



## Yearly Status Report - 2015-2016

### Part A

#### Data of the Institution

Part A	
<b>Data of the Institution</b>	
<b>1. Name of the Institution</b>	COLLEGE OF SOCIAL WORK
Name of the head of the Institution	DR. GEETA BALAKRISHNAN
Designation	Principal
Does the Institution function from own campus	Yes
Phone no/Alternate Phone no.	912222002615
Mobile no.	9802824410
Registered Email	geeta.balakrishnan@gmail.com
Alternate Email	nn@cswnn.edu.in
Address	COLLEGE OF SOCIAL WORK, NIRMALA NIKETAN 38, New Marine Lines
City/Town	MUMBAI
State/UT	Maharashtra
Pincode	400020

2. Institutional Status					
Affiliated / Constituent		Affiliated			
Type of Institution		Co-education			
Location		Urban			
Financial Status		Self financed and grant-in-aid			
Name of the IQAC co-ordinator/Director		Ms ANJALI KANITKAR			
Phone no/Alternate Phone no.		912222002615			
Mobile no.		9821096530			
Registered Email		nn@cswnn.edu.in			
Alternate Email		geeta.balakrishnan@gmail.com			
3. Website Address					
Web-link of the AQAR: (Previous Academic Year)		<a href="http://cswnn.edu.in/sites/default/files/aqar_2013_14.pdf">http://cswnn.edu.in/sites/default/files/aqar_2013_14.pdf</a>			
4. Whether Academic Calendar prepared during the year		Yes			
if yes,whether it is uploaded in the institutional website: Weblink :		<a href="http://cswnn.edu.in/sites/default/files/Academic%20calendar%202015-16.pdf">http://cswnn.edu.in/sites/default/files/Academic%20calendar%202015-16.pdf</a>			
5. Accrediation Details					
Cycle	Grade	CGPA	Year of Accrediation	Validity	
				Period From	Period To
3	A	3.53	2015	01-May-2015	30-Apr-2022
6. Date of Establishment of IQAC			07-Apr-2004		
7. Internal Quality Assurance System					
Quality initiatives by IQAC during the year for promoting quality culture					
Item /Title of the quality initiative by IQAC	Date & Duration		Number of participants/ beneficiaries		

No Data Entered/Not Applicable!!!

[View File](#)

8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
No Data Entered/Not Applicable!!!				
<a href="#">View File</a>				

9. Whether composition of IQAC as per latest NAAC guidelines:

Yes

Upload latest notification of formation of IQAC

[View File](#)

10. Number of IQAC meetings held during the year :

2

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

Yes

Upload the minutes of meeting and action taken report

[View File](#)

11. Whether IQAC received funding from any of the funding agency to support its activities during the year?

No

12. Significant contributions made by IQAC during the current year(maximum five bullets)

? The IQAC prepared for the Academic Audit by the University of Mumbai, by preparing the report.

? IQAC also planned for the initiation of the house system for students

? IQAC organised the state level seminar for NGOs in social development

? IQAC coordinated the visits of two local enquiry committees set up by Mumbai University;

? IQAC coordinated the fund raising drive of the college.

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13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achivements/Outcomes
To coordinate with Fund Raising Committee for the Fund raising Event, Yaadon ki Baraat.	The Fund raising Event, Yaadon ki Baraat, was held on 24th September, 2015.
To coordinate the visits of two Local Enquiry committees set up by Mumbai University.	The visits of two Local Enquiry committees set up by Mumbai University were successfully completed.
Prepare for the Academic Audit to be conducted by the members of the UMQAC, University of Mumbai.	The Academic Audit was successfully completed and the University Team commended the college on its interventions
To organise State level Seminar on NGOs in Social Development, with sponsorship from ICSSR.	The IQAC successfully organised the State Level Seminar
Initiate the House system for the student body.	The house system was implemented for the smooth functioning of the college
Revision of the MSW syllabus.	The syllabus for the MSW programme was taken up by the IQAC and faculty members as the University of Mumbai directed all colleges to implement the new CBSS (Choice Based Semester System) from the academic year 20162017. Faculty members formed groups and took up specific subjects for revision. This ensured that every faculty member contributed towards the revision of the syllabus.
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**14. Whether AQAR was placed before statutory body ?**

Yes

Name of Statutory Body	Meeting Date
LMC & MANAGEMENT	01-Oct-2015

**15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?**

No

**16. Whether institutional data submitted to AISHE:**

Yes

Year of Submission

2016

Date of Submission

22-Feb-2016

**17. Does the Institution have Management Information System ?**

No

## Part B

### CRITERION I – CURRICULAR ASPECTS

#### 1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

The college is guided by the norms of the University of Mumbai. CBCS system as stipulated by UGC has been introduced from the last academic year. The Adhoc BoS of Social Work under the Mumbai University meets twice a year to look into curriculum related areas.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entrepreneurship	Skill Development
Nil	Nil	01/04/2015	0	Nil	Nil

#### 1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
No Data Entered/Not Applicable !!!		
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1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
No Data Entered/Not Applicable !!!		

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	0	0

#### 1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
No Data Entered/Not Applicable !!!		
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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BSW	Field work	170
MSW	Field work and internship	119
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#### 1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	
Employers	
Alumni	
Parents	Yes

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution?  
(maximum 500 words)

#### Feedback Obtained

Feedback is taken through the Teacher Assessment Questionnaire (TAQ) from the students oral feedback is also taken in relation to teaching methodology, accessibility of the teachers and relevance of subject content. This feedback is shared with the teachers by the Principal and the teachers are asked to make appropriate modifications in their teaching. Student satisfaction feedback is coordinated by IQAC. Meeting with student council members allows for feedback from stakeholders by the Principal. The Principal and IQAC members also elicit feedback from the students during the Annual General Body Meeting of the Students. Teachers Assessment Questionnaire ( TAQ ) has been developed to get a written feedback of all the courses. It comprises objective questions regarding teacher's competencies such as i) Time sense, ii) Subject command , iii) Communication skills, iv) Support to the students, v) Workshops. Verbal feedback is taken by the faculty in charge of the respective course. Twice a year meetings are held with parents and a verbal feedback is taken from them. in relation to students performance and the services offered by the College, including the library and camps.

## CRITERION II – TEACHING- LEARNING AND EVALUATION

### 2.1 – Student Enrolment and Profile

#### 2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BSW	Social Work	60	100	60
MSW	Social Work	60	215	60
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### 2.2 – Catering to Student Diversity

#### 2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2015	60	60	4	5	10

### 2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-	ICT Tools and resources available	Number of ICT enabled Classrooms	Numberof smart classrooms	E-resources and techniques used

	Resources)				
19	19	5	5	0	4
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No file uploaded.					

### 2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences. Teachers besides using audio visuals, films and discussions also take the students on field trips and exposure visits to different organisations in the city and in rural areas. Students are supervised and mentored in their field work activities with opportunities to develop critical thinking and intervention skills. It is extremely important to begin where the student or learner is as they come from diverse backgrounds and as the range is wide, teachers strive to understand who the learner is. Teachers also accept and use whatever can be used of past experiences to build upon for future learning. Teachers conduct their classes in an interactive manner, challenging students to participate and think, articulate their prejudices, unlearn and learn in the process of understanding how to work with people and grapple with the issues that affect them. Simulation exercises, role-plays, skits, discussions on case studies, and ICT material like posters, puppets, videos, documentaries and films are commonly used across most classes. Group discussions and class presentations help the students to be vocal and confident in presenting their views in debates and discussions. Field work facilitates experiential learning as students observe, participate and engage in field interventions which are recorded and discussed with their faculty mentors in weekly/fortnightly conferences

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
263	19	1:14

## 2.4 – Teacher Profile and Quality

### 2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
19	18	1	1	1

### 2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year )

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
No Data Entered/Not Applicable !!!			
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## 2.5 – Evaluation Process and Reforms

### 2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
MSW	260	SEM IV	11/04/2016	01/06/2016
MSW	260	SEM III	19/10/2015	14/12/2016
MSW	260	SEM II	11/04/2016	01/06/2016
MSW	260	SEM I	19/10/2015	18/12/2015
BSW	260	SEM VI	11/04/2016	01/06/2016

BSW	260	SEM V	19/10/2015	14/12/2015
BSW	260	SEM I	19/12/2015	05/11/2016
BSW	260	SEM II	31/03/2016	25/04/2016
BSW	260	SEM III	19/10/2015	05/11/2015
BSW	260	SEM IV	31/03/2016	25/04/2016
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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

Continued with the normal pattern, except for a few changes in the pattern of the type of pattern for the class test where objective questions were introduced..

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

The College plans its teaching-learning and evaluation schedules well in advance and within the framework of the University schedules. The University finalises the dates for the beginning and ending of the semesters, for vacations and also for the University examinations. The College then works out its admission programme, class schedules, camps and block placement programmes, internal examinations and other regular programmes within these dates. This is presented, discussed and finalised at the faculty meetings, based on comments and suggestions given by the teachers in relation to classes, field work, students' council activities, block placements and rural camps. The calendar also includes the scheduling of orientation visits at the beginning of the year. Camps and block placements for students are organized keeping in mind the vacation dates and whenever possible arranged such that travel time of students is reduced. For instance, sometimes the students report directly to the camp sites from their place of residence if camps are organized immediately as the vacation ends.

## 2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

<http://cswnn.edu.in/sites/default/files/Prospectus%202015-2016.pdf>

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
260	MSW	Sem IV	55	54	98
260	MSW	Sem II	52	49	94
260	BSW	Sem VI	56	52	92.16
260	BSW	Sem IV	55	50	90.90
260	BSW	Sem II	55	55	100
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## 2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)



Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) -The institution takes feedback from the students on the Teacher Assessment Questionnaire, which also includes information about their satisfaction with the facilities provided by the college.

### CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

#### 3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Major Projects	720	ICMR	2817955	1403645
Industry sponsored Projects	120	Larsen and Toubro Limited	1191288	500000
Any Other (Specify)	240	CIDCO	2433975	2433975
Industry sponsored Projects	365	YUVA Parivarthan	563977	382502
Any Other (Specify)	150	World Vision	389367	389367

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#### 3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
NIL	NIL	01/04/2015

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
NIL	NIL	NIL	01/04/2015	NIL

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3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
NIL	NIL	NIL	NIL	NIL	01/04/2015

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#### 3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
0	0	0

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
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NIL	0
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### 3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
National	Social Work	11	0
<a href="#">View File</a>			

### 3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
Social Work	2
<a href="#">View File</a>	

### 3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
NIL	NIL	NIL	2015	0	NIL	0
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### 3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
NIL	NIL	NIL	2015	0	0	NIL
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### 3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	1	6	7	28
Presented papers	3	3	1	1
Resource persons	4	0	0	19
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## 3.4 – Extension Activities

### 3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
Awareness on HEpatitis B C	College Students	1	40
Preamble of	We the People of	2	87

Constitution of India	India NGO		
Communal Harmony	college Students	1	35
Anubhav Orientation Programs	NSS in 10 colleges	2	980
Orientation Programme for Senior Citizens	Toy Bank NGO	1	25
Orientation programme for Senior Citizens	Make a Wish Foundation NGO	1	25
UMANG - Talent Show	Silver Lining Foundation and Rotaract Club of Mumbai, Nariman Point	1	10
Research Presentation	PUKAR NGO	1	20
Orientation Programme for Senior Citizens	Samaritans Mumbai NGO	1	20
Competitions on the Eve of Gandhi Jayanti	Short Term Course Unit	1	20
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3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
NIL	NIL	NIL	0
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3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activities	Number of students participated in such activities
Documentary Screening	Womens Development Cell	Screening of documentary titled Girl Rising based on education of girls in different countries	2	50
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### 3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
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Faculty Exchange	2	AIACHE	10
International Faculty Exchange Programme	2	HES-SO University	7
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3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
NIL	NIL	NIL	01/04/2015	01/04/2015	0
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3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
HES-SO University of Applied Sciences and Arts Western Switzerland	07/04/2015	Exchange of students for study purpose and research for faculty	3
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## CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
1933000	667024

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
No Data Entered/Not Applicable !!!	
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### 4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or partially)	Version	Year of automation
SLIM	Partially	21	2012

4.2.2 – Library Services

Library Service Type	Existing	Newly Added	Total

Text Books	2553	1198500	632	121303	3185	1319803
Reference Books	126	135592	44	10209	170	145801
Journals	62	561515	62	92734	124	654249
e-Journals	6	0	6	0	12	0
Digital Database	2	36500	1	5725	3	42225
Others (specify)	1	239000	1	23250	2	262250
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4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
No Data Entered/Not Applicable !!!			
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#### 4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/GBPS)	Others
Existing	110	33	8	12	19	53	0	8	16
Added	0	0	0	0	0	0	0	0	0
Total	110	33	8	12	19	53	0	8	16

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

No Data Entered/Not Applicable !!!
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4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
E content under e-PG-Pathshala	<a href="https://epgp.inflibnet.ac.in/">https://epgp.inflibnet.ac.in/</a>

#### 4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
275000	0	1158000	667024

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

The policy of the college is to work in consultation with and request
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management for the maintenance of the infrastructure. Repair works, painting, replacement of old furniture comprehensive cleaning of the premises and pest control are carried out on regular basis to maintain freshness and a clean atmosphere. Special arrangement has been made for encouraging students to study and hold outdoor games in the available space in the backyard. Classrooms: All the graduate and post graduate class-rooms were expanded to accommodate increased number (60) of students in 2009-2011. Adequate seating arrangements including writing-tables are made for all students. All the classrooms are well-equipped with mike, television, mounted LCD and other audio visual equipments such as, over head projector, tape recorders for good teaching learning processes. The Internet is available for students. The multi-purpose hall of the College with collapsible doors is used as two classrooms on a day to day basis. The partitions are opened up to make space for all students when the educational or cultural activities are conducted. The space problem has increased since the year 2008 when the student teacher ratio was changed from 1: 10 to 1: 14. Hence the College uses the space optimally The College has a library space with seating arrangements for 90 students at a time. This room is furnished well with comfortable furniture for students. It has closed and open access cupboards/shelves for books. Within the space available a small room is created for the students to sit in small group of 4 or 5 to discuss assignments etc. Besides the large hall and reading room, library also has two rooms for maintaining the catalogue and other records. The building has a lift which the students with disability are helped to use. There is also a ramp at the entrance. The College has a vision centre for the visually impaired students and this centre has the software JAWS. The college has a well-equipped computer laboratory and all the students and faculty members have access to it. It is also open to a limited number of students from neighbouring academic institutions at a comparatively cheaper rate, without causing inconvenience to the in-house users.

## CRITERION V – STUDENT SUPPORT AND PROGRESSION

### 5.1 – Student Support

#### 5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	Loan Scholarship from Management/ Institution	18	361717
Financial Support from Other Sources			
a) National	Student Scholarships	31	186000
b) International	NIL	0	0
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#### 5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implementation	Number of students enrolled	Agencies involved
Soft Skills	16/06/2016	202	10
Counselling Cell	17/06/2015	69	1
Remedial coaching	11/07/2016	54	1

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5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
2016	Career Guidance and Job Placement Cell	60	60	0	27

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5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
0	0	0

## 5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
Pratham Infotech, Swasth Foundation, Kotak Education Foundation, Madhav Baug, Justice and Care, Vidi Kamgar Kalyan Pratishtan, The Lighthouse Project, Mentor Me India, Navodaya Movement, Navjeevan Centre, Rishab World, Angan, Gandhi	60	25	Ojus Medical Institute, Neptune	2	2

Fellowship etc.					
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5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Depratment graduated from	Name of institution joined	Name of programme admitted to
2016	0	MSW	MSW	AAA	AAA
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5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
SET	1
Civil Services	1
No file uploaded.	

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Freshers Party	Institute	250
Documentary Screening	Institute	200
Debate on Capital Punishment	Institute	50
Sports Meet	Institute	250
Annual Day	Institute	270
Arambh- Inter-Colleiagte Fest	Inter-Collegiate	500
Neev- College Magazine	Institute	150
Teachers Day Celebration	Institute	200
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5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
2015	NA	National	0	0	NA	NA
2016	NA	National	0	0	NA	NA
No file uploaded.						

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

5.3.2 Activity of Student Council representation of students on academic administrative bodies/committees of the institution (maximum 500 words). Two students have been included in the Internal Quality Assurance Cell from 2015 onwards. Elections were conducted in each class in the second week after



college reopened to constitute the Students' Socio Cultural Committee.

**Freshers' Party:** The freshers' party was organized on 21st July 2015 with a "jungle" theme. The first event conducted by the Education Sub-Committee in collaboration with the Women Development Cell was the screening of the well know documentary "Girl Rising" on 11th August, 2015. The American Library U.S. Consulate General, Mumbai had requested the college to provide a platform for discussion with students based on the documentary they had prepared on girls' education across different countries. After the screening, there was a panel discussion followed by a question answer session and high tea. A debate was organized by the Education Sub-Committee in the backdrop of the capital punishment given to Yakub Menon. The sports sub-committee organized two major events during the year. The indoor games were held in the college campus on 15th September 2015 and the outdoor sports day was held on St. Pius grounds in Goregaon on 7th January 2016. 10 students participated in the Indian Student Parliament held from January 27 to 30, 2016. Annual Day was celebrated on 23rd January, 2016 at Patkar Hall, SNDT College. The theme of the Annual Day was 'Life is like that only!' The inter-college festival Aarambh was held on 30th January, 2016. There were 10 events in Aarambh in which students from other colleges also participated. This year, the Students' Socio-Cultural Committee incorporated a new subcommittee on literary affairs. The sub-committee came up with 'Neev', the first college magazine.

#### 5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

Yes

Registered under Society Registration Act 1860. Registered on 7th Dec. 1987.  
Registered No.: 577

5.4.2 – No. of enrolled Alumni:

8

5.4.3 – Alumni contribution during the year (in Rupees) :

0

5.4.4 – Meetings/activities organized by Alumni Association :

Alumni Association periodically organizes sessions on various topics. This is done in close collaboration with the college, keeping in mind the needs of students and current social issues.

### CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

#### 6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

The Principal has meetings with the faculty members every week to discuss student progress, student activities and issues related to teaching and learning. The faculty members are encouraged to support innovative ideas for making teaching - learning more meaningful and effective. Faculty members are also part of various committees that plan and monitor various functions of the college for e.g. Library, Camps, Student Council, Women Development Committee, etc. The teachers head these committees along with non-teaching staff. The non-teaching staff are also met regularly and are part of various committees.

6.1.2 – Does the institution have a Management Information System (MIS)?

No

## 6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Admission of Students	According to University norms.
Industry Interaction / Collaboration	The college collaborates with CSR departments of corporates for research, field placement and job placement.
Human Resource Management	Recruitment of staff is per Rules by State Government (Department of Social Welfare). When required the Management employs teaching and Non-teaching staff to manage the extra workload.
Library, ICT and Physical Infrastructure / Instrumentation	Books in the library are updated whenever necessary and possible.
Research and Development	During this academic year, faculty members were oriented on methods of applying to ICSSR for research funds.
Examination and Evaluation	University of Mumbai norms are followed. For College exams (BSW SEM I TO IV) all teachers are involved in supervision and examination of answer papers. Question papers set by the teachers are proof read and edited by the Convenor of the Examination Committee. Papers are moderated by the Senior teachers. Examinations of other classes are conducted by the University of Mumbai. All teachers are involved in supervision, paper setting, examination in moderation. A standardized format has been made for the evaluation of seminar presentations, term papers and research projects.
Teaching and Learning	Teachers are encouraged to use innovative methods for classroom teaching. They are also encouraged to invite experts to share their experiences with the students. Field visits and orientation visits help in bringing real life situations to the classroom and help integration of theory and practice.
Curriculum Development	Every 3 years faculty members meet in smaller committees to discuss the continuing relevance of the contents of the curriculum. Changes are made, whenever thought necessary.

6.2.2 – Implementation of e-governance in areas of operations:

E-governance area	Details
Planning and Development	Plans are underway to develop this area of functioning

Administration	Plans are underway to develop this area of functioning
Finance and Accounts	Plans are underway to develop this area of functioning
Student Admission and Support	Plans are underway to develop this area of functioning
Examination	Plans are underway to develop this area of functioning

### 6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
2016	Dr. Anitha Chettiar	International Conference	UGC	66539

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6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2015	NA	Workshop on Transactional analysis	21/08/2015	21/08/2015	0	35
2015	MOODLE-ICSSR	NA	07/12/2015	07/12/2015	22	0
2016	Strategic Planning Workshop	NA	18/04/2016	18/04/2016	30	0

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6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
Short Term Course	1	14/03/2015	19/03/2015	5
Short Term Course	2	17/08/2015	22/08/2015	5
Orientation Program	1	09/06/2015	09/07/2015	30

Short Term Course	1	08/06/2015	13/06/2015	5
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6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
19	17	19	0

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
Loan Facility for Staff	Loan Facility for staff, Uniforms for Staff	Educational Loans

## 6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

Internal audit is done by our Statutory auditors after completion of 6 months and same is finalised by them at the end of year. All the vouchers are checked along with the required documents as per the Income Tax Act. All the vouchers are sanctioned by the sanctioning authority and then the payments are made for the same through the Accounts department.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
Trust members	120000	Objects of the Trust
<a href="#">View File</a>		

6.4.3 – Total corpus fund generated

1384105
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## 6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	Quality Assurance Cell (UMQAC-Mumbai University)	No	NA
Administrative	No	NA	No	NA

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

College requested parents to help out in some situations, for example in fund raising. Before sending the students for relief work, the college seeks the co-operation of the parents in involving their children/wards in these efforts. Parents of students are met at least twice a year, to brief them about their children's / wards attendance and performance.

6.5.3 – Development programmes for support staff (at least three)

Various cultural programmes were organised for the Non-teaching staff and

support staff Support Staff were also offered capacity building programs through workshops

6.5.4 – Post Accreditation initiative(s) (mention at least three)

1. Applied for Autonomy 2. Academic Audit was conducted by Mumbai University 3. PhD seats increased to 25 after LIC visit by University officials.

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b) Participation in NIRF	No
c) ISO certification	No
d) NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2016	Revision of syllabus for MSW under the Credit based system	30/03/2016	01/09/2015	15/02/2016	19
2016	LIC visits completed for additional PhD seats and initiation of PG Diploma in Child Rights and Child Protection	15/03/2016	15/03/2016	15/03/2016	5
2015	Successful completion of Seminar on NGOs in Social Development	27/08/2015	27/08/2015	27/08/2015	80
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**CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES**

**7.1 – Institutional Values and Social Responsibilities**

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
Womens Day	08/03/2016	08/03/2016	175	40
Saviyribai Phule lecture series	05/01/2016	05/01/2016	120	20

Gender related Workshops	12/08/2015	16/03/2016	150	45
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7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
Environmental Consciousness programmes in the classrooms and extension projects through garbage separation, beach cleaning and promoting greenery.

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Provision for lift	Yes	15
Physical facilities	Yes	4
Braille Software/facilities	Yes	4
Scribes for examination	Yes	2
Ramp/Rails	Yes	12

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
<b>No Data Entered/Not Applicable !!!</b>							
<a href="#">View File</a>							

7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
<b>No Data Entered/Not Applicable !!!</b>		

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Fieldwork activities and programmes that is part of the curriculum that strengthens these values in their lives and behaviour.	17/07/2015	13/02/2016	284
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7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

Tree plantation, segregation of wet and dry garbage.
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**7.2 – Best Practices**

7.2.1 – Describe at least two institutional best practices

Best Practice One: 1. Title of the practice Training Programme on Palliative Care for Social Workers 2. The context that required the initiation of the practice Palliative care is an approach that improves quality of life for patients and their families facing the problems associated with life-limiting illness. This is accomplished through the prevention and relief of suffering by means of early identification and comprehensive assessment and treatment of pain and other physical, psychosocial, and spiritual problems (WHO, 2003).

Palliative comes from the Greek word "Pallium" which means Cloak (to cover) The framework of social work training and practice gives the ideal scope to social work professionals to involve in palliative care. According to the Maharashtra

Palliative care policy it has been estimated that 6 million people need palliative care ever year and less than 3 percent have access. In India it is estimated that the prevalence of patients who require Palliative Care are 10 million which would work out to approximately 1 million patients for Maharashtra (Maharashtra Palliative Care Policy, Jan 2013). The WHO guidelines developed by the National Consensus Project for Quality Palliative Care in 2004, suggest eight domains for the effective provision of Palliative Care at every Centre and also recognize Palliative Care as a Fundamental Human Right. NASW Standards for Social Work Practice in Palliative and End of Life Care The National Association of Social Workers, 2004 (NASW) has developed Standards for Social Work Practice in Palliative and End of Life Care, a useful practice tool

for social workers. These standards are designed to enhance social workers awareness of the skills, knowledge, values, methods, and sensitivities needed to work effectively with clients, families, health care providers, and the community when working in end of life situations. According to the NASW Standards for Social Work Practice in Palliative and End of Life Care. The following standards are Standard 1. Ethics and Values - Guide in practice Standard 2. Knowledge - Theory in practice and skill Standard 3. Assessment - Comprehensive Need Based Assessment Standard 4. Intervention/Treatment Planning - Care Plans/Goals of Care Standard 5. Attitude/Self-Awareness - ones own emotions, feelings, values Standard 6. Empowerment and Advocacy - advocate for the needs, decisions, and rights of clients in palliative Standard 7.

Documentation - record all communication, co-ordination Standard 8. Interdisciplinary Teamwork - co-ordinate with other professionals Standard 9. Cultural Competence - understanding diverse groups Standard 10. Continuing Education - professional development Standard 11. Supervision, Leadership and Training - Research / Policy 3. Objectives of the practice The rationale behind conducting this training programme for the Social work students were as follows. • There is a need to develop skills in palliative care and develop their expertise in the assessment and intervention with patients having terminal illness • To take a leadership role within professional social work towards the development of research, education, training and administration.

From the above purported objectives it is imperative that Social Work is a profession that can meet the needs of individuals and families affected by life-limiting illness and end of life issues. The Social worker can be involved in the following processes ? Need based assessment evaluation Demographic/ Socio Economic status Begin where the patient is - explore patients needs, strengths, resources and available support systems, assessing the social, psychosocial systems, culture and identify barriers in that affect quality of care giving ?

Address psychosocial issues - Help patients and families to cope in crisis, grief, pain, suffering and death ? Educate patient and families by providing information about resources, advance care planning, care giving, supportive and rehabilitative care ? Integral part of Multi - Disciplinary team of professionals - in co-ordinating with the patients family and the in planning intervention care plans, goals of care, resource mobilization ? Advocacy for changes in health care policies by ensuring accessibility, availability and affordable palliative care services, development of education, training, administration, research and policy 4. The Practice The Tata Memorial Hospital

as a part of their comprehensive care for cancer patients have been conducting Training Programme in Palliative Care for Social Workers / Volunteers.. The rationale behind the training programme is to enhance the Quality of Care provided to the terminally ill persons, where "quality of life" is the main aim. Caring for these patients is a team approach with doctors, nurses, social workers, psychologists, occupational therapists, stoma care, volunteers and home care services net worked for maximum benefit. In this context the Training session was conducted for the post graduate second year students pursuing their degree in Social work and for faculty members of the college. The course was attended by approximately fifty five students. 6. Impact of the practice.

Students and faculty members got an indepth idea about the very specialized component of palliative care Best Practice: TWO Title of the Practice: Disaster Intervention - Damunagar, Kandivali - East, Mumbai Objectives: To initiate intervention after the major fire following cylinder blasts in a slum community in North Mumbai. Context: Damu nagar is a slum community in North Mumbai inhabiting more than 5000 families, where cylinder blasts caused a big fire gutting most houses and belongings of the residents. The Practice: On 14th December 2015, about a week after the tragedy of cylinder blasts in Kandivali, all the MSW-II students went for need assessment to Damunagar. In this visit three students visited Anudatt School to check if the children had resumed attending classes. But it was found that children had lost everything from books to uniforms and bags. So far no help had reached the children in terms of providing educational material. The area was supplied with basic necessities such as clothes, vessels and food. Later in a discussion with faculty members it was decided that the children were definitely in a state of trauma which they could not express. Hence it was decided that initially, attempts would be made to alleviate their stress/trauma and later to help them get the materials needed for school. On 16th December, students conducted sessions including action songs and story-telling with children. The fantasy element of these activities was used to minimize painful thoughts. The students also helped another donor collect data regarding the needs of the 215 children. The next day the students were pleasantly surprised to see the children already gathered at the meeting point where the local youth had also voluntarily set up a microphone and speakers. This session included action songs, story-telling and craft and post-lunch, drawing and coloring. The students also visited schools in the area: the Akurli Municipal School and Anudatt School. The students visited the Principals of the three sections of the school. The Marathi medium had 89 students affected by the tragedy, the Gujarati medium 59 and Hindi medium 17. The students then worked to raise funds for basic educational supports. Work with Youth A group was formed with ten youth of the community. Group sessions were also conducted with 25-30 youths and their individual profiles noted. A signature campaign was carried out on sanitation, security and health-related concerns. Group media like street plays and group songs were used to promote unity. The major concerns faced by the youth included loss of income, negative impact on education - especially for those in Std. X or XII, lack of safety - especially for women, sanitation, and lack of food and legal documents. The major achievement for the students of this group was linking the affected youth to the NSS Unit of Thakur College and Bombay Catholic Sabha. Work with Women The main concerns of the women in the community were lack of shelter and places for safekeeping important documents, robbery, trafficking, lack of uniforms and financial aid for children's books, commuting, loss of documents, and lack of water and sanitation. There was also an increase in domestic violence, liquor consumption, and health problems related to water. The chawls visited were Khoppe, Bhimnagar and Anand Utsav Chawl. Work with the Elderly The needs of the affected elderly included medicines (for blood pressure, epilepsy, arthritis, eye problems, asthma, body ache, joint pain, cold, cough, fever, diabetes, gastronomical diseases, dengue, jaundice, swelling of feet, injuries due to fire), blankets, cotton sarees and assistance



in making various documents. The students contacted Silver Innings Foundation for needs assessment and for distribution of relief materials. Additionally, the students also interacted with the government agencies on behalf of the slum dwellers after need assessment and to retrieve all government documents for all families from the respective offices. The students distributed responsibilities among community members such as drafting letters to various government agencies and meeting the Collector, Mumbai Suburban and Bandra region. Problems encountered: This was a good learning experience for the students who took up the initiative on their own. They did not encounter any problems but were able to glean information about the ways in which such crisis situations affect communities. Resources needed: The students raised the funds to initiate the intervention. Resources needed were play equipment, educational supports, lamps, supports for elderly, etc.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

<http://cswnn.edu.in/sites/default/files/2015-16%20best.pdf>

### 7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

With its past experience in intervening in disaster the college speedily took up the need for help in Damu Nagar , Kandivali , a suburb in Mumbai. On 14th December, there was a tragedy of gas cylinder blast in the community. Senior MSW students were sent for need assessment and it was found that school going children had lost everything in the fires, from books to uniforms and bags. Discussion among student and faculty members concluded that these children were suffering from shock and trauma which they found difficult to verbally express. It was decided, that initial intervention would be to alleviate their stress/trauma and letter to help them get the material needed for school. This entire intervention helped the students to integrate theoretical concepts with practical intervention. Their understanding of disasters and their management was crystalize. Also, they were able to understand and implement different skills like, planning, fund raising, advocacy etc. required for timely and effective help.

Provide the weblink of the institution

<http://cswnn.edu.in/>

### 8.Future Plans of Actions for Next Academic Year

Future plans of the College of Social Work -The IQAC and the staff members meet in the month of April to plan the work for the next year and prepare the academic calendar to be given to all stake holders. -Sensitization programs for students. Students to be taken to various Organizations in the city and to rural areas to expose them to social and economic realities. Various skills laboratories are planned to help students sharpen their practice skills. In these laboratories real life situations. Films and documentaries on social issues will also be screened outside class hours to make students think and reflect on critical and current national issues. Camps are another way by which teaching -learning takes place, Next year too they will be planned, not only to provide the students an exposure to the work done by various agencies around the country, but the exercise helps the students to develop an understanding and appreciation of the values and principles of democratic functioning. -Block placement for students will also be planned for students as usual airing the month of May. This internship gives them an opportunity to work and stay in organizations working in rural areas and experience the life of villagers who live on the boarder of poverty and marginalization. Plan for awareness programs and workshops for the

students on topics like Youth Motivation, Preamble of the Constitution of India, Save Water, Child Sexual Abuse, Leadership Qualities, Grievance Redressal and Community Intervention. -To organise National Conference on Child Protection and Education in the next academic year. The concept of child protection has evolved attempting to integrate the different areas and phases of a child's life. Millions of children survive, have basic needs met, but are left to drift in life forcing them to provide for themselves. Thus the Conference hopes to bring to the fore the plight of such children and create a concerted effort to work with them. Perspective planning workshop for the Teaching staff. As the College applied for Autonomous status, it is essential for the management and staff to review the progress of the College to date. This will help the staff set priorities, focus energy and resources, strengthen operations, ensure that all work towards common goals and adjust the Institution's path in response to a changing socio political environment. - To encourage Faculty members to contribute more in relation to writing articles, taking up research and participating in conferences. The college will meet teachers' expenses for travelling to some extent. SPSS Workshops for students is also planned to help them in their research work that is an academic requirement. -To have a laptop bank with 5 laptops for those students who do not have access to computers. This will help in their research work and writing of assignments. These will be available to the students as and when needed. -Straightening the job placement cell by inviting a larger number of organizations, and providing input sessions to the graduating students on resume writing, interview skills,