

The Annual Quality Assurance Report (AQAR) of the IQAC

2009-2010

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

400020

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)

09820327299 (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

1.5Website address:

www.cswnn.edu.in

Web-link of the AQAR:

http://www.cswnn.edu.in/naac/aqar_2009_10.pdf

1.6Accreditation 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

1.7Date of Establishment of IQAC: DD/MM/YYYY

07/04/2004

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

2009-2010

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

- AQAR2007-2008 was submitted on 28/06/2008
- AQAR 2008-2009 was submitted on 12/07/2010

1.10Institutional Status

University State ☐ Central ☐ Deemed ☐ Private ☐

Affiliated College Yes ☒ No ☐

Constituent College Yes ☐ No ☒

Autonomous collegeof 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 ☐

1.11Type of Faculty/Programme

Arts ☒ Science ☐ Commerce ☐ Law ☐ PEI(Phys Edu) ☐

TEI (Edu) ☐ Engineering ☐ Health Science ☐ Management ☐

Others(Specify) . SOCIAL WORK

1.12Name 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

NO

UGC-Special Assistance Programme DST-FIST NO

NO

UGC-Innovative PG programmes (*Specify*) NO

NO

UGC-COP Programmes NO

2.IQACComposition and Activities

2.1No. of Teachers 5

2.2No. of Administrative/Technical staff 1

2.3No. of students 0

2.4No. of Management representatives	<div>1</div>		
2.5No. of Alumni	<div>0</div>		
2. 6No. of any other stakeholder and community representatives	<div>0</div>		
2.7 No. of Employers/ Industrialists	<div>0</div>		
2.8 No. of other External Experts	<div>0</div>		
2.9 Total No. of members	<div>8</div>		
2.10No. of IQAC meetings held	<div>2</div>		
2.11 No. of meetings with various stakeholders	No.	<div>6</div>	Faculty <div>2</div>
	Non-Teaching Staff Students	<div>2</div>	Alumni <div>NIL</div> Others <div>2 with Fieldwork Organisations</div>
2.12Has IQAC received any funding from UGC during the year?	Yes	<div></div>	No <div><input checked="" type="checkbox"/></div>
If yes, mention the amount	<div>NA</div>		
2.13Seminars and Conferences (only quality related)			
(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC			
Total Nos.	<div>2</div>	International	<div></div>
	National	<div></div>	State
	<div>2</div>	Institution Level	<div></div>
(ii) Themes			
<div>1. Human Rights 2. Identifying areas for social work</div>			
2.14Significant Activities and contributions made by IQAC			
<div>1) Human Rights Violations of marginalized groups- state level workshops. 2) Coordinating State Level workshop on Anti Oppressive Practice in Social Work. 3) Signing of MoU with Ryerson University, Toronto, Canada.</div>			

2.15Plan 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
Training of 75 master trainer and 500 counsellors for the states of MP, Maharashtra and Goa under the auspices of the Global Fund- Round 7 [SAKSHAM Project]	With support from the global fund, the college has refurbished the infrastructural facilities of its training centre at Goregoan. Library on counselling was set up. Established a zonal resource group of 25 experts in the HIV field, train 95 master trainers and formulated research study on “burnout syndrome of counsellors” in the HIV field. SAKSHAM also closely followed the performance of the master trainees in three states, handheld 4 sub recipients in global fund in three states in the are of program management and networked with NACO, New Delhi
To assist other colleges of Social Work in starting BSW programmes in order to provide quality education to social work students	This year, assistance was provided to Don Bosco College, Goa to start their BSW program
Developing partnership with foreign universities for the growth of research and academic excellence	The College has signed a MoU with Ryerson University, Canada for an exchange program of teachers and students and is currently identifying areas for joint research. This endeavour has enabled the two institutions to access support from Sastri Institute, Canada
To continue collaboration with foreign universities for the furtherance of academic learning and training of students	The College sent two faculty members to HES School of Social Work, Switzerland to participate in the international teaching week on social issues. The College also received two students from the same university who attended theory classes and had field visits
To provide hostel accommodation for male students of the college	Through the efforts of the management, a boy’s hostel is inaugurated in Vasai East, a town in Thane District. It will be able to accommodate 12-14 students

** Refer Annexure I for Calendar of the Academic year 2009-10*

2.16Whether the AQAR was placed in statutory body Yes ☒ No ☐

Management ☒ Syndicate ☐ Any other body

Local Managing Committee

Provide the details of the action taken

Management approved all decisions taken by the IQAC. There was emphasis on fund raising and infrastructure development.

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	-	-	-
PG	1	1	1	-
UG	1	-	-	-
PG Diploma	1	1	2	-
AdvancedDiploma	-	-	-	-
Diploma	1	-	-	-
Certificate	3	2	5	-
Others	-	-	-	-
Total	8	4	8	-

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	ONE
Trimester	--
Annual	FOUR

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

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

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

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

During the academic year 2009-2010, the college changed the BSW program pattern from the annual system to the semester system. This was done at the behest of the University of Mumbai. The syllabus for the BSW course was altered to suit the semester system. A committee was formed headed by the Vice Principal to amend the course content for all subjects. The subjects were streamlined to fit in to the semester pattern so that students would have a progressive learning graph academically and in the field work.

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	11	9	0	0

2.2 No. of permanent faculty with Ph.D.	6
---	---

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
	0	0	0	0	0	0	0	0	-	-

2.4 No. of Guest and Visiting faculty and Temporary faculty	Guest: 111	Visiting:11	Temporary: 1
---	---------------	-------------	--------------

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	-	07	18
Presented papers	-	04	05
Resource Persons	-	-	-

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

<p>Continuing with the practice of allowing the teaching staff to experiment in teaching methodologies, the college encouraged teachers to be innovative in the classroom.</p> <p>Besides lectures and discussions teachers used role plays, movies, debates and other Audio Visual materials in covering the syllabus content. Assignments were also done differently in some subjects, for example, the nutrition assignment, the students were asked to prepare low cost meal and present it to the teachers. This was examined by the teacher and marks were allocated on the innovation used by the student. In other subjects, the students were encouraged to research the topic given, through reading and reference work .</p> <p>These methods not only encourage students to learn but also make learning more meaningful.</p>

2.7 Total No. of actual teaching days during this academic year	180 days per year as per University norms
---	---

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

Institution follows rules and regulations for evaluation reforms of the Mumbai

2.9No. of faculty members involved in curriculum
Restructuring/revision/syllabus development
As member of Board of Study (BoS)/Faculty/
Curriculum
Development workshop

Three in BoS	One in Academic Council	Nineteen in Syllabus Review
-----------------	-------------------------------	-----------------------------------

2.10Average percentage of attendance of students

>80%

2.11 Course/Programme wiseDistribution of pass percentage:

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
BSW	42	1 (2.3%)	13 (31%)	27 (64.3%)	0	98%
MSW	59	1 (1.7%)	30 (50.8%)	23 (31%)	-	90%

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

The IQAC regularly conducts workshops and training programs for teachers. This is done by identifying teachers’ needs and expectations in relation to knowledge and skills. In addition, the committee also gets feedback from students and teachers on the progress of the courses. At the end of each semester, a TAQ is administered to the students and the results are shared with the faculty members. Where necessary, the Principal has necessary sharing with individual teachers in relations to improving teaching skills.

2.13Initiativesundertaken towards faculty development

Faculty / Staff Development Programmes	Number of faculty benefitted
Refresher courses	02
UGC – Faculty Improvement Programme	01
HRD programmes	02
Orientation programmes	-
Faculty exchange programme	02
Staff training conducted by the university	-
Staff training conducted by other institutions	06
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)	15	1	0	0
Technical Staff (Non Grant)	8	0	0	0
Administrative Staff (Non Grant)	11	3	0	0

Criterion – III

3.Research, Consultancy and Extension

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

<p>The IQAC is well aware of the need to create and maintain research for academic learning. Faculty members are encouraged to undertake major/minor research projects sponsored by the UGC. The committee has also constituted a research committee that scrutinises student research projects.</p> <p>The senior MSW students are trained in the use of SPSS for their research projects.</p> <p>The research unit of the college receives requests from various organisations commissioning research projects. The following studies have been completed this year:</p> <ol style="list-style-type: none">1. Impact of Bhonga Schools on Tribal Children2. Rapid Appraisal of the “READ INDIA” campaign in Mumbai3. Assessment of the Agricultural Program in Sakwar, Vasai Taluka <p>The following studies are in progress:</p> <ol style="list-style-type: none">1. Helping families care for their children- the feasibility study to determine the viability of initiating SOS’s family strengthening program (FSP) in Alibaug2. My Dream House- Impact evaluation of Habitat India’s Cost Effective Housing Solution Program in Karjat, Maharashtra3. Multi Sectoral Development of Areas Prone to Communal Tension in Maharashtra.

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number		Two		Two
		My Dream House: Impact Evaluation of Habitat India’s Cost Effective Housing Solutions in Karjat, Maharashtra	4.49	Yes
		Multi-Sectoral Development of Areas Prone to Communal Tension: Bhiwandi	11.50	Yes
Outlay in Rs. Lakhs	15.99			

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	Two	Three		
	Study of Impact of Bhongashala			
	Assessment of the Rotary Club of Bombay Mid-Town Assisted Agricultural Program in Thane District			
		Helping Families Care for Their Children: A Feasibility Study to Determine the Viability of Initiating SOS's Family Strengthening Programme (FSP) in Alibaug	2.39	
		Compilation and Preparation: A Directory of Minority Institutions in the state of Maharashtra	1.89	
		Developing a Curriculum for Universal Birth Registration (UBR) for Students of Social Work or Related Humanity Fields	1.85	
Outlay in Rs. Lakhs	6.13			

3.4 Details on research publications

	International	National	Others
Peer Review Journals	-	-	-
Non-Peer Review Journals	-	-	-
e-Journals	-	-	-
Conference proceedings	-	3	-

3.5 Details on Impact factor of publications: **NA**

Range
Average
h-index
Nos. in SCOPUS

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
Major projects	One to Two years	Habitat for Humanity (FCRA), Minority Commission, Government of Maharashtra	15.99
Minor Projects	One to Two years	VidhayakSansad, SOS Villages, Minority Commission, Government of Maharashtra, Plan India (FCRA)	6.13
Interdisciplinary Projects			
Industry sponsored		Rotary Club of Bombay Mid-Town	
Projects sponsored by the University/ College			
Students research projects (other than compulsory by the University)			
Any other(Specify)			
Total			22.12

3.7 No. of books published: Nil

i) With ISBN No. Nil Chapters in Edited Books Nil

ii) Without ISBN No. Nil

3.8 No. of University Departments receiving funds from: Nil

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

3.9 For colleges: NA Autonomy CPE DBT Star Scheme
INSPIRE CE Any Other (specify)

3.10 Revenue generated through consultancy -

3.11No. of conferences organized by the Institution	Level	International	National	State	University	College
	Number	-	One	One	-	Two
	Sponsoring agencies	-	Corporate	College	-	College

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

08

3.13No. of collaborations International

1

 National Any other

3.14No. of linkages created during this year

1

3.15Total budget for research for current year in lakhs :

From Funding agency From Management of University/College

22.12

Total

22.12

3.16No. of patents received this year: **NA**

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

3.17No. 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						

3.18No. of faculty from the Institution who are Ph. Guides

3

and students registered under them

1

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

2

3.20No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF

-

 SRF

-

 Project Fellows

-

 Any other

-

3.21No. of students Participated in NSS events: **NA**

University level	<div>-</div>	State level	<div>-</div>
National level	<div>-</div>	International level	<div>-</div>

3.22No.of students participated in NCC events: **NA**

University level	<div>-</div>	State level	<div>-</div>
National level	<div>-</div>	International level	<div>-</div>

3.23 No. of Awards won in NSS:**NA**

University level	<div>-</div>	State level	<div>-</div>
National level	<div>-</div>	International level	<div>-</div>

3.24 No. of Awards won in NCC: **NA**

University level	<div>-</div>	State level	<div>-</div>
National level	<div>-</div>	International level	<div>-</div>

3.25 No. of Extension activities organized

Several extension activities as part of students’ field work and FAPs of the college were organised

University forum	<div>-</div>	College forum	<div>10</div>		
NCC		<div>-</div>	NSS	<div>-</div>	Any other <div>-</div>

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

1.A significant contribution of the College during this year was the assistance it provided to the Don Bosco College at Goa, to start their BSW programme.

2.The College has become the Sub Recipient of the Global Fund- Round 7, Saksham project which aims to build the capacity of at least 12000 counselors in the country in the field of HIV. The College under the leadership of TISS, the Principal Recipient in the Country, has taken up the responsibility of training, 75 Master trainers and 500 Counselors for the States of Madhya Pradesh, Maharashtra and Goa, during the next 4 years.

3.Organized the two day inter university workshop on Anti Oppressive Approach to Social Work for the colleges in Maharashtra.

4. Organised a two day State level Workshop on Human Rights Violations of Marginalized Groups.

5. The College in collaboration with Avert Society (India), started the Urban Link Worker's Scheme in 'F' North Ward of Mumbai in 2009. The main objective of this programme is to decrease the incidence of HIV in that area by linking the people with the services provided by the system.

6. This year Swayam, a field action project of the College, evolved a unique project in collaboration with United Ways, a funding agency in Mumbai, to train youth in different colleges and schools in the city. It was called First Responders' Training Programme (F RTP). Swayam contacted 26 Colleges in the City, and organized 4 to 5 hours programmes in each, covering the topics such as 'Management of Disasters' , 'First Aid' , 'Safe House' , 'Safe City' etc. So far the project has reached out to 2071 College youth, 225 teaching and non-teaching staff in different schools and colleges. The project has also trained 80 porters and shoe shine boys in the disaster prone Dadar and Andheri stations, and 68 BEST officials at Colaba. The project team conducted awareness campaign in city schools and nearly 880 children attended the programme. Swayam planned the process of publishing a booklet with information on 'Dos' and 'Donts' in Emergencies, including some contact details.

7. AROEHAN, another field action project, completed the watershed project at Aase-Beriste where people got extra 20000 litres of drinking water to live through the summer; initiated three Child Development Centres, mobilised Rs.2,00,000/- for surgery of a child with a severe heart problem, mobilised the girls in a ZP school to demand a separate toilet for them and finally got it built, addressed the low haemoglobin level of 500 adolescent tribal girls in Ashram schools and conducted 4 health camps in villages with the help of the local PHC and Rotary Club of Mumbai. AROEHAN also provided solar lamps for Aase and Karegaon ashram schools so that children can study longer hours in the evening and exposed a corruption issue in the MREGA of the taluka through village social audits and enabled some villagers to get, their just wages. The struggle is still on.

8. CHIRAG, another field action project, during this year, has expanded its intervention by networking with the Godrej Hospital ART Centre in Vikhroli. The team conducted a meeting on 'The Status and Proposed action: HIV Bill' in August 2009 which was attended by over 80 PLHA and employees of 16 different organizations. The PLHA pledged their support towards any advocacy activity relevant to pushing the HIV Bill.

The Project has also started laying the groundwork for the second phase in terms of community mapping and CBOs trainings for care and support. The students in the project have also done commendable work this year by preparing a resource kit which can be used by the community stakeholders for their work. They have worked with the managers of industrial units in Bhandup, and the Union leaders of Tempo and Truck Drivers pitching for awareness as well as advocacy to develop anti discriminatory policies in their units.

9. At the behest of Konkan Division of Social Justice and Empowerment, Government of Maharashtra, the College organized a day's camp for 35 Wardens of SC / ST Hostels in Konkan region, on 10th June, 2009. Most of the Divisional and District Officers also participated in this motivation camp. Areas such as sensitivity to the issues of marginalised groups, stress management, leadership, motivational skills, and communication were covered during this camp. The camp was highly appreciated by the officials and the trainees found it very useful for their regular functioning.

10. The objectives of Project Anubhav Mumbai for the academic year 2009-10 were to provide appropriate knowledge and guidance for youth on self, sexuality and environment; to make the youth aware of their roles and responsibilities in protecting the environment; and to create social awareness on different issues. Based on these objectives various activities and programmes were conducted at the college and centre level on the issues of gender justice and environment. The response received from the colleges and the youth was very good. The total outreach was 1456 girls and 2344 boys from ten colleges from Matunga to Dahisar.

The theme for the year was "save the earth". The Anubhav Core Group comprising of different college worked in an excellent manner to organize the theme day event which helped them to develop their understanding towards the environmental issues and have positive attitudes towards environment and their role in saving the earth.

In January 2010 Anubhav Mumbai in collaboration with YUVA started a Youth Study Course with eight modules covering various aspects related to youth, their identity and issues and youth movements with the objective to develop social awareness and leadership development among youth.

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"> Philips Class Room Speakers (5). Additional Wiring (2) 	<ul style="list-style-type: none"> Sony Digital Camera(1) HCL Laptop (3) Computer - INFINITI PRO BL1280(3) HP Laser jet Printer - P1505 	UGC& Management	Same as Existing + Newly created
Value of the equipment purchased during the year (Rs. in Lakhs)	0.99	4.36	UGC & Management	5.35
Others				

4.2 Computerization of administration and library

Computerization of library records and accounts of the college have been undertaken.

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	458	194258	265	108649	723	302907
Reference Books	04	3340	16	48400	20	51740
e-Books	-	-	-	-	-	-
Journals	68	112063	-	115081	68	227144
e-Journals	07	-	-		07	-
Digital Database	01	10000	-	5000	01	15000
CD & Video	-	-	-	-	-	-
Others (specify)	-	-	-	-	-	-

4.4Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	67	30	-	-	-	7	35	-
Added	13	8	-	-	-	-	-	-
Total	80	38	-	-	-	7	35	-

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

Teachers are provided with individual computers with internet access. Training is also provided to teachers and students in preparing teaching materials, PPTs, etc.
College excel web-based system has been useful in enhancing communication between teachers and students.
180 students from BSW and MSW courses were enrolled for computer training.
The senior MSW students were trained in the use of SPSS for research.

4.6 Amount spent on maintenance in lakhs:

i) ICT	0.48
ii) Campus Infrastructure and facilities	0
iii) Equipments	21.79
iv) Others	5.092
Total:	27.37

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

- The IQAC has always extended support to students who have financial difficulties. It identifies those from the SC/ST and OBC categories of students for government scholarships. Besides this, other students scan avail of the loan scholarships offered by the college. This covers tuition fees, field work expenses and if warranted hostel and travelling expenses.
- The college has also employed a counsellor. Students undergoing academic stress or personal problems are free to approach the counsellor for help. This year, approximately 75 students approached the counsellor.
- The Job Placement Centre organised a recruitment drive for organisations like AKANSHA, Navgeevan Centre, and corporate groups- Edelweiss and Edelgive, United Way Mumbai, BPCL, Fotres and L&T. The Ealing Council, UK also approached the college for recruitment of MSW students.
- The college has language labs in English, Hindi and Marathi for students week in these languages.

5.2 Efforts made by the institution for tracking the progression

The college has an active alumni association that has--- members. These members are in touch through email, face book, etc and sometimes visit the college. An annual meeting of the association is also held. These ex-students provide information about their current job/ study status.

Students working in the UK, Canada and Australia are also in touch with the college.

Students going for higher/ further studies are given transcripts by the college.

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others (Short Term Courses)
142	114	1	290

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

54

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

1

(d) Men (BSW+MSW)

No	%
74	29

Women (BSW+MSW)

No	%
160	71

Number of BSW+MSW Students last Year-2008						Number of BSW+ MSW Students this Year-2009					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OB C	Physically Challenge d	Total
169	28	21	25	2	245	177	36	18	20	5	256

Demand ratio- 1:1.55 (BSW), 1: 4.4 (MSW) Dropout %- 0%(BSW), 8%(MSW)

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

Nil

No. of students beneficiaries

Nil

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

NETET/SLETGATECAT

IAS/IPS etcState PSCUPSCOthers

5.6 Details of student counselling and career guidance

In the academic year 2009-2010, approximately 75 students approached the student counsellor. There was an increase in this number in this academic year. Issues pertaining to academics, family problems, personal issues, adjustment difficulties and career concerns were addressed. About 50 % of the above number came because of academic difficulties. Majority visited the counsellor for one session only, while 20 students came for 2-3 sessions. 5-7 students visited on a long term basis. At times, some students were referred to other counsellors/ organisations for help.

No. of students benefitted

>75

5.7Details of campus placement

On campus			Off Campus
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
21	>20	17	

5.8Details of gender sensitization programmes

The WDC of the college undertook several activities for the students. Issues related to sexual harassment and assault, women’s health, domestic violence and women’s rights were discussed with students

5.9 Student’s 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

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	29	322660
Financial support from government	57	602164
Financial support from other sources	5	45522
Number of students who received International/ National recognitions	-	-

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

The College Annual Day was organised on the issue of Environment Awareness

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 has 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.

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

6.3.1 Curriculum Development

The college started the semester system for the BSW program this year. A committee was appointed to restructure the curriculum. Faculty members teaching or familiar with specific subjects were formed in to sub committees and worked on this process.

Each sub-committee presented their revised syllabus to the entire faculty and after discussion and revision, it was finalised.

6.3.2 Teaching and Learning

Besides lectures and discussions in the classrooms, teachers have organised workshops for specific subjects so that students get additional knowledge as well as a chance to introspect on their own attitudes and values in relation to certain issues, example HIV/AIDS. These workshops help the students understand the subject in greater depths.

Students are also given the opportunity to be innovative in writing assignments. Teachers have been encouraged to attend seminars and workshops that will help them improve their knowledge and skills.

6.3.3 Examination and Evaluation

The college follows the norms set by the University of Mumbai in relation to these aspects.

6.3.4 Research and Development

The research centre of the college is active in doing studies commissioned by social organisations and corporate agencies. Students wanting to take up academic research have to qualify through a test to ensure quality research.

6.3.5 Library, ICT and physical infrastructure / instrumentation

Every year, the library purchases books that are relevant and useful to the teachers and students. This year, books worth rupees 6,749 and periodicals and magazines worth rupees 1, 16, 773 were added to the library.

Besides this, there is infibnet for the use of staff and students. There is also JAWS program for the use of visually impaired students.

6.3.6 Human Resource Management

13 faculty members attended refresher courses, HRD programs, faculty exchange programs and staff training by other institutions

6.3.7 Faculty and Staff recruitment

This year two new faculty members were appointed. Three faculty members rejoined service after a leave of absence

6.3.8 Industry Interaction / Collaboration

The college has placed students in projects of corporate agencies like Rangoonwala Foundation, United Way India and BPCL

6.3.9 Admission of Students

The college has a committee overseeing student admissions. Results after every stage of the admission process are displayed on the notice board. Being a minority institution, the college follows the norms of reservation laid down by the state government.

It has also consciously opted to give preference to female Muslim students on merit.

6.4Welfare schemes for

Teaching	Interest free loans
Non-teaching	Interest free loans for the staff and educational loans for their children
Students	Interest free education loans, 50% travel grants for students placed in rural areas.

6.5Total corpus fund generated

0

6.6 Whether annual financial audit has been done Yes

☒

No

☐

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

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

6.8 Does the University/ Autonomous College declare 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?

The college follows the norms set down by the University of Mumbai in relation to the examination reforms.

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

Nil

6.11 Activities and support from the Alumni Association

The Alumni Association meets at least once a year. The association organised workshops on information and skill development for its members. The members have come forward to help the college in fundraising and other activities.

6.12 Activities and support from the Parent – Teacher Association

At the beginning of each academic year, a parents meeting is held. The Principal and faculty members have a separate meeting for parents of new students to explain to them the nature of the course and the requirements from students.

In the middle of each semester the Principal and the *attendance* committee meet with the parents of those students falling short of the required minimum attendance. This is done in order to keep them informed about their child/ ward’s attendance

6.13 Development programmes for support staff

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

Nil

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.

There is a flexibility for the teachers to teach the curriculum for each subject.
Introduction of the semester pattern for the BSW programme.

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

The college implemented the semester system for the BSW program in the first year of implementation, there were a few hiccups but no major problems were encountered.

Coaching classes for competitive exams were successfully begun for SC/ST/OBC/ Minorities. This is UGC sponsored.

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

i) Title of the Practice

Collaborative Ventures with International Institutes for Building Research Capacity and Innovative Community Practice

Goal

- i) To give exposure to faculty members regarding discourses in the field of social work abroad
- ii) To engage faculty members in collaborative research ventures that will study field practice and will in turn give rise to new theoretical frameworks

- iii) To liaise with other college of social work across the state in identifying research areas and building research capacity of social work colleges in general.

The Context

The College has always been a fore-runner in its Field Extension work, often initiating Field Action Projects to address difficult issue areas. It similarly seeks to build its reputation as an academic institute of repute carrying out rigorous research in social work practice. It also seeks to provide its faculty members opportunities for engaging in research outside the College situation.

To this end, when Ryerson School of Social Work, Toronto University, Canada expressed interest in collaborating with the College on studying impact of globalisation, the College seized the opportunity to explore the area and invited other colleges from the state to engage in this exploration with the College.

The College also saw this as an opportunity to build an academic network of the fifty odd colleges of social work in the state so that this network could eventually become a serious professional body for social work research in the state and probably take on advocacy issues based on the research, in future.

The Practice

The College first had an in-house meeting of interested faculty members and the representatives of Ryerson University to moot the idea of a collaborative research and brainstorm about the topics. The shortlist of feasible topics was crystallised upon and the same was sent to around twenty-five Colleges of social work across the state for their opinions and concurrence.

Based on the interest evinced by the colleges, a two-day workshop was organised in Mumbai, wherein several research topics were identified. The representatives from Ryerson School, Canada, also conducted sessions on Qualitative Research and the question of Ethics in Social Research.

As all participants were faculty members from various colleges, there was a healthy discussion and disagreement over ideas. Two areas for research were identified.

Evidence of Success

About ten colleges who participated sent in their consent forms to be part of the research that was proposed. They were willing to do the data collection, analysis and the necessary field work to collect and edit the data.

The College was engaged in writing the research proposal, along with their counterparts in Ryerson and after a lot of correspondence, tele-conferencing, the proposal was sent to the donor agency. However, unfortunately the proposal, though short-listed in the earlier rounds, did not reach the final round of funding.

Problems Encountered and Resources Required

The problem encountered was largely the time constraints that faculty members face when anything extra has to be done within deadlines while carrying the full workload of a regular teacher.

Secondly, the trouble taken for working on the proposals and the readiness for collaboration gets a setback when funds cannot be generated for such ventures.

Best Practice 2

Title of the Practice

Hand-holding of New Colleges of Social Work

Goal

- i) To facilitate the growth of social work education and consequently the profession in the country

The Context

The College, being one of the pioneering colleges of social work education in the country, has been called upon at times by other Universities in other states, to set up their departments of social work. At times, educational trusts have also invited faculty from the College to help them with the syllabus and the arranging of the field practicum in a new set-up. Senior faculty members of the College have developed expertise in this regard and often are called to these new colleges as resource persons and examiners for viva and research. For instance, the Xavier Board in Nepal had invited faculty members for four consecutive years when they instituted their College of Social Work in Kathmandu, Nepal.

Similarly, this year, Don Bosco College at Goa wanted to start an Undergraduate programme in Social Work and approached the College for help

The Practice

They invited the College for an initial input session for their management and staff. The Vice Principal of the College went to Goa to explain the details involved in starting a BSW programme.

Subsequently, three faculty members from Goa visited the College. They spoke to different teachers of the undergraduate programme and understood the content of the programme, the courses and how they were organised across three years. They were provided all the relevant documents like the College prospectus, the field work, term paper and research manuals, the syllabus of the UG and PG courses, the orientation programme and the assignment policy.

The teachers interacted at length with all faculty members and worked out a structure for their own programme to fit into the rules of the Goa University.

Once the course was initiated there, faculty members from the College visited the School as resource persons and also as examiners.

Evidence of Success

The BSW programme at Don Bosco School, Goa is running successfully.

Problems Encountered and Resources Required

Contact details

Name of the Principal:	Dr Mary Alphonse	
Name of the Institution:	College of Social work, NirmalaNiketan	
City:	Mumbai	
Pin Code:	400 020	
Accredited Status:	A+	
Work Phone:	022 22002615/22067345	Fax: 022 22064880
Website:	www.cswnn.edu.in	E-mail: colsocwk@gmail.com
Mobile:		

7.4Contribution to environmental awareness / protection

The college has a subject on Ecology in the MSW program that focuses on environment awareness/ protection

In field work, students incorporate the concept of environment protection in their work.

7.5 Whether environmental audit was conducted? Yes ☐ No ☒

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

Nil

8.Plans of institution for next year

- 1) To make the boy's hostel functional.
- 2) To strengthen all field action projects through improved planning and implementation of programmes.
- 3) To continue to provide quality training to faculty members.

Name ANJALI KANITEAR

Anjali Kanitear

Signature of the Coordinator, IQAC

Name GEETA BALAKRISHNAN

Geeta Balakrishnan

Signature of the Chairperson, IQAC

Annexure I

Calendar of the Academic year 2009-10

CALENDAR OF EVENTS 2009 - 2010				
8-Jun-09	Monday	Re-opening of the College for faculty	26-Aug-09	Wednesday Cultural Competition
June 25, 26, 27, 2009	Thur-Sat	Induction for BSW I & MSW I	2-Sep-09	Wednesday Teachers Day Celebration
25-Jun-09	Thursday	Parents Meeting – 5.00 – 7.30 p.m.	Sept 07 – Sept 19, 2009	Classes for BSW I
June 29 – July 04, 2009	Monday	Inauguration of all classes – Orientation begins	9-Sep-09	Wednesday Cultural competition
June 29 – July 08, 2009 July 06 – Aug 05, 2009		English Classes for BSW I - 9.00 to 3.00 p.m. Classes for BSW II, III, MSW I & II	16-Sep-09	Wednesday Indoor Sports Competition
July 09 – July 25, 2009		Classes for BSW I Election of Student's Committee Members of the College & Nominations for Students Council.	Sept 22 – Sept 26, 2009 23-Sep-09	Field Work (Block III) Presentation. Agency Evaluation; Field Work Evaluation for BSW I Wednesday Celebration of Id & Dasara
22-Jul-09	Wednesday	Field Work Visits & Inputs (Block I) BSW I	26-Sep-09	Field Work Ends for BSW II, III, MSW I & II
July 27 – Aug 01, 2009		Welcome party for MSW I & BSW I	Sept 29 – Oct 01, 2009 Sept 29 – Oct 03, 2009	Classes for BSW II, III, MSW I & II Classes for BSW I
29-Jul-09	Wednesday	Classes for BSW I	30-Sep-09	Wednesday Indoor Sports Competition
Aug 03 – Aug 14, 2009		Classes & Field Work for BSW II, III, MSW I & II	Oct 02 – Oct 10, 2009 Oct 05 – Oct 10, 2009	Study Leave for BSW II, III, MSW I & II Study Leave for BSW I
Aug 06 – Oct 01, 2009		Last day for Assignment topics to be given	Oct 12 – Oct 16, 2009 Oct 12 – Oct 24, 2009	1st Semester Ends. Exams for BSW I Exams for BSW II, III, MSW I & II Workshops/Centralised Correction & Results - Declared
6-Aug-09	Thursday	Celebration of Independence Day (FAEA)	Oct 20 – Oct 24, 2009 Oct 25 to Nov 15, 2009	Diwali Vacations for ALL. Semester II – Classes Begin for BSW I
12-Aug-09	Wednesday	Election of Secretary of the Student's Council Members of the College. (University) and General Body Meeting.	16-Nov-09	
13-Aug-09	Thursday	Field Work (Block II) BSW I	Nov 16 – Nov 23, 2009 Nov 17 – Nov 23, 2009	Classes & Camps for BSW II, III, MSW I & II Camps for BSW I
Aug 17 – Sept 05, 2009		Classes for ALL		
Nov 24 – Dec 04, 2009		Sports Day		
5-Dec-09	Saturday	Field Work (Block III) for BSW I		
Dec 07 – Dec 23, 2009				

Dec 07 – Dec 23, 2009		Field Work (Block I) for BSW II, III, MSW I & II
8-Dec-09	Tuesday	Institute Day, Non-Instructional Day
23-Dec-09	Wednesday	Christmas Party
Dec 24, 09 – Jan 01, 10		Christmas Vacation
Jan 02 to Jan 29, 2010		Classes for ALL
27-Jan-10	Wednesday	Republic Day Celebration
30-Jan-10	Saturday	College Annual Day
		Field Work (Block IV) Agency & Individual
Feb 01 – Feb 17, 2010		Evaluation for BSW I
Feb 01 – Feb 20, 2010		Field Work (Block II) for BSW II, III, MSW I & II
Feb 18 – March 06, 2010		Classes for BSW I
Feb 22 – Mar 06, 2010		Classes for BSW II
Feb 22 – Mar 18, 2010		Classes for BSW III, MSW I & II
Feb 26 – 27, 2010		Integrated Practice Seminar BSW III
3-Mar-10	Wednesday	Women's Day Celebration
Mar 04 – 05, 2010		Integrated Practice Seminar MSW II
		Last day of Classes for BSW I & II. Farewell
6-Mar-10	Saturday	Party to MSW II & BSW III
Mar 07 – 14, 2010		Study Leave for BSW I
Mar 08 – 14, 2010		Study Leave for BSW II
Mar 15 – 23, 2010		Semester Exams (Sem.II & Sem I failures)
Mar 15 – 26, 2010		Exams for BSW II
		Submission of Research & Term Paper Project by MSW II.
18-Mar-10		Valedictory Function – BSW III & MSW II.
19-Mar-10		Study Leave for BSW III, MSW I & II
2-Apr-10		Results of Sem. II to be declared
		Civil Defense Course, Skill Labs & English for BSW II
April 04 – 16, 2010		Re-Exam for Sem. II failures for BSW I
April 12 – 13, 2010		Annual Exams (As per University Circular)
Apr-10		Final Results of BSW I & II
28-Apr-10		
30-Apr-10		Last working day for Faculty

Annexure II

Teaching Assessment Questionnaire (TAQ)

COLLEGE OF SOCIAL WORKNIRMALA 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.