# The Annual Quality Assurance Report (AQAR) of the IQAC

## 2010-2011

### 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),
>
> 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:**     March 31, 2007/RA/007
    *(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)*

1.5 Website address:     www.cswnn.edu.in

Web-link of the AQAR:     http://www.cswnn.edu.in/naac/aqar_2010_11.pdf

1.6 Accreditation Details

| Sl. No. | Cycle | Grade | CGPA | Year of Accreditation | Validity Period |
|---------|-------|-------|------|-----------------------|-----------------|
| 1 | 1st Cycle | 5 Stars | 75+ | 2001 | 2001-06 |
| 2 | 2nd Cycle | A+ | 930/1000 | 2007 | 2007-12 |

1.7 Date of Establishment of IQAC: DD/MM/YYYY     07/04/2004

1.8 **AQAR for the year** *(for example 2010-11)*     2010-2011

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)*

    i.   AQAR _____ 2007-08 submitted to NAAC on 28/06/2008
    ii.  AQAR_____ 2008-09 submitted to NAAC on 12/07/2010
    iii. AQAR_____2009-10 submitted to NAAC on 12/07/2010

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) ✓    U GC12B ✓

                 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

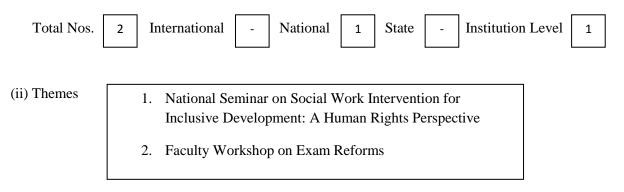1.13 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

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 | | DST-FIST | No |
| UGC-Innovative PG programmes | No | Any other (*Specify*) | - |
| 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                   1

2.11 No. of meetings with various stakeholders:     No.   6     Faculty   2

   Non-Teaching Staff Students   2     Alumni   -     Others   2 Fieldwork Organisations

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

   If yes, mention the amount          -

2.13 Seminars and Conferences (only quality related)

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

Total Nos. | 2 | International | - | National | 1 | State | - | Institution Level | 1 |

(ii) Themes

1. National Seminar on Social Work Intervention for Inclusive Development: A Human Rights Perspective

2. Faculty Workshop on Exam Reforms

2.14 Significant Activities and contributions made by IQAC

Monitoring of the semester pattern for the BSW programme.
Organizing examination reform workshops for faculty.
Collaboration with the State Election Commission for training women councillors.

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 |
|---|---|
| Plan to help students from the SC/ST/OBC financially | The College was able to support 34 students from the SC/ST/OBC financially with the help of Rs 500/- per month for the expenses |
| Improve internet facilities and upgrade computers | With assistance from the UGC- network resources (second time assistance) it was possible to improve internet facilities for the staff and students and upgrade computers in the computer laboratory |
| Help students from the SC/ST group in addressing their needs | An Equal Opportunity Cell was established. It was inaugurated with a National Seminar on Social Work Intervention for Social Inclusion. The Cell helps the deprived students in addressing various needs |
| Intervention at Kandhamal after the violence against Christians | At the request of the National Solidarity Forum, the College carried out a research study on the socio-economic loss of people and sexual violence suffered by women and children. The findings of the report were presented at the National People's Tribunal, New Delhi<br><br>Additionally, funds were obtained from the Association of Notre |

| | dame des champs, Paris, to build 107 houses for affected women. A community hall, and road were built and three community water wells were dug |
|---|---|
| Reaching out to the underprivileged beyond the city | The College initiated a project in Shriji ka Kheda, Bhilwara district, Rajasthan for destitute women who had not only lost everything but also had contracted silicosis. A team visited the area and assessed the health, education and nutritional needs of the women and children |
| Introducing Human Rights course at the BSW and MSW programmes | With funds from UGC, the Human Rights paper has been introduced in the VI semester of the BSW programme. A similar course for the MSW program has been designed and will be implemented when the semester system for the MSW program is introduced. |

*Refer Annexure I for Academic Calendar of the year 2010-11*

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

Management  ✓        Syndicate  ☐        Any other body  | Local Managing Committee |

Provide the details of the action taken

| The Management supported the College in the organising and implementation of the Fundraising programme |
|---|

**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 | 2 | 2 | - |
| UG | 1 | - | - | - |
| PG Diploma | 1 |  | 1 | - |
| Advanced Diploma | - | - | - | - |
| Diploma | 1 | 1 | 2 | - |
| Certificate | 3 | 2 | 5 | - |
| Others | - | 1(MPSC coaching) | - | - |
| **Total** | 10 | 6 | 10 | - |

| 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** | ONE |

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

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

***Please provide an analysis of the feedback in the Annexure***

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 directives. 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 BSW semester system enters the second year. The College is planning to introduce semester system for the MSW

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 | 10 | 10 | 0 | 0 |

2.2 No. of permanent faculty with Ph.D.

| 08 |
|---|

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

| Visiting: 11 |
|---|

| Guest: 79 |
|---|

| Temporary: 2 |
|---|

2.5 Faculty participation in conferences and symposia:

| No. of Faculty | International level | National level | State level |
|---|---|---|---|
| **Attended** | 05 | 06 | 03 |
| **Presented** | 02 | 05 | - |
| **Resource Persons** | 05 | 03 | 01 |

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

Teachers are encouraged to use innovative teaching methodologies. Organisational visits are scheduled during the Orientation Program through which the students get an exposure to diverse social problems, their impact and the intervention strategies practiced by the organisations to mitigate the same.

Assignments given to the students encourage them to read. They also understand the importance of referencing and to cite the same. Students also learn through presentations. They are encouraged to use audio-visuals and computer technology in their presentation.

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)

| Institution follows rules and regulations for evaluation reforms of the Mumbai |
| --- |

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

| Three in BoS | Two in Academic Council | Nineteen in Syllabus Review Committee |
| --- | --- | --- |

2.10 Average percentage of attendance of students

| >85% |
| --- |

2.11 Course/Programme wise
Distribution of pass percentage:

| Title    of    the Programme | Total  no.  of students appeared | Distinction % | I % | II % | III % | Pass % |
| --- | --- | --- | --- | --- | --- | --- |
| BSW | 42 | 1 (2.38%) | 17 (40.47%) | 23 (54.76%) | 0 | 98% |
| MSW | 54 | 0 | 23(42.6%) | 29 (53.70%) | 0 | 100% |

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

The IQAC conducts training programs and workshops for the teachers. These programs enable teachers to keep up with the latest in the field of social work in theory and practice. For example, a workshop on examination reforms was conducted by Dr. Adelaide Vaz and her team from the St. Xavier's Institute of Education, Mumbai. This workshop introduced the faculty members to different kinds of curricular designs and evaluative practices.

Teachers also have to guide groups of students for an annual seminar on social work intervention practice. This mentoring process helps the teachers in researching the subject along with the students. It also enables the students to learn to write scholarly and researched academic paper. The whole process is evaluated by the teacher who allots marks to the students. The IQAC sets the agenda by choosing areas/ problems that should be written on.

This process also helps students to avoid repetition on topics that they choose and it ensures topics chosen are relevant to social work. At the end of each semester a TAQ is administered to the students. Faculty members are individually informed by the Principal of their teaching performance.

2.13 Initiatives undertaken towards faculty development

| Faculty / Staff Development Programmes | Number of faculty benefitted |
|---|---|
| Refresher courses | - |
| UGC – Faculty Improvement Programme | 01 |
| HRD programmes | - |
| Orientation programmes | - |
| Faculty exchange programme | 02 |
| Staff training conducted by the university | - |
| Staff training conducted by other institutions | - |
| Summer / Winter schools, Workshops, etc. | - |
| Others | 19 |

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

> - All faculty members are encouraged to take up minor/major research projects sponsored by UGC
> - The research committee that scrutinizes students research allowed 14 students to undertake research studies in various fields during this academic year.
> - Senior students were trained in the use of SPSS in research
>
> This year the Research Unit conducted the following studies commissioned by the national and international organisations
>
> - Information on minority institutions in the state of Maharashtra and preparing a directory of the same
> - Study on the conditions of women affected by communal violence in Kandhamal district, Orissa
> - An evaluation of Mumbai-Thane HIV/AIDS project/ implemented by World Vision
> - Multi-Sectoral Development of Areas Prone to Communal Tension-Bhiwandi
>
> The Unit also encouraged social work academicians and practitioners to contribute researched articles in the professional peer-reviewed journal '*Perspectives in Social Work*'

3.2 Details regarding major projects

|  | **Completed** | **Ongoing** | **Sanctioned** | **Submitted** |
|---|---|---|---|---|
| **Number** | Two | One |  | Two |
|  | Formative Process Evaluation of Computer Assisted Learning (CAL) Project |  | 3.01 | Yes |
|  | Multi-Sectoral Development of Areas Prone to Communal Tension: Bhiwandi |  |  | Yes |
|  |  | Strengthening Child Protection Systems and Addressing Violence | 4.06 |  |
| **Outlay in Rs. Lakhs** | 7.07 | | | |

3.3 Details regarding minor projects

| | Completed | Ongoing | Sanctioned | Submitted |
|---|---|---|---|---|
| **Number** | Four | Two | | **Four** |
| | Dandi Village: A Survey on Maternal and Child Health | | 1.02 | Yes |
| | A Rapid Appraisal of Teach for India Programme | | 2.36 | Yes |
| | Baseline Survey of Demonstration Site of Girls Gaining Ground (GGG) Program | | 0.31 | Yes |
| | Development Initiatives by Voluntary Organizations Working for the Muslim Community in the State of Maharashtra | | 0.46 | Yes |
| | | End Line Survey of Demonstration Site of Girls Gaining Ground (GGG) Program | 0.81 | |
| | | A Baseline Needs Assessment of Baddi, Navghar and Barutiwala | 1.66 | |
| **Outlay in Rs. Lakhs** | **6.62** | | | |

3.4 Details on research publications

| | International | National | Others |
|---|---|---|---|
| Peer Review Journals | - | 1 | - |
| Non-Peer Review Journals | - | 2 | - |
| 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 | Received |
|---|---|---|---|---|
| Major projects | One to Two years | Minority Commission, Government of Maharashtra, UNICEF | 4.05 | 3.66 |
| Minor Projects | One to Two years | Bhavishya Alliance, | 1.59 | 1.28 |
| Interdisciplinary Projects | | | | |
| Industry sponsored | | Bharat Petroleum Corporation Limited (BPCL), JSW Steel Ltd. | 6.40 | 6.40 |
| Projects sponsored by the University/ College | | Nirmala Niketan Institute (FCRA) | 1.66 | 1.47 |
| Students research projects *(other than compulsory by the University)* | | | | |
| Any other(Specify) | | | | |
| Total | | | **13.72** | **12.81** |

3.7 No. of books published    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: **Nil**     Autonomy [ ]     CPE [ ]     DBT Star Scheme [ ]

INSPIRE [ ]     CE [ ]     Any Other (specify) [ ]

3.10 Revenue generated through consultancy

| | -- |
|---|---|

3.11 No. of conferences

organized by the Institution

| Level | International | National | State | University | College |
|---|---|---|---|---|---|
| Number | 0 | 1 | 0 | 0 | 0 |
| Sponsoring agencies | - | Corporate | - | - | - |

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

| 8 |
|---|

3.13 No. of collaborations    International | 1 |    National | |    Any other | |

3.14 No. of linkages created during this year    | 6 |

3.15 Total budget for research for current year in lakhs:

From funding agency    | 13.69 |    From Management of University/College    | - |

Total    | 13.69 |

3.16 No. of patents received this year

| 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    | 2 |
   and students registered under them    | 1 |

3.19 No. of Ph.D. awarded by faculty from the Institution    | 1 |

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

JRF | NIL |    SRF | |    Project Fellows | |    Any other | 2 |

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 | | Any other | Several activities were conducted by students as part of their field work |
| --- | --- | --- | --- | --- | --- |
| NCC | | NSS | | | |

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

The college is continuing the four field action projects, namely AROEHAN, CHIRAG, SWAYAM and Anubhav Mumbai this year too.

1. AROEHAN: This project is now five years old. It addresses the issue of health, education, livelihood and governance. This year it conducted health programs for adolescent girls through life skills education and 700 girls participated. It also organised a program called ' seeking

employment and quality education in six aided government ashram schools and three private schools. Under the livelihood program, it also started to work on rain water harvesting and increasing agricultural productivity.

2. CHIRAG: The project has completed six years. It has now started a micro credit society, i.e Jeevan Jyot Credit Society for the PLHA

3. SWAYAM: The project successfully collaborated with United Way of Mumbai helpline and has completed the 'First Respondents Training Program'.

4. Anubhav Mumbai: This project works with college youth and the youth in suburban Mumbai. The objective is to help youth contribute positively to the development of the society.

5. As one of the Merged Schemes of the UGC XIth Plan Grant, the College began the coaching classes to help **the SC/ST and Minority candidates** appear for the Preparatory Examinations of MPSC (Maharashtra Public Service Commission) and UPSC (Union Public Service Commission).

6. The College played a crucial role in highlighting the issues of Christian women and children in Kandhmal, Orissa, who were affected by Communal Violence. At the request of the National Solidarity Forum, headed by Mr John Dayal, the College did a study in May, 2010 in Kandhamal by interviewing 355 women for a survey with regard to their socio-economic loss and 80 women and girls with regard to the sexual violence suffered by them. The findings were presented at the National Peoples' Tribunal at New Delhi, in July 2010, advocating for legal action on the perpetrators of violence. Many legal cases were filed based on this report. The College also enabled the organization Catholic Charities to obtain funds from the Association of Notre Dame des Champs, Paris, to build 107 houses for the affected women and also support them for their livelihood.

7. The Maharashtra State Election commission requested the College for collaboration in training the women councillors of the state by being the nodal centre for training. The programme started experimentally with 10 districts of Maharashtra in December 2010.

**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 (≥ 1-0 lakh) during the current year. | • Sony Digital Camera (3) <br><br> • Computer - (3) <br><br> • HP Laser jet Printer (1) | • Usb Pen drive (2) <br><br> • Accessories for the LCD projector <br><br> • Hp Laserjet 1007 printer (1) <br><br> • Gb Ddr Ram <br><br> • Canon Digital Printer IR2318L along with Standard accessories (1) <br><br> • Computer CPU (1) <br><br> • Projector : Acer x 110 (1) <br><br> • Projector accessories <br><br> • 4089 -A24 Lenovo M70 Series Desktop (1) | UGC & Management | Same as (Existing + Newly created) |

| | | 2580-AB1 IBM – Desktop (1) | | |
|---|---|---|---|---|
| Value of the equipment purchased during the year (Rs. in Lakhs) | 5.35 | 5.35+3.98 | UGC & Management | 9.33 |
| Others | -- | -- | -- | -- |

4.2 Computerization of administration and library

Library and administrative records were entered in computers during this academic year.

4.3  Library services:

| | Existing | | Newly added | | Total | |
|---|---|---|---|---|---|---|
| | **No.** | **Value** | **No.** | **Value** | **No.** | **Value** |
| **Text Books** | 723 | 302907 | 216 | 181155 | 939 | 484062 |
| **Reference Books** | 20 | 51740 | 16 | 44741 | 36 | 96481 |
| **e-Books** | - | - | - | - | - | - |
| **Journals** | 68 | 227144 | - | 122834 | 67 | 349978 |
| **e-Journals** | 07 | - | 01 | - | 08 | - |
| **Digital Database** | 01 | 15000 | - | 5000 | 01 | 20000 |
| **CD & Video** | - | - | - | - | - | - |
| **Others (specify)** | - | - | - | - | - | - |

4.4 Technology up gradation (overall)

|  | Total Computers | Computer Labs | Internet | Browsing Centres | Computer Centres | Office | Depart -ments | Others |
|---|---|---|---|---|---|---|---|---|
| Existing | 80 | 38 | - | - | - | 7 | 35 | - |
| Added | 30 | - | - | - | - | - | - | - |
| Total | 110 | 38 | - | - | - | 7 | 35 | - |

4.5 Computer, 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 enhanced communication between teachers and students.

4.6 Amount spent on maintenance in lakhs:

  i)  ICT                                          0.94

  ii)  Campus Infrastructure and facilities        0

  iii) Equipments                                  2.08

  iv) Others                                       0

  **Total:**                                       3.02

**Criterion – V**
**5. Student Support and Progression**

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

- Every year support is extended to the students with financial difficulties. The college has raised funds to provide educational loans that take care of the fees, field work expenses and also hostel and travel expenses. If needed the student is helped in her/his expenses for research or term paper projects also. Students from the SC/ST, OBC avail the government scholarships

- The committee also makes sure that the students are aware of the services of a counsellor employed by the College.

5.2 Efforts made by the institution for tracking the progression

The college has an active alumni association. 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 |
|----|----|--------|--------|
| 148 | 112 | 1 | 67 |

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

62

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

1

Men (BSW +MSW)                    Women (BSW+MSW)

| No | % |
|----|---|
| 67 | 26 |

| No | % |
|-----|----|
| 194 | 74 |

| Number of BSW+ MSW Students Last Year-2009 | | | | | | Number of BSW+ MSW Students this Year-2010 | | | | | |
|---------|----|----|-----|------------------------|-------|---------|----|----|-----|------------------------|-------|
| General | SC | ST | OBC | Physically Challenged | Total | General | SC | ST | OBC | Physically Challenged | Total |
| 177 | 36 | 18 | 20 | 5 | 256 | 181 | 37 | 16 | 23 | 4 | 261 |

Demand ratio- 1:1.88 (BSW), 1:4.91 (MSW)

Dropout % - 2 % (BSW), 3 % (MSW)

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

The College during the academic year contributed the preparatory classes for MPSC/ UPSC started in 2009-10. This is financed by the UGC and is free for the learners from SC/ST, OBC groups, minorities and persons with disabilities. Some of our students have enrolled in these classes. This has also continued in 2010-11.

No. of students beneficiaries          54

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

The counsellor was approached by 60 students for different needs related to their personal life, academic problems, career decisions, family relationships and other problems.

− A day long workshop was organised for the final year BSW and MSW program students. This was in preparation for the recruitment drive and focussed on assertiveness, goal setting and personality development
− Language labs for students are also another add-on for students. These are in English, Hindi and Marathi for students weak in these subjects.

No. of students benefitted

| >60 |
| --- |

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 | _>20 | 17 | |

5.8 Details of gender sensitization programmes

This year the WDC of the college organised 6 major programs for the students. They were on topics related to:

1. Dealing with sexual harassment
2. Adolescent health
3. Personal laws
4. Counselling in domestic violence
5. Discussion on violence against women
6. Debate on section 498 A

Apart from the above, the cell also screened several films for students' review on issues affecting women. The highlight was the celebration of women's week and the inauguration of the Krantijyoti Savitribai Phule Lecture Series.

5.9 Students Activities

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

State/ University level [   ]    tional level [   ]    nternational 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 | 7 | 92600 |
| Financial support from government | 57 | 764440 |
| Financial support from other sources | 22 | 212800 |
| 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    [ 1 ]

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

6.3 Quality 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 last 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. The program is going on well.

6.3.2 Teaching and Learning

Besides lectures and discussions in the classrooms, teachers 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 Students were encouraged to take informed consent from their research participants.

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.

6.3.6 Human Resource Management

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

6.3.7 Faculty and Staff recruitment

6.3.8   Industry Interaction / Collaboration

> The field work placements connected to the corporate helped students placed with them to gain experience and knowledge in the areas of community organisation and group work

6.3.9   Admission of Students

> Admission process is managed by a faculty committee set up for the purpose. The process of admission is transparent.

6.4 Welfare schemes for

| | |
|---|---|
| **Teaching** | Interest free loans |
| **Non teaching** | Interest free loans for the staff and their children's education |
| **Students** | Education Loan Scholarship Scheme, 50% Travel grants for students placed in rural areas |

6.5 Total corpus fund generated      -

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?

> NA

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

> NA

6.11 Activities and support from the Alumni Association

> The alumni association meets at least twice a year. The association organises skills and knowledge based programmes not only for its members but these are open to students as well.

6.12 Activities and support from the Parent – Teacher Association

> Nil

6.13 Development programmes for support staff

> An annual picnic was organised for the support staff. The staff also celebrated Friendship Day, observed Constitution day, etc and attended all the programmes in the College, namely Sports Day and Annual Day.

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

> Initiatives taken are to grow more trees and plants, segregate garbage and use water judiciously.

**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.

> The Equal Opportunities Cell was started in this academic year. The SC/ST Cell of the college plays an active role in addressing the various needs of students coming from the deprived sections of society.
>
> The college provided support to 34 students belonging to SC/ST/ OBC category having financial difficulty. A monthly support of Rs 500/- was given to each of them for expenses related to travelling for field work, stationary, and other incidentals.

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

> An Equal Opportunity Cell was established during 2010-11.
>
> The College initiated a project in Shriji ka Khada, Bhilwara district, Rajasthan to work with destitute widows with silicosis. A team visited the area and assessed the health, education and nutritional needs of the women and children.
>
> With funds from UGC, the course on Human Rights paper has been introduced in the VI semester of the BSW programme. A similar course for the MSW program has been designed and will be implemented when the semester system for the MSW program is introduced.

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

## A) Best Practice 1

**Integrated Social Work Practice Seminars for graduate and post graduate classes**

Context: As a culmination of their learning journey for two/three years, graduate and post graduate students are required to identify one societal concern and present a paper on their understanding of systemic perspectives, using any suitable theoretical framework. Taking into account the need for vertical and horizontal progression in developing nuanced understanding of issues of vulnerable groups, students are initially given inputs on the core social work methods which are work with individuals, groups and communities, as well as administration and research. The intervention in the field though is through a combination of methods and through an integrated and holistic approach. The classes on Integrated Social Work Practice in the final year also help students bring their field work experiences into the classroom and reflect on their development as professional social workers.

Objectives:

- To enable students to understand the perspectives underlying the practice of social work at the macro level
- To enable students to develop the ability to connect interventions to the theoretical perspectives of practice
- To enable students to appreciate the challenges emerging from local and global influence on practice

The practice: During 2010-1011, the College organised a National Seminar on Human Rights, which was coordinated and managed by the MSW and BSW students. Students representing nine social work educational institutions participated in this Seminar. This practice of inviting other institutions gave our students the opportunity to present papers to a wider audience.

Final year students worked in groups of 6-7 and prepared papers through necessary discussion, reflection and referencing. The integrated social work practice seminar being a part of the syllabus, the seminar days were included in the calendar plan of the college. Each group was guided by a faculty member. Each presenting group had to follow the guidelines of allotment of time, sequence, etc and answer the questions put forth by the specially appointed discussion group, students, and faculty members.

Obstacles faced: No obstacles were faced in this practice.

Impact of practice: This practice of presenting papers helped students in the following; a) identifying issues for analysis; b) working in groups; c) coordinating the entire seminar; d) writing full length papers based on literature review and discussion with faculty guides and expertise; e) preparing power point presentations; f) adequately and appropriately responding to questions, clarifying doubts and defending their paper before an audience of students from other institutions, faculty members and academicians.

Resources required: Faculty members to guide the students and help them in constructing a systemic understanding of macro and micro factors with respect to the issue chosen for analysis.

Contact person: Teacher in charge of teaching the course.

**B. Best Practice 2**

**Kranti Jyoti Savitribai Phule Lecture Series**

Context: Several educational thinkers and activists have worked on issues related to women's empowerment and College of Social Work began this Lecture Series to conscientize BSW and MSW students and engage them in reflection and discussion about these contributions.

The Practice: The Krantijyothi Savitribai Phule lecture series was inaugurated in 2011 to commemorate the valuable contribution of Krantijyothi Savitribai Phule to the development and empowerment of women in India. It aims to instil a sense of gratitude and appreciation in the minds of students for the valuable contribution of Smt Savitribai Phule to women's development and to facilitate a forum for dialogue, reflection and action on dealing with issues concerning women.

Academicians, activists, experts are invited to deliver talks on issues related to women and empowerment. The College initiated this lecture series during 2010-2011, and the theme for the first in this lecture series was on '*Phule and the Women's Question' by* Dr Lalitha Dhara, HOD, Mathematics/Statistics, Dr Ambedkar College of Commerce and Economics and the key note on 'Feminization of Poverty' by Dr Vibhuti Patel, Professor and HOD, Dept of Sociology, SNDT University, Mumbai.

Obstacles faced: There were no obstacles faced.

Impact of practice: Such a lecture series gives our students the scope for dialogue, reflection and action on issues concerning women. This gives an opportunity to appreciate and understand the contribution of women in the areas of development.

**Contact:**
**Name of the Principal:**        **Dr Geeta Balakrishnan**
**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**                        **09892874410**
*Provide the details in annexure (annexure need to be numbered as i, ii,iii)*

7.4 Contribution to environmental awareness / protection

1. The college has a subject in the MSW programme titled 'Ecology' that highlights the environment problems of the country and also focuses on strategies on working on some of these problems at the micro and macro levels.

2. Students raise awareness about environmental protection and conservation wherever possible, during the field work intervention.

7.5 Whether environmental audit was conducted?     Yes ☐     No ☑

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

No

8. Plans of institution for the next year

- The college plans to garner more support for the socio-economically weaker students.

- The board room has to be equipped for conducting the online "Peace Education" Course.

- Fund raising for rehabilitation of families affected by communal violence in Kandhamal Orissa.

- To continue and pursue the existing International exchange programmes.

- To initiate syllabus review for introducing Credit Based Semester Grading System (CBGS).

Name  ANJALI KANITKAR          Name  GEETA BALAKRISHNAN

_Signature of the Coordinator, IQAC_          _Signature of the Chairperson, IQAC_

**Annexure I**

**Calendar of the Academic Year 2010-11**

| | | |
|---|---|---|
| June 07, 2010 | Monday | Re-opening of the College for faculty |
| June 28 - July 3, 2010 | Monday | Inauguration of the Academic Year 2010 - 11 |
| June 28, 29, 30 '10 | Monday | Induction for BSW I & MSW I & Orientation begins for BSW II, III, MSW II |
| June 28, 2010 | Monday | Parents Meeting (5.00 - 7.30 p.m.) |
| June 29 - July 10, '10 | Tuesday | English Language Lab for BSW I - 9.00 to 3.00 |
| June 29 - July 10, '10 | Tuesday | Orientation for BSW II, MSW I & II |
| July 12, 2010 | Monday | Regular lectures begin for all BSW & MSW Classes |
| July15, 2010 | Thursday | Concurrent Field Work begins for all students, **EXCEPT FOR BSW I** |
| July 21, 2010 | Wednesday | Election of Student's Committee Members of the College & Nominations for Students Council. |
| July 28, 2010 | Wednesday | Welcome party for MSW I & BSW I |
| August 4, 2010 | Wednesday | Educational Programme |
| August 6, 2010 | Friday | Concurrent Field Work begins for BSW I |
| August 11, 2010 | Wednesday | Celebration of Independence Day |
| August 16, 2010 | Monday | Last day for Assignment topics to be given for all classes |
| August 18, 2010 | Wednesday | Election of Secretary of the Student's Council & General Body Meeting |
| August 25, 2010 | Wednesday | Cultural Competition |
| September 1, 2010 | Wednesday | Teachers Day Celebration |
| September 8, 2010 | Wednesday | Indoor Sports Competition |
| Sept 15, 2010 | Wednesday | Cultural Competition |
| Sept 17 - 25, 2010 | Saturday | First Block Field Work for all Classes |
| Sept 27 - Oct 6, '10 | Monday | Regular lectures for all Classes |

| Sept 29, 2010 | Wednesday | Indoor Sports Competition |
| Oct 8 - 12, 2010 | Friday | Study Leave for BSW III, MSW I & II |
| Oct 7 - 15, 2010 | Thursday | Study Leave for BSW I & II |
| Oct 13, 2010 | Wednesday | Terminal Exams Begin for BSW III, MSW I & II |
| Oct 16, 2010 | Saturday | Semester Exams begin for BSW I & II |
| Oct 24, 2010 | Sunday | Camps for all classes begin & 1st term ends after the camp |
| Nov 1 - Nov 21, 2010 | Monday | Diwali Vacations for ALL. |
| Nov 2, 2011 | Monday | Results of Semester I of BSW I & II to be declared |
| Nov 8, 2010 | Monday | Semester Re-Exams begin for BSW I & II - 2nd attempt |
| Nov 15, 2011 | Monday | Semester Re-Exams begin for BSW I & II - 3rd attempt |
| Nov 22, 2010 | Monday | Second term begins for all classes |
| Nov 22 - Dec 3, 2010 | Monday | Workshops & Regular lectures for all classes |
| Nov 24, 2010 | Wednesday | Educational Programme |
| Dec 4, 2010 | Saturday | Fund Raising Show for the College Programmes |
| Dec 6 - Dec 23, 2010 | Monday | Second Block Field Work for all classes |
| Dec 8, 2010 | Wednesday | Institute Day, Non-Instructional Day |
| Dec 24, 2010 - Jan 1, '11 | Friday | Christmas Break |
| Jan 3, 2011 | Monday | Classes begin for all |
| Jan 5, 2011 | Wednesday | Christmas & New Year Party |
| Jan 8, 2011 | Saturday | Sports Day |
| Jan 13, 2011 | Thursday | Concurrent field work for all classes |

| Jan 25, 2011 | Tuesday | College Annual Day |
| Jan 26, 2011 | Wednesday | Republic Day |
| Jan 31 - Feb 5, 2011 | Monday | Civil Defence & First Aid Courses for BSW I & II |
| Feb 11 & 12, 2011 | Friday | Field Work ends for ALL |
| Feb 18 & 19, 2011 | Friday -Saturday | National Seminar (Integrated Practice) for BSW III & MSW II. |
| March 2, 2011 | Wednesday | Women's Day Celebration |
| March 9, 2011 | Wednesday | Farewell Party |
| March 12, 2011 | Saturday | Classes end for BSW I & II |
| March 19, 2011 | Saturday | Submission of Research & Term Paper Projects by MSW II |
| March 19, 2011 | Saturday | Classes end for BSW III, MSW I & MSW II, Valedictory Day |
| March 19, 2011 | Saturday | Study Leave for BSW III, MSW I & II |
| March 22, 2011 | Monday | Semester Exams begin for BSW I & II |
| April 11, 2011 | Friday | Annual Exams (As per University Circular) |
| April 18, 2011 | Monday | Semester Re-Exams begin for BSW I & II - 2nd attempt |
| April 25, 2011 | Monday | Semester Re-Exams begin for BSW I & II - 3rd attempt |
| April 30, 2011 | Saturday | Last working day for Faculty |
| May 5, 2011 | Monday | Results of 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 |
|---|---|---|----|----|----|----|
|   |   |   |    |    |    |    |

3

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 |
|---|---|---|----|----|----|----|
|   |   |   |    |    |    |    |

4

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 |
|---|---|---|----|----|----|----|
|   |   |   |    |    |    |    |

5

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

7

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.

8