), initiated SHGs of HIV positive persons; conducted income generation activities and training for positive families; campaigns for awareness on HIV were conducted in trains, in schools and in communities through street plays and posters. ART training conducted at drop-in centres.

2. AROEHAN (a field action Project of the College) Micro-planning exercise conducted in 226 hamlets of all 59 revenue villages of Mokhada tehsil in Thane district as a base-line appraisal for intervention in malnourishment deaths of tribal children; volunteer training programmes on MGNREGA were conducted; training programmes on Reproductive & child Health, appropriate nutrition in pre and post natal phase for pregnant and lactating mothers, and training programmes on nutrition were conducted for Anganwadi workers and ashram school children. Free eye camps and eye operations were conducted in collaboration with Talwada Hospital.

3.SWAYAM (a field action Project of the College) organised several workshops for youth groups, community health volunteers, school teachers of Kurla (L Ward) as part of disaster-preparedness and response-related skills programme; ran a “Keep Kurla Clean” campaign with school children in the area. The project won the Most Pro-Active Organisation of the Year Award for the second consecutive year from the organisation Garbage Concerns, Mumbai.

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	1664.2 sq. mts	--	--	1664.2 sq. mts
Class rooms	06 in Main campus and 03 in Extension Centre	--	--	Nine
Laboratories	One computer Laboratory	--	--	One
Seminar Halls	Two	--	--	Two
No. of important equipments purchased (\geq 1-0 lakh) during the current year.		<ul style="list-style-type: none"> • Pro Audio 100W Momo Amplifier (1), • Microphone With Stand • Philips Speakers (12) • Monitor Speaker with Volume Control (1) • G E 2850 Overhead Projector(1) • Student Mike ER 11/EM(2) 	UGC, Management	Same as Newly Created
Value of the equipment purchased during the year (Rs. in Lakhs)		0.777	UGC, Management	0.777
Others	--	--	--	--

4.2 Computerization of administration and library

A new website was launched for the College; a cyber café management software-The Cyber suite- was installed as it enables students to log in directly to the computers in college with their usernames and passwords; College Excel programme for enhancing communication between various constituencies of the College, was installed.

The Management gifted 24 computers to the College so that each teacher gets a computer at her/his desk.

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	-	-	196	101053	196	101053
Reference Books	-	-	-	-	-	-
e-Books	-	-	-	-	-	-
Journals	-	-	75	51765	70	51765
e-Journals	07	-	-	-	07	-
Digital Database	01	-	-	5000	01	5000
CD & Video	-	-	-	-	-	-
Others (specify)	-	-	-	-	-	-

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Inter net	Browsing Centres	Computer Centres	Office	Depart -ments	Others
Existing	24	24	2	Computer Lab	-	7	35	-
Added	48	6	Nil	-	-	-	-	-
Total	72	30	-	-	-	7	35	-

4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

As mentioned in 4.2 above.

Basic and Advanced computer courses started for students; 180 students from within College and 600 from outside, benefitted.

4.6 Amount spent on maintenance in lakhs:

i) ICT	4.11
ii) Campus Infrastructure and facilities	0
iii) Equipments	3.54
iv) Others	1.29
Total :	8.94

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

Students were informed at the beginning of the year, during Orientation Programme, about various scholarships available, especially the FAEA scholarships.

5.2 Efforts made by the institution for tracking the progression

The college is attempting to have an active Alumni Association to track student progression.

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others (Short Term Courses)
134	99	2	205

(b) No. of students outside the state (BSW+ MSW)

46

(c) No. of international students (BSW+MSW)

3

(d) Men (BSW+MSW)

Women (BSW+MSW)

No	%
67	29

No	%
166	71

Number of BSW+ MSW Students Last Year - 2006						Number of BSW+ MSW Students this Year- 2007					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OB C	Physically Challenged	Total
147	13	20	19	3	202	178	16	18	20	1	233

Demand ratio- 1:1.73 (BSW), 1: 3.83 (MSW)

Dropout %- 2% (BSW), 6% (MSW)

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

The College does not have an organised system of tracking student progression has been developed as yet; the only way to find out what students are doing after passing is through an active Alumni Association or on the basis of students requesting transcripts for further education within the country or abroad.

No. of students beneficiaries

-

5.5 No. of students qualified in these examinations: **No records available**

NET SET/SLET GATE CAT
IAS/IPS etc State PSC UPSC Others

5.6 Details of student counselling and career guidance

A new counsellor was appointed to the Counselling Centre; she also took charge of vocational guidance for the students and of the Job Placement Cell. Around 75 students approached the Counsellor for various kinds of help related to their personal issues. The Counsellor took sessions on writing resumes and facing interviews to help students seek jobs. Around 12 organisations approached the Job Placement Cell which enabled the placement of students (including alumni) to about 60 organisations in and around the city this year.

No. of students benefitted

75-counselling
60-job placements

5.7 Details of campus placement

On campus			Off Campus
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
12	80%	60	No records

5.8 Details of gender sensitization programmes

Eight training sessions to sensitise 35 Mumbai Police officers about gender violence
 Some faculty members involved in conducting sessions on gender equality for other colleges and non-profit organisations
 Students' Council celebrated the International Women's Day

5.9 Students Activities

5.9.1 No. of students participated in Sports, Games and other events- **Nil**

State/ University level National level International level

No. of students participated in cultural events- Nil

State/ University level National level International level

5.9.2 No. of medals /awards won by students in Sports, Games and other events- **Nil**

Sports : State/ University level National level International level

Cultural: State/ University level National level International level

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution	42	Rs.2.58
Financial support from government	37	Rs.1.54
Financial support from other sources	11	Rs.1.03
Number of students who received International/ National recognitions	Nil	Nil

5.11 Student organised / initiatives- **Nil**

Fairs : State/ University level National level International level
Exhibition: State/ University level National level International level

5.12 No. of social initiatives undertaken by the students

Students' Council organised 6 talks on socially relevant causes

5.13 Major grievances of students (if any) redressed: **No grievances**

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

The Vision Statement:

To contribute to the building up of a new social order in India based on human dignity and social justice. It is with a preferential option to work with the vulnerable and exploited groups in society towards their development and empowerment.

The College strives to relate the educational content of the courses to contemporary social reality such that the requisite knowledge, skills, attitudes and values are inculcated in students and they develop a keen sense of social responsibility and commitment to nation building.

As an academic institution, the College strives to build a cadre of professional social workers equipped with a keen intellectual ability to analyse the complexities of contemporary society and effectively intervene as catalysts of social change at multiple levels in society. In view of the changing social reality in the context of globalization, the College aims at creating among its students sensitivity to regional, national and global issues and a critical perspective about national and international dynamics affecting marginalized populations. The College also aims that this cadre of professionals shall build their life on a strong value foundation such as compassion, personal integrity, tolerance, moderation and respect towards self and others, to usher in a society where human rights, social justice and dignity are valued above all.

The Mission of the College:

The mission of the College is to build a cadre of qualified, committed personnel who will be trained to become aware of social ills so as to mitigate them and promote an egalitarian, participatory and democratic society. The College will develop dialogical and interactional training to disseminate information about social situations in India and other countries, and build values of social justice and human rights in classroom teaching and through field practice. The College, through innovative field action projects will demonstrate the complementarity of knowledge, skills and attitudes essential to professional social work. The College through all its programmes and projects will make a commitment to praxis and promote knowledge-building through an ongoing process of critical inquiry – in classroom teaching, in field action, in research and other extension work.

6.2 Does the Institution have a management Information System.

The College keeps records of students' profile, attendance, field work records, workshops and seminars, scholarships, performance in internal and external evaluation, teachers' leave, research studies, assets, appraisals, etc

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

6.3.2

The College is preparing for revising the undergraduate curriculum to the semester format. Faculty sub-committees were formed and have started working for the same.

As this was a post-NAAC year, there have been no new additions or changes to the teaching-learning process.

6.3.3 Examination and Evaluation

No changes were introduced this year.

6.3.4 Research and Development

The Research Unit continued to function as before

6.3.5 Library, ICT and physical infrastructure / instrumentation

Book Exhibition held by library; Teachers were given computers;
New CDs, DVDs added to AV unit

6.3.6 Human Resource Management

College continued to function with the same number of approved staff; some field instructors were appointed by the Management.

6.3.7 Faculty and Staff recruitment

2 faculty members appointed on leave vacancy; 2 new junior clerks appointed

6.3.8 Industry Interaction / Collaboration

Nil

6.3.9 Admission of Students

Admission Policy continued

6.4 Welfare schemes for

Teaching	Interest free loans
Non teaching	Interest free loans for the staff and for their children's education
Students	Interest free Educational loans, 50% travel for students in rural placement

6.5 Total corpus fund generated

Rs. 3.2 lakhs

6.6 Whether annual financial audit has been done

Yes

No

6.7 Whether Academic and Administrative Audit (AAA) has been done? **No**

NAAC Accreditation done in March 2007 – 2nd cycle

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No	--	No	--
Administrative	No	--	No	--

6.8 Does the University/ Autonomous College declares results within 30 days? **NA**

For UG Programmes

Yes

No

For PG Programmes

Yes

No

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

No changes in Exam pattern this year

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

None

6.11 Activities and support from the Alumni Association

General Body meeting held; 26 Life Members present; total number of Life Members is 288; tasks of creating data base and strengthening e-group was mooted. Talk on New Administrative Policies and Public-Private Partnership was held.

6.12 Activities and support from the Parent – Teacher Association

There is no PTA

6.13 Development programmes for support staff

Audio Visual Unit staff deputed for Seminar on Varied Communication Skills
Picnic for non-teaching staff

6.14 Initiatives taken by the institution to make the campus eco-friendly

Campus is managed by NNI Trust; College rents out three floors where it uses CFL lighting and ensures that staff and students use electricity and water optimally

Criterion – VII

7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

No specific innovations can be cited for this year. The Field Action Projects continued to do quality extension work to address malnutrition in tribal areas and to support people living with HIV/AIDS. Disaster Preparedness was also part of field extension work.

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

As the previous year was a NAAC year, the suggestions of the Peer Team were taken as the basis for further planning:

Faculty to undertake Ph.D. studies.

Documentation of field extension projects.

Introduction of semester system and distance education programme at UG level.

Initiate courses of management, human rights and community practice.

Experiment with an integrated course of five years.

Refresher courses for alumni.

Hostel for women with UGC assistance.

M.Phil course for PG degree holders.

Research publications.

The Highlights of the Action Taken are as follows:

- Discussions on the introduction of the semester system were initiated by calling experts like Dr Kamla Ganesh, HoD , Dept of Sociology and Dr SM Michael, Dept of Sociology as well as Dr Welling, Principal, Narsee Monjee College and later Prof Romar Corriea, Dept of Economics, University of Mumbai. They had already introduced the system within their respective departments/college and hence their experience served as a useful starting point.
- Discussions were held within the faculty about initiating a five-year Honours Programme in Social Work
- Possibilities of staff and student exchange were explored when Dr Nader of Gavle University, Sweden visited the College
- Two faculty members went on leave for their PhD studies: one got a scholarship from the ICSSR
- The Board of Studies has worked on the M.Phil programme as per the Peer Team suggestion and it has been approved by the Academic Council; the programme can be launched after the requisite Government permission
- College has also initiated work on starting Distance Education courses and is presently collaborating with IGNOU for offering some courses in this mode
- The Management is working towards acquiring some flats on rent/ownership as hostel for male students

7.3 Give two Best Practices of the institution (*please see the format in the NAAC Self-study Manual*)

Best Practice-1

2007-2008

Title of the Practice

Special Programme for Promoting Talented Students from Socio-economically Weaker Sections

Goal

- i) To ensure that all students in College get equal opportunity to participate in curricular and co-curricular activities of the College and nobody stays behind because of a disadvantaged background
- ii) To ensure that students who come from disadvantaged backgrounds are especially supported to bridge any gap that may have been created between them and those having more opportunities for education and exposure
- iii) To provide financial and non-financial support to students from the disadvantaged groups in order to improve their academic performance and their confidence to manage their lives

The Context

Students who come from the Socio-Economically Weaker sections of society often face the disadvantages of being first-generation learners. They come to Higher Education having struggled against all odds of an economically distressed situation in the family and also at times, having faced the discrimination arising from being born in a specific social group.

Through no fault of their own, these students despite being meritorious are often lacking in confidence or in the language and communication skills that are essential qualities to succeed in a higher education institution. Often, they also perform poorly in class due to coming from limited exposure in education and due to lack of access to books and other learning resources.

These students, if provided with the right bit of support- both financial and otherwise- can improve their academic performance and competencies and compete with the best.

The Practice

The “Pathways” programme of the Foundation for Academic Excellence and Access (FAEA) is an initiative of the Ford Foundation that reaches out to talented students from the socio-economically weaker sections of society.

The College identified 12 students who came from very poor families of diverse backgrounds- from caste groups that were socially discriminated against, and from religious minority groups- for obtaining the scholarships that were given by FAEA.

Apart from the financial help, these 12 students benefitted from the following activities specially designed for them:

- A special mentor was appointed to understand and address their specific needs and issues. Though this mentor was also a faculty member. She was not the Faculty Adviser who was in

charge of their field work and other academic matters. Hence she played a different role than the monitoring role that a faculty adviser normally also has to play.

- The students together formed their own group “Avishkar” which worked in close coordination with the Students’ Council and organised several programmes on their own for the general body of students in the College. This gave them a chance to build their leadership and organising skills and an opportunity to come in front of the general body as students who could comperere programmes, introduce guest speakers, conduct discussions- all of which would otherwise be done only by the elected members of the Students’ Council.
- The programmes organised included a debate on Special Economic Zones (SEZ), some cultural competitions and workshops on Self-Esteem and Self-Assertion.
- Two of the FAEA scholars also got an opportunity to attend a national seminar conducted by the Sahyadri Social College at Shimoga, Karnataka.
- The FAEA scholars also got an opportunity to interact with Professor Santosh Panda-a representative of the Ford Foundation- who had come to evaluate the implementation of the programme in the College. Their progress in all spheres was much appreciated by him.
- Parents of the scholars and the alumni of Pathways Programme also participated in this discussion with the Ford Foundation representative. The entire programme was planned and implemented by the FAEA scholars with guidance from the special mentor.

Such programmes have helped the scholars tremendously in building their confidence and personality. They have also helped in improving academic performance as FAEA expects all their scholars to pass with a first class in their examinations.

Evidence of Success

The success of the FAEA can be quantified in terms of the marks obtained by the scholars in their post-scholarship phase as against their pre-scholarship phase. It has been seen that the students value the opportunities arising from the FAEA initiative so much that they strive hard to do better in their exams. Almost all of them pass with first class marks; those who lagged behind have still performed better than they did earlier. The mentor then discusses with these students specifically their difficulties in breaking barriers.

The initiative helps the students more in terms of their personality development and confidence building capacities. This is evident in field work where students have to deal with people and their problems. All FAEA students have done well in their field work practicum. These changes are also apparent in their class participation and in the organisation of programmes for the Students’ Council. These changes have been reported by teachers in the faculty meetings and though not quantifiable, have been observed.

This was also evident in the interaction with the Ford Foundation representative at the end of the year where the scholars could communicate well about what they had gained through FAEA.

Problems Encountered and Resources Required

The scholarships are limited in number and spread out across the country. Hence, the College could extend them only to 12 scholars though the need is more.

The special mentor assigned has to devote a lot of time to the scholars and their needs. This is work done in addition to the routine work load carried by the teacher and therefore voluntary work. It becomes difficult for faculty members at times. FAEA does not give any grants for a separate mentor to be

assigned; in fact, appointing a separate mentor, may be counter-productive to the whole idea of facilitating students within the structure rather than singling them out as ‘special’ students in any way.

Resources for additional programmes may not be available always. For instance, if special workshops on personality development are to be organised for the whole class including the FAEA scholars, the money required towards honorarium of resource persons will have to be borne through sources other than FAEA. This at times, becomes difficult for a small college with limited resources.

Best Practice-2 **2007-2008**

Title of the Practice

Gender Sensitisation of Key Stakeholders of Society

Goal

- To promote gender equality and address issues of gender injustice in society
- To create gender awareness among citizens and especially among those groups who are key stakeholders in the process of dispensing justice to victims of gender disparity

The Context

The College believes in extension work and goes beyond the classroom in demonstrating to students the need and possibilities for intervention at varied levels on important issues in society.

From 1984, the College has been actively promoting gender awareness, having initiated a Field Action Project- Sakhya- to fight against injustice arising from the dowry system in society. The College has also been placing students for field work with the Social Service Cell of the police at various police stations to counsel women in distress.

Experience of staff and students in these organisations drew attention to the various factors that act against women approaching the law and order machinery for justice even when they have been badly battered.

One of the factors identified was the attitude of the police personnel when the women came to register her complaint- suspicion about the woman, her character, her inability to ‘adjust’ with her husband and his family were all seen as her problems and the result was that her issues did not get addressed.

The Practice

The College signed a MoU with the Mumbai Police for training police officers who dealt with issues of violence against women.

A series of eight workshops were held for the officers, conducted by different faculty members of the College. The logistics was managed by the students placed with the police stations.

The topics covered included discussions on gender and sex, sexuality, gender discrimination, violence and its effect on women, family and society at large, portrayal of women in media, basic principles of counselling women in distress, crisis management and networking.

The sessions were conducted in an interactive manner and the police officers were given ample scope for voicing their thoughts in a non-threatening atmosphere. Simulation games, skits and films were also used to generate discussion. The resource persons also included men so that the officers could be more open in the interaction.

Since the officers were away from their routine situation, they participated actively in the workshop and were also open to the new ideas that were thrown at them.

Evidence of Success

The participants appreciated the inputs and said that they were willing to come for more such training programmes. They also felt that there should be periodical refresher courses of the training.

Problems Encountered and Resources Required

There was no problem in implementing the programme. However, as continuity depended on the financial resources the Department could set aside, the programme ran into jeopardy when the top officers changed.

Contact details

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**Provide the details in annexure (annexure need to be numbered as i, ii,iii)*

7.4 Contribution to environmental awareness / protection

Through field action project SWAYAM, workshops on garbage reduction and recycling and disaster preparedness and management were conducted in Kurla (L Ward), Mumbai

7.5 Whether environmental audit was conducted? Yes No

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

Nil

8. Plans of institution for next year

Implement the semester system for UG
Increase classroom space for accommodating 60 students per class
Undertake fundraising drive for Field Action Projects
Initiate Distance Education courses

Name ANJALI KANITEAR

Name GEETA BALAKRISHNAN

Anjali Kanitear

Signature of the Coordinator, IQAC

Geeta Balakrishnan

Signature of the Chairperson, IQAC

Annexure I

CALENDAR OF EVENTS

2007 - 2008

June 11, 2007	Monday	Reopening of the College for faculty
June 25, 2007	Monday	Inauguration for BSW I & MSW I
June 28, 2007	Thursday	Reopening for BSW II, III & MSW II Orientation Programme begins in the afternoon.
July 14, 2007	Saturday	Parents Day
July 16, 2007	Monday	Lectures begin
July 19, 2007	Thursday	Fieldwork begins for all
July 25, 2007	Wednesday	Election of Student's Committee Members of the College & Nominations for Students Council.
Aug. 01, 2007	Wednesday	Welcome party for MSW I & BSW I
Aug. 09, 2007	Thursday	Last day for Assignment topics to be given
Aug. 16, 2007	Thursday	Election of Secretary of the Student's Council Members of the College. (University) and General Body Meeting.
Sept. 05, 2007	Wednesday	Teachers Day Celebration
Sept. 12, 2007	Wednesday	Student's Council Activities
Sept. 19, 2007	Wednesday	Student's Council Activities
Sept. 26, 2007	Wednesday	Student's Council Activities
Oct. 06, 2007	Saturday	Last day of Fieldwork for the First Term
Oct. 10, 2007	Wednesday	Last day of Classes for the First Term

Oct. 18 – Oct. 27, 2007		Terminal Examination Begin
Oct. 28 – Nov.18, 2007		Diwali Vacation
Nov. 19 – Nov. 26, 2007		College reopens for the Second Term Camps for BSW I, II, III and MSW I, II
Nov. 26 – Dec. 06, 2007		Civil Defense Course, Workshops.
Dec. 07, 2007	Friday	Sports Day
Dec. 08, 2007	Saturday	Institute Day, Non-Instructional Day
Dec. 10 – Dec. 21, 2007		Continuous Field Work for all Students
Dec. 22, 2007	Saturday	Christmas Party
Dec. 23, 2007 – Jan. 01, 2008		Christmas Break
Jan. 02, 2008	Wednesday	Classes begins for All
Jan. 09, 2008	Wednesday	Student's Council Activities
Jan. 19, 2008	Saturday	College Annual Day
Jan. 30, 2008	Wednesday	Republic Day Celebration
Feb. 02, 2008	Saturday	Last day of Field work for all Classes
Feb. 06, 2008	Wednesday	Student's Council Activities
Feb. 20, 2008	Wednesday	Student's Council Activities
Feb. 24 – 25, 2008		Integrated Practice Seminars MSW II
March 03 – 4, 2008		Integrated Practice seminars BSW III
March 05, 2008	Wednesday	Women's Day
March 08, 2008	Saturday	Last day of Classes for BSW I & II

Annexure II

Teaching Assessment Questionnaire (TAQ)

COLLEGE OF SOCIAL WORK NIRMALA NIKETAN

Class: _____
Year & Month: _____

Teaching Assessment Questionnaire
(Please indicate your choice which best describes your opinion, in the table given below)

I. Class-room Teaching

1. In view of my future education/career, the importance of this paper for me is:

1) very high
2) high
3) moderate
4) low
5) very low

1	2	3	4	5	6

7	8	9	10	11	12	13

2. Regarding discipline, the teacher's control of the class is:

1) very tactful and effective
2) fairly effective
3) somewhat effective
4) rather ineffective
5) Ineffective

1	2	3	4	5	6

7	8	9	10	11	12	13

3. While lecturing, the professor's voice (loudness, pronunciation, speed of delivery) is:

1) very clear and well modulated
2) easy to follow
3) satisfactory
4) follow with great effort
5) impossible to follow

1	2	3	4	5	6

7	8	9	10	11	12	13

2

4. As far as I can judge, my impression is that the knowledge that the teacher brings to this course is

- 1) excellent
- 2) good
- 3) fair
- 4) insufficient
- 5) very insufficient

1	2	3	4	5	6

7	8	9	10	11	12	13

5) The professor's attitude to the students is one of:

- 1) disrespect
- 2) indifference
- 3) tolerance
- 4) acceptance
- 5) respect and appreciation

1	2	3	4	5	6

7	8	9	10	11	12	13

6) The professor's overall organization and presentation of this course is:

- 1) disorderly and confusing
- 2) sometimes clear and sometimes not clear
- 3) moderately clear
- 4) well organised
- 5) excellent in the organization and presentation

1	2	3	4	5	6

7	8	9	10	11	12	13

7) The professor's treatment of the syllabus consists mainly of:

- 1) Lectures mostly unrelated to the syllabus
- 2) Lectures sometimes unrelated to the syllabus
- 3) Lectures repeating what is in the text book
- 4) Useful explanations of the text / available material
- 5) Very enlightening explanations

1	2	3	4	5	6

7	8	9	10	11	12	13

8) In using variety of teaching methods other than standard lecture method, the teacher is :

- 1) very resourceful
- 2) resourceful
- 3) open to suggestion
- 4) not resourceful
- 5) unwilling to use any other method

1	2	3	4	5	6

7	8	9	10	11	12	13

9) Regarding questions by students in class, the professor

- 1) encourages them
- 2) is ready to answer them if asked
- 3) answer them but superficially
- 4) avoids them
- 5) does not allow them

1	2	3	4	5	6

7	8	9	10	11	12	13

10) The professor's method of teaching has made me

- 1) highly disinterested in the subject
- 2) somewhat disinterested
- 3) sit passively in class
- 4) interested in the subject
- 5) take an active part in class discussion

1	2	3	4	5	6

7	8	9	10	11	12	13

11)With regard to guidance outside the class, the professor seems to be

- 1)very approachable and welcoming
- 2)available but formal
- 3)not available adequately
- 4)avoiding contact
- 5) very reluctant to meet

1	2	3	4	5	6

7	8	9	10	11	12	13

12.The content of examination questions in the section / paper set by the professor has been

- 1)highly comprehensive and balanced
- 2)comprehensive and balanced
- 3)somewhat comprehensive and balanced
- 4)non-comprehensive and unbalanced
- 5)highly non-comprehensive and unbalanced

1	2	3	4	5	6

7	8	9	10	11	12	13

13.After the college examination results are declared, the professor is

- 1) always ready to discuss the assessment
- 2) generally ready to discuss the assessment
- 3) sometimes ready to discuss the assessment
- 4) rarely willing to discuss the assessment
- 5) never willing to discuss the assessment

1	2	3	4	5	6

7	8	9	10	11	12	13

14. With reference to current events, recent discoveries and contemporary points of view, is so far as they are related to topics in the syllabus, the professor

- 1) incorporates these in her / his teaching whenever possible
- 2) is willing to discuss them if asked
- 3) is too concerned with not wasting time
- 4) is reluctant to discuss them
- 5) is opposed to discussing them

1	2	3	4	5	6

7	8	9	10	11	12	13

15) My overall rating of this professor as a teacher of this course is

- 1) very poor
- 2) poor
- 3) fair
- 4) good
- 5) excellent

1	2	3	4	5	6

7	8	9	10	11	12	13

BSW II

III. Field Work Setting

Name of the Agency:

.....

Name of the Field Instructor:

.....

Name of the Faculty Advisory:

.....

16. In a field setting my Field Instructor is

- 1) highly knowledgeable and resourceful
- 2) knowledgeable
- 3) somewhat familiar
- 4) not familiar
- 5) strange to the setting

17. The Field Instructor's handling of field problems / agency problems is
- 1) always skilful and tactful
 - 2) sometimes skilful
 - 3) lack skills
 - 4) somewhat insecure
 - 5) highly insecure
18. The instruction in the field work is
- 1) highly relevant
 - 2) relevant
 - 3) somewhat relevant
 - 4) irrelevant
 - 5) highly irrelevant
19. The individual conferences are
- 1) not held at all
 - 2) rarely held
 - 3) somewhat regularly held (frequent lapses)
 - 4) regularly held
 - 5) very much regular and punctual
20. The attitude of the Field Instructor towards the student is
- 1) critical and withdrawn
 - 2) indifferent
 - 3) tolerant
 - 4) acceptance and respect
 - 5) highly encouraging and understanding
21. With regard to professional growth of the student in the field, the role of the Field Instructor was
- 1) very minimal and affected the growth negatively
 - 2) minimal but it did not affect the growth negatively
 - 3) somewhat helpful
 - 4) actively helped the growth
 - 5) very effective and contributing to the growth
22. The overall rating of the Field Instructor regarding field instruction
- 1) excellent
 - 2) very good
 - 3) good
 - 4) poor
 - 5) very poor

23. Overall impressions of the College, its curricular and co/extra curricular programmes and facilities:

N.B: Type the Evaluations back to back...for next year to avoid waste of paper.