# Yearly Status Report - 2017-2018

| Part A | |
|---|---|
| **Data of the Institution** | |
| **1. Name of the Institution** | **COLLEGE OF SOCIAL WORK** |
| Name of the head of the Institution | **Dr LIDWIN DIAS** |
| Designation | **Principal(in-charge)** |
| Does the Institution function from own campus | **Yes** |
| Phone no/Alternate Phone no. | **02222002615** |
| Mobile no. | **9969439319** |
| Registered Email | **cswnnprincipal@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 | **ELVIS THOMAS** |
| Phone no/Alternate Phone no. | **02222002615** |
| Mobile no. | **9821096530** |
| Registered Email | **nn@cswnn.edu.in** |
| Alternate Email | **cswnnprincipal@gmail.com** |

## 3. Website Address

| | |
|---|---|
| Web-link of the AQAR: (Previous Academic Year) | [http://cswnn.edu.in/content/aqar-reports](http://cswnn.edu.in/content/aqar-reports) |

## 4. Whether Academic Calendar prepared during the year

| | |
|---|---|
| **4. Whether Academic Calendar prepared during the year** | **Yes** |
| if yes,whether it is uploaded in the institutional website: Weblink : | [http://cswnn.edu.in/sites/default/files/Academic%20calendar%202017-2018.pdf](http://cswnn.edu.in/sites/default/files/Academic%20calendar%202017-2018.pdf) |

## 5. Accrediation Details

| Cycle | Grade | CGPA | Year of Accreditation | Validity Period From | Validity Period To |
|---|---|---|---|---|---|
| **3** | **A+** | **3.53** | **2015** | **01-May-2015** | **30-Apr-2020** |

## 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 |
| **Certificate Course in Law** | **12-Dec-2017** | **31** |

| and Social Work | 90 | |
| Post Graduate Diploma in Corporate Social Responsibility | 30-Jul-2020 330 | 17 |
| Certificate in Management of Non-Profit Organisations | 12-Aug-2017 180 | 13 |

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**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!!! | | | | |
| No Files Uploaded !!! | | | | |

| **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)**

? Planning and coordinating structured Orientation programme that integrated lectures, workshops on skills and attitudes, field visits to government and nongovernment organizations and inputs sessions by various experts in the field. ? Reviewing the needs of both teaching and nonteaching staff and conducting workshops for them ? Planning and coordinating Parents' Meetings. ? Planning and coordinating workshops organised by Field Work Committee. ? Planning and coordinating annual camps for students of BSW (I,II,III) and block placement of MSW II. ? Planning and coordinating activities of the Short Term Course Unit.

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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 |
|---|---|
| 1.Introducing new courses. | 1a. Four month Certificate course on Law and Social Work was organised in collaboration with Majlis. 1b.Post Graduate Diploma in Corporate Social Responsibility was initiated at the Extension Centre, Goregaon. 1c. Certificate Programme in Management of NonProfit Organisations was initiated at the Extension Centre, Goregaon. 1d. Post Graduate Diploma Course on InterReligious Dialogue and Water For Sustainable Development" was initiated at the College of Social Work, Nirmala Niketan conducted under the Cardinal Poupard Chair of UNESCO in collaboration with the Sociology Department, St. Andrew's College Bandra and Institute of Indian Culture, Andheri. Ie. The Recognized Prior Learning Level based on the National Skill Qualification Framework was started at the Extension Centre, Goregaon. |
| 2. Conducting Workshops and Seminars | Several workshops were organised by the Extension Centre , Research Unit, WDC, Students' Committee, and by faculty on various topics such as Human Rights, Expressive Art Therapy, Therapeutic Counselling, Data Analytics, Analysis of Focus Group Discussion, Tool Building, Quantitative Data Analysis, etc |
| 3. Increase books in the library | Nearly 755 books were added to the library during 2017-18, of which 397 were purchased and 358 were by donations. |
| View File | |

| 14. Whether AQAR was placed before statutory body ? | Yes |
|---|---|

| Name of Statutory Body | Meeting Date |
|---|---|
| LMC | 11-Oct-2017 |

| 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 | **2018** |
| Date of Submission | **20-Feb-2018** |
| 17. **Does the Institution have Management Information System ?** | **No** |

<div align="center">Part B</div>

## 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. (Updated by Virochan sirs data) The short term courses curriculum is revised time to time for all the courses. Syllabus review committee set up for the revision of the syllabus for each programme. Short Term Courses followed the following process for implementation of the revision of the curriculum: Step 1: Suggestion from the students were taken through feedback / evaluation process; if any topic to be included in the syllabus. Step 2: Teachers been asked to give their suggestions for the topics to be included to upgrade the syllabus according to the contemporary socio – political trends. Step 3: Suggestions are forwarded to the syllabus review committee. Step 4: Syllabus review committee do the brainstorming on the suggestions received by various sources. Step 5: The Revised syllabus is submitted to the principal. Step 6: The expert committee pertaining to the programme is been set up by the college to approve the syllabus. Step 7: The meeting is called in which the brainstorming is been done and then finally the syllabus is been approved. The meeting comprised of the principal, the external subject experts, the members of the syllabus review committee, IQAC members of the college, the subject teachers and the administrative staff of the Short Term Courses Unit. Once the syllabus is approved; it is submitted to the University. Step 8 : The syllabus is passed in the BOS and the Academic council of the University and is finally enforced since then.**

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

| Certificate | Diploma Courses | Dates of Introduction | Duration | Focus on employ ability/entreprene urship | Skill Development |
|---|---|---|---|---|---|
| **Certificate Course in Law and Social Work** | | **12/12/2017** | **75** | **The objective is knowledge and skilled building. To gain the emp loyability is not an objective of** | **Skills in handling the case having legal matter. Giving legal advice to the concern person.** |

## 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 !!! | | |
| No file uploaded. | | |

### 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 |
| --- | --- | --- |
| BSW | | 13/06/2017 |
| MSW | | 13/06/2017 |

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

| | Certificate | Diploma Course |
| --- | --- | --- |
| Number of Students | 38 | 74 |

## 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 |
| --- | --- | --- |
| of Non-Profit Organisations | 23/08/2017 | 27 |
| Post Graduate Diploma Course on Inter-Religious Dialogue and Water For Sustainable Development | 19/08/2017 | 17 |
| The Recognized Prior Learning Level based on the National Skill Qualification Framework | 21/04/2018 | 12 |
| View File | | |

### 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 | | 180 |
| MSW | | 60 |
| View File | | |

## 1.4 – Feedback System

### 1.4.1 – Whether structured feedback received from all the stakeholders.

| Students | Yes |
| --- | --- |
| Teachers | |
| Employers | |
| Alumni | |
| Parents | |

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

| Feedback Obtained |
| --- |
| Feedback through 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 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. |

## 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 | Generic | 60 | 163 | 60 |
| MSW | Generic | 60 | 263 | 60 |
| View File | | | | |

### 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 |
| --- | --- | --- | --- | --- | --- |
| 2017 | 60 | 60 | 4 | 4 | 11 |

### 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-Resources) | ICT Tools and resources available | Number of ICT enabled Classrooms | Numberof smart classrooms | E-resources and techniques used |
| --- | --- | --- | --- | --- | --- |
| 19 | 19 | 5 | 6 | 1 | 19 |
| View File of ICT Tools and resources | | | | | |
| View File of E-resources and techniques used | | | | | |

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

The field work practicum is designed to ensure that tasks are planned according to the levels of students. The progression is from basic tasks of observation, information gathering, participating in concrete activities, to more complex tasks like interviewing, use of diagnostic and analytical skills to handle simple cases, work with grassroots groups and the use of evaluative and advocacy skills to liaise with the government, corporates and other organizations for furthering the cause of specific groups. The curriculum is thus organized across and within the semesters such that students coming to the course from diverse disciplines are gradually and

systematically introduced to the social work profession. The rural camps organized for the students also keep in mind the different levels at which they are and feed into the theory and field work practicum of that level. While the first year undergraduates go for camps which are more service and programme-oriented, the senior students go to organisations which are into issue-based and advocacy work using a rights-based approach to address issues. Senior MSW students have to complete an internship of three weeks for field work with an organization of their choice, keeping in view their interest area. Thus there is a vertical as well as a horizontal progression in academic and practical learning. Assignments and class tests are designed to suit the levels of students of each semester as well as the demands of the individual subject. Every student is assigned a faculty advisor and field instructor who mentors the student in not only field work related areas but also with concerns related to classroom learning. Each student is assigned to a Faculty Adviser. Ordinarily a new Faculty Adviser is appointed each year. The appointment of the Faculty Adviser is based on the particular fieldwork placement of the student since each faculty member is responsible for a group of placements whether or not they directly provide field instruction in those placements. Besides being responsible for the students' field work performance, the Faculty Adviser is also responsible for the students' overall academic work and professional development. Any difficulties experienced by the student may be discussed with the Adviser whose function is to assist and guide the student. The students receive individualized attention in the form of guidance and supervision from the teaching faculty. As per the Regulation of the Directorate of Social Welfare, Government of Maharashtra, the staff student ratio of the College is to be maintained at 1:14.

| Number of students enrolled in the institution | Number of fulltime teachers | Mentor : Mentee Ratio |
|---|---|---|
| 281 | 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 |
|---|---|---|---|---|
| 20 | 18 | 2 | 2 | 10 |

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 !!! | | | |
| No file uploaded. | | | |

## 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 | 2017-18 | 10/04/2018 | 12/09/2018 |
| BSW | 260 | 2017-18 | 12/04/2018 | 24/05/2018 |
| View File | | | | |

2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

Field work forms a important component of the social work education curriculum. Thefield work consists of placement of students with various social work based organisation for field practicum both in the form of concurrent field work and continous field work. Each student is colsely mentored and monitored using a

continous internal evaluation system. The field contact or the field work agency person provides guidance and support in the field. The field instructor who is most of the time the facutymember of the college provides constant supervision and inputs thpugh visits to the field work plece, individual conferences and group conferences. A time sheet and recording formats are provided to each student to document their work and also register the number of hours and number of days put in by the student. Every faculty member recieves a field work manual which provides guidelines for continuous evaluation process. For BSW Sem-I,Sem-III and Sem-V and MSW-Sem-I,MSW Sem-III the end term evaluation consists of self evaluation by the student and evaluation by the field instructor and marking of the students performance based on the criteria given in the manual.The field instructors or the faculty members then form themselves in small groups and moderate the marks by discussing individual evaluations done by the field instructors. The second moderation is done in the form of moderation meeting where all the faculty members who are also field instructors discuss the class wise and field wise students performance and moderates the marks. For the BSW Sem-II, Sem-IV, Sem-VI, MSW Sem-II and MSW Sem-IV end term an external VIva panel is set up where each student is evaluated for 40 of marks through VIVA Voca,For these terms students are evaluated internally by their field instructor for 60 of the marks. Therefore It is ensured that students are provided constant monitoring and evaluation along with close mentoring. This is a very robust system of internal evaluation implemented at the institutional level.

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 finalizes 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%202017-18.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 | Social work | 58 | 54 | 93 |
| 260 | MSW | Social Work | 54 | 52 | 96 |
| 260 | BSW | Social Work | 58 | 57 | 98 |

| 260 | BSW | Social Work | 45 | 42 | 93 |

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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) – Though a specific SSS has not been developed, students rate their satisfaction with the facilities provided in the institution as part of the course evaluation sheet they fill up at the end of each semester.

# 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 |
|---|---|---|---|---|
| No Data Entered/Not Applicable !!! | | | | |

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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 |
|---|---|---|
| No Data Entered/Not Applicable !!! | | |

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 |
|---|---|---|---|---|
| No Data Entered/Not Applicable !!! | | | | |
| No file uploaded. | | | | |

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 |
|---|---|---|---|---|---|
| No Data Entered/Not Applicable !!! | | | | | |
| No file uploaded. | | | | | |

## 3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

| State | National | International |
|---|---|---|
| No Data Entered/Not Applicable !!! | | |

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

| Name of the Department | Number of PhD's Awarded |
|---|---|
| No Data Entered/Not Applicable !!! | |

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) |
|---|---|---|---|

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 | 22 |

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

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

3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

| Number of Faculty | International | National | State | Local |
|---|---|---|---|---|
| Attended/Seminars/Workshops | 0 | 6 | 2 | 3 |
| Presented papers | 1 | 3 | 0 | 3 |
| Resource persons | 0 | 0 | 1 | 3 |

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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 |
|---|---|---|---|
| SPSS workshop | Research Unit of the College of Social Work | 1 | 10 |
| Sensitization Workshops on democracy and secularism gender justice social justice | Anubhav Mumbai project | 2 | 3000 |

| environmental justice scientific temper dignity of labor honesty and integrity | | | |
|---|---|---|---|
| Responsible garbage disposal Signature campaign | Anubhav Mumbai project | 2 | 15000 |
| Inter State Tribal Youth Exchange Program | Anubhav Mumbai project | 2 | 160 |
| Mumbai Suburban Youth Festival | Anubhav Mumbai project | 2 | 350 |
| Cycle To Win' Delhi To Mumbai, "Promoting Social Inclusion Through Awareness!" | Gyanam Ganga and Anubhav Mumbai Project | 2 | 2 |
| [View File](#) | | | |

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 |
|---|---|---|---|
| **No Data Entered/Not Applicable !!!** | | | |
| **No file uploaded.** | | | |

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 activites | Number of students participated in such activites |
|---|---|---|---|---|
| **No Data Entered/Not Applicable !!!** | | | | |
| **No file uploaded.** | | | | |

## 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 |
|---|---|---|---|
| Inter State Tribal Youth Exchange Program | 160 | Anubhav Mumbai | 1 |
| International Student Exchange Programme | 4 | Hesso University | 120 |
| [View File](#) | | | |

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 | Duration From | Duration To | Participant |
|---|---|---|---|---|---|

| /research lab with contact details | | | |
|---|---|---|---|
| | | | |
| View File | | | |

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 |
|---|---|---|---|
| Majlis | 07/12/2017 | Organising Training in Law and Social Work | 30 |
| View File | | | |

# 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 |
|---|---|
| 1980000 | 471073 |

4.1.2 – Details of augmentation in infrastructure facilities during the year

| Facilities | Existing or Newly Added |
|---|---|
| Campus Area | Existing |
| Class rooms | Existing |
| Laboratories | Existing |
| Seminar Halls | Existing |
| Number of important equipments purchased (Greater than 1-0 lakh) during the current year | Newly Added |
| Value of the equipment purchased during the year (rs. in lakhs) | Newly Added |
| View File | |

## 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 patially) | Version | Year of automation |
|---|---|---|---|
| SLIM21 | Partially | - | 2012 |

4.2.2 – Library Services

| Library Service Type | Existing | | Newly Added | | Total | |
|---|---|---|---|---|---|---|
| Text Books | 871 | 119294 | 734 | 135650 | 1605 | 254944 |
| Reference Books | 17 | 5576 | 21 | 4745 | 38 | 10321 |
| e-Books | 0 | 0 | 0 | 0 | 0 | 0 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Journals | 62 | 92394 | 0 | 99795 | 62 | 192189 |
| e-Journals | 6 | 0 | 0 | 0 | 6 | 0 |
| Digital Database | 1 | 5725 | 0 | 5900 | 1 | 11625 |
| CD & Video | 0 | 0 | 0 | 0 | 0 | 0 |
| Library Automation | 0 | 0 | 0 | 0 | 0 | 0 |
| Weeding (hard & soft) | 0 | 0 | 0 | 0 | 0 | 0 |
| Others(specify) | 1 | 26738 | 0 | 27435 | 1 | 54173 |

[View File](#)

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 !!!** | | | |
| **No file uploaded.** | | | |

## 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 | 117 | 26 | 8 | 10 | 0 | 62 | 0 | 8 | 19 |
| Added | 1 | 0 | 50 | 1 | 0 | 0 | 0 | 50 | 0 |
| Total | 118 | 26 | 58 | 11 | 0 | 62 | 0 | 58 | 19 |

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

| |
|---|
| **No Data Entered/Not Applicable !!!** |

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 Social work Education** | [https://epgp.inflibnet.ac.in/](https://epgp.inflibnet.ac.in/) |

## 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 incurredon maintenance of physical facilites |
|---|---|---|---|
| 75000 | 300900 | 1905000 | 170173 |

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 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, overhead 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 | 29 | 614354 |
| Financial Support from Other Sources |  |  |  |
| a) National | AICTE,Bassin Catholic bank,Minim charitable trust ,Nathani scholarship and individuals | 10 | 111917 |
| b)International | 0 | 0 | 0 |
| [View File](View File) | | | |

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 implemetation | Number of students enrolled | Agencies involved |
|---|---|---|---|
| Job Placement | 11/12/2017 | 71 | 11 |
| Counselling Cell | 27/06/2017 | 165 | Student Counsellor |
| View File | | | |

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 passedin the comp. exam | Number of studentsp placed |
|---|---|---|---|---|---|
| No Data Entered/Not Applicable !!! | | | | | |
| No file uploaded. | | | | | |

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 | | |
|---|---|---|---|---|---|
| Nameof organizations visited | Number of students participated | Number of stduents placed | Nameof organizations visited | Number of students participated | Number of stduents placed |
| Under the mango tree, Arpan, YUVA, Mentor together, Apne Aap Women's Collective, Masoom, Indian Joint trust, The lighthouse project, Bright future India, SEARCH and Direct dialogue initiative. | 71 | 22 | Toybank, Family welfare agency, Cehat, Teach for India fellowship, Gandhi fellowship, Muskaan, Oscar foundation, Muskan foundation, TransUnion CIBIL Ltd. CSR dept., Teach for India fellowship, Gandhi fellowship | 0 | 0 |
| No file uploaded. | | | | | |

**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 |
| --- | --- | --- | --- | --- | --- |
| 2018 | 1 | DSW | Social Work | - | - |
| 2017 | 6 | BSW | Social Work | - | - |
| 2017 | 13 | MSW | Social Work | - | - |
| No file uploaded. | | | | | |

**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 |
| --- | --- |
| No Data Entered/Not Applicable !!! | |
| No file uploaded. | |

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

| Activity | Level | Number of Participants |
| --- | --- | --- |
| Christmas Day Celebration | Institute | 280 |
| Sports Day | Institute | 250 |
| Inter Collegiate Street Play Competition | Inter College | 200 |
| Film Screening Girl Child Week | Institute | 250 |
| Teachers Day | Institute | 250 |
| Independence Day | Institute | 250 |
| Annual Day | Institute | 280 |
| Indoor games and outdoor sports day | Institute | 250 |
| View File | | |

## 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 |
| --- | --- | --- | --- | --- | --- | --- |
| 2017 | Street Play Compe tition | National | 0 | 1 | - | - |
| View File | | | | | | |

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

? Elections were conducted for the positions of Class Representative for each class , house captain and vice captain for each house and House Representative in each class. In total there were 33 elected students in the students committee. ? Fresher's Party: The fresher's party was organized on 2nd August

2017 with a "Indo - Western" theme. ? Independence day celebration was organized on 16th August 2017. Solo and group singing competitions were organized on theme of patriotism in different languages. ? Teachers day celebration on 6th September 2017. Handmade greetings and chocolates were distributed among teaching and non – teaching staff. ? Film screenings were held on 6th September, 2017 to mark the occasion of the "Girl Child Week". ? Inter- Collegiate Street Play competition on the issue of Dowry was held on 26th November 2017, which is observed as Anti- Dowry Day. ? Sports day and Indoor Games: Sports day were organized on 9th December2017 and 7th February 2018 respectively. ? Samparc Heritage Walk was organized 10th December 2017 at Lonawala to create awareness and ensure better care and management of the heritage monuments. ? Christmas Day was celebrated on 20th December 2017 ? Annual Day was celebrated on 27th January 2018, the theme being "Azadi".

## 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:

| 33 |
| --- |

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

| 0 |
| --- |

5.4.4 – Meetings/activities organized by Alumni Association :

Alumni Meet organised on 18/3/2018 attended by 55 alumni. The Alumni Association has at least two meetings every year. It organizes workshops and programs of academic interest. Alumni are invited to judge programmes and conduct sessions and lectures on particular topics. Ex-Students of the Senior Citizens course have an active alumni group called Sanghmitra. The Alumni Association of the Senior Citizens course continues to be strong, active,enthusiastic and dynamic. The association consisting of 158, members regularly conducts its monthly meeting on the second Thursday of every month. These meetings serve as a platform for ongoing training and exchange of knowledge on social issues emerging in the current socio-political context and support for the challenges they face in their personal and professional life. This year the new executive committee of Sanghmitra was elected and various sessions on Slum Rehabilitation Authority, Panchayati Raj Adhiniyam, Participatory Rural Appraisal and group bonding were organized by them.

## 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 | Online admission procedure was introduced at the UG (BSW) and PG (MSW) level during the past year, and has been followed this year too. |
| Industry Interaction / Collaboration | Through field work the college reaches out to CSR organisation in order to work in collaboration. The research unit collaborated with various industries and corporates, and students are also placed for field work in four corporate offices under their CSR initiatives. Active participation of industry representative in IQAC. |
| Human Resource Management | Newly recruited faculty members are oriented to the functioning of the college. Faculty meetings are held every week and administrative and support staff meetings are held once a month. Staff development programmes are regularly held. Faculty members are encouraged and provided travel allowance to attend seminars, workshops and present papers. Those requiring to do so are allowed to attend orientation and refresher courses. The college availed the services of five visiting faculty members, and guest lecturers whenever necessary. Two Assistant Professors on temporary basis were recruited during the academic year. An Administrator was recruited after the retirement of the previous Chief Administrator. |
| Library, ICT and Physical Infrastructure / Instrumentation | Books in the library are updated whenever necessary and possible. Continuous enrichment of the library by acquiring more numbers of latest books from reputed publishing houses and journals. Various software such as SLIM21 and Database like N-List are provided. Book Bank facility for the SC/ST/OBC students. Display rack for new arrivals to give students and faculty an idea of the latest books available. Books are exhibited on various occasions for students and faculty to update their information. Newspaper clippings are displayed on the notice board and periodic |

| | competitions are organised. |
|---|---|
| Research and Development | All the students are mandated to take up research projects as part of their MSW programme. The use of e-resources like Inflibnet makes it possible and interesting for the faculty and students to read online research papers and articles of relevance. Teachers are encouraged to apply for minor projects. |
| Examination and Evaluation | Norms set by the University of Mumbai are followed. Process of examination and assessment for college exams is based on the University Pattern. Students are provided with question banks in every course. Faculty members are encouraged to use a variety of assessment methods in keeping with the nature of their courses/subjects. |
| Teaching and Learning | The faculty use student centric methods, including experiential participative learning to enhance the teaching learning process. Skill based workshops and field visits are organised relevant to subjects taught. Students are placed for field work across 55 organisations for hands on experience and learning. They have to necessarily put in 15 hours of field work per week. The learning needs of students are taken into account when planning their field work tasks. 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. |
| Curriculum Development | Every three years faculty members meet in smaller committees to discuss the continuing relevance of the contents of the curriculum. Wherever changes are thought necessary, they are made. |

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

| E-governace area | Details |
|---|---|
| Student Admission and Support | The admissions of the students at the post graduate level is done using e governance. |

## 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/ | Name of the | Amount of support |
|---|---|---|---|---|

| workshop attended for which financial support provided | professional body for which membership fee is provided | |
| --- | --- | --- |
| 2017 | Dr Ronald Yesudhas | Symposium on business human rights by Bombay Chambers of Commerce Industry | - | 4000 |

| View File |
| --- |

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) |
| --- | --- | --- | --- | --- | --- | --- |
| 2017 | Personality Development | Personality Development | 06/03/2018 | 06/03/2018 | 7 | 15 |

| View File |
| --- |

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 |
| --- | --- | --- | --- | --- |
| Orientation - Smita Bammidi | 1 | 28/05/2018 | 23/06/2018 | 21 |

| View File |
| --- |

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

| Teaching | | Non-teaching | |
| --- | --- | --- | --- |
| Permanent | Full Time | Permanent | Full Time |
| 19 | 19 | 18 | 18 |

6.3.5 – Welfare schemes for

| Teaching | Non-teaching | Students |
| --- | --- | --- |
| Interest free loan | Interest free loan, uniform for support staff, medical assistance when required. | Laptop bank, book bank, meal support, loan scholarship |

## 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 |
| --- | --- | --- |
| Total Corpus Fund Generated | 4.19 | Objects of the Trust |

| View File |
| --- |

**6.4.3 – Total corpus fund generated**

| 419000 |
| --- |

## 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 | No | | No | |
| Administrative | No | | No | |

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

| The Parents are called for a meeting at the beginning of the academic year and apprised about the functioning of the college responsibilities of the students and parents/guardians in facilitating better learning outcomes. Parents are contacted if help is required in relation to college activities. The counsellor had one counselling session with the parents. Parents are invited to the Annual Day celebration of the college, which they attend in large numbers. |
| --- |

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

| The college organizes various development programs for the support staff they are as follows: Awareness sessions conducted on issues such as sexual harassment at work place, cancer awareness, best practices in administrative processes, and services of Nationalised banks. A medical camp was also conducted support staff participated in inter collegiate competitions. |
| --- |

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

| 1. This academic year the Local Managing Committee was dissolved as per the provisions of the New Maharashtra University Act, 2016 and was replaced by the statutory body called the College Development Committee. The role and responsibility of the College Development Cell is to: (a) prepare an overall comprehensive development plan of the College regarding, academic, administrative and infrastructural growth, and to enable the College to foster excellence in curricular, co-curricular and extra-curricular activities, among others. 2.Five short term courses were launched during this academic year. 3. On Monday 12th February 2018, the Local Inquiry Committee constituted by the Mumbai University and UGC visited the college, as a prelude to grant autonomy. |
| --- |

**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 |
|------|-----------------------------------|-------------------------|---------------|-------------|------------------------|
| 2017 | Post Graduate Diploma in Corporate Social Responsibility | 30/07/2017 | 30/07/2017 | 17/06/2018 | 17 |

View File

## 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 |
| Film screening / Documentary screening to mark the occasion of The Girl Child Week followed by the discussion on issues faced by the girl child such as female foeticide, human trafficking, abuse of women and gender stereotyping. | 06/09/2017 | 06/09/2017 | 120 | 30 |
| Inter-Collegiate Street Play competition on the issue of Dowry | 14/12/2017 | 14/12/2017 | 60 | 20 |
| Savitribai Phule lecture Series , Chief Guest for the program was Ms. Priti Patkar. We also had renowned theatre artist Ms. Sanjukta Wagh performing during the program. | 31/01/2018 | 31/01/2018 | 140 | 60 |

| The Women's Day program | 07/03/2018 | 07/03/2018 | 140 | 40 |
|---|---|---|---|---|

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 |
|---|
| In the process of Initiating a Bio Gas Plant in campus |

7.1.3 – Differently abled (Divyangjan) friendliness

| Item facilities | Yes/No | Number of beneficiaries |
|---|---|---|
| Physical facilities | Yes | 7 |
| Provision for lift | Yes | 7 |
| Ramp/Rails | Yes | 7 |
| Braille Software/facilities | Yes | 3 |
| Rest Rooms | No | 0 |
| Scribes for examination | Yes | 3 |
| Special skill development for differently abled students | No | 0 |
| Any other similar facility | No | 0 |

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 |
|---|---|---|---|---|---|---|---|
| 2017 | 1 | 0 | 01/07/2017 | 210 | Youth for Good Governance | Responsible Garbage Disposal | 72 |
| | | | | _View File_ | | | |

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

| Title | Date of publication | Follow up(max 100 words) |
|---|---|---|
| No Data Entered/Not Applicable !!! | | |

7.1.6 – Activities conducted for promotion of universal Values and Ethics

| Activity | Duration From | Duration To | Number of participants |
|---|---|---|---|
| No Data Entered/Not Applicable !!! | | | |
| No file uploaded. | | | |

7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

| In the process of Initiating a Bio Gas Plant in the campus. |
|---|

**7.2 – Best Practices**

## 7.2.1 – Describe at least two institutional best practices

Title of the practice: Thematic activities at the Anubhav Mumbai, Extension Centre, CSWNN, Goregaon The context that required the initiation of the practice In the early 1990s, the college administration felt that in addition to providing quality education to its own regular students, it should be able to reach out to the immediate neighborhood/ community, civil society organizations, industry and the society in general as part of its social responsibility. With this objective, the Extension Centre was set up at Goregaon in the year 1993. Anubhav Mumbai, a project of the College of Social Work, has been working with the students and non-student youth of the suburban colleges of Mumbai since 1997. Objectives of the practice:The vision of Anubhav Mumbai is development of youth as concerned citizens committed to social transformation. Anubhav Mumbai has been trying to internalize its core values among youth through different thematic awareness programs and activities. The goal of Anubhav Mumbai hence is "Youth Development and Youth for Development". Anubhav Mumbai aims at enabling youth to discover themselves and to contribute positively to the development of society as concerned and responsible citizens. The Practice: Thematic programmes and activities are organised and conducted by the project, which concertedly focuses on the same theme throughout the entire academic year. During 2013-2014, Anubhav Mumbai conducted activities such as college campaigns, group bonding workshop, exposure visits and awareness programmes for the youth. The theme of the year "Woman is Not an Object 2013-2014" was based on the project's core value of Gender Justice. The theme selected for year 2014 -2015 was "Youth for Senior Citizens" based on core value "Social Justice" with the main objective to sensitize youth to provide care and protection to the vulnerable elderly people in the society. The theme for the year 2015-16 was"Youth for Social Justice", also one of the project's core values. The programs, visits, workshops and debates organized were related to this theme. The various awareness programs and workshops were on topics such as communal harmony, preamble of Constitution of India, Hepatitis B and C, women's empowerment, how to Say No, superstition, human rights, child sexual abuse, sex, sexuality and gender, status of women in India and women's rights. These sessions gave the youth an insight into issues of social justice and also helped them develop their own perspectives regarding the same. It has also created critical thinking among the students. The theme for the year 2016-17 was "Save Water, Share Water" which was based on its core values i.e. Environmental Justice. Anubhav carried out a water collection drive in the suburb of Goregaon in Mumbai and collected and delivered 15,000 liters of water to Beed district in Maharashtra, which was facing acute water crisis. The theme of Anubhav Mumbai for the year 2017-18 was Youth for Good Governance. Good governance is the centre stage for development as it involves political, social and economic accountability of people in positions of power. Anubhav Mumbai team took up this team as it promotes a sense of responsibility and commitment amongst the youth towards nation-building and democratic processes. The sessions conducted with college youth were on topics such as Democracy and Secularism, Gender Justice, Social Justice, Environmental Justice, Scientific Temper, Honesty integrity and dignity of labour. Obstacles faced if any and strategies adopted to overcome them. Students are always enthused to attend these sessions and programmes, hence no obstacles were faced in organising them. Impact of the practice. Thematic activities planned for the students from various colleges in Mumbai helps in deeper focus on the issue leading to better understanding and involvement of students. They are exposed to several discussions and deliberations on important and relevant topics which prepare them to be contributing citizens. Resources required. Large hall, permission from colleges to conduct programmes and space materials for sessions such as chart papers, projectors etc, and resource persons. Best Practice TWO Title of the practice: Initiation of field action project, SPANDAN. The context that

required the initiation of the practice The project was implemented in three revenue villages namely Savroli, Dongare and Anvir comprising of twenty-five hamlets in the areas surrounding Talasari Taluka in Palghar District of Maharashtra. The deaths of children due to malnourishment reported in June -July 2016 exposed the magnitude of malnourishment among the tribal households. Objectives of the practice (50 – 60 words) The local government of Talasari block, Palghar district contacted the College of Social Work to intervene. The general objective of the project is to disseminate knowledge on balanced diet amongst communities in Savroli, Dongari and Anvir villages in Talasari. The specific objectives of the project is to improve the health status of tribal children to increase the knowledge of mothers and care takers to assess post interventional knowledge and practice by conducting research studies and to network with government agencies to reduce malnutrition. The Practice A team of Faculty Members from College of Social Work, and College of Home Science immediately visited the site and met the local government functionaries to strategize relevant interventions to address the situation. As an outcome of these discussions Spandan was born. Spandhan envisions to eradicate malnourishment among the tribal community and build community leadership in monitoring the health status of mother and children. The thrust areas of SPANDHAN are: Community Participation Nutrition Child Protection Health Education Maternal Health Various activities undertaken by SPANDHAN are Participatory Rural Appraisal, anthropometric measurements, prabath pheri to create awareness about malnutrition, capacity building programe of Asha workers, and health camp for tribals. Sessions for children include self-awareness, morals, values and personality development, personal hygiene, and Bal Melava sessions for adolescents/ adults include menstrual hygiene practices, breastfeeding, demonstration of low-cost nutritive recipes, life skills, effective communication, interpersonal relationship, and decision making. Obstacles faced if any and strategies adopted to overcome them. The project has recently been initiated and no major obstacles have been faced till date. Impact of the practice. The impact of the project will be evaluated after one more year to know how the rural community has fared vis a vis health. Resources required. Social Workers office space and stay arrangements for staff materials to conduct sessions equipment for checking height , weight, etc.

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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/2017-18%20Best%20Practice.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

The College has a history of responding to natural and human made disasters occurring in different parts of the country. August 29, 2017 saw a near repeat of July 26, 2005 like situation in Mumbai as the city received rainfall in excess of 330 mm. The train services at Central, Harbour and Western Railways came to a halt resulting in a number of people being stranded at various stations. Our College provided free food and stay to its own staff members and over 150 citizens stranded in the nearby offices and Churchgate station. Simple arrangements were made for the overnight stay of citizens at the first floor hall, classrooms and also the hall of College of Home Science.

Provide the weblink of the institution

http://cswnn.edu.in/sites/default/files/Institutional%20Distinctiveness%202017.pdf

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

Nirmala Niketan College of Social Work is one of the oldest social work education institutes in the country. Due to its stellar performance the college has managed to secure place in the highest score bracket in all three cycles of NAAC. Its excellent track record is one of the reasons why the college is eligible for the autonomous status in the academic arena as per the policies of the University Grant Commission (UGC). The college has already initiated the process of obtaining autonomy b the sending the application in 2016. Since the Local enquiry committee report of the university has also given a favorable report It is currently awaiting approval of the application and granting of autonomy. With autonomy status on the horizon, the college would like to initiate several preparatory measures such as relooking at vision and mission of the college, revamping the syllabus, both at undergraduate and graduate levels, reconstituting the PhD center by provide greater institutional support for further critical research in social work. The college would also begin preparations for setting up various committees and boards as mandated by UGC. As a precursor to autonomy, college envisages a strategic planning workshop to be organized involving stakeholders from IQAC. With the teaching staff of the college at the helm, the workshop would address several aspects of the institute such as revisiting the mission and vision of the college and working on core academic issues like the syllabus and revamping teaching-learning process via collaborations with national and international organizations. The college is also contemplating the possibility of organizing a national conference on the topic of sustainable development through participative intervention programs. Majority of the institutes of social work education either have their own interventions in the form of field action projects or are connected to various interventions of NGOs or Governments. Therefore, such a conference will provide space for deliberations on networking with these interventions, thereby aligning them with sustainable goals set up globally and also by our government. For some years the college has also been associating with various organizations dealing with the issue of ageing. However, a need has been felt look at the concept of healthy ageing and create a space for organizations working with senior citizens to come together and deliberate on the multi-dimensionality of the subject. The college team is therefore also planning to hold second national conference in the coming year on topic of healthy ageing. The institute will attempt to seek funds from government bodies like National Institute of Social Defense for the same. The research cell of the college will also pursue the possibilities of more collaborations and research studies. The institute is hopeful that its efforts will continue for strengthening its rigor and commitment. Through a committed team and a rich legacy behind the institute, the college is optimistic that autonomy will enable it to become an academically robust space that can adequately nurture future generations of critical social workers.